

## Teachers' Perception of ICT Integration in the Classroom

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### Abstract :

The process of Information Communication Technology (ICT) Integration at school level will help preceptors to the global demand to replace traditional teaching method with a technology-grounded tutoring and literacy in added tools and installation. ICT is considered as one of the main rudiments in transubstantiating the country to the unborn development. The Education Ministry, through the rearmost Education blueprint (2013-2025), perceptivity the significance of technology grounded-tutoring and literacy into the Seminaries' public class. The aim of the study are to dissect preceptors' comprehensions of ICT integration in the classroom. The results indicate that preceptors' perception of ICT integration has a great impact on both Preceptors and scholars, appreciatively as well as negatively findings indicate that academics development training programmes for preceptors also played a crucial part in enhancing scholars' quality literacy in classroom. On the other hand there's a need for consideration of other aspects of ICT integration. we can say that nearly all ranges are subjects' start from logic, wisdom, language trades, and humanistic and other major fields can be learned more effectively through technology-grounded tools and outfit. ICT can provide the help and benefits for both preceptors' and scholars in which involves effective literacy with the help of the computers and technologies to serve the purpose of the learning aids.

**Key words:** Teachers' Perception and ICT Integration, Classroom.

### Introduction :

In the time of 21st century the term "Technology" is most important part in colorful fields including education. This is because technology has come the loop of knowledge transfer trace in utmost of the countries. Integration of tools and technologies into curriculum currently has gone through inventions and converted our societies that has completely changed according to th peoples' work and living style. As part of the seminaries and other academics institutions which

are supposed to prepare scholars to live in “A knowledgeable society” to consider ICT integration in their classroom. Integration of Information Communication Technology (ICT) in education system refers to the use of computer-grounded communication that incorporates into diurnal classroom educational process. Preceptors are viewed as the primary druggies of ICT in their regular classrooms. in addition to helping pupils get ready for the contemporary digital era period. ICT’s can give capability to dynamic and visionary tutoring-literacy terrain.

While improving and increasing the quality, accessibility and cost-effectiveness of instruction delivery to students is the goal of ICT integration, it also refers to the advantages of network learning communities to meet the problems of contemporary globalization. **(Albirini, 2006).**

These days, using information and communication technology (ICT) in the classroom is crucial to teachers' professional growth. According to the teachers' some viewpoints have a crucial role in determining whether or not they use technology in the classroom and are very crucial for the successful and authentic integration of ICT. Although there are numerous aspects that involved to effective technology integration, the most vital one is the teachers' proficiency and capacity to modify instructional technology method or activities to suit the requirements of their pupils. Instructors that use ICT in the classroom exhibit a certain level of self-assurance, teamwork, and co-operation. In terms of practice and training, there is still much to be done. Additional study confirms that instructors' use of ICT in the classroom improves student learning and their potentialities for better teaching learning education system. A many issues that involved as indicating preceptors’ difficulties during integration. ICT in the classroom include a lack of training, insufficient time, and a lack of coffers. To replace the difference between teachers and students’ regarding use of technology has been done through ICT intregration. Further exploration is still needed to completely understand how preceptors perceive ICT in the classroom. Few critically assess and synthesize the information supporting school teacher comprehensions on incorporating ICT into classroom tutoring, a conflation of qualitative exploration was used. ICT integration in education explains technology-grounded tutoring and literacy process that nearly relates to the application of learning technology used in the classroom. Due to the some factors that scholars and students are familiar with technology and they will learn better through use of technology, the issue of ICT integration in classroom, specifically in the academics field. This is because, the use of technology in education contributes operation of ICT will lead to effective literacy with the supports from ICT rudiments and factors.

## **Background of the Study**

### **Defining Teachers’ Perceptions**

One difficulty has been accurately describe the teacher perspective because of the wide range of terminology utilized in the literature. Perceptions typically act as individual compass points that aid in the definition and comprehension of both the outside world and oneself. Teachers' attitudes

on using technology in the classroom are influenced by a number of issues, including the drawback of both starting and ongoing technological-training programs and a simplified process using in ICT into students' curriculum. Teachers' views toward ICT integration are linked with their dimensions about a lack of technical support and training courses, as well as the reliability of hardware and software.

