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IMPACT OF ELECTRONIC GADGETS UTILIZATION AMONG HIGHER SECONDARY STUDENTS

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A sample of 300 students from 8 different schools of Tirunelveli district under 3 educational zones is selected. Results revealed that the level of electronic gadgets utilization among higher secondary students is moderate and there is a significant difference in utilization of electronic gadgets of higher secondary students with regard to gender and locality of the school.

ABSTRACT:

This article deals with the need and use of electronic gadgets in the field of teaching. It is virtually impossible for a single teacher to accommodate all methods of learning when he/she is responsible for teaching a large number of children. But it is possible for a teacher to teach all types of learning styles by using electronic gadgets. Electronic gadget is a small tool such as a machine that has a particular function, but is often thought of as a novelty. This article focuses on the utilization of electronic gadgets, since the technology has a great impact on the students. The present study is an additional knowledge in the field of research and it creates awareness among the rural students about the usage of electronic gadgets. The factors mostly included in the concept of electronic gadgets are television, mobile, computer/laptop, audio players, and social media such as Facebook, Whatsapp.

KEYWORDS: Electronic Gadgets Utilization , Higher Secondary Students , methods of learning .

INTRODUCTION :

The purpose of this study was to determine the impact of technology on students with a focus on rural community in the developing country like India. Technology can become the wings that will allow the educational world to fly farther and faster than ever before - if we will allow it (Jenny Ariedge). A World Bank (2003) report cites the potential that ICT has to improve efficient delivery of resources to the poor, to bring markets within reach of rural communities, to improve government services, and to transfer knowledge needed to meet the Millennium Development Goals. Wenglinski (1998) actually found a negative relationship between the frequency of use of school computers and school achievement. Specifically, studies are needed that directly assess the impact of ICT on student learning, especially those skills such as information handling, problem solving, communication, and collaboration that are considered important for the 21st century (Kozma, 2003).

SIGNIFICANCE OF THE STUDY

Making use of electronic gadgets in the classrooms such as iPods, smart board, digital electronic devices, tablet, PC etc. satisfies the growing standard of technology and prepares the life of the students. Almost three-quarters of



Americans, 73% believe that investing in innovation and advanced technology sciences in education is the key to the country’s long-term success (Harris Interactive, 2009). Due to the advancement in the technology, each and every nook of Indian villages and towns has the facility of modern technology. In rural areas the students have less facility than the urban students. They have to move a long distance from their place for learning purpose. The researcher was keen interested to know, to which level the impact of gadgets is on the rural students. It is to make aware of them to use the gadgets meaningfully and usefully to improve their standards of life.

OBJECTIVES

- To study the level of electronic gadgets utilization among higher secondary students.
- To find out the significant difference on the impact of electronic gadgets utilization of higher secondary students with regard to gender.
- To find out the significant difference on the impact of electronic gadgets utilization of higher secondary students with regard to locality of the school.

HYPOTHESES

1. The level of electronic gadgets utilization of higher secondary students is average.
2. There is no significant difference on the impact of electronic gadgets utilization of higher secondary students with regard to gender.
3. There is no significant difference on the impact of electronic gadgets utilization of higher secondary students with regard to the locality of the school.

Sample: The sample of this study includes higher secondary students who were studying in XI standard of Tirunelveli district. 300 students from 8 schools of Tirunelveli district is selected as a sample by using simple random sampling technique.

