

ATTITUDE OF GOVERNMENT SCHOOL AND DAY BOARDING SCHOOL STUDENTS TOWARDS ICT

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Abstract

Information and Communication Technology have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavor within education, business and governance. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education tends itself to more student-centered learning settings. But with the world moving rapidly into the digital media and information, the role of ICT in education is becoming more and more important and their importance will continue to grow and develop in the 21st century. This study was conducted to find out the attitude of Government school and Day boarding school students towards ICT. The sample consisted of 300 students from district Chamba of Himachal Pradesh. For collect data the investigator used Khatoon, T. and Sharma, M. Computer Attitude Scale. The statistical techniques used were the Mean, Standard Deviation, t-test. The investigator found that there is significance difference among attitude of Govt. school students and day boarding school students towards ICT.

Keywords: Attitude towards ICT & Government School and Day Boarding Schools Students

INTRODUCTION

In the present educational scenario, information technology considered as an Information Communication Technology which is an important tool in the entire educational system-curriculum, instruction, and management etc. In the Information Communication Technology era, learning takes place anytime and anywhere. Information Communication Technology makes possible the fast and worldwide exchange of information, and has the capacity to revolutionize work processes, service delivery, etc. it is used to handle information and communication. ICT is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as video-conferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. ICT refers to all the technologies used to handle telecommunications, broadcast media, intelligent building management systems, audio-visual processing and transmission systems, and network-based control and monitoring functions. ICT includes computers, the internet, broadcasting technologies and telephony. In recent years there has been a ground well of interest in how computers and the internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in formal and non-formal settings. ICT are more than just these technologies such as the telephones, radio and television, although now given less attention, have a longer and richer 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. So I can say that ICT play an important role of our life without its our life is incomplete.

REVIEW OF RELATED LITERATURE

Beethenglau and Chiahuasim (2008) investigated that ICT use in schools, perception of ICTs and their training and support needs. From the study it appears that most of them are positive with the use of ICT in school, and they appreciate the use of ICT in enhancing teaching and learning. The students have positive attitude towards further integration of technology into classroom instruction. Ambasana (2009) Results concluded that computer-assisted instruction programme in remediation task was found to be successful as the students were able to overcome the difficult points in the content. Hence, they were able to increase their achievement significantly. Utilization of computer technology in remedial instruction was found effective. Huneke (2013) findings of the study included a number of significant relationships, such as that the variables of academic and social integration had a much greater impact on students institutional commitment than the variables related to students attitudes toward technology use. Ligang Suniya and Lhungdim (2017) conducted study on Students' attitudes towards the use of ICT in secondary schools in Arunachal Pradesh. Study revealed that there is no significant difference of students' attitudes towards ICT was found with respect of gender and race. Hence, the students should be made more aware of the potential benefits of ICT integration in education by promoting innovative programme related to ICT in school. Martínez et al.(2021) Studied Attitudes towards the Use of ICT in Costa Rican University Students: The Influence of Sex, Academic Performance, and Training in Technology. They find positive attitudes in general, with higher scores in the cognitive and behavioral components, and moderate scores in the affective component. In addition, we found differences in attitudes according to sex, prior training in technology, and academic performance.

NEED AND SIGNIFICANCE OF THE STUDY

Today's world is known as modern in which new technologies are introduced after a very short period. The world of education is changing as the modern world continues to grow. With so much progress happening, it's important that education be able to reach students in new ways so that their students are prepare for the future. ICT provides a means to instrument these revolutionary changes called for by the evolutionary transitions in society. ICT tool to support the learning process hold a promise to new solutions for the challenges that education is facing. Information technology is helping to prevent more schools and college dropouts as well. Life events can happen to anyone at any time and even schools and taking advantage of online classes so that students can continue their education instead of considering dropping out. When schools are connected to the internet & different- different technology, our teachers taught to rethink their teaching methods, and students empower to use technology, the impact can be profound.

In the past, attempts has been made to find about Beethenglau and Chiahuasim (2008), Ambasana (2009) "ICT use in schools, perception of ICTs and their training and support needs". Huneke (2013), Veni and Kumari (2015) "Usage of ICT for information administration in higher education institutions". Ligang Suniya and Lhungdim (2017) "Students' attitudes towards the use of ICT in secondary schools". Martínez et al.(2021) "Attitudes towards the Use of ICT in University Students". A critical review of the literature in the field of ICT reveals that none of the researcher has tried to determine the attitude of Government school and day boarding school students towards ICT.

