

## **INVESTIGATING THE PROFICIENCY OF UNIVERSITY TEACHERS IN INTEGRATING ICT IN CLASSROOM INSTRUCTION: A CASE STUDY OF INTERNATIONAL ISLAMIC UNIVERSITY**

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### **ABSTRACT**

The fast development of Information and Communication Technology (ICT) over the past three decades has become one of the most hotly debated topics among researchers and academics, particularly with regard to its incorporation into classroom instruction. The main purpose of this study was to investigate the proficiency of university teachers in integrating ICTs in classroom instruction. Population of the study consisted of all teachers (75) from the Faculty of Social Sciences, International Islamic University Islamabad. Universal sampling technique was used in the selection of sample. Self structured Questionnaire was used as a research tool with five-point Likert Scale. The major findings of the study were; all teachers have their own laptops and they frequently used the technology. University teachers have positive attitude towards the usage of ICTs. Teachers were very expert in the use of multimedia. In the use of MS Office software, teachers are frequent user of this technology. They prepared lesson plans; presentations and other educational content with the help of MS Office. University teachers have good practice of presentation software. University teachers are frequent users of Internet technology for academic related studies. With the help of technologies, university teachers prepared and delivered their lectures and assignments and handouts. ICT is the path between teachers and students, with the help of technologies teachers are able to give a timely educational guidance to students. University teachers are frequent users of these technologies for searching National and International conferences as well as organizing the National and International conferences. Teachers were able to conduct the online classes in a pandemic situation through these technologies. Teachers were skilled to use e-mail for the feedback of students' queries. On the basis of findings it was concluded that Teachers have positive attitude towards ICTs. Teachers are frequent users of e-mailing and multimedia and internet browsing. Teachers have sufficient skills to use the ICTs into classroom. Therefore, on the basis of these conclusions the following recommendations were made. Assessment of students' assignment may be done through these technologies e.g. using website and e-mail etc. Continuous seminars and workshops for the training of teachers may be developed and launched so that teachers may update them according to the current advances in the field of ICTs.

**Key Words:** Information and Communication Technologies, Teachers Competency, Integration, Utilization of ICT

## INTRODUCTION

We are in an era of rapid technological advancement, and for young people in the modern Western world, approaching a mechanical device has become the norm (Harmer, 2015). Utilization of technology in instruction gives better learning and encourages basic reasoning. Various methods utilized in instructive technology likewise give a superior learning experience to youngsters (Ismajli, 2008 referred to in Dogan, 2010).

Ahlbäck, (2018) expressed that today, after seven years, instructors despite everything approach PCs; in any case, the manner in which educators can utilize them has created. Kahoot, Quizlet, and Padlet are instances of programming applications that instructors use in their educating with the assistance of a PC. Advanced apparatuses could be any kind of mechanical gadget that can be utilized in correspondence. This may be, for example, a PC, an advanced camera, a cell phone or a tablet (Lilja & Uddgård, 2015).

The integration of ICT in education has not just changed the pace of advancement in educational framework, yet made an extraordinary test to build up a limit with respect to change and "the utilization of ICT in instruction can expand access to learning openings. It can assist with upgrading the nature of instruction with cutting edge showing strategies, improve learning results and empower change or better of educational framework" (UNESCO, 2009).

Traditional learning changed through ICTs and there is no doubt that the research and teaching and learning is highly flown. It is the potential of ICTs to enrich, deeper skills and also involved the scholars to provide the help in different educational institutions, and also create the financial opportunities for future (Yusuf, 2005).

The universe is change very quickly and the base of fundamental training is the, someone gets data where to apply. Some abilities should be found in ICTs in the whole world. Methodical instruction has highlighted the reading materials were composed by the course. Education has demand through label and introduction can't break up with material. The starting point of educational module protected and it will be more useful way that how data will be used. Contemporary ICTs provide us the help to fulfill these essential requirements. There are routine competencies in the world-class setting that are based on the educational modules that use these technologies for potential (Oliver, 2000).

The combination of discriminating information and communication technology helps keep teachers and students alive. This will help enhance the quality of education. We involved the teachers in reciprocal tasks and change the strategy which involved in its development which include in educational partnership with ICTs as an instrument (Ratheeswari, 2018).

The role of teachers are very vital in this situation because teachers are the responsible to integrate technological instruments in teaching, so teacher should handover the assignment with full of challenges which will develop the students skills. For this, purpose teachers to be familiar with the proper use of digital educational instruments that will provide the proper help to guide the students with suitable direction (Sundberg, L, 2017).

Teachers who are familiar with positive usage of ICTs have a positive impact on the student attitudes and motivation towards ICTs teaching. Numerous educators feel that they have high skill in including ICT in their instructing; in any case, instructors additionally feel that they need all the more preparing they should work with ICT. Besides, the greatest improvement must be done inside the subject of utilizing ICT as an educational instrument just as working with and forestalling the tormenting which learner open each other to on the Internet (Kumar, P, 2016).

