

Study Related to Challenges Faced by Teachers towards Use of ICT in Management of School

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Abstract

This paper describes about challenges faced by teacher towards use of ICT in management of school. This article is part of research entitled “A comparative study of Government and private school with respect to ICT in educational management.” The study was conducted among senior secondary Govt. and private teachers of East Delhi, which included 5 Govt. and 5 private schools of the same area. The numbers of respondents were 50. The findings revealed that Govt. teachers face lot of challenges in comparison of private school teachers towards use of ICT in management of school due to lack of ICT skills, ICT equipments etc. The findings revealed that private school teachers face less challenges in comparison of Govt. school as they have a school budget for implementation of school ICT plan in their school. They have provisions of ICT in educational management in their school. They have a period in their timetable for ICT skill for students in their school. A questionnaire was conducted. A comparative study of Govt. and private school teachers related to challenges faced towards use of ICT in management of school was taken.

KEYWORD: Administration, management, organisation, perception, ICT.

1 Introduction

The education system is a complex system that requires good management and administration if it is to be efficient and effective. ICT have proven them in almost every other industry, especially the private sector and increasingly in the public sector as well, in supporting management and administration. ICT enable teacher, planners, managers and policy makers to access to educational data when they need it. ICT also enable direct interaction between schools and teachers with parents fostering community engagement. They can be used to promote transparency and openness by making educational data including financing available to the public. This potential of ICT is acknowledged by governments with the deployment of Educational Management Information Systems (EMIS) in many developing countries. GESCI has worked on various EMIS initiatives aiming to strengthen educational management and improve transparency.

ICT and the demand for new skills: ICT skills make a critical contribution to socio-economic development because of their central importance to the knowledge economy. ICT can also contribute to the development of other important knowledge economy “new millennium” skills such as critical thinking, information retrieval, analytical capacity, problem solving, communication and ability to understand and manipulate new media. Another dimension to skills development can be found in the technical and vocational training sector where the introduction and use of ICT to develop ICT skills and competencies is in great demand.

ICT – not a magic bullet! Context, feasibility and suitability matter: It is wrong and dangerous to imagine that ICT is a panacea or magic bullet for the legions of

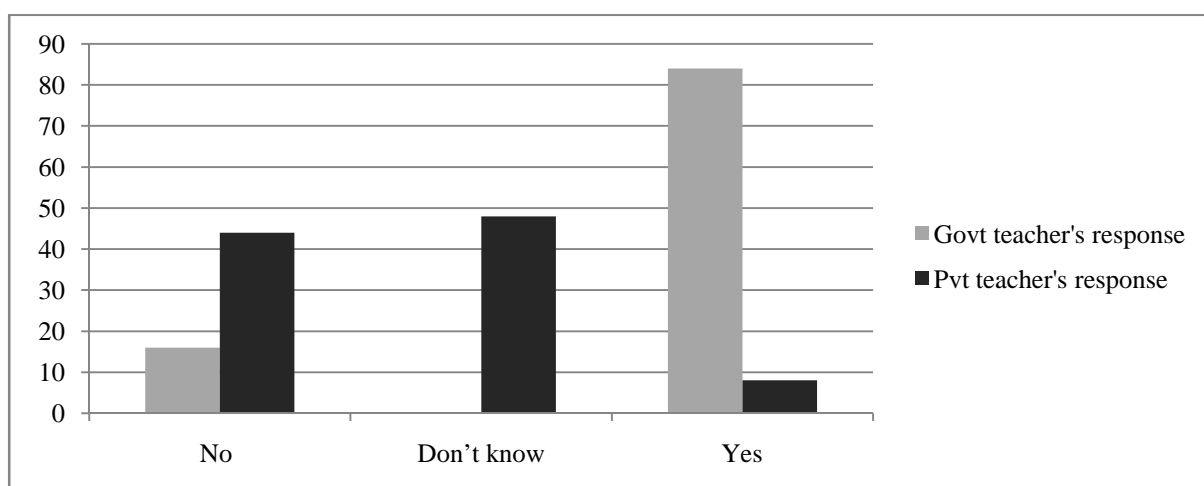
problems and challenges facing education and training today. Placing ICT in schools will not automatically improve teaching or learning or even guarantee the acquisition of ICT skills. ICT is only a tool - an enabling platform with a lot of potential - but the focus should be on addressing educational challenges, objectives and priorities. ICTs in schools provide an opportunity to teachers to transform their practices by providing them with improved educational content and more effective teaching and learning methods. ICTs improve the learning process through the provision of more interactive educational materials that increase learner motivation and facilitate the easy acquisition of basic skills. The use of various multimedia devices such as television, videos, and computer applications offers more challenging and engaging learning environment for students of all ages. ICT based educational system can bring greater transparency in educational administration. Admission of students on prescribed criteria, grading and ranking of students without any flaws and display of student performance in an open and transparent manner is possible with the help of ICT. These features bring greater credibility to an educational institution. Computerisation of administrative functions such as office application, library application, financial application, and student application, personal application, research, and planning application, computer managed testing and use of LAN and WAN are some of application-oriented uses of ICT. Using computer teacher can perform non teaching task such as storing student marks, course planning, instructional materials, creating tests, marking tests, student records and reports. An institution need to buy software as per its requirement. The teachers in school have to face a lot of challenges. Some time teachers have not skills, how to operate new technology? Sometime there is lack of sufficient ICT equipments in school. In some schools, there is lack of electricity. Thus there is need to study the challenges faced by teachers with ICT from primary school level. An attempt has been made in this paper to analyse the Govt. and private school teacher's perception towards challenges faced by teachers towards use of ICT in management of school. However, the core challenges faced by Govt. teachers using ICT in schools are: paucity of funds for purchase and maintenance of equipment, inadequate manpower skills and untrained man power supply. It is therefore recommended that proprietors especially government, should increase their funding level and enforce extant policies on the education sector. There should also be periodic retraining of teachers on ICT skills acquisition. In Govt. school 1-5 computers are only available to administrative staff and most of teachers said that their administration management depend on ICT equipment.

