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THE IMPACT OF ICT TO CREATE TEACHING AND LEARNING EFFECTIVE IN HIGHER INSTITUTIONS OF LEARNING IN INDIA

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ABSTRACT

The utilization of ICT in teaching learning process is a generally new marvel and it has been the instructive analysts' core interest. The viable coordination of this innovation into study hall practices represents a test to instructors and overseers. This exact examination went for discovering the variables impacting utilization of ICT to make teaching learning compelling in higher establishments of learning in India and distinguishing the advancements that ICT has brought into teaching learning process, especially in higher foundations of learning in India. An overview was utilized and so as to observationally research the examination. The discoveries of this examination uncovered that teaching staff and directors wanted to incorporate ICT into teaching learning forms. The developments that ICT has acquired teaching learning process include: E-learning, e-correspondence, brisk access to data, online understudy enlistment, online promotion, decreased weight of keeping printed version, organizing with ingenious people, and so forth. In any case, the nearness of every one of these elements expanded the opportunity of superb coordination of ICT in teaching learning process. In this way, the preparation of school personnel in the instructive issues and chairmen in organization ought to be expanded if instructors and directors are to be persuaded of the benefit of utilizing ICT in their teaching learning process and organization.

Keyword : - *ICT, Teaching-Learning, Effective, Higher Institutions of learning.*

1. INTRODUCTION

India like other creating nations is still in the underlying phases of coordinating ICT in teaching learning process. In spite of the fact that it is restricted by various hindrances, there are numerous components affecting the utilization of ICT to make showing learning powerful in higher foundations of learning in India.

ICT is an electronic methods for catching, preparing, putting away, imparting data. The utilization of ICT in the study hall teaching learning is significant for it gives chances to educators and understudies to work, store, control, and recover data, energize autonomous and dynamic learning, and self-duty regarding adapting, for example, remove learning, rouse instructors and understudies to keep utilizing learning outside school hours, plan and get ready exercises and structure materials, for example, course content conveyance and encourage sharing of assets, mastery and guidance. This adaptable instrument has the ability not just of connecting with understudies in instructional exercises to build their adapting, however of helping them to take care of complex issues to improve their intellectual aptitudes [1]. Reference [2] characterizes ICT as advancements used to convey so as to make, oversee and disseminate data. She includes that a wide meaning of ICTs incorporates PCs, the web, phone, TV, radio and broad media gear. She further clarifies that ICT is any gadget and application used to get to, oversee, coordinate, assess, make and convey data and learning. Computerized innovation is incorporated into this definition as administrations and applications utilized for correspondence and data preparing capacities related with these gadgets.

By and large, three goals are recognized for the utilization of ICT in instruction [3]: (I) The utilization of ICT as object of study; alludes to finding out about ICT, which empowers understudies to utilize ICT in their day by day life. (ii) The utilization of ICT as part of order or calling; alludes to the advancement of ICT aptitudes for expert or professional purposes. (iii) The

utilization of ICT as mode for teaching and learning; centers around the utilization of ICT for the upgrade of the teaching and learning process [4]. Teachers are at the focal point of educational program change and they control the teaching and learning process. Subsequently, they should almost certainly plan youngsters for the general public in which the competency to utilize ICT to obtain and process data is significant [3].

Benefits of ICT in Higher Education

Utilization of ICT in education presents a one of a kind chance to illuminate large number of difficulties rapidly just as at low rate. Here is an outline of points of interest of an ICT:-

1.1 Motivating Factor:-
The web can go about as an inspiring device for some understudies. Youngsters are spellbound with innovation. Instructors must profit by this premium energy and eagerness about the Internet for the reason improving learning. For officially eager students, the web gives them extra learning exercises not promptly accessible in the study hall.

1.2 Fast communication:-
The web advances quick correspondence crosswise over geological obstructions. Understudies can join collective activities that include understudies from various states, nations or main lands.

1.3 co-operative learning:-
The web encourages co-usable learning, supports discourse and makes an all the more captivating homeroom. For instance, a LISTER V for our group will enable understudies to engage in class exchanges through messages in a manner unrealistic inside four dividers of study hall.

1.4 Locating Research materials:-
Aside from correspondence, research about is the thing that takes numerous individuals to the web. There are numerous assets on the web than the school library can give.

1.5 Acquiring varied writing skills:-
On the off chance that understudies are required to distribute their work on the web, they need to create hypertext aptitudes. These abilities help understudies addition involvement in non-consecutive works.

