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HELP OF ICT ENTREPRENEURSHIP IN EDUCATION

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Abstract: ***ICT is an extended term for information technology which is a source of technology for making information available at the right time, in the right place and in the right form for the right user. Previously, newspapers had to be expected to receive news from all over the world. Now, with the smartest technology, you can access information from anywhere using smartphones and gadgets. In this technological age, ICT in education has forced many schools to get accustomed to smart technology. This school communication software uses the computer, Internet and multimedia as a means of communication. The use of ICT in education adds value to teaching and learning by improving learning efficiency. It added a dimension to learning that was not available before. After the advent of ICT in schools, students found learning in a technology-enhanced environment more stimulating and engaging than in a traditional classroom. Therefore, the purpose of this review article is to discuss the benefits of using ICT in education, improving student learning and experiences from some countries to encourage policy makers, school administrators and teachers to pay due attention to the integration of this technology into their educational programs. In doing so, it highlights the benefits of ICT in education, the promises that exist, as well as the challenges of integration into education systems.***

Key Words: ICT, Education System.

This makes ICT a lifestyle choice for much of the population. In addition, this lifestyle choice is changing the way we communicate, increasing the rate of consumerism, and changing how we interact and gather information.

ICT has invaded and transformed many aspects of our lives to the extent that we live in an environment that is dominated by technology which itself is consumer-driven. No matter how we perceive its presence, there is no denying that it is an important part of our lives and that it is here to stay.

Information and Communication Technology (ICT) includes computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors among others, and is widely used in today's education field. Kent and Facer (2004) indicated that school is an important environment in which students participate in a wide range of computer activities, while the home serves as a complementary site for regular engagement in a narrower set of computer activities. Increasingly, ICT is being applied successfully in instruction, learning, and assessment. ICT is considered a powerful tool for educational change and reform. A number of previous studies have shown that an appropriate use of ICT can raise educational quality and connect learning to real-life situations (Lowther, et al. 2008; Weert and Tatnall 2005). As Weert and Tatnall (2005) have pointed out, learning is an ongoing lifelong activity where learners change their expectations by seeking knowledge, which departs from traditional approaches. As time goes by, they will have to expect and be willing to seek out new sources of knowledge. Skills in using ICT will be an indispensable prerequisite for these learners. ICT tends to expand access to education. Through ICT, learning can occur any time and anywhere. Online course materials, for example, can be accessible 24 hours a day, seven days a week. Teleconferencing classrooms allow both learner and teacher to interact simultaneously with ease and convenience. Based on ICT, learning and teaching no longer depend exclusively on printed materials. Multiple resources are abundant on the Internet, and knowledge can be acquired through video clips, audio sounds, visual presentation and so on. Current research has indicated that ICT assists in transforming a teaching environment into a learner-centered one (Castro Sánchez and Alemán 2011). Since learners are actively involved in the learning processes in ICT classrooms, they are authorized by the teacher to make decisions, plans, and so forth (Lu, Hou and Huang 2010). ICT therefore provides both learners and instructors with more educational affordances and possibilities. More specific benefits of using ICT entrepreneurship in education are described below.

Help of ICT Entrepreneurship in Education : E-learning or Online Learning: The presence of ICT in education allows for new ways of learning for students and teachers. E-learning or online learning is becoming increasingly popular and with various unprecedented events taking place in our lives, this does not only open opportunities for schools to ensure that students have access to curriculum materials whilst in the classroom but also allows them to ensure students outside the

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classroom such as at home or even in hospitals can learn.

ICT brings inclusion: The benefits of ICT in education are of such that students in the classroom can all learn from the curriculum material. Students with special needs are no longer at a disadvantage as they have access to essential material and special ICT tools can be used by students to make use of ICT for their own educational needs. Despite this, it opens up new issues related to the 'digital divide' and providing access to ICT tools and resources for those who are less fortunate.

ICT promotes higher-order thinking skills: One of the key skills for the 21st century which includes evaluating, planning, monitoring, and reflecting to name a few. The effective use of ICT in education demands skills such as explaining and justifying the use of ICT in producing solutions to problems. Students need to discuss, test, and conjecture the various strategies that they will use. ICT enhances subject learning: It is well known these days that the use of ICT in education adds a lot of value to key learning areas like literacy and numeracy. ICT use develops ICT literacy and ICT Capability: Both are 21st-century skills that are best developed whilst ICT remains transparent in the background of subject learning. The best way to develop ICT capability is to provide them with meaningful activities, embedded in purposeful subject-related contexts. ICT use motivates learning: Society's demands for new technology have not left out children and their needs. Children are fascinated with technology and it encourages and motivates them to learn in the classroom.

ICT in education improves engagement and knowledge retention: When ICT is integrated into lessons; students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways. As a consequence of this increased engagement, it is said that they will be able to retain knowledge more effectively and efficiently.

We live in a "knowledge economy": This is an economy where it is vital to have the ability to produce and use information effectively (Weert, 2005). It is a time when ICT is pervasive and permeates throughout all industries in the economy whether it may be health, education, environment or manufacturing (Moon, 2007). The significance of ICT in the Australian economy was emphasized in the recent article by Alan Patterson, CEO of the Australian Computer Society, in his statement that the "ICT industry now rivals mining in terms of the contribution to the economy" (Patterson, 2013, p. 8).

