A Study on Understanding of Information and Communications Technology Tools Among College Professors with Special Reference to Chennai City

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ABSTRACT

The aim of the research is to understand the usage of digital platforms among college professors in Chennai City. This study is conducted among 50 college professors and the study concluded that the Information and Communications Technology (ICT) tools are digital structures which provide a platform for learning. This platform uses all facilities like computer, laptops, projectors, mobiles, tablets etc. This study is required because with the changes happening in information technology the young minds who are future of the country must not be lead behind times. They have to be educated in all spheres of knowledge and information technology is primary because in future the world is going to survive in digital arenas. If a student is not confident in using digital platforms properly in his career, then the services provided by teachers will have to be improved. Students today are smart and deft with technology. The proper mixture of students' deftness and teachers' experience in the field will create solid platforms of education. Thus, understanding of teachers' technical aspects is much required to make students understand the proper usage of information technology and at the same time make learning interesting.

1.0 INTRODUCTION

Technology is a dynamic concept. What was available a minute before takes a new shape after that minute. If people don't update themselves then they are going to be in the last lap of race. Technology has become an integral part of everyone's lives and teachers are no exception. If a teacher does not update himself on technological front, then students are not going to connect, and the classes are not going to be effective. The most common tools available for teachers are listed below and these tools are used in this study. Using technological aids in the classroom is more productive than more conventional methods of instruction. This is because ICT tools and equipment may create a more engaging and fruitful learning environment (Ghavifekr and Rosdy, 2015). ICT will play a significant role in future positive development, but only if they are in the hands of individuals who will creatively

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and responsibly utilise them. In the twenty first century, societies are evaluated on the quality of life they provide for their residents, with educational attainment being a key factor. In the future, a country's quality of education will be measured in part by its citizens' proficiency with computers (Jagadesh, 2017). Bhuyan (2022) states that "the place of modern teaching aids in education has been recognized long ago. These aids make the teaching learning process an attractive, interesting, interactive and wonderful process. The problem arises in extending the benefits of these aids to all teachers and all students. In this sphere, equity is very difficult to be achieved. It is very necessary to overcome the challenges concerning the uses of modern aids so that the goal of 'EDUCATION FOR ALL' can be attained."

1.1 Review of Literature

In their article, Strutynska and Umryk (2017) "examined the level of knowledge and skills scholars, educators in Ukraine about modern ICT tools and trends in research, education and science. Believe that update of the methodological approaches to the retraining Ukrainian scholars and educators will increase their level of knowledge and skills about the use of the modern innovative learning technologies and ICT tools in research in general". According to Dinesh and Karthikeyan (2016), using technological assistance in the classroom simplifies instructors' lives. It provides students with a more conducive environment to hone their listening abilities. The result of Liesa-Orús et al., (2020) revealed that the professors are acknowledged the potentials of the ICTs. They believed that their students benefited from using these technologies in terms of their ability to study and acquire skills relevant to the 21st century. Meenambigai et al., (2017), the use of ICT significantly impacts teacher and student performance and knowledge acquisition in the realm of workforce preparation. On the contrary, Sánchez and Alemán (2011) found that instructors were receptive to integrating ICT into their everyday routines. Despite this, the teaching and learning process will undergo certain shifts due to its adoption.

1.2 Objective of the Study

- To understand the usage of ICT tools among college professors

2.0 RESEARCH METHODOLOGY

This study was conducted using a structured questionnaire and was circulated among 50 college professors who were selected using random sampling method. Secondary Data was used to understand the various ICT tools available for teachers from internet.

3.0 DATA ANALYSIS AND INTERPRETATION

Classification and Tabulation of data were done using Microsoft Excel.

Table 1

Personal Background Information of Respondents

Particulars	Respondents	
	n	*%*
Gender		
Male	20	40.00
Female	30	60.00

Age Group		
Below 25	4	8.00
25-35	29	58.00
36-45	8	16.00
Above 45	9	18.00
Type of University your Institution belongs		
Central	3	6.00
State	37	74.00
Deemed	10	20.00
Years of Experience		
Less than 10 years	6	12.00
11-20	27	54.00
20-30	14	28.00
More than 30	3	6.00
Teaching Hours per week		
Less than 10 hours	4	8.00
10-15 hours	40	80.00
More than 15 hours	6	12.00

Source: Primary Data

Age and experience of a teacher are important as the attitude towards adapting new teaching methodologies change with age and years of experience. From Table *1* it is observed that 58% of respondents fall into the age group of 25-35 and 54% of respondents have 11 to 20 years of teaching experience.

Table 2

Usage of Computers and Internet in the following Activities

Particulars	Respondents	
	n	*%*
Preparation of Lessons		
Always	24	48.00
Sometimes	18	36.00
Never	8	16.00
Teaching		
Always	16	32.00
Sometimes	27	54.00
Never	7	14.00
Creation of Learning Materials		
Always	27	54.00
Sometimes	21	42.00
Never	2	4.00
Posting Homework		
Always	11	22.00
Sometimes	35	70.00
Never	4	8.00

Online Professional Development Opportunities		
Always	23	46.00
Sometimes	22	44.00
Never	5	10.00

Source: Primary Data

Computers and Internet have become an integral part of everyone's lives and the area of teaching is no exception. The teachers are incorporating the use of computers and internet for carrying out various activities in their field. Table *2* shows that 54% of respondents use computers and internet for creation of learning materials and only 10% of respondents do not use computers and internet for online professional development opportunities.

Table 3

Understanding Levels in Using the following Common Tools

Particulars	Rank Order					Score	Rank
	1	*2*	*3*	*4*	*5*		
E-Resources	27	12	6	5	0	211	1
Language Tools	0	7	4	14	25	93	4
Task Based Tools	26	14	4	2	4	204	2
Blogs and Vlogs	23	13	5	4	5	195	3

Source: Primary Data

Table *3* indicates the understanding levels in using the common tools for teachers. Majority of the respondents have a good understanding on how to use e-resources followed by task-based tools. E-Resources include e-libraries, e-journals etc. Language tools include spell check and grammar. Task based tools include programming software and MS Office. Blog is a text and image web page maintained by an individual and Vlog is a regular web page where an individual posts videos.

4.0 CONCLUSION

ICT tools are digital structures which provide a platform for learning. This platform uses all facilities like computer, laptops, projectors, mobiles, tablets etc. This study is required because with the changes happening in information technology the young minds who are future of the country must not be lead behind times. They have to be educated in all spheres of knowledge and information technology is primary because in future the world is going to survive in digital arenas. If a student is not confident in using digital platforms properly in his career, then the services provided by teachers will have to be improved. Students today are smart and deft with technology. The proper mixture of students' deftness and teachers' experience in the field will create solid platforms of education. Thus, understanding of teachers' technical aspects is much required to make students understand the proper usage of information technology and at the same time make learning interesting.

5.0 SCOPE FOR FURTHER RESEARCH

The current period is witnessing a major shift in the usage of teaching tools. The study is limited to Chennai region and sample size was 50 only. The study could be furthered by

understanding the tools preferred in other Indian regions, satisfaction levels of students with regard to ICT and usage of internet for professional development programmes.

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