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## TEACHER'S PERCEPTION ABOUT PROVISIONS OF ICT IN SCHOOL MANAGEMENT

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**Abstract:**-This paper describes teacher's perception about provisions of ICT in school management. 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 most of teachers have a good knowledge about provisions of ICT in school management. There was a difference in opinion of Govt. and private school teachers about provisions of ICT in school management due to availability and non availability of ICT equipments in school. A questionnaire was conducted to carry out a comparative study of Govt. and private school teacher's perception about provisions of ICT in school management.

**Keywords:** Administration, ICT, management, organisation, perception.

### INTRODUCTION

Prof. Bakhshi AK [Jun 30, 2012) stated that Information and Communication Technology (ICT) is basically an umbrella term that encompasses all communication technologies such as internet, wireless networks, cell phones, satellite communications, digital television etc. that provide access to information. During the past few decades, ICT has provided society with a vast array of new communication capabilities and has fundamentally changed the way we live now. We find a world of difference in the practices and procedures of various fields such as medicine, tourism, banking, business, engineering, etc. as they operate now in comparison to how they operated two decades ago. In contrast, the impact of ICT on education in India, however, has been far less and slow. The most fundamental cause seems to have been the deep-seated belief that teaching is an art or at best an imperfect science with no role of technology in the design or delivery of instruction. But now times have changed and the paradigm of education and learning has changed from art or science to technology-mediated instruction and learning. ICT can, therefore, be perceived as a big change agent for education. Involvement of ICTs in different dimensions of the Indian education system is taking place at a fast pace. Use of audio visual aids, radio, TV to support education and dissemination of information for national development is not new. The use of satellite in education started as Satellite Instructional Television Experiment (SITE) in 1975-76. This led to the establishment of CIET-SIET studios for production and transmission of school oriented programs, initiation of the country-wide classroom of the UGC with CEC as the nodal agency by creating educational media resource centres (EMRCs) and audio-visual resource centres (AVRCs) in several universities. Presently these programmes are continuing as Vyas Channel supported by the CEC and various EMRCs, Gyandarshan II of the IGNOU, Open School and NCERT broadcast channel. EDUSAT was conceptualized to meet the communications requirements of the education sector. It is generally argued that knowledge obtained by the students is formal and the level of grasping new concepts is very low. Therefore, we are facing a potentiality of application of ICT and thinking of how this alarm situation could be improved society's educational systems as constructivist's theory both teachers and students develop the necessary knowledge and skills sought in this digital age. An attempt has been made in this paper to analyse the Govt. and private school teacher's perception about provisions of ICT in school management.

**Need and importance of the study:**

There are several advantages of using ICT. First, it increases efficiency at work place. Whether it is management of student records, conducting online admission and examination or preparation of results, computer can work at higher speed than human beings. Second, ICT results in higher accuracy as chances of errors are much less. For example, if you enter a formula of calculation of fees paid by a student into the computer and instructs it to repeat the formulae for 1000 students; the computer can do it in a matter of seconds without error. Third, many complex operations which cannot be done by human beings can be easily performed by computer. Thus there is lots of benefit of ICT to all human beings. So we have done this study to check the status of ICT in Govt. and private school of east Delhi. We have conducted study to check, what is the Govt. and private school teacher's perception about provisions of ICT in school management

**OBJECTIVE OF THE STUDY**

To study provisions of ICT in school processes related to educational management.

**Population of the study**

The population of the present study comprises all the teachers employed in government and private schools run by Delhi Govt. of East Delhi.

**Description of population:**

For smooth and effective administration, East Delhi has 244 public and private schools. Out of which 140 public schools and 104 private schools are in East Delhi.

**Sample of the study:**

In the sample of present study, it was taken randomly 5 government and 5 private senior secondary schools from East Delhi.

**Selection of teachers:**

After visiting the schools, on the basis of availability of teachers, the teachers were requested by the researcher to fill up the questionnaire. Thus, according to situation, the sample considered for data collection was of total 50 teachers. The questionnaire was filled by 5 teachers of every Govt and Private schools.

Tools and techniques used for data collection

A self developed questionnaire is used.

**Final form of questionnaire**

It consists of 12 questions related to teacher's knowledge about provisions personally of ICT in school management.

Procedure of data analysis

The data has been analyzed qualitatively using percentage.

Limitation and Delimitation of the study

The study has been confined to the Govt. and private schools of East Delhi.

