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CHALLENGES OF ICT FOR TEACHERS IN MADRASA

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Abstract

In the present era of digitisation, ICT use in the classroom is crucial for giving students opportunities to learn and apply to satisfy their needs essential 21st-century skills. Digital learning has the potential to reach more children than ever before. It has the ability to motivate the unmotivated. This study aims to finding out the difficulties faced by Madrasa teachers in using Information and Communication Technology (ICT) for classroom teaching-learning. The use of ICT in the classroom is immensely important to offer opportunities for students to learn to operate their learning task in an information age. The objective of this paper is to assess teachers' perceptions of the challenges faced in using ICT tools in the classroom transactions. A qualitative research design was used to collect the data randomly from a sample of 86 teachers in which 46 males and 40 females, who were selected from the 5 Madrasas of Varanasi in the state of Uttar Pradesh. For data collection, the investigator has used a self-developed questionnaire for knowing the teacher's perception of the challenges faced in using ICT in the classroom. The findings indicated that although teachers had a strong desire to use ICT in the classroom, they were encountered with some barriers such as insufficient technical supports at Madarsa and little access to Internet problems, electricity, knowledge regarding information communication technology, lack of training, lack of supporting system, lack of institutional support, no encouragement from government, no availability of teaching-learning material in the local language, etc. There are so many challenges to face teachers using ICT in the classroom. The researcher made an attempt to describe the list of challenges faced by the teacher will be discussed in the present paper.

ICT stands for Information and Communication Technologies and are defined, for the purpose of this primer, as a "diverse set of technological tool and resources used to communicate, and to create, disseminate, store and manage information". (Amin, 2017). ICT will not only contain hardware devices connected to computers and software applications but also interactive digital content, internet and other satellite communication devices, radio and television services, web based content repositories, interactive forums, learning management systems and management information systems. They will also include processes for digitization, development and creation of forums for interaction and exchange (Euller & Seufret, 2003). ICT is perceived to be a force to be reckoned with in the 21st century because

it has caused and continues to cause major changes in the way we live (Ifeanyi, 2012). ICT encourage deep learning and allow educators to take action better to different needs of different learners (Lau & Sim, 2008). It is a dynamic field that provides an excellent impact to the society. ICT has been varying every aspect of human life trade, manufacturing communications service, culture, entertainment, education, research, resistance and global security (Abdullahi, 2014 & Akudulo, 2002). The advent of ICT has helped to envisage the future of education with proper implication and also helped to dethrone the traditional norms of education. It has brought the Renaissance in the field of education as well as (Noor, 2017). The gift technology has helped to move the area of today's education to the modernized and most updated form. Now education is not controlled the within the classroom. ICT play a essential in this respect. It is treated as the vital part for the educational reforms and innovation at secondary and higher secondary level schools (Mondal & Roy, 2010). The Information Communication Technologies (ICTs) can increase the quality of education in numerous ways which included, increase in learner motivation and engagement, facilitating the attainment of basic skills and by enhancing training of teachers (Haddad & Jurich, 2002).

"It is a well-accepted fact that the effective usage of ICTs within the classroom is related to positive academic outcomes, as well as higher test scores, better attitudes towards schools, and better understanding of abstract concepts" .W Bates (1999) states once teaching with technology, learning outcomes is determined in terms of content, skills and values. Whereas content is the "what" of teaching and can be learnt in a multiplicity of ways, students ought to develop skills., he states would possibly include: how to find, analyze, systemise and interpret appropriate information on a particular subject/topic; how to solve problems; how to analyze concrete contexts and procure general principles; how to apply abstract principles to concrete contexts; how to argue lucidly and how to think decisively within the parameters of a particular academic discipline. The teaching of effective skills such as values, according to Bates, is very subtle. Students need to be trained values of scholarship inquiry, open mindedness, reflection; integrity and facts based thinking and learn how to apply these to their study (Poole & Bates, 2003). Giving the role of teacher its owed place, Bates states that good teaching may overcome a poor choice of technology but technology will never save awful teaching. A combination of the two is needed to deliver desired outcomes. The use of ICT can develop performance, teaching-learning, administration, and build up relevant skills in the disadvantaged communities (Bottino, 2003 and Sharma, 2003) too. Since ICTs impart both students and teachers with many opportunities in adapting to learning and teaching

according to individual needs, there is an pressure to respond to this technical innovation.. ICT may be used integrated in teaching-learning method with the simplest way of teaching scholastic subjects.

Uncountable exponent like scholars, eminent scientists and intellectuals had shown their kind interest toward the impact of ICT on the Muslim world and also at the same slot they encourage the importance of ICT in the field of promoting and enhancing knowledge and information among the Muslim student. The proposed research work attempts on the difficulties faced by Madrasa teachers during the implementation of ICT in classroom teaching-learning process and will also make several suggestions to improve it.

