

Chapter - I

INTRODUCTION

This study entitled “Using ICT tools in teaching: perception and practices at Secondary teachers” consists at background at the Study, statement at problem, rationale at the study, objectives at the study, delimitations at the study and operational definitions at the key terms.

Background at Study

This is the age at science and technology. Science and Information Communication and Technology have left their impact on every aspect at human life. Traditional methods at imparting secondary education have become less motivating .Now, the role and use at technology as a tool for teaching is increasing day by day and replacing the traditional teaching method. This helps to create both independent and collaborative learning environment in which students can learn their lesson with much ease. It is a reliable tool for, researching, composing and responding, viewing and representing the things that is taught and learnt inside the classroom. Among various ICT tools PowerPoint is also one at the major tools which are used for teaching and learning activities.

Hence, power point allows preparing materials in a slide including images, diagrams, graphs, audio clips to describe the content clearly. PowerPoint is part at the Information and Communications Technology (ICT) program developed by Microsoft in 1987. It is an application program at presentation bundled in Microsoft office El-Ikhan (2010) it consists at slides allowing the user to present messages Asogwa (2011). Regarding the classroom in secondary school using PowerPoint is growing now days. PowerPoint presentation in teaching learning at secondary schools is good for the quality at education. Beyond the rhetoric and at equal if not greater importance

to policymakers, are basic questions about the role that computer science plays in basic educational outcomes, including retention and learning achievement.

Anderson (2004), state those electronic slides are becoming an important presentation tool in the classroom. They allow advanced preparation at materials, improving organization at the presentation and giving a means at showing information- rich content such as complex table, formulas, program and diagram. Hence, PowerPoint allows preparing materials in a slide including image, diagrams, graphs, audio clip to describe the content clearly. It also make easy for teachers to present their content in teaching learning activity because they did not have to write or draw on the board. It helps to manage the time properly and students get opportunity to pay what teacher is saying because they do not have to worry to copy, they can get print copy or satt copy. There are those that argue ICTs are nearly a delivery mechanism for teaching and learning, while it is the foundational pedagogy which matters, others, however contend that computers and other ICTs may possess properties or affordances that can directly change the nature at teaching and learning for instance, it is believed that ICT can help to bring abstract concepts to life using images, sounds movement animations and simulations, in any case, a better understanding at ICTs and their impact on students outcome are priorities in all countries, regardless at level at economic development. In this scenario, the present study seeks to analyze the impact at ICT training lunched by government in the secondary level. Teachers are also more accountable. They are pre-planned before inter in the classroom.

Thus, the system at teaching and learning has been influenced by modern ICT tools and resources. Teachers are using PowerPoint for their presentation in the

classroom. So that it makes interactive classroom. It reduces the burden at teaching learning activities.

Statement at Problem

Use at power point in classroom teaching and learning is a new trend in the educational sectors. In educational sector we witness that technological advancement and innovations have made a visible impact and have changed a scenario. It gives changes to the traditional teacher and teaching methodology. PowerPoint presentation brings new change in the classroom teaching and learning environment. This new system brings the world in to the classroom and makes teaching and learning effective meaning and relevant to the contemporary teaching environment at the world.

But in our context there are some technical problems in management. Only some teacher uses PowerPoint they are not provide training. Despite many more advantages at implementing ICT into other subject in to the context like ours, we have some challenges too. I found that there is less access at all the teachers and learners to ICT. Problem in time management challenges in materials development. Thus my present research study would try to find out the difficulties using PowerPoint in ICT classroom and its usefulness.

Rationale at the Study

This study identifies Using ICT tools in teaching: perception and practices at Secondary teachers. On the other hand, the modern society is searching behavioral and qualitative education in the present era to be competent in modern society. Allowing with the advancement at science and technology there is change in education system. There is change in pedagogy and development at instructional materials. Previously, there was the tradition at teaching and learning through the oral presentation at teacher. However, such types at practices at teaching and learning are

being replaced by modern instructional methods using various instructional materials including PowerPoint presentation in recent years. PowerPoint presentation is one of the new methods of teaching which includes computer and multimedia projects that can play a vital role to bring positive change in teaching and learning in schools. Many educational institutions including schools are using PowerPoint presentation in teaching and learning contexts. There is a growing demand for PowerPoint presentation for teaching and learning in schools. Concerned bodies and authorities in the education system have positive attitudes towards implementing PowerPoint presentation for teaching and learning in schools. Different studies and literature have shown that the achievement of students taught by using instructional materials is higher than the students taught without using instructional materials. Therefore, the researcher's main concern here is the PowerPoint presentation that is the basic thing for effective teaching and learning activities. The researcher has attempted to experiment and evaluate the effectiveness of PowerPoint presentation over the conventional teaching method at the secondary level school. At the same time, the researcher has attempted to explore the perception of teachers while using PowerPoint presentation in the classroom.

Objectives at the Study

-) To find out the practices of using PowerPoint presentation in teaching and learning.
-) To explore the perception of teachers towards the effectiveness of using PowerPoint presentation in the classroom.

Research Questions

-) What are the perceptions of teachers on using power point presentation in the classroom?

) What is the effectiveness at using PowerPoint in the classroom?

Significance at Study

This study directly correlates with the “Using ICT tools in teaching: perception and practices at Secondary teachers”. This study deals with practices at using PowerPoint presentation for teaching and learning in the classroom at secondary level schools. This study would be very significant in education in various ways. This study would be beneficial for teachers' who want to make use at modern instructional materials like PowerPoint presentation in the classroom to make teaching and learning activities more relevant and successful. It would provide inside in to the application at PowerPoint presentation to the teacher. Similarly, this study would be significant for the students who want to know about various instructional materials including ICT tools and resources like PowerPoint presentation. This study familiarizes the students with ICT tools like Computer and multimedia project and their application. More over this study would help student to know different ways at learning strategies using PowerPoint presentation. This study is also important for researcher who want to carry research for related to PowerPoint presentation and use at other ICT tools in teaching and learning activities because it would provide some literature and methods to in investigate in this area. Likewise, this study is significant for course designers and education policymaker because the study would deal with the effectiveness at modern teaching materials including PowerPoint presentation. So, the education policymaker and course designers can work to implement ICT tools and resources in teaching and learning activities to make it more effective and successful. This research study would identify current need at the teachers.

Delimitation at the Study

The delimitation at the study as follows.

-) Study would be limited to five Secondary Schools at Baitadi District.
-) This study would involve 80 teachers.
-) This study mainly focus on the use at powerpoint presentation.
-) The primary data would include only form secondary school teachers.
-) This study would be limited to data collection though questioner.

Operational Definition at key Terms

Operational definition at key form was as follows:

PowerPoint

It is the tool used for presentation in teaching and learning process. It is using media sites and other websites from organizations and authorities, in order to- pre example- work with current events in the authentic projects.

Effectiveness

Usefulness or importance at using PowerPoint presentation in teaching and learning inside the classroom

Perception

Secondary level teachers' and students' point at view or opinion towards using PowerPoint presentation in the classroom

ICT

Information Communication Technology refers to divers set at technological tools and resources used to communicate, create, disseminate, store and manage information. Example at such tools includes Computer and network, hardware and sattware, as well as the services associated with them such as electronic mail.

Teachers

Teachers are members at staff including class teachers, heads at departments, deputy head teachers and teachers in secondary schools.

Chapter - II

REVIEW AT RELATED LITERATURE

This section consists at the details at reviewed studies as well as their implications to the present study. Moreover theoretical and conceptual framework is also included under this section.

Review at Related Theoretical Literature

Technology is one at the innovative ideas in the present era which changed the contemporary society into modernism. "Technology is defined as a description at art that brings change in society." (Webster's Dictionary), so, it can be said that technology is a means at transformation at society into civic one by developing good information and knowledge. Technology is the backbone at development and civilization at a country. The technological tools are very effective tools to be used in class for easy learning, meaningful learning, for high motivation and high achievement in learning because these tools draw the attention at learners towards the lesson. So, many educational stakeholders, subject experts, trainers, curriculum planner have been showing their interest in technology in class to develop the ICT skills.