**According to Marshall,** *“Teachers believe that ICT skills are difficult for them to learn, and they have too many students and little time to integrate ICT into their usual lesson plans”.*

Majority of teachers' used ICT method in their classrooms every-day when they had proper technical knowledge and they know how to apply technological access and teachers' perceptions during the use of ICT in the classroom have been also categorized into two special categories which are as follows:

➤ **Teacher-Centered Perceptions**

➤ **Student-Centered Perceptions**

School-teacher comprehensions in Integrating Technology Exploration on school-teacher perceptions' has been conducted for further than 60 times and more and it offers solid support for the idea that comprehensions follows a significant part as impacting school-teacher geste in the classroom. Since comprehensions are allowed to impact how and why preceptors may or may not acclimatize their training to embrace a new class, borrow new educational practices, and apply new enterprise, comprehensions of preceptors are a frequent content of exploration in the terrain of ICT integration. school-teacher comprehensions appear to be a signify predictor of integrating technology. Still school-teacher comprehensions might also act as a hedge to ICT integration. There are two common exploration pattern of how preceptors view technology. The first one is that studies on preceptors' shows generally hold a broader preceptors than studies on ICT-integration. The maturity of exploration on ICT integration focuses on how estimate the part that plays in education. fastening just on comprehensions about training and knowledge misses the intricate and multifaceted nature of being and getting a school teacher given the vast range of perspectives among preceptors. preceptors are shown to hold comprehensions about multitudinous challenges, including comprehensions about training. For case, at the current stage of study on preceptors' station toward ICT integration in classroom instruction, the operation generalities and data collection instruments established in and for a different educational setting have been blamed. In a study of teacherperception of the values that are demanded to be an “exemplary” stoner of technology in the classroom, set up that the better trained the schoolteacher was in the use of technology, the more likely he or she was to successfully integrate it into classroom instruction. on the other hand, seminars with a advanced socio-profitable status incorporated technology much more readily because preceptors are confident that scholars have better access to ICT at home and that can thus, complete practice in which technology is necessary for the completion. Integrated-ICT in the Classroom. The Integrated version of ICT in

classroom is getting more important as it help pupil in elaborating their cooperative knowledge chops as well as developing transversal chops that stimulates social chops, problem working, tone- reliance, responsibility and the capacity for reflection and action. All these rudiments are core values that scholars need to achieve in an active tutoring and literacy terrain. **(Ghavifekr et al., 2014)**. This is due to the significance of technology knowledgeable which produce critical thinking. Consequently numerous seminaries were increases with computer lab, the internet connection, smart white boards, TV and other ICT tools and outfit. Despite all these, the problem faced was the preceptors' skill and aptitude, specialized support and stability of the system in order to apply the policy successfully. still, the government is still perfecting and upgrading the systems to be completely utilising by ICT. It ensures possibilities of maximizing the perpetration of ICT for tone- guided literacy. The main thing of ICT perpetration in education placarded the vision and operations of the government to promote ICT in education for the following intentions

- 1) To compass seminaries with dynamic and innovative literacy surroundings for scholars to come more motivated and creative,
  - 2) To enable scholars to gain wider range of knowledge and be suitable to pierce to internet for developing a global outlook,
  - 3) To nurture scholars with capabilities of recycling information more effectively and efficiently,
  - 4) To develop scholars with stations and capability of life-long literacy
- The new period of ICT in education should be developed fleetly to applicable extent in order to matching the capability of scholars as well as preceptors in educational experience due to the development of new information technology.

### **Need and significance of the Study**

The need of ICT integration in education is pivotal, because with the help of technology, tutoring and literacy is n't only passing in the academy terrain, but also can be indeed if preceptors and scholars are physically in distance. still, *"ICT integration is n't a one- step literacy process, but it's a continual process of literacy that provides visionary tutoring- literacy terrain"*. **(Young, 2003)**.

ICT can be applied in a variety of ways to support scholars' and instructors' knowledge in their subject areas. Educational aids, stimulation, data storage, database use, mind mapping, guided discovery, brainstorming, music, and the World Wide Web (www) are just a numerous of the engaging ways that technology-predicated training and knowledge can enhance the knowledge process and give it lower meaning. On other aspects scholars will gain from ICT integration since it allows them to be free from the constraints of a limited class and resources. rather, technology-predicated courses use hands- on exertion to help scholars learn further about the subject. It assists instructors in creating engaging, innovative, and successful assignment plans that encourage scholars to laboriously learn. Former inquiries proved that use of ICT in classroom will enhance the literacy process and maximizes the scholars' capacities in active knowledge **(Finger & Trinidad, 2002; Jorge et al., 2003; Young, 2003; Jamieson- Procter et al., 2013)**.



