

Teachers and Students Attitude and Challenges on Applications of ICT Tools

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ABSTRACT

Online learning environments can be described as online domains that permit synchronous, joint interface with teachers and students; they also provide some asynchronous learning resources for students, according to Siddiqui's information bank of educational technology. Additionally, it offers a crucial understanding of computer-based learning. Online instruction uses technology and the internet to facilitate learning and teaching between faculty and students. The objective of the study is to find out the teachers and students' attitude and challenges on applications of ICT tools.

1. Introduction

No matter which in this world tend to be replaced with every new advancement or enhancement, revolution is unavoidable and predictable; therefore, aptitude is in one's ability to adapt to it. The use of technology and network connectivity for instruction and learning is commonly referred to e-learning. It is also known as a technology-enabled transfer of knowledge and expertise to several recipients (Economic Times, 2020). It is one of the most significant upward trends in the educational applications of technology (Means et al., 2013). Due to the advent of the

Internet and the World Wide Web, educational institutions have had to modify their teaching methods in order to meet student demands while maintaining an ideal learning environment (Xu and Ebojoh, 2007). An online class is a setting where students can learn a subject, discuss a problem with other students, clarify concerns with the teacher, contribute to the course content, and assess their academic progress with the aid of internet-based technology.

Online courses are currently so popular that they are likely to be included in any formal educational curriculum. Additionally, the global COVID pandemic's expansion has increased the importance of online programs. More than 3 billion people use the e-learning platform there (Arora, 2017). By 2020, online education in India would have a CAGR of just under 19%. One of the largest online education providers in the world, Coursera, just released a statement revealing that 1.3 million of its 18 million registered users are from India, making it the third-largest online learning market behind the US and China. Even though we see e-learning developing quickly, it is still very much in the early stages of development. The roles that the teacher and student play in this situation are very important because it is their viewpoints and strategies that endangers motivation and learning (Koochang and Durante, 2003). In the end, the acceptance of students and instructors contributes to the financing of online courses. Recent research shows that online instruction played a significant role in elevating students' presentations. Cheng et al. (2019) perform a rigorous evaluation and meta-analysis of the data that is available and determine that nearly all technological use plays a role in enhancing students' educational attainment. The usage of technology could help students improve their educational presentation by 15.5 percentage points in comparison to students who do not use it or who use traditional educational methods. According to additional research, information technology utilization can improve student presentations and help reduce educational disparities (Fang, et al., 2019; Tian, et al., 2020). The majority of these studies now being conducted use technology as a preventative measure for changing the teaching process from one that is "teacher-centered" to one that is "student-centered." In order to help students transition from being "privileged" to "helpers" of learning, teachers can employ information technology to help students improve their educational efficiency (Tian, 2018). Therefore, will technology help students study completely independently or

will it still require teachers to help students play a self-governing role? Due to the introduction of online teaching formats like MOOC, this premise is no longer as far-fetched as an Arabian night. Still another essential viewpoint predicts that in the future, with the help of artificial intelligence, virtual teachers will be able to take on the majority of the duties currently performed by offline teachers (Yu, 2018). The majority important component that affects student presentation, according to 2018 research by Zhou et al., is the teacher-student relationship. This indicates that while skill is in a rising position, the effective message supported by teacher and student face-to-face is still vital and poses a threat to the learning process for pupils. With the exception of today, only the teacher's presence has been approved for the majority of the investigation into this topic. It is unclear if technology is helping or hurting teachers in their roles.

2. Review of Related Literature

Ustun and Bilal (2022) studied attitudes of foreign language teaching students towards online learning. This study aims to provide light on how foreign language teaching students feel about online education. One of the quantitative research tools employed for this was the survey model. The sample is made up of students studying German and English teaching at a public university in the Central Anatolia region of Turkey. The research's universe is made up of students studying foreign language teaching at Turkish universities. The study included 210 participants in all. The SPSS 21 package application was used to analyze the data collected from the research participants. The t-test and one-way analysis of variance (ANOVA) were used to evaluate normally distributed data in pairs and groups larger than two. One of the post-hoc tests, Tukey's test, was performed to evaluate which groups contributed to the difference for the data with significant difference as a result of one-way analysis of variance (ANOVA). As a consequence, it was determined that male participants established online learning more than female participants, that attitudes towards online learning were unaffected by the participant's department, and that participant's third-grade perceptions of online learning were more positive than participant's second-grade perceptions. Samoylenko and Nataliya looked at "Designing Online Learning Environments: ICT Tools and Teaching Strategies" (2022).