NEED AND SIGNIFICANCE OF THE STUDY-

The situation of the classroom is shifting. There's a technological gap between the progress of the society and educational activities of the teacher within the classroom. If we have a tendency to see in our society on the one hand technology has revolutionized our society and on the opposite hand the teaching learning activities at school level have remained to this point far from technology. In our classroom the knowledge is imparted by the teacher in an ancient way, a teacher centric mode which is most of the time boring and not to gain interest to the student. But present 21st Century's education is student centric education. Students learn from multi sources and for this reason use of ICT & Multimedia is extremely a lot of essential in educational field and simultaneously teacher's knowledge of ICT and Multimedia conjointly needed. In the competitive age, along with quantitative, qualitative changes in education are prime issues of policy makers. It's been cited by number of researches that ICT take away several obstacles in education system, i.e. physical and human. It can be easily noticed many software and ICT components have been efficiently used in English language. Not with standing, various stakeholders trying to build ICT related materials in regional languages too, however these materials don't seem to be out there in regional languages in sufficient quantity. As a result, teachers and learners are not able to take leverages of ICT at maximum extent. This study can shed light-weight over ICT possibilities for students with specific respect to Madrasa teachers to integrated ICT in the classroom.

REVIEW OF RELATED LITERATURE

India has billion plus population, 100% literacy is still challenge before country. There exists infrastructure, socio-economic, linguistic and physical barriers in India for people who wish to access education (Bhattacharya & Sharma 2007). ICT has the potential to get rid of the barriers that are inflicting the issues of low rate of education in any country. It can be used as

a tool to overcome the issues of cost, less number of teachers, and poor quality of education as well as to overcome time and distance barriers (McGorry, 2002). A study titled "Use of electronic journals at research institution" found that there was rapidly growing acceptance of electronic journals by faculty within the scholarly community. The increase in electronic journals usage is accompanied by a decrease in the frequent use of print journals. Print journal usage, however, continues to dominate electronic journal usage. Only 14 percent of respondents used electronic journals frequently as compared to 65 percent using print journals frequently. The questionnaire was sent through e-mail to randomly selected faculty members from the university directory Linares (1999). ICT increases the pliability of delivery of education so that learners can access knowledge any time form anywhere. It can influence the method students are taught and they learn as currently the processes are learner driven and not by teachers. This in turn would better prepare the learners for womb-to-tomb learning as well as to improve quality. Technological-facilitated educational programs also remove many of the temporal constraints that face learners with special needs (Moore & Kearsley, 1996).

The importance of ICT is being universally accepted. All studies cited above imply that ICT in each sphere of life can play decisive role. It's useful in governance as a result of it enhances access and transparency. It can play leading role to enhance quality of education as a result of its flexibility characteristics.. It can remove infrastructural barriers because of its low value practicality.

OBJECTIVE OF THE STUDY:

The objective proposed for this study is:

- To assess teachers' perceptions of the challenges faced in using ICT tools in the classroom transactions.

DELIMITATIONS OF THE STUDY

- This study focus only on the teachers (male and female) working in Madarsa from Varanasi city.

METHODOLOGY OF THE STUDY

The study employed the survey type of descriptive research.

POPULATION OF THE STUDY

In this study, Population constitute only Madrasa teachers from Varanasi city of Uttar Pradesh

SAMPLE OF THE STUDY

In the present study, the convenient sampling technique was used for selection of Madarsa. For this, researcher carried out a sample of 86 teachers, in which 46 males and 40 females, who were selected from the 5 different Madrasas of Varanasi In the State of Uttar Pradesh.

Table No-01

S. No.	Name of the Madrasa	Male	Female	Total
1	Madrasa Dairatul Islah (Chirag-E-Uloom) Rasoolpura Varanasi	6	7	13
2	Madarsa Rashidul Uloom Sarraiya Varanasi	8	6	14
3	Madarsa Faiz-Ul-Ulomm Saleempura Varanasi	10	8	18
4	Madarsa Bahar-Ul-Uloom Chittanpura Varanasi	12	9	21
5	Madarsa MazharulUloom Pilikothi Varanasi	10	10	20
	Total	**46**	**40**	**86**

TOOL OF THE STUDY

To find out the difficulties faced by Madrasa teachers in using Information and Communication Technology (ICT) for classroom teaching-learning, the investigator has used a self-developed questionnaire for knowing the teacher's perception of the challenges faced in using ICT in the classroom.

DATA COLLECTION PROCEDURES

Data collection defines the procedure for collecting data by the researcher. The questionnaire has been distributed to 100 teachers randomly. They were given one week to fill in the questionnaire and return it to the researcher. All of the participants volunteered themselves in the research. Some questionnaires were with missing information that the details could not be used as a contribution in this research. Finally 86 questionnaires were returned to the researchers for data analysis.

