ATTITUDE OF POST GRADUATE STUDENTS TOWARDS THE USAGE OF ICT: AN EXPLORATION

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ABSTRACT

The purpose was to study the attitude of post graduate students towards ICT. The population of the study has been defined as the post graduate students of District Jammu. Purposive sampling was used for study. A sample consists of 120 post graduate students. To know the attitude of post graduate students an Attitude Scale was developed. It was found that majority of the post graduate students agree to quality of Education, Guidance and Counseling, Online Discussion, Immediate feedback etc. This paper has certain educational implication for teacher as well.

Keywords: Attitude Assessment, ICT (Information Communication Technology).

INTRODUCTION:

Communication is a field of knowledge dealing with the systematic application of symbols to acquire common information regarding an object or event **Kelly (1977).** Communication is a process of transmitting ideas or thoughts from one person to another for the purpose of creating an understanding in the thinking of the person receiving communication. Thus, communication is a process of social interaction where two or more people interact **Brown (1977)**. Now days the role of the Information and Communication Technology, especially internet in the education sector plays an important role, especially in the process of empowering the technology into the educational activities. Technology in another side can be the most effective way to increase the student's knowledge 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. It is a dynamic force in the life of every individual influencing his physical, mental emotional, social and ethical developments (**Tarfique[1]) 2014.**

The related studies also enable the researcher to search out many more related problems as a suggestion for further research. Still some of the related studies is supported by many researchers **(Banks, Moon, Bob and Wolfenden, (2009); UNESCO, 1999; Anthonissen, 2001; Blake, 1993; Fiske, 1990; Hiebert, 1985; Mercado, 1992; Rosengren, 2000; Levy, 1980; Scott, Diamond and Smith, 1997; Simpson, Wood, Daws and Seinen, 2001; Milio 1996).**

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. 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 **(Tarfique[2], 2014). Dey, B.: Saxena, K.M. and Gihar,S. (2006)** conducted a study on ICT and teacher educators we they found that more than 80% teacher educators were found not using educational technologies like LCD projector, radio and DVD in their teaching. 72-90% teacher educators did not use internet, OHP, Computer and Slide Projector during teaching their classes. 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 upon their own learning. In this paper, researcher study the attitude of post graduate students toward ICT.

Objective of the study

To study the Attitude of Post graduate Students towards ICT.

Hypothesis of the study

Post graduate students have no difference of attitude towards ICT.

Method of the study

In this study field survey method was used.

Sample of the study

The population of the present study has been defined as the post graduate students of Jammu District. Purposive sampling was used for study. A sample consists of 120 post graduate students.

Tool of the study

To know the attitude of post graduate students an Attitude Scale was developed by the researcher. The scale consists of 16 items and it has both positive and negative statement with Likert model having 3-point rating scale i.e. Agree, In different and Disagree.

Stastical Technique

To analyze the data the Chi-Square Test was used.

Analysis and Interpretation of Data

Frequency	Statement	Agree	Indifferent	Disagree	Total	X^2 Value (Chi-square)	Significance
f_o	Statement 1	75 (62.5%)	15 (12.5%)	30 (25%)	120	48.76	Significant (Rejected)
	Statement 2	20 (16.67%)	18 (15%)	82 (68.33%)	120	66.2	Significant (Rejected)
	Statement 3	80 (66.67%)	28 (23.33%)	12 (10%)	120	63.2	Significant (Rejected)
	Statement 4	80 (66.67%)	10 (8.33%)	30 (25%)	120	65	Significant (Rejected)
	Statement 5	78 (65%)	22 (18.33%)	20 (16.67%)	120	54.2	Significant (Rejected)
	Statement 6	48 (40%)	32 (26.67%)	40 (33.33%)	120	3.2	Insignificant (Accepted)
	Statement 7	10 (8.33%)	50 (41.67%)	60 (50%)	120	35	Significant (Rejected)
	Statement 8	28 (23.33%)	12 (10%)	80 (66.67%)	120	63.2	Significant (Rejected)
	Statement 9	82 (68.33%)	26 (21.67%)	12 (10%)	120	68.6	Significant (Rejected)
	Statement10	80 (66.67%)	10 (8.33%)	30 (25%)	120	65	Significant (Rejected)
	Statement11	34 (28.33%)	38 (31.67%)	48 (40%)	120	2.6	Insignificant (Accepted)
Frequency	Statement	Agree	Indifferent	Disagree	Total	X^2 Value	Significance
	Statement 12	40 (33.33%)	20 (16.67%)	30 (25%)	120	12.5	Significant (Rejected)
	Statement 13	65	19	36	120	27.06	Significant

		(54.17%)	(15.83%)	(30%)			(Rejected)
f_o	Statement 14	60 (50%)	20 (16.67%)	40 (33.33%)	120	20	Significant (Rejected)
	Statement 15	70 (58.33%)	12 (10%)	38 (31.67%)	120	42.2	Significant (Rejected)
	Statement 16	22 (18.34%)	49 (40.83%)	49 (40.83%)	120	12.16	Significant (Rejected)
F_e		40	40	40	120		

Significance level – 0.01, df – 2, Chi-square Table Value – 9.21

Findings

1. There is significant difference among post graduate students attitude towards the statement that "It simplifies the Objectives of Education". It was found that 62.5% post graduate students have agreed, and 25% have disagreed, whereas 12.5% post graduate students have shown indefinite attitude.