**METHODOLOGY OF STUDY**

The data has been analysed qualitatively using percentage.

**ANALYSIS OF DATA AND THEIR INTERPRETATION**

**Table 1: Teacher's imagination towards ICT in school management:**

Q. No	Statement	Options	Govt. teacher's Responses in Yes %	Private teacher's responses in Yes%
1	If you receive lot of money for your schools, what priority would you add first?	a. Provide electrical asset	24	12
		b. Purchase audio-visual aids	24	16
		c. Purchase ICT equipment	52	72
2.	It is obligatory for	a. All teachers to take at least some basic computer course.	45	52
		b. All teachers to regularly take courses to update their ICT knowledge skills.	36	24
		c. Have substantial number of teachers to attend at least some basic computer courses.	4	12
		d. Have substantial number of teachers to regularly attend courses to update their ICT knowledge skills.	12	12

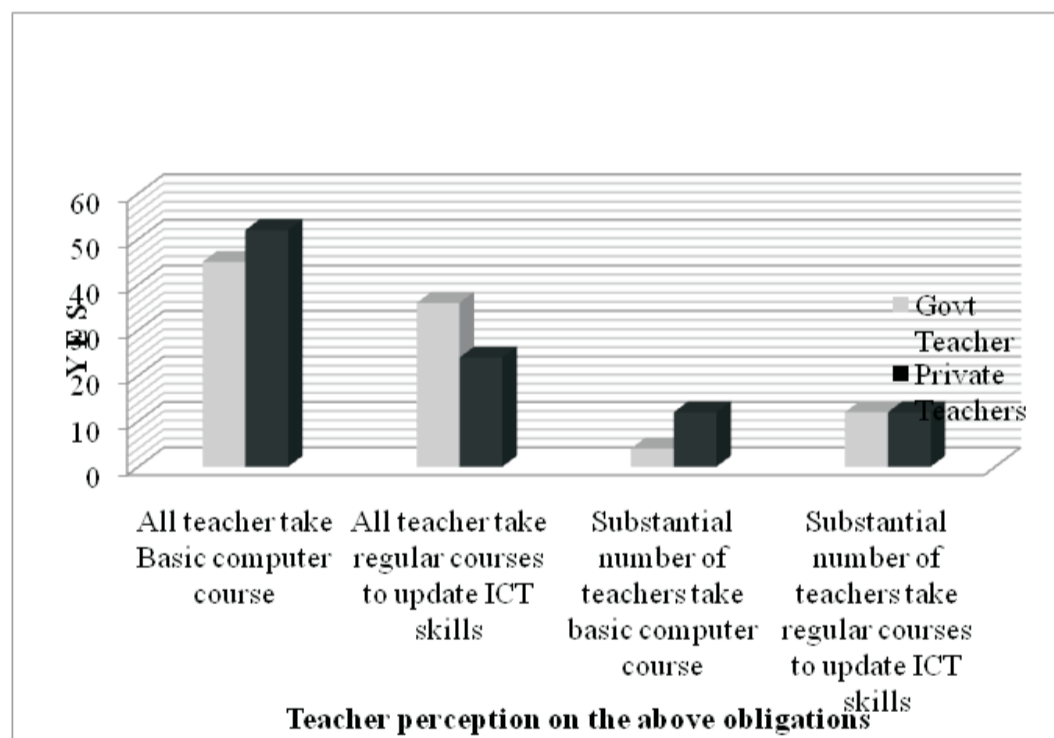


Table 1 and its graph are indicating responses of Govt. and Private school teachers. Majority of Govt. school teachers (about 52%) will purchase I.C.T equipment, if they receive lot of money for their schools. Only 24% will provide electrical asset and purchase audio-visual aids. Majority of govt. teacher (42%) think that it should be obligatory for all teachers to take at least some basic computer course and about (36%) think all teachers should regularly take courses to update their ICT knowledge skills. 12% teachers think that substantial number of teachers should regularly attend courses to update their ICT knowledge skills while 4% teachers believe that substantial number of teachers should attend at least some basic computer

courses. From the above data, we can interpret that most of Govt. teachers believe that I.C.T equipments and basic computer courses are necessary for our teachers.

