

## USE OF TECHNOLOGY IN TEACHING-TEACHERS PERCEPTION

---

Dr. Anjana Vashishtha Rawat\*

### ABSTRACT

*Technology integration in the classroom has become a crucial aspect of successful teaching. It's triggered many researchers to analyze different aspects of such integration. This is because it allows students to find out more in less time and allows schools to specialise in global learning environments if used appropriately. Additionally, it may well be an efficient teaching tool when accustomed engage all students in the learning process. Research shows that there are increasing number of computers being employed reception and an increasing number of technological devices available to varsities. Research documented teachers' use of computers for various purposes and objectives. The employment of instructional technologies in the classroom teaching and integration of the normal teaching with the technological advancement has the potential to assist the educators explain new concepts clearly, leading to better student understanding of the concepts being taught. During a survey conducted by the renowned students, to search out factors that facilitate technological skill of the teacher, teacher morale towards the duty, and perceived student learning in technology using classrooms found that teachers valued the utilization of technologies in school which it had a bearing on students' content acquisition; the utilization of technology added to class performance. Achieving of this method of technology integration in the classroom teaching is more likely to require root when a range of instructional technologies are used during instruction; that's, technologies that yield hands-on experiences. Where resources are supplied for instructional use, teachers are expected to form use of them to support a smooth and meaningful flow of instruction and, consequently, promote the understanding of the content being taught. They're found in the student's total continuum of experience, from the concrete to the abstract, both outside and inside the classroom. They supply means whereby teachers teach (make possible the conditions for learning) and students learn". However, availability of instructional materials doesn't automatically mean that learning will occur.*

**Keywords:** *Technology, Appropriate, Philosophy, Infrastructure, Environment, Economical.*

---

### Introduction

It is not the technology itself but how the technology is employed that improves learning and increases student interest." Thus technologies are available in the school, but if they're not used or even perhaps inappropriately used the students might not have the benefit of their use in the least. Similarly the technologies will be available, but, if the tutors don't understand how to use them, then in learning that might be enhanced by the utilization of the technologies won't occur Teachers' technology beliefs are influenced by their philosophy. For technology adoption to achieve success teachers must be willing to alter their role in the classroom. When technology is employed as a tool, the teacher becomes a facilitator and students take a proactive role in learning. Niederhauser & Stoddart (2001) noted a "consistent relationship between teachers' perspectives about the educational uses of computers and therefore the sorts of software they used with their students." Often, this alteration of teaching philosophy and methods focuses on learners-centered teaching and constructivist teaching practices. There are four highly valued pedagogical principles practiced in the classroom where technology is integrated: active learning, mediation, collaboration, and interactivity. Active learning using technology involves student interaction with the content that permits knowledge building and construction. Mediation is interaction

---

\* Head Department of English K.A. PG College Kasganj, UP, India.

between the teacher and therefore the students to unravel problems, answer questions, and discuss topics regarding the course. Collaboration is interaction among students through questions and knowledge sharing. Integrating technology in the classroom isn't about teaching students to control computers, but integrating technology is about helping teachers to use technology as a tool for learning.

### **What is Use of Technology in Teaching**

The general idea of using technology is different from the manufacturing industries because it does involve production of products but the moulding and creating the creativity in the minds of the students which might be termed as a person's resource development. Keeping in mind about the most objectives of the study, technology here refers to the educational technology which is being employed solely for the academic purposes in the schools, colleges, etc. Educational technology is the use of both physical hardware and academic theoretic. Educational Technology involves the disciplined application of information for the aim of improving learning, instruction and/or performance." Accordingly, there are several discrete aspects to describing the intellectual and technical development of educational technology.

