



## Research Article

# ASSESS THE TRAINING NEEDS OF THE UNIVERSITIES TEACHERS WITH INITIAL TEACHERS TRAINING USE OF ICTs

KUMAR S.\*<sup>1</sup>, GHADEI K.<sup>1</sup> AND MANDAL P.K.<sup>2</sup>

<sup>1</sup>Department of Extension Education, Institute of Agricultural Sciences, Banaras Hindu University, Varanasi, 221005, Uttar Pradesh, India

<sup>2</sup>Jr. Scientist, Department of Agricultural Extension Education, BPS Agricultural College, Purnea, Bihar Agricultural University, Sabour, 813210, Bihar, India

\*Corresponding Author: Email - sheeleshbhu@gmail.com

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**Abstract:** To get better the quality of human resources, the government had used ICT to improve the eminence and relevance of education, to expand the educational opportunity and increase the competence of the educational system. The use of ICT tools in education not only improves classroom teaching learning process but also provides the facility of e-learning. The adoption of ICTs in education has positive impact teaching, learning and research area. The majority (89.29 %) of the respondents were having training needs to printers. The majority (66.79 %) of the faculty members of SAUs of Uttar Pradesh were having medium level of training needs on hardware. The majority (87.08) of the respondents were having training needs to web design tools. Effective use of ICT can stimulate students, make our classes more dynamic and attractive and renew teacher enthusiasm as they are trained new skills and techniques. Mobile technologies and seamless communications technologies hold up 24x7 teaching and learning. Choosing how much time will be used within the 24x7 packet and what periods of time are challenges that will face the educators of the future.

**Keywords:** ICT, Software, Hardware, Training, Teacher, Extension

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## Introduction

Despite coming of age with the internet and other technology, many university lecturers lack the information and communication technology (ICT) literacy skills necessary to navigate and use the overabundance of information available today [1,2]. Knowing that education is the backbone of a nation, it plays a great role in development of any nation. The role of teacher as an educator is transformed through integrating technology into teaching-learning operation. It has been also pointed out through some studies that the students' role also changes from being passive receivers of content to being more active participants and partners in the learning process [3]. The focus will be on student and teachers, their own use of ICT, their exposure to ICT through their formal training at a university college and exposure to ICT during their in-school training at partner schools. Information communication technology (ICT) is spreading rapidly in university education around the world. This is in line with UNESCO's policy paper for change and development in higher education which urges higher education institutions to make maximum use of the benefits provided by the advancement of communication technology to improve the provision and quality of their education [4]. According to Walter, *et al.*, (1996) [5] the quality of teaching depends on the quality of the teachers/lecturers which, in turn, depends to some extent on the quality of their professional development. Without well trained, qualified and devoted teachers, it is not possible to deliver effectively functioning educational systems [6].

The use of ICT tools in education not only improves classroom teaching learning process as well as provides the facility of e-learning. The adoption and use of ICTs in education system have an optimistic impact on teaching, learning and research. As well as enhance learning environment. Presents proportion of teacher trainers that have taught certain technologies, at least sporadically. One trainer could have used all types of devices, or just one type, but most of them have only used a few, and PC and projection systems are the most common types used.

This may well illustrate practices that imply a rather traditional and instrumental view of ICT as a "mode of knowledge distribution," more than interest in innovative use of ICT in education.

ICT play vital role as an agent for change among educational practices such as conducting online examination, pay online fees and accessing online books and journals. Thus, ICT in Higher education improves teaching learning process, provides the facility of online learning to thousands to thousands of learners who cannot avail the benefits of higher education due to several checks, such a time, cost, geographical location etc. Once again ICT serve to provide the means for much of this activity to realize the potential it holds [7].

## Material and Methods

This study was conducted in all the State Agricultural Universities of Uttar Pradesh. The sample size of 271 faculty members were selected based on census sampling method from four selected State Agricultural universities. The data were collected with the help of a well-structured questionnaire via through e-mails and analyzed with help of suitable statistical tools.

## Result and Discussion

It is evident from the [Table-1] and [Fig-1] that majority (89.29 %) of the respondents were having training needs to printers that ranked first; followed by needs digital video cameras (88.92 %) ranked second, CD-ROM drives (87.82 %) ranked third, digital cameras (86.34 %) ranked fourth, video compact disk players (82.65 %) ranked fifth, LCD projectors (82.28 %) ranked sixth, DVD players (79.33 %) rank seventh, overhead projectors (69.74 %) ranked eight, scanners (69.00 %) ranked ninth, video tape cassette players (65.31 %) ranked tenth, televisions (62.73 %) ranked eleventh, computers (61.62 %) ranked twelfth and radio/cassette players (60.51 %) ranked thirteenth respectively.