2. THE IMPORTANCE OF USING ICT IN TEACHING-LEARNING PROCESS

A few investigations contend that the utilization of new advances in the study hall is basic for giving chances to understudies to figure out how to work in a data age. It is apparent, as [5] contended that customary instructive conditions don't appear to be appropriate for getting ready students to work or be gainful in the working environments of the present society. She asserted that associations that don't join the utilization of new innovations in organizations can't truly profess to set up their understudies for life in the twenty-first century. This contention is upheld by Grimus [6], who called attention to that "by teaching ICT abilities in higher instructive organizations the understudies are set up to face future advancements dependent on appropriate comprehension". Essentially, reference [7] announced that "what is presently thought about learning gives significant rules to employments of innovation that can support understudies and instructors build up the skills required for the twenty-first century". ICT initially is connected to fill in as a methods for improving effectiveness in the instructive procedure. Moreover, it has been demonstrated that the utilization of ICT in training can help improve memory maintenance, increment inspiration and by and large extends understanding. ICT can likewise be utilized to advance community getting the hang of, including pretending, bunch critical thinking exercises and enunciated ventures. ICT permit the foundation of rich systems of interconnections and relations between people.

A few creators keep up that innovation has the ability to change the manners in which understudies learn and educators instruct. Still different creators set that innovation can "upset" the learning procedure. At the end of the day, ICT expand professors‟ and students‟ abilities, and their all-around decided use can change jobs and standards in the study hall. Numerous individuals perceive ICTs as impetuses for change; change in working conditions, dealing with and trading data, showing strategies, learning approaches, logical research, and in getting to data. Speakers could utilize ICT to encourage learning, basic reasoning and companion discourses. Reference [8], perceive that innovation based teaching may not be fundamental in all classes but rather for the most part it is most facilitative because of giving significant models and showings; changing the direction of the study hall; planning understudies for work; expanding adaptability of conveyance; expanding access; and fulfilling open requests for effectiveness. "The entire motivation behind utilizing innovation in teaching is to give better an incentive to understudies". This better worth ought to likewise affect the students/students‟ execution. Reference [9], contend that ICT holds much

guarantee for use in educational program conveyance. Therefore, innovation can viably improve teaching and learning capacities, henceforth expanding learners‟ exhibitions. As and set, ICT has the way to help in the planning of students by creating psychological aptitudes, basic reasoning abilities, data access, assessment and blending abilities. What's more, ICT gives quick and exact input to students. It is likewise accepted that the utilization of ICTs in instruction could advance „deep‟ learning and enable instructors to react better to various needs of various students. As indicated by [10], ICT-bolstered learning situations could be valuable to a constructivist teaching approach.

3. FACTORS INFLUENCING USE OF ICT TO MAKE TEACHING-LEARNING EFFECTIVE IN HIGHER INSTITUTIONS OF LEARNING

The major components impacting the utilization of ICT in teaching learning have been distinguished by scientists. Reference [11] recognized five mechanical qualities or properties that impact the choice to receive a development. Reference [12] likewise distinguished client attributes, content qualities, innovative contemplations, and authoritative limit as variables affecting ICT selection and joining into teaching. Reference [13] recognized the components as instructor level, school-level and framework level. Teachers‟ mix of ICT into teaching is additionally affected by hierarchical elements, mentalities towards innovation and different elements. Reference [14] claims that innovative, individual, authoritative, and institutional elements ought to be viewed as when inspecting ICT appropriation and reconciliation. Reference [15] recognized a few variables affecting utilization of ICT to make teaching learning compelling which include: self-viability, PC inspiration, PC frames of mind, the disposition conduct connection, innovation mix, constructivist convictions, ICT inspiration, demeanors towards ICT in training, association of learning, hierarchical atmosphere, foundation and assets, teachers‟ instructive convictions, discernments on ICT-related school strategies, educators' individual foundation, sexual orientation, showing knowledge, proficient improvement, instructors' attitudinal elements, ingenuity, innovation self-adequacy (innovation skill), mentality toward PCs in instruction, socio-authoritative factor, school culture, managerial help, school support, strain to utilize innovation, age, instruction level, level of ICT preparing, closeness from a town focus, government arrangement on ICT proficiency, time of involvement with ICT. In this way, these elements may help instructors and teachers to utilize ICT in teaching learning process and become fruitful innovation adopters. There are numerous elements impacting the utilization of ICT to make teaching learning powerful in higher organizations of learning in India which incorporate the accompanying:

Instructors' frames of mind

Frame of mind is an inclination to react positively or ominously to an article, individual, or occasion. To effectively start and execute instructive innovation in school's program depends emphatically on teachers‟ backing and demeanors. Among the variables that impact fruitful incorporation of ICT into teaching are teachers‟ mentalities and convictions towards innovation. On the off chance that teachers‟ frames of mind are certain toward the utilization of instructive innovation, at that point they can without much of a stretch give helpful understanding about the reception and coordination of ICT into teaching and learning forms. The solid connection between PC related mentalities and PC use in instruction has been stressed in numerous investigations. Dispositions toward PCs impact teachers‟ acknowledgment of the helpfulness of innovation, and furthermore impact whether educators incorporate ICT into their homeroom. Numerous scholars have kept up that instructors' attitudinal variables strongly affect innovation reconciliation in schools. For instance, detailed that elements identified with the idea of the instructor's character are viewed as urgent to the combination and improvement of innovation in training. Frames of mind toward innovation are relied upon to foresee one's employments of innovation. Subsequently, frame of mind toward the PC or innovation is additionally one of the most looked into variables. It has been observed to be a noteworthy indicator of instructors' innovation use in instructional settings. Studies have obviously demonstrated that the likeliness of educators incorporating innovation, and its successful use and execution, was particularly identified with the clients' mentalities toward the PC or innovation. A few specialists find that instructors who put an increasingly positive incentive on PCs will in general use PCs all the more much of the time in their guidance. That is, convictions about the estimation of innovation significantly upgraded instructors' discernments about the adequacy of innovation for teaching and learning. Research has demonstrated that teachers‟ frames of mind towards innovation impact their acknowledgment of the handiness of innovation and its coordination into teaching. Teachers‟ PC experience relates emphatically to their PC dispositions. The more experience instructors have with PCs, the almost certain that they will demonstrate uplifting demeanors towards PCs. Positive PC demeanors are required to cultivate PC joining in the homeroom. As indicated by [16], for effective change

in instructive practice, client need to create uplifting frames of mind toward the advancement.

ICT Competence

PC fitness is characterized as having the option to deal with a wide scope of fluctuating PC applications for different purposes. As per [17], teachers‟ PC skill is a noteworthy indicator of incorporating ICT in teaching. Proof proposes that larger part of educators who detailed negative or impartial disposition towards the mix of ICT into teaching and learning procedures needed information and abilities that would enable them to make "educated choice". As indicated by [18], instructors with more involvement with PCs have more prominent trust in their capacity to utilize them viably. To finish up, [19] detailed that instructor capability relate legitimately to certainty. Teachers‟ certainty likewise identify with their impression of their capacity to utilize PCs in the study hall, especially in connection to their children's saw skill.

PC Self-Efficacy

Research has been directed on instructor's self-adequacy and answered to have more prominent impact on their utilization of ICT. Self-adequacy is characterized as a confidence in one's claim capacities to play out an activity or action important to accomplish an objective or assignment

In genuine significance, self-adequacy is the certainty that individual has in his/her capacity to do the things that he/she endeavors to do. In this way teachers ‟certainty alludes both to the teachers" saw probability of progress on utilizing ICT for instructive purposes and on how far the instructor sees accomplishment as being under his or her control. As indicated by [21], teachers‟ PC self-viability impacts their utilization of ICT in teaching and learning. Likewise, uncovered that the Hong Kong teachers‟ usage of ICT was relied upon effortlessness of PC use and saw educator self-adequacy. Reference [20] uncovered that teachers‟ fitness with PC innovation is a key factor of viable utilization of ICT in teaching. As indicated by [19], instructors feel hesitant to utilize PC in the event that they need certainty. "Dread of disappointment" and "absence of ICT information" have been referred to as a portion of the explanations behind teachers‟ absence of certainty for receiving and incorporating ICT into their teaching.