ICTs will continue to be a significant part of our future as it connects itself to more and more parts of our lives. It will continually evolve and change because as consumers we all like a choice. We like to use ICT for personal growth, creativity, and joy, consumption, and wealth (Semenov, 2005).

Some Difficulties in Using ICT In Teaching- Learning Lack of software problem : This was one of the major factors that made difficulties in use of ICT. There were unreliable and pirated software that had been frequently changed in the computer labs which were difficult to use properly in teaching-learning process. In majority of the cases it had been found that the ICT facilities were limited for both the teachers and students and they had to share with other teachers. According to, the inaccessibility of ICT resources is not always merely due to the non-availability of the hardware and software or other ICT materials within the institution. It may be the result of one of a number of factors such as poor organization of resources, poor quality hardware, inappropriate software, or lack of personal access for teachers. The limitations on access to hardware and software resources influenced teachers? motivation to use ICT in the classroom.

Lack of sufficient training: Most of the teachers lack the skill to use the ICT in teaching-learning process because they did not get enough training opportunities. Teachers were rarely seen using ICT in a classroom environment because most of the teachers were reluctant to use new technology. New technologies need to be integrated in the classroom and teachers have to be trained in the use of these ICT in particular. In this regard some initial training is needed for teachers to develop appropriate skills, knowledge, and attitudes regarding the effective use of computers to support learning. one of the top three problems to teachers? use of ICT in teaching was the lack of training. The issue of training is certainly complex because it is important to consider several components to ensure the effectiveness of the training. These were time for training, pedagogical training, skills training, and ICT use in initial teacher training. Providing pedagogical training for teachers, rather than simply training them to use ICT tools, is an important issue.

Lack of learning equipment tools and resources : It was found that most of the institutions had computers. But the computers were very few and most of the time they were being used by students who were offering computers science and information technology (IT) leaving the rest of the students and teachers in dilemma. Various research studies indicated several reasons for the lack of access to technologies. Teachers complained about how difficult it was to always have access to computers . The author gave reasons like "Computers had to be booked in advance and the teachers would forget to do so, or they could not book them for several periods in a row when they wanted to work on several projects with the students". In

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other words, a teacher would have no access to ICT materials because most of these were shared with other teachers. Teachers identified lack of insufficient numbers of computers, insufficient peripherals, and insufficient numbers of copies of software, and insufficient simultaneous internet access as the main obstacles to the implementation of ICT in educational institutions. The accessibility of ICT resources does not guarantee its successful implementation in teaching, and this is not merely because of the lack of ICT infrastructure but also because of other problems such as lack of high quality hardware, suitable educational software, and access to ICT resources. Analysis asserts that poor choices of hardware and software and lack of consideration of what is suitable for classroom teaching are problems facing many teachers.

Teachers' reluctance to new technology : One of the problems in the implementation of computers in teaching-learning was teachers? acceptance, which is in turn was influenced by their attitudes towards these media. Teachers? attitudes have been found to be the major predictors of the use of new technologies in instructional settings; the successful use of new technology in the classroom depends largely on the teachers? attitudes toward these tools. In fact, teachers? attitudes towards computers affect their use of computers in the classroom and the likelihood of their benefiting from training. Many researches into the problems of integrating ICT in education found that teachers? reluctant to new technology was a significant problem. Watson, argued that integrating the new technologies into educational settings requires change and different teachers will handle this change differently. According to him considering different teachers? attitudes to change is important because teachers? beliefs influence what they do in classrooms. Becta claims that one key area of teachers? attitudes towards the use of technologies is their understanding of how these technologies will benefit their teaching and their students? learning. Schoepp, found that, although teachers felt there was more than enough technology available, they did not believe that they were being supported, guided, or rewarded in the integration of technology into their teaching.

Lack of skilled personnel : It has been observed that the teachers werelacking in the knowledge and skills; and they were reluctant about the changes and incorporation of extra learning associated with computers into their teaching practices. Hence there is a problem of teachers? acceptance and adoption of ICT. Accordingly, teachers who do not use computers in classrooms claim that "lack of skills" is a constraining factor preventing them from using ICT. It was also found that teachers? lack of knowledge and skills in teaching was a serious obstacle of using ICT in technical and higher educational institutions. Newhouse found that many teachers lacked the knowledge and skills to use computers and were not eager about the changes and integration of supplementary learning associated with bringing computers into their teaching practices.

Lack of knowledge : Another problem, which is directly related to teacher confidence is- teachers? lack of knowledge in integrating ICT into pedagogical practice. In Syria, for example, teachers? lack of technological competence has been cited as the main problem of using ICT in teaching-learning . Likewise, in Saudi Arabia, lack of ICT skills is a serious obstacle to the integration of technologies into classroom teaching and learning. Another worldwide survey conducted by Pelgrum, of nationally representative samples of institutions from 26 countries, found that teachers? lack of knowledge and skills is a serious obstacle to using ICT in educational institutions.

Conclusion : The role of ICT in education is recurrent and unavoidable. The rapid evolution of technologies indicates that the role of ICT in the future will increase enormously in the education system. Looking at current activities and practices in education, it can be said that the development of ICT in education has strongly influenced "what is learned, how is learned, when and where learning takes place, who learns and who teaches. ". ICT also aims to change the role of teachers. In addition to teaching in the classroom, they will have other skills and responsibilities. Teachers will serve as virtual guides for students using electronic media. Ultimately, the use of ICT will enhance students' learning experiences. It also helps them think independently and communicate creatively. It also helps students build successful careers and lives in an increasingly technological world.

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