Library Progress International *Print version ISSN 0970 1052*
Vol.44 No.3, Jul-Dec 2024: P.20757-20765 *Online version ISSN 2320 317X*

Original Article *Available online at www.bpasjournals.com*

Opinions Of Students Regarding Attitude Towards ICT: An Analysis

[1]Preveen Kumari, [2] Dr. Jitender Kumar

[1]Research Scholar, Dept. of Education, M.D.U., Rohtak"
[2]Professor, Dept. of Education, M.D.U., Rohtak"

How to cite this article: Preveen Kumari, Jitender Kumar (2024) Opinions of Students Regarding Attitude Towards ICT: An Analysis. *Library Progress International,* 44(3), 20757-20765.

Abstract
ICT gives students the means and chances to interact, exchange knowledge, and build new connections for their academic gain. This paper's primary goal was to ascertain how school children felt about the use of ICT in the classroom. The researcher in this study created an opinion survey to find out how students felt about ICT in the classroom. In the present study, descriptive survey method was employed. Self-developed opinionnaire was used to collect the data. In order to obtain the responses of students on statements regarding attitude towards ICT, the opinionnaire was given to 800 students. In the present survey, students studying in XI and XII standard in various schools of North West B-II schools of Delhi were taken. The opinionnaire consists of 20 positive statements regarding student's attitude towards ICT. Outcomes of the investigation concluded that 74% of pupils are in favour of learning through ICT. 16% of students have unfavourable attitude towards ICT and 10% of students remained undecided about attitude towards ICT.

Key Words: "Attitude, Information and Communication Technology (ICT), School Students".

INTRODUCTION

'Information and communication technology' (ICT) skills are essential for lifelong learning and information literacy in this twenty-first century. Students used to attend Gurukuls in the past, where the instructor had full-time responsibility for molding their lives for the benefit of society and themselves. Then, once school time came around, the system changed. Students attended classes for a set amount of time, during which the teacher gave lectures and used a blackboard and chalk to help the students better understand the material. However, in the current scientific and technological era, students' learning preferences are evolving quickly. "New generation have grown up in media rich digital environments and therefore have a greater interest in an aptitude for using information and communication technologies" (Sweeney & Geer, 2010). Modern civilization has become habitual to computer advancements. Students demonstrated higher self-directed and self-managed learning practices when ICT was used to help them learn the material. It is possible to view attitudes on computers as important behavioral factors that could affect computer use (Ottensen, 2006). As a result, attitudes are seen to be a reliable indicator of whether or not pupils value using computers for learning. Students of all ages can benefit from using ICT to improve their reasoning and thinking skills. This is crucial in the current environment because the majority of educational establishments do not focus on helping students develop their critical thinking and reasoning skills.

CONCEPT OF ICT

Technology for information and communication is referred to as ICT. It is the result of combining the terms "communication technology" and "information technology." ICT is a general phrase that encompasses a wide range of communication technologies, including satellite systems, computers and networks, radios, televisions, cell phones, and more. Acc. to Blurton, (2002) ICT means, "A diverse set of technological tools and resources used to create, disseminate, store, and manage information as well as to communicate". Acc. to C-DEC,

Department of Information Technology (Govt. of India), "A technology that is used to transmit, save, create, display, share, or exchange information electronically is referred to as information and communication technologies (ICT). This thorough definition of ICT encompasses radio, television, video, DVD, telephone, satellite systems, computer and network hardware and software, as well as the tools and services associated with these technologies, such as blogs, email, and videoconferencing". According to Burniske (2001), students with ICT skills will be able to grasp how society functions in the information age and serve as deserving members of their communities. By making learning & teaching an active process linked to real life, ICT can improve education quality & reinforce the value of education in a society that is becoming more interconnected by the day (Zaman, et.al. 2011). According to Choo (2007), students' use of ICT can improve their ability to be creative and imaginative when doing their everyday schoolwork.

