

“Use of ICT in Education among Students of B.Ed Colleges”

Madhusudhan TA MA^a, K.B. Praveena^b

^aResearch scholar Department of studies in education University of Mysore,
Manasagangothri, Mysore-570006, Karnataka, India

^bAssistant professor Department of studies in education University of Mysore,
Manasagangothri, Mysore-570006, Karnataka, India

Abstract

The present study investigates the Use of ICT in Education among Students of B.Ed Colleges. The data was collected by B.Ed students in Mysore. The collected data was analysed to t-test for large scale. The results indicate that the **significant difference between male and female**, there is no major significance difference between government and private B.Ed college students, and also there is no major difference between more and less socio- economic status B.Ed college students use of ICT.

KEYWORDS: Use of ICT, Students of B.Ed Colleges

Introduction

ICTs are making dynamic changes in the society. They are influencing all aspects of life. The influences are felt more and more at schools, because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is forcing schools aptly to respond to this technical innovation. Tinio (2002), states the potentials of ICTs in increasing access and improving relevance and quality of education in developing countries. Tinio further states the potentials of ICT as follows.

Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in student's exposure to educational ICT through curriculum integration has a significant and positive impact on student's achievement, especially in terms of "**Knowledge Comprehension**" · "**Practical skill**" and "**Presentation skill**" in subject areas such as mathematics, science, and social studies.

However, you can see that there are many education technology solutions provided in the world which may cause confusion among educators about how to choose the right ICT solution. Let's have a look at the advantages and disadvantages of ICT tools for education and discover what kind of education ICT solution is suitable for your school needs.

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a “diverse set of technological tools and resources used to communicate and to create disseminate, store, and manage

information.” These technologies include computers, the Internet, broadcasting technologies (radio and television) and telephony.

In recent years there has been a groundswell of interest in how computers and the Internet can be the best harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. But ICTs are more than just these technologies, older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries. The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant of high costs of access.

Moreover, different technologies are typically used in combination rather than as the sole delivery mechanism. For instance, the Kothmale Community Radio Internet uses radio broadcasts, computer and Internet technologies to facilitate the sharing of information and provide educational opportunities in rural community in Sri Lanka. Similarly, the Indira Gandhi National Open University in India combines the use of print, recorded audio video, broadcast radio, television, and audio conferencing technologies.

Information and Communications Technologies (ICT) education is basically our society’s efforts to teach its current and emerging citizens valuable knowledge and skills around computing and communications devices, software that operates them, applications that run on them and systems that are built with them.

There are many important dimensions to ICT education, including:

ICT/Digital Literacy – Today, everyone needs a basic understanding of ICT and how to make productive use of it, just to be good students, workers and citizens. Teaching people how to be competent basic users of ICT technologies is an important role of ICT education, so they will be successful in their academic and work careers, and so they can efficiently participate in modern technical society. As part of its study validating U.S. Department of Labour IT Competency model content in California, MPICT determined with 99% confidence in California employer agreement with the following statements regarding Digital Literacy:

“Information and communication technologies (ICT) competencies are increasingly important for most of our employers, regardless of role. If there was an agreed-upon standard for "digital literacy", or ICT competencies expected of all workers, regardless of workplace role, my organization would value a credential based on that standard as a way of validating ICT skills for non-ICT workers.” (70.5% agree or very much agree)

“In the 21st century, an ability to work with information and communication technologies is becoming as essential to education, life and workplace success as "reading, writing and arithmetic".” ICT Digital Literacy should be considered as a basic skill by educational systems, something taught to and assessed for all students. (85.2% agree or very much agree)

This study details is about 49 competencies for ICT User level knowledge and skills, as an actionable, teachable and assessable definition of what people need to know and be able to do, to be “digitally literate.”

Objectives

The main objectives of the study

- To study whether there is significant difference between male and female b.ed students with reference to the use of ICT students of B.Ed Colleges
- To study the significant difference between students from Government and private B.Ed Colleges in the use of ICT.
- To study the significant difference between high and low socio-economic B.ed students with reference to the use of ICT.

Hypotheses

- There is no significant difference between male and female students with reference to the use of ICT.
- There is no significant difference between Government and private B.Ed Colleges in the use of ICT.
- There is no significant difference between high and low socio-economic B.ed students with reference to the use of ICT.

Operation Definition

- **Use of ICT in Education:** In this study ICT means information and communication technology as use of ICT in education refers the effectualness of ICT in education for making information, sending and receiving information, storing information and displaying information. ICT is used in education at formal level and informal level.
- **Student of B.Ed College:** Who are studied bachelor of education (B.Ed) they are bachelor of education (B.Ed) college students.

Research Methodology

The present study has been conducted through survey method.

Sample of the study

The researcher selected 4 B.Ed colleges from Mysore city. One is government and aided B.Ed College. Two unaided B.Ed colleges were selected on Mysore city.

Tools and Techniques

The present study, Use of ICT in Education questionnaire was prepared by researcher. 34 items are in this questionnaire and also validated by experts.

Procedure of data collection and Analysis

The researcher disturbers the questionnaire to B.Ed college students and students are given her opinions and collected questionnaire. Scoring and analysis through spss 16.0, t-test and ANOVA.

Analysis and Interpretation

H1: There is no significant difference between male and female students with reference to the use of ICT.

Table 1: Showing that the mean, SD, and `t` test difference of male and female students use of ICT among students of B.Ed Colleges

Gander	N	Mean	Std Deviation	t-value	Remarks
Male	83	37.27	4.54	2.83	Not Significant at 0.05 level
Female	119	39.25	5.14		

H2: There is no significant difference between Government and private B.Ed Colleges in the use of ICT.

Table 2: Showing that the mean, SD, and `t` test difference of Government B.Ed Colleges and private B.Ed Colleges students to the use of ICT.

Types of Colleges	N	Mean	Std Deviation	t-value	Remarks
Government	43	38.58	3.94	0.22	Significant at 0.05 level
Private	159	38.39	5.24		

H3: There is no significant difference between high and low socio-economic B.Ed students with reference to the use of ICT.

Table 3: Showing that the mean, SD, and `t` test difference of high and low socio-economic B.ed students with reference to the use of ICT.

Socio-Economic States (SES)	N	Mean	Std Deviation	t-value	Remarks
Low Socio-Economic Stutes	67	37.48	4.88	1.94	Significant at 0.05 level
High Socio-Economic States	135	38.91	4.99		

Results / finding

- Male B.Ed students are significantly different from female B.Ed students as far as Use of ICT in Education considered.
- Government and private B.Ed students are does not differ significantly in their Use of ICT in Education.
- High and low socio economic states B.Ed students are does not differ significantly their Use of ICT in Education.

Implication

The study indicates that significant difference between male and female students with reference to the use of ICT among students of B.Ed Colleges. t- Value (2.83) is higher than the t- table value so significant difference at 0.05 level of significance. Hence our hypothesis h1 that there will be a significant difference in male and female students use of ICT. So the null hypothesis will be rejected. **The alternative hypothesis is significant difference between male and female students with reference to the use of ICT students of B.Ed Colleges.**

It was found that the mean score of Government B.Ed Colleges (38.58) is more than private B.Ed Colleges students (38.39) it can be inferred that Government B.Ed Colleges students to the use of ICT. So the null hypothesis will be accepted.

The study indicates that no significant difference between more and less socio-economic B.ed students with reference to the use of ICT. Because t- value (1.94) is less than the t- table value(1.98) so no significant difference between more and less socio-economic B.ed students with reference to the use of ICT. Hence the null hypothesis accepted.

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