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Influence of Information and Communication Technology (ICT) on Teaching Learning Process in Colleges of Kashmir Division

RUKHSANA AKHTER*[1] AND GULSHAN WANI[2]
[1]Ph.D. Research Scholar and [2]Senior Assistant Professor
[1&2]School of Education and Behavioral Sciences, University of Kashmir, Srinagar (J&K) India

ABSTRACT

The study was conducted to assess the opinion of teachers regarding the influence of ICT on teaching learning process in colleges of Kashmir Division. A total of 20 degree colleges were randomly selected. Out of these sample colleges, 10 teachers were randomly selected from each sample college. So a total of 200 teachers were selected from all the selected sample colleges. A self-constructed questionnaire was used to collect the data .The data were statistically analyzed by using percentages. Findings revealed that majority of teachers were average satisfied with influence of computers, internet, projectors and video conferencing on teaching learning process. The findings further revealed that majority of teachers were highly satisfied with influence of mobile phones on teaching learning process.

Key Words : Information and communication technology (ICT), Teaching, learning, Colleges

INTRODUCTION

Information and Communication technology (ICT) plays a very significant role in teaching learning process. It greatly helps to enhance student's learning and teacher's instruction. It is presented as a catalyst to improve access to quality education. It includes the use of computers, internet, mobile phones, projectors, Television, video conferencing etc. Shavinina (2001) defines ICT as all the digital technologies including computer, scanner, printer, telephone, internet, digital satellite system (DSS), direct broadcast satellite(DBS), pocket-switching, fiber optic cables, laserdisc, microwaves, and multi-media systems for collection, processing, storage and dissemination of information all over the world. According to Dawes (2001) Information and Communication Technology has the power to support teaching and learning, and provide innovative approaches for doing the required work in a way that was never possible before. Information and Communication Technology offers opportunities to enhance professional development of teachers. A teacher can enhance his/her knowledge by the use of Information and communication technology. Information and Communication technology provides variety in the presentation of content which help students to concentrate and understand better and in the long retention of information. In educational institutions, highly qualitative and competent programs can be delivered with the help of Information and communication technology. Usage of ICT skills in teaching and learning have become essential for today's teacher. ICT-enabled teaching learning encourages interaction and cooperation among teachers, students and other experts regardless of where they are. Information and communication technology not only introduces new teaching and learning practices, but also acts as a catalyst to revolutionize the education system.

ICT can enhance instructional delivery through its dynamic, interactive, and engaging content; and it can provide real opportunities for individualized instruction. ICT has the potential to accelerate, enrich and deepen skills; motivate and engage students in learning (Eze and Nwangbo, 2013).

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Literature review:

Rangaswamy *et al.* (2017) revealed that that majority of students and faculty members access internet using smart phones for searching information.

Umar and Hassan (2015) conducted a study to assess Malaysian teachers' levels of ICT integration as well as its impact on teaching and learning. In this study, the findings revealed that ICT is perceived to bring positive impact on their teaching although its use might be hindered by time constraint and it is also perceived that their students' learning is influenced by ICT.

Jeggan and Pazhanivelu (2015) revealed that technology based instructions are more effective than traditional method. They found that teachers accept the use of ICT in classroom improves student's achievement.

Padmavathi (2013) revealed that Teacher's perception towards use of computer was found to be favourable

Adeyemo (2010) revealed that ICT have great impact on teaching and learning of physics. Also the introduction of ICT makes learning of physics so interesting for the students.

Cavas (2009) did a study on Science teachers attitude towards Information and Communication Technologies. The findings revealed that Turkish Science teachers have positive attitude towards ICT.

Khan (2007) studied the attitude of university teachers towards Information and Communication Technology (ICT) and the factors inhibiting its use in higher Education. The findings of the study revealed that the level of ICT usage by the university teachers was satisfactory but there was little transfer of these competencies to teaching practices. The majority of the teachers had a favorable attitude towards ICT usage.

