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Role of ICT In Managing Classroom Learning Environment with Special Reference to Daanish Schools Punjab

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Abstract

The use of information and communication technology (ICT) in management classroom teaching is discussed in this article. ICT makes it easier to initiate and create innovative pedagogical tools in the classroom as it serves as an enabler rather than a regulator of the teaching and learning process. Since management education necessitates the acquisition of a wide variety of technological, human, and mental skills. ICT is commonly used in classroom management education. From a pedagogical standpoint, the researcher built and expanded a typology of ICT usage in the classroom. A survey questionnaire was distributed randomly to a total of 32 from Punjab Daanish schools of Dera Ghazi khan. The data was compiled using a four-point rating scale survey as a testing instrument. SPSS was used to interpret the information collected. It was found that ICT plays a vital role in managing the classroom learning environment. The results highlighted the approach that ICT has a great impact on both teachers and students. In this regard, a lot of data has been collected randomly using different survey techniques. Findings of the survey prove that well-prepared lessons using different tools and facilities from Information Technology are the main factors that enhance and retain learning among students in the class as compared to traditional teaching methods. Using Information Technology also enhances professional development among teachers in the form of training focused on the core objective of enhancing the quality and longevity of students learning.

Keywords: Role of ICT, Classroom management, Daanish Schools.

Introduction

This century is characterized by the advancement in Information Technology that has cast a deep impact on everyday life and especially the field of pedagogy. Information Technology now a day is playing an important role to revolutionize and enhance the quality of education by introducing teaching methods heavily dependent on technology. Technology has become a source of innovation and it has transformed the societies, living standard, thinking approach and we have found a new means to live, it is said by Grabe in 2007. ICT is an advanced form that is applicable in different institutions and classes which is the need of society and curriculum (Ghavifekr et all, 2012). Information technology and different sources of communication support the teacher in enhancing learning while changing their traditional teaching method with different tools and facilities. In a developed country, ICT is considered one of the most important elements in enhancing the learning that has boosted the country's present and future development. Ministry of education introduced the latest technology to upgrade the whole educational system through technology-based teaching and learning in schools to support and cover the objectives laid down in the "National Curriculum". This has proved helpful in enhancing the teacher's effectiveness while supporting him in his teaching and consolidating the learning process in the classroom.

The use of computer-based education to convey instructions in the classroom for educational objectives is referred to as information technology. This technology is training students to satisfy the requirements of the time and to give a dramatic shift in the students' personalities (Young, 2003). The purpose of using technology-based teaching and learning is closely related to the use of technology for learning abilities among students. It is to the benefit of the students to use technology in an advanced for pedagogical purposes to effectively enhance the learning process among the students. The results of the surveys have revealed that ICT-based teaching has enhanced the understanding of the students and has successfully achieved already set learning objectives. Information Technology contributes to making the pedagogical aspects easy to understand especially in the classrooms where the ICT applications were used which led towards better learning and understanding for all range of subjects (Jorge et al., 2003).

ICT can be used in different places for both teachers and students for their learning in their respective subjects. It offers various methods for utilizing educational videos, PowerPoint presentations for demonstrative teaching methodology, already stored data, mind mapping, brainstorming, using World Wide Web www which are beneficial to stimulate the students to search through an ocean of information to understand the topics related to any subject. It also equips and prepares the teachers to make their lesson plans and prepare the lecture (, 2002; Jorge et al., 2003; Jamieson-Procter et al, young, Finger & Trinidad 2003., 2013).

There are different stages for using ICT its three main stages are integration, enhancement, and complementing. The first stage is used to implement the right things for the right use to improve the skills of student's attainment. The second approach of ICT emphasizes the topic which is introduced. Finally, the third stage of ICT is used to aid and support students learning. It enhances the ability of students to obtain material and related information by

using the technology and they can also send emails from their homes and look for new sources of information to fulfill their task within a given time (Hermans et al., 2008).