2. Methodology of the study: The data has been analysed qualitatively using percentages.

3. Analysis of data and their interpretation: This study of paper has done analysis of data and their interpretation by plotting table and graph as given as following:

Table 1: Teacher's perception towards procedure to communicate with students

Q.N O.	Statement	Govt. teacher's responses in %			Private teacher's responses in %		
		Yes%	No%	Don't know%	Yes%	No%	Don't know%
1	Do you have procedures to communicate with students online?	16	0	84	44	48	8

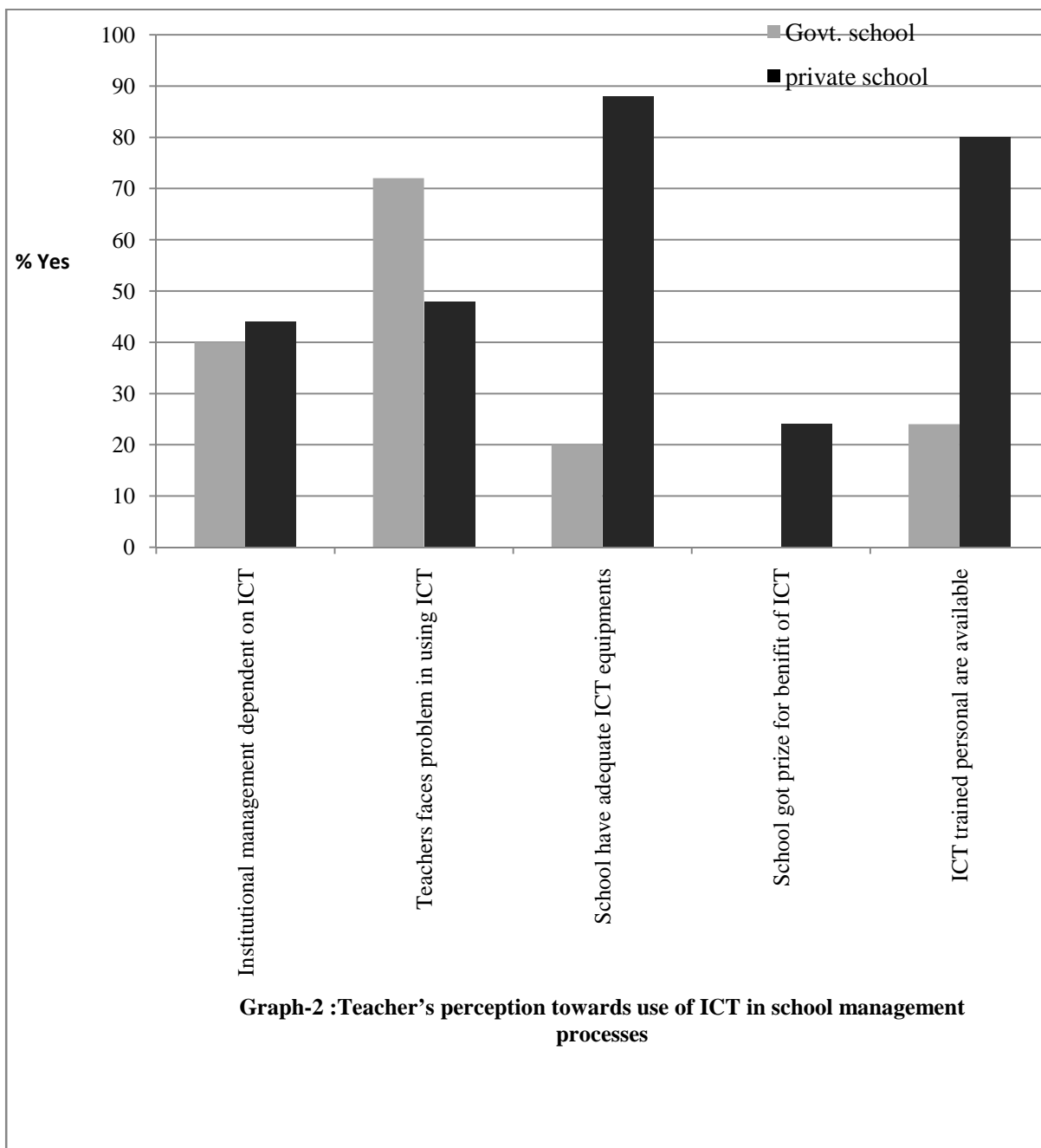


Graph-1 shows response to question- Do you have procedures to communicate with students online?

Table 1 and graph-1 shows both Govt. and private school teacher's perception towards procedure to communicate with students. Majority of Govt. teachers responses (84%) are in don't know and 16% teacher's responses are in Yes for procedures to communicate with students online. Majority of private teachers (48%) responses are in No, 44% teachers responses are in Yes and 8% teachers responses are in don't know for procedures to communicate with students online. Thus, there is a little difference No and Yes response of private school teachers. So private schools have facilities or procedure to communicate with students online.

Table 2: Teacher's perception towards use of ICT in school management processes

Q. N O.	Statements	Govt. teacher's responses in Yes%	Private teacher's responses in Yes%
1	Does total institutional management depend on ICT in your school?	40	44
2	Does the teachers faces problem in using ICT in educational management?	72	48
3	Does your school have adequate resources for management of ICT equipment?	20	88
4	Have your school got any prizes or certification for benefit of ICT in educational management in present academic session?	0	24
5	Do you have ICT trained personal for educational management in your school?	24	80



Graph-2 :Teacher's perception towards use of ICT in school management processes

