

**Teacher's perception about use of ICT in teaching technology
courses**



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Certificate of Approval

This thesis titled “Teachers Perception about Use of ICT in Teaching Technology Courses” is accepted in the partial fulfilment for the degree of Master of Philosophy in Education by the faculty of education at the Institute of University of Management and Technology, Lahore.

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It is certified that this M. Phil. dissertation titled, “Teachers Perception about Use of ICT in Teaching Technology Courses”, is an original research. Its content was not already submitted as a whole or in parts for the requirement of any other degree and is not currently being submitted for any other degree or qualification. To the best of my knowledge, the thesis does not contain any material published or written previously by another author, except where due references were made to the source in the text of the thesis.

It is further certified that help received in developing the thesis, and all resources used for the purpose, has duly been acknowledged at the appropriate places.

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CERTIFICATE

It is certified that research work done in this thesis is an original work of the researcher. The work has been carried out under my direct supervision. I have personally gone through all its data contents and results reported in the manuscript and certify its correctness and authenticity.

I further certify that the material included in the thesis has not been used, partially or fully in any manuscript already submitted or is in the process of submission in partial or complete fulfillment of any other degree from any other institution. I also certify that the thesis has been developed under my supervision according to the prescribed format. I, therefore, endorse its worth for the award of M. Phil degree in accordance with the prescribed procedure of the university.

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DEDICATION

Dedicated to

Almighty Allah and His Prophet Muhammad (S.A.W.W) and

I wish to express my sincere gratitude to my **father, brothers**, especially to my **mother**. The completion of this thesis could not have been possible without their endless love, support and encouragement. My family supported me in each step since the beginning of my studies till the end.

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I believe, this thesis is only a beginning of my academic journey.

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Abstract

Knowledge, skills, abilities and attitudes are the features of teachers' competence which relates their effective teaching. The study was aimed to analyze the competence of elementary school teachers with respect to National Professional Standards for Teachers in Pakistan. Objectives of the study were (a) to investigate the subject matter knowledge of elementary school teachers and (b) to investigate the elementary school teachers' competence based on effective communication and proficient use of information communication technologies. The population of the study consisted on the elementary school teachers of public sector. The sample comprised on seventy one male and eighty female teachers selected through stratified random sampling technique. The study was descriptive in nature; survey method was used through observation checklist developed by the researcher. The major approach to conduct the study was quantitative. Descriptive and inferential statistical techniques were applied to find out the percentage, mean, standard deviation and difference between male and female teachers' competence level. The study findings revealed that majority of teachers have moderate competence level in subject matter knowledge and effective communication and proficient use of information communication technologies. It was concluded that there was in significance difference between male and female teachers' competence regarding subject matter knowledge and effective communication and proficient use of information communication technologies. It was suggested that Government should take steps to enhance competencies of elementary school teachers by pre- service and in-service training of teachers.

Keywords: Teachers' Competence, Subject Matter Knowledge, Effective Communication, Information Communication Technology.

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List of Abbreviations

<i>ICTs</i>	Information Communication Technologies
<i>TV</i>	Television
<i>PC</i>	Personal Computer
<i>TE</i>	Technical Education
<i>WWW</i>	World Wide Web
<i>NPST</i>	National Professional Standards for Teachers
<i>GCTs</i>	Government College Technologies
<i>SPSS</i>	Statistical Package of Social Sciences
<i>UNESCO</i>	United Nations Educational Scientific and Cultural Organization

Chapter I

Introduction

Background

The progress of information and communication technologies (ICT) had drastically reshaped instructing and learning forms in advanced education (Pulkkinen, 2007; Wood, 1995). ICT for instruction was more necessary than any other time in recent memory since its developing strength and abilities were setting off an amendment in the learning situations accessible for instruction (Pajo and Wallace, 2001). ICT offered effective learning situations and could change the learning and instruction process so learner could manage information in a dynamic, self-coordinated and helpful way (Volman and Van Eck, 2001; de Corte et al., 2003). At present ICT was considered as an imperative way to advance new strategies for education (educating and learning). It must be used to build up Learners' abilities for team work, correspondence, critical thinking and long lasting learning (Plomp et al., 1996; Voogt, 2003). While computers and technology were common throughout our civilization (Cuban, 2001), developing countries were far from getting their benefits because of certain barriers.