When employed in the educational process at all levels of higher education in Russia, including professional training and bachelor's and master's degree programs, information and communication technologies (ICT) and e-learning tools are examined by the author.. The study was conducted in 2019 at Sevastopol State University, the Sevastopol branch of Lomonosov Moscow State University, the V.I. Vernadsky Crimean Federal University, the Institute of Foreign Languages (Simferopol), and the S.I. Georgievsky Medical Academy. Undergraduate students, teachers, and program applicants for further Professional Training participated in the study. The study's goal was to examine the ICT and e-learning resources used to create a university's online learning environment. In the study, e-learning technologies used by students and teachers in the classroom were identified through a survey. The author also identifies an uniqueness of blended learning in higher education. The results demonstrate how heavily colleges employ ICT and e-learning tools to organize team projects for blended learning, direct the educational process, establish multiple kinds of communication, and evaluate improvement. Students' linguistic and specialized skills are also developed through the use of ICT and online educational resources.

Evaluating the attitudes and practices of ELT Educators in UTASA Forward into Career Development for Online Learning in 2021 was the emphasis of Al-Abri and Aamir Said. The University of Technology and Applied Sciences- Al- Musanna, Oman (UTASA) teachers were forced to quickly change to online teaching systems like Microsoft Teams because of the increasing COVID problem. They ran across unforeseen difficulties. This study aimed to find out how ELT instructors in UTASA felt about handling such an unexpected form of study. This study's specific goal was to look into how ELT teachers in UTASA feel and act toward professional development in times of crisis, as the COVID-19. Research Approach: To reach the target audience at This investigation was conducted at the University of Technology and Applied Sciences- Al- Musanna, Oman (UTASA). The Attitude and Practices Scale for Professional Development is a questionnaire tool that was created to collect information on participants' attitudes and behaviors toward teacher training for online learning. Findings: The survey's conclusions showed that the surveyed instructors' perceptions of their attitudes lacked any evident consistency. Some people opted to take advantage of more CPD opportunities, but others believed that general

administration challenges, like time restrictions and work, were the issue. Academic and professional ramifications: The sudden switch to online instruction demonstrated the need for professional development among UTASA's teachers as some of them struggled to adapt to the changes. Therefore, with such sudden changes of the teaching style, ELT teachers would benefit from continuous professional development (CPD). For ELT teachers, CPD courses would expand their horizons and move them beyond only learning about teaching methods.

Hu and Dongpin (2021) looked at ICT Applications in Teacher Professional Development and Teaching Practice: A Review of Empirical Research ICT's (information and communication technology) rapid development has changed how teachers are developed as well as how they teach and learn. There is a dearth of reviews of the literature in this area, despite the literature showing a profusion of studies examining various challenges of applying ICT in teacher development and instructional practice. This study reviewed the literature on two themes in an effort to fill the gap: ICT in teaching practice and ICT in teacher professional development (TPD). 85 publications involving ICT applications and published from 2013 to 2019 were found from six journals with high influence in the fields of teaching and teacher education. 18 empirical studies that were extremely pertinent to the two themes were examined among them. These articles' content analysis revealed a number of distinct ICT applications in TPD and classroom instruction. The investigation also uncovered the salient characteristics of these ICT applications in terms of their functions, their impacts on learning and teacher development, the variables affecting their use, and the issues with current applications.

During the COVID-19 epidemic, Kilinçer and Ozlem (2021) conducted research on pre-service music instructors' perceptions about online learning. The goal of this study is to ascertain the opinions of aspiring music teachers toward online education during the COVID-19 pandemic. The study looked at how prospective music teachers felt about online education and whether there were any differences based on factors including gender, academic standing, and year of study. For the study, information was gathered using the "Online Learning Attitude Scale." 164 aspiring music educators who were enrolled in the education faculties of Aksaray University, Anakaya 18 Mart University, and Necmettin Erbakan University during the 2020–2021

academic year participated in the study. The data analysis employed the one-way analysis of variance and the independent groups t-test. The study's findings revealed that pre-service music teachers had unfavorable to moderate opinions toward online education in the COVID-19 program. The survey also revealed that during the COVID-19 epidemic, views of prospective music teachers regarding online learning varied by gender, year of study, and academic accomplishment characteristics..