Table 2 and graph-2 shows both Govt. and private school teacher's perception towards use of ICT in school management process. Majority of Govt. teacher's responses (60%) are in No and 40% teacher's responses are in Yes for the statement that total institutional management depend on ICT or not in their school. Majority of Govt. teachers responses (72%) are in Yes and 28% teachers responses are in No for the statement that the teachers faces problem in using ICT in educational management. Majority of Govt teacher's response (80%) are in No and 28% teacher's responses are in Yes for the statement that their school have adequate resources for management of ICT equipment. Majority of Govt. teacher's responses (100%) are in No and 0% teacher's response is in Yes for the statement if their school

has got any prizes or certification for benefit of ICT in educational management in present academic session. Majority of Govt teacher's response (76%) are in No and 24% teacher's responses are in Yes for the statement that they have ICT trained personal for educational management in their school. So in Government schools, lot of challenges were faced by the teacher in institutional management of the school. This is due to lack of adequate resources for management of ICT equipment and teacher faces problem in using ICT in educational management due to lack of ICT trained personal.

Majority of private teacher's responses (56%) are in No and 44% teacher's responses are in Yes for the statement that total institutional management depend on ICT in their school. Majority of private teachers responses (52%) are in No and 48% teachers responses are in Yes for the statement that the teachers faces problem in using ICT in educational management. Majority of private teacher's responses (88%) are in Yes and 18% teacher's responses are in No for the statement that their school have adequate resources for management of ICT equipment. Majority of private teacher's responses (76%) are in No and 24% teacher's responses are in Yes for the statement that their school got any prizes or certification for benefit of ICT or not in educational management in present academic session. Majority of Govt teacher's response (80%) are in Yes and 20% teacher's responses are in No for the statement that they have ICT trained personal for educational management in their school.