This research paper was best on Vygotsky social constructivism theory. This paper focuses on practices and perception in secondary level teachers at Baitadi District that focuses on learning by doing making change quality education. Everything is changeable in the world. There is also change in the field at ICT and its implication. The ICT scenario at present is quite different than some years back because at the changing process in the society due to present demand at new technology. Information communication technology (ICT) as a part at technology has

brought drastic change in class. The use of technological devices such as computer, mobile phone, internet and PowerPoint software has been incorporated as a tool for teaching and learning. Such tools have been becoming very important part in course of teaching learning activities in the present world to compete in global society.

PowerPoint is the tool that is currently used worldwide to present the lesson in a clear way and make concept clear at any text by successful integration of pictures, graphs, charts, main theme and key terms. PowerPoint offers benefits to both teachers and students when they are used effectively. Nowadays use of presentation aids primary focus on PowerPoint slides as the main presentation medium in the classroom. The use of PowerPoint in classroom helps the teacher to present the content in easy way and make students to understand the content with the help of pictures, graphs, charts in an attractive way by making interactive classroom environment Szaba & Hasting (2000) have demonstrated that the use of PowerPoint increased lecture attendance, thereby making the most compelling case for adopting PowerPoint in classroom. ICT have the potential to innovate, accelerate, help relate school experience to work practices, create economic validity for tomorrow workers, as well as strengthening teaching and helping schools to bring positive change in teaching and learning.

ICT is very important in teaching and learning process from post-modern perspectives. As in postmodern era the perception towards everything has been revisited and deconstructed. In the same way, the teaching learning process has been changed. In the past teacher used to be all in all. They used to be responsible for each and every activity but now the roles of teachers have been shifted. The post modernism is an era of science and technology. The ICT has made teachers able to choose the contents and time according to learners' desires. They have access to a

wide range of information on the same topic as a result they view the same topic from multiple perspectives. So, it is often said that new technology has served as the thousands of teachers for the learners.

UNDP (2003), defines ICT as follows: Basically information handling tools a varied set of goods, applications and services that are used to produce, store, and process, distribute and exchange information. They include the 'old' ICTs such as radio, television and telephone, and the new ICTs such as computers, satellite and wireless technology and the internet. These different tools are now able to work together and combine to form our 'network world', a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe.

The older technologies such as radio, television and telephone are given less attention. They have a longer and richer background as educational tools. Therefore, the integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, Internet and social networks in education is still in its infancy in comparison with the use of older technologies such as radio and television Salehi & Salehi (2011). The term ICT encompasses the range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources), and means of telecommunication and information systems. Hennessy, Harrison, & Wamakote (2010), Ibrahim (2010), mentions about the impacts of ICT as: the ICT has put forward an influential base for efficient education. Now, we need the modern technology for a better blended method of delivery to create appropriate teaching techniques to enhance the process of learning in class. ICT tools are very motivating because they help the learners to learn the ICT is carefully designed to meet the

prescribed goals (P. 212). At the present day, ICT can be a very effective means in carrying out better classroom activities. ICT provides variety at contents in different forms in audio, video and pictorial form. It helps learners to develop concentration, better understanding long lasting learning. Thus, we can say that ICT has significant positive impact on classroom teaching and learning. Some positive impacts proposed by Ibrahim (2010), are as follows:

-) Availability at materials: ICTs are very important for availability at learning materials whether it is computer or web based. The students can learn in their own pace due to available materials. Students can get materials in PowerPoint including image, animations, pictures and graphs.
-) Students' attitude: ICTs have positive effects on students' attitude toward teaching and learning. Students get more successful, motivated, self-confidence when using computer based instructions in teaching.
-) Autonomy: students have opportunity to choose the elements at language which they want to focus. Learner centered approaches focus rather than traditional approach while using ICT. The student feels free to practice the without fair form other at their own pace.
-) Authenticity: ICTs provide the authentic learning environment because the learner can interact with each other across the city and are very motivating to the learners.
-) Multifaceted tools: ICTs helps to delivered materials in multiple ways. They facilitate different activities such as testing, doing exercise, performing different tasks to relate to skills.
-) Helps teachers: ICTs helps teachers to prepare, produce, store and retrieve their materials easily. The availability at different rich texts, different topics,

and exercises helps in teacher time management. It helps teachers to carry out classroom teaching with great enthusiasm involving learners in different collaborative tasks.

-) Students centered: ICTs helps the students to be exposed with different materials likewise it encourage students to do extra works outside the classroom, play language games. IT help students, who feel discomfort from asking questions, and enhances students' centers and improves the learning process by teacher/students interaction.
-) ICT in self-assessment: ICTs are the valuable means at assessing students' capabilities in the process at learning. It helps to evaluate learners without involving in formal examination. Their different skills such as listening, reading can be tested through computer assisted tools.

PowerPoint presentation is a complete presentation program developed by software companies. The first PowerPoint ICT program was development by Microsoft in 1987. It is an application program at presentation which consists at slides allowing the user to present their information. We can present our information for larger audience by making PowerPoint and presenting through projector. PowerPoint is being one at the common applications in our classroom from pre-primary level to university level because it can be used in classroom for supporting students learning by combining computer and projector to display the slides for illustrating a lesson. PowerPoint includes its ability to do spelling check, allowing the user to add, correct, make changes to the lessons and finally use printout materials for students for their personal use Technology .com (2007). PowerPoint gives the user the opportunity to incorporate visual and auditory aspects to a presentation in a slide, not only that it also provides options to remove existing slide, to design it with different animation and

background. The information in slide can be presented by using more than one medium like text, picture, audios, videos and animations. The presentation helps you to present ideas, concepts and information more clearly and in a concise way. Shakya (2072), According to Microsoft Company, we can start load PowerPoint program by following ways:

-) Click on the start button.
-) Select program Menu.
-) Click on Microsoft office and select Microsoft office PowerPoint programs and it opens Microsoft PowerPoint.

PowerPoint had become very popular in academia because of its ease to use, structure and popularity among the students. In this sense Murray (2002) says that the use of PowerPoint in classroom teaching and learning is increasing day per day. The use of PowerPoint has been expanded from pre-primary to University level. In secondary education teachers are using PowerPoint for their presentation with the help of laptop, projector and screen in the classroom setting. So, we can see many colleges and universities equipped with technology necessary for PowerPoint presentation. In the context of Nepal, recently PowerPoint is being used as an integrated part in urban institutions as well as in schools or University. In this regard Murray (2002), states that during this period, in response to the urge for the use of new multimedia technologies in secondary education many subjects teachers abandoned traditional methods and started using overhead transparencies in favor of an adopted MS PowerPoint for giving presentation in class. Hence, PowerPoint is being heavily used by teachers to present their lesson for their presentation. Teachers prefer to use PowerPoint in their class because they can present their ideas in the form of slides, it makes easy for them to describe the content on the basis of points included in slides

and it makes them easy to construct the materials. Likewise they can show pictures, graphics, diagrams easily on slides and need not to write on board which makes teacher easy to deliver the content and manage their time. Students can see and hear teachers' presentation at the same time, they don't have to copy the point because they can get handout from their teacher as well as they can make concept clear in friendly environment with the help at the pictures, graphs included in slides. So, recently TU has implemented ICT course in B.Ed and M.Ed level.

PowerPoint is a tool which visually conveys the information in both text and images. When it is used effectively, it affers benefits for both students and teachers. So, the users at PowerPoint should consider the materials what should be included and organization at those materials to make the attractive and user friendly. Some at the guidance for PowerPoint preparation, according to Caputo (2002), was as follows:

-) Have a specific Purpose: PowerPoint should be used only for specific purpose. A teacher should consider the content at each class to determine whether there is a reason to use PowerPoint for that session or not.
-) Consider atmosphere: When using PowerPoint, a teacher should keep the atmosphere in the classroom conducive to learning by taking steps to avoid discouraging interactivities. The room should be as bright as possible while screen on which presentation is projected. Teacher should consider the effective colors which is clearly visible. A teacher should have students' focus on what is being said and not on how it is being said.
-) Limit content: Teachers should meaningfully limit the content at their presentation. A few well-chosen words can speak volumes so expert suggests limiting slides to 40 words. And each point should be kept as concise as possible.