Technology is the need of time to achieve the learning objectives of the students and students must know the use of technology for their learning process. If they have some lacking in using and handling information technology, they may face a lot of problems to meet the pedagogical needs of time. There are many difficulties for teachers who are unable to do the work by using technology because there can be many technical issues that can create hindrances in their teaching and learning process (Yang & Wang, 2012). To demonstrate the necessity of appropriate use of ICT in teaching and learning processes, we may provide several instances and viewpoints that develop abilities and assist both instructors and students.

Teacher View about Technology Based Learning:

In 20th century is an era of science and technology through which the whole world is making progress with time. It also flourished in every field of life to meet the needs of time. Education is backbone to mold the personality of individuals for becoming good citizens of nation. It cannot be denied in the field of education that technology based learning has positive effect on the learners (Albirini, 2006). Teacher is also satisfied to use advanced technology in his methods and he also helps the students to use the technology to archives the desired results. It is an easy source to find out material for his up-to-date knowledge to enhance the potentials of learners. Conventional teacher also appreciate this technology and become wonder to use it by you. It also changes the minds of teacher and he feels pleasure to use it innovatively. Every invention has its importance but the use of particular technology is the source of new ways for everyone to compete the world and become it past of global village (;Virkus,2008; Zhang, 2013; Capan,2012, Dudeney, 2010).

Influence of Technology in Pakistani Institutions

Pakistan is underdeveloped country which is trying her efforts to fulfill the challenges of the world and Pakistan is part of this planet which flourishing day by day in technology and other advancements. Different eras used different methods to improve the capability and capacity of individuals. In 2000, the use of technology put a great influence among the whole nation and everyone has a desire to use this technology and become member of advanced generation. Pakistani institutions are well equipped with technology and the whole nation is progress by developing itself. It creates new vision for the whole nation to step forward in every field of life. In schools, the scope ECE rooms (2015-16) in primary schools to give the concept to young ones so that they may creatively understand this and take responsibility to become fruitful citizens of the country. In primary schools either they are situated in cities or for off from cities have facility of Tabs which is source of technology and creates a fruitful learning environment for the learners (2015-2016).

Changing Role of Teacher

Educational system consists of better education by more people who become the part of use of technology which enables them to provoke new ways for teaching learning process. Technology development can create a lot of difference while using conventional method which was old one but now a day there are presentation system which is hired by new

technology. Teacher plans on daily bases and tries to find out up-to-date knowledge for performing best activity in the class and be the good source of knowledge for students. He also develops motivation among students. Distance education is also the part of this system in which the use of technology aids can be used maximum. Students of distance learning belong to different ages and them fellow such type of technology with keen interest and they prefer the lecture of teacher who uses advance technology than delivering a conventional lecture (William,2002; Hamdan, 2013; Jonassen,2000).

Factors which Hinder Teacher

Use of technology is an innovative way in teaching learning process but there are some factors which create environment to stop the teacher to use technology.

- First of all, it creates a problem for teacher to plan lesson for delivering a lecture and he feels disturbance while arranging equipment for learning process (Professional development).
- 2ndly it is problem for a teacher who does not know proper use of technology he may embarrass while delivering a lecture if there is necessary use of technology. A technical aid some ties become reluctance for teacher to use is properly (resistance to change).
- Thirdly, sometimes there can be technical problem with tools and it is unable resource for a teacher to use it and his lesson plan may be matched wrongly with proper schedule.
- Fourthly, some equipment are so costly that cannot be managed properly because of finical problems which is the most important factor to maintain the budget of institution which is necessary to run other affairs also(Delivering informal learning).
- Fifth the use of technology is rapidly processing that sometimes students may trouble to understand it because conventional method easily takes place for every one while adopting new methods with the use of advanced technology (The NMC Horizon Report,2013 K-12 Edition).

Method

The data obtained from respondents were collected and analysed through SPSS. The questionnaire is generated by the researchers and then delivered to the target audience. The effectiveness of ICT inclusion in the learning environment for pupils, which is an essential aspect of ICT in schools around the world. The questioner was dispersed among the respondents to collect data.

