"AWARENESS AND USE OF INFORMATION TECHNOLOGY FOR ACADEMIC INFORMATION AMONG THE UG STUDENTS IN PEDDAPALLI DISTRICT: A STUDY"

A STUDENT STUDY PROJECT submitted to the Commissioner of Collegiate Education, Hyderabad. Under JIGNASA

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<u>Declaration</u>

We do hereby declare that the work presented in this study project is an original one and has been carried out by us in the Department of Commerce, Government Degree College, Manthani, Dist. Peddapalli and has not been submitted either in part or in full for the award of any Degree or Diploma of any University earlier.

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CERTIFICATE

This is to certify that the **JIGNASA-Students' Study Project** is an original one and has been carried out by the students of Department of Commerce, Government Degree College, Manthani, Dist: Peddapalli. It was carried out under my supervision. It is a bonafide work done by them and has not been submitted elsewhere for the award of any Degree or Diploma. This study project is of the standard expected and I strongly recommend that it may be sent for evaluation.

Date: **S. RAMESH**
Place: **Study Project Supervisor**

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<u>ACKNOWLEDGEMENTS</u>

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AWARENESS AND USE OF INFORMATION TECHNOLOGY FOR ACADEMIC INFORMATION AMONG THE UG STUDENTS IN PEDDAPALLI DISTRICT: A STUDY

ABSTRACT

Today when technology has walked into every facet of our society, education which is an indispensable and fundamental element, should be given vital importance and cannot be left behind. Mankind has always devised means to help people learn in ways that are easier, faster, surer, or less expensive than previous means. From this perspective, the present study focusses on modern technological implications in academics among students. The comprehensive attitude of respondents towards Information Technology (IT) found to be welcoming. This is supported by factors like the positivity shown by respondents in optimum usage of IT tools, best infrastructure in institutions, proficient IT knowledge etc. However, since majority of students are using computers, it is the need of the hour to equip the institutions with more and more latest IT tools.

KEYWORDS

Technology, IT knowledge.

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INTRODUCTION

Knowledge is desired by humankind since time immemorial. Learning novel concepts has always been our inherent nature. The inquisitiveness of knowing and understanding has created a wealth of knowledge over a period of time. Therefore, a need emerged, of imparting this knowledge to future generations. It was taken care by establishing standard education systems, which evolved and has seen radical changes since several years.

Statement of the Problem
The present study is conceived under the title **"AWARENESS AND USE OF INFORMATION TECHNOLOGY FOR ACADEMIC INFORMATION AMONG THE UG STUDENTS OF IN PEDDAPALLI DISTRICT: A STUDY"**

Definitions of Concepts
Use: as per Oxford dictionary the meaning of "Use" is to cause to act or serve for a purpose or as an instrument or as material for consumption. The term 'use' is used here for using Information Technology and tools like software, social media, email, Internet resources, E-learning, etc.
Awareness: as per Oxford dictionary the meaning of "Awareness" is to having knowledge or realization.The term 'Awareness' is used here for having knowledge or realization about the Information Technology for academic information.

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Information Technology (IT), as defined by the *Information Technology Association of America (ITAA),* is "the study, design, development, implementation, support or management of computer – based information system, particularly software application and computer and computer hardware". Information Technology (IT) is "the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a microelectronics-based combination of computing and telecommunications".

Scope

The study has confined its scope to only 5 colleges in Peddapalli District; where at present there are nearly 70 colleges exist in the district. The study population includes Students and Computer Teachers.

Objectives of the Study

1. To probe whether there is enabling environment to promote the usage of electronic information resources.

2. To assess the use and awareness of electronic information resources among students.

3. To study the information seeking habits of students in order to provide usage range of information resources.

4. To find out the various types of Information Technology tools used by students for gaining academic information.

5. To know how frequently the student use Information Technology provided by school authority.

6. To examine the Information Technology skills of students needed for the digital world.

7. To identify the various factors that may affect the students from use of social media/ Internet.

8. To study the impact of electronic resources and services on the academic work of students.

9. To investigate the IT infrastructure facilities provided by the school authority to the students.

Hypotheses of the Study:

H1:- Many students are taking the help of Information Technology.