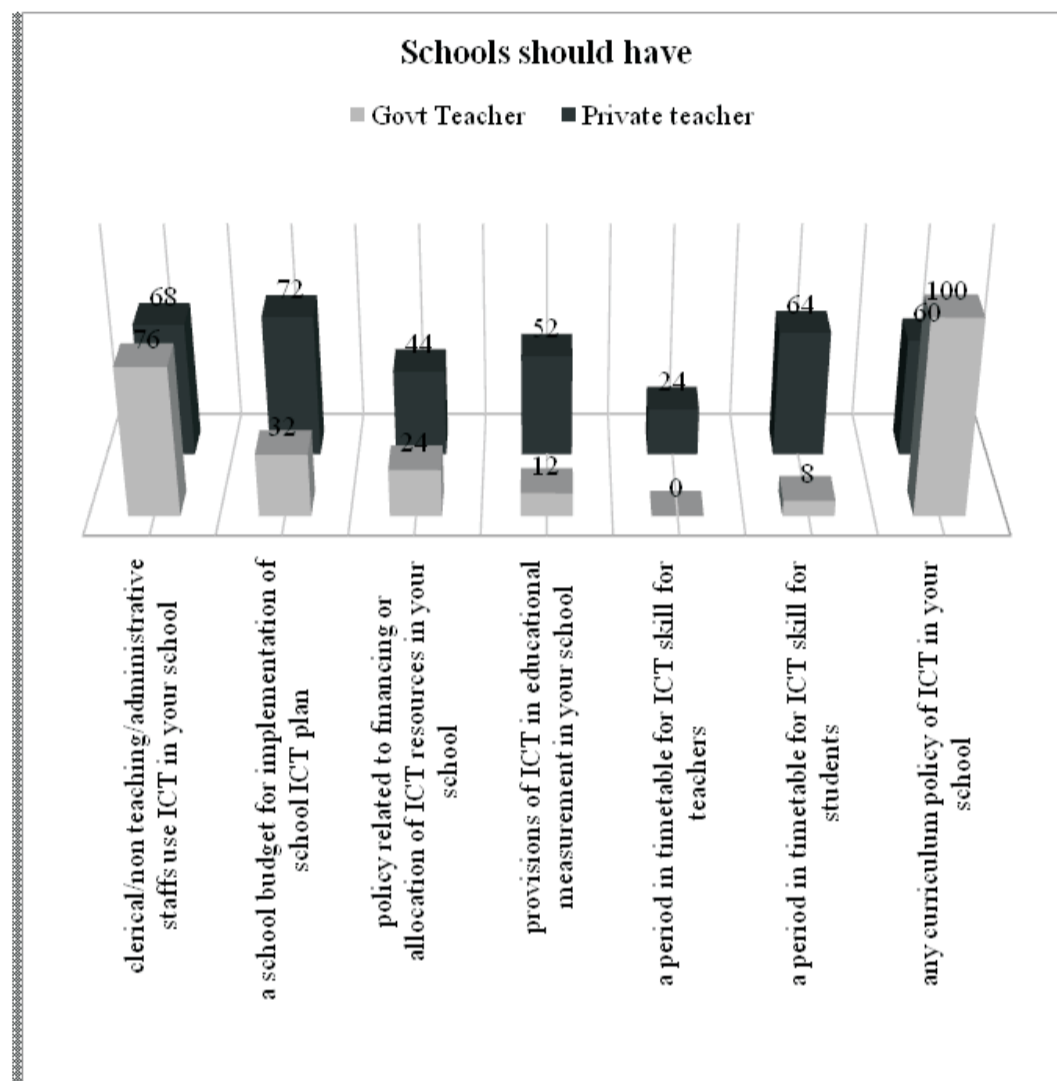
Most of private school teachers (72%) will purchase I.C.T equipment if they receive finances for their schools. Only 12% will provide electrical asset and 16% will purchase audio-visual aids. Majority of private teachers (42%) think that it is obligatory for all teachers to take at least some basic computer course and about 24% think all teachers should regularly take courses to update their ICT knowledge skills. 12% think that substantial number of teachers should regularly attend courses to update their ICT knowledge skills while 12% says that substantial number of teachers should attend at least some basic computer courses. From the above data we can interpret that most of private teachers believe that I.C.T equipments and basic computer courses are necessary for today's educationist.