Sexual orientation

Sexual orientation contrasts and the utilization of ICT have been accounted for in a few examinations. Nonetheless, thinks about concerning teachers‟ sexual orientation and ICT use have referred to female teachers‟ low degrees of PC use because of their restricted innovation access, aptitude, and intrigue. Research studies uncovered that male educators utilized more ICT in their teaching and learning forms than their female partners. Reference [22] directed an investigation on teachers‟ joining of ICT in schools in Queensland State. Results from 929 educators showed that female instructors were coordinating innovation into their showing not exactly the male instructors. In any case, a few examinations uncovered that sexual orientation variable was not an indicator of ICT joining into teaching. In an examination directed, he found that male instructors had generally more elevated amounts of PC disposition and capacity before PC usage, however there was no contrast among guys and females with respect to PC frame of mind and capacity after the execution of the innovation. He asserts that quality planning on innovation can help diminish sexual orientation disparities.

Teaching Experience

In spite of the fact that some examination detailed that teachers‟ involvement in teaching did not impact their utilization of PC innovation in educating, most research demonstrated that training background impact the fruitful utilization of ICT in homerooms. Reference [23] detailed that instructor experience is altogether connected with the real utilization of innovation. In her investigation, she uncovered that compelling utilization of PC was identified with mechanical solace levels and the freedom to shape guidance to instructor saw understudy needs. Likewise, asserted that accomplished educators are less prepared to incorporate ICT into their teaching. So also, in United States, announced that instructors with less involvement in educating were bound to incorporate PCs in their educating than educators with more involvement in educating. The motivation to this uniqueness might be that crisp instructors are progressively experienced in utilizing the innovation.

A few investigations have been directed that tended to the connections between chose statistic factors, for example, teaching background and subjects educated and use of PC. One such investigation was discovered feeble relationship existed between long stretches of educating with PC use. In the interim, a meta-investigation and survey of 81 research examinations reasoned that educators encouraging background does not kill PC fears and many experienced instructors show some attentiveness, distress or potentially mellow tension in connection to PCs.

Instruction level

It is see that people with not exactly upper-optional training are fundamentally more averse to utilize PCs for a scope of purposes and this example is most articulated in Italy and Bermuda. Also, scales that

measure individuals‟ utilization of PCs and the web and demeanors toward PCs, will in general increment with the education capability of people. As indicated by the National Center on Adult Literacy Technical Report think about in Britain found that individuals with more instruction have higher ICT aptitudes, however proposes that progressively taught individuals will in general work with PCs, making it hard to separate whether training or business has the greatest effect on ICT expertise levels.

Proficient improvement

Teacher's proficient improvement is a key factor to fruitful combination of PCs into study hall teaching. A few examinations have uncovered that whether amateur or experienced, ICT-related preparing projects create teachers‟ abilities in PC use, impact teachers‟ frames of mind towards PCs just as helping instructors revamp the undertaking of innovation and how new innovation devices are critical in understudy learning related innovation preparing to fruitful joining of innovation in the study hall. In an investigation of 400 pre-tertiary instructors, they demonstrated that expert advancement and the proceeding with help of good practice are among the best determinants of effective ICT mix. It is guarantee that teachers‟ innovation abilities are solid determinant of ICT combination, however they are not conditions for successful utilization of innovation in the study hall. They contend that preparation programs that focus on ICT academic preparing rather than specialized issues and viable specialized help, help instructors apply advancements in educating and learning. Research studies uncovered that quality expert preparing system enables educators to actualize innovation and change teaching rehearses. The instructors may receive and coordinate ICT into their encouraging when preparing projects focus on topic, values and the innovation. Essentially, teachers‟ comprehension of substance information and how to apply innovation to help understudies ‟ learning and achievement are joined to their expansion in learning level, certainty and frames of mind towards innovation. Instructors who incorporate innovation with new encouraging practices increased through expert preparing can change the presentation of the understudies. Instructors who are focused on expert advancement exercises gain learning of ICT combination and homeroom innovation association. Obviously, it is basic to enable educator students to apply ICT in their projects when in school so as to have the option to utilize the innovation to enhance their teaching exercises. Educators when offered time to rehearse with the innovation, learn, share and team up with friend, all things considered, they will coordinate the innovation into their teaching. Preparing programs for instructors that grasp instructive practices and methodologies to address convictions, abilities and information improve teachers‟ mindfulness and bits of knowledge ahead of time, in connection to changes in homeroom exercises.

Availability

Access to ICT foundation and assets in schools is a vital condition to the incorporation of ICT in instruction. Successful appropriation and joining of ICT into educating in schools depends primarily on the accessibility and availability of ICT assets, for example, equipment, programming, and so on. Clearly, on the off chance that instructors can't get to ICT assets, at that point they won't utilize them. Along these lines, access to PCs, refreshed programming and equipment are key components to effective selection and joining of innovation. An examination by [24] found that entrance to mechanical assets is one of the viable approaches to teachers‟ instructive utilization of ICT in educating.