H2:- College occupies first place in providing IT.

H3:- Teachers occupy first place in teaching them how to use IT.

H4:- Majority of the students work in pairs.

H5:- Majority of the students know MS Office.

H6:- Majority **of** the students have access to computers daily.

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H7:- Majority of the students use computer for IT subject.

H8:- Majority of the students use computer so that learning becomes easy.

H9:- Majority of the students know various types of harms associated with computers.

Methodology

We consulted the primary sources such as journal, reports and conference proceedings. The relevant data was collected through both primary and secondary information sources.

Sample of the study

The present study was conducted in 5 colleges affiliated to Satavahana University, Karimnagar District, Telangana. The sample consisted of Students. There were 100 respondents from 5 colleges.

Data Collection Tools

The data was collected with prime focus on the use of Information Technology (IT) in academic achievements and different aspects of learning. Along with this, the awareness towards the use of IT in education was also assessed. The details of tools used are being given as below:

The use of Technology (IT) in academic achievements and different aspects of education was assessed with the help of questionnaire designed. The questionnaire included queries related to use of IT in academic achievements; use of IT in teaching and learning; use of IT in resource sharing. Survey method was adopted. Questionnaire was used to collect the data. Also had one to one interaction with some of the lecturers for the opinions and views on the IT and its implementation in education.

Data Analysis

After receiving the questionnaires from respondents, the hypotheses was tested with the data obtained from the analysis. Necessary Statistical techniques and methods were used to analyze the collected research data. The data was analyzed by computing percentages. After completion of the analysis, the findings were drawn and presented in the form of a report. In doing so, many graphs, charts and figures were used for clarity and visualization of data.

REVIEW OF LITERATURE

Information Technology is the great enabler and it has assumed a directive role in the field of education. It provides, for those who have access to it, an extension of their powers of perception, comprehension, analysis, thought, concentration, and articulation through a range of activities that include: writing, visual images, Mathematics, Music, physical movement, sensing the environment, simulation, and communication **Carpenter (1989); Rawlins (1992)** relates the changes brought about by the Internet and information technology to what happened as a result of the invention of the printing press. He sees the data highways connecting schools, colleges, universities, researchers, and industry, as helping to start a society-wide revolution similar to what resulted from the invention of the printing press. Noted academic and Management guru **Drucker (1999)** makes some comparisons between the industrial revolution and the changes that are currently happening because of the introduction of ICT. The real changes, he says, will come as a result of changes to

our "mental geography" as we begin to realize the full potential of the new technology. **Law, Yuen, Ki, Li, Lee, and Chow (2000); Schofield and Davidson (2002**) observed many teachers who saw ICT as a resource, to help them teach the standard curriculum. **Means, Olsen, and Ruskus (1995)** stated that teachers are using ICT within the context of complex tasks, conducted within a multidisciplinary setting and extended blocks of time, and with performance-based assessment. **Asan (2003)** suggested that the process of designing for technology use should consider the teacher's opinions and knowledge around technology. This bears on the conclusions they make about strategies, procedures and materials for teaching.

Kulahci and Gurol (1991) compared teachers in a computer course with a control group of teachers who had not and found that teachers who had asked the computer course had lower anxiety scores and higher self-perceived ability than those who had not.

Billig, Gibson Sherry, and Tavalin, (2000) also note that as teachers pass through several levels of adoption, they will need different forms of musical supplement and professional evolution. They mention that at this stage, most attention has been on the earlier phases of the acceptance process where providing information, is enough, but later more collegial sharing is involved as teachers move to incorporating technology into the curriculum.