Population for Sampling

The respondent for this research work near about 32 from Daanish School Boys Dera Ghazi Khan this questioner was randomly distributed among respondent of Daanish Schools with their teaching background, gender, race and teaching experience. There is no preference which is set by researcher as long as the respondent comes with their teaching experience in Daanish School. Some of the teachers are consider with their background of knowledge through which a researcher tried to get maximum data for school which is post of the research. The questioner which is distributed equally in number to denote that teacher from Dannish School dominates among the population.

Tools:

A. A. The survey questioner had 20 items that were used to evaluate the effectiveness of ICT in the teaching and learning environment at Daanish School. All respondents were asked to read the statements and react on a four-point scale ranging from four strongly disagree, three strongly disagree, two agree, and one strongly agree. The questioner is broken into four sections, each labelled as follows:

B. Demographical background
C. Teacher's perfection
D. Effectiveness of ICT
E. Effective elements of ICT

Genders, teaching experience, school area, race, form of school, teaching style and highest academic qualification were all included in each section, which was based on eight elements. Gullbahar and Govan (2008) designed this questioner, and some of the items were designed and created by the researcher to select the items that are given as answers to the research question.

Data Collection Process

The researcher first of all checked the material of questionnaire before finalizing and distributing among the specific group of respondents each of the respondent responsible to make 32 questionnaires respectively which are distributed among all. The data was collected with period of 15 days with the process of random collection of respondents and questionnaires were sent to mail. The respondents were asked to complete this in 3 to 5 days and finally sent to back researcher with complete data analysis. After collecting data, being a researcher, I will analysis the whole collected data and findings and output of collected data.

Demographic Background

(Table I Demographic Background of Teachers)

1) FACTORS	FREQUENCY	PERCENTAGE
Gender		
Males	18	56.2
Females	14	43.7
2) RACE		
KotChutta	6	18.75
Multan	9	28.13
Jatoi	8	25
Others	9	28.13
3) TEACHING EXPERIENCE		
< 1 year	7	21.88
1 – 4 years	11	34.38
5 – 8 years	14	43.7
4) TYPE OF LEVEL		
Middle	10	31.25
Secondary	8	25

Higher Secondary	14	43.75
5) SCHOOL LOCATION		
Urban	18	56.25
Rural	14	43.75
6) TEACHING METHODOLOGY		
Traditional	12	37.5
ICT User	20	62.5
7) TEACHERS QUALIFICATION		
Masters with B.Ed/ M.Ed	18	56.25
Masters only	6	18.75
m.phill	8	25
8) COMMAND ON ICT TEACHING		
Understandable	6	18.75
Highly understandable	8	25
Excellent	18	56.25

From overall population total member(m=32) which is based on gender, there are 18 male with the percentage 56.25% and female are 14 with the percentage 43.7%. All the population is based on race. The highest frequency Multan living and other areas which are each having number 9 with percentage of 28.125 followed by Jatoi 8 having percentage of 25% and kotchutta is 6 with percentage of 18.75. Based on teaching experience, the majority of teachers (5-8) years have 14 years of experience, accounting for 43.75 %.Next is (1-4) years which are 11 in number and having percentage of 34.375%. Lower in number have <1 year teaching experience are 7 and have the percentage of 21.87%. 14 teachers are working in higher secondary schools, with a ratio of 43.75 % based on school form. Teachers in middle schools are ranked 10th, with a percentage of 31.25 %. The number of high school teachers is 8, with a ratio of 25%. From overall population school location based. Urban school which is 18 and having percentage of 56.25% and rural are 14 having percentage of 43.75%. From overall population which is based on teaching method. ICT user is 20 and having percentage of 62.5% and traditional method user are 12 and having percentage of 37.5%. from overall population the qualification of teachers master with B.Ed./M.Ed. are 18 in number and having percentage of 56.25%.only master degree holders are 6 having percentage of 18.75%. M.Phil. teachers are 8 in number and having percentage of 25%. From overall population command on ICT. Excellent command is 18 in number and having percentage of 56.25%.Highly understandable are 8 in number and having percentage of 25%. Understandable are 6 in number and having percentage of 18.75%.