**Table 2: Govt. and private school Teacher's knowledge about provisions of ICT Usage in administrative management:**

Q.N.	Statement	Response in Yes % (Govt)	Response in Yes % (Pvt.)
1	Clerical/non teaching/administrative staffs use ICT in your school	76	68
2	Should have a school budget for implementation of school ICT plan	32	72
3	Should have policy related to financing or allocation of ICT resources in your school	24	44
4	Should have provisions of ICT in educational management in your school	12	52
5	have a period in timetable for ICT skill for teachers	0	24
6	have a period in timetable for ICT skill for students	8	64
7	have any curriculum policy of ICT in your school	100	60

Table 2 indicates that 76% of clerical staff in Govt. schools is using ICT in their schools. Majority of (68%) government teachers say that there is no school budget for implementation of ICT plan and few teachers (32%) say that there is a school budget for implementation of ICT plan. Most of teachers (76%) say that they don't have any policy related to financing or allocation of ICT resources in our schools and only 24% teachers say that there is a policy related to financing or allocation of ICT resources in our schools. Most of teacher (88%) says that there are no provisions of ICT in educational management while 100% teachers agreed that they don't have any period in their timetable for ICT skill. 92% teachers say that students don't have any period in their timetable for ICT skill either. Majority of teachers (100%) say that there is a curriculum policy of ICT in their school. Therefore we can interpret from above data that in majority of government schools there is no period of ICT in the timetable for either teachers or students. Also majority of government schools doesn't have any policy or provision of ICT.

Table 2 also indicates that 68% of clerical staff in private schools is using ICT in their schools. 28% private teachers say that there is no school budget for implementation of ICT plan and majority of teachers (72%) say that there is a school budget for implementation of ICT plan. 56% teachers say that they don't have any policy related to financing or allocation of ICT resources in our schools and 44% teachers say that there is a policy related to financing or allocation of ICT resources in our schools. 48% teacher says that there are no provisions of ICT in educational management. 76% teachers agreed that they don't have any period in their timetable for ICT skill while 36% teachers say that students don't have any period in their timetable for ICT skill either. 60% teachers say that there is a curriculum policy of ICT in their school. Therefore we can interpret from above data that in majority of private schools there is no period of ICT in the timetable for teachers.



**Graph shows Govt. and private school Teacher's knowledge about provisions of ICT Usage in administrative management:**

This is graph of table 2 showing Govt. and private teacher's response in yes about provisions of ICT Usage in administrative management. For Govt. school, 76% of clerical staff is using ICT in their schools.

For private school, 68% of clerical staff is using ICT in their schools. Few of the Govt (32%) Teachers said that there is a school budget for implementation of school ICT plan. Majority of private (72%) Teachers say that there is a school budget for implementation of school ICT plan. Some of Govt. teachers (24%) say that there is a policy related to financing or allocation of ICT resources in our schools. Only 44% private teachers said that there is policy related to financing or allocation of ICT resources in their schools. 12% government teachers say that their school have provisions of ICT in educational management. 12% teacher confirmed that students in their school have period for ICT however no teacher has a period in their timetable for ICT skill.

Majority of Govt. teachers (100%) say that there is a curriculum policy of ICT in their school. Thus in Govt. schools, clerical staff is using ICT in school and there is not have a period in their time-table for ICT skill for teachers and for students.

Most of private teachers (52%) say that there is provision of ICT in educational management, 24% say that there is a period in their timetable for ICT skill for teachers and 64% say that there is a period in the timetable for ICT skill for students in their school respectively. Most of teachers (60%) say that there is curriculum policy of ICT in their school.

Thus in private school clerical staff are using ICT, there is a school budget for implementation of school ICT plan. Also there is provision of ICT in educational management however they don't have a period in their timetable for ICT skill for themselves however there is a period in the timetable for ICT skill for students. Private schools also have curriculum policy of ICT.



**Table 3: Teacher's perception about internet connection in school**

Q.N.	Statement	Options	Govt teacher's response in Yes%	Private teacher's response in Yes%
1	Who pays for internet connection in your school	a. School via tuition fee collection	8	64
		b. Local govt unit through school board	44	0
		c. National government as included in budget.	36	0
		d. Parent-teacher associates	4	4