Findings include:

❖ Teachers re-examining their practices and their role as a result of the introduction of computers in schools (**Sandholtz, 1997)**

❖ Teachers who used the internet were more likely to describe changes in teaching practices than non-users (**Becker, 1997)**

❖ Teachers use internet material to add-on or replace traditional textbooks (**Wiesenmayer and Koul, 1998)**

❖ Teachers at high access schools tend to be more constructivist in their approach to teaching and learning and those in low access schools who tended to be more teacher directed (**Heflich, 1996)**

RESULTS AND DISCUSSIONS

The changing modern technological scenario has provided equal education opportunities to both male and female students. The gender wise distribution of the students under the study is shown below:

Table 1: Demographic profile of the students

Demographic Variable	Demographic Characteristics	Frequency	Percentage (%)
Gender	Male	50	50

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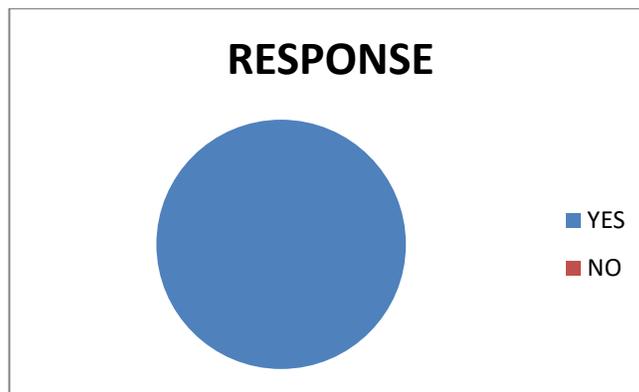|			
	Female	50	50

Frequency
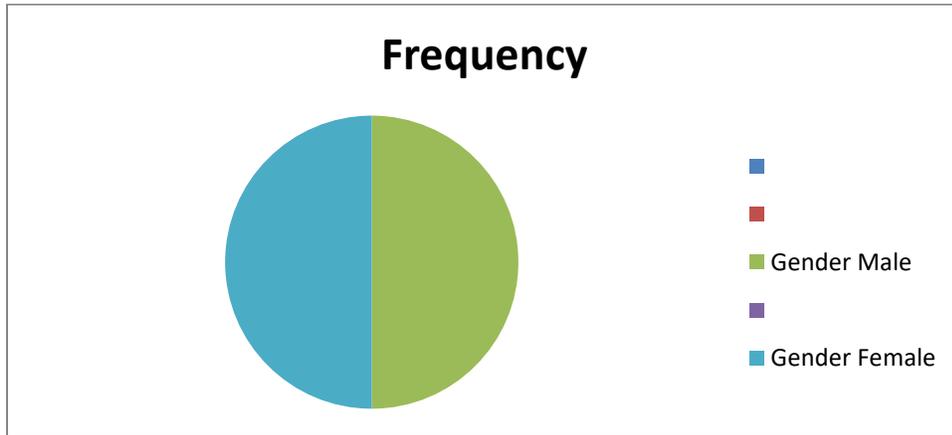
Use of Computers

The use of Computers by the students has been summarized in Table-2. The Table-2 depicts that all the students use the computers (100.00%)

Use of Computers

| Use of Computer	RESPONSE
YES	100
NO	-

RESPONSE

Place of Access to Computer

The students access computers from various places like home, schools, cybercafés, friend's home etc. The place of access to computer by the students has been summarized in the Table-3

Table 3: Place of access to computer

| CHARACTERISTICS	FREQUENCY	PERCENTAGE
HOME	15	15
COLLEGE	55	55
CYBER CAFE	5	5
FRIENDS HOME	10	10
ALL OF THE ABOVE	15	15
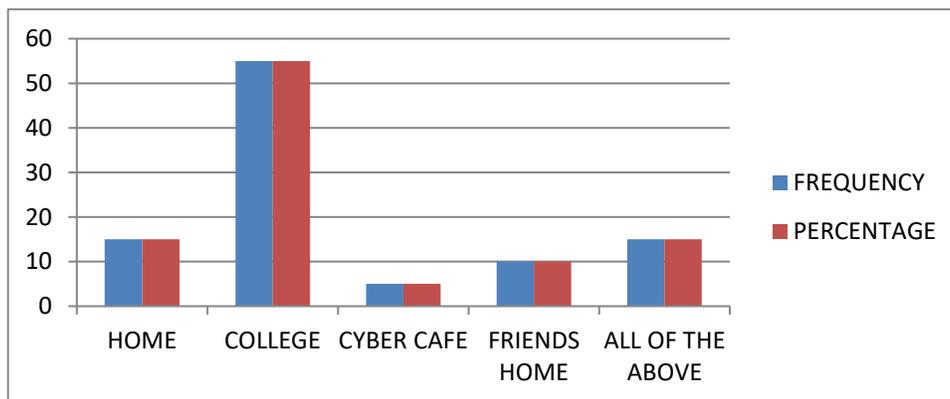
Taught to Use Computer

The information gathered about who taught the students to use computers has been summarized in Table-4. The Table-4 contains various sources like mother, father, sister, brother, friends, school teacher, computer courses and learned myself to use computers.