FINDINGS

Integrating ICT into teaching and learning is a complex process and one that may encounter a variety of difficulties. These difficulties are known as "challenges" (Schoepp, 2005). A challenge is outlined as "any condition that creates it troublesome to make progress or to achieve an objective" (WorldNet, 1997, as cited in Schoepp, 2005). There are numerous challenges to face teachers using ICT within the classroom, Such as:

FEAR OF TECHNOLOGY

Educators have this concern of the unknowns with new technologies. They're afraid to experiment with new technologies Also, this thought of having to learn it all at once slips them away from the idea of integrating technology. Thinking that a technology teacher should have all answers is one other cause that leads them to get away from the idea.

RESISTANCE TO CHANGE

Easy way out is to remain the status quo. Educators are comfy and wont to the normal technique of teaching and thence resist dynamical and obtaining out of their comfort zones. In line with the researchers teachers and school leaders of usually ten see technological experimentation as outside the scope of their job descriptions.

LACK OF HARDWARE AND GUIDANCE TO USE THEM

Schools are still unsure on what form of computers and different technological devices they must use. Establishments ought to perceive their demand and work consequently Availability of gadgets is vital for proper and smooth functioning with none hindrances.

Institutions and teachers ought to prepare themselves to make students work along on one device as well as let them work individually on one device. Also there's a requirement for proper and timely guidance that ought to be provided to teachers for effective use of technology.

LACK OF ELECTRICITY

Many schools are still not nevertheless connected to electricity; India being a developing country, the government has not been able to connect all parts of the country to the national electricity grid. Consequently those schools that fall under such areas are left handicapped and may not be able to proffer computer studies.

LACK OF INTERNET OR SLOW CONNECTIVITY

Most schools are not able to connect to the World Wide Web, due to the high costs involved in the connectivity

BROKEN DOWN COMPUTERS

While a good number of schools have benefited from donated used computers, they have not been effectively equipped with the same on maintenance and repair, hence its very common to see a school's computer lab full of broken down computers, some repairable and some not.

FEAR BY THE ADMINISTRATION

There is still a strong perception particularly by the older generation that computers necessitate highly skilled personnel to operate them, while this may not be the case, some school administrators also fear the infection of viruses to their computers leading to data loss.

TIME FACTOR

The teacher complained that the free time was too short for them to prepare their lesson using ICT.

NOT ALL TEACHERS 'BELIEVE' IN USING TECHNOLOGY

A wide range of research has established that if teachers don't believe in using digital technologies they will fail to transform classes, align with learning goals and integrate technology into curricular content.

I AM SCARED OF LOSING CONTROL OF THE CLASSROOM

Some teachers have articulated their concern of not having the ability to manage what what students do on their screens. They additionally suppose that if technology is introduced in their lessons then students wouldn't be so interested in the lesson and the content itself. Also, one high-school teacher explained that she wouldn't use technology within the classroom as a result of her lack of confidence using the devices and tools. Kids know how to use these things more than I do, I concern that I wouldn't be able to control them and keep them focused.

DISCUSSION AND CONCLUSION

This study is more related to identifying the perceptions in implementing ICT tools in teaching and learning within the classroom among school teachers. What's more, it examines the challenges of using ICT tools in teaching and learning in the classroom among school teachers and recognizes the effectiveness of the extent of ICT tools in supporting classroom teaching and learning. Based on the study the answer points towards that teacher are faced with some challenges and barriers that thwart them to employ ICT in the classroom or develop supporting materials through ICT. This study concluded that the Madarsa teachers are familiar with ICT and ICT usage; however, this doesn't essentially mean that they integrate ICT into the curriculum. In addition, insufficient technical supports at schools and little access to Internet and ICT prevent teachers to use ICT in the classroom Shortage of sophistication time and time required to be told using ICT were reported as two other key barriers for teachers to integrate ICT into the curriculum. In order to integrate ICT in classroom teachers should be aware of what is happening in the classroom and what changes

are occurring. Therefore, possible effective uses ICT are often applied in teaching and learning, which can eventually result in the advance of educational programs. Teaching occupies a praiseworthy position in the society. ICT helps the teacher to keep informed the new knowledge, skills to use the new digital tools and resources. By using and gain the knowledge of ICT, student teacher will become effective teachers. ICT is one of the most important factors for producing the rapid changes in our society. Computer and ICT have become vital means for professional success and have a promising future. The government also has expressed views on the significance of inclusion of computer and ICT tools in Madrasa system. Scheme to provide quality education in Madrasa (SPQEM) from MHRD also emphasizes on the same things.

This study will offer invaluable information to the Madarsa administration additionally on educational policy makers regarding the nature of ICT contribution to the teaching-learning process. Since the attitude and perceptions of the teachers are crucial to how successfully an innovation is implemented, it is important to determine how teachers perceive this innovation and its efficaciousness as a tool for enhanced teaching and learning. it's conjointly hoped that this study will contribute to the increasing knowledge base and 21st century generation regarding the use of ICT in education in India.

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