

Perception of College Students on Learning through ICT

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ABSTRACT

Information and communication technology (ICT) is the catchall phrase used to describe a range of technologies for gathering, storing, retrieving, processing, analyzing and transmitting information. The present study was conducted to explore the perceptions of college students on learning through ICT with respect to their gender and academic streams. Data was collected from 200 college students of GDC Kulgam by simple random sampling technique. A self-constructed questionnaire was used for data collection. Descriptive (Mean, SD and Percentage) and Inferential statistics (t-test) were used for analysis of data. The findings of the study showed that 40.5% of respondents have high perception of learning through ICT, 54.5% falls in average level of perception and 5% possess low perception for learning through ICT. No significant difference was found in male and female respondent's learning perceptions through ICT, however significant difference was found in the perception of college students on learning through ICT in terms of their academic streams. Results further revealed that students of medical stream have greater perceptions for learning through ICT as compared to arts stream students.

Keywords: ICT, Perception, Students, Academic stream

In confronting many challenges that the future holds in store, humankind sees in education an indispensable asset in its attempts to attain the idea of peace, freedom and social justice. Education is not a miracle cure or magic formula opening the door to a world in which all ideals will be attained, but as one of the principal means available to foster deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war (UNESCO -1996). In the context of global policy, global society and global economy, quality concerns in education are national priorities for all nations. Education is increasingly recognized to be at the heart of development process. It is the most powerful weapon which we can use to change the world. Social, intellectual, moral, economic and political developments are not possible without education. The level of education of citizens plays an important role in strengthening the social, economic and technological fabric of a nation. The 21st century is the world of technology where most people do not even imagine their life without technology. Modern communication technology has undoubtedly transformed the whole world into a “global community”. It helps people learn better, have an open mind and stay informed with global growth. Student's perceptions regarding teaching aids using modern technology are

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Received: March 18, 2022; Revision Received: June 28, 2022; Accepted: June 30, 2022

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significant as modern education as a viable option to an effective education (Abdullah et.al - 2019).

Information and communication technologies (ICTs) is the catchall phrase used to describe a range of technologies for gathering, storing, retrieving, processing, analyzing and transmitting information. Advancement in ICT have progressively reduced the costs of managing information, enabling individuals and organizations to undertake information-related tasks much more efficiently, and to introduce innovations in products, processes and organizational structures. ICT helps to increase the currency and broaden the scope of activities and occasionally to promote pupil collaboration (Cleaves et.al - 2008). ICT has revolutionized the function of developing, acquiring, testing, implementing and maintaining electronic systems, these systems include data bases, applications and procedures to support the business needs of the organization in the capture, storage, retrieval, transfer, communication, process and dissemination of information. It also includes the evaluation, acquisition, tendering, leasing, licensing and disposal of software and hardware.

Information and communication technologies (ICT) which includes radio, television as well as newer digital technologies such as computer and internet have been a potentially powerful enabling tool for educational change and reform. When used appropriately different ICTs are said to help, expand, access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality, helps in making teaching and learning into an engaging and active process connected to real life. The Information and communication technology (ICT) is the scientific, technological and engineering discipline and management techniques used in information handling and processing, their application; computers and their interaction with men and machines and associated social, economic and cultural matters (UNESCO). Globally there is an awareness of the fundamental role of the new innovations of modern educational technology in the field of education. The availability of innovations of modern educational technology (internet, interactive whiteboard, E- books, Blog, web. 2.0 tools etc.) in Indian market is increasing, yet the fact is the use of such tools in the classroom to be low.

The Information and communication technology (ICT) represents one of the current applications of technology in the field of education. Anneberit (2009) revealed that through ICT teachers teach effectively and there is a positive impact of ICT in teaching learning process. In 1998, the UNESCO in its world education report “teachers and teaching in a changing world” described the radical implications of ICT in the conventional teaching learning process. Now in the present situation, ICT has become an important and integral part of the educational curriculum. By using ICT technology such as computer, laptop, digital camera, video, internet, websites, CD ROMs, DVDs, application of software such as word processing, spread sheet, e-mail, digital libraries, computer mediating conferencing, video conferencing, projectors etc. we can overcome all barriers in communication and instruction. ICT can be used as a tool for training and support of teachers, regardless of geographical dispersion. Therefore, the challenge for teachers and teacher education institutions has been to create a new generation of teachers capable of employing a variety of technology and tools in all phases of academic, administrative, research and extension functions.