) Maintain content: A teacher should maintain context when using PowerPoint as a teacher enhancement. It is better to outline the class discussion for that an introduction slide should be used to outline discussion. To maintain the context carefully teacher should be developed the transitions between ideas and not slides.

PowerPoint has become very popular because it is easy to use and effective for teaching and learning purpose. It provide ability to equip our presentation with different type of Medias including image, sounds, animation, graphs etc. it enhances the ability of students on the subject they are being taught. Teachers can focus on interactive class instead of writing on board because the text is already there on the form of PowerPoint file. PowerPoint presentation is not only for teachers but students can also use it to read as well as for their presentation. PowerPoint can be highly effective tool to aid learning so PowerPoint is being frequently used in classroom teaching and learning.

Review at Empirical Literature

Nguyen & Anh (2011), investigated students' attitudes towards PowerPoint presentation in the English lectures in the context at English language classroom. A survey was carried out on the students' attitudes involving classrooms observations through a questionnaire for one class at English Praticiency course. The result indicated that students favored PowerPoint presentation.

Pramestiya (2013), carried out a research on "Students' perception on the use at PowerPoint in public speaking classes." The data were obtained through questionnaire to the students in public speaking class. The participants were fifty five students at public speaking class were selected. The finding revealed that the

participants in the public speaking classes liked PowerPoint better than other Audio-visual to be used by teachers in teaching learning process in interesting class increase the students' motivation and make the teachers more efficient in using time to deliver the materials.

Khanal (2008), in his research on "Attitudes at higher secondary teachers towards the use at computer and the internet" He conducted his research to study the attitudes at Higher Secondary English Language Teacher at Kathmandu valley and their perception on the basis at their personal experience at using computer and internet by using questionnaire and interview tools. The data was collected from 100+ respondents. Analysis at data yielded with the finding that majority at the teachers had positive attitudes towards the computer and the internet. All teachers were interested in increasing computer and the internet access in the future.

Acharya (2013), conducted a research on "use at ICT and who tools in English language teaching. He conducted his research on 40 English teachers teaching in private schools at Kathmandu valley with objective to identify the commonly used ICT/Web tools in ELT and to find out the uses at ICT/Web tools in carrying out effective ELT activities. The result revealed that the ICT tools such as mobile phone, laptop, multimedia projector and web tools like YouTube, Face book, wiki, email, and blog are used in ELT. Similarly, majority at the teachers used ICT/Web tools to carry out general to language skills specific classroom activities and the tools were found to be very effective.

Bashyal (2015), in her research entitled "Role at Face book in improving the English language" aimed to identify teachers' and students' perceptions to the use at face book in ELT by using survey research design. To meet the objective she selected thirty face book users' students from Master level at Department at English Education

and used questionnaire as main instruments. The study found that the face book has been beneficial to teach and learn the English language as well as face book has been an excellent tool for interactive learning and has significant role in distance teaching and learning.

Shahi (2016), carried out research under the title "use at technology in English class" aimed to explore the practice at use at technology in language class by English language teachers. He used survey research design and selected thirty English language teachers who used technology in language class as the sample from fifteen schools in Kathmandu valley using non-random purposive sampling procedure. He use questionnaire as a tool and explored that technological tools are very useful and essential in English language class to develop that technological tools are very useful and essential in English language class to develop the language skill in students and to develop the prateessional skills at the language teachers in secondary schools. The teachers were found to have positive view towards the use to technology such as mobile, computer and internet in language class. Many researchers have been carried out on the sector at ICT tools and PowerPoint. However, no any researches have been carried out on the same topic that I have selected. My research is different from the others in the sense that nobody has carried out on the "Teachers' perception on the use at PowerPoint." I have attempted to explore the perception at teachers' towards effectiveness at using PowerPoint presentation in classroom.

From Pramestiya (2013), I got ideas on teaching learning process to make class interesting and increase motivation and make the teacher more efficient in using time to deliver the materials PowerPoint can be used in classroom.

Khanal (2008), study recommend me in teaching learning process computer and internet can be used because teachers have positive attitudes towards the

computer and internet. Acharya (2013), research provided me ideas at using ICT tools in classroom for effective teaching and learning.

Bashyal (2015), research provided insight face book has been beneficial and interactive in learning which recommend us to use Face book in classroom teaching learning process.

Shahi (2016), study provided ideas that technology tools are useful essential and teachers have positive attitude towards them in classroom teaching learning process.

Above studies emphasized on the need and importance at ICT tools and PowerPoint presentation for making teaching learning process effective and efficient. Those studies provided me ideas to conduct research on explore the perception at teachers' towards effectiveness at using PowerPoint presentation in classroom.

Conceptual Framework

A conceptual framework is the representation at the understanding at the theories by the researcher and his/her own conceptualization at the relationship among different variables. It is the visual representation at the presumed relationship at the concept or variables that would involve in the study. The conceptual framework at this study 'Teachers' perceptions and practices on the use at PowerPoint should as follows:

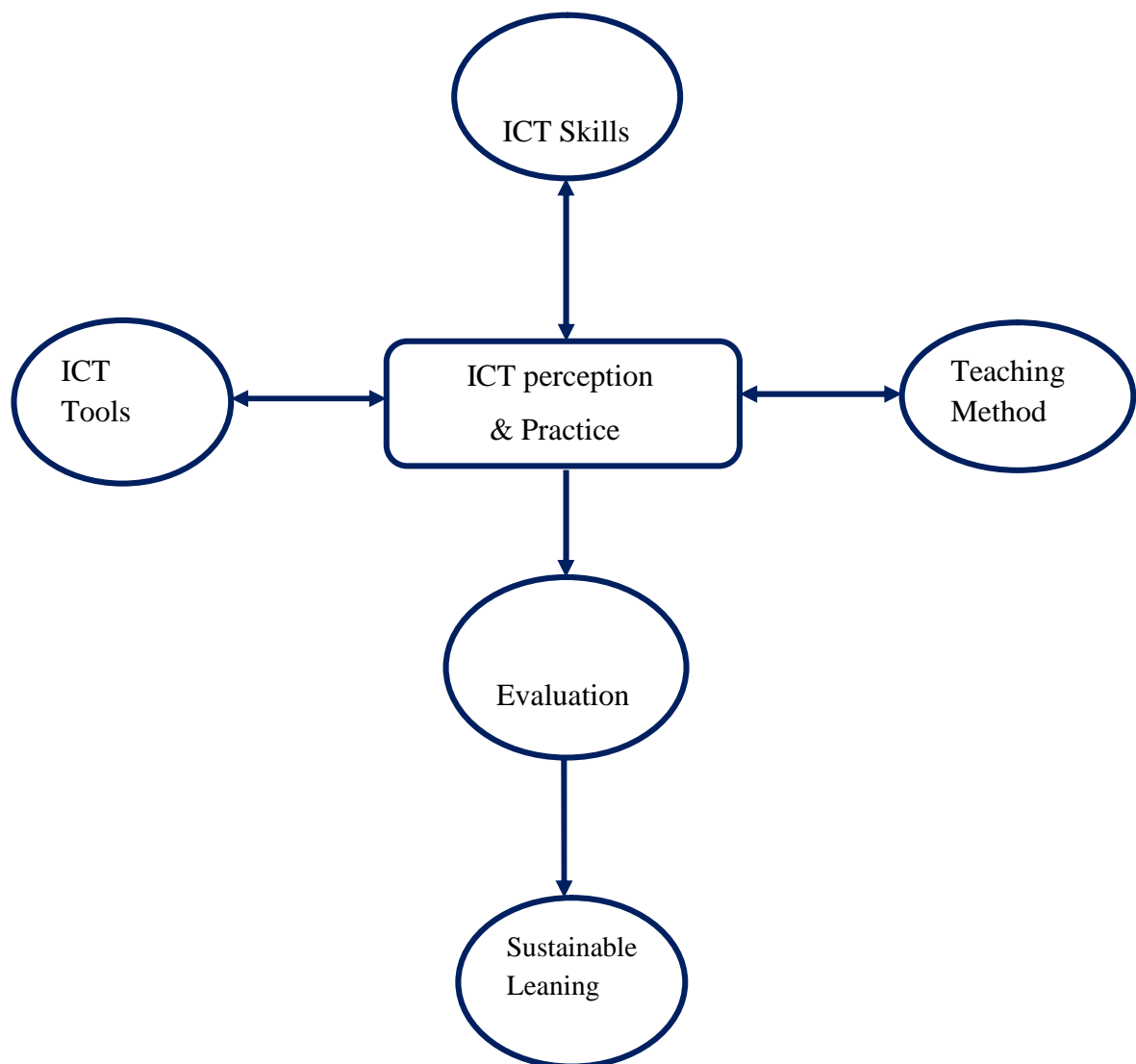


Fig: Conceptual framework at Using ICT tools in teaching: perception and practices at Secondary teachers

Chapter - III

METHODS AND PROCEDURES AT THE STUDY

The following methodology was adopted or used to conduct the research in order to fulfill the objectives at the study. Methodology and procedures are the vital elements at a research study. If any research work follows appropriate methodology and procedures, it obtains its objectives easily. Appropriate methodology helps the researchers to go in a right path in his/her research work. This chapter incorporates design at the study, population, sample and sampling strategy, research tools, sources at data, data collection procedures

Design at the study

Research was a kind at work or study which is done to find out truth or evidence on something. The research topic itself reveals the nature at the research to be undertaken. To be precise, the researcher adopts quantitative methods design because the researcher follows approaches: quantitative in general and survey research design in particular. To define the survey research, various scholars have put their views forward. According to Cohen, Manion, & Morrison (2010), survey are the most commonly used descriptive methods in educational research and may very large scale government investigation to small studies carried out by a single researcher. They further say that survey can be both descriptive and analytical. To sum up, survey is the descriptive research which deals with clearly defined problems and objectives. It is used for collecting data in most at the areas. The purpose at the survey was generally to find out the opinion, beliefs and attitudes on a certain issues as well as to find out behaviors at different prationals which are quite related to subjectivity at

the study. Cohen, Manion, & Morrison (2010), present the following characteristics at survey research.

-) It collects data on one – short basis and hence is economical and efficient.
-) It represents wide target population.
-) It generates numerical data.
-) It gathers standardized information.
-) It captures data from multiple choice, closed question, test scores or observation schedules.

The steps at survey research which is presented by Nunan D. (1992), are as follows:

-) Define the objectives
-) Identify the target population
-) Literature review
-) Determine sample
-) Identify survey instruments
-) Design survey procedure
-) Identify analytical procedure
-) Determine reporting procedure

To summarize, my study was based on survey research designs. Researcher used survey design because my study was to find out the teachers perception on the use at PowerPoint presentation. Survey research done to derive the actual situation at the phenomena by observing it. To accomplish this study it was not be possible to compare different variable as well as experiment the condition before and after using ICT class. So, Researcher used survey research design for his study.

Population, Sample, and Sampling Procedures

In this study took the secondary level teachers at Baitadi district, where also consist the teachers at five secondary level community schools at Baitadi district. To improve the research we also need the sample population. In this research the researcher used the non- random sampling because the non-random sampling concern with the target at research objectives and to measure the Using ICT tools in teaching: perception and practices at Secondary teachers in teaching and learning. Generally research should run the research according to the objectives at the study. Without target objective the research sampling can't complete therefore we must need the non-random sampling which has provided the particular way to improve the research. In this sampling the researcher took the 80 teachers' respectively at community school.

Research tools

Tools are the most important elements at any research. For this study I used pre-formulated questionnaire for close ended questions in order to find out perception and condition at using PowerPoint in teaching learning process.

Sources at Data

Both the primary and secondary source at data used in the study. The primary source at data used to collect required data and secondary sources used to facilitate the research.

Primary Sources at Data

The data collected from the defined sample size for the analysis the primary sources. So, 80 teachers selected for the study the primary source at data. The researcher was collecting the data from field as primary data for the study.

Secondary Sources at Data

The secondary source at data should the related books, articles, and journals written in the field at PowerPoint and ICT tools. The researcher reviews the available related literature for the secondary sources at data.

Data collection procedure

The following processes adopted in order to collect the primary data: At first, prepared required separate set at questionnaire for teachers. Then, build good rapport with teacher and students. Then, take permission from concerned personnel or with the authority. Then, select 80 teachers using PowerPoint while teaching secondary level teachers by using non random sampling strategy. Researcher follows purposive sampling procedures to select my respondent. The researcher provide / administer the questionnaire to selected teacher and students. After the allocated time is over, the researcher collected the distributed questionnaire from the teachers. Finally, the researcher thanked them for their cooperation.

Data Analysis and Interpretation procedures

After collecting necessary data it coded and tabulated under different headings according to its nature after reading several times. Being a quantitative research design, the researcher had the characteristics at quantitative analysis. In this regard, the researcher analyzed quantitative data analyzed and interpreted with the help at simple statistical tool like tables and present. Thus, the data described and interpreted adopting quantitative approach.

CHAPTER - IV

Analysis And Interpretation

In this chapter systematically collected data were analyzed and interpretation through tabulation in where frequency and percentage were the data analyzed techniques. The quantitative data were shown through the table format and descriptively format. There were 80 sample at teachers were took for research study. The research was done in Baitadi district. This district was the population at this study. The table were representing in different content at section. Yes, No scale was developed for describe a statement.

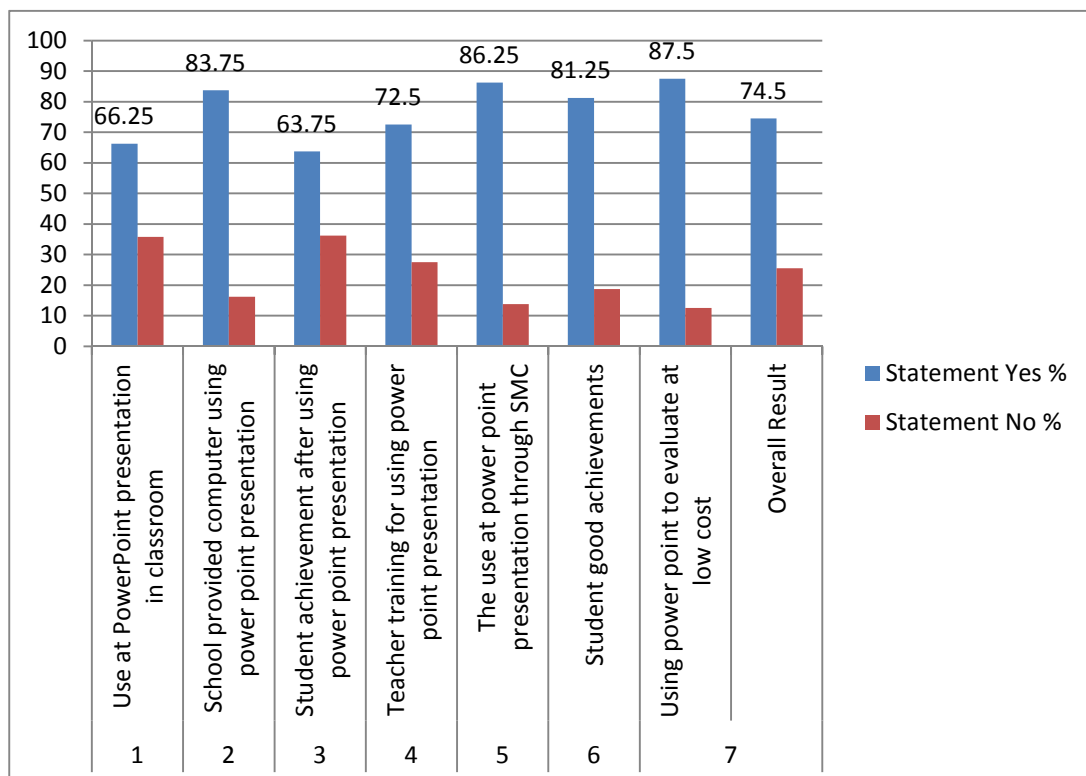
Holistic Analysis at Observational Data

The following table was identified with 7 statements.