Teachers' Views on Technology-Assisted Teaching and Learning

Based on the facts supplied in the given data regarding teachers' perspectives of ICT in teaching, it appears that the majority of instructors are aware of the benefits of technology-driven teaching. The majority of instructors appear to recognise that incorporating ICT into the classroom is advantageous to kids. The usage of ICT is of particular importance to students. It has the lowest mean of 2.09. It is also beneficial in engaging students in class.
(Table II Teachers observation of ICT addition in teaching)

Test Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D
1. I want to acquire computational skills.	2 (6.25%)	6 (18.75%)	16 (50%)	8 (25%)	2.68	9.68
2. It is easy to use ICT.	4 (12.5%)	8 (25%)	14 (43.75%)	6 (18.75%)	2.68	4.50
3. ICT is good source for effective teaching.	1 (3.125%)	10 (31.25%)	15 (46.875%)	6 (18.75%)	2.84	8.88
4. ICT is good support for effective learning.	0 (0%)	7 (21.875%)	18 (56.25%)	7 (21.875%)	3	10.24
5. Teacher can improve material of ICT.	0 (0%)	9 (28.125%)	20 (62.5%)	3 (9.375%)	2.81	10.60
6. ICT is good source for quality of teaching.	3 (9.375%)	11 (34.375%)	12 (37.5%)	6 (18.75%)	2.65	9.50
7. ICT helps prepare teaching material.	1 (3.125%)	3 (9.375%)	20 (62.5%)	8 (25%)	3.90	11.30
8. Students are energetic and more active with use of ICT.	0 (0%)	2 (6.25%)	9 (28.125%)	21 (65.625%)	3.59	14.81
9. ICT is good way to improve the ability of students.	0 (0%)	4 (12.5%)	22 (68.75%)	6 (18.75%)	3.06	11.77
10. Teaching is effective without use of ICT.	0 (0%)	1 (3.125%)	27 (84.375%)	4 (12.5%)	3.09	13.97
11. ICT is wastage of time.	4 (12.5%)	15 (46.875%)	10 (31.25%)	3 (9.375%)	2.37	7.11
12. As a teacher, I am confident that learners can learn well without the use of ICT.	2 (6.25%)	20 (62.5%)	10 (31.25%)	0 (0%)	2.25	8.29
13. Is class room management effected with use of ICT?	8 (25%)	17 (53.125%)	3 (9.375%)	4 (12.5%)	2.09	6.36

14. Are students are less interested with use of ICT in teaching?	4 (12.5%)	18 (56.25%)	9 (28.125%)	1 (3.125%)	2.22	7.41
15. Are students not taking interest in their effort while using of ICT	2 (6.25%)	18 (56.25%)	14 (43.75%)	0 (0%)	2.5	9.17

The given data in above table for teacher's perfection in ICT during teaching learning process in which the teachers know the importance of ICT. It is an improved technique for teachers to improve their strategies as well as material which shows less number 2.09 mean among the participants. Teachers should consult the desired intent to plan an informative and engaging lesson for learners using teaching tools and material that is available on the internet or is more up to date. The majority of teachers support the use of ICT. And undoubtedly provide numerous opportunities for successful teaching with ICT-based supporting materials, resulting in a 2.65 effective sharing mean? Multiple teachers have different perspectives on how ICT can be used to improve the teaching-learning process. the data which is obtained to show the use of ICT to enable the students to become them more active and energetic to prepare lessons by teachers mean of 2.65 that is why the students are too much interested with use of ICT because they find it easy learning by the use of ICT and it also enhances their ability to engage them in lesson.