Information and communication technologies have offered a series of possibilities of new forms of communication in the education system. Education about ICT represents a basic skill of individual learning and intellectual growth of each individual. ICT facilitate

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activities in the context of whole-life learning as they contribute to the individual and social integration as well as personal development if an individual. Today information and communication technologies play an important role in the process of education of teachers because they enable educators to acquire new competence. Kulal and Nayak (2020) reported that students were comfortable with online classes and getting enough support from teachers but they do not believe that online classes will replace traditional classroom teaching. It also revealed that teachers were facing difficulties in conducting online classes due to a lack of proper training and development for doing online classes. Technical issues were the major problem for the effectiveness of the online classes.

The effect of information technology on human life is immense and its role in education too cannot be subsided. The introduction of ICT in education had encouraged and motivated the student to explore the new areas of advancement in various subjects. Khan and Wani (2014) found that students hold a positive attitude towards innovations of modern educational technology. There is a great deal of rhetoric concerning the potential uses of ICT in education. In India nearly all the higher institutions have developed learning and teaching strategies, which is respond to the need of an expanded and diverse student population. They emphasize the development of active, independent learning skills and make use of a range of new technology in resource-based delivery. Gulbahar et.al (2008) reported that there was a positive impact of ICT in primary education especially in social studies subject.

Objectives of the study

- To study the level of perception among college students on learning through ICT.
- To study the difference in perception of college students on learning through ICT in terms of their gender.
- To explore the difference in perception of college students on learning through ICT in terms of their academic Streams.

Hypotheses of the study

- There exists favorable level of perception among college students on learning through ICT.
- There exists no significant difference in the perception of college students on learning through ICT in terms of their gender.
- There exists no significant difference in the perception of college students on learning through ICT in terms of their academic streams.

METHODOLOGY

A sample of 200 college students (80 male respondents and 120 female respondents) of two academic streams (Arts and Medical) was drawn from Government Degree College Kulgam by simple random sampling technique. For collection of data, a self-constructed questionnaire was used to know the perception of college students on learning through ICT. The obtained data was analyzed by using descriptive and inferential statistics.

RESULTS AND DISCUSSION

I) Results pertaining to level of perception among college students on learning through ICT:

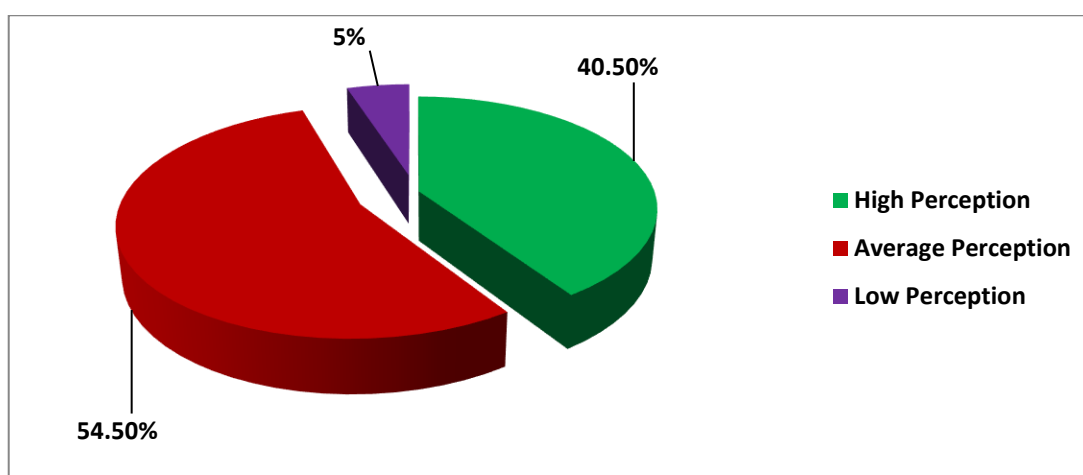
The distribution of total sample (N=200) in different perception levels on learning through ICT has been presented in table no.1

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Table No. 1 Frequency and Percentage of Total Respondents (N=200) in different perception Levels

