ATTITUDE OF UNDERGRADUATE STUDENTS TOWARDS ICT AFTER LAPTOP DISTRIBUTION POLICY OF UTTAR PRADESH GOVERNMENT

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ABSTRACT

 The purpose was to study the attitude of undergraduate students towards ICT after Laptop Distribution Policy of UP Government. The population of the study has been defined as the Undergraduate Students of Allahabad District. Purposive sampling was used for study. A sample consists of 120 Undergraduate Students which have found the Laptop by Uttar Pradesh Government. To know the attitude of Undergraduate Students an Attitude Scale was developed. It was found that majority of the Undergraduate students agree to quality of Education, Objective of Education, Guidance and Counseling, Reliability of Information, , Expert's Advice, Online Discussion, Information about Journals and Magazines, Immediate feedback, exchange of Information.

Keywords: Attitude Assessment, ICT and Policy.
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INTRODUCTION:

 Now days the role of Information and Communication Technology (ICT), especially internet in the education sector plays an important role, especially in the process of empowering the technology into the educational activities. Education sector can be the most effective sector to anticipate and eliminate the negative impact of ICT. Technology (internet) in another side can be the most effective way to increase the student's knowledge. Being aware of the significant role of ICT (internet) in our life, especially in the educational activities, education authorities should be wise enough in implementing the strategies to empower ICT in supporting the teaching and learning process in the classroom. ICT is not just the bloom of the educational activities, but also it will be the secondary option to improve the effective and meaningful educational process. ICT in Education is the foundation upon which a country develops. It is a dynamic force in the life of every individual influencing his physical, mental, emotional, social and ethical developments.

There is a growing importance for ICT within the school curriculum. Not only it is used to support teaching and learning within other curriculum subjects, but it is also a subject in its own right as a separate discipline. The major objective is that developing skills, knowledge, and understanding in the use of ICT prepares pupils to use such technologies in their everyday lives. ICT tools enable pupils to access, share, analyze, and present information gained from a variety of sources and in many different ways. The use of ICT provides opportunities for pupils to work both collaboratively and independently. As such, the role of ICT within the curriculum is not only to enhance the learning experiences of pupils but also to help them develop the skills essential to participate effectively in the world of affairs. It generates avenues for working in groups developing team spirit, cohesion, and social values.

Annaraja and Joseph (1997) Conducted a study an "Teacher Trainees Attitude towards information and communication technology" The result that (i) 54% of male teacher trainees have high level of attitude towards ICT (ii) 78% of Female teacher trainees possess high level of attitudes towards ICT (iii) there is no significant difference between male and female teacher trainees in their attitude towards ICT. There is no significant association between attitude towards ICT and (a) father's educational qualification (b) Mother's educational qualification (c) father's occupation (d) family income. Njagi, Smith and Isbell (2007) conducted a study on, "Assessing students' Attitudes towards Web-based learning Resources." The results indicated no significant difference in attitude-change between the groups. However, there was a positive technology, among the demographic variables, gender and time students spent on the internet for class projects were found to predict positive attitude. Dey,B.: Saxena, K.M. and Gihar,S. ((2005) conducted a study on ICT and Teacher Educators wee they found that more than 80% teacher educators were found not using educational technologies like magic lantern, epidiascope, video-camera, film projector, LCD projector, radio and DVD in their teaching. 72-90% teacher e4ducators did not use internet, tape recorder, TV, OHP, Computer and Slide Projector during teaching their classes. 68% teacher educators did not use working models during their teaching whereas 7% teacher educators did not use calculators.

Hussain (2007) conducted a study on "A study of student's Attitude towards Virtual education in Pakistan." From the result a positive attitude was found towards virtual education, by the use

of virtual education the nation extending the opportunities of higher education, uniform curricula, technology based instructional methodology and equal opportunities of higher education. Priya (2007) a study on "An analysis of web usage among teacher educators and student teachers" reported that WWW is considered as an important learning environment among the Student Teachers and Teacher Educators. The Student teachers access the Web more than the Teacher Educators. It shows that the internet has not penetrated fully in every sphere of life, particularly in the academia.

Roy, Sormunen, Harris (2008) Conducted a study on "Men's and women's Attitudes towards Computer technology; A comparison," The analysis of the findings indicate that, contrary to earlier studies on these issues, women reflected more positive attitudes than men on all three scales. Females held more positive attitude than males regarding the value of computers to make users more productive, Although neither men nor women in this group reflected concern about the impact of technology on people and their work environments, women were more positive than men in this regard. Women also reflected greater comfort in using computers than man. McKibben,D.M., McDonald,S.(2009) conducted a study on 'Reflections on the Impact of ICT on Teacher Education.' This paper has briefly explored some of the reflections of students on the affect that ICT and broadly collaborative, or social constructivist, approaches to learning have had upon their own their own learning. The reflections are for the most part very positive. It is still however early days and we aim to continue to monitor and reflect upon the learning experience as we endeavor to construct knowledge on how to learn with ICTs. They found that significant relationship between computer literacy and attitude towards computer.

