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ICT AWARENESS AMONG THE SECONDARY STUDENTS

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ABSTRACT

The study was driven on secondary students in Katwa Block and Municipal areas. A total sample of 100 students was chosen. A self-made questionnaire was used to collect the data which was treated with statistical techniques. Outcomes raise that not significant variation in the awareness of ICT among the secondary students with to their gender and residence.

KEYWORDS: Awareness towards ICT, Secondary students, t-test, significant level.

1. INTRODUCTION

ICT is the promise for flourishing countries to accelerate their development process. It forms the Axis of several industries. It is the most powerful Device of accrual. Hence, gaining a better understanding of the trends, developments, issues, and impact of ICT on



education has been identified as a priority element (Abolade & Yusuf, 2005).

Modern literacy is going to be understood as computer literacy. Information technology provides the knowledge. The world of education is changing fast due to technological developments. An application of technologies is screen pervasively (Koul, 2002). The wider changes taking place in the society are providing content for instructional development. Over years, there is a shift from oral to written, formal to non-formal, teacher centered to student centered and rigid to flexible forms of instruction (Mangal,

2010).

2. IMPORTANCE OF ICT

In recent years Information and Communication Technology has increasingly significant impact on entire the world. In all sectors of our life, either at home, or at school and in work it takes an important function (Babu, 2013). It prolong our ingoing to, and understanding of, the world at broad. It allows people in all areas of life to benefit from the power of computer systems as personal tools; to combine in groups; and to communicate locally and globally. In addition to developing ICT knowledge and skills for both individuals and

society at large, ICT also offers the education process one of the most potentially powerfully leaning tools available (Thanuskodi, 2013). Not only can computers support learning across the whole curriculum, but communication networks also provide the student with fast and searchable access to vast amounts of information. In addition to this, ICT supports a wide range of broader educational objectives including student learning, collaboration with others and communication skills.

3. OBJECTIVES OF THE STUDY

- To find out whether there is any significant difference between the awareness towards ICT among the boys and girls secondary students.
- To find out whether there is any significant difference between the awareness towards ICT among the urban and rural secondary students.

- To find out whether there is any significant difference between the awareness towards ICT among the rural boys and rural girls secondary students.
- To find out whether there is any significant difference between the awareness towards ICT among the urban boys and urban girls secondary students.

4. HYPOTHESES OF THE STUDY

- There will be no significant difference in the level of awareness of higher secondary students towards ICT on the basis of their gender.
- There will be no significant difference in the level of awareness of higher secondary students towards ICT on the basis of their residence.

5. METHODOLOGY /TOOL

The study used a questionnaire tool and it is to be ensured that the tool should be adequate for the purpose of the study, With 38 questions spread over the following areas General profile of the respondent, Attitude towards ICT, Use of ICT, ICT skill. Hence the investigator used the questionnaire statement as the tool to find out the awareness towards information communication technology among the secondary students.

Mainly close-ended questions were used along with checklists and rating scales. To capture a response options such as "SD = Strongly Disagree", "D = Disagree", "U = Undecided", "A = Agree" and "SA = Strongly Agree", are also included. A random sample of 50 secondary students located in rural areas of Katwa block and 50 secondary students are located in urban area of Katwa Municipal was selected and questionnaires were distributed among them. Of those, 100 (100%) questionnaires were returned completed.

5.1. Sample of the Study

The entire student is divided into a number of homogeneous groups defined as the sub-part of the particular variable for example gender is one variable in which urban and rural are two types of residence. The student of the study is the sample of the study for the present research. The primary purpose of research is to discover principles that have universal application but to study whole student to arrive at generalizations would be impracticable. So in research studies a small proportion is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the students from which it is drawn. For the present study 100 samples has been collected from secondary students in Katwa block and municipal area using stratified random sampling.

5.2. Statistical Techniques

Statistical technique serves the fundamental purpose of the description and inferential analysis. The following statistical technique was used in the study.

Mean (M)

Standard Deviation (SD)

't' Test for determine the significance of difference between two-sub groups variables.

5.3. Hypotheses Testing

Table-1:Significance of difference in the level of awareness of secondary students towards ICT on the basis of their gender

Sex	N	Mean	SD	't' Value	Level of significance
Boys	50	92.28	3098.836	0.0359757	99%
Girls	50	73.16	2129.62		significant

The computed 't' value 0.0359757 is less than the critical value 1.96 at 99% level. The null hypothesis rejected and it can be said that there is no significant difference in the level of awareness of higher secondary

students towards computer on the basis of their gender.

Table-2:Significance of difference in the level of awareness of secondary students towards ICT on the basis of residence.

Residence	N	Mean	SD	't' Value	Level of significance
Urban	50	93.46	1875.31	0.04278	99%
Rural	50	71.98	3014.39		significant

The computed 't' value 0.04278 is less than the critical value 1.96 at 99% level. The null hypothesis rejected and it can be said that there is no significant difference in the level of awareness of higher secondary students towards computer on the basis of their residence.

