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To identify the barriers in using ICT by teachers in their teaching in South district schools of Delhi

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Abstract
"Technology is best when it brings people together."
Matt Mullenweg, Social Media Entrepreneur
To identify the barriers in using ICT by teachers in their teaching in South District schools of Delhi conducted to find out the barriers in the way of using ICT resources by teachers in Schools of DoE and MCD of south District of Delhi through descriptive design. Qualitative Data was collected through Google form. The findings of the study indicate that sometimes non availability of ICT resources in schools, lack of motivation with training to use digital platform by teachers for the use of ICT resources in the teaching to plan and share the E-content for students became barriers. This study will be useful for teachers to integrate ICT with teaching –learning in schools of South Delhi and other parts of the country.

Keywords: Information and communication technology **(**ICT), barriers

Introduction
At present in pandemic, Information communication technologies (ICT) affecting life of people through their work places, business, education, and entertainment. On the other hand, in pandemic time, ICT act as catalyst also to change the conditions for teachers in working place to exchange information, teaching –learning methods/ approaches. In digital time, ICT plays an important role to use digital platforms for on line teaching in the classroom for giving learners opportunities to learn effectively. ICT improves teaching and learning for teachers as creators of pedagogical environments. ICT helps a teacher to present his /her content effectively for the learners. The integration of internet and interactive multimedia into formal teaching and learning are important for future education in a teacher education institution and school system.

Review of Related Literature
Barriers in Integrating ICT in Teaching and Learning
Different Studies revealed factors which influence teachers' decisions to use ICT tools in the classroom. According to Schiller (2003), personal characteristics -- educational level, age, gender, educational experience, experience with the computer for educational purpose and attitude towards computers can influence the adoption of a technology. The study conducted by Jones (2004) find out seven barriers influenced the integration of ICT into lessons: lack of confidence among teachers during integration, lack of access resources, lack of time for the integration, lack of effective training facing technical problems in use, lack of personal access during lesson preparation, age of the teachers, and teaching experiences. Kumar *et al* (2008) found attitude, motivation, gender, age and computer training as barriers. According to Sang *et al* (2009) and Zhao & Cziko (2001), teachers' educational beliefs impact on their use of ICT., Richardson (2009) discovered that the ICT integration in teaching is difficult for some teachers because of lack of training and practice. Jones (2004) and Keong *et al* (2005 found that lack of technical support was a barrier to the integration of ICT in teaching. Lack of technical support and knowledge discourages teachers from adopting technology in classrooms (Korte & Husing, 2007). Becta (2004) also agreed that lack of technical support in schools and technical maintenance is the main problem in integrating ICT in classrooms. Thus, there are still several factors hindering the integration /adoption of ICT in classroom teaching.

Objectives of the Study

- To identify the barriers in using ICT in schools by teachers.
- To offer suggestions regarding effective use of ICT.

Research Design

In this research, quantitative methodology was used. The data collected through Google form questionnaire. Questionnaire through Google was developed by team of researchers and finalized by experts and researchers through targeted group of respondents. The questionnaire was planned and developed according to research objectives. The questionnaire was based on 5-point Likert Scale ranging from: 5 = always, 4= often, 3 = sometimes, 2 = rarely and 1 = never

Sampling

Total 70 DoE and MCD school teachers in South Delhi were selected randomly as the sample for the study. Google form questionnaire used for survey to the respondents. The collected data was analyzed qualitatively

The questionnaire included

A. Personal Details,
B. ICT equipments checklist in schools,
C. Use of ICT resources by teachers,
D. Barriers in using ICT in Teaching,
E. Maximum use of on line platforms in the teaching-learning process
F. Do you have any suggestions regarding effective use of ICT?

Data Analysis Process

The collected data from the respondents analyzed through descriptive and inferential analysis by the Statistical Packages for the Social Sciences (SPSS) version 21.

Statistical Technique

Mean, Standard deviation and t-test used for analysis of the Data.