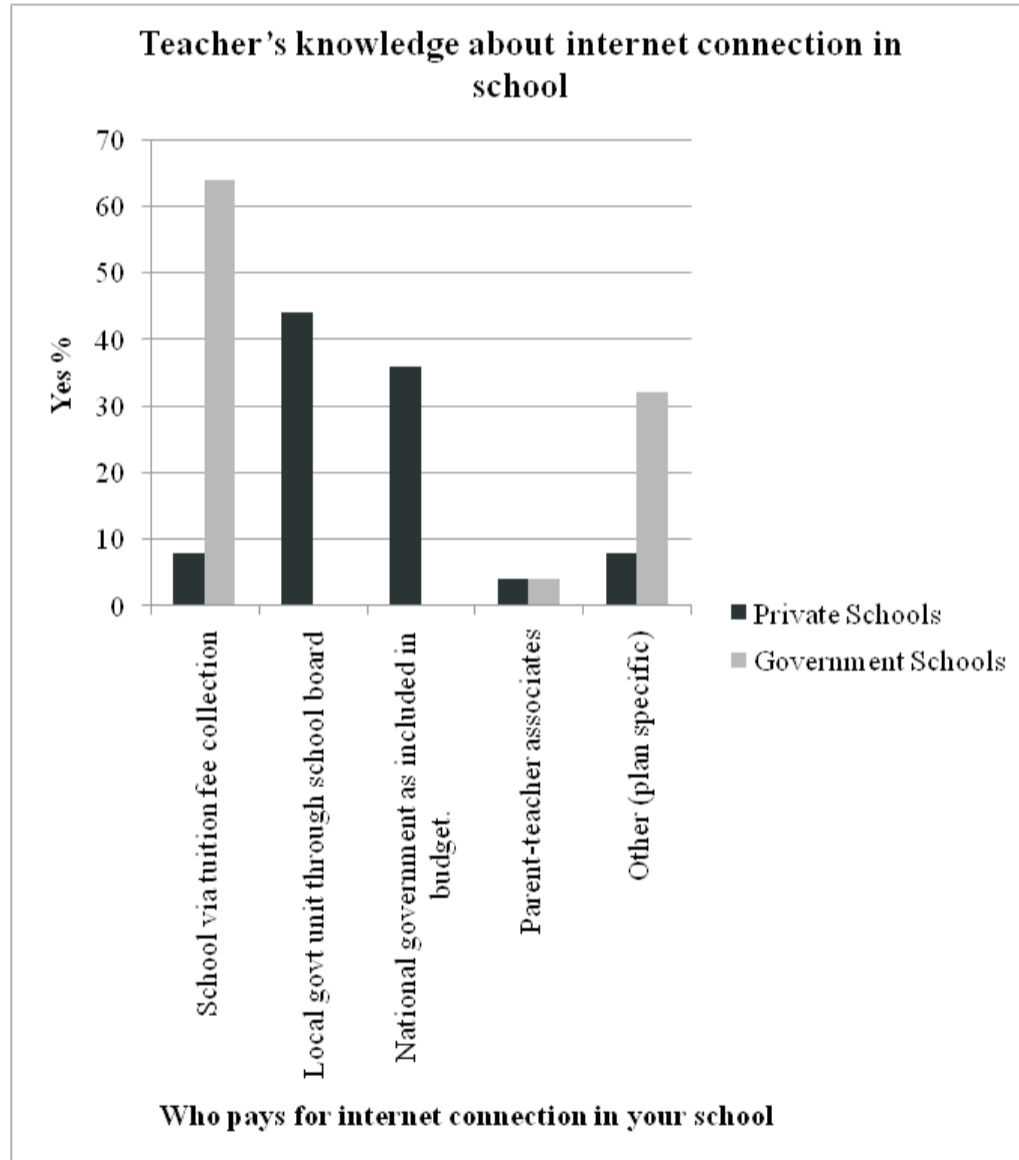


Table 3 shows that most of Govt. teachers (44%) say that local govt. unit through school board pays for internet connection in their school. Most of private teachers (64%) say that school via tuition fee collection pays for internet connection in their school.



**Table 4: Teacher's knowledge about any provision implemented by Govt related to ICT.**

Q.N.	Statement	Responses in Yes % (Govt)	Responses in Yes % (Pvt)
1	any provision implemented by government related to ICT in educational management in your school	24	32
2	NCF2005 contain policies about use of ICT in school	88	42

Table 4 indicates that majority of government teachers (76%) were not in favour that there was any provision implemented by government related to ICT in educational management in their school and 24% teachers favoured this statement. 88% of the government teachers were in favour of this statement that NCF2005 contain policies about use of ICT in school and 12% of teachers were not in favour of this statement. It is due to lack of funds in education sector, so that there are no provisions implemented by Govt. But there is only a policy statement of NCF 2005 which contains policies about use of ICT in school.