Technical Support

It is accounted for that the breakdown of a PC causes interferences and on the off chance that there is absence of specialized help, at that point the standard fixes of the PC won't be completed which bringing about instructors not utilizing PCs in educating. Essentially, it is additionally vital to furnish the schools with specialized help as to fix and support for proceed with utilization of ICT in schools. In this way, if there is no specialized help for educators, they become disappointed bringing about their reluctance to utilize ICT. Despite the fact that, absence of specialized help demoralizes educators from receiving and coordinating innovation in homerooms, an investigation by [25] uncovered that schools in Britain and the Netherlands have valued the essentialness of specialized help to assist instructors with integrating innovation into their educating. They contended that ICT support in schools impact educators to apply ICT in study halls without sitting around idly investigating equipment and programming issues.

Initiative Support

Despite fact that framework bolster is basic, school innovation initiative is a more grounded indicator of teachers‟ utilization of PC innovation in educating [26]. Reference [27] accepts that a pioneer who executes innovation plans and furthermore shares a typical vision with the educators animate them to utilize innovation in their exercises. Schiff and Solmon recommend that for viable use of ICT by educators, there is the requirement for a solid initiative to drive a well-structured innovation designs in schools. Becta report on the impact of ICT on

educating in essential schools in United Kingdom likewise worried on hugeness of good initiative. Likewise Becta recognized five factors that were fundamental to be available in schools if ICT somehow managed to be used appropriately [28]. These variables were ICT assets, ICT teaching, ICT authority, general educating and general school administration. As indicated by the report: "Despite the fact that ICT openings are regularly given by the study hall instructors, the nature of authority and the board of ICT in a school is urgent to the arrangement of good ICT learning openings. As the nature of ICT authority improves so does the level of schools giving great quality ICT learning openings". Reference [29] directed an examination on components that impacted transformational joining of ICT in eight schools in Hong Kong and Singapore. The examination uncovered that authority advancement of joint effort and experimentation and instructors devotion to understudy focused learning impacted compelling ICT change. Likewise studies have demonstrated that different degrees of initiative, for example, head, regulatory authority and innovation administration impact fruitful utilization of ICT in schools. This part of administration will assist the head with sharing errands with subordinates while concentrating on the appropriation and incorporation of innovation in the school. Organizations exemplified by official contribution and basic leadership, reinforced by ICT plan, adequately embrace ICT coordination educational plan.

Strain to utilize Technology

Perhaps the most grounded factor between schools in instructors' utilization of innovation is the apparent strain to utilize innovation [30][31]. Strain to utilize innovation shows that educators feel the desire from others to utilize innovation in study halls. As advances create, instructors keep on being looked with expanding strain to incorporate innovation into their educating rehearses. In this way, it is significant for instructors to realize how to adapt viably to the weight in light of the fact that the educator is the way to compelling coordinate innovation in study halls. Specialists have discovered that when instructors feel strain to utilize innovation, they were bound to utilize it to convey guidance, to have their understudies use innovation during class time, to make items utilizing innovation, and to a lesser degree, use innovation for class planning. In the utilization, backing, and impact of instructional innovation (USEIT) consider, guarantee that apparent strain to utilize innovation is decidedly connected with instructors' innovation use for conveying guidance, for making items, and for class planning. On a similar time, there are basic points of view of weight. For instance, [32] demands that if educators feel constrained to change their teaching method so as to oblige new innovations, they are bound to oppose embracing innovation out and out.

Government organization on ICT education

Arrangement and arranging are significant in recognizing the points of utilizing ICT in training and in deciding needs in allotting assets. He further calls attention to that instruction specialist and the communities for which they are dependable have key errands identified with empowering, actualizing and observing the utilization of ICT for learning and educating. Reference [2] calls attention to that nations appraised low on energy about ICT have ICT approaches that just perceive the vital job of ICT for development and advancement. She further notes that while the accessibility of PCs is constrained, the expense of web is high and the proportion of PCs to populace is deficient; she refers to the case of Sri Lanka and the Pacific Islands. Nations evaluated high in valuation for ICT have ICT arrangements that go past measures that help ICT activities, for example Australia, Malaysia and Japan. These nations have a high financial status and give satisfactory ICT assets to their kin.