3. Operational Definitions

3.1 Teacher Attitude: Teacher Attitude refers to the procedure of the way they recognize and reflect in order to inform the actions they will take in relation to their practice of instruction with a group of students.

3.2 Challenges on Applications of ICT Tools: Challenges on Applications of ICT Tools refers to, generally, the input issue and challenge originate to be important in using ICT tools by teachers. These were: incomplete convenience and network connection, inadequate technical support, be short of effective training, limited time, and not have teachers' capability.

4. Significance of the Study

Online learning is education that takes place primarily online. The term "e-learning" is commonly used in the middle of other words. Online education is, however, one type of "distance learning"—a term used to describe any type of education that takes place outside of a traditional classroom. An educational shift in how we educate and learn is being sparked by online learning. There is a shift away from top-down lecturing and passive learners toward an added interactive, collaborative shift where the student and the teacher co-create the learning process. The instructor's position is altering from the "sage on the stage" to "the direct on the side." Blackboard learning more often than not took put in schools, but these days straight lessons do not take place throughout the Corona butchery, only online classes do. Online instruction is vital education technique in this pandemic state of affairs. The vital support of online education is teacher. Their attention and skill in treatment online lessons is necessary aspect.

5. Scope of the Study

The following are the scope of the study:

- The research will guide forward- thinking learning and teaching. This study is necessary to improve the most successful online teaching system for teachers.
- It also obviously explains what kind of method can be used for pioneering e-teaching and online teaching.
- The revision may be beneficial in reducing teachers' online teaching difficulties.
- The study may be cooperative in offering teachers improved online teaching environments.
- The study may aid in identifying all teaching styles.
- The civilization will receive study assistance in order to provide facilities to teachers for the future.

6. Objective of the Study

- To find out the relationship between the dimensions of teachers' attitudes and challenges in the application of ICT tools.
- To find out the level of attitude of primary school teachers, secondary school teachers, and students towards applications of ICT tools.

7. Hypothesis of the Study

- There is no significant relationship between the dimensions of teachers' attitudes and challenges in the application of ICT tools.
- Primary school teachers, secondary school teachers, and students all have different attitudes toward the use of ICT tools.

8. Methodology

The normative survey method was adopted for the study. The school teachers are also selected arbitrarily by the investigator; A Simple random sampling technique was used for this review. The following tool was used for the study. (1) Teacher attitude Scale, (2) Challenges on applications of ICT tools Scale, The tools were given to the experts in the field of Education and expert in Secondary school teachers to get their valuable suggestion and opinion with look upon to construction (Self Construct by the Investigator).

9. Analysis of the Data

Hypothesis 1

1. There is no significant relationship between the dimensions of teachers' attitudes and challenges in applying ICT tools.

Teachers Attitude	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6	Dimension 7	Dimension 8	Total
Challenges	0.157**	0.053	0.064	0.106*	0.077	0.049	0.011	0.300**	0.084

** Significant at 0.01 level

* Significant at 0.05 level

The above table shows that the challenges with teacher's attitude and its dimensions are positively correlated. The challenges shows very low correlation with Teachers Attitude dimension 2 (0.053), Teachers Attitude dimension 3 (0.064), Teachers Attitude dimension 5 (0.077), dimension 6 (0.049), Teachers Attitude dimension 7 (0.011), and teachers attitude Total(0.084). Hence, there is no significant relationship between the challenges and 2,3,5,6,7, teachers attitude total. It is also observed that, the challenges show significant correlation with teachers attitude D1(0.157), teachers attitude D4 (0.106), and teachers attitude D8 (0.300) at 0.05 level. Hence, there is a significant relationship between the challenges and 1,4,8.

Hypothesis 2

There is a difference in the level of attitude of primary school teachers, secondary school teachers and students towards applications of ICT tools.

Quartile, Frequency and Percentage Difference in The Attitude of Primary School Teachers, Secondary School Teachers and Students Towards Applications of ICT Tools

Attitude towards applications of ICT Tools	Low			Moderate			High			Total
	Q1	F	%	Q2	F	%	Q3	F	%	
Primary School Teachers	107	8	26.7	116	8	26.7	121.3	14	46.6	30
Secondary School Teachers	110	54	27	116	52	26	121	94	47	200
Students	107	134	26.8	113	130	26	119	236	47.2	500

The results given in the above table shows the Quartile values, frequency and the percentage difference in the attitude of primary school teachers, secondary school teachers and students towards applications of ICT tools.