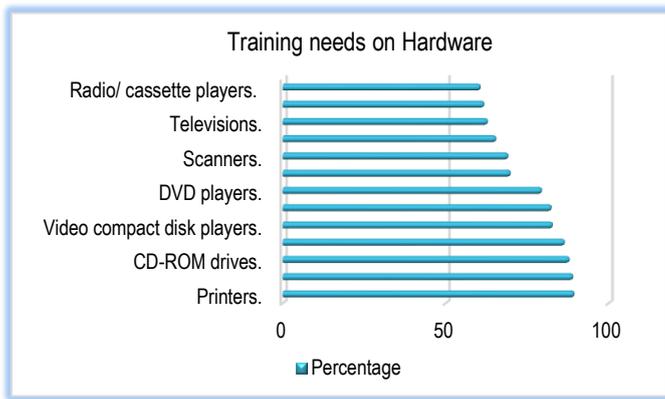


Fig-1 Distribution of respondents according their training needs on Hardware

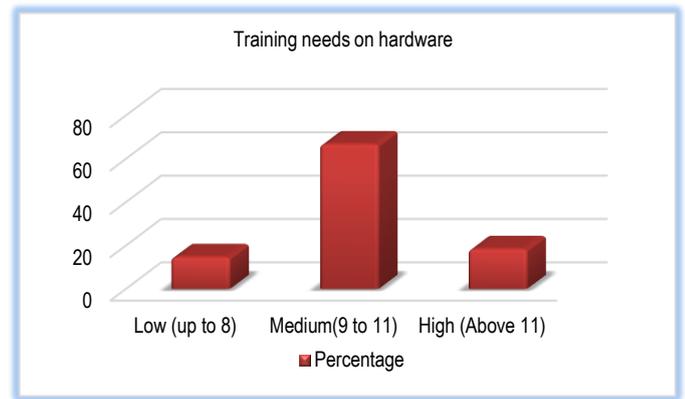


Fig-2 Categorization of respondents according their training needs on Hardware

Table-1 Distribution of respondents according their Training needs on Hardware

| Statements - Faculty members training needs on hardware | Frequency | Percentage | Rank |
|---|-----------|------------|------|
| Printers  | 242       | 89.29      | I    |
| Digital video cameras                                   | 241       | 88.92      | II   |
| CD-ROM drives   | 238       | 87.82      | III  |
| Digital cameras   | 234       | 86.34      | IV   |
| Video compact disk players                              | 224       | 82.65      | V    |
| LCD projectors  | 223       | 82.28      | VI   |
| DVD players   | 215       | 79.33      | VII  |
| Over head projectors                                    | 189       | 69.74      | VIII |
| Scanners  | 187       | 69.00      | IX   |
| Video tape cassette players                             | 177       | 65.31      | X    |
| Television  | 170       | 62.73      | XI   |
| Computer  | 167       | 61.62      | XII  |
| Radio/ cassette players                                 | 164       | 60.51      | XIII |

Table-4 Categorization of respondents according their training needs on Software

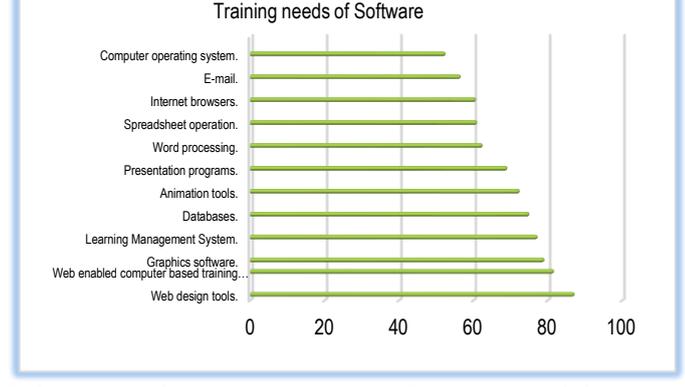


Fig-3 Distribution of respondents according their Training needs on Software

Table-4 Categorization of respondents according their training needs on Software, N=271

| SN | Categories       | Frequency | Percentage |
|----|------------------|-----------|------------|
| 1  | Low (up to 6)    | 51        | 18.81      |
| 2  | Medium (7 to 10) | 171       | 63.11      |
| 3  | High (Above 10)  | 49        | 18.08      |
|    | Total            | 271       | 100        |

Table-2 Categorization of respondents according their training needs on Hardware, N=271

| SN | Categories       | Frequency | Percentage |
|----|------------------|-----------|------------|
| 1  | Low (up to 8)    | 40        | 14.76      |
| 2  | Medium (9 to 11) | 181       | 66.79      |
| 3  | High (Above 11)  | 50        | 18.45      |
|    | Total            | 271       | 100        |

The data presented in the [Table-2] and [Fig-2] discovers that majority (66.79 %) of the faculty members of SAUs of Uttar Pradesh were having medium level of training needs on hardware; followed by high level (20.29%), while only 11.07 percent of the respondents were low level needs of training.