The use of ICT in the classroom has made it possible for students to learn at home or anywhere else. This indicates that pupils have flexibility in their learning that is not available to them in the classroom (Shodin, 2013). Students have additional options regarding how they study thanks to learning flexibility. Students who used ICT were also able to communicate virtually with others through computers and the internet and obtain ideas from a variety of sources, including websites. Students are supposed to become independent or autonomous learners as a result of the new teaching methodology. Due to the teacher's physical absence, pupils were urged to use ICT tools to facilitate collaborative learning in order to solve challenges (Dlaska, 2002). Technology integration is easier to implement and more successful if students think that ICT is an excellent way to achieve productive learning (Malahi and Mohamed, 2019). Additionally, Jana and Pavol (2008) discovered that school had a significant impact on behavior characteristics of students' attitudes about ICT. "ICT use encourages changes in attitudes, behavior, and values as well as in cognitive and perceptual processes" (De-Sousa, et.al., 2012). They also discovered that the use of ICT resources, such as computers & the internet, changed students' attitudes and behaviors related to learning. Attitudes are therefore thought to be a reliable indicator of whether or not pupils value using computers for learning.

ICT may improve education in a number of ways, such as by boosting student involvement and motivation and making it easier for them to learn the basics. ICT technologies can help with the shift to a learner-centered environment if they are used appropriately. They are also transformational tools. ICTs, particularly computers and Internet technologies, facilitate novel learning methods rather than just enabling students to perform previously performed tasks more effectively. The Indian government has implemented numerous ICT programmes in education, such as SWAYAM and NME-ICT. Therefore, determining the precise position of school pupils' attitudes toward the use of ICT in secondary education is the main goal of this study.

OBJECTIVE OF THE STUDY

- "To develop and analyze an Opinionnaire to know the attitude of students towards ICT".

DESIGN OF THE STUDY

Method Used

"Descriptive method was used in the present investigation".

Sample

In order to obtain the responses of students on statements regarding attitude towards ICT, the opinionnaire was given to 800 students. In the present survey, students studying in XI and XII standard in various schools of North West B-II schools of Delhi were taken.

Tool Used

An opinionnaire for students' attitude towards ICT was developed by the investigator herself to seek the opinions of students about their attitude towards ICT. The opinionnaire consists of 20 positive statements. The statements were arranged on a three point scale with the response agree, disagree and undecided. For scoring the opinionnaire, a score of '2', '1', and '0' was given to category Agree, Disagree, and Undecided respectively. As a result, the maximum and minimum scores on this scale were 40 and 0, respectively. Students who scored 75 percent or higher on the ICT approach were deemed to have a technological attitude towards it.

Statistical Technique Employed

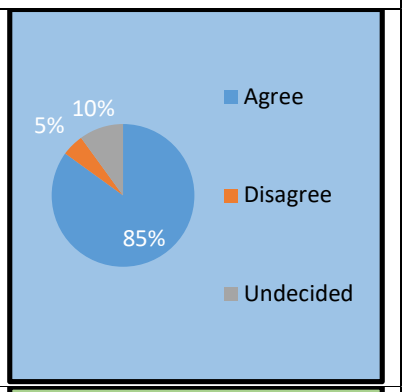
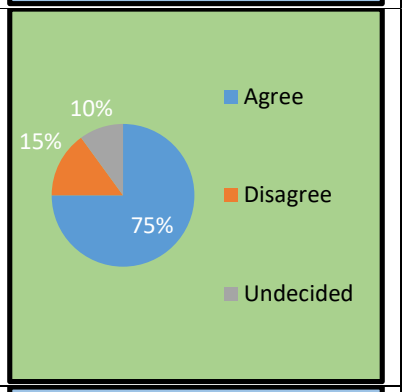
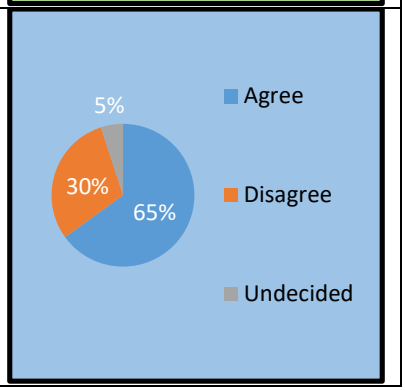
"Percentage method has been employed to show the responses of students on all the 20 statements of the opinionnaire".