Table-3: Significant difference between the awareness towards ICT among the rural boys and rural girls secondary students.

Rural	N	Mean	SD	't' Value	Level of significance
Boys	25	82.24	2557.31	0.03887	99%
Girls	25	61.72	653.008		significant

The computed 't' value 0.03887 is less than the critical value 1.96 at 99% level. The null hypothesis rejected and it can be said that there is no significant difference in the level of awareness of higher secondary students towards computer on the basis of their gender in rural area.

Table-4: Significant difference between the awareness towards ICT among the urban boys and urban girls secondary students.

Urban	N	Mean	SD	't' Value	Level of significance
Boys	25	102.32	817.088	0.06659	99%
Girls	25	84.6	1050		significant

The computed 't' value 0.06659 is less than the critical value 1.96 at 99% level. The null hypothesis rejected and it can be said that there is no significant difference in the level of awareness of higher secondary students towards computer on the basis of their gender in urban area.

6. FINDINGS OF THE STUDY

From the analysis of data, the following major findings emerge:

There is no significant difference in the level of awareness of secondary students towards ICT on the basis of gender.

There is no significant difference in the level of awareness of secondary students towards ICT on the basis of their residence.

7. CONCLUSION

Learning must be effective in all ways. The most innovative process in learning is usage of ICT. The interactive nature of the ICT based learning helps the students to understand and grasp the meaning easily. Thus, the ICT helps in effective learning. In this study and attempt has been made to find out the level of awareness towards ICT among the secondary students.

The use of information and communication technologies no doubt is gaining momentum in schools. The Internet is used by faculty, staff, and students in sourcing information. Information and communication technologies assist libraries in providing efficient and current information services. Once the staff and students

are able to use these technologies effectively, the teaching and learning activities in the schools will be made easier. ICT usage will facilitate development since there will be free flow of information.

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a.) USE BLACK/BLUE PEN.
b.) GIVE ✓ MARKS ON ANY OPTION AS YOU WISH.

		SD = Strongly Disagree A = Agree	D = Disagree SA = Strongly	U =Undecided		
1	I have seen a computer System.	SD	D	U	A	SA
2	I have heard of the internet.	SD	D	U	A	SA
3	My school has computer Teacher.	SD	D	U	A	SA
4	My school has computer system (s) for students.	SD	D	U	A	SA
5	My school has internet Facilities.	SD	D	U	A	SA
6	Computers and Internet are used for whole class teaching.	SD	D	U	A	SA
7	There are instructional programmes in CD-Roms, Computers	SD	D	U	A	SA
8	Computer game and simulations are used to engage in practical lessons	SD	D	U	A	SA
9	Projectors are used in class room.	SD	D	U	A	SA
10	I know how to operate computer system	SD	D	U	A	SA
11	I know how to use computer to send e-mail	SD	D	U	A	SA
12	I use computer for playing games	SD	D	U	A	SA
13	I use internet for solving my school work/assignments	SD	D	U	A	SA
14	I know how to use computer for power point	SD	D	U	A	SA
15	I am competent in using Microsoft word for typing	SD	D	U	A	SA
16	I am competent in using excel	SD	D	U	A	SA
17	I know Key points from the internet	SD	D	U	A	SA
18	I know how to see/download Pictures and cartoons	SD	D	U	A	SA
19	I see Films/movies	SD	D	U	A	SA

Questionnaire

a.) USE BLACK/BLUE PEN.

b.) GIVE✓ MARKS ON ANY OPTION AS YOU WISH.

SD = Strongly Disagree D = Disagree U =
 A = Agree SA = Strongly

20	I am competent in Radio programmes	SD	D	U	A	SA
21	I am competent in Television Programmes	SD	D	U	A	SA
22	I know how to use Flash cards	SD	D	U	A	SA
23	I know how to use Tape recorders	SD	D	U	A	SA
24	I know how to download Books from the internet.	SD	D	U	A	SA
25	I am competent in using Home Economics websites(e-comers)	SD	D	U	A	SA
26	I am competent in On-line practical and test exercises	SD	D	U	A	SA
27	I am competent in using GSM and text messages	SD	D	U	A	SA
28	I am competent in using projectors	SD	D	U	A	SA
29	My parents are educated.	SD	D	U	A	SA
30	My parents are competent in using computer system & GSM message.	SD	D	U	A	SA
31	My parents are competent in using internet.	SD	D	U	A	SA
32	My parents are efficient in smart phone	SD	D	U	A	SA
33	My parents are adroit in E-commerce.	SD	D	U	A	SA
34	My parents are Dexterous in Social networking sites.	SD	D	U	A	SA
35	Teachers are using computer-assisted instruction and internet.	SD	D	U	A	SA
36	Teachers are using e-mail to communicate with us?	SD	D	U	A	SA
37	Teachers are use GSM and text messages to solicit information on class work.	SD	D	U	A	SA
38	Teachers are competent to download or record lectures and books from the internet.	SD	D	U	A	SA

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