Rajasekar and Vaiyapuri Raja (2007) studied higher secondary teachers' computer knowledge and their attitude towards computer. The findings revealed that 60.40% of teachers had relatively a favorable attitude towards computer and only 39.60% of them had relatively an unfavorable attitude towards computer.

Objectives:

To study opinion of college teachers regarding the Influence of ICT services on teaching-learning process in colleges of Kashmir Division.

METHODOLOGY

A descriptive survey research method has been employed for the present study. The investigator got the list of government degree colleges from the administration block of University of Kashmir. As per the list, there were 54 government degree colleges in Kashmir Division. Out of 54 degree colleges, 20 colleges were selected for the study by using random sampling technique so that every college would have an equal chance of getting selected in the sample. 200 teachers (10 from each degree college) were selected from these sample colleges by using random sampling technique.

Tools used:

The investigator used self- constructed questionnaire with different dimensions of Information and communication technology *viz.,* Computers, internet, mobile phones, Projectors and video conferencing system. There were total 34 items in the final format of the questionnaire. Out of 34 items, 20 were positive polarity items and 14 were negative polarity items.

Statistical treatment:

The data were statistically analyzed with the help of percentages in order to accomplish the objective of the present study

RESULTS AND DISCUSSION

The Table 1 shows the opinion of college teachers regarding influence of computers on teaching learning process in colleges of Kashmir Division. The perusal of the table clearly depicts that out of 200 teachers, 29(14.5%) teachers were highly satisfied with influence of computers on teaching learning process, 154(77.0%) teachers were average satisfied with influence of computers on teaching learning process and 17(8.5%)

Table 1 : Showing opinion of teachers regarding influence of computers on teaching learning process in colleges of Kashmir

	Levels	Range	N	%age
Computer Influence	Highly satisfactory	16 and above	29	14.5
	Average	10 – 15	154	77.0
	Highly dissatisfactory	9 and below	17	8.5
	Total		200	100.0

teachers were highly dissatisfied with influence of computers on teaching learning process. Therefore, the quick look of the table reveals that majority of teachers were average satisfied with influence of computers on teaching learning process.

The Table 2 shows the opinion of teachers regarding the influence of internet on teaching learning process in colleges of Kashmir Division. The perusal of the table clearly depicts that out of 200 teachers, 92(46.0%) teachers were highly satisfied with influence of internet on teaching learning process, 103(51.5%) teachers were average satisfied with influence of internet on teaching learning process and 5(2.5%) teachers were highly dissatisfied with influence of internet on teaching learning process. Therefore, the quick look of the table reveals that majority of teachers were average satisfied with influence of internet on teaching learning process.

The Table 3 shows the opinion of teachers regarding the influence of mobile phones on teaching learning process in colleges of Kashmir Division. The perusal of the table clearly depicts that out of 200 teachers, 136(68.0%) teachers were highly satisfied with influence of mobile phone on teaching learning process, 58(29.0%) teachers were average satisfied with influence of mobile phone on teaching learning process and 6(3.0%) teachers were highly dissatisfied with influence of mobile phone on teaching learning process. Therefore, the quick look of the table reveals that majority of teachers were highly satisfied with influence of mobile phones on teaching learning process.

The Table 4 shows the opinion of teachers regarding the influence of projectors on teaching learning process in colleges of Kashmir Division. The perusal of the table clearly depicts that out of 200 teachers, 86(43.0%) teachers were highly satisfied with influence of projectors on teaching learning process, 105(52.5%) teachers were average satisfied with influence of projectors on teaching learning process and 9(4.5%) teachers were highly dissatisfied with influence of projectors on teaching learning process. Therefore, the quick look of the table reveals that majority of teachers were average satisfied with influence of projectors on teaching learning process.