### **Technology Integration**

It is referred to as the branch of information that deals with the creation and use of technical means and their interrelation with life, society, and also the environment, drawing upon such subjects as class, engineering, field, and pure science. Successful technology integration is achieved when the utilization of technology is Routine and transparent, Accessible and readily available for the task at hand and Supporting the curricular goals, and helping the students to effectively reach their goals. Although the mixing of technology in the classroom teaching is incredibly important, the views of students and lecturers about technology are very diverse. Students are positive in using ICTs when working together online on the spot together with other students. There is differential use of ICT between the younger and older students. The younger students use Internet more for taking part in games and chatting, while the older students use it more for e-mail. This provides a clue that the employment of ICT for leisure is also thanks to its earlier incorporation in lives, although the age differences during this population are minimal. Regardless of the situation and condition could be, when technology integration is at its best, a student or a teacher doesn't stop to think that he or she is employing a technology tool. It's habit and students are often more actively engaged in projects when technology tools are a seamless part of the training process. Although many students' satisfaction surveys are conducted on the employment of ICTs, it's still unclear whether or not students fully perceive the potential of ICTs and use them effectively.

### **Factors Influencing Use of Technology in Teaching**

Many factors seem to own influence on the usage of technology in the classroom teaching. These factors are viz., variety of schools, streams, technology infrastructure, gender, age, educational qualifications etc. a number of the previous studies as contained in the review of literature chapter have taken these factors as influencing factors.

- **Gender Differences:** The gender of the staff play a big determinant factor of technology integration in the classroom teaching. Ladies, the fairer gender, are more inclined to traditional way of teaching instead of their male partner no matter the actual fact that technology integration in the school is incredibly important. the rationale for which will be mentioned as that female educators consider the technology is manly and that they need an additional hand to keep up and founded the machines for using technology in the classroom teaching.
- **Age:** Age can be depicted as a necessary determinant for using technology in the classroom teaching. it's in light of the very fact that more young employees having higher vigor levels are prone to be having more knowledge about the technology in education and that they are more vibrant to experiment the new thing as they'll try and make their work place more interesting instead of sitting and doing the identical job again and again for years.
- **Education level:** Education level plays a critical determinant for technology usage in the classroom teaching because it furnishes an opportunity for improving one's aptitude to find out and adopt new ideas associated with the technology. Education improves and improvises individual wisdom and assessment process. The exceedingly learned employees can comprehend the scenario and asses it absolutely as they control industriousness, objectivity and thinking force.

- **Type of schools:** In various States differing types of colleges possess different infrastructure just in case of technology infrastructure and technical background. Four differing types of colleges offer different study environment to the students and also the unique teaching environment for the educator.
- **Technology infrastructure:** the most reason for not using technology in the classroom teaching has been identified because the absence or less availability of the technology infrastructure in the schools. The inspired educators are most of the time certain to continue the normal way of teaching in the classroom thanks to the actual fact that college don't have the correct tool to be utilized in the classroom or sometimes the absence of support from the administration.

### **Importance of Use of Technology in Teaching**

Importance of technology usage in the classroom can't be confined to one benefit but usage of technology possesses a multiple benefits and advantages in today's fast growing world where the data of any kind is on the market in the website portal like, You tube, Google e-book, etc. In our study, the importance and relatedness with the usage of the technology in the +2 schools has been outlined for understanding the requirement of the hour- technology integration in the classroom teaching. It helps in creating the impressive engagement. It's been evidenced in a number of the researches that when technology is integrated into lessons and also in the classroom teaching, students are expected to be more inquisitive about the themes they're studying and that they develop the tendency to research on particular topics. Technology and technology integration provides different opportunities to form learning more fun and enjoyable in terms of teaching same things in new ways. As an example, delivering teaching through technology, taking students on virtual field trips and using other online learning resources. It motivates the students to research the subject by their own and motivates to be told more in the particular subjects, because the information and resources are easily available by means of technology compared to the opposite parts of the country. It provides a mechanism of improving the knowledge retention. Students who are engaged and fascinated by things they're studying, are expected to own better knowledge retention and retrieval of the data and knowledge which they need learnt. Different varieties of technology may be wont to experiment with and choose what works best for college kids in terms of retaining their knowledge. It's been evidences that today's children have grown up with a distinct digital landscape than their teachers, they, presumably, are inspired and motivated by different technology. Today's digital natives speak a distinct language than their teachers do. For these reasons, students of the 21st century definitely retain more information if it involves them through a digital medium. In a more digital world, it are often noted that online teaching tools are better for a student's memory. It has been notes that nobody learns in the same way thanks to different learning styles and different abilities. Technology provides great opportunities for creating learning simpler for everybody with different needs as per the necessity of the students because it can support diverse ideas of learning. What's more, technology can provide more opportunities for struggling or disabled students. Access to the web gives students access to a broad range of resources to conduct research in numerous ways, which successively can increase the engagement. Technology can help facilitate innovating at the local context by bringing new ideas to educators, documenting and sharing practices, and connecting with other schools and professionals round the globe.

