



# Altruism Of Teachers Using Ict In Teaching English

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## ARTICLE INFO

## ABSTRACT

This study explores the selfless acts of teachers in the use of ICT (information and communication technology) in the teaching of English. It emphasises the unselfish ways in which educators use inclusive, unique, and interesting digital resources to improve student learning. In the end, their commitment equips pupils for success in the future by encouraging enhanced language proficiency, access to technology, and interactive learning. The sample consists of 300 English teachers in arts and science, and B.Ed. College.

**KEYWORDS:** gratitude, helping, forgiveness, technology

## INTRODUCTION

The use of ICT (information and communication technologies) in English instruction has revolutionized the field of education by empowering teachers to improve language learning, understanding, and student engagement. Teachers who use ICT-driven approaches show a great deal of compassion by devoting their time, energy, and resources to making sure students have excellent educational experiences. To meet the varied learning requirements of their students, these educators continue to use digital resources, online environments, and interactive content throughout obstacles like lack of training, restricted opportunities for technology, and refusal to change.

Their willingness to constantly improve their abilities, adapt their teaching methods, and establish a welcoming atmosphere where pupils flourish is a clear indication of their altruism. In addition to improving language education, instructors who embrace ICT give students the online literacy abilities they need to succeed in nowadays. This investigates the altruistic motives of educators who incorporate ICT into English instruction and how they affect the academic achievements of their students.

Instructors' willingness to pursue ongoing personal growth and their frequent search for innovative approaches to successfully incorporate technology into their lessons are other indications of their generosity. They go above and beyond conventional teaching techniques to guarantee that students gain access to technology, the ability to think critically, and solve problems abilities in addition to language proficiency. Because of their dedication, the tradition of lifelong study is promoted, and students grow more self-reliant and comfortable using Language for both learning and interpersonal communication.

This study examines the selfless reasons for teachers' use of ICT in English classes as well as how their efforts affect students' learning. It looks at how their unselfish commitment improves language learning and digital competency, which eventually helps students in a world that is becoming more and more reliant on technology. This study highlights the positive impact of digital technologies in education by emphasizing the role of compassion in ICT-based language learning.

## NEED AND SIGNIFICANCE OF THE STUDY

This study is necessary because of the growing use of the use of ICT in the instruction of English and the critical role that instructors play in making sure that it is implemented successfully. Teachers demonstrate selflessness as education gets increasingly digital by devoting time and energy to learning and using ICT technologies, frequently without receiving immediate benefits. To acknowledge their efforts and solve the difficulties they encounter, it is crucial to comprehend their unselfish commitment.

This study is important because it has the potential to demonstrate how instructors' selfless efforts improve students' engagement, language skills, and digital literacy. It also underlines the necessity of resources, professional training, and institutional support to improve ICT integration. This study offers important insights for stakeholders, educators, and policymakers to create a more positive atmosphere based on technology English language instruction by looking at the benefits and difficulties teachers experience.

### STATEMENT OF THE PROBLEM

The problem of the study can be stated as **Altruism of Teachers Using ICT in Teaching English**

### OPERATIONAL DEFINITION OF THE VARIABLES

#### ICT

The term "ICT" describes the digital resources, tools, and platforms that educators utilize to improve their instruction of the English language. This involves digital whiteboards, virtual classroom administration platforms, desktops, internet-based multi-media apps, and mobile-assisted learning tools. How much teachers use ICT in preparing for lessons, and pupil involvement is how it is assessed in this manner.

#### ALTRUISM

According to this study, altruism is the unselfish commitment of educators to incorporating ICT into teaching English to enhance pupil learning results, even in the face of obstacles including short duration, shortage of materials, and insufficient training. It is measured by how eager teachers are to put in more work, adjust to new technology, and offer pupils individual guidance without anticipating immediate rewards.