Analysis of Data

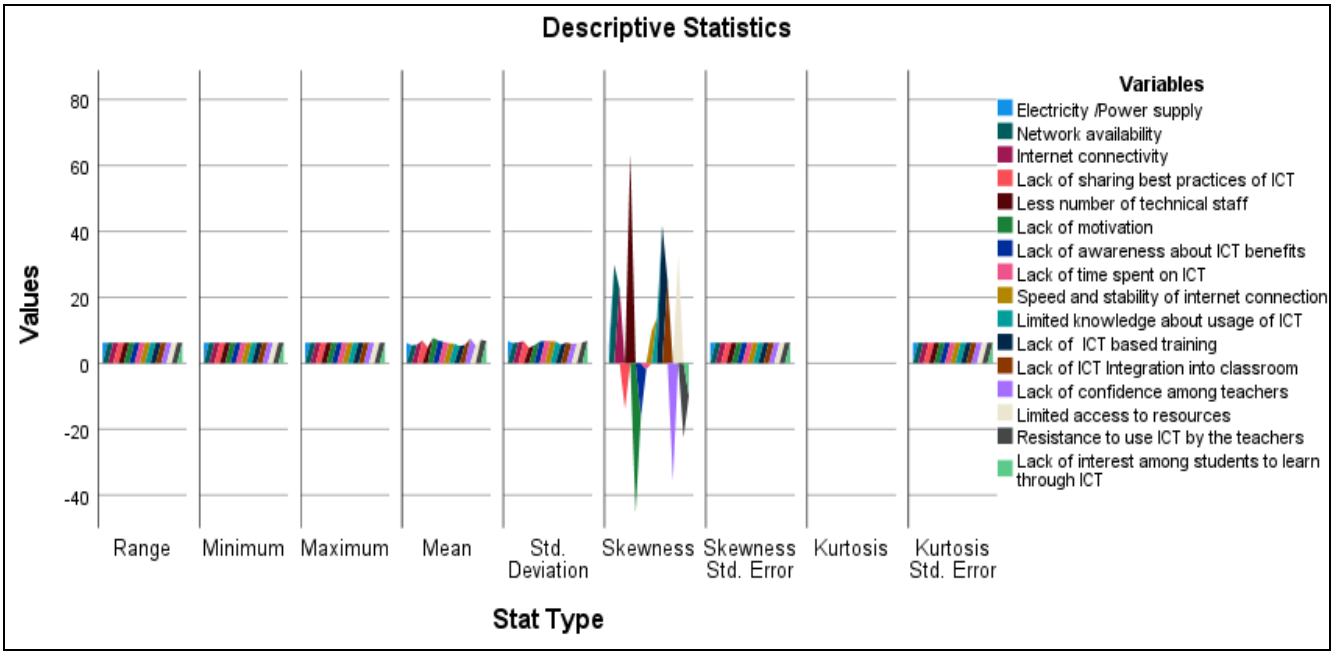
To attain the different objectives of the study following analysis was done:

- To identify the barriers in using ICT in schools by teachers.
- To offer suggestions regarding effective use of ICT.

