

Fundamental Innovation Teachers' Awareness and Attitude towards the Utilization of Information and Communication Innovation

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Abstract – In this period of globalization, the world everywhere are looking towards incorporating information and Communication innovations into the instruction part to advance monetary and mechanical progressions and make training accessible to all. It is against this setting this examination looks at Fundamental Innovation Teachers' awareness and Attitude towards ICT. The information for the examination was gathered through survey and investigated utilizing clear insights. Discoveries demonstrated that Fundamental Innovation Instructors' have the correct Attitude towards ICT yet need satisfactory data incorporation approaches.

Keywords: Awareness, Attitude, ICT

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INTRODUCTION

Data and Communication Advances are the significant contemporary elements forming the worldwide economy and creating fast changes in the general public. They have in a general sense changed the way individuals learn, convey and work together. This advancement has offered ascend to new instructive needs and showing techniques and methodologies which contemporary teachers in Nigeria must not decline to some portion of. This is possible when teachers have right awareness, Attitude and acknowledge the mix of current advancements into the instructing procedure. The contemporary customary teachers have a tendency to be skeptical in their discernment and state of mind towards change, Lawal (2006). This negativity can be ascribed much to absence of awareness about ICT approaches and the potential advantages of ICT as an apparatus for instructing and learning. Instructors' awareness is focused on their understanding, acknowledgment and energy about the advantages woven around ICTs in training and their slant towards its selection (Oladosu 2011). The awareness about approaches shapes the foundation of the usage and profitability of a program. At the point when an individual knows about the controlling standards, he at that point develops the correct demeanor which will bring about enhanced profitability. This will ask the person to yawn for aptitudes to enhance competency. Instructors request uncommon consideration since they have unique needs and intrigue that must be tended to with deference and creativity so as to influence them to

grasp the new innovations set in the classroom (Lawal, 2006). This is imperative in light of the fact that the compelling utilization of ICT requires impossible to miss requests which they should know about and saw well for proficient utilize. Among these requests are: the need have PC, access to web administrations, how to incorporate ICTs into the instructional procedure, how to utilize innovation to assess learning exhibitions. It is simple for PCs to be viewed as a learning asset in the classroom without clear goals regarding how they will encourage youngsters' learning. Placing PCs into schools isn't sufficient to affect on understudy learning, there is the should have the capacity to utilize and assess ICT intentionally which is the key lightening from information destitution (Oladosu 2011). The Nigeria National approach on Information Innovation (2001) made some awareness through the different regions layout for competency in PC for instructors at all levels of training. As of late, there has been endeavor to furnish schools with PC equipment and programming. The National government requested one million smart phones 24 million open elementary schools and furthermore propelled the schoolnet Nigeria to make learning groups for instructors and students, (Osei, 2007). Additionally in South Africa, there was the educator PC activity approach intended to guarantee that each instructor in the nation possesses and utilizes a PC. Ofsted (1995) opined that a student to miniaturized scale PC proportion does not ensure superb work with IT. It ought to be recognized that, absence of important reconciliation might be the

aftereffect of nonattendance of awareness or absence of certainty with respect to the instructors. Effective reconciliation of ICT into educational modules relies upon teachers' conviction of the importance of ICT as a methods for giving better access to wealthier scope of assets for themselves and their understudy, (Yusuf, 2005). Information and Communication innovation have been mixed into schools without generally changing the way we learn and educate. Much of the time they were adjusted to conventional school structures, classroom association and existing works on neglecting to address thorough instructive change, (Eva, 2005). The bane to fruitful coordination of ICT and new instructional methods lies in teachers' awareness and Attitude to the new developments. This Udo (2005) noted requires dire comprehension of aptitudes, learning and awareness.

TEACHERS ATTITUDE TOWARDS INFORMATION AND COMMUNICATION INNOVATION

Information and Communication Innovation has improved instructors' expert information, aptitude and capacities by broadening their subject learning, empowering arranging and arrangement for educating to be more effective. To encourage classroom ICT joining, instructors have been distinguished to be a central point in cultivating classroom combination. This is on account of teachers constitute the facilitators and business people in classroom ICT learning condition, (Jegade, 2008). Teachers are the key change specialists of instructive improvement in any nation. An adjustment in instructors saturates to all part of development and advances required in educating learning forms and logical improvements. Teachers' information of ICT for instructing and learning, critical thinking abilities, limit building and other pertinent issues identifying with training can't be underestimated. For instructors to have the capacity to adapt to these elements of electronic innovations or ICTs there is the requirement for the correct disposition to be developed towards ICTs as a device for educating and learning. State of mind is the general inclination or conclusion of a person about something (Oladosu, 2011). It is the controller of the real conduct of an individual intentionally or unwittingly. Demeanor is a piece of subjective structure individuals use to sort out, systematize their encounters and practices. Guoyuan et al (2009) depicted Attitude as inclination to react positively or negatively to a question, individual or occasion. To help this definition, Okoli (2000) communicated state of mind as built up mental set that a man use to assess something positively or horribly. He went further to state that, demeanor are deduced from clear conduct both verbal and non-verbal which could be proper or unseemly. Instructors' state of mind towards ICT is their conclusion of acknowledgment or dismissal of ICT as device for learning. For teachers to have the correct state of mind there ought to be a discussion for instructors to build up their ICT aptitudes. Daniela and Stamp (2006) demonstrated