### REVIEW OF RELATED LITERATURE

**Haerazi (2024)** the present explored "ICT Integration into English Language Teaching Learning: Insights from Some Private Higher Education Institutions" The qualitative approach research method was used in the present study. The sample consists of 25 English lecturers from West Nusa Tenggara, a private university. The major findings are the study's conclusions show that English professors at private universities in West Nusa Tenggara, Indonesia, have varied approaches to integrating ICT. educators show a preference for creative and multidimensional technology integration, while others show a preference for more traditional and hardware-focused methods. It is clear from this that English professors have opinions about how best to integrate ICT into English language education programs while maximizing the use of technology.

**Ambika (2022)** examines the study "Information and Communication Technology in English Language Teaching: Some Opportunities and Challenges". The qualitative research design method was used in the present study. The sample consists of 12, six from both teachers and students in the B.Ed., colleges in Nepal. The findings are participants could access learning resources, prepare and present their courses, and carry out cooperative learning activities with the help of ICTs during their instruction and learning. ICTs were judged to be helpful in ELTAL by both instructors and students in both colleges. The college A class teacher highlighted their experiences, showing how important it is to use ICTs to increase exposure to English (L-S R-W-G). Anywhere and whenever the students choose, they can provide them with exercises, language skills, and resources for learning.

**Baserer and Zeynep (2022)** a study conducted on "The Mediating Role of Interpersonal Communication in the Relationship between Gratitude and Altruism Levels of Teacher Candidates". A correlational survey design and a quantitative research design were used for the present study. The sample consists of 376 teacher candidates 53% female and 47% male at Erzurum Ataturk University Faculty of Education. The findings show some roles as mediators of social interaction were observed in the association among the amount of appreciation and altruism exhibited by applicants for teachers.

### HYPOTHESES OF THE STUDY

1. There is no significant difference in dimensions of altruism and ICT in English instructors due to differences in Gender.
2. There is no significant difference in dimensions of altruism and ICT in English instructors due to differences in Locality.
3. There is no significant difference in dimensions of altruism and ICT among English instructors due to differences in academic stream teaching.
4. There is no significant difference in dimensions of altruism and ICT, among English instructors due to differences in type of management.

5. There is no significant difference in dimensions of altruism and ICT in English instructors due to differences in the type of college.

## METHODOLOGY

In the study, the researcher applied a quantitative approach. A questionnaire was distributed to 300 English professors at Arts and Science and B.Ed. colleges to collect data. A stratified random sample strategy was used in collecting data.

## INSTRUMENTATION

### Uses of ICT

Under the supervision of the supervisor, the investigator developed the usage of ICT tools. The international computer and information literacy study teacher questionnaire (2018) was used as the basis for the ICT tool that the researcher created. This tool has 61 assertions in four dimensions. The ICT Scale was used to rate on a five-point Likert scale, with 1 denoting strongly agree and 5 denoting strongly disagree. The Cronbach's Alpha Coefficient method yielded a reliability score of 0.869, indicating that the measure is extremely reliable.

### Altruism

Altruism is a standardized instrument from Dr N. Kalaiarasi and K. Sheeba's Constructing Guides (2014). There are forty items on the scale. Included are the following dimensions: forgiveness (7), gratitude (10), and helping attitude (23). With alpha coefficients ranging from positive to high (0.819), Cronbach's alpha for the 40 items has been continuously constant, demonstrating its dependability for the study. For positive question statements, weightage scores of 4,3,2,1 and 0 were given a 5-point scale, which included entirely agree, agree, moderately agree, disagree, and disagree. Reversed scores of 0, 1, 2, 3, and 4 were assigned to the negative items.