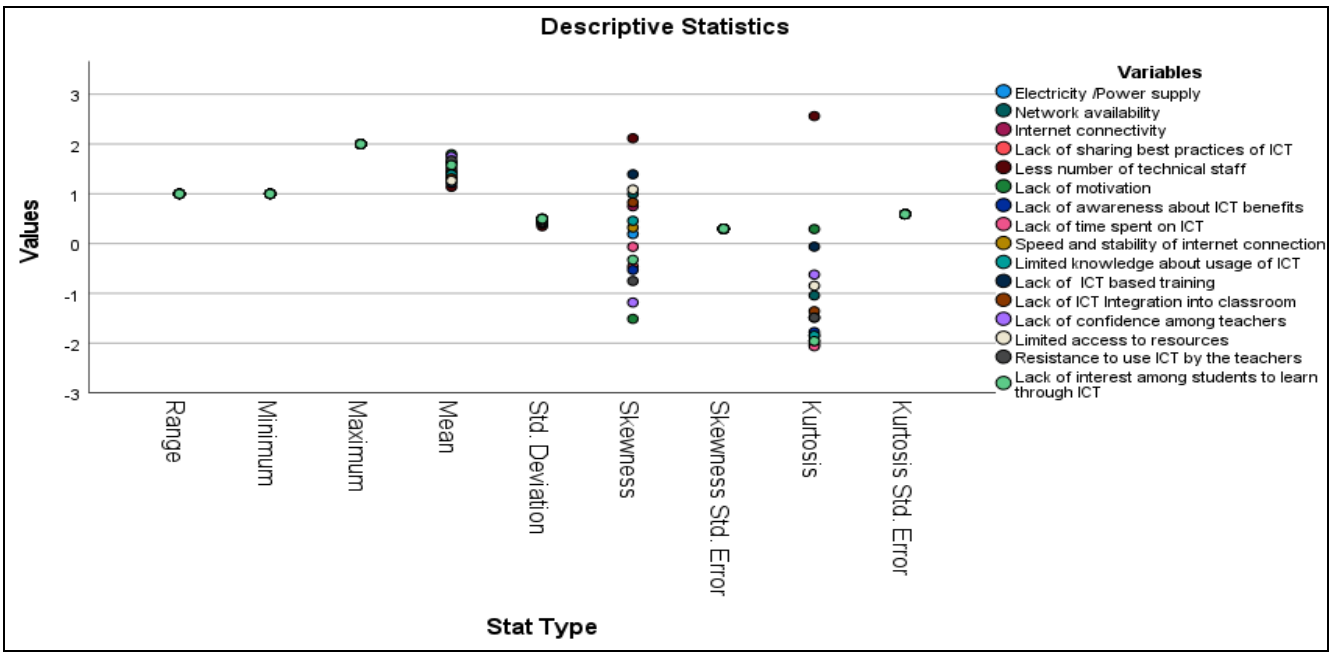
To identify the barriers in using ICT in schools by teachers

To get the overall idea about the barriers in using ICT in schools by teachers, the descriptive analysis was done.

	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Electricity /Power supply	1	1	2	1.45	.502	.193	.299	-2.027	.590
Network availability	1	1	2	1.28	.453	.997	.299	-1.040	.590
Internet connectivity	1	1	2	1.33	.473	.750	.299	-1.485	.590
Lack of sharing best practices of ICT	1	1	2	1.61	.492	-.459	.299	-1.848	.590
Less number of technical staff	1	1	2	1.14	.350	2.118	.299	2.563	.590
Lack of motivation	1	1	2	1.80	.406	-1.511	.299	.293	.590
Lack of awareness about ICT benefits	1	1	2	1.62	.488	-.529	.299	-1.777	.590
Lack of time spent on ICT	1	1	2	1.52	.504	-.064	.299	-2.061	.590
Speed and stability of internet connection	1	1	2	1.42	.498	.324	.299	-1.957	.590
Limited knowledge about usage of ICT	1	1	2	1.39	.492	.459	.299	-1.848	.590
Lack of ICT based training	1	1	2	1.22	.417	1.394	.299	-.061	.590
Lack of ICT Integration into classroom	1	1	2	1.31	.467	.829	.299	-1.357	.590
Lack of confidence among teachers	1	1	2	1.75	.436	-1.183	.299	-.622	.590
Limited access to resources	1	1	2	1.27	.445	1.087	.299	-.846	.590
Resistance to use ICT by the teachers	1	1	2	1.67	.473	-.750	.299	-1.485	.590
Lack of interest among students to learn through ICT	1	1	2	1.58	.498	-.324	.299	-1.957	.590