that teachers in schools indicate extraordinary premium and inspiration to find out about ICT possibilities and practically speaking, its utilization is generally on the low side. Likewise in the Scottish schools, teachers perceive ICT benefits for themselves and their student however regularly neglect to thankless rascal in their instructing. Absence of appropriate combination as indicated by Pelgrum (2001) is because of instructors' fitness and confidences in aptitudes. These are main consideration that conditions instructors' ability to incorporate innovation in their educating. Guoyuan et al (2009) contended that teachers have both constructivist and customary convictions about learning and instructing and that constructivist savants are exceedingly dynamic PC clients while instructors with conventional convictions are more averse to utilize PCs and ICTs. Teachers loaded up with customary convictions needs continuous re-introduction and one - on-one handy association with ICTs for solid comprehension of the ICT possibilities. Teachers' demeanor towards utilizing learning outside their ability and want have a tendency to be a factor blocking ICT coordination and fruitful reconciliation of ICT requires capabilities and aptitudes basic for planning, conveying and assessing direction, Yasemin (2008). Instructors' educational convictions and methods of insight assume a critical part in transmuting customary classroom into an ICT based classroom. At the point when instructors finally build up the correct mentalities and are slanted towards the selection and mix of ICT into classroom guideline, there are factors that militate against its effective joining.

METHODOLOGY

The unwavering quality of the test instrument was tried utilizing test-retest strategies. The scores acquired from two organizations in the time of three weeks interims were investigated utilizing Pearson item connection coefficient at 0.65 coefficient consistency.

$$R_{xy} = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}}$$

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n-1}}$$

The formula produce the consistency score of 0.91 to adjudge the instrument as reliable for the study. The data collected were analyzed using calculated mean scores to determine the degree of Agreement and Disagreement.

Where:

X	Actual mean
A	Assumed mean
2 fx	Total frequency n Number of items

$$\text{Mean score} = 0.5H = 3.5 \text{ £}$$

Decision Rule

Hence, responses with a mean score of 3.5 and above will be regarded as agree while those below 3.5 will be regarded as disagree.

Table 1 Basic Technology Teachers' awareness of ICT as tool for teaching and learning

SN	STATEMENTS	Agree	Disagree	Undecided	X	Remark
1	Basic Technology Teachers are not aware of Nigeria National Policy on Information and Communication Technology (ICT)	30	59	5	2.74	Disagree
2	Teachers are aware that the use of ICT tools aid learners to learn at their own pace and convenience	82	17	2	3.93	Agree
3	Basic Technology Teachers are aware that knowing how to surf the internet is a worthwhile skill	87	4		4.32	Agree
4	Basic Technology Teachers ' have attended seminar on how to use the computer to teach	51	40	3	3.19	Disagree
5	Teachers believe that ICT can improve students ' learning style and performance	73	2	2	4.79	Agree
6	Teachers personal access to the internet at home has improved my teaching skills in Basic Technology	82	11	9	4.10	Agree
7	Teachers are aware that ICT can promote lifelong learning	97	1	0	4.62	Agree
8	Teachers are not adequately aware of the methods of using ICT to teach Basic Technology	72	24	5	3.68	Agree
9	In my school Basic Technology Teachers often discuss computer related topics and exchange ideas about computer hardware and software	56	35	10	3.29	Disagree
10	Teachers are aware of software that can be used to teach Basic Technology	57	35	7	3.41	Agree

The discoveries mirrored that, instructors know about the National approach on IT, ICT empower students to learn at one's pace, web surfing is a beneficial ability, ICT enhance understudies' learning and advance long lasting adapting however don't know about the strategies of utilizing ICT to educate, don't examine PC equipment and programming. One might say that the instructors are extremely very much familiar with the possibilities of ICTs in training however not all around educated of its use are: when to utilize, how to utilize and select fitting media. This finding declares the announcement of Timothy et al (2000) that, important coordination of innovation knows when, why and how particular devices ought to be utilized to encourage general getting the hang of, expecting capacity to design, select ideal application instruments, expertise to plan, execute and assess viability.

It was accumulated that, techno fear, ICT terrible utilize, operational abilities in electronic gadgets and understudies' negative demeanor does not have anything to do with instructors' state of mind towards ICT while staff advancement program is viewed as pertinent to attitudinal change. Goktas (2006) sets that, to enable instructors to perform all the more viably and accomplish objectives, they ought to be

outfitted with ICT capabilities in training. Yasemin (2008) opined that, Teachers' state of mind towards utilizing information outside their ability and want have a tendency to be a factor blocking ICT incorporation and fruitful reconciliation of ICT requires capabilities and aptitudes basic for outlining, conveying and assessing direction and the understudies' exhibitions to learning.

CONCLUSION

Information and Communication Advancements are electronic gadgets that have come to reshape the world in all parts of human undertaking with its fortification in the arrangement of training for all. Urgent to the arrangement of instruction for all are instructors who have been prepared professionally to teach, ad lib and incorporate developing innovations into the worldview of training. Sadly the case isn't the same with fundamental innovation with Essential Innovation for Nigeria teachers who are impeded by an absence of ICT in the Lesser Optional School because of poor subsidizing, deficient observing and over populace over the accessible PCs. It was seen amid the field work that, the couple of Junior Schools that has Vsat is associated with the regulatory unit. In a few schools PC advances are accessible, these PCs are not associated with the web and the instructors can barely get to the PC not to discuss affecting the mechanical information on to the understudies. In spite of the sufficient consciousness of the teachers towards ICT, the ideas , strategies and applications included are always developing on consistent schedule, the speedy changes in ICT makes it troublesome for these instructors to stay aware of or even ICT affect the information into the understudies because of absence of web association where the PCs are accessible. The maintainability and improvement of ICT in Nigeria school is an indispensable part of instruction that can't be overstressed because of the unarguable benefits of ICT in the generation, stockpiling, recovery, control, transmission and gathering of electrical information in computerized shape. To connect the advanced gap amongst Nigeria and other created nations, proficient improvement of instructors ought to be pertinent to manageable advancement.

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