## DATA ANALYSIS AND INTERPRETATION

**H.1** There is no significant difference in dimensions of altruism and ICT in English instructors due to differences in Gender

**Table 1 't' Ratio for the difference in factors of Altruism in the Usage of ICT (and its dimensions) owing to the difference in gender.**

Factors of Altruism in Usage of ICT of Arts and Science and B.Ed. English Teachers.	Gender				t value	P value
	Male		Female			
	Mean	SD	Mean	SD		
Learning ICT use in instruction	60.19	10.97	64.32	9.04	3.576	<0.001**
Enrichment of knowledge	58.50	13.34	62.35	10.94	2.745	0.006**
The ICT you use to teach	49.63	15.39	50.86	15.35	0.694	0.488
In your college	59.36	11.38	62.47	10.25	2.496	0.013*
<b>Overall Perception of Usage of ICT</b>	<b>228.29</b>	<b>42.52</b>	<b>240.31</b>	<b>34.69</b>	<b>2.695</b>	<b>0.007**</b>
Helping Attitude	77.14	8.74	79.49	8.68	2.341	0.020*
Gratitude	36.89	5.75	38.01	4.66	1.825	0.065
Forgiveness	27.97	6.83	29.73	4.64	2.636	0.009**
<b>Overall Altruism</b>	<b>142.00</b>	<b>18.64</b>	<b>147.23</b>	<b>14.43</b>	<b>2.735</b>	<b>0.007**</b>

Since the P value is less than 0.01, the null hypothesis is rejected at a 1% level with regard to the Factors of the Learning ICT use in instruction, Enrichment of knowledge, the overall perception of usage of ICT, Forgiveness, and overall Altruism.

Hence, there is a significant difference among the Factors of Learning ICT use in instruction, Enrichment of knowledge, the overall perception of usage of ICT, Forgiveness, and overall Altruism.

**H.2** There is no significant difference in dimensions of altruism and ICT in English instructors due to differences in Locality

**Table 2 't' Ratio for the difference in factors of Altruism in the Usage of ICT (and its dimensions) owing to the difference in locality.**

Factors of Altruism in Usage of ICT of Arts and Science and B.Ed. English Teachers.	Urban		Rural		t value	P value
	Mean	SD	Mean	SD		
Learning ICT use in instruction	60.09	11.70	64.71	7.77	4.029	<0.001**
Enrichment of knowledge	58.81	13.73	62.30	10.32	2.491	0.013*
The ICT you use to teach	49.39	16.52	51.18	14.09	1.008	0.314
In your college	60.15	11.70	61.89	9.97	1.381	0.168
<b>Overall Perception of Usage of ICT</b>	<b>229.30</b>	<b>45.30</b>	<b>240.09</b>	<b>30.53</b>	<b>2.420</b>	<b>0.016*</b>
Helping Attitude	76.55	9.53	80.23	7.53	3.711	<0.001**
Gratitude	37.02	5.85	37.95	4.47	1.552	0.122
Forgiveness	28.39	6.84	29.43	4.56	1.540	0.125
<b>Overall Altruism</b>	<b>141.97</b>	<b>19.20</b>	<b>147.61</b>	<b>13.24</b>	<b>2.965</b>	<b>0.003**</b>

Since the P value is less than 0.01, the null hypothesis is rejected at a 1% level about the Factors of Learning ICT use in instruction General Intelligence, Helping Attitude, and overall Altruism. Hence there is a significant difference among the Factors of Learning ICT use in instruction General Intelligence, Helping Attitude, and overall Altruism.

Since the P value is less than 0.05, the null hypothesis is rejected at a 1% level about the Factors the ICT you use to teach, and the overall perception of usage of ICT. Hence there is a significant difference between the factors of the ICT you use to teach and the overall perception of usage of ICT.

Since the P value is less than 0.05, the null hypothesis is rejected at a 1% level about the Factors in your college, and Helping Attitude. Hence there is a significant difference between the factors of your college, and Helping Attitude.