Level of Perception	Frequency	Percentage
High Perception	81	40.5%
Average Perception	109	54.5%
Low Perception	10	5%
Total	200	100%

The table no.1 gives an overview of the total respondent's level of perception on learning through ICT. The said table reveals that 40.5% of respondents have shown high perceptions for learning through ICT, 54.5% have shown average level of perception towards learning through ICT and 5% possess low perception for learning through ICT. Hence the hypothesis no. 1 which reads "There exists favorable level of perception among college students on learning through ICT" is thus accepted. The same has been shown in figure below:



II) Results Pertaining to difference in perception of college students on learning through ICT in terms of their gender:

To study the difference in perception of college students on learning through ICT in terms of their gender, data has been presented in table no. 2

Table No. 2 Group difference in perception of college students on learning through ICT with respect to their gender

Gender	N	Mean	SD	t-value	Interpretation
Male	80	60.40	11.94	0.56	Insignificant
Female	120	60.29	11.44		

The perusal of table no. 2 shows that the obtained t-value for group difference between male and female respondents perception on learning through ICT is 0.56 which is insignificant at both levels of significance. Therefore the hypothesis No. 2 which reads "There exists no significant difference in the perception of college students on learning through ICT in terms of their gender" is thus accepted. Further from their mean values it is concluded that male respondents have better perceptions on learning through ICT than their female counterparts.

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III) Results Pertaining to perception of college students on learning through ICT in terms of their academic streams:

To study the difference in perception of college students on learning through ICT in terms of their academic streams, data has been presented in table no. 3

Table No. 3 Group difference in perception of college students on learning through ICT with respect to their gender

Stream	N	Mean	SD	t-value	Interpretation
Medical Stream	62	52.47	10.95	2.76**	Significant
Arts Stream	138	56.25	10.18		

***Significant at 0.01 level of significance*

It is evident from the table no.3 that the calculated t-value which came out 2.76 for group difference in perception of college students on learning through ICT with respect to their academic streams is greater than the table value at 0.01 level of significance ($t > 2.60$; $p < 0.01$). Hence it can be interpreted that college students of medical stream and arts stream differ significantly in their perception towards learning through ICT and it can be concluded that students of medical stream have greater perceptions for learning through ICT as compared to arts stream students. Therefore, the hypothesis no. 3 which reads “There exists no significant difference in the perception of college students on learning through ICT in terms of their academic streams” is thus rejected.

DISCUSSION AND CONCLUSION

Change is constant and inevitable; therefore, anything in this world tends to be obsolete with every new advancement or development, and intelligence lies in the ability to adapt to change. It is difficult and may be almost impossible to envision future education without technology. As we all live in globalized era, we can see technological changes happening around us. They have created a new global economy supported by technology, information and knowledge. The emergence of this new global economy has its influence on educational institutions also. As the access to information continues to grow rapidly, educational institutions cannot be contented with the limited knowledge to be transmitted in a fixed period of time. They have to become compatible with the ever-expanding knowledge and also be equipped with the technology to deal with this knowledge. In this connection, technologies like radio and television, as well as newer digital technologies such as computers and the Internet, have been proven as essential tools for educational change and reform. When used appropriately, different technologies can help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by helping make teaching and learning in an active process connected to real life. Information and communications technology (ICT) in education is the processing of information and its communications facilities and features that variously support teaching, learning and a range of activities in education. ICT implies the technology, which consists of electronic devices and associated human interactive materials that enable the user to employ them for a wide range of teaching - learning processes in addition to personal use. In the present study results have showed that 40.5% of respondents have high perception for learning through ICT, 54.5% falls in average level of perception for learning through ICT and 5% possess low perception for learning through ICT. So it is clear from the above finding that majority of college going students (95%) have reasonable perceptions for learning through ICT. The present study also revealed that no significant difference was found in male and female respondent's learning perceptions through ICT but significant difference was found in the perceptions of college students for learning through ICT in per

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their academic streams are concerned. It was found that the students of medical stream have greater perceptions for learning through ICT as compared to arts stream students.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Dar I. A. & Md. Naikoo A. (2022). Perception of College Students on Learning through ICT. *International Journal of Indian Psychology*, 10(2), 1024-1029. DIP:18.01.101.20221002, DOI:10.25215/1002.101