According to the table 26.7% of the primary school teachers have a low level of attitude towards applications of ICT tools, another 26.7% of the primary school teachers have a moderate level of attitude towards applications of ICT tools and 46.6% of the primary school teachers have a high level of attitude towards applications of ICT tools.

Similarly, 27% of the secondary school teachers have a low level of attitude towards applications of ICT tools, 26% of the secondary school teachers have a moderate level of attitude towards applications of ICT tools, and 47% of the secondary school teachers have a high level of attitude towards applications of ICT tools.

When we see that the students attitudes towards applications of ICT tools, the findings reveal that 26.8% of the students have a low level of attitude towards applications of ICT tools, 26% of the students have a moderate level of attitude towards applications of ICT tools, and 47.2% of the students have a high level of attitude towards applications of ICT tools. So the above results show that there is a difference in the level of attitude among the selected samples and the hypothesis 1 is accepted.

10. Findings

There is dissimilarity in the level of approach of primary school teachers, secondary school teachers and students on applications of ICT tools. Also from the on top of it is interpret that the stage of attitude of primary school teachers, secondary school teachers and students on applications of ICT tools is high. The analysis of variance for the attitude of primary school teachers towards the applications of ICT tools showed that the primary school teachers seem to have a favorable attitude towards the applications of ICT tools. The correlation for secondary school teachers' attitudes toward the use of ICT tools revealed that the correlation for the majority of the aspects was positive.

11. Conclusion

The technological advancement is not new to the Iraqi educational system, but educators may be vulnerable if they are exposed too frequently and are forced to adapt to pandemic conditions. Prepare for the situation before any change takes place so that you can adapt to it and become used to it. Other than the pandemic scenario, the transition and breeding period allowed for the culture's adjustment to technology. This affects online educators more than other groups. Teachers find it very difficult to deal with the normal teaching method during this difficult time. Here we will see how they use technology in education in this difficult environment, what kind of technology they use, and what their research mindset is. Blackboard learning used to take place in schools, but nowadays, only online classes take place during the Corona massacre. Online teaching is an important teaching method in this situation.

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پوخته:

به پیی ئینسایکلۆپیدیای تهکنه لۆژیای پهروه ردهیی له لایهن سیدیقیه وه، ده توانریت ژینگه یه کی فیربوونی ئۆنلاین وهک دۆمهینی ئۆنلاین وهسف بکریت که ریگه به کارلیکی هاوکات و هاوبهش له نیوان مامۆستایان و خویندکاراندا ده دات؛ ههروه ها هه ندیک جار سه رچاوه ی فیربوونی ناهاوسه نگ بۆ خویندکاران دابین ده کات. ههروه ها چه مکیکی به رچاوه له فیربوون له سه ر بنه مای کۆمپیوتهر دابین ده کات. له وانه وتنه وه ئۆنلاینه کاندا فیربوون و وانه وتنه وه له نیوان فاکه لتی و خویندکاران له ریگه ی ئینته رنیت و تهکنه لۆژیاهه پووده دات. ئامانجی توژیینه وه که زانینی هه لۆیست و تهحه ددیاتی مامۆستایان و خویندکارانه له سه ر به کاره ییانی ئامرازه کانی ICT.

الملخص:

وفقاً لموسوعة تكنولوجيا التعليم من قبل سیدیکی (Siddiqui)، يمكن وصف بيئة التعلم عبر الإنترنت بأنها مجالات عبر الإنترنت تسمح بالتفاعل المتزامن والمشارك بين المعلمين والطلاب؛ كما أنها توفر موارد تعليمية غير متزامنة للطلاب في بعض الأحيان. ويوفر مفهوماً مهماً للتعلم القائم على الكمبيوتر. في التدريس عبر الإنترنت، سيحدث التعلم والتدريس بين أعضاء هيئة التدريس والطلاب من خلال الإنترنت والتكنولوجيا. هدفت الدراسة الى معرفة مواقف المعلمين والطلاب والتحديات المتعلقة بتطبيقات أدوات تكنولوجيا المعلومات والاتصالات.