Table no. 4.1 holistic analysis at observational data to teachers perception

S.N.	Statement	Response			
		Yes		No	
		F	%	F	%
1	Use at PowerPoint presentation in classroom	53	66.25	27	35.75
2	School provided computer using power point presentation	67	83.75	13	16.25
3	Student achievement after using power point presentation	51	63.75	29	36.25
4	Teacher training for using power point presentation	58	72.5	22	27.5
5	The use at power point presentation through SMC	69	86.25	11	13.75
6	Student good achievements	65	81.25	15	18.75
7	Using power point to evaluate at low cost	70	87.5	10	12.5
	Overall Result		74.5		25.5

From above table shows that 66.25% teachers shows positive response in power point presentation in classroom. 33.75% teachers were shows negative response in power point presentation in classroom. There were 83.75% teachers were positive responses on school provided computer using power point presentation in school. In where 16.25 teachers were negative response in School provided computer using power point presentation. Next, 63.75% teachers were positive response in Student achievement after using power point presentation. Among them 36.25 teachers were negative responses in student achievement after using power point presentation. 72.5% teachers were positive response in teacher training for using power point presentation. 18.75 teachers were negative response in student good achievements. 81.25 teachers were positive response on using power point to evaluate at low cost. 12.75 teachers show negative response on using power point to evaluate at low cost. Overall we can say that the 74.5% teachers at Baitadi District were high positive in power point presentation. It is clear from the following chart.



Holistic Analysis at Observational Data

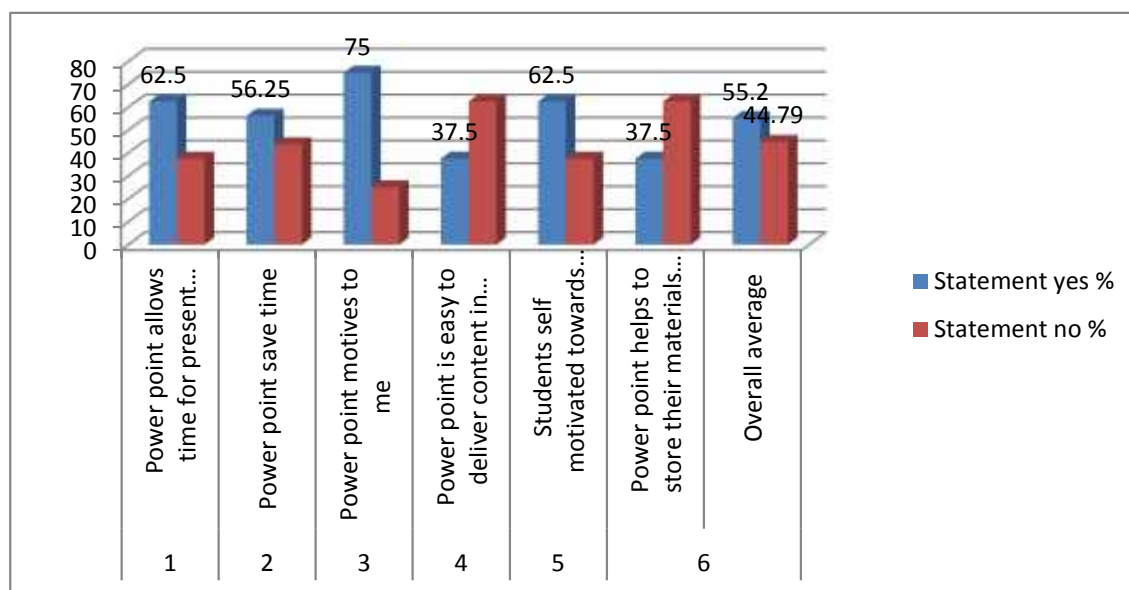
The following table was identified with 6 statements. It used to describe a holistic analysis at observational data

Table no.4.2 holistic analysis at observational data to teacher practices

S.N.	Statement	Response			
		Yes		No	
		F	%	F	%
1	Power point allows time for present content	50	62.5	30	37.5
2	Power point save time	45	56.25	35	43.75
3	Power point motives to me	60	75	20	25
4	Power point is easy to deliver content in classroom	30	37.5	50	62.5
5	Students self-motivated towards Power points	50	62.5	30	37.5
6	Power point helps to store their materials fast	30	37.5	50	62.5
	Overall average		55.20		44.79

From above table shows that 62.5% at teachers were positive towards the statement Power point allows time for present content. Likewise 56.25% at teachers have positive perception on PowerPoint save time. 75% present at the teacher views on self-motives through power point only 30% at teachers feel easy to deliver content through power point. 62.5% support this statement power point self-motives the statement. Only 30% at the teachers agree that power point presentation helps to store their materials fast. On overall we can say that 55.20% teachers explore the positive perception towards effectiveness at using power point presentation in the classroom.

It is clear from the following chart.



Use at power point presentation in teaching and learning activities

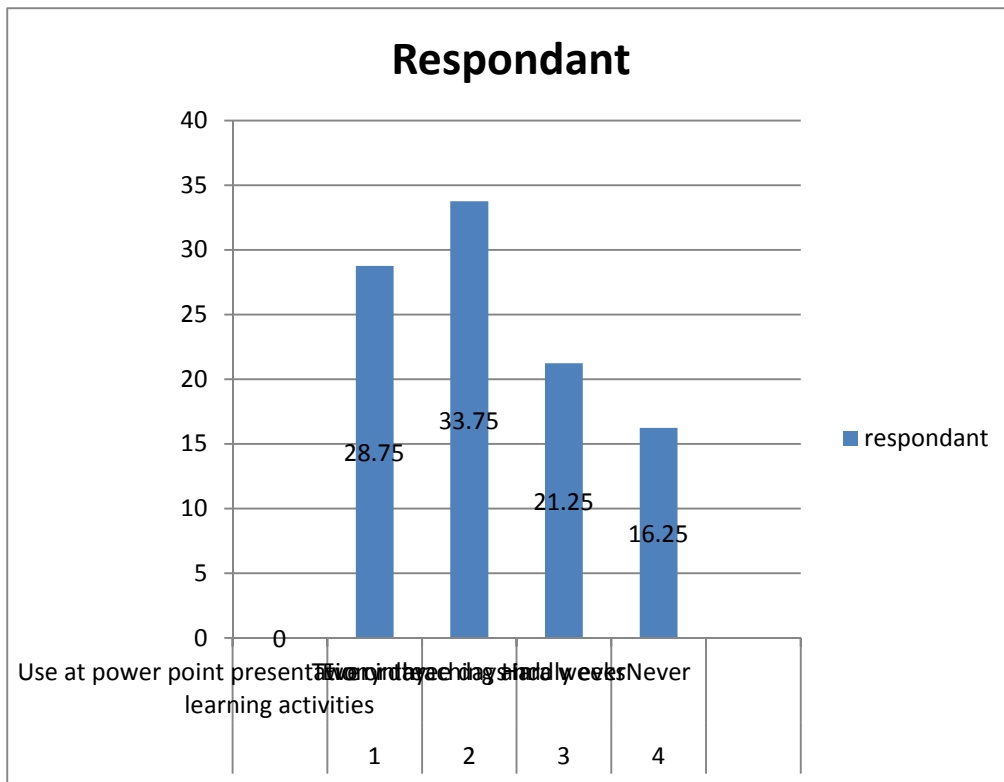
The following table was identified the Use at power point presentation in teaching and learning activities. Those statements were measured with four scales such as every day, two or three days in weeks, hardly ever and never

Table No. 4.3 Use at power point presentation in teaching and learning activities.

