

ATTITUDE TOWARDS ICT OF HIGHER SECONDARY SCHOOL STUDENTS IN VELLORE DISTRICT

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Abstract

This study looked at higher secondary school students' attitudes toward ICT in the Vellore District. The K. Senthilkumar (2020) attitude toward ICT scale was one of the instruments used in this study. The investigator used the normative survey method in the current investigation. Two hundred students from the Tamilnadu district of Vellore make up the sample chosen for this study. The sample was chosen using the basic random sampling technique.

Keywords: *Attitudes toward ICT, Higher Secondary School Students.*

Introduction

One of the most crucial terms in education is ICT. While radio and television were once considered part of ICT, modern digital technologies like computers and the internet are now considered to be part of ICT. These ICT gadgets play a significant role in education and are employed as effective educational enablers and catalysts for educational reform and change. ICT is a useful instrument for the advancement of human knowledge that can be disseminated across time and space. Technologies related to information and communication. The last ten years have seen a significant shift in the way people communicate and conduct business thanks to new ICT tools, which have also played a significant role in creating the new global economy. They have resulted in a noteworthy transfer.

Significance of the Study

Information and communication technology, or ICT, is a potent tool that can be used in the classroom to give students access to a higher level of education and to create a more engaging learning environment. There are various methods for doing this. Teachers could create lesson plans to augment in-class lectures, or a designated agency could digitize the entire set of learning units and competencies. Multimedia presentations displayed on large classroom screens or on tiny computer screens. Through visual aids, real-world examples, and hands-on learning, this would assist students in learning complex concepts. It is important to understand how students feel about information and communication technology, which is why it is important to know now. With this background in mind, the study's investigator is motivated to investigate attitudes toward ICT.

Objectives of the Study

The following are the objectives of the present study:

The aim is to determine the attitude level of upper secondary school students towards certain demographic variables.

Hypothesis of the Study

Based on the aforementioned objectives, a suitable null hypothesis was developed.

Method of Study

The normative survey technique was used to conduct the current investigation.

Tool Used in the Study

Dr. K. Senthilkumar created and standardized the instrument used in this study.

Sample of the Study

200 students from Vellore District Higher Secondary Schools participated in this study. The sample was chosen by the investigator using basic random sampling.

Differential Analysis

Table 1 't' Test Values For Attitude of Higher Secondary School Students Towards ICT – Based on Gender

Categories	Sub-Samples	N	Mean	S.D	't' Value
Gender	Male	115	96.69	10.87	0.243
	Female	85	93.09	8.30	NS

Together with their mean, standard deviation, and "t" values, the attitudes of male and female higher secondary school students toward ICT are also displayed in Table 1. The calculated "t" value of 0.243 is less than the table value of 1.97 at the 0.05 level of significance. As a result, the research hypothesis is rejected and the null hypothesis is accepted.

The study concludes that, there is no significant difference in the attitude towards ICT of higher secondary school students with respect to gender".

Table 2 't' Test Values For Attitude of Higher Secondary school Students Towards ICT – Based on Locality of The School

Categories	Sub-Samples	N	Mean	S.D	't' Value
Locality of the school	Rural	131	94.95	10.53	0.350
	Urban	69	92.38	9.38	NS

Table 2 also shows the attitude toward ICT of higher secondary school students in rural and urban areas, along with their mean, standard deviation, and "t" values. At the 0.05 levels of significance, the computed value of 0.350 is less than the table value of 1.97. The null hypothesis is accepted and the research hypothesis is rejected. Furthermore, it is determined that there is no discernible difference between the attitudes of higher secondary students in rural and urban areas toward ICT.

Table 3 't' Test Values for Attitude of Higher Secondary School Students Towards ICT - Based on Medium of Study

Categories	Sub-Samples	N	Mean	S.D	't' Value
Medium of study	English	136	93.39	10.98	0.145
	Tamil	64	91.02	9.82	NS

The mean, standard deviation, and "t" values of higher secondary school students in Tamil and English regarding their attitudes toward ICT are further displayed in Table 3. At the 0.05 level of significance, the computed "t" value of 0.145 is less than the table value of 1.97. The null hypothesis is accepted. The research hypothesis is rejected. It is further concluded that there is no discernible difference between the attitudes of higher secondary Tamil and English-medium students toward ICT.

Table 4 't' Test Values For Attitude of Higher Secondary School Students Towards ICT – Based on Type of Family

Categories	Sub-Samples	N	Mean	S.D	't' Value
Type of family	Nuclear	123	93.32	12.52	0.604
	Joint	77	91.20	7.87	NS

The mean, standard deviation, and "t" values of nuclear and joint types of families with higher secondary school students' attitudes toward ICT are also shown in Table - 4. At the 0.05 level of significance, the computed value of 0.604 is less than the table value of 1.97. The null hypothesis is accepted. The research hypothesis is rejected. Furthermore, it is determined that students in higher secondary schools have the same attitudes toward ICT regardless of their family type.

Findings of the Study

- Gender differences in the attitudes of upper secondary school students toward ICT are not statistically significant.
- The attitudes of higher secondary students in rural and urban areas towards ICT are not significantly different.

- The attitudes of higher secondary students studying in Tamil and English regarding ICT are not significantly different.
- Regarding family type, there is no discernible difference in the attitudes of upper secondary school students toward ICT.

Educational Implications

Technology plays a crucial role in deciding how and to what extent technologies are used in the classroom, improving student performance in the process. Instructors recognize and encourage the value of ICT literacy among their students as a means of preparing them for postsecondary education, the workforce, and life in general. Educators acquire the skills necessary to successfully incorporate technology into their lesson plans and utilize it to improve every student's chances for success. Teachers are aware of and continue to research the social, moral, legal, and human issues related to technology use. Workshops, conferences, seminars, and training programs pertaining to educational technology should be arranged for teachers and students by administrators, policy makers, and school education authorities.

Recommendations

It is important to support students in adopting a positive outlook on ICT. Their performance on ICT exams might increase as a result. In conclusion, it is not appropriate to prohibit or overly encourage students from using computers. They ought to receive modest encouragement. Perhaps what's different is the caliber of their engagement.

Conclusion

Finding out how higher secondary school students in the Vellore District felt about ICT was the aim of the current study. Students at Higher Secondary Schools generally had similar favorable opinions about ICT. Nonetheless, the research demonstrated that a student's generally positive attitudes toward ICT do not always translate into a higher ICT score. This demonstrates that improving students' attitudes toward ICT alone will not help them score higher on the subject.

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