**H.3** There is no significant difference in dimensions of altruism and ICT among English instructors due to differences in academic stream teaching

**Table 3 't' Ratio for the difference in factors of Altruism in the Usage of ICT (and its dimensions) owing to the difference in Academic stream**

Factors of Altruism in Usage of ICT of Arts and Science and B.Ed. English Teachers.	Academic stream				t value	P value
	Arts & Science		Education			
	Mean	SD	Mean	SD		
Learning ICT use in instruction	61.96	10.38	66.37	7.10	2.267	0.024*
Enrichment of knowledge	60.49	12.63	61.13	8.22	0.273	0.785*
The ICT you use to teach	49.53	15.53	57.10	11.87	2.586	0.010**
In your college	60.81	10.92	62.90	10.61	0.997	0.320
<b>Overall Perception of Usage of ICT</b>	<b>233.27</b>	<b>39.68</b>	<b>247.50</b>	<b>28.99</b>	<b>1.907</b>	<b>0.058</b>
Helping Attitude	78.27	8.98	79.53	6.66	0.950	0.348
Gratitude	37.57	5.32	36.77	4.16	0.969	0.338
Forgiveness	28.74	6.01	30.47	3.46	2.369	0.022*
<b>Overall Altruism</b>	<b>144.57</b>	<b>17.19</b>	<b>146.77</b>	<b>11.45</b>	<b>0.940</b>	<b>0.352</b>

There is no significance difference among educational qualifications in English about factors in your college, Enrichment of knowledge, the overall perception of usage of ICT, Helping Attitude, Forgiveness, and overall Altruism. since the P value is greater than 0.05. Hence the null hypothesis is accepted at a 5% level about factors in your college, Enrichment of knowledge, the overall perception of usage of ICT, Helping Attitude, Forgiveness, and overall Altruism.

**H.4** There is no significant difference in dimensions of altruism and ICT, among English instructors due to differences in type of management.

**Table 4 'F' Ratio for the difference in factors of Altruism in the Usage of ICT (and its dimensions) owing to the difference in Types of management.**

Factors of Altruism in Usage of ICT of Arts and Science and B.Ed. English Teachers.	Types of management.			F value	P value
	Government	Government Aided	Private		
Learning ICT use in instruction	60.32 (11.74)	60.57 (11.44)	63.80 (8.87)	3.955	0.020*
Enrichment of knowledge	57.59 (13.50)	58.67 (13.02)	62.19 (11.32)	3.832	0.023*
The ICT you use to teach	48.02 (17.12)	50.67 (17.04)	50.63 (14.03)	0.514	0.599
In your college	56.22 (12.16)	59.86 (11.42)	62.73 (9.90)	6.869	0.001**
<b>Overall Perception of Usage of ICT</b>	<b>224.54 (42.48)</b>	<b>230.14 (43.75)</b>	<b>239.37 (34.84)</b>	<b>3.279</b>	<b>0.039*</b>
Helping Attitude	75.98 (9.12)	76.50 (9.18)	79.91 (8.20)	6.360	0.002**
Gratitude	36.41 (6.32)	37.38 (5.64)	37.79 (4.69)	1.179	0.309
Forgiveness	27.44 (7.21)	28.85 (6.59)	29.29 (4.98)	1.685	0.187
<b>Overall Altruism</b>	<b>139.83 (20.71)</b>	<b>142.73 (18.13)</b>	<b>146.99 (14.49)</b>	<b>4.039</b>	<b>0.019*</b>

Since the P value is less than 0.01, the null hypothesis is rejected at a 1% level about the factors of your college, Helping Attitude. Hence, there is a significant difference in your college, and Helping Attitude.

Since the P value is less than 0.05, the null hypothesis is rejected at a 1% level about the Factors of Learning ICT use in instruction, Enrichment of knowledge, the overall perception of usage of ICT, and overall Altruism. Hence there is a significant difference among the Factors of Learning ICT use in instruction, Enrichment of knowledge, the overall perception of usage of ICT, and overall Altruism.

**H.5** There is no significant difference in dimensions of altruism and ICT in English instructors due to differences in the type of college.