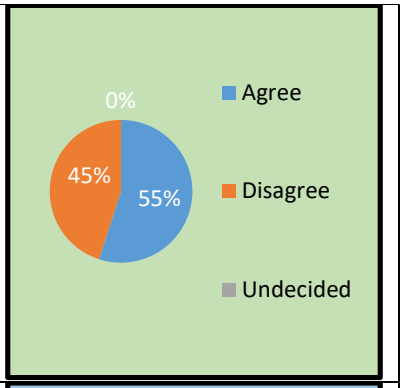
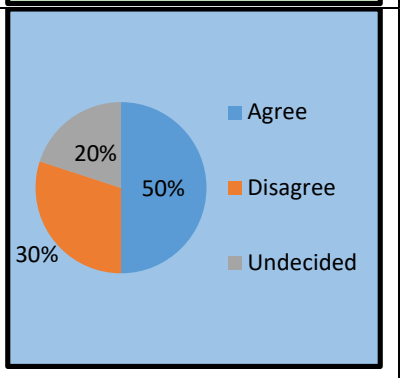
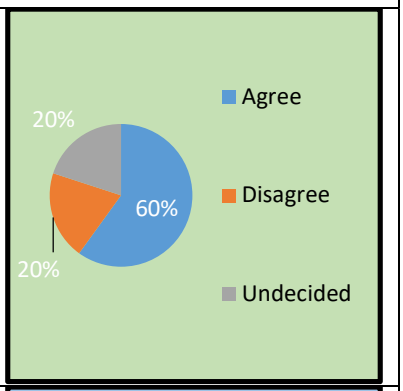
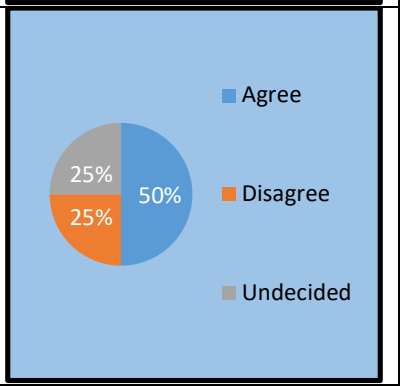
ANALYSIS AND INTERPRETATION

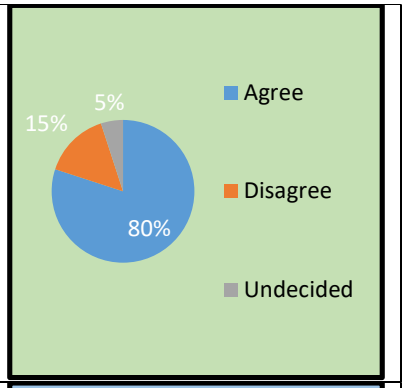
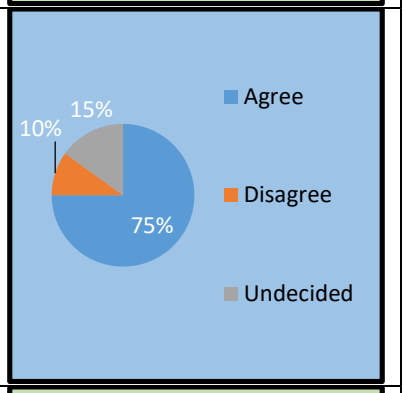
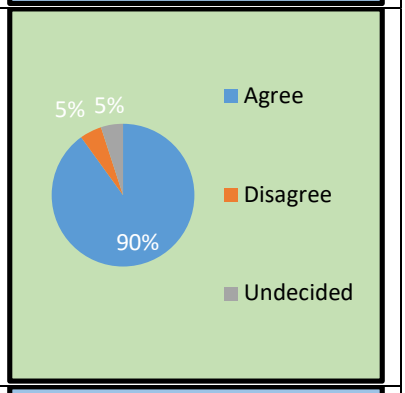
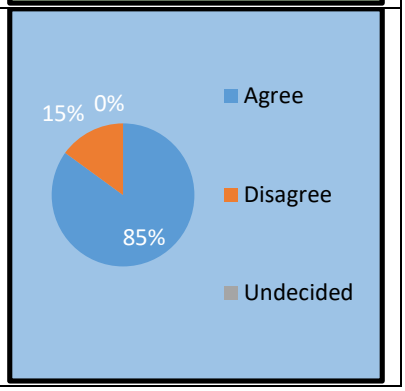
The attitude toward likes and dislikes is crucial for creating a sustainable instructional technology. To be viable, educational institutions must continuously assess attitudes, and it goes without saying that these attitudes must be very favorable toward technology. ICT enhances students' learning capacities to support education. In order to know the opinion of students' attitude towards ICT, the opinionnaire was given to 800 students studying in schools affiliated to CBSE. The opinionnaire consists of 20 statements regarding attitude towards ICT. Each parameter is evaluated using a three-point rating system, where A denotes agreed, DA denotes disagreed, and UD denotes undecided. Statement-wise Opinions (in %) of Students regarding attitude towards ICT was given below:

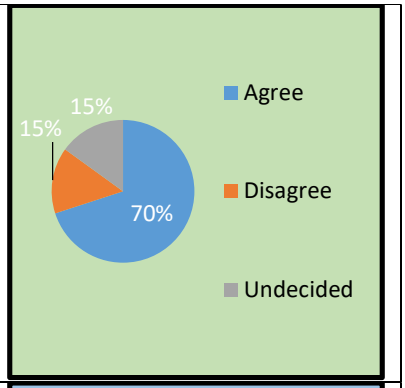
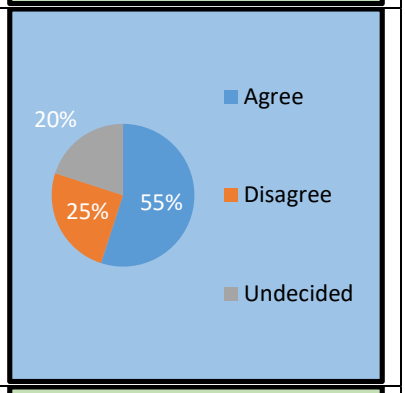
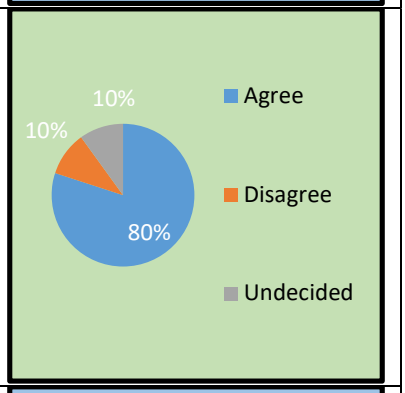
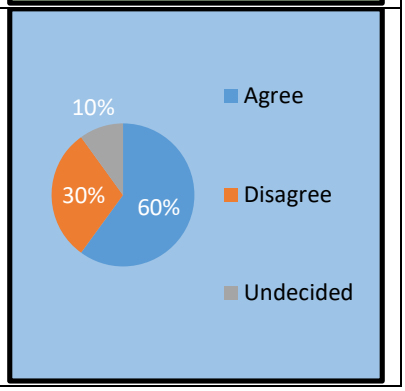
Table- 1

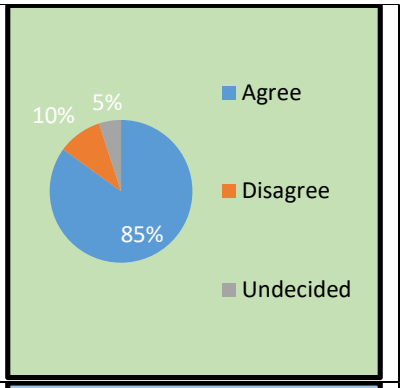
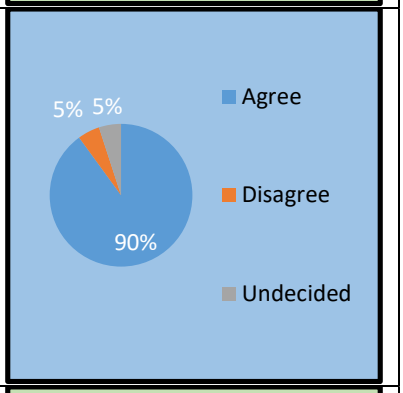
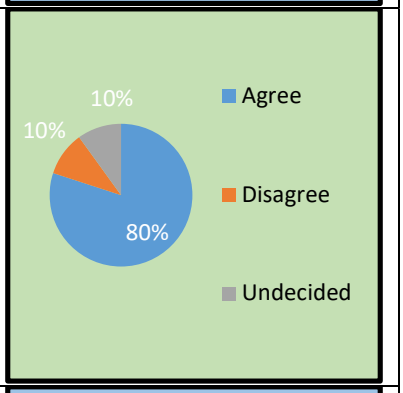
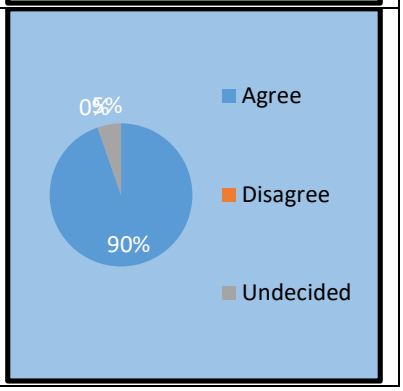
Statement-wise Opinions (in %) of Students' Attitude towards ICT