OBJECTIVE:

To study the Attitude of Undergraduate Students towards ICT after Laptop Distribution Policy of UP Government.

HYPOTHESIS:

Undergraduate Students have no difference of attitude towards ICT after Laptop Distribution Policy of UP Government.

METHODOLOGY:

In this study field survey method was used. The population of the present study has been defined as the Undergraduate Students of Allahabad District. Purposive sampling was used for study. A sample consists of 120 Undergraduate Students which have found the Laptop by Uttar Pradesh Government. To know the attitude of Undergraduate Students an Attitude Scale was developed by the researcher. The scale consists of 20 items and it has both positive and negative statement with Likert model having 3-point rating scale i.e. Agree, Indifferent and Disagree. The data was collected by using above scale. To analyze the data the Chi- Square Test was used.

ANALYSIS OF DATA:

Frequency	Statement	Agree	Indifferent	Disagree	Total	χ^2Value	Significance
f_o	Statement 1	90 (75%)	18 (15%)	12 (10%)	120	94.2	Insignificant (Accepted)
	Statement 2	78 (65%)	12 (10%)	30 (25%)	120	57.8	Significant (Rejected)
	Statement 3	24 (20%)	18 (15%)	78 (65%)	120	54.6	Insignificant (Accepted)
	Statement 4	84 (70%)	24 (20%)	12 (10%)	120	74.4	Significant (Rejected)
	Statement 5	78 (65%)	12 (10%)	30 (25%)	120	58.2	Significant (Rejected)
	Statement 6	78 (65%)	24 (20%)	18 (15%)	120	54.6	Significant (Rejected)
	Statement 7	48 (40%)	30 (25%)	42 (35%)	120	4.2	Insignificant (Accepted)
	Statement 8	12 (10%)	48 (40%)	60 (50%)	120	26.7	Significant (Rejected)

	Statement 9	30 (25%)	12 (10%)	78 (65%)	120	58.2	Significant (Rejected)
	Statement 10	84 (70%)	24 (20%)	12 (10%)	120	74.6	Significant (Rejected)
	Statement 11	84 (10%)	12 (10%)	24 (20%)	120	64.4	Significant (Rejected)
	Statement 12	36 (30%)	36 (30%)	48 (40%)	120	3.3	Significant (Accepted)
f_e		40	40	40	120		

Frequency	Statement	Agree	Indifferent	Disagree	Total	χ^2 Value	Significance
	Statement 13	42 (60%)	18 (15%)	30 (25%)	120	40.2	Significant (Rejected)
	Statement 14	66 (55%)	18 (15%)	36 (30%)	120	29.4	Significant (Rejected)
	Statement 15	60 (50%)	18 (15%)	42 (35%)	120	22.2	Significant (Rejected)
	Statement 16	72 (60%)	12 (10%)	36 (30%)	120	35.6	Significant (Rejected)
f_o	Statement 17	24 (20%)	48 (40%)	48 (40%)	120	11.4	Insignificant (Accepted)
	Statement 18	30 (25%)	60 (50%)	30 (25%)	120	15.0	Insignificant (Accepted)
	Statement 19	66 (55%)	30 (25%)	24 (20%)	120	15.80	Significant (Rejected)
	Statement 20	66 (55%)	24 (20%)	30 (25%)	120	25.80	Insignificant (Accepted)

f_e		40	40	40	120		

Note: Significance level – 0.01, df – 2, χ^2 Table Value- 9.21

FINDINGS:

1. There is significant difference among Undergraduate Students attitude towards the statement that "ICT improves quality of Education". It was found that 75% Undergraduate Students have agreed, and 10% have disagreed, whereas 15% Undergraduate Students have shown indefinite attitude.

2. There is significant difference among Undergraduate Students attitude towards the statement that "ICT simplifies the Objectives of Education". It was found that 65% Undergraduate Students have agreed, and 25% have disagreed, whereas 10% Undergraduate Students have shown indefinite attitude.

3. There is significant difference among Undergraduate Students attitude towards the statement that "Information obtained through ICT is not reliable". It was found that 20% Undergraduate Students have agreed, and 65% have disagreed, whereas 15% Undergraduate Students have shown indefinite attitude.

4. There is significant difference among Undergraduate Students attitude towards the statement that "ICT does not help in guidance and counseling of Students". It was found that 70% Undergraduate Students have agreed, and 10% have disagreed, whereas 20% Undergraduate Students have shown indefinite attitude.