**Tondeur, Van- Braak, and Valcket (2008)** have linked three main stages for *ICT to be largely valued and regarded by the instructors:-*

### 1. Integration

### 2. Enhancement

### 3. Complementary

By incorporating proper ICT use in a particular subject area that contains complex generalities and capacities, the integration fashion seeks to promote pupil success and attainment. In order to achieve the class's main points and objects, class review is also demanded to make sure that only material ICT coffers and operations are executed. The addition strategy is the use of ICT to draw attention to the introduced problem. For case, the content can be presente during Microsoft Power- Point in a truly unique and creative style that encourages discussion and idea sharing. Initially, a complementary strategy is one in which scholars' knowledge is supported and backed by ICT. This approach allow scholars to be more organized and effective in which they can take gain the notes computer, submit their workshop by dispatch from home as long as they meet the deadline and looking for information from colorful sources handed online to fulfil the task given to them.

**(Hermans et al., 2008).** By furnishing a explanation, a set of pre-tensions, and a vision of how educational systems would operate if ICT is integrated into the tutoring and literacy process, they help scholars, preceptors, parents, and the nation's general population. Malaysia's Ministry of Education has created three main programs concerning ICT in the classroom. The first policy authorizations that all scholars have access to ICT. ending the digital peak between seminaries is the end of this. The alternate policy focuses on the part and function of ICT in education. likewise, another tactic concentrated on using ICT as a tool for communication, productivity, and information access( Chan, 2002). A crucial factor which is in use of ICT have sufficient computer labs and ICT tools and appratus. This is to guarantee that subject matter experts can readily pierce ICT offers anytime. Special problems have come a serious problem in utmost seminaries, frustrating both preceptors and pupils and snooping with the tutoring and literacy process. Seminaries in countries like the Netherlands, Malta, and the UK have honored the value of giving preceptors specializedbacking so they can use ICT in the classroom. The readiness and capability of preceptors is a critical element in the use of ICT in education. preceptorsneed to be extremely tone-assured and have the needful ICT chops in order to employ technology in the classroom.

### **Significance of Integrating ICT in the Classroom:**

**According to Warwick and Kershner (2008)** *“The significance and advantages of ICT should be known by preceptors in order to conduct a meaningful assignment with the use of ICT”.* Preceptors should attend training courses to learn how to incorporate ICT into

the tutoring and literacy process. A many of seminars used peer-training strategies as they get ready for the tutoring and literacy process, a school teacher with further ICT would support and guide a school teacher with lower ICT. As preliminarily stated, a number of factors enable the use of ICT for classroom instruction and literacy. The policy should come first, also the addition of all ICT tackle and software coffers, and eventually the school teacher's prepared-ness and capability to incorporate it into the tutoring process (Agbatogun, 2012).

### **Purpose of**

### **the Study:**

In order to give a comprehensive knowledge of the variety and purpose of school teacher comprehensions of ICT, this work conducted a meta-ethnographic review of recent qualitative exploration literature. The focus is on studies that have been conducted on the content of in-incorporating technology into instruction. This review exploration is applicable for two reasons. First, integrated-technology into the classroom offers a useful frame for examining preceptors' comprehensions of technology-supported instruction methods. The alternate reason is that the focus of this field of study is on the distinctions between conduct and beliefs. In an attempt to address the two main exploration inquiries:-

- 1) How do preceptors feel about using technology in the classroom, both in positively or negatively for integrating technology in the classroom ?
- 2) What contextual rudiments affect preceptors' opinions about exercising technology in the classroom ?

### **Teachers' Positive Perceptions:**

In Twenty papers all were utilized to determine the positive attitudes of teachers. Most educators thought that using technology in the classroom may help pupils do better academically. One repeating theme in the aforementioned publications was teachers' belief that ICT integration will enhance students' subject-related knowledge and skills, especially in scientific courses. Some teachers believed that ICT integration might support the development of social and emotional skills, even though the bulk of teachers' favorable impressions focused on academic benefits. This view was articulated in four studies. Teachers' favorable opinions of technology-facilitated learning are frequently justified by the claim that it is more successful than using conventional, pre-made resources and that the benefits of using technology are reinforced by students' greater motivation and involvement. This holds true whether the perceived benefit has to do with general learning skills, academic skills, socio-emotional abilities, or subject-based learning. Ideologies believe that through the use of technology can engage pupils on its own centredness towards education. One topic emerged from this category: the benefits of using digital devices. Use of technology through digital use was shown to be superior to traditional aspects of representation because dynamic affordance was judged to better for learners' thoughts than still visuals.

In addition to supporting practitioners' professional growth, the use of digital tools in the classroom fosters collaboration and communication among educators, students, and important technology users. Proper and effective use of digital tools in the classroom gives students a voice they did not have before, which empowers them. This demonstrates how using ICT tools alters the way that teachers and students engage during the learning process and creates new opportunities for various social interactions. Preparing pupils for a changing society is the aim of integrating technology into the classroom.