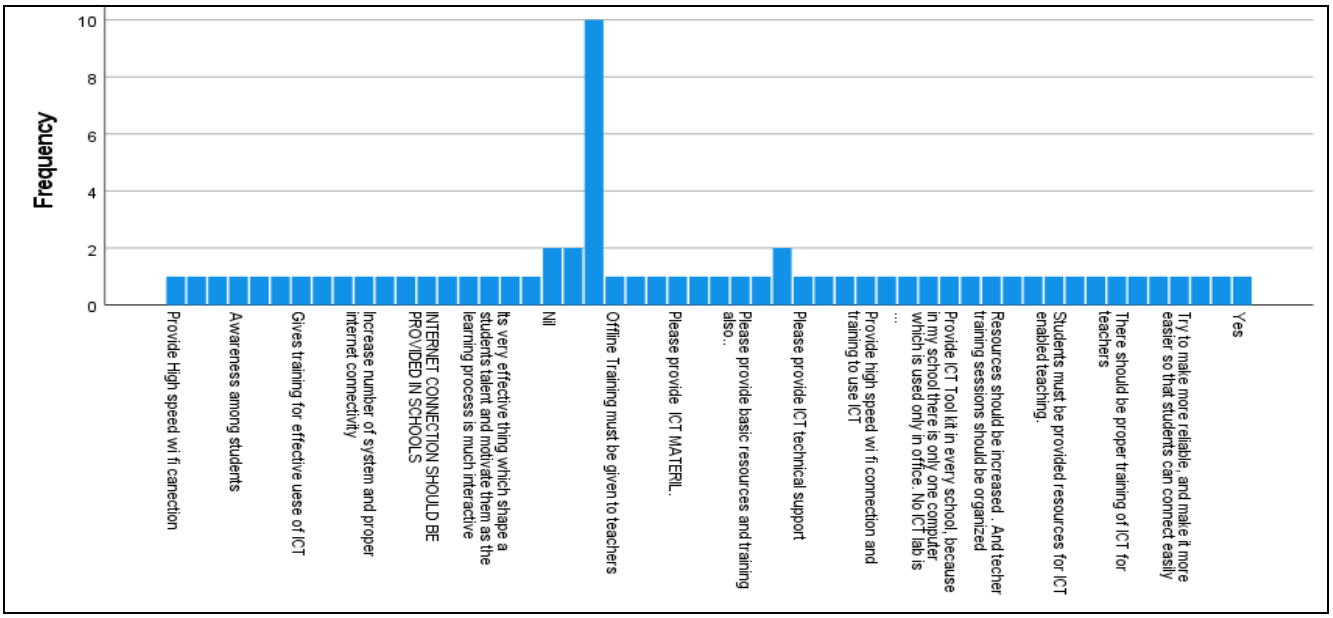
Any One Graph Can Be Taken



Interpretation

According to this table, the entire disclosures mean showed a moderate level. For the item, electricity/power supply (M=1.45, SD=.502), "Network availability" (M=1.28, SD=.453), Internet connectivity (M=1.33,SD=.473), "Lack of sharing best practices of ICT" (M=1.61, SD=.492), "Less number of technical staff" (M=1.14, SD=.350). For the item "Lack of motivation" (M=1.80, SD=.406), "Lack of awareness about ICT benefits" (M=1.62, SD= .488), "Lack of time spent on ICT" (M=1.52, SD= .504), "Speed and stability of internet connection" (M=1.42, SD=.498), "Limited knowledge about usage of ICT" (M=1.39, SD=.492). For the item, "Lack of ICT based training (M=1.22, SD=.417). For "Lack of ICT integration into classroom" (M=1.31, SD=.467), "Lack of confidence among teachers" (M=1.75, SD=.436), "Limited access to resources" (M=1.27, SD=.445), "Resistance to use ICT by the teachers" (M=1.67, SD=.473) and the last item "Lack of interest among students to learn through ICT" (M=1.58, SD=.498). The mean level of expression statement was in-between 1.14 to 1.80.

2. Do you/teachers have any suggestions regarding effective use of ICT?



Do you have any suggestions regarding effective use of ICT?

Interpretation

According to this graph, it was found that teachers provided various suggestions regarding effective use of ICT like

- Getting facilities in their school,
- Proper availability of ICT tools,
- Availability of ICT related material,
- ICT resources, technical support etc.
- Majority focuses on conducting in-service training programme/offline training for teachers.

Conclusions

Research findings concluded that teachers used digital platforms to make on line content effective during pandemic, but lack of digital resources, Lack of ICT based training and Lack of interest among students to learn through ICT became barriers.

Recommendations

Research study recommended for proper training of teachers for the use of ICT resources with proper availability of ICT tools.

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