5. There is significant difference among Undergraduate Students attitude towards the statement that "ICT makes easy the exchange of Educational information". It was found that 65% Undergraduate Students have agreed, and 25% have disagreed, whereas 10% Undergraduate Students have shown indefinite attitude.

6. There is significant difference among Undergraduate Students attitude towards the statement that "Students can get experts advice easily through ICT". It was found that 65% Undergraduate Students have agreed, and 15% have disagreed, whereas 20% Undergraduate Students have shown indefinite attitude.

7. There is no significant difference among Undergraduate Students attitude towards the statement that "ICT save the time and labor of students". It was found that 40% Undergraduate Students have agreed, and 35% have disagreed, whereas 25% Undergraduate Students have shown indefinite attitude.

8. There is significant difference among Undergraduate Students attitude towards the statement that "Role of ICT is negligible in e- learning at present time". It was found that 10% Undergraduate Students have agreed, and 50% have disagreed, whereas 40% Undergraduate Students have shown indefinite attitude.

9. There is significant difference among Undergraduate Students attitude towards the statement that "The solution of educational problem is impossible through ICT". It was found that 25% Undergraduate Students have agreed, and 65% have disagreed, whereas 10% Undergraduate Students have shown indefinite attitude.

10. There is significant difference among Undergraduate Students attitude towards the statement that "Information of journals and magazines are easily available through ICT". It was found that 20% Undergraduate Students have agreed, and 10% have disagreed, whereas 12% Undergraduate Students have shown indefinite attitude.

11. There is significant difference among Undergraduate Students attitude towards the statement that "Online discussion is possible through ICT". It was found that 70% Undergraduate Students have agreed, and 20% have disagreed, whereas 10% Undergraduate Students have shown indefinite attitude.

12. There is no significant difference among Undergraduate Students attitude towards the statement that "ICT not provides current information to students". It was found that 30% Undergraduate Students have agreed, and 40% have disagreed, whereas 30% Undergraduate Students have shown indefinite attitude.

13. There is significant difference among Undergraduate Students attitude towards the statement that "Save of time through use of ICT". It was found that 60% Undergraduate Students have agreed, and 25% have disagreed, whereas 15% Undergraduate Students have shown indefinite attitude.

14. There is significant difference among Undergraduate Students attitude towards the statement that "Immediate feedback can be provided to students through ICT". It was found that 55% Undergraduate Students have agreed, and 30% have disagreed, whereas 15% Undergraduate Students have shown indefinite attitude.

15. There is significant difference among Undergraduate Students attitude towards the statement that "Through use of ICT there is exchange of information easily". It was found that 50% Undergraduate Students have agreed, and 35% have disagreed, whereas 15% Undergraduate Students have shown indefinite attitude.

16. There is significant difference among Undergraduate Students attitude towards the statement that "ICT provides literature on different topics easily". It was found that 60% Undergraduate Students have agreed, and 30% have disagreed, whereas 10% Undergraduate Students have shown indefinite attitude.

17. There is significant difference among Undergraduate Students attitude towards the statement that "ICT does not help in organizing the examinations". It was found that 20% Undergraduate Students have agreed, and 40% have disagreed, whereas 40% Undergraduate Students have shown indefinite attitude.

18. There is significant difference among Undergraduate Students attitude towards the statement that "Evaluation of students achievement can be done easily with the help of ICT". It was found that 25% Undergraduate Students have agreed, and 25% have disagreed, whereas 50% Undergraduate Students have shown indefinite attitude.

19. There is significant difference among Undergraduate Students attitude towards the statement that "ICT plays an effective role in educational administration". It was found that 55% Undergraduate Students have agreed, and 20% have disagreed, whereas 25% Undergraduate Students have shown indefinite attitude.

20. There is significant difference among Undergraduate Students attitude towards the statement that "Continuous use of ICT decrease the working capacity of students". It was found that 55% Undergraduate Students have agreed, and 25% have disagreed, whereas 20% Undergraduate Students have shown indefinite attitude.

CONCLUSION:

After analyzing the opinion of Undergraduate students towards ICT after Laptop Distribution Policy of UP Government, it was found that majority of the Undergraduate students agree to quality of Education, Objective of Education, Guidance and Counseling, Reliability of Information, , Expert's Advice, Online Discussion, Information about Journals and Magazines, Immediate feedback, exchange of Information. Solution of Educational Problem, Role in E-Learning, Low cost and More Information, ICT plays a crucial role in Examination, Evaluation, Administration and Continuous use of ICT decrease the working capacity of students. However there is difference in the opinion of teachers in some statements it was observed that the majority of Undergraduate students disagreed to Labor and Time and current information through ICT.

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