S.N.	Use at power point presentation in teaching and learning activities	Respondent	
		F	%
1	Every day	23	28.75
2	Two or three days in a weeks	27	33.75
3	Hardly ever	17	21.25
4	Never	13	16.25

From above table shows that 28.75% teachers everyday Use at power point presentation in teaching and learning activities. The 33.75% teachers two or three days in a week are used at power point presentation in teaching and learning

activities. The 21.25% teachers hardly ever used at power point presentation in teaching and learning activities. The 16.25% teachers used at power point presentation in teaching and learning activities. On the overall we can say that teachers at Baitadi district were positive in power point presentation in teaching and learning activities. It is clear from the following chart.



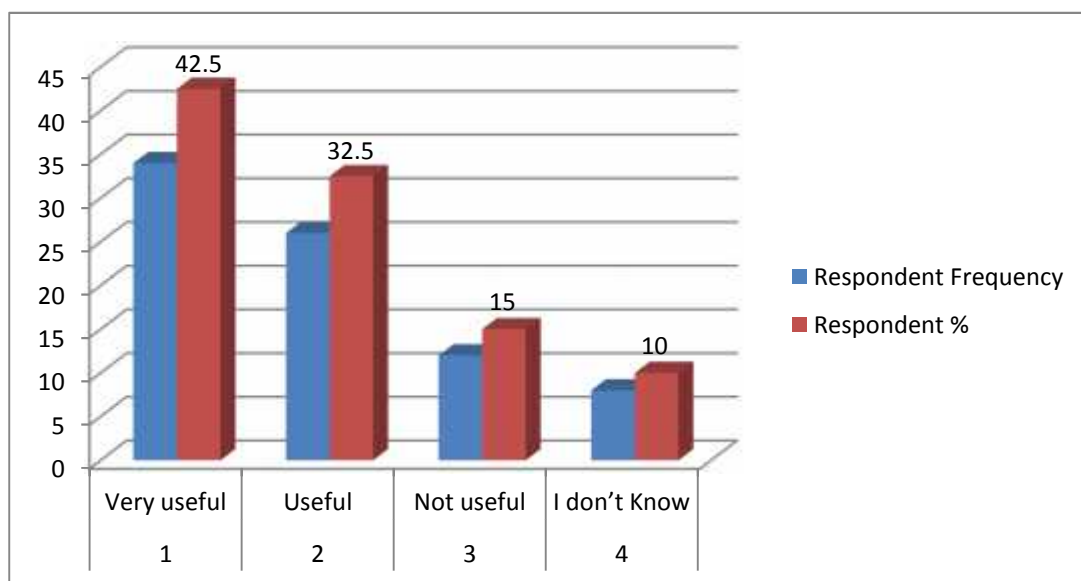
Useful at power point in teaching/learning

The following table was identified the Use at power point presentation in teaching and learning activities. Those statements were measured with four scale such Very useful, Useful, Not Useful and I don't Know.

Table No. 4.4 Useful at power point in teaching/learning

S.N.	Useful at power point in teaching/learning	Respondent	
		Frequency	%
1	Very useful	34	42.5
2	Useful	26	32.5
3	Not useful	12	15
4	I don't Know	8	10

From above table shows that 42.5% teachers say that power point was very useful in teaching/learning activities. 32.5% teachers say that power point was useful in teaching/learning activities. 15% teachers say that power point is not useful in teaching/learning activities. 10% teachers say that I don't know about on power point in teaching/learning activities. On the overall we can say that the teachers at Baitadi district have positive view in using power point for teaching/learning activities. It is clear from the following chart



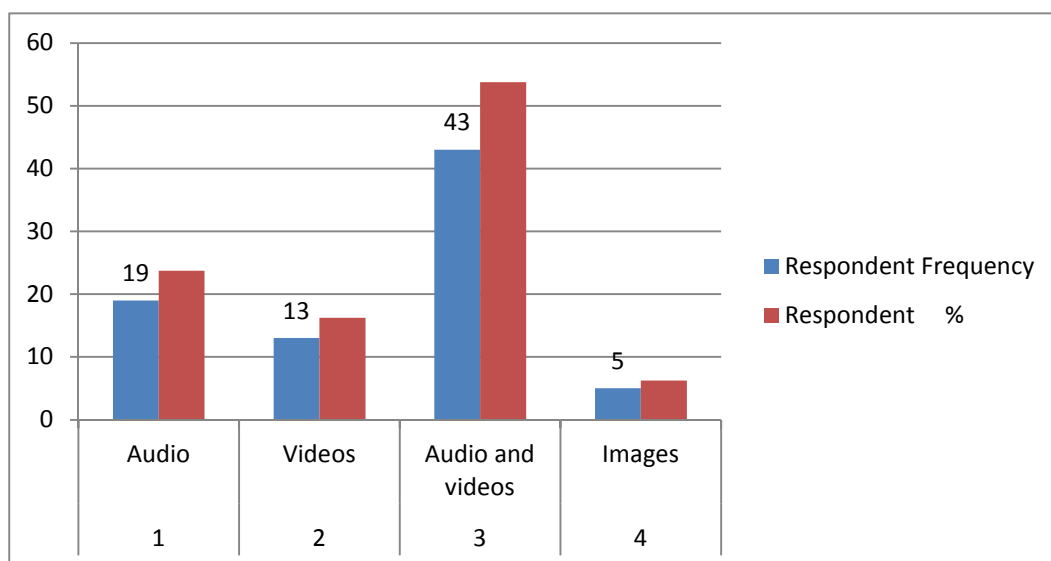
Materials include in power point presentation

The following table was identified the Materials include in power point presentation. Those statements were measured with four scales such as audio, video, audio and video and images.

Table No. 4.5 Materials include in power point presentation

S.N.	Materials include in power point presentation	Respondent	
		Frequency	%
1	Audio	19	23.75
2	Videos	13	16.25
3	Audio and videos	43	53.75
4	Images	5	6.25

On the overall we can say that the teachers at Baitadi district were using audio and video for teaching and learning activities. it is clear from the following chart.



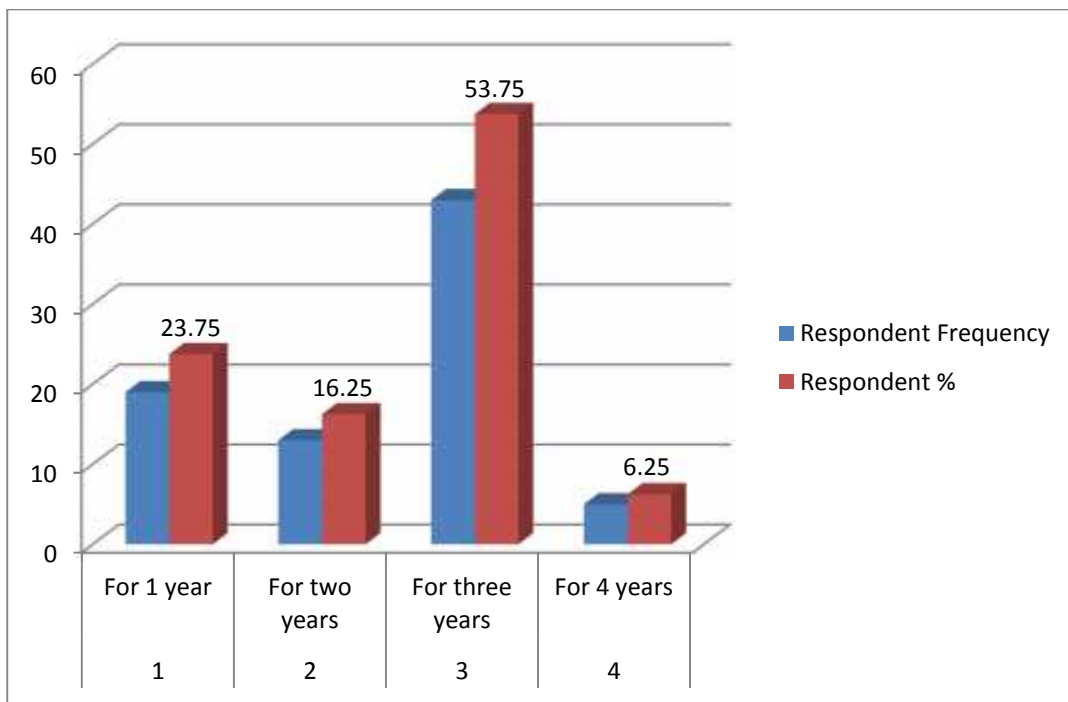
Duration at using power point presentation in school