Table 4 also indicates that majority of private teachers (68%) were not in favour that there is any provision implemented by government related to ICT in educational management in their school and 32% teachers favoured this statement. 52% of the private teachers were not in favour of this statement that NCF2005 contain policies about use of ICT in school and 42% of the teachers were in favour of this statement. It is due to lack of knowledge in education sector, that there is no provision implemented by Govt. Moreover, there is no policy statement of NCF 2005 which contains policies about use of ICT in private school. It is due to lack of awareness among teachers towards this NCF2005.

#### DISCUSSION OF RESULT

It is clear from opinion of private school teachers that they have followings things 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.

#### MAJOR FINDING OF THE STUDY:

Both govt. and private teachers say that they purchase ICT equipment, if they receive adequate finance and they think that it should be obligatory for all teachers to take at least one basic computer course.

There is no significant difference between opinions of both types of teachers as they believe that clerical staffs are using ICT in their schools.

There is a significant difference between opinions of govt. and private teachers regarding availability of school budget for implementation of school ICT plan. Only few Govt. teachers say that there is a school budget for implementation of school ICT plan in their school however majority of private teachers say that there is a school budget for implementation of school ICT plan in their school.

There is no significant difference between opinions of both types of teachers regarding existence of policy related to financing or allocation of ICT resources in their schools. Some of Govt. teachers (24%) say that there is a policy related to financing or allocation of ICT resources in their school. 44% private teachers also say that there is a policy related to financing or allocation of ICT resources in our schools.

There is a significant difference between opinions of both type of teacher's knowledge about provisions of ICT Usage in administrative management. 12% Govt. teachers say that there are provisions of ICT in educational management, however no teacher have a period in their timetable for ICT skill. 8% teachers however informed that there is a period in the timetable for ICT skill for students in their school. All the Govt. teachers (100%) say that there has a curriculum policy of ICT in their school and Govt. school clerical staff is using ICT in school. Most of private teacher (52%) says that there have provisions of ICT in educational management, 24% say that they have a period in their timetable for ICT skill for teachers, and 64% say that they have a period in our timetable for ICT skill for students in our school respectively. Most of teachers (60%) say that there has curriculum policy of ICT in our school. Thus in private school, clerical staff are using ICT, there is a school budget for implementation of school ICT plan, that there have provisions of ICT in educational management, not have a period in our timetable for ICT skill for teachers, and have a period in our timetable for ICT skill for students and have any curriculum policy of ICT in our school.

There is a significant difference between opinions of both type of teacher's knowledge about internet connection in school. Govt. teachers say that Local govt unit through school board pay about internet connection in their school. Private teachers say that School via tuition fee collection pay about internet connection in their school.

There is no significant difference between opinions of both type of Teacher's knowledge about provision implemented by Govt related to ICT. Majority of Govt. teachers and private teachers were not in favour that there was any provision implemented by government related to ICT in educational management in their school. Most of the Govt. and private teachers were in favour of this statement that NCF2005 contain policies about use of ICT in school.

### CONCLUSION OF THE STUDY

One of the major conclusions can be drawn from the study is that Govt. should make it mandatory for all Govt. and Private schools teaching and non teaching staff to use ICT based management of all records. So ICT based management of all records can ensure transparency and efficiency in school processes.

### EDUCATIONAL IMPLICATION OF THE STUDY

Govt. should provide good amount of money for purchasing ICT equipment for Govt. school.

Govt. should take initiative for provisions of school budget to implement school ICT plan, so that Govt. teachers can not face any problem due to lack of ICT equipments.

Govt. should settle a policy related to allocation or financing ICT resources in Govt. schools.

Govt. must implement policy related to of ICT in educational management and also add period in timetable for ICT skill for Govt. teachers as well as for students in Govt. schools.

Govt should make provisions for Govt. teachers to learn basic computer course for in-service teachers and non teaching staff, so that every staff members can work on the computers and can save their time.

2005 contains policies about use of ICT in school. But Govt. should take necessary steps for the implementation of these policies in the schools.

Training programs in computer skills for in-service teachers may be organised in Govt. schools to improve computer skills.

Govt. should make it mandatory for all Govt. and private school teachers to use computer based management of all records.

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