The role of ICTs and the integrating policy can change the scenario of education, useful applications of ICTs at class room. It is very essential that to develop the teaching skills in teacher is the major factor for the effective integration of ICTs in classroom. ICTs are the useless if the educators are not well trained. Both (ICTs and educators) have a great worth after integration in T&L (Celik and Yesilyurt, 2013).

John & Sutherland (2005) suggested many conditions for teachers to change the pedagogical approaches. He also suggested the awareness about ICTs can be very important and to understand the essential link between ICTs and teaching content.

Preston, et al. (2000) explained some other orders that teachers took to fulfill the requirement of ICTs. The significance of educators having an optimistic conviction regarding the successful accomplishment of the tuition targets when utilizing ICT. For instructors, to utilize ICTs for both T&L purposes, the subsequent prerequisite identified with need of educators' capacity or abilities of ICT use and of openness to ICTs assets. Nonetheless, these conditions require the important mediation from approach creators and any relevant instructive frame to fit or effective educators in the T&L process.

According to the Behar & Mishra (2015) explained that "Due to improvement of teachers capabilities and competencies the educational outcomes of our children achieved. So, the priority of policy makers should to make applicable policy for the development of higher capacity of teachers.

Ounis, T., (2016) explained that it's significant that ICTs facilitate the pedagogy, but it also facilitate and support the both process of T&L including achievement of the learners with integration of ICTs in the curriculum.

According to Fitzallen, (2004) that students' learning and accomplishment ought to constantly set the most significant standards in instruction, instructors' advancement as far as their subject getting, abilities, and information on teaching method must be met right now. In light of the previously mentioned and what was talked about before right now connection to instructors' successful ICT integration.

According to Angeli & Valanides (2009) focused that professional development required that how teachers integrated the ICTs with efficiently in the process of T&L. The programs entitled by professional development are very vital that teachers acquire the relevant knowledge that helps them how to facilitate the learner with ICTs. So, the learning becomes more meaningful. For example, their knowledge in ICT, instructional technique and substance must improve with the objective for them to think about how to arrange the best resources they should show their subjects.

Ertmer & Ottenbreit-Leftwich (2010) stress that educators have the relevant knowledge about ICTs in better way and engage the learners with integration of ICTs in T&L process and also use the effective strategies to facilitate the learners. That's way teacher need to develop their professional skills and decide what ICTs will be used and how. Wang (2008) explained that teacher are well known about the appropriate tools to achieved the learning objectives and also able to modifying it on the requirement to fulfill the learners need in the classroom session and convert the traditional teaching approaches with digitals on by using ICTs resources.

Buttar, S. S. (2016) asserted that the craving for ICTs use were its help for making sense of how to be logically advantageous; notwithstanding, look into preceding this report didn't demonstrate positive outcomes to this desire. Mwalongo (2011) claimed that mostly educators were generally utilizing ICTs in instructing, and methodology of showing despite everything stayed focal. In any case, the utilization of ICT could make instructors less prime focus. Buttar, S. S. (2016) report claimed that learners have the chance to work with cooperatively or autonomously using ICT.

Watson's (2001) also explained the most essential impact of lack of ICTs in pedagogical aspects that affecting the learning procedure. The issue is not concern with the knowledge of ICTs and use of ICTs but it does belong to the methods of teaching. In simple words, if the lack of knowledge about the teaching methodology and have not strong ICTs skill it can stop the effective learning and also not possible to integrate ICTs in the field of education. On the other hand, teachers and learners both are not able to access the information from the world wide and not able to construct their own knowledge.

Hassel bring et al. (2000) contend that expert advancement of teachers are most fundamental than the accessibility of ICT assets. For instance, in regards to the Enlaces education ICT program which is like pertinent models all through the proposition, albeit broad endeavors have been made so as to empower instructors to utilize ICT viably in their study hall, look into uncovers ICT for educating and learning has still been frustrating (Hinostroza et al., 2011). Tezci (2009) claimed that without teachers training and interventions there is not value of ICTs is in T&L process. Furthermore, well equipped lab doesn't mean that one will be able to use ICTs with effective manners in the T&L process. Dogan (2010) emphasis that successful integration of ICTs required to take the teachers training to accesses their appropriate use of ICT for the process of T&L.

AlMulhim (2014) contend that in spite of the fact that educators are required to incorporate ICT into their T&L, and in spite of various changes in the instruction framework right now,

preparing is poor. Most Saudi educators require proficient preparing in instructional method and aptitudes both preceding and in-administration. Although, many universities organized the teachers training program with respect to ICTs skills but also taught how to effectively use of ICTs in education (Arkorful, V., & Abaidoo, N. (2015).

According to Watson (2001) "information on ICT aptitudes don't mean these abilities are constantly applied. In reality, obtaining ICT device abilities might be moderately simple yet picking up astuteness to utilize them viably can't."

Figg & Jamini (2011) emphasis that it is not necessary to taught the ICTs skills for teachers. Teachers also need to understand what, why and how ICT can be integrated with their teaching materials. Morrissa (2011) stated that during teacher education course, it is necessary to inform them about the integration of ICTs for practices in the future.