Students may learn useful life skills through technology. Students can gain the abilities they're going to must achieve success in the future. what's more, technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the net, maintaining proper online etiquette, and writing emails. These are vital skills which will be developed in the classroom. Traditional instructional approaches getting used in the classroom emphasize ability related activities like memorization and note learning. On the contrary, technology facilitates the event of higher cognitive process, problem solving, data-processing and communication skill of the students. It also benefits for educators. Educators can use different apps or trusted online resources to boost the normal ways of teaching and to stay students more engaged. A number of the important topics of the topics may also be compared with the teaching videos of the renowned professional teachers before teaching in the classroom which is able to create a confident mind for any reasonably queries from the students in the classroom. There's extensive evidence that ICT increases motivation, confidence and engagement. Virtual lesson plans, grading software and online assessments can help educators save plenty time. This valuable time may be used for working with students who are struggling. what's more, having virtual learning environments in schools enhances collaboration and knowledge sharing between teachers.

### Conclusion

Most of the educators were willing to use technology in the classroom teaching, their positive experiences with technology integration in their daily lives was witnessed, maximum use of educational technology in the classroom and usage of technology more creatively to speak with the students for improvement of the students as an entire. Diverse subjects and vast curriculum of the course make it impossible for college kids in addition on the educators to totally equip themselves with the desired knowledge to explore new things and to impart education by means of traditional way of teaching in today's world. Keeping visible the importance of today's technological changes, not only students are required to be equipped with technology but also the educators similarly. The necessity to upgrade the educators in the +2 schools has not become the necessity but rather a necessity to the long run of the students. The phrase 'upgrading the educators' doesn't really mean only teaching and training them on the employment of technology in schools but also make them understand about the requirement to update their working skills in integrating technology for the good thing about the longer term citizens of India. There are also numerous reasons, drawbacks and hurdles for incorporating the technology in the class room teaching like lack of information, lack of infrastructure, lack of proper training for the user, lack of proper policy, proper involvement by the administration, etc. to call some. It's the person's attitude not the aptitude which will make this concept of technology integration successful at school room teachings. Different people accept other ways and means for imparting education in line with their convenience and availability and any new tools cannot be directly enforced whether or not it's important. It's a good challenge for the educators to just accept the task of integration of technology in the classroom teachings. All the ideas, methods and systems must be examined properly and also the integration of technology into the category room teachings must be incorporated as per the necessity.

### References

- ~ Afshari, M., Bakar, K. A., Luan, W. S., Samah, B. A., & Fooi, F. S. (2009). Factors affecting teachers' use of information and communication technology. *International Journal of Instruction*, 2(1), 77–104.
- ~ Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development*. Vol. 6. Six theories of child development (pp. 1-60). Greenwich, CT: JAI Pres
- ~ Chen, C. (2008). Why do teachers not practice what they believe regarding technology integration? *Journal of Educational Research*, 102(1), 65-75.
- ~ Dupagne, M. & Krendl, K. A. (1992) Teachers' Attitudes Toward Computers: a review of the literature, *Journal of Research on Computing in Education*, 24, 420-430.
- ~ Ghauri, P. and Gronhaug, K. (2002). *Research Methods in Business Studies*.
- ~ Kumar, N., Che Rose R. and D'silva, J.L (2008). Teachers Readiness to Use Technology in the Classroom: an Empirical Study. *European Journal of Scientific Research*, 21(4), 603-616. Retrieved on October 16, 2016 from <http://www.eurojournals.com/ejsr.htm>
- ~ McDougall, A. & Squires, D. (1997) A Framework for Reviewing Teacher Professional Development Programmes in Information Technology, *Journal of Information Technology for Teacher Education*, 6,115-126.
- ~ Verma, G. K. and Mallick, K. (1999). *Researching Education*. London: Falmer Press. Watts, H. (1985). When teachers are researchers, teaching improves. *Journal of Staff Development*, 6 (2), 29.