SN	Statement	A	DA	UD	Pie Chart
1	With the help of ICT tools, I am able to complete my assignments before deadline.	680 (85%)	40 (5%)	80 (10%)	
2.	Use of ICT tools have great impact on Learning Process.	600 (75%)	120 (15%)	80 (10%)	
3	I am habitual of studying with ICT tools.	520 (65%)	240 (30%)	40 (5%)	

4	I think getting information from print material is better than using ICT.	440 (55%)	360 (45%)	0 (0%)	
5	I'm afraid of using ICT tools.	400 (50%)	240 (30%)	160 (20%)	
6.	Use of ICT tools improves my academic scores.	480 (60%)	160 (20%)	160 (20%)	
7.	Use of ICT tools for attain information is better than Library.	400 (50%)	200 (25%)	200 (25%)	

8.	Use of ICT tools accelerate the learning process.	640 (80%)	120 (15%)	40 (5%)	
9.	Use of ICT tools are helpful in covering the syllabus.	600 (75%)	80 (10%)	120 (15%)	
10.	Use of ICT tools in learning is time consuming.	720 (90%)	40 (5%)	40 (5%)	
11.	Use of ICT Tools is attractive and entertaining.	680 (85%)	120 (15%)	0 (0%)	

12.	Students' reasoning abilities are developed through the use of ICT Tools	560 (70%)	120 (15%)	120 (15%)	
13.	Use of ICT tools foster to be self-dependent in life.	440 (55%)	200 (25%)	160 (20%)	
14.	ICT tools arouse the interest of students.	640 (80%)	80 (10%)	80 (10%)	
15.	ICTs tools help students remember what they've learned over a longer period.	480 (60%)	240 (30%)	80 (10%)	

16.	ICT tools help in generating a wide range of ideas.	680 (85%)	80 (10%)	40 (5%)	
17.	Students can become confused working on ICT tools.	720 (90%)	40 (5%)	40 (5%)	
18.	Use of ICT tools help students in overcoming their doubts.	640 (80%)	80 (10%)	80 (10%)	
19.	Sometimes, Use of ICT tools make exhausted.	720 (90%)	0 (0%)	80 (10%)	

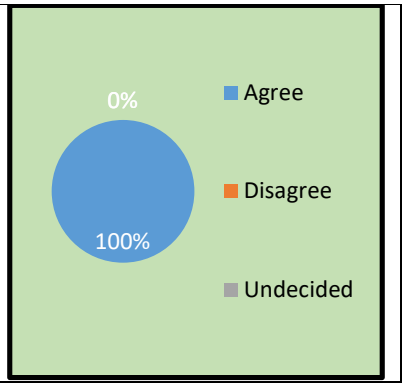
20.	Long-term Use of ICT tools affect the mental health of students.	800 (100%)	0 (0%)	0 (0%)	

Table-2

Overall Opinions (in %) of Students' Attitude towards ICT

Overall Opinions	Agree (A)	Disagree (D)	Undecided (UD)
Attitude towards ICT	74%	16%	10%