Teachers are well known and have competence to handle ICT which is obtained from data with the mean of 2.68 which shows teachers are too much confident to learn new skills and they can use ICT for teaching material and resource. In this context, it shows that teachers are easy and feel comfortable to use new learning skills with the ICT. Teachers also easily find this way to use ICT as well as they do not deny the importance of traditional method with the mean score of 2.68. Teachers have center of learning and describe about effective teaching without ICT with the recorded mean of 3.09. On the other hand, most instructors oppose the use of ICT, which allows them to cater to pupils with a mean score of 3.06 owing to clerical work that must be handled aside from instructional duty. The use of ICT is a simple approach for instructors to educate while the rest of the school remains the same.

Effective Teaching Based on Technology for Learners

The results which are obtained from given table 3 which wants to analyze the effectiveness of ICT for learners to show that use of ICT is productive and permute learners to engage the learners with best learning experiences 3.03. most of the teachers are agreed that use of ICT is beneficial for students to become them more active and energetic to take class during teaching learning process. Due to this, both teachers and learners are agreed to improve their performance and to provide chance for taking in different learning activities to gain much experience.

It is also helpful for broaden learners' knowledge with mean score of 3.03 in which learners integrate with previous knowledge into present knowledge as well as shearing sharing and exchanging with different viewpoints among teachers and learners. It is also helpful for

learners to get information about different issues and to solve the problems. With a mean of 2.84, the use of ICT is advanced knowledge for learners to locate relevant knowledge and information. With a mean of 2.72, educational video used in the teaching-learning process provide an advantage for learning to develop language abilities, reading, writing, speaking, and listening.

(Table III Usefulness of ICT addition for learner's education)

Test Items	Strongly disagree	Disagree	Agree	Strongly agree	Mean	S.D
1. ICT is a useful source for creative imaginative thinking for students.	4 (12.5%)	3 (9.375%)	15 (46.8%)	10 (31.25%)	2.69	9.92
2. ICT is helpful for students to find knowledge and information.	5 (15.625%)	4 (12.5%)	14 (43.7%)	9 (43.75%)	2.84	9.125
3. Through ICT students can communicates with his fellows.	2(6.25%)	6 (18.75%)	12 (37.5%)	12 (37.5%)	3.06	9.68
4. Students can feel confidence to participate in class.	4(12.5%)	7 (21.87%)	13(40.62%)	8 (25%)	2.78	8.47
5. Students can learn effectively with use of ICT.	6(18.75%)	5 (15.63%)	9 (28.13%)	12 (37.5%)	2.84	9.16
6. ICT is a good way for foreigner.	3(9.375%)	6(18.75%)	10(31.25%)	13(40.63%)	3.03	10.02
7. ICT is specially is good for reading and writing of students.	4(12.5%)	7(21.88%)	15(46.88%)	6(18.75%)	2.72	8.60
8. Student's class room is controlled by use	2(6.25%)	5(15.63%)	13(40.63%)	12(37.5%)	3.09	10.24

of ICT.						
9. Students are free to express their thoughts and ideas with use of ICT.	3(9.37%)	4(12.5%)	16(50%)	9(28.12%)	2.97	9.91
10. Use of ICT is a good source to permute learning ability and students.	4(12.5%)	6(18.75%)	11(34.37%)	12(37.5%)	3.03	9.68

With a cropped mean of 3.06, the findings show that the usefulness of ICT for learners in the learning process is that it allows learners to use it to share ideas more with their peers and that it increases learners' assurance to participate energetically in the lesson. It is active in the intellect that learners are occupied with enough knowledge that helps them to feel more confident in sharing and exchanging their perspectives with their peers. It indicates that when ICT is used in education, students are more involved and in charge, but it is also seen as less receiving by teachers, as the mean score is 3.09. When ICT is used in the learning process, it indicates that learners are slightly out of reach.