Therefore the present study is humble attempt in fulfilling the gaps exiting researches on ICT.

OBJECTIVES OF THE STUDY

- To study the attitude of Govt. school and day boarding school students towards ICT.
- To study the attitude of Govt. school and day boarding school boys towards ICT.
- To study the attitude of Govt. school and day boarding school girls towards ICT.

HYPOTHESES OF THE STUDY

- There is no significant difference among the attitude of Govt. school and day boarding school students towards ICT.
- There is no significant difference among the attitude of Govt. school and day boarding school boys towards ICT.
- There is no significant difference among the attitude of Govt. and day boarding school girls towards ICT.

METHODOLOGY

In the present study the investigator used descriptive survey method and random sampling technique for selecting the 300 senior secondary school students (150- students of Govt. schools and 150 - students of Day boarding schools) from Chamba District of Himachal Pradesh as a sample. For collected data investigator used Khatoon, T. and Sharma, M. Attitude Scale.

ANALYSIS AND INTERPRETATION OF DATA

Table 1: Comparison of attitude towards ICT among Govt. School and Day Boarding School Students

Group	Students	N	Mean	S.d.	SE _d	t-test	Level of significance
1.	Govt.school	150	76.6	5.58	0.721	8.25	Significant
	Day boarding school	150	82.55	6.87			
2.	Govt.school Boys	75	77.6	5.82	1.06	5.00	Significant
	Day boarding school Boys	75	81.64	7.1			
3.	Govt.school Girls	75	76.79	4.97	0.91	7.76	Significant
	Day boarding school Girls	75	83.84	6.09			

From the Table 1(group-1) we can see that in attitude of Govt. school and Day boarding students towards ICT the calculated t-value is 8.25 which is greater than the table value 1.97 at 0.05 level of significance with df 298. The first aspect concluded that there is significant difference in the attitude of Govt. and Day boarding school students towards ICT. So the proposed hypothesis H_1 is not accepted in the aspect of Govt. and day boarding school students. From the Table 1 (group-2) we can see that attitude among Govt. school boys and day boarding school boys towards ICT the calculated t-value comes 5.00 which is greater than the table value 1.98 at 0.05 level of significance with df 148. The second aspect concluded that there is found significant difference among the attitude of Govt. school and Day boarding school boys towards ICT. So the proposed hypothesis not accepted in the aspect difference among the Govt. and day boarding school boys attitude towards ICT. From the Table 1(group-3) we can see that the attitude of Govt. and day boarding girls towards ICT the calculated t-value is 7.76 which is greater than the table value 1.98 at 0.05 level of significance with df 148. The third aspect concluded that there is significant

difference in the attitude of Govt. school and day boarding school girls towards ICT. So the proposed hypothesis not accepted in the aspect attitude of Govt. and day boarding school girls attitude towards ICT.

FINDINGS OF THE STUDY

- There is found significant difference among attitude of Government school and day boarding school students towards ICT. The higher mean score 82.55 in favour of day boarding school students indicates that attitude towards ICT of this group is more positive than the government school students.
- There is found significant difference among attitude of Government school and day boarding boys towards ICT. Since mean score of boys students of day boarding school is higher, it shows that attitude of this group is more favorable towards ICT than the group of boys students of Government school.
- There is significant difference among the attitude of Government school and day boarding school girls towards ICT. The higher mean score (83.84) in favour of those group who are girls of day boarding school indicates that attitude of this group is more favorable towards ICT than their counterparts.

CONCLUSION

New and emerging technologies challenge the traditional process of teaching. Information communication technology, while an important area of study in its own right, is having a major impact across all curriculum areas. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills. Rapid communication, plus increased access to Information technology in the home, at work, and in educational establishments, could mean that learning becomes a truly lifelong activity-an activity in which the pace of technological change forces constant evaluation of the learning itself. From the findings of the study, the investigator realized that the students studying in the government school should be encouraged to developing their interest and positive attitude towards ICT. Teachers, Parents and society can help the Government school students to develop a positive attitude towards information and communication technology.

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