The following table was identified the duration at using power point presentation in school. Those statements were measured with four scales such as for 1 year, for two years, for three years and for 4 years.

Table No.4.6 Duration at using power point presentation in school

S.N.	Duration at using power point presentation in school	Respondent	
		Frequency	%
1	For 1 year	19	23.75
2	For two years	13	16.25
3	For three years	43	53.75
4	For 4 years	5	6.25

From above table shows that 23.75% teachers used power point presentation for 1 year. 16.25% teachers used power point presentation for two years. 53.75% teachers used power point presentation for three years. 6.25% teachers used power point presentation for four years. On the overall we can say that the teachers at Baitadi district were most used power point presentation for three year. . It is clear from the following chart.



Chapter - V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

After the analysis and interpretation at collected data as per the design at study and the research questions, in this concluding chapter an attempt has been made to drive conclusion. This chapter represents the summary at the study with major findings and conclusion. Finally, the last section presents recommendations for the future study.

Summary at the Study

This study identifies Using ICT tools in teaching: perception and practices at Secondary teachers. On the other hand, the modern society is searching behavioral and qualitative education in the present era to be competent in modern society. Allowing with the advancement at science and technology there is change in education system. There is change in pedagogy and development at instructional materials. Previously, there was the tradition at teaching and learning through the oral presentation at teacher. However, such types at practices at teaching and learning are being replaced by modern instructional methods using various instructional materials including PowerPoint presentation in recent years. PowerPoint presentation is one at the new methods at teaching which includes computer and multimedia project that can play vital role to bring positive change in teaching and learning in schools. To fulfill the objectives at this study the researcher had used questionnaire and interpreted it by analyzing the result at his study the effective use at power point presentation. It can be used to address power point issues if it is well planned and supported since it has positive effects mainly in the form at efficiency, quality work, reduced time wastage, and convenience in storage, retrieval and dissemination at accurate information which improves learning activities. Additionally, ICT is also essential in facilitating other

power point tasks such as: preparation at teachers and student, teaching time tables, communication with subject matters, self-learning activities. It was also concluded that using ICT tools in teaching: perception and practices at secondary teachers in Baitadi District can be improved by on time handling at challenges related to availability, adequacy and utilization at ICT facilities in respective schools.

Findings

In this chapter we discussed about on finding, recommendation and conclusion. Already we had discussed about on finding about on this study in unit four where various kinds at data were identified. Now, we were discussed on finding below on major pointing.

-) Most at the teachers and school were positive in power point presentation at schools.
-) 74.5% teachers at Baitadi district were positive response in power point presentation.
-) 62.5% at teachers were positive towards the statement Power point allows time for present content.
-) 56.25% at teachers have positive perception on PowerPoint save time.
-) 75% present at the teacher views on self-motives through power point only
-) 30% at teachers feel easy to deliver content through power point.
-) 62.5% support this statement power point self-motives the statement.
-) Only 30% at the teachers agree that power point presentation helps to store their materials fast.
-) On overall we can say that 55.20% teachers explore the positive perception towards effectiveness at using power point presentation in the classroom.

-) 81.25 were positive response Student good achievements. 18.75 teachers were negative response in student good achievements. 81.25 teachers were positive response on using power point to evaluate at low cost. 12.75 teachers show negative response on using power point to evaluate at low cost.
-) Use at power point presentation in teaching and learning activities 33.75% teachers were strongly agreed in Power point helps to store their materials fast.
-) On the overall we can say that teachers at Baitadi district were positive in power point presentation in teaching and learning activities.
-) Useful at power point in teaching/learning 42.5% teachers at Baitadi district were positive in power point presentation in teaching and learning activities.
-) Materials include in power point presentation 53.75% teachers used audio and video in power point presentation.
-) Duration at using power point presentation in school 53.57% teachers most used power point presentation for four year in Baitadi District.

Conclusions

The following conclusions were made based on the findings at the study which was guided by seventeen research questions.

Perceptions at teachers on the use at ICT tools in teaching: perception and practices at Secondary teachers. In public secondary schools in Baitadi District were generally positive, with the teachers hailing its use for speed and Convenience though they feel that they require further training in power point ICT and technical support skills. Regarding the effects at using ICT for Power point presentation in secondary schools in Baitadi District, it was concluded that effective use at power point presentation. It can be used to address power point issues if it is well planned and supported since it has positive effects mainly in the form at efficiency, quality work,

reduced time wastage, and convenience in storage, retrieval and dissemination at accurate information which improves learning activities . Additionally, ICT is also essential in facilitating other power point tasks such as: preparation at teachers and student, teaching time tables, communication with subject matters, self-learning activities. It was also concluded that using ICT tools in teaching: perception and practices at secondary teachers in Baitadi District can be improved by on time handling at challenges related to availability, adequacy and utilization at ICT facilities in respective schools.

Recommendations

The following recommendations were made to various relevant stakeholders concerning, the using ICT tools in teaching: perception and practices at secondary teachers.

-) Government should provide both material and human resources to enhance application at ICT in schools.
-) The Ministry at Education and private sector should have a collective responsibility in the knowledge base at application at ICT in teaching/learning processes in schools.
-) ICT policies aimed at creating conducive environment for the implementation ICT use in schools.
-) School should have provided a projector in power point presentation.
-) School should provide teacher training in power point.
-) Teacher should use ICT materials while teaching course content in classroom.
-) Nepal government should develop ICT policy to decrease the digital divide.

Further Research Related

As one of the limitations of this research was that it was limited to Baitadi District. It had limitations in terms of population, sample data, collection tools and so on. There were some other related areas recommended for further research.

-) Availability, accessibility and use of ICT facilities for teaching and learning in rural public secondary schools in Baitadi District.
-) Perception of non-teaching staff on the use of ICT in classrooms at public schools in Baitadi District.
-) The effect of school classroom teachers' attitudes on the use of ICT in teachers at public schools in Baitadi District.
-) The role of the school community in the use of ICT in rural secondary schools in Baitadi.

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Appendix-I
QUESTIONNAIRE FOR STUDENTS
TRIBHUVAN UNIVERSITY
UNIVERSITY CAMPUS
DEPARTMENT AT MATHEMATICS AND ICT EDUCATION
KIRRIPUR, KATHMANDU, NEPAL

Dear Sir/Miss/Madam

This questionnaire for a research tool with a view to gather information for my study research entitles **Using ICT tools in teaching: perception and practices at Secondary teachers** under the supervision at **Mr. Bhoj Raj Joshi**, Lecturer, Department at Education, T. U. Kirtipur. Your co-operation in completion at this questionnaire would be at great value to me. I shall appreciate your personal opinions. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you would be exclusively use only for the research study. Please study the statement carefully and give your opinion by putting tick () on any one at the two rating for each statement.