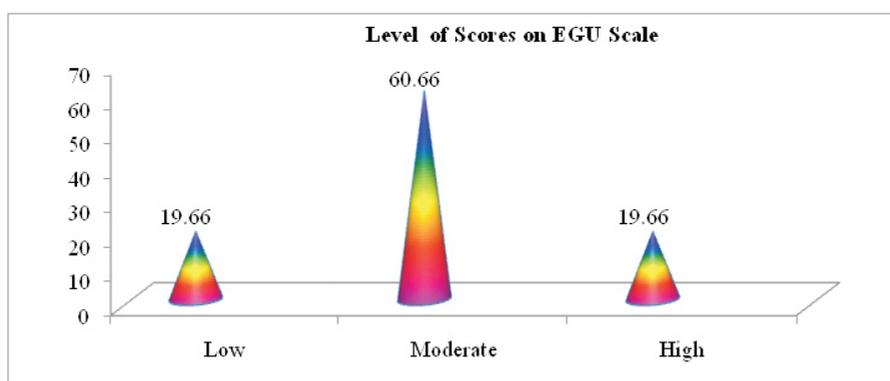
Tool

- Electronic Gadget Utilization Scale (RaLe’s EGU Scale) developed by the investigators to know the impact of electronic gadgets utilization of higher secondary students.

Analysis of Data

Table1: Level of Electronic Gadgets Utilization among Higher Secondary Students

N	Low		Moderate		High	
	N	%	N	%	N	%
300	59	19.66	182	60.66	59	19.66



Graph 1: Electronic Gadgets Utilization of Higher Secondary Students

Table 2: Impact of Electronic Gadgets Utilization of Higher Secondary Students with regard to Gender

Dimension	Gender	N	Mean	SD	t-value	p-value
IoTV	Male	150	62.79	15.034	2.455	0.015*
	Female	150	58.16	17.518		
IoMP	Male	150	47.99	15.971	5.365	0.000**
	Female	150	38.88	13.305		
IoCAP	Male	150	57.25	15.792	1.703	0.090 ^{NS}
	Female	150	54.06	16.666		
IoSM	Male	150	58.24	22.918	6.703	0.000**
	Female	150	41.53	20.183		
Total	Male	150	56.37	13.754	5.451	0.000**
	Female	150	47.81	13.443		

**Significant at 1% level, *Significant at 5% level, NS - Not Significant.

Table 3: Impact of Electronic Gadgets Utilization of Higher Secondary Students with regard to Locality of the School

Dimension	Locality of the School	N	Mean	SD	t-value	p-value
IoTG	Rural	109	64.68	16.059	3.402	0.001**
	Urban	191	50.07	16.243		
IoMP	Rural	109	49.42	16.657	5.328	0.000**
	Urban	191	40.02	13.475		
IoCA	Rural	109	59.05	16.543	2.753	0.006**
	Urban	191	53.72	15.859		
IoSM	Rural	109	60.12	24.073	6.136	0.000**
	Urban	191	44.04	20.441		
Total	Rural	109	58.01	14.315	5.764	0.000**
	Urban	191	48.64	13.030		

** Significant at 1% level.

MAJOR FINDINGS

- 3/5th of higher secondary students are found to have moderate level of electronic gadgets usage (Table-1).
- There is significant difference in utilizing the electronic gadgets by higher secondary students with regard to gender. The mean scores show that the utilization of electronic gadgets by male students is more than that of the female students (Table-2).
- The mean scores show that the utilization of electronic gadgets by male students is higher than the female students in all the dimensions (Table-2).
- There is significant difference in the utilization of electronic gadgets between higher secondary students with regard to the locality of the school. The mean scores show that the utilization of electronic gadgets by rural students is more than that of the urban students (Table-3).
- The mean scores show that the rural students utilize the electronic gadgets much higher than the urban students in all the dimensions (Table-3).

RECOMMENDATIONS

- The female students should be encouraged to complete their project works at schools by using computers with internet facilities.
- Recorded CD’s can be used to improve the learning experience of the students.

- Assignments can be given to the students apart from their subjects to develop the curiosity of the students and this makes them to avoid spending more time in social Medias.
- The subject teachers must take efforts to prepare the modules of their subjects by splitting it into smaller units. This will make the teaching- learning process more effective and create the interest of students for a thirst of learning.
- Language teachers should make maximum usage of language labs to improve the communication skill of the students.

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