### **Teachers' Negative Perceptions:**

Even though there were a lot of references to positive teacher attitudes, not all teachers were impressed by the benefits of technology in the classroom. Some educators lack the digital skills needed to find, gather, communicate, collaborate, and produce their own digital content. Teachers lack the necessary skills to handle problems including information skepticism, negligent use of personal data, and cyber bullying. Techno-phobia may be a problem when incorporating technology into the classroom. Generally speaking, some seasoned educators are more reluctant to use technology. Teachers' reluctance to embrace technology can be attributed to a variety of factors, such as their fear of using it, their perception that they will lose control the classroom, the availability of hardware and software, a lack of technical support, the time and effort needed for training and staying current in their fields, and the use of appropriate technology in the classroom. Conversely, younger educators engage in workshops more actively and are more open to new ideas.

ICT more frequently and with a more positive outlook. Some teachers feel that traditional methods are more active than digital ones because they allow pupils to participate more actively in their education and provide tactile sensations. One educator claims that passive activities provided by digital technologies stifle students' inventiveness. Last but not least, educators think that utilizing technology in the classroom takes more time and work than more conventional approaches. They highlight the amount of time spent on technology and also to the loss of privacy and personal control caused by continuous access to ICT.

### **Conclusion and Discussion:**

Qualitative research examining teachers' opinions of integrating ICT into classroom instruction were screened, examined, coded, and interpreted for this meta-ethnography. The final findings indicate that how teachers view the use of technology in the classroom, a range of topics and interventions were also investigated. Ten topics emerged from the meta-ethnography conducted in response to study question number one: six of these themes dealt with teachers' favorable opinions on the use of technology in the classroom, whereas four dealt with their unfavorable opinions. Two themes emerged from the results of research question number two: the immediate surroundings of teachers (training, school pedagogical culture, and teachers' experience) and worldwide trends (pro-technology zeitgeist and national policies). To shed light on how teachers'

local surroundings and world wide trends affect the use of technology in the classroom. The study's findings demonstrate the superiority of technology-based instruction over traditional classroom settings. The reason behind this fact is that employing ICT tools-technique and equipment will create an engaging and productive learning environment for both educators and learners.

The findings are consistent with a study by **Macho (2005)** that demonstrated how integrating ICT into the classroom will improve student learning.

However, the result shows that pupils are more attentive and well-behaved as compared to the majority of teachers in this study that ICT enhanced facility of classroom management. Additionally this study also demonstrated that kids learn better when using ICT since the lessons are more fascinating and engaging. The results showed that teachers have a positive attitude about using the Internet for teaching and learning; they know a little bit about it; they haven't yet successfully incorporated it into their lessons; and they know very little about ICT and network technology. The results of this study also supported the first two statements, according to which the majority of teachers believe that ICT integration helps children learn. ICT helps students to become more creative and imaginative their knowledge paradigm, and it also helps students to acquire all four learning skills when they are able to obtain the information and knowledge they need and achieve. This is because students can gain the confidence to communicate more effectively and express their thoughts and ideas. The majority of teachers believe that ICT integration works, but the school's ICT tools are neither sufficient nor in good condition, teachers do not receive enough training or professional development, technological support system which is offered but could be improved occasionally, and the school's facilities like computer lab is not in very good shape with functional tools and facilities.

As a result, the correct implementation and support of the school's upper administration mark the beginning of the preparations for technology-based teaching and learning. ICT integration in schools are a big success for both teachers and kids if it is implemented properly from the start and ongoing maintenance is sufficiently supplied and organized. Teachers should must be given time to learn and experiment with ICT, enduring the "trial-and-error" phase until they are fully at ease with its use and capable of using it for teaching and learning. This is because the use of ICT, particularly in teaching and learning, is more about practicality than theories. Lastly, in order to improve the nation's educational system's proficiency, ICT integration in the classroom requires careful thought. This process will create a better workforce for the future and raise the country's educational standing globally. The government of india should improve and alter teachers' perceptions towards ICT integration in the classroom as well as in schools in order to increase its utilization. Teachers play a crucial role in ensuring that any new policies are implemented effectively and successfully. Advanced technologies and communication devices



that must be accessible to students wherever they are like at home or at school are driving the changes that are occurring. For helpful effective learning and satisfy the demands of 21st century teaching skills, instructors must also be literate and possess strong ICT skills and knowledge to enhance their teaching methods and approaches.

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