Innovative Characteristics

Innovation qualities impact the dissemination procedures of a development and are huge variables affecting an advancement selection. Proof recommends that advancement properties: relative preferred position, similarity, multifaceted nature, trialability and perceptibility as seen by people impact the rate of selection. He focuses on the need to comprehend the impression of advancement, as this has solid impact on future expectation of reception of explicit development. Understanding educators‟ impression of advancement is critical to effective reception of innovation in realizing, which as indicated by [33] is a specific sort of enlightening development. Reference [89] affirms that when instructors coordinate ICT into educating, they work as trend-setters. Various late investigations on these zones have been examined. Models incorporate investigations on understudies ‟view of instructive innovation in tertiary training, impression of pre-administration educators, view of non-concurrent discourse sheets, teachers‟ impression of learning advancements and saw ascribes of the web to foresee the appropriation of the web as a learning apparatus. These examinations discovered perceptibility and trialability as the two most critical components. Further, ongoing examination by [34], affirmed that apparent helpfulness and saw convenience were indicators of client acknowledgment of PC innovation. Also, it is accounted for that relative

favorable position, multifaceted nature, recognizability, and picture are the most huge factors in foreseeing understudy teachers‟ expectations to utilize innovation. As per "advancements that offer preferences, similarity with existing practices and convictions, low intricacy, potential trialability and perceptibility will have an increasingly broad and quick rate of reconciliation". Accordingly, if instructors see that a development has a favorable position over the current innovation, perfect with their social needs, straightforwardness to receive, it tends to be attempted before use lastly the outcomes can been seen, almost certainly, educators will embrace and incorporate it rapidly.

*Educational pla*n

Data and Communication Technology (ICT), impacts on instructive gauges just when there is rich foundation for utilizing it [35]. Prior it was contended that there is a two-path connection among ICT and the educational program where ICT might be utilized to help with passing on the educational program and yet may change the substance of the educational program. Further research has demonstrated that the adequacy in the utilization of ICT to help learning is a component of the educational plan content and the instructional procedure to such an extent that when fitting substance is tended to utilizing suitable techniques understudies and educators will profit [36] [37]. The effect of ICT on educational program substance might be seen as far as:

• Declarative learning – portrays articles and occasions by indicating the properties which describe them.
• Procedural information – centers around the procedures expected to acquire an outcome. Most instructors would see the effect of ICT on the educational plan to be sure. With the utilization of ICT understudies can utilize progressively essential source material and be urged to address genuine issues and create expository and interpretive aptitudes. The study hall can be a piece of the learning procedure in an open and proceeding with exchange. While the effect will be apparent on practically all orders of learning, the degree will change considerably [38]. As indicated by [39], ICT is said to empower educators to spare time and to expand profitability in such exercises as:

• Access to an assortment of data sources, structures and types
• Preparing and refreshing day by day exercises;
• plans, making printed version representations and presents for classes, just as individualized instructive designs for slower understudies and understudies with handicaps or with uncommon issues;
• Presenting visual/oral substance materials, errands, and inquiries to the group of spectators;
• Maintaining evaluation books;
• Compiling an information bank of test questions;
• Online examination and remedy of students‟ take a shot at their PCs; and
• Keeping records, narratives, and chronicles of all the previously mentioned occasions and procedures with quick recovery and simple access to any passage.

ICT can enhance teaching by enhancing what is already practiced or introducing news and better ways of learning and teaching. It has a positive effect on behaviour, motivation, communication and process skills of students and teachers.

4. OBJECTIVES

The specific objectives of the study were to:

1. Determine factors influencing use of ICT to make teaching-learning effective in higher institutions of learning in Uganda.
2. Identify the innovations that ICT has brought in teaching-learning process in higher institutions of learning in Uganda.

5. METHODOLOGY

Descriptive method and quantitative analysis of information were utilized in the study. The objective example of the examination was 90 teachers and 75 administrators. The example was chosen utilizing stratified irregular testing system from five chose higher organizations of learning in Uganda. A survey was planned and partitioned into two sections. The initial segment contained direct inquiries yes/no and different decision things. The subsequent part contained the inquiries with respect to assessments of the respondents on the elements impacting the utilization of ICT to make teaching learning powerful in higher foundations of learning in Uganda. Out of this, 101 (61.2%) completely finished polls were returned, of which 70 (77.8%) were filled by educators and 31 (41.3%) by heads individually. This gave a reaction rate of 61.2%. The examination was completed at the institutional level. Chi square test and weighted normal were utilized to break down and translate the information.

