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Purpose of information communication technology use among students

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Abstract

Information and Communication Technology is the fusion of computers and telecommunications. It describes exciting and innovative ways to provide lifelong learners with global access to information, leaving and support. Computers enable people to work creatively. It can be used discussing, questioning, supporting a partner, debating, sharing data, analyzing, seeking, collecting, organizing, and online information and exploring the real world. Information and Communication Technologies (ICT) are defined as all devices, tools, content, resources, forums, and services that can be converted into or delivered through digital forms, which can be deployed for realizing the goals of teaching learning, enhancing access to and reach of resources, building of capacities, as well as management of the educational system. These will not only include hardware devices connected to computers, and software applications, but also interactive digital content, internet and other satellite communication devices, radio and television services, web-based content, interactive forums, learning management systems, and management information systems. These will also include processes for digitalization, deployment and management of content, development and deployment of platforms and processes for capacity development, and creation of forums for interaction and exchange. The 21st century has seen ICT use becoming an inevitable part of life.

Keywords: Information communication technology, purpose of ICT, software applications, satellite communication devices, educational system

Introduction

ICT has plays an essential role for every students in their education. The purpose of ICT for students is to enable them to acquire the skills that they need for the future higher studies or the digital world, which can then help them to easily get a job in future. Besides, the critical thinking and analytic skill are needed for students in their future. ICT with the purpose to promote those thinking pattern and skills of students by self developing. Thus, student will no longer depends on the teacher anymore as it would transform the classroom environment from teacher- centric to student-centric learning. In addition, the purpose of ICT is to offer an effective learning environment for students which can then increase their performance in academic. Lastly, ICT is to enhance the existing curriculum and pedagogy for teaching and learning.

ICT brings a lot of advantages in education. Firstly, independent access for the students to their education can be improved by the computer. Secondly, ICT enable the student who needs a special education to accomplish work or task at their own pace. In addition, with the help of ICT, students can communicate more easily and especially for those who have profound and multiple learning difficulties. Moreover, using the voice communication by students enable most of them to aid gain the confidence or credibility of society or community. Furthermore, students can be motivated to use the internet at home for schoolwork. On the other hand, for those with communication difficulties or problems, ICT could unblock the hidden potential of students. One of the benefit that arises from the use of ICT is that the students can demonstrate their achievements in ways which might not be possible with traditional methods. The advantages of using ICT in education also include the enabling of tasks to be tailored to suit individual skills and abilities.

Moreover, the ICT has the positive impact on students that enable them to any place learning. Use of the new technology of ICT, the off –campus delivery was an option for the students who were unable to attend the classes. Now a day, more students are accepted with these technology-facilitated learning settings, about the application as well as impact of ICTs among students.

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Objectives

1. To study the socio economic background of students.
2. To find out the purpose of information communication technology use among students.

Research Methodology

To complete the above objectives by applying the appropriate research methodology, the study was conducted in district Kanpur Nagar in year 2020-2021, Chhatrapati Sahuji Maharaj University, Kanpur was selected purposively for the study. From the selected university eight colleges were selected

randomly with target of 50 students per college. Thus 400 students were selected. Dependent and independent variables namely, age, education, caste, type of family, size of family, annual income, occupation, knowledge, competencies, purpose, impact, constraints and suggestions etc. were used. The data also collected were subjected to statistical analysis for which statistical tools, such as percentage, rank, standard deviation, weighted mean, chi-square, correlation coefficient.

Result and Discussion

Educational qualification

Table 1: Distribution of the students according to Educational qualification

Education	Boys		Girls		Total	
Undergraduate	130	32.5	95	23.7	225	56.3
Postgraduate	70	17.5	105	26.3	175	43.7
Total	200	50.0	200	50.0	400	100.0
χ^2	12.444**				P<0.01	

The Perusal of table 1 shows the distribution of students according to their education, 32.5% of boys and 23.7 per cent of girls were found to be studying in undergraduate level whereas 17.5% of boys and 26.30 per cent of girls were studying in post graduate level in the study area. More than 56 % of respondents were studying undergraduate and 43.7 %

studying in post graduate in the research study area. The observed value of χ^2 (12.444**) was found to be significant at 1% significance level.

We found that the enrolment of students in post graduate level is lesser than under graduate level. Similar findings were also reported by Reid (2013) [6].

Table 2: Distribution of the students based on their use of ICTs for Academic purpose

S. No.	Academic purpose	Symbol	Frequently	Occasionally	Never	Mean Score	S.D.	Rank
1.	latest information of college and about certain books/library	A	180 (45.0)	156 (39.0)	64 (16.0)	2.29	1.87	III
2.	Exchange email with colleagues to matter discussion	B	218 (54.5)	136 (34.0)	46 (11.5)	2.43	1.99	I
3.	Find articles from journals	C	153 (38.3)	86 (21.5)	163 (40.7)	1.99	1.65	VI
4.	Develop a multimedia presentation	D	163 (40.7)	165 (41.3)	72 (18.0)	2.23	1.81	IV
5.	Download notes & Upload files	E	206 (51.5)	128 (32.0)	66 (16.5)	2.35	1.93	II
6.	Study through video conferencing	F	132 (33.0)	166 (41.5)	102 (25.5)	2.08	1.68	V
7.	Search relevant content for assignment preparation	G	134 (33.5)	140 (35.0)	126 (31.5)	2.02	1.65	VI
8.	prepare charts/ graphs	H	104 (26.0)	122 (30.5)	174 (43.5)	1.83	1.47	VII

