

# In-service teachers' perception towards using Information and Communication Technology in Teaching

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## ARTICLE DETAILS

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## ABSTRACT

The purpose of this study is to investigate in-service teachers' Perception towards the use of ICT in the classroom. One hundred and sixty in-service teachers from primary to high school participated in the study. A 32 item perception scale towards ICT was used to collect the data. The study is a descriptive survey type of research. The results show that teachers are highly positive but the use of them in class is scarce and difficult for them due to lack of training. Secondly, there were significant differences in perception between their level of qualification and age.

## 1. Introduction

Nowadays, the use of information and communication technology (ICT) is essential and relevant in teaching (Friedman, 2006). This new demands in educational process have many challenges among teachers due to lack of knowledge about operating it (Parua, 2010). However, there is also increasing interest about ICT because they enable to get the specific abilities and knowledge for their profession (Sahoo, 2018). Nevertheless, there has been growing interest in the use of ICT in education setting in developing countries. Furthermore, in recent year, several countries have attempted government led initiative to expand access to ICT in school. These initiatives have often been associated with a broaden educational quality improvement. Keeping in mind above rational the investigator undertakes the study .perception of in-service teachers towards using ICT in teaching.

### Perception of teachers towards ICT

Many research works have emphasized the study of tea towards the use of new technologies in the classroom. The results show very positive attityud and the common acceptance that their use will be soon completely expanded among teachers (Foley & Ojeda, 2008).

Shaunsessy, (2007) agreed teachers have a positive perception towards the incorporation of ICT in teaching the cause behind is that those who are young and have more teaching experience with ICT and therefore, they feel more involved with their use than older teachers (Hammond et al., 2008).

The main purpose of this study was to find out the perception of in-service teachers towards using ICT in the classroom.

### Methodology

The study was based on descriptive survey research. In this study a Perception Scale towards ICT (PSTI) developed by investigator to assess the perception of students. The scale consisted 32 items bearing 16 favourable and 16 unfavourable items. The reliability of the test was developed by split half method. It was found to be 0.84 by the Person Product Moment correlation method. The validity of the scale was determined by the self rating by subject on a graphic continuum of a scale. It was found to be 0.72. The sample of the study comprises 160 in-service teachers teaching at primary level to high school level Mayurbhanj district of school of Odisha.

## 2. Analysis and interpretation

Table: 1  
Significance of difference between the mean perception scores of arts and science pg students towards ICT.

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Perception towards ICT	Primary Teachers	90	58.91	8.98	1.72	3.40	0.01
	Secondary Teachers	70	53.09	9.04			

It is revealed from the Table-1 that the mean perception score of Primary school teachers is 58.91 and that the secondary school teachers is 53.09 with S.D.s 8.98 and 9.07 respectively. The t-ratio came out from the above two group is 3.40 which is significant at 0.01 level. It implies that the two

groups differ significantly on perception towards ICT. Further, the mean perception scores of Primary school teachers are higher than the secondary school teachers. It shows that the primary school teachers have positive perception towards ICT as compare to their secondary school teachers counterparts.

**Table: 2**  
**Significance of difference between the mean perception scores of in-service teachers towards using towards ICT.**

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Perception towards ICT	More aged teachers	100	53.01	8.45	1.70	3.40	0.01
	Less aged teachers	60	58.67	9.01			

The Table-2 indicates that the mean perception score of more aged (above 40 years) teachers is 53.01 and that the less aged (below 40 years) is 58.67 with S.D.s 8.45 and 9.01 respectively. The t-value is found to be 3.40 which is significant at 0.01 level. It implies that the two groups differ significantly on

perception towards ICT. The mean perception scores of less aged teachers is higher than the more aged teachers, it shows that the less aged teachers had positive perception towards ICT than the more aged teachers of any levels..

**Table: 3**  
**Significance of difference between the mean perception scores of male and female students towards ICT.**

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Perception towards ICT	Male Teachers	109	53.05	6.45	1.62	3.09	0.01
	Female Teachers	51	58.07	5.09			

The Table-2 indicates that the mean perception score of male teachers is 53.05 and that the female teachers are 58.07 with S.D.s 6.45 and 5.09 respectively. The t-ratio came out from above two groups is 3.09 which is significant at .01 level. It implies that the two groups differ significantly on perception towards ICT. The mean perception scores of female teachers is higher than the male teachers, it shows that the female teachers had positive perception towards ICT than the male teachers.

Some of the collaborative projects would be the design and development of seminars or virtual workshops such as: Dolphin, Elgg, WordPress, groups or Google Groups. Besides, it would be useful to bring it up not only in the use of ICT tools but also in curricular integration methodologies which provide the teachers with technological

**3. Discussion and Conclusion**

Now a days use of ICT in the classroom is very essential for effective teaching. Teachers and students both are getting easy for their work in limited time. The finding of the present studies revealed that there is significant difference in perception between primary and secondary school teachers towards ICT. However, less aged and female teachers had positive perception towards more aged and male teachers. The findings also supported by the (Parua, 2008).

The finding of the study may be useful in establishing good cooperation between teacher and students. There should be organised proper training facilities for teachers to orient about ICT. In particular the key beneficiaries of the study are the children in school who may be sensitized to have better understanding of the impact of ICT in their teaching work. The finding and recommendation of this study are expected to provide a process or framework which should assist school managers in making decision on how to adopt and use ICT in school.

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