Resercher

Mahesh Singh Mahata

Department at mathematics and ICT
Education T.U, Kirtipur, Kathmandu,
Nepal

Teacher's Using ICT tools in teaching: perception and practices at Secondary teachers

Name at teacher:

Level:

Name at School:

Gender:

Date:

Terms: Yes or NO

S.N.	Statement	Response	
		Yes	No
1	Use at PowerPoint presentation in classroom		
2	School provided computer using power point presentation		
3	Student achievement after using power point presentation		
4	Teacher training for using power point presentation		
5	The use at power point presentation through SMC		
6	Student good achievements		
7	Using power point to evaluate at low cost		

Appendix-II
QUESTIONNAIRE FOR STUDENTS
TRIBHUVAN UNIVERSITY
UNIVERSITY CAMPUS
DEPARTMENT AT MATHEMATICS AND ICT EDUCATION
KIRRIPUR, KATHMANDU, NEPAL

Dear Sir/Miss/Madam

This questionnaire for a research tool with a view to gather information for my study research entitles **Using ICT tools in teaching: perception and practices at Secondary teachers** under the supervision at **Mr. Bhoj Raj Joshi**, Lecturer, Department at Education, T. U. Kirtipur. Your co-operation in completion at this questionnaire would be at great value to me. I shall appreciate your personal opinions. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you would be exclusively use only for the research study. Please study the statement carefully and give your opinion by putting tick () on any one at the two rating for each statement.

Resercher

Mahesh Singh Mahata

Department at mathematics and ICT Education T.U,

Kirtipur, Kathmandu, Nepal

Teacher's Using ICT tools in teaching: perception and practices at Secondary teachers

Name at teacher:

Level:

Name at School:

Gender:

Date:

Terms: yes or no

S.N.	Statement	Teachers perception towards ppt.	
		Yes	No
1	Power point allows time for present content		
2	Power point save time		
3	Power point motives to me		
4	Power point is easy to deliver content in classroom		
5	Students self-motivated towards Power points		
6	Power point helps to store their materials fast		

Appendix-III
QUESTIONNAIRE FOR STUDENTS
TRIBHUVAN UNIVERSITY
UNIVERSITY CAMPUS
DEPARTMENT AT MATHEMATICS AND ICT EDUCATION
KIRRIPUR, KATHMANDU, NEPAL

Dear Sir/Miss/Madam

This questionnaire for a research tool with a view to gather information for my study research entitles **Using ICT tools in teaching: perception and practices at Secondary teachers** under the supervision at **Mr. Bhoj Raj Joshi**, Lecturer, Department at Education, T. U. Kirtipur. Your co-operation in completion at this questionnaire would be at great value to me. I shall appreciate your personal opinions. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you would be exclusively use only for the research study. Please study the statement carefully and give your opinion by putting tick () on any one at the four rating for each statement.

Resercher

Mahesh Singh Mahata

Department at mathematics and ICT Education

T.U, Kirtipur, Kathmandu, Nepal

Teacher's Using ICT tools in teaching: perception and practices at Secondary teachers

Name at teacher:

Level:

Name at School:

Gender:

Date:

Terms: Every day, Two or three days in a weeks, Hardly ever, Never

Please indicate your response with () below question.

How atten do you use power point presentation in teaching and learning activities?

S.N.	Statement	Respondent
1	Every day	
2	Two or three days in a weeks	
3	Hardly ever	
4	Never	

Appendix-IV
QUESTIONNAIRE FOR STUDENTS
TRIBHUVAN UNIVERSITY
UNIVERSITY CAMPUS
DEPARTMENT AT MATHEMATICS AND ICT EDUCATION
KIRRIPUR, KATHMANDU, NEPAL

Dear Sir/Miss/Madam

This questionnaire for a research tool with a view to gather information for my study research entitles **Using ICT tools in teaching: perception and practices at Secondary teachers** under the supervision at **Mr. Bhoj Raj Joshi**, Lecturer, Department at Education, T. U. Kirtipur. Your co-operation in completion at this questionnaire would be at great value to me. I shall appreciate your personal opinions. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you would be exclusively use only for the research study. Please study the statement carefully and give your opinion by putting tick () on any one at the four rating for each statement.

Resercher

Mahesh Singh Mahata

Department at mathematics and ICT Education

T.U, Kirtipur, Kathmandu, Nepal

Teacher's Using ICT tools in teaching: perception and practices at Secondary teachers

Name at teacher:

Level:

Name at School:

Gender:

Date:

Terms: Very useful, Useful, Not useful, I don't know

Please indicate your response with () below question.

How much power point presentation is useful for teaching and learning? Please comment why you think so.

S.N.	Statement	Respondent
1	Very useful	
2	Useful	
3	Not useful	
4	I don't Know	

Appendix-V
QUESTIONNAIRE FOR STUDENTS
TRIBHUVAN UNIVERSITY
UNIVERSITY CAMPUS
DEPARTMENT AT MATHEMATICS AND ICT EDUCATION
KIRRIPUR, KATHMANDU, NEPAL

Dear Sir/Miss/Madam

This questionnaire for a research tool with a view to gather information for my study research entitles **Using ICT tools in teaching: perception and practices at Secondary teachers** under the supervision at **Mr. Bhoj Raj Joshi**, Lecturer, Department at Education, T. U. Kirtipur. Your co-operation in completion at this questionnaire would be at great value to me. I shall appreciate your personal opinions. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you would be exclusively use only for the research study. Please study the statement carefully and give your opinion by putting tick () on any one at the four rating for each statement.

Resercher

Mahesh Singh Mahata

Department at mathematics and ICT Education

T.U, Kirtipur , Kathmandu, Nepal

Teacher's Using ICT tools in teaching: perception and practices at Secondary teachers

Name at teacher:

Level:

Name at School:

Gender:

Date:

Terms: Audio, Videos, Audio and Videos, Images and Audio

Please indicate your response with () below question.

What kinds at materials do you include in your power point presentation?

S.N.	Statement	Respondent
1	Audio	
2	Videos	
3	Audio and videos	
4	Images Audio	

Appendix-VI
QUESTIONNAIRE FOR STUDENTS
TRIBHUVAN UNIVERSITY
UNIVERSITY CAMPUS
DEPARTMENT AT MATHEMATICS AND ICT EDUCATION
KIRRIPUR, KATHMANDU, NEPAL

Dear Sir/Miss/Madam

This questionnaire for a research tool with a view to gather information for my study research entitles **Using ICT tools in teaching: perception and practices at Secondary teachers** under the supervision at **Mr. Bhoj Raj Joshi**, Lecturer, Department at Education, T. U. Kirtipur. Your co-operation in completion at this questionnaire would be at great value to me. I shall appreciate your personal opinions. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you would be exclusively use only for the research study. Please study the statement carefully and give your opinion by putting tick () on any one at the four rating for each statement.

Resercher

Mahesh Singh Mahata

Department at mathematics and ICT Education

T.U., Kirtipur, Kathmandu, Nepal

Teacher's Using ICT tools in teaching: perception and practices at Secondary teachers

Name at teacher:

Level:

Name at School:

Gender:

Date:

Terms: For 1 year , For two year, For three year , For 4 years and For 1 year

Please indicate your response with () below question.

How long have you been using power point presentation in your school?

S.N.	Statement	Respondent
1	For 1 year	
2	For two years	
3	For three years	
4	For 4 years For 1 year	

Appendix VII

Questionnaire

Dear Sir/Madam

This questionnaire for a research tool with a view to gather information for my study research entitles **Using ICT tools in teaching: perception and practices at Secondary teachers** under the supervision at **Mr. Bhoj Raj Joshi**, Lecturer, Department at Education, T. U. Kirtipur. Your co-operation in completion at this questionnaire would be at great value to me. I shall appreciate your personal opinions. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you would be exclusively use only for the research study.

Researcher

Mahesh Singh Mahata

M.Ed. Fourth Semester

Department at Mathematics and ICT Education

Tribhuvan University, Kathmandu

Participant's background information

Name:

Level:

Gender:

