



Use of ICT by Student Teacher

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Abstract:

ICTs are one of the major contemporary factors shaping the global economy and producing rapid changes in society. They have fundamentally changed the way people learn, communicate and do business. They can transform the nature of education where and how learning takes place and the roles of students and teachers in the learning process.

Keywords: Education, ICT, Student teacher

1. Introduction

In order to function in the new world economy, students and their teachers have to learn to navigate large amount of information, to analyse, make decisions, and to master new knowledge and to accomplish complex tasks correctively. Overloaded with information, one key outcome of any learning experience should be for learners to critically challenge the material Collected in order to decide whether it can be considered useful input in any educational activity. This is the basis for the construction of knowledge. ICTs have the potential to enhance access, quality and effectiveness in education in general and to enable the development of more and better teachers. As computer hardware becomes available to an increasing number of schools, more attention needs to be given to the capacity building of the key transformers in this process namely, teachers. The objective of this paper is to share some ideas aimed at the training of teacher educators in the integration of ICTs in the classroom. Based on this reflection areas of attention in the promotion of the appropriate use of ICTs by teachers are identified.

Use of different information communication technologies has become inevitable for students in learning. By using modern information communication technologies, students can retrieve their required information within a short time. They can access and disseminate electronic information like e-books, e-journals and can improve their learning by using different modern ICTs in form of wireless networks, internet, search engines, databases, and websites / web technologies.

2. Aims of the Study

The main objectives of the study were to analyze the pattern of ICT usage by students, its availability, use of ICT by their teachers during lecture, student's knowledge of different computer applications and their opinion about ICT use in learning. Besides this, an attempt was made to investigate the:

1. Purpose of internet use by respondents
2. Impact of ICT on their study
3. Widely used search engines by respondents
4. Databases used by them
5. Time spent by the respondents in online information searching activities

3. Research Methodology

A questionnaire was designed after referring research paper and conducting a comprehensive review of the related literature. A survey of the Vaidhya Shree M. M. Patel College of Education, Ahmedabad

was conducted. Fifty questionnaires were distributed among the respondents and out of which 44 were returned. Frequency distribution method applied.

4. Data Analysis

Obtaining data from 44 Students from Vaidya Shree M.M.Patel College of Education. Out of total 50 respondents, 44 (88%) respondents were from Arts & Science Stream. Respondents were between 20 to 25 years old. Data shows that from total 44 respondents, 17 (38.63%) were male and 27 (61.36%) respondents were female.

4.1 Availability of ICT to Respondents

Majority of the respondents no= 19 (43.18%) access ICT at their College computer lab, respondents 15 (34.09%) use their Mobile phone, 6 (13.63%) respondents access at net café while 4 (9.09%) respondents use it at their friend's home.

4.2 Use of ICT by Teacher While Delivering Lecture

Respondents were inquired that how often their teachers use ICT during lecture. Majority 25(56.8%) reported that their teachers sometimes use ICT while teaching them.

Table1: Statistical Distribution of ICT Use By Teacher During Lecture

Sr.	ICT Use	Never	Sometimes	Always
1.	Use of ICT by teacher during lecture	0.00	25(56.8%)	19(43.18%)

Note: 1= Never, 2= Sometimes 3= Always

4.3 Respondent's Knowledge of Computer

Respondent's knowledge of computer application was analyzed. It was found that a vast number of respondents are quite confident in computer use. Use of mouse : Very Confident 23(52.27%), use of Keyboard :Very Confident 17(38.63%), Customizing Desktop Environment: Quite Confident 24 (54.54%), Window Installation: Not Confident 22 (50%), Word Processing: Not Confident 21 (47.72%), Microsoft Excel: Not Confident 23 (52.27%), Microsoft Access: Not Confident 28 (63.63%), Microsoft Power Point: Not Confident 29 (65.90%) while the respondents were found Not Confident in using Microsoft Office Publisher and Web publishing 22(50%).

Table 2. Statistical Distribution of Respondent's Knowledge of Computer

Sr.	Student's Knowledge of Computer	Not Confident	Confident	Quite Confident	Very Confident
1.	Use of Mouse	0.00	6(13.63%)	15(34.09%)	23(52.27%)
2.	Use of Keyboard	0.00	4(9.09%)	13(29.54%)	17(38.63%)
3.	Customizing Desktop Environment	2(4.54%)	7(15.90%)	24(54.54%)	13(29.54%)
4.	Window Installation	22(50%)	3(6.81%)	12(27.27%)	7(15.90%)
5.	Microsoft Word Processing	21(47.72%)	10(22.72%)	9(20.45%)	4(9.09%)
6.	Microsoft Excel	23(52.27%)	8(18.18%)	8(18.18%)	5(11.36%)
7.	Microsoft Access	28(63.63%)	4(9.09%)	8(18.18%)	4(9.09%)
8.	Microsoft Office Publisher	29(65.90%)	6(13.63%)	5(11.36%)	4(9.09%)
9.	Microsoft Power Point	22(50%)	9(20.45%)	6(13.63%)	7(15.90%)

Note: 1= Not Confident, 2= Confident, 3= Quite Confident, 4= Very Confident

4.4 Respondent's Opinion about ICT Use in Learning

Respondents were asked to give their opinion about the use of ICT in learning. Majority of the respondent was found strongly agreed that ICT have great impact on learning process 26(59.09%), ICT accelerate learning process Strongly Agree 29(65.90%), ICT improves GPA Strongly Agree 25(56.81%), teacher should use ICT during teaching No Opinion 17(38.63%), use of ICT for getting

information is better than library Strongly Agree 30(68,18%) I feel fear from the use of ICT 21(47.72%), while majority of the respondent did not provide their opinion regarding the following statements Our syllabus does not support in developing basic ICT skills 26(59.09%), Disagree with the statement I know how to use ICT but not interested in using it for learning 29(65.90%), Disagree with the statement I think getting information from print material/books is better than using ICT 33(75%), Strongly disagree with I cannot study without the use of ICT tools 26(59.09%), I wish that ICT should not be used in teaching :Strongly disagree 24(54.54%), I find it time consuming to use ICT in learning : Strongly Disagree 19(43.18%).

Table 3: Statistical Distribution of Respondent's Opinion About the Use of ICT in Learning

Sr.	Student's Opinion Towards ICT Use	Strongly Disagree	Disagree	No Opinion	Strongly Agree
1.	Use of ICT have great impact on learning process	12(27.27%)	0.00	6(13.63%)	26(59.09%)
2.	ICT accelerate learning process	4(9.09%)	0.00	11(25%)	29(65.90%)
3.	Use of ICT improves my GPA	10(22.72%)	0.00	9(20.45%)	25(56.81%)
4.	Teacher should use ICT during teaching	8(18.18%)	4(9.09%)	17(38.63%)	16(36.36%)
5.	I feel fear from the use of ICT	11(25%)	5(11.36%)	6(13.63%)	21(47.72%)
6.	Our syllabus does not support in developing basic ICT skills	6(13.63%)	8(18.18%)	26(59.09%)	4(9.09%)
7.	Use of ICT for getting information is better than library	4(9.09%)	4(9.09%)	6(13.63%)	30(68.18%)
8.	I know how to use ICT but not interested in using it for learning	8(18.18%)	29(65.90%)	5(11.36%)	2(4.54%)
9.	I think getting information from print material/books is better than using ICT	2(4.54%)	33(75%)	5(11.36%)	2(4.54%)
10.	I cannot study without the use of ICT tools	26(59.09%)	6(13.63%)	8(18.18%)	4(9.09%)
11.	I wish that ICT should not be used in teaching	24(54.54%)	8(18.18%)	8(18.18%)	4(9.09%)
12.	I find it time consuming to use ICT in learning	19(43.18%)	14(31.81%)	5(11.56%)	6(13.63%)

Note: 1= Strongly Disagree, 2= Disagree, 3= No Opinion, 4= Strongly Agree

4.5 Internet Use by Respondents for different activities

An attempt was made to estimate the purpose of internet use by respondents. Majority of the respondents described that they use internet for study purpose no= 83 (50.6%) while 41 (25.0%) respondents use for chatting, 10 (6.1%) respondents use for surfing, 15 (9.1%) respondents for sending e-mail, 30 (18.3%) respondents for preparing presentation, 15 (9.1%) respondents for literature search, 34 (20.7%) respondents use for the preparation of their assignments, 6 (3.7%) respondents for online shopping, 18 (11.0%) respondents for playing online games, 15 (9.1%) respondents for downloading songs/movies, 11 (6.7%) respondents for newspaper reading, 6 (3.7%) respondents for supports information while 11 (6.7%) respondents mentioned that they use internet for writing article.

4.6. Time spent by Respondents in Different Online Information Searching Activities

Respondents were asked that how much time they spend per week in different online information searching activities. Results show that the respondents use the internet for 7-9 Hrs, in browsing 4-6Hrs 22(50%), scanning journals 4-6 Hrs 26(59.09%) and reading e-mails 7-9Hrs 26(59.09%), while they spend 4-6 Hrs per week in downloading articles 7-9Hrs 28(63.63%), internet surfing 7-9Hrs 29(65.90%) and chatting with friends 7-9Hrs 32(72.72%)

Table 6: Statistical Distribution of Time Spent by Respondent's in Different Online Information Searching Activities

Sr.	Activities	1-3 Hrs	4-6Hrs	7-9Hrs
1.	Browsing	11(25%)	22(50%)	11(25%)
2.	Scanning journals	10(22.72%)	26(59.09%)	8(18.18%)
3.	Downloading articles	5(11.36%)	11(25%)	28(63.63%)
4.	Internet surfing	7(15.90%)	8(18.18%)	29(65.90%)
5.	Reading e -mails	8(18.18%)	12(27.27%)	26(59.09%)
6.	Chatting with friends	4(9.09%)	8(18.18%)	32(72.72%)

Note: 1= 1-3 Hrs, 2= 4-6 Hrs, 3= 7-9 Hrs

5. Findings of the Study

- The study found that majority of the respondents was female and majority was between 20 to 25 years old.
- A large number of the respondents reported that they utilize ICT at their College computer lab.
- It was found that their teachers sometimes use ICT during lecture.
- Majority of the respondent's knowledge about computer applications was found quite sufficient for learning purposes.
- The majority strongly agreed that ICT have great impact on their learning as it helps in improving their GPA, teachers should use ICT and use of ICT is better than the use of library.
- A significant number of the respondents mentioned that they use internet daily and mostly for study purpose.
- It shown that the respondents use 7 to 9 hours weekly in different online information searching activities. .

6. Conclusion

The integration of ICT can promote significant changes in the practices of teaching and learning and is beneficial for students; the respondents reported that their teachers sometimes use ICT during lecture. Keeping the importance of ICT in view, the study concluded that teachers should make maximum use of ICT during their lecture because it has a great impact on student's learning. Majority of the respondents admitted that they use internet for study but they do not know about advance searching techniques. This study also strongly recommends that students should be trained to use advance searching techniques for retrieving the material of their interests. Student knows the importance of ICTs. Study reported that the vast majority of the participants used search engines rather than specialized databases and full-text resources.

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