Table 4: Taught to Use Computer

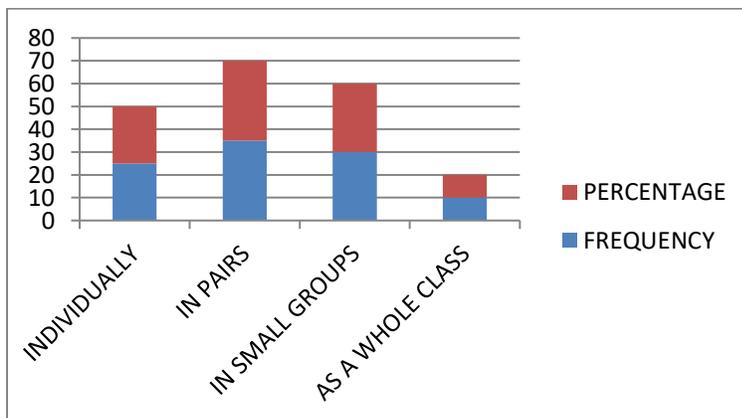| CHARACTERISTICS	FREQUENCY	PERCENTAGE
MY PARENTS	5	5
MY SIBLINGS	10	10
MY TEACHERS	55	55
MY FRIENDS	20	20
LERNED MYSELF	10	10
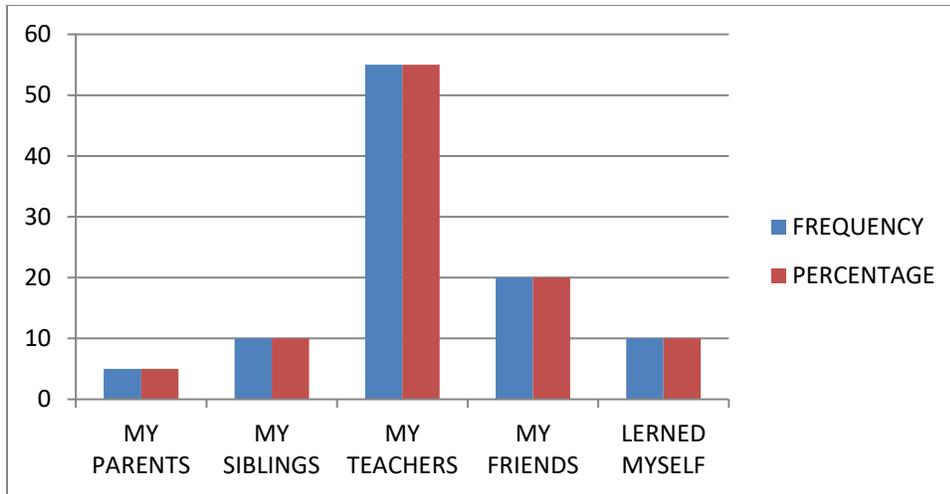
Opportunity to Access Computer at college

The opportunity that students have to access computer at school has been summarized in Table-5:

Table 5: Opportunity to Access Computer at college

| Compute access opportunity	FREQUENCY	PERCENTAGE
INDIVIDUALLY	25	25
IN PAIRS	35	35
IN SMALL GROUPS	30	30
AS A WHOLE CLASS	10	10

Frequency of Use of Computer in college

The frequency of use of computers at college by the students has been summarized in Table-6