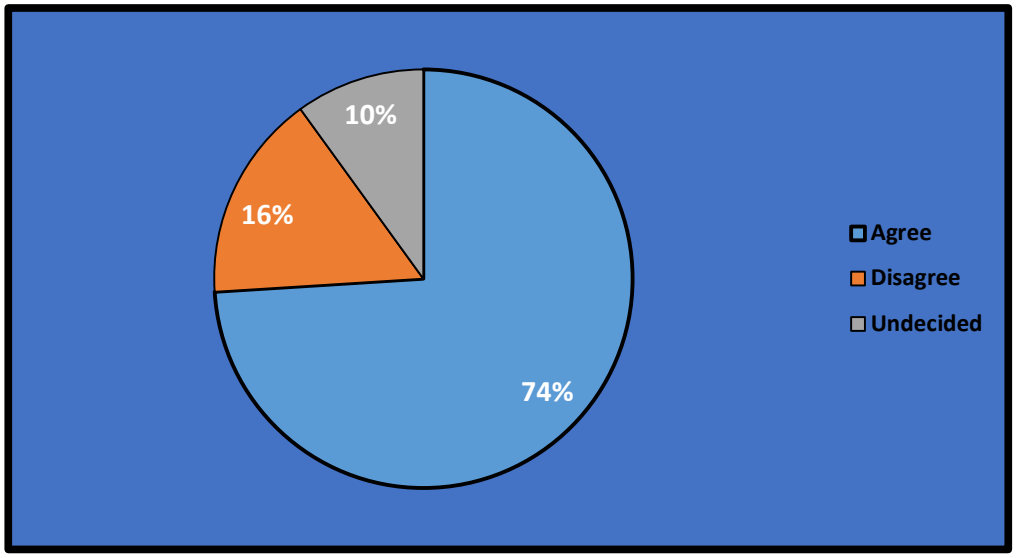


Fig.: Students' Overall Opinions about Attitude towards ICT

Table-2 and Fig. 2 reveals that 74% of students are in favour of learning through ICT. 16% of students have unfavourable attitude towards ICT and 10% of students remained undecided about attitude towards ICT. Thus, it can be said that students exhibited more self-directed and self-managed learning behaviors when ICT was used to help them to learn the procedure. Therefore, by encouraging creative ICT-related programs in the classroom, students should be made more aware of the possible advantages of ICT integration in education.

CONCLUSION

According to the study's findings, the majority of students support using ICT to aid in their education. There has been a determined effort in the twenty-first century to integrate ICT into the classroom. ICT is "An all-encompassing term that includes the full gamut of electronic tools by means of which we gather, record and store information, and by means of which we exchange and distribute information to others" (Anderson, 2010). It consists of laptops, smartphones, electronic devices, broadband Internet, interactive Web 2.0

technologies, & cloud apps. Learning can happen anywhere and at any time because to the extensive usage of ICT in the classroom. As a result, educational establishments are offering the newest technology to raise the standard of instruction. "ICT use transforms the teaching and learning process and produces a powerful learning environment where students engage with knowledge in a constructive, self-directed, and active manner" (Volman & Van Eck, 2001). Nonetheless, sufficient computers must be made available to the students at every stage of the teaching-learning process. When students have access to computers, the vast majority of them will be able to improve their abilities, meet societal demands, and help realize Vision 2030.

REFERENCES

Anderson, J. (2010). ICT transforming education: A regional guide. Bangkok: UNESCO.

Blurton, C. (2002). New Directions of ICT-Use in Education. Available online http://www.unesco.org/education/educprog/lwf/dl/edict.pdf;accessed, retrieved from http://en.wikibooks.org/wiki/ICT_in_Education/Notes#4

Burniske R. (2001). Avaricious and Envious: Confessions of a Computer-Literate Educator. *Phi Delta Kappan.* 2001. pp. 524–527.

Choo, C.B. (2007). Activity-based Approach to Authentic Learning in a vocational Institute. *Educational Media International,* 44(3): 185-205.

De souse, et.al. (2012). Autonomy and ICT in Environmental education. Procedia-Social and Behavioural Sciences, 46: 1343-1347.

Dlaska, A. (2002). Sites of Construction: Language learning, Multimedia, and the International engineer. *Computers and Education,* 39(2): 129-143.

Jana, F. and Pavol, P. 2008. Students Attitude towards Computer use in Slovakia. *Eurasia Journal of Mathematics, Science and Technology Education,* 4(3): 255-262.

Malahi, H. and Mohamed, L. (2019). Students' Attitudes towards ICT and their Achievement in English. International Conference ICT for Language Learning. Retrieved from https://conferece.pixel-online.net/ICT4LL/files/ict4ll/ed0009/FP/3063-ICL1942-FP-ICT4LL9.pdf

Ottensen, E. (2006). Learning to teach with technology: Authoring practiced identities. *Technology, Pedagogy and Education,* 15(3): 275-290.

Shodin, N. S, (2013). The effects of Blended learning with a CMS on the development of Autonomous learning: A case study of different degree of autonomy achieved by individual learners. *Computers and Education,* 61: 209-216.

Sweeney, T. and Geer, R. 2010. Student Capabilities and Attitudes towards ICT in the early years. *Australian Educational Computing,* 25(1): 18-24.

Volman, Monique & Eck, E.. (2001). Gender Equity and Information Technology in Education: The Second Decade. *Review of Educational Research - REV EDUC RES.* 71. 613-634. 10.3102/00346543071004613ogy Education, 4(3): 255-262.

Zaman, M., Shamim, R. and Clement, K. (2011). Trends and Issues to integrate ICT in teaching learning for the future world of education. *International Journal of Engineering and Technology,* 11(3): 114-119.