2. There is significant difference among post graduate students attitude towards the statement that "Information obtained through Information and Communication Technology is not reliable". It was found that 16.67% post graduate students have agreed, and 68.33% have disagreed, whereas 15% post graduate students have shown indefinite attitude.

3. There is significant difference among post graduate students attitude towards the statement that 'It does not help in guidance and counseling of Students". It was found that 66.67% post graduate students have agreed, and 10% have disagreed, whereas 23.33% post graduate students have shown indefinite attitude.

4. There is significant difference among post graduate students attitude towards the statement that "It makes easy the exchange of Educational Information". It was found that 66.67% post graduate students have agreed, and 25% have disagreed, whereas 8.33% post graduate students have shown indefinite attitude.

5. There is significant difference among post graduate Students attitude towards the statement that "Students can get experts advice easily through Information and Communication Technology. It was found that 65% post graduate students have agreed, and 16.67% have disagreed, whereas 18.33% post graduate students have shown indefinite attitude.

6. There is no significant difference among post graduate students attitude towards the statement that "It save the time and labor of students". It was found that 40% post graduate students have agree, and 33.33% have disagreed, whereas 26.67% post graduate students have shown indefinite attitude.

7. There is significant difference among post graduate students attitude towards the statement that "Role of Information and Communication Technology is negligible in e-learning at present time". It was found that 8.33% post graduate students have agreed, and 50% have disagreed, whereas 41.67% post graduate students have shown indefinite attitude.

8. There is significant difference among post graduate students attitude towards the statement that "The solution of educational problem is impossible through Information and Communication Technology. It was found that 23.33% post graduate students have

agreed, and 66.67% have disagreed, whereas 10% post graduate students have shown indefinite attitude.

9. There is significant difference among post graduate students attitude towards the statement that "Information of journals are easily available through Information and Communication Technology". It was found that 68.33% post graduate students have agreed, and 10% have disagreed, whereas 21.67% post graduate students have shown indefinite attitude.

10. There is significant difference among post graduate students attitude towards the statement that "Online discussion is possible through Information and Communication Technology". It was found that 66.67% post graduate students have agreed and 25% have disagreed, whereas 8.33% post graduate students have shown indefinite attitude.

11. There is no significant difference among post graduate students attitude towards the statement that "It not provides current information to students". It was found that 28.33% post graduate students have agreed, and 40% have disagreed, whereas 31.67% post graduate students have shown indefinite attitude.

12. There is significant difference among post graduate students attitude towards the statement that "Save of time through use of Information and Communication Technology. It was found that 33.33% post graduate students have agreed, and 25% have disagreed, whereas 16.67% post graduate students have shown indefinite attitude.

13. There is significant difference among post graduate students attitude towards the statement that "Immediate feedback can be provided to students through Information and

Communication Technology". It was found that 54.17% post graduate students have agreed, and 30% have disagreed, whereas 15.83% post graduate students have shown indefinite attitude.

14.   There is significant difference among post graduate students attitude towards the statement that "Through use of Information and Communication Technology there is exchange of information easily". It was found that 50% post graduate students have agree, 33.33% have disagree, whereas 16.67% post graduate students have shown indefinite attitude.

15.   There is significant difference among post graduate students attitude towards the statement that "It provides literature on different topics easily". It was found that 58.33% post graduate students have agreed, and 31.67% have disagreed, whereas 10% post graduate students have shown indefinite attitude.

16.   There is significant difference among post graduate students attitude towards the statement that "It does not help in organizing the examinations". It was found that 18.34% post graduate students have agreed and 40.83% have disagreed, whereas 40.83% post graduate students have shown indefinite attitude.

Discussion

After analyzing the opinion of post graduate students towards Information and Communication Technology, it was found that majority of the post graduate students agree to objective of education, Online discussion, exchange of information, etc. However there is difference in the

opinion of teachers in some statements it was observed that the majority of post graduate students disagreed to Labor and Time and current information through Information & Communication Technology, organizing the examinations, solution of Educational problem, information obtained through ICT is not reliable etc.

This result is support by many researchers **(Chris, 2001; Rauhnabai, 2007; Illayaperumal, 2007; Kumar, 2007; Salvam, 2007)**

Educational Implications

1. Teacher should make a proper planning for proper use of ICT in the classroom.

2. Teacher should make teaching interesting with the use of ICT in classroom.

3. Teacher should encourage the students they should exchange their information through ICT.

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