Table 6: Frequency of Use of Computer at college

CHARACTERISTICS	FREQUENCY	PERCENTAGE
Once or twice in a year	4	4
monthly	15	15
Weekly	21	21
daily	60	60
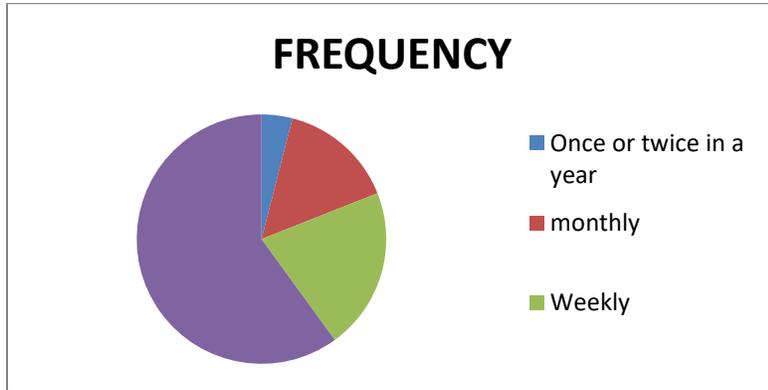
Use of Computer for Learning Subjects

The use of Computer for learning subjects has been summarized in Table-7

PURPOSE	FREQUENCY	PERCENTAGE
INFORMATION TECHNOLOGY	45	45
Sciences	20	20
Languages	5	5
General purpose	30	30
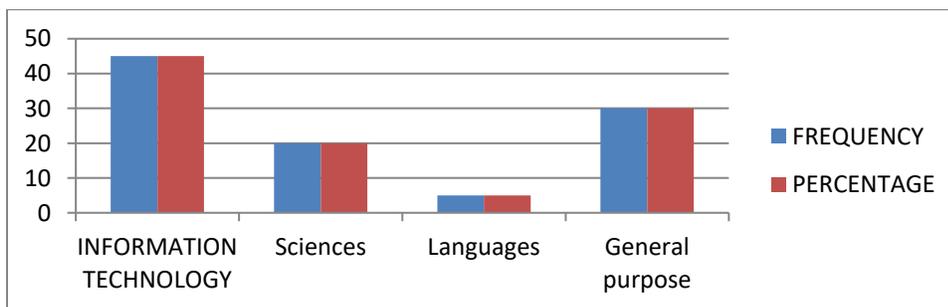
Basic Computer Knowledge

The students opinion gathered about various aspects of Basic Computer knowledge has been summarized in Table-8

BASIC COMPUTER KNOWLEDGE	YES	NO
MS OFFICE	90	10
PRINTING & SCANNING	49	51
Burn CDs	10	90
Use of storage devices	65	35
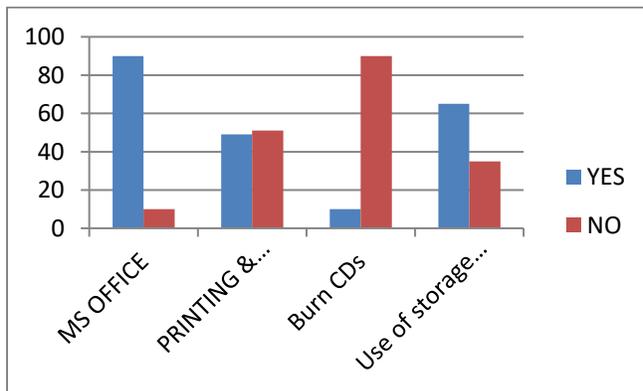
Extent of Usage of Computers
The Extent of usage of Computers by the students has been summarized in Table-9

| PURPOSE	FREQUENCY
To learn more easily	16
To get text & pictures for class work	9
In order to have fast access to information	10
To send mails	25
Surfing net for music	30
Watching videos	10
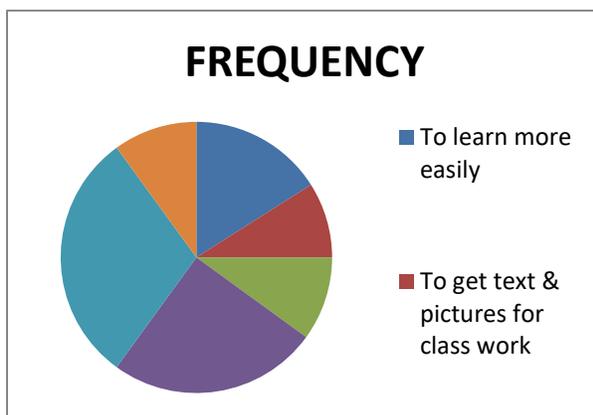
Awareness about Harms Involved in Computer/Internet Usage
The kind of Awareness about Harms indulged in Computer/Internet usage by the students has been summarized in Table-10