Effective Fundamentals in Technology-based Training and Education in Schools

The statistics reveal that the education cycle is insufficient for instructors to employ ICT for teaching and learning operations, with a mean of 3.09. It guarantees that instructors are not rushed, allowing them to use ICT for the real teaching and learning process. It would be advantageous if instructors were given adequate time to instruct in order for ICT to be properly integrated into the classroom. Because of a lack of knowledge and services for instructors in using ICT, the majority of teachers believed that all ICT addresses offered for school are excessive, with an average of 3.06. With a mean of 2.93, ICT services are completely offered on occasion, but a little introduction to ICT inhibits instructors from employing it in the classroom.

Few teachers want to use ICT in the classroom, but management isn't on board, and it discourages teachers from doing so by a factor of 2.93. Teachers must have the confidence to use ICT in the classroom, according to school administration. With a mean of 2.59, it is advantageous to learners if teachers have the freedom to improve their teaching method with the aid of ICT. With a mean of 2.56, a proper lab should be developed in the school for the use of ICT during the teaching and learning phase.

(Table IV Effective foundations in ICT addition in education and learning in public schools)

Test Items	Strongly Disagree	Disagree	Agree	Strongly Agree	mean	S. D
11. ICT is functional in daanish school and its use is productive.	12(37.5%)	14(43.75%)	4(12.5%)	2(6.25%)	1.88	30.5

12. Instructors face difficulties because of technical issues.	11(34.3%)	13(40.6%)	5(15.62%)	3(9.37%)	2	30.4
13. There less access of ICT in teaching stops learning process.	1(3.125%)	7(21.8%)	17(53.1%)	7(21.8%)	2.93	55.4
14. Role of cooperative management paves the for-learning process in ICT.	2(6.25%)	5(15.62%)	18(56.2%)	7(21.8%)	2.93	57.3
15. Teaching time is enough for using ICT in teaching process.	0(0%)	5(15.62%)	19(59.3%)	8(25%)	3.09	61.6
16. With the use of ICT, there is a professional development and training for teachers.	8(25%)	19(59.3%)	3(9.37%)	2(6.25%)	1.96	37.7
17. All ICT equipment are wastage or less use by teachers.	1(3.13%)	5(15.62%)	17(53.1%)	9(28.1%)	3.06	58.6
18. Teachers have time and facility to use ICT.	3(9.37%)	17(53.1%)	8(25%)	4(12.5%)	2.40	40.6
19. There should be a proper lab in school for use of ICT during teaching learning process.	5(15.62%)	10(31.25%)	11(34.3%)	6(18.75%)	2.56	41.10
20. Teachers should be freedom to develop their teaching process with help of ICT.	6(18.75%)	9(28.1%)	9(28.1%)	8(25%)	2.59	41.35

If Instructors face difficulties the technical support is provided and there is a professional development and training for teachers with mean of 2 and 1.96 correspondingly. The school

management should be cooperative and should courage teacher in using ICT and ICT lab should be functional in the school and its use is productive with mean of 1.88. Teachers are not given time and facility to use ICT with mean of 2.40. it will be productive if teachers are given time and facility of ICT. Overall observations show the use of ICT in Daanish schools is most productive as compared to other schools.

Arguments and Assumptions

The outcomes of these learning indications that technology –based teaching and learning is most real in compare to old-style classroom. The explanation for this is that using ICT tools and equipment can create an active learning environment that is more attractive and inspiring for both facilitators and learners. The findings are similar to those of Macho (2005), who found that using ICT in education improved students' skills. Many teachers agreed that using ICT to improve classroom organisation is a good idea since well-worked students are the most attentive.

In assumption, the very first step of ICT application necessity is operative to make sure that facilitator and learners can make best use of ICT. The implementation of ICT should be maintained by school top management and management should support in using ICT. By implementation of ICT will be beneficial for both facilitator and learners.

Recommendations

Its strength be besides mutual for matters and contests of ICT addition to deliberated but in complexity study of ICT addition is essential focuses in schools is least discussed. Additional trainings focused on the difficulties facilitators face in using ICT in their classrooms in schools will be helpful. Aside from that, comparative studies of ICT integration in teaching and learning between private and public schools are strongly recommended. Since, in comparison to private schools, the government is focusing on public schools' addiction to emerging technology.

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