6. ANALYSIS AND INTERPRETATION OF DATA

The factors influencing use of ICT to make teaching-learning effective in higher institutions of learning have been presented in the following two tables, Table 1 and Table 2.

Table 1: Opinion of teachers regarding the factors influencing use of ICT to make teaching-learning effective in higher institutions of learning

	Description	SA	A	U	D	SD	WA	χ^2	Sig. value
1	Teachers' with more education are likely to use ICT resources in teaching-learning more effectively.	24 (34.3)	34 (48.6)	7 (10.0)	5 (7.1)	0 (0.0)	**4.10**	**33.200**	**.000**
2	Teachers' who have access to ICT resources are likely to integrate technology in teaching-learning process.	37 (52.9)	24 (34.3)	5 (7.1)	2 (2.9)	2 (2.9)	**4.31**	**71.286**	**.000**
3	As ICT technologies develop, teachers get under increased pressure to integrate technology into their teaching practices.	25 (35.7)	25 (35.7)	17 (24.3)	3 (4.3)	0 (0.0)	**4.03**	**18.457**	**.000**
4	Teacher's computer self-efficacy has greater effect in teaching-learning.	25 (35.7)	25 (35.7)	14 (20)	6 (8.6)	0 (0.0)	**3.99**	**14.686**	**.002**
5	Teachers gender differences influence use of ICT in teaching.	20 (28.6)	16 (22.9)	15 (21.4)	9 (12.9)	10 (14.3)	**3.39**	**5.857**	**.210**
6	Higher institutions should replace the traditional teaching aids by new ICT tools to improve the teaching-learning.	36 (51.4)	19 (27.1)	7 (10.0)	5 (7.1)	3 (4.3)	**4.14**	**54.286**	**.000**
7	Teacher's attitude influences successful integration of ICT into teaching.	33 (47.1)	21 (30.0)	11 (15.7)	3 (4.3)	2 (2.9)	**4.14**	**48.857**	**.000**

All statements, except statement 6, in Table 1 have sig. value of less than .05. Therefore, it was statistically significant to say that teachers strongly agree that the given factors influence use of ICT to make teaching-learning effective in higher institutions of learning except the teachers‟ gender difference which had a sig. value of greater than .05 which is not statistically significant.

Table 2: Opinion of administrators regarding the factors influencing use of ICT to make teaching-learning effective in higher institutions of learning

	Description	SA	A	U	D	SD	WA	χ^2	Sig. value
1	Government has a good policy to improve the present condition of ICT in higher institutions.	12 (38.7)	12 (38.7)	5 (16.1)	1 (3.2)	1 (3.2)	**4.06**	**19.806**	**.001**
2	Leadership is strongly related to teacher's use of computer technology in teaching.	9 (29.0)	17 (54.8)	2 (6.5)	3 (9.7)	0 (0.0)	**4.03**	**18.419**	**.000**
3	The university supports lecturers and administrators in ICT training.	13 (41.9)	11 (35.5)	5 (16.1)	2 (6.5)	0 (0.0)	**4.13**	**10.161**	**.017**
4	Training workshops in ICT need to be improved if integration of ICT in teaching is to be achieved.	26 (83.9)	4 (12.9)	1 (3.1)	0 (0.0)	0 (0.0)	**4.81**	**36.065**	**.000**

All the statements given in Table 2 have sig. value of less than .05. Therefore, it was statistically significant to say that administrators strongly agree that the given factors influence use of ICT to make teaching-learning effective in higher institutions of learning.

7. RESULTS

As indicated by the discoveries,

- The foundations give Computer, Multimedia Projector, Whiteboard offices to help educating learning process. This thusly made it simple for them to coordinate the utilization ICT for educating learning process.

- Majority of the school personnel utilized PCs for teaching adapting generally to get ready exercise plan and they know about the product so they had the option to show the understudies effectively. A portion of the product they utilized include: Tally, Microsoft Office, and other programming dialects.

- The teaching staff have ICT information and can coordinate it in educating learning, they likewise urged their understudies to utilize ICT for learning for that they become capable in it and ready to wide their insight.

- Most of the foundations have web office to help teaching learning process this consequently made it simple for the school personnel and chairmen to coordinate ICT in training therefore improving understudies and their insight.

- The encouraging staff and executives need preparing on ICT so as to incorporate ICT successfully in teaching adapting, in this way numerous establishments today give preparing to educators and chairmen with the goal that they can improve their aptitudes being used of ICT for educating learning and their managerial work.

- ICT is particularly required for the advancement of higher organizations. This is on the grounds that it makes simple regulatory work for chairmen and teaching learning process for instructors consequently making the running of the organizations easily.

- ICT is particularly useful for improving the systems of educating learning process in higher foundations. Since it is simple for them to incorporate ICT in teaching learning process.

- Higher organizations ought to supplant the conventional showing helps by new ICT devices to improve the teaching learning. This is on the grounds that ICT is significant in instruction and ought to be coordinated in educating learning process.

- Students will be progressively inspired to learn if ICT devices are utilized in higher establishments. This must be through presentation of numerous ICT courses and opening current ICT offices. In this way, since lion's share of the establishments had ICT instruments, the understudies were exceptionally energetic to think about.

- Majority of the managers routinely utilized ICT office in organization. This made their managerial work simple. Along these lines, it is recommended that for viable organization, the foundations must utilize ICT so as to encourage their regulatory work.

- The government has approach on ICT education for instructors and organization and the foundations have ICT Policy, ICT Strategic Plan however need ICT Security Policy, Bandwidth Management Policy, and ICT norms for all equipment and programming. This in this way calls the organizations to set arrangements/plans for ICT security, bandwidth management and principles for equipment and programming and improve the current ones for quality ICT benefits in foundations.

- The level of familiarity with ICT learning by heads of higher organizations in Uganda is moderate. Consequently, this calls for additionally preparing on ICT to the executives with the goal that they can without much of a stretch incorporate it in organization.

The developments that ICT has acquired teaching learning process in higher organizations of learning in India It was discovered that the majority of the respondents unequivocally concurred that ICT is vital in teaching learning procedure and recognized are a portion of the developments brought by ICT in educating learning process in higher organizations which incorporate the accompanying:

- ICT has presented new strategy for learning called E-learning (Electronic realizing) where understudies examine while they are at home or work place without heading off to the school. This makes numerous laborers or workers to enlist and redesign themselves effectively.

- It has likewise made correspondence simple through the web for example Email, talking,

Skype, remotely coordinating, video conferencing, and so on.

- ICT prompted simple and brisk access to data which are put away in the server or remote PCs. This spares the clients time contrasted with record framework which is tedious.

- Most respondents likewise concurred that ICT has diminished weight of keeping printed version since the greater part of the information or records are kept in delicate structure.

- ICT additionally uncovered instructors and heads to current world through looking, perusing and interfacing with ingenious individuals all through the world with the assistance of the web.

- It has additionally improved nature of work in the workplace since the vast majority of the instructors and heads use programming and the executives data frameworks to do a large portion of their work.

- ICT has made it feasible for overseers and instructors to enlist the understudies on the web and for understudies to get to their records on the web.

- ICT has likewise given security to teachers‟ and administrators‟ private data.

- It has made it simple for the educators to refresh teaching learning materials by perusing and getting familiar with the most recent materials which improve their work.

- ICT made it simple for the executives to publicize the foundation with the goal that understudies can enlist for courses and promote for empty positions that need staff electronically.

8. CONCLUSIONS

The quick development in ICT has acquired exceptional changes the twenty-first century, just as influenced its appropriation and reconciliation by instructors in educating learning process. The successful incorporation of innovation into study hall practices represents a test to instructors and managers. The discoveries of this investigation demonstrate that instructors and heads have powerful urge for the incorporation of ICT into training yet they experienced numerous boundaries to it. These discoveries in this manner have suggestions for preparing the instructors to wind up normal clients of ICT concentrating on procuring essential ICT aptitudes.

For fruitful reconciliation of ICT into teaching learning process, it very well may be reasoned that the variables that emphatically impacted teachers‟ and administrators‟ utilization of ICT in training incorporate teachers‟ frames of mind, ICT fitness, PC self-adequacy, showing background, instruction level, proficient advancement, openness, specialized help, authority support, strain to utilize innovation, government arrangement on ICT education, and mechanical attributes. Be that as it may, the nearness of all components expands the likelihood of brilliant combination of ICT in teaching learning process. In this way, the preparation of educators in the instructive issues ought to be expanded if instructors are to be persuaded of the benefit of utilizing ICT in their educating learning process.

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