Table 3: Teacher's perception towards availability and teacher's dependency towards ICT equipments in educational management processes

Q.NO.	Statements	Options	Govt. teacher's responses in Yes%	Private teacher's responses in Yes%
1	In your school, how many computers are available only to administrative staff?	a. 1-5	100	24
		b. 6-10	0	40
		c. 11-15	0	20
		d. More than 15	0	16
		e. none	0	0
2	Is your school dependent on ICT equipment for following school management processes?	a. Administrative management	80	88
		b. Academic management	20	12
3	What is most common problem faced by	a. Lack of ICT equipment	72	32

	teachers in using ICT in schools for educational management?			
		b. Lack of financial resources	20	8
		c. Lack of trained ICT skilled personal	8	56
		d. if other, Lack of	0	4
4	Positive attitude/perceptions of teachers towards ICT in educational management is due to following reason-	a. Helps office management	16	8
		b. Helps supervision monitoring	4	8
		c. Helps in program delivery	0	0
		d. Helps in staff development	0	0
		e. Helps in conducting exam and admissions	4	0
		f. All of the above	68	72
		g. None	8	4
5	What purposes according to you are served by ICT in educational management?	a. It increase efficiency at work place	24	12
		b. It result in higher accuracy	4	12
		c. Many complex functions can be performed by ICT	4	0
		d. It brings greater transparency in educational administration.	4	12
		e. All of these	64	64

		f. None of the above	0	0
6	To what extent does the use of ICT in your school supplement the educational management?	a. Very much	4	16
		b. Considerable	12	68
		c. Very little	48	12
		d. Not at all	36	4
7	Does the administration have following ICT equipment to its disposal?	a. Telephone	40	56
		b. Fax	0	48
		c. computer	80	60
		d. computer room	8	60

Table 3 shows both Govt. and private school teacher's perception towards availability and teacher's dependency towards ICT equipment in educational management processes. Majority of Govt. school teachers (100%) responses say that 1-5 computers are only available to administrative staff. 80% teachers say that their administration management depend on ICT equipment and 20% say on academic management. Majority of teachers (72%) say that most common problem faced by teachers in using ICT in schools for educational management is lack of ICT equipment, 20% say due to lack of financial resources, 8% say due to lack of trained ICT skilled personal, 0% say due to lack of Positive attitude/perceptions of teachers towards ICT in educational management. 16% teachers say that it helps in office management, 4% say that it helps in supervision and monitoring and 4% say that it helps in exam and admissions and 8% say response as none while 68% agree to all the options mentioned above. 24% believe that ICT increases efficiency at work place, 4% say that ICT result in higher accuracy, 4% say for Many complex functions can be performed by ICT, 4% say It brings greater transparency in educational administration while 64% agree to all the options mentioned above. On the extent of using ICT in their school supplement the educational management, majority of teachers (48%) say very less, 36% say not at all, 12% say considerable, 4% say very much. 80% teachers demand for computer, 40% for telephone, 8% for computer room in their administration for its disposal.

In Govt. school 1-5 computers are only available to administrative staff and most of teachers say that their administration management depend on ICT equipment. Positive attitude/perceptions of teachers towards ICT in educational management are due to following reason:

- Most of teachers say that it helps in office management, helps supervision monitoring, helps in program delivery, helps in staff development, helps in conducting exam and admissions.
- Most of teachers say that ICT in educational management increase efficiency at work place. It result in higher accuracy, many complex functions can be performed by ICT and it brings greater transparency in educational administration.

About the extent in which ICT is used in their school to supplement the educational management, majority of teachers (48%) say very less. Most of teachers demand for computer, some for telephone, and little for computer room in their administration for its disposal. So we can say that Govt. teachers face a lot of challenges.

Now we are going to discuss responses from private school teachers. Majority of teachers (48%) say 6-10, 24% say 5-10, 20% say 11-12 and 16% say for more than 15 computers are available to administrative staff. So in private school, there are adequate amount of computers which are available to administrative staff. Most (88%) teachers say that their administration management depend on ICT equipment and 12% say on academic management. Majority of teachers (56%) say that most common problem faced by teachers in using ICT in schools for educational management is due to lack of trained ICT skilled person, 32% say due to lack of ICT equipment, 8% say due to lack of financial resources, 4% say due to other reason. 8% teachers say that it helps in office management, 8% say that it helps in supervision and monitoring and 0% say that it helps in exam and admissions and 0% say none while 72% teachers agree to all the options mentioned above. 12% say for it increases efficiency at work place, 12% say that it result in higher accuracy, 0% say for Many complex functions can be performed by ICT, 12% say It brings greater transparency in educational administration while 64% teachers agree to all the options mentioned above. About the extent of using ICT in their school supplement the educational management, majority of teachers (68%) say considerable, 16% say very much, 12% say very little, 4% say not at all. Most (60%) teachers demand for computer, 60% for computer room, 56% for telephone, 48% say for fax in their administration for its disposal. So we can say that their so we can say that their school have a large number of ICT equipment for their staffs to work quickly. So private school teachers face very less challenges as compare to Govt. school teachers due to lot of facilities of ICT equipments.

