

The Knowledge of Information and Communication Technology (ICT) among Student Teachers In Relation To their Gender and Location

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ABSTRACT

ICT Stands for Information and Communication Technology. ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums. In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. The present study was conducted on 600 student teachers from Hyderabad and Ranga Reddy districts of Telangana State. The result reveals that there was a significant between the information and communication technology (ICT) knowledge of student teachers with respect to gender and location.

Keywords: *Information and Communication Technology, Gender, Location.*

The use of Information and Communication Technology (ICT) in India has begun since more than the last two decades. It has the potential to bring about enormous changes in almost every sphere of life including educational field by transforming the thinking, attitude and ability of the people. This necessitates a change in the mode of delivery and pedagogy in the educational sphere. For providing accessible, affordable and quality higher education, it is essential to integrate the ICT in the education system.

Use of ICT in education can provide huge benefits by increasing the flexibility of delivery of education and thereby improving the quality of teaching learning process. In the rural areas, ICT can foster better teaching by reaching out to disadvantaged groups which can lead to democratization of higher education. But at the same time, ICT can pose certain challenges especially in the rural areas which need to be addressed. Combining ICT in rural development

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can speed up the development process and it can also fill the gaps between the educationally and technologically backward and advanced sections of the society.

In the 21st century, modern society is undergoing many profound and rapid technological changes. Among these changes are the invention and rapid development of information and communication technology (ICT). ICT is affecting all areas of society. For instance, ICT is playing an increasingly important role in education. Governments all over the world recognize that the ability of their people to continually master ICT will have a critical impact on their future global competitiveness and education is the key to meeting this challenge. Modern information and communication technologies have created a "global village," in which people can communicate with others across the world as if they were living next door. For this reason, ICT is often studied in the context of how modern communication technologies affect society.

Main goals of ICT in education are:

- ✓ To cultivate scientific vision of the world, politics, economics, social and legal culture, and creative thinking;
- ✓ To provide students with opportunities to acquire systematic knowledge, that meets needs and demands of society;
- ✓ To plant general art and learning skills of working with information and knowledge
- ✓ To prepare learners for their future specialized activities;
- ✓ To introduce ICT as a necessary base for lifelong learning system;
- ✓ To meet citizens' needs in national culture;
- ✓ To educate and cultivate younger generation with healthy moral and body;
- ✓ To educate younger generation with liberal, self managing and cooperative principles and sense of responsibility, civil and human awareness.

Objectives

1. To find the knowledge towards ICT among student teachers in relation to their gender.
2. To find the knowledge towards ICT among student teachers in relation to their location.

Hypothesis

1. There is no significant difference between knowledge towards ICT among student teachers in relation to their gender.
2. There is no significant difference between knowledge towards ICT among student teachers in relation to their location.

Sample of the Study

The sample consisted of 600 student teachers (pursuing B.Ed Two Years course) from Hyderabad and Ranga Reddy districts of Telangana State, India

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Tool of the Study

- Information and Communication Technology Knowledge Test (ICTKT) Scale developed by Dr. S Rajasekar
- Attitude towards the use of Information and Communication Technology in teaching Scale (ATUITS) developed by Dr. S Rajasekar

ANALYSIS AND INTERPRETATION

Hypothesis-1: There is no significant difference between knowledge towards ICT among student teachers in relation to their gender.

Table 1: Showing student teachers ICT Knowledge gender wise

| ICT knowledge of Student teachers | Gender | N | Mean | SD | t | Sig. | Df |
|-----------------------------------|--------|-----|-------|-------|---|------|----|
| | Male | 288 | 45.96 | 10.41 | | | |
| | Female | 312 | 43.24 | 11.29 | | | |
| | Total | 600 | 46.43 | 10.59 | | | |

From the above table, out of the total of 600 student Teachers, 288 are male and the remaining 312 are females. It is evident from the above table that nearly half of the 48% of the student teachers are male and 52% were females. The standard deviation is found to be 10.41 for male student teachers while for female student teachers is 11.29. The mean score obtained for male student teachers is 45.96 and female student teachers are 43.24. The obtained t value 3.07 with a df of 2 and 072 was found to be statistically significant at .01 level of significance. It is clear from the above table that t value for student teachers with information and communication technology knowledge came out to be 3.07, which is highly significant at 0.01 level of significance.

Hence the hypothesis which states that ‘There is no significant difference between knowledge towards ICT among student teachers in relation to their gender is **rejected**.

Hypothesis-2: There is no significant difference between knowledge towards ICT among student teachers in relation to their location.

Table 2: Showing student teachers ICT Knowledge location wise

| ICT knowledge of student teachers | Location | N | Mean | SD | t | Sig. | Df |
|-----------------------------------|----------|-----|-------|-------|---|------|----|
| | Rural | 284 | 41.09 | 10.83 | | | |
| | Urban | 316 | 44.15 | 10.84 | | | |
| | Total | 600 | 46.43 | 10.59 | | | |

From the above table, out of the total of 600 student teachers, 316 are from urban location and the remaining 284 are from the rural location. It is evident from the above table that 52.66% of

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the student teachers are from urban location and 47.33% are from rural location. The mean score obtained for rural student teachers is 41.09 and urban student teachers are 44.15. The obtained t value 3.47 with a df of 3 and 061 was found to be statistically highly significant at 0.01 level of significance.

It is clear from the above table that t value for student teachers information and communication technology knowledge came out to be 3.47, which is statistically highly significant at 0.01 level. Hence the hypothesis, which states that 'There is no significant difference between knowledge towards ICT among student teachers in relation to their location, is **rejected**.

FINDING

1. Female student teachers were better than male student teachers in information and communication technology (ICT) knowledge.
2. Urban student teachers were better than rural student teachers in information and communication technology (ICT) knowledge.

CONCLUSION

Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. ICT permeates the business environment, it underpins the success of modern corporations, and it provides governments with an efficient infrastructure. At the same time, ICT adds value to the processes of learning, and in the organization and management of learning institutions. The Internet is a driving force for much development and innovation in both developed and developing countries. Countries must be able to benefit from technological developments. To be able to do so, a cadre of professionals has to be educated with sound ICT backgrounds, independent of specific computer platforms or software environments. Technological developments lead to changes in work and changes in the organization of work, and required competencies are therefore changing. The present study focused on the information and communication technology (ICT) knowledge of student teachers in relation to their gender and location. It was found that there was a significant difference between the information and communication technology (ICT) knowledge of student teachers with respect to gender and location.

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