N=400

Table 2 shows that distribution of respondents according to purpose of ICT, 54.5 per cent of students were more frequent in exchange email with colleagues to discuss matter related with academic work with mean score 2.43, standard deviation 1.99 and rank I, followed by 51.5 % of respondents were having appropriate purpose to frequent use of computer to download notes and upload files/documents. 45 Per cent of students frequently and 39% of respondents were occasionally use internet to find latest information about the College detail, about certain books and e-library with mean score 2.29, standard deviation 1.87 and rank III. Whereas near about 40% of students frequently use of computer with academic purpose of develop web page or multimedia presentation with mean score of 2.23 and rank IV. During the study of research area related to academic purpose of information communication technology 33% of students were frequent in his study

through video conferencing with mean score of 2.08, standard deviation 1.68 and rank V. 38.3 per cent of students were frequent and 33.5% of students were also frequently used computer as academic purpose to find articles from journal and search relevant content for preparation of report and assignment presentation with mean score value of 1.99, standard deviation 2.02 respectively and rank VI. Whereas 26% of respondents frequently use computer internet to prepare chart/graph from data with mean score 1.83, standard deviation 1.47 and rank VII.

Thus it can be observed that digital resources and tools provide more opportunity for active learning outside the classroom, as well as providing self directed space such as exchanging email with colleagues and multimedia presentation with learning benefits. Similar findings were also reported by Jewitt *et al.* (2012) [2].

Entertainment purpose of ICT

Table 3: Distribution of the students based on their use of ICTs for Entertainment purpose

N =400

S. No.	Entertainment purpose	Symbol	Frequently	Occasionally	Never	Mean Score	S.D.	Rank
1.	Playing games & listening music	A	140 (35.0)	180 (45.0)	80 (20.0)	2.15	1.73	II
2.	Facebook & WhatsApp chatting	B	176 (44.0)	168 (42.0)	56 (14.0)	2.30	1.87	I
3.	Downloading songs/ music	C	148 (37.0)	172 (43.0)	80 (20.0)	2.17	1.75	II
4.	watch movies & Video calling	D	136 (34.0)	156 (39.0)	108 (27.0)	2.07	1.68	V
5.	Other activities	E	140 (35.0)	156 (39.0)	104 (26.0)	2.09	1.70	IV

The table 3 concede use of ICT among students for different entertainment purposes, 84% of a students used Facebook and WhatsApp chatting frequently with mean score of 2.30, standard deviation 1.87 and rank I, followed by 30 per cent of students were also use computer/mobile frequently for downloading songs and music score of 2.17, standard deviation 0.75 and rank II. 35% of student frequently and 45% of students occasionally on playing games and listening music with mean score of 2.15 standard deviation 1.73 and rank III. Although for other activities only 35% of students were spent their time on computer in mean score 2.09,

standard division 1.70 and rank IV. While 34% of respondents were spent their time to watch movies and video calling with mean score of 2.07, standard deviation 1.68 and rank V.

In a nutshell, most of the students had a positive attitude towards the use of ICT for entertainment purpose like playing games chatting on face book and Whatsapp to reduce mental tiredness.

Other purpose of ICT among students

Table 4: Distribution of the students based on their use of ICTs for Other purpose

N =400

S. No.	Other purpose	Symbol	Frequently	Occasionally	Never	Mean Score	S.D.	Rank
1.	Shopping & payments	A	265 (66.3)	65 (16.3)	70 (17.5)	2.49	2.07	III
2.	Online ticket reservation	B	265 (66.3)	95 (23.7)	40 (10.0)	2.56	2.11	I
3.	Online electronic fund transfer	C	235 (58.7)	100 (25.0)	65 (16.3)	2.43	2.01	IV
4.	Recharge (mobile, T.V. etc.)	D	260 (65.0)	97 (24.3)	43 (10.7)	2.54	2.09	II

The empirical data of table 4 shows that 66.3 per cent of students were frequently used online ticket reservation for other purpose with mean score 2.56, standard deviation 2.11 and rank I, while towards mobile recharge most of the student (near about 65%) use mobile/ computer internet frequently as information communication technology with standard deviation 2.09 and rank II. 66.3% of students frequently and 16.3 per cent of students occasionally use internet device for other purpose as shopping and payments with mean score 2.49, standard deviation 2.07 and rank III, followed by 58% of students use data frequently for online electronic fund transfer with mean score 2.43, standard deviation 2.01 and rank IV.

In concluding lines we have found that most of the students were use internet device for online ticket reservation, shopping and payments and recharge of mobile and T.V.

Conclusion

The use information is wide and multifarious. ICT in this study was confounded to the application of computer and internet. The application of computer included Microsoft word, power point slides, Microsoft Excel while the application of internet included e-mail, www, and blog and face book also.

The purpose of use of computer and related technologies must be to improve learning productivity and performance. Further observed that digital resources and tools provide more opportunity for active learning outside the classroom, as well as providing self directed space such as exchange of email messages with colleagues and multimedia presentation with learning benefits and helpful for further improving computer proficiency as well as help students in securing jobs also because most of the job recruitments require computer knowledge preference with academic qualification.

Recommendations and suggestions

1. Maximum students have no knowledge about computer system although they have enough knowledge about mobile phone. So in the computer era each and every student should have proper knowledge about computer as it helps them in improving their academic performances.
2. There is need that the institutions should be invest more in computers and related technology as means of not only solving accessibility problem but improving on the availability of the facilities especially computers in the classrooms and computer laboratories.
3. The power supply is one of the major problems. The institution should buy generators in case of blackouts. Currently students suffer when there is blackout and school work becomes stand-still as they cannot use these ICT facilities. So Computer laboratories could be increased on campus and that could be done with private business people.
4. Efficiency of manpower for maintenance of computers and to provide technical support in information communication technology to students must be increased.
5. Due to highly expensive technology, students were not able to purchase personal computer / laptop but the current government has been also emphasizing on online study by providing tablet to each enrolled students at free of cost under the UP free tablet scheme 2021.

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