**METHODOLOGY OF THE STUDY**

**Objectives of the Study**

The objective of the study is as under:

- i. To investigating the proficiency of university level teachers in integrating ICTs in classroom instruction.

**Research Questions**

- i. How can the competency of teachers be improved by using ICT in the classroom?
- ii. What attitude do the teachers have towards the use of information and communication technology?
- iii. How integration of ICT is beneficial for the classroom?
- iv. What is the impact of integration of ICT on the learning of students?

**Population**

The study was conducted to explore the problems in the way of integration of ICTs in the classroom at university level according to the teacher perspective. For the purpose of data collection researcher was decided to delimit the population due to lack of time and lack of finance. Therefore, the information was gathered from the teachers of the Faculty of Social Sciences, International Islamic University Islamabad.

Sr. No	Institution	Category	Population
1	IIUI	Teachers	75

Source: [https://www.iiu.edu.pk/?page\\_id=94](https://www.iiu.edu.pk/?page_id=94) Retrieved January, 25, 2020.

**Sample and Sampling Techniques**

According to (Richard & Margaret, 1990) Universal sampling refers to the selection of sample where not all the people in the population have the same profitability of being included in the sample and each one of them, the probability of being selected is unknown. For this study universal sampling technique was used due to the short number of the respondents form the population.

Sr. No	Institution	Category	Sample
1	IIUI	Teachers	75

Source: [https://www.iiu.edu.pk/?page\\_id=94](https://www.iiu.edu.pk/?page_id=94) Retrieved January, 25, 2020.

**FINDINGS**

- 1. Maximum of the respondents (55.6% & mean score 4.06) agreed that they used audio/video tools during the process of teaching and learning.
- 2. Large number of the respondents (47.6% & mean score 4.40) agreed that they used MS Office for the preparation of educational content.
- 3. Majority of the respondents (49.2% & mean score 4.25) opined that teaching is very easy with ICTs.
- 4. Most of the respondents (52.4% & mean score 4.24) opined that they prepare their presentation on Power Point.

5. Majority of the respondents (49.2% & mean score 4.22) strong agreed that they used ICTs in preparation of lesson plans.
6. There is the majority of the respondents (50.8% & mean score 4.08) agreed that they gave lectures to students through online services.
7. Maximum of the respondents (50.8% & mean score 4.09) opined those teachers know how to use multimedia in the classroom easily.
8. Majority of the respondents (31.7% & mean score 2.60) agreed that they gave the valuable feedback to students via email in short time.
9. The high numbers of the respondents (58.7 % & mean score 3.78) agreed that ICT is a great tool for problem solving in the class room activities.

## **DISCUSSION**

Huang & Liaw 2005 revealed that teachers attitude towards computer is a key factor in the successful integration of ICTs in the classroom. The participants seemed to have accepted the rationale for using ICTs in teaching and these technologies have the potential to bring improvements in their methodology and the output. However this study revealed that teachers are very competent and their attitudes are very positive. The data indicates that teachers have positive attitude towards these technologies (Huang & Liaw 2005).

Many studies supported the finding of this study and proved that the teachers attitudes toward ICT have significant correlated in the use of these technologies in education. Our respondents are frequent users of this technology. They found that there was a gap between technology coursework and teachers practices. Our teachers indicated lack of training, lack of hardware, lack of interest, shortage of time, power failure as major problems. Teachers were expert in e-mailing and browsing the web (Henry, 2007).

In the instructional use teachers use these technologies for preparation of assignments, presentation of their lectures, preparing handouts for students, giving feedback to the students and communicating with their students. Regarding, skills to use these technologies, perception and skills are universally recognized factors for the successful integration of ICTs in education. This study revealed that teaches have sufficient skills for emailing, net surfing and operating the multimedia. Teachers are fluent users of presentation technology. Similarly, Ilimaki, 2008 stated that majority of teachers have sufficient skills for everyday and routine working practices, but many of them still have difficulties in finding a meaningful pedagogical use of technology.

## **CONCLUSIONS**

1. Many teachers used ICT in their daily teaching learning activities. In the use of MS Office software, teachers are frequent user of this technology. They prepared lesson plans, presentations and other educational content with the help of MS Office. University teachers have good practice of presentation software. University teachers are frequent users of Internet technology for academic related studies.
2. With the help of technologies, university teachers prepared and delivered their lectures and assignments and handouts. ICT is the path between teachers and students, with the help of technologies teachers are able to give a timely educational guidance to students. University teachers are frequent users of these technologies for searching national and international conferences as well as organizing the national and international conferences. Teachers are able to conduct the online classes in a pandemic situation through these technologies.

## **RECOMMENDATIONS**

On the basis of findings and conclusions following recommendations were made:

1. IT training program may be launched in summer vacation.
2. Continuous seminars and workshops for the training of teachers may be developed and launched so that teachers may update them according to the current advances in the field of ICTs.

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