**Table 5 'F' Ratio for the difference in factors of Altruism in the Usage of ICT (and its dimensions) owing to the difference in Types of college**

Factors of Altruism in Usage of ICT of Arts and Science and B.Ed. English Teachers.	Types of college			F value	P value
	Men	Women	Co-Education		
Learning ICT use in instruction	56.23 (12.24)	61.28 (10.52)	64.49 (8.80)	10.215	<0.001**
Enrichment of knowledge	55.68 (15.80)	60.27 (11.96)	61.76 (11.46)	3.277	0.039*
The ICT you use to teach	47.13 (17.47)	46.62 (15.66)	53.71 (13.93)	8.122	<0.001**
In your college	57.81 (12.94)	60.02 (10.44)	62.43 (10.61)	3.174	0.043*
<b>Overall Perception of Usage of ICT</b>	<b>216.94 (53.80)</b>	<b>229.03 (35.21)</b>	<b>242.59 (36.37)</b>	<b>7.944</b>	<b>&lt;0.001**</b>
Helping Attitude	75.13 (9.57)	77.10 (9.18)	80.03 (7.96)	6.289	0.002**
Gratitude	35.58 (6.74)	36.44 (5.52)	38.67 (4.31)	8.742	<0.001**
Forgiveness	26.26 (8.72)	28.37 (5.96)	29.86 (4.72)	5.915	0.003**
<b>Overall Altruism</b>	<b>136.97 (22.48)</b>	<b>141.91 (17.19)</b>	<b>148.56 (13.88)</b>	<b>9.519</b>	<b>&lt;0.001**</b>

Since the P value is less than 0.01, the null hypothesis is rejected at a 1% level with regard to the Factors of Learning ICT use in instruction, The ICT you use to teach, the overall perception of usage of ICT, Helping Attitude, gratitude and overall Altruism. Hence there is a significant difference among the Factors of Learning ICT use in instruction, The ICT you use to teach, the overall perception of usage of ICT, Helping Attitude, gratitude and overall Altruism.

Since the P value is less than 0.05, the null hypothesis is rejected at a 1% level with regard to the Factors of Enrichment of knowledge, in your college. Hence there is a significant difference among the Factors of Enrichment of Knowledge, in your college.

### EDUCATION IMPLICATION

- There are important educational ramifications to teachers' selfless use of technological innovation (ICT) in English language instruction. Their commitment to incorporating digital technologies improves student engagement, encourages individualized instruction, and cultivates digital literacy, thereby equipping students for a world driven by technology. This study emphasizes how important it is for colleges and universities to acknowledge and assist teachers' efforts by giving them access to contemporary technology, proper training, and continual chances to pursue professional growth.
- Regulations should also be created to recognize and encourage educators who use ICT in ways that go over the norm. For teachers to exchange creative ways of teaching and efficient techniques, colleges must also cultivate a collaborative atmosphere. For the benefit of both teachers and students, strengthening instructor services will guarantee long-term integration of ICT. English language instruction can become more accessible, efficient, and prepared for the future by recognizing teachers' altruistic use of modern technology.

### SUMMARY AND CONCLUSION

Teachers may now create more dynamic and engaging learning experiences because of the major transformation of traditional instructional approaches brought about by the integration of ICT (information and communication technology) into English language training. This study emphasizes the selfless endeavours of educators who embrace ICT despite obstacles including scarce resources, inadequate training, and technological hurdles. Their sincere involvement in enhancing pupil learning outcomes, guaranteeing diversity, and equipping students for the world of technology is what motivates them. These teachers develop technological literacy and innovative thinking in addition to improving students' language proficiency through their exploration of technological platforms, electronic materials, and online tools.

In conclusion, a key component of contemporary education is the instructors' selfless use of ICT to teach English. They demonstrate selfless dedication to student development by being committed to exploring options apart from conventional techniques for teaching. ICT will have a greater impact on English language instruction if these efforts are acknowledged and supported through policies, training for teachers, and expenditures.

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