Table-3 Distribution of respondents according their training needs on Software

| Statements -Faculty members training needs on software | Frequency | Percentage | Rank |
|--|-----------|------------|------|
| Web design tools                                       | 236       | 87.08      | I    |
| Web enabled computer-based training programs           | 221       | 81.54      | II   |
| Graphics software                                      | 214       | 78.96      | III  |
| Learning Management System                             | 209       | 77.12      | IV   |
| Databases  | 203       | 74.9       | V    |
| Animation tools  | 196       | 72.32      | VI   |
| Presentation programs                                  | 187       | 69.00      | VII  |
| Word processing  | 169       | 62.36      | VIII |
| Spreadsheet operation                                  | 165       | 60.88      | IX   |
| Internet browsers                                      | 164       | 60.51      | X    |
| E-mail   | 153       | 56.45      | XI   |
| Computer operating system                              | 142       | 52.39      | XII  |

It is evident from the [Table-3] and [Fig-3] that majority (87.08) of the respondents were having training needs to web design tools that ranked first; followed by web enabled computer based training programs (81.54%) ranked second, graphics software (78.96%) ranked third, learning management system (77.12%) ranked fourth, databases (74.90%) ranked fifth, animation tools (72.32%) ranked sixth, presentation programs (69.00%) ranked seventh, word processing (62.36%) ranked eighth, spreadsheet operation (60.88%) ranked ninth, internet browsers (60.51%) ranked tenth, E-mail (56.45%) ranked eleventh and computer operating system (52.39%) ranked twelfth respectively.

The data presented in the [Table-4] and [Fig-4] discovers that majority (63.11%) of the faculty members of SAUs of Uttar Pradesh were having medium level of training needs on software; followed by low level (18.81 %), while only 14.76 percent of the respondents were highly in needs of training.

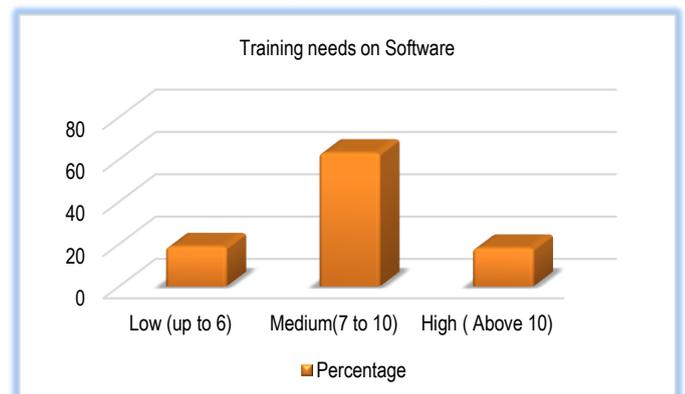


Fig-4 Categorization of respondents according their training needs on Software

**Conclusion**

Its overall effectiveness is needed by teachers due to better software and hardware as well as increased availability of each. Although there is no single formula for determining the optimal level of ICT integration in the educational system and creative teachers at all levels of education have always found ways to incorporate innovative teaching aids and strategies into their classrooms. The majority (89.29 %) of the respondents were having training needs to printers.

The majority (66.79 %) of the faculty members of SAUs of Uttar Pradesh were having medium level of training needs on hardware. The majority (87.08) of the respondents were having training needs to web design tools. The majority (63.11%) of the faculty members of SAUs of Uttar Pradesh were having medium level of training needs on software.

**Application of research:** The adoption of ICTs in education has positive impact teaching, learning and research area

**Research Category:** Agricultural Extension Education

**Abbreviations:** ICT-Information communication technology

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**\*\*Research Guide or Chairperson of research: Prof K. Ghadei**

University: Banaras Hindu University, Varanasi, 221005, Uttar Pradesh, India  
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**Study area / Sample Collection:** State Agricultural Universities of Uttar Pradesh

**Cultivar / Variety / Breed name:** Nil

**Conflict of Interest:** None declared

**Ethical approval:** This article does not contain any studies with human participants or animals performed by any of the authors.  
Ethical Committee Approval Number: Nil

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