Discussion of the results:

The challenges faced by teacher towards use of ICT in management of school, it is clear that private school faces least challenges towards use of ICT in management of school as comparisons to Govt. school. Because of so many reasons like as school have adequate resources for management of ICT equipment. They have ICT trained personal for educational management in their school. 6-10 computers are available to administrative staff. Administration has computer, computer-room, telephone, fax ICT equipment to its disposal. Thus findings of present paper are consistent with

findings of Pelgrum [2001] who have conducted study on Obstacles to the integration of ICT in education results from a worldwide educational assessment. The main focus was on the perceptions of educational practitioners (at the lower secondary level) regarding obstacles that seriously impede the realization of ICT-related goals of schools. . The main focus in this article was on obstacles that educational practitioners perceive as major impediments for realizing their school based ICT objectives. Among the top 10 of obstacles were material as well as non-material conditions. The major obstacles were: lack of computers and lack of knowledge among teachers. It was observed that the qualification of ICT support staff in the school is beneficial for the staff development of teachers. The findings of present paper are consistent with findings of Tondeur jo [2007] who have conducted study on development and validation of a model of ICT integration in primary education. He found Teachers who followed more computer training showed higher levels of technological innovativeness. This study was found a positive effect of computer training in predicting computer use both for both support and integration. The findings have suggested that higher computer training lead to higher levels of supportive and class use of computers. The findings of present paper are consistent with findings of Moses Matovu [2009] who have conducted study on availability, accessibility and use of information and communication technology in management of students' academic affairs in Makerere University. Teachers revealed that manual system was so tedious compared the computerized system of analyzing, recording and keeping students' data. It was again confirmed that assessed work can easily be transferred electronically to departmental head through use of e-mails and SMS. Findings revealed that Makerere University had not started registering students automatically online yet it could be possible provided users are acquainted with enough skills. The findings of present paper are consistent with findings of Olaleye and Adeyemi [2010] who have conducted study on Information Communication and Technology (ICT) for the Effective Management of Secondary Schools for Sustainable Development in Ekiti State, Nigeria. It was concluded that the State government was not fully ready to imbibe (ICT) for the effective management of secondary schools in the State. It was recommended that the State government should supplied the necessary ICT equipment to all secondary schools in the State. Government should also improved the training of principals, teachers and computer personnel in the use of computers and other ICT equipment through seminar, workshop and in service training. The findings of present paper are consistent with findings of Asaolu & Fashanu [2012] who conducted study on Adoption of ICT and its Adoption of ICT and its Comparative Impact on Private and Public High Schools in Lagos State, Nigeria. The objective of study was presented on the application of Information and Communication Technology (ICT) in Lagos public and private secondary schools. The level of ICT provision (in both quantity and quality) is generally perceived to be of average value by the majority of total respondents in both public and private schools, with the private seemingly slightly better off. This could be explained by the fact that few elitist schools were thoroughly equipped in both types of schools while the commercial colleges took care not to totally fall behind so as to remain competitive. Respondents from both school types believed that favourable government policy and funding will greatly improve their ICT development.

Conclusions: One of the major conclusions can be drawn from the study is that Govt. should make provisions for adequate ICT equipments for educational management in Govt. schools teaching and non-teaching staff.

Educational implication

- Govt. should provide facility to learn ICT skills to in-service teachers, so that Govt. school teachers do not face problem in using ICT in educational management.
- Govt. should make provisions for adequate resources for management of ICT equipment in Govt. school.
- Govt. should provide ICT trained personal for educational management in all schools.
- School teachers should arrange training programme for Information Communication Technology applications and Internet Use and all the faculty members and staff should be encouraged to take part in this activities.
- Teachers already in the profession should have the right to adequate time and resources for continual professional development to acquire and maintain ICT skills.
- To ensure that teachers, educational authorities and other stakeholders enjoy the maximum benefits from the use of these technologies, all should involve in information sharing, consultation and negotiations, according to the issue involved.
- Govt. should make mandatory for all teachers to use computer based management of all records.

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