The Table 5 shows the opinion of teachers regarding the influence of video conferencing on teaching learning process in colleges of Kashmir Division. The perusal of the table clearly depicts that out of 200 teachers, 68(34.0%) teachers were highly satisfied with influence of video conferencing on teaching learning process, 118(59.0%) teachers were average satisfied with influence of video conferencing on teaching learning process and 14(7.0%) teachers were highly dissatisfied with influence of video conferencing on teaching learning process .Therefore, the quick look of the table reveals that majority of teachers were average satisfied with

Table 2 : Showing opinion of teachers regarding influence of internet on teaching learning process in colleges of Kashmir

	Levels	Range	N	%age
Internet	Highly satisfactory	16 and above	92	46.0
Influence	Average	10 – 15	103	51.5
	Highly dissatisfactory	9 and below	5	2.5
	Total		200	100.0

Table 3 : Showing opinion of teachers regarding influence of mobile phones on teaching learning process in colleges of Kashmir.

	Levels	Range	N	%age
Mobile Phone	Highly satisfactory	16 and above	136	68.0
Influence	Average	10 – 15	58	29.0
	Highly dissatisfactory	9 and below	6	3.0
	Total		200	100.0

Table 4 : Showing opinion of teachers regarding influence of projectors on teaching learning process in colleges of Kashmir

	Levels	Range	N	%age
Projectors	Highly satisfactory	16 and above	86	43.0
Influence	Average	10 – 15	105	52.5
	Highly dissatisfactory	9 and below	9	4.5
	Total		200	100.0

Table 5 : Showing opinion of teachers regarding influence of video conferencing on teaching learning process in colleges of Kashmir

	Levels	Range	N	%age
Video Conference Influence	Highly satisfactory	16 and above	68	34.0
	Average	10 – 15	118	59.0
	Highly dissatisfactory	9 and below	14	7.0
	Total		200	100.0

influence of video conferencing on teaching learning process.

Discussion :

The findings revealed that majority of college teachers were average satisfied with influence of computers and internet on teaching learning process.The findings are partially in line with the study conducted by Padmavathi (2013) which revealed that Teacher's perception towards use of computer was found to be favourable. The findings are also partially in line with Rajasekar and Vaiyapuri Raja (2007) which revealed that majority of teachers had relatively a favorable attitude towards computer. The findings are partially in line with Rangaswamy *et al.* (2017) which revealed that majority of faculty members access internet using smart phones for searching information. The findings are partially in line with the study conducted by Irfan Naufal Umar et al., 2015 which revealed that ICT is perceived to bring positive impact on their teaching although time constraint might hinder its use and it is also perceived to influence their students' learning. The findings are also partially in line with the study conducted by Adeyemo (2010) which revealed that ICT have great impact on teaching and learning of physics. The results revealed that majority of college teachers were highly satisfied with influence of mobile phones on teaching learning process. The findings are partially in line with the study conducted by Sevari (2012) which revealed that learning via voice, SMS text, Internet search, graphical displays, camera and video clips are a variety of mobile phone learning in education. The findings revealed that that majority of teachers were average satisfied with influence of projectors on teaching learning process. The findings revealed that majority of the teachers were average satisfied with the influence of video conferencing on teaching learning process. The findings are partially in line with the study conducted by Fitzgibben (2003) which revealed that there is the need for instructors to understand and acknowledge that using video conferencing would have an impact on teaching styles and methods. The findings are also partially in line with the study conducted by Drexhage *et al.* 2016) which revealed that trainee teachers were mainly positive in their assessment of video conferencing technology. The usefulness of joint exchanges and reflections, contextualized observations, and their own active engagement were emphasized by them.

Conclusion:

On the basis of analysis and interpretation and discussion of the results stated above, one can conclude that that majority of teachers were average satisfied with influence of computers, internet, projectors and video conferencing on teaching learning process. The findings further revealed that majority of teachers were highly satisfied with influence of mobile phones on teaching learning process .Thus the critical review of ICT influence on teaching learning process by teachers must be encouraged and their valuable comments must be made a guideline to enhance ICT integration in teaching learning process in colleges of Kashmir.

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