Awareness about harms	RESPONSE
YES	92
NO	8

RESPONSE

- YES
- NO
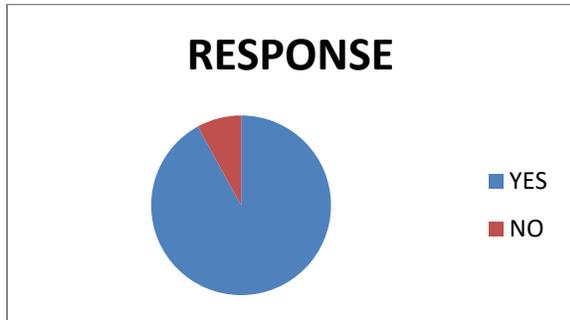
Types of harms involved in computer/internet usage

Harms	FREQUENCY
Computer virus	59
Fake demands for payment	9
Becoming computer addict	22
Being threatened by a stranger	10

FREQUENCY

- FREQUENCY
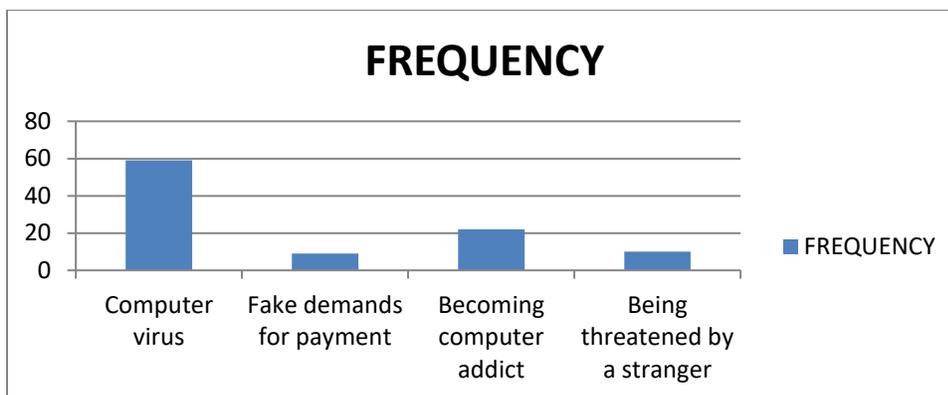
Various social media sites used by the students: Various social media sites used by the students has been summarized in Table- 11:

S/N	Social Media Sites	Yes	No
1	YouTube	100	0
2	Twitter	0	100
3	Facebook	39	61

Opinion about Various other Aspects	Opinions	Yes	No
	Do you think social media sites improve your knowledge about a product, service or organization?	63	37
	Do you have more friends on social networking sites as compared to real life?	8	92
	Do you think social networking sites affect your study timings?	15	85
	Do you think social networking sites can be an effective tool for e-learning?	56	44
	Do you think social networking sites are more effective in communicating with your teachers than in actual class?	6	94
	Do you ever find any information regarding your career or academic interests on social networking sites?	49	51

FINDINGS, SUGGESTIONS AND CONCLUSION

FINDINGS:

- ➢ 50 male students and 50 female students have been served the questionnaire.
- ➢ All the students are using computers.
- ➢ Majority of the students learnt from teachers how to use computers.
- ➢ Majority of the students use computers in colleges.
- ➢ Almost all the students know the harms associated with computers.
- ➢ A majority of the students use net for listening to music.
- ➢ A marjoity of the students know MS Office.
- ➢ Information Technology is the subject which the students are most learning with the help of computers.
- ➢ Students mostly learn computers in pairs.
- ➢ A majority of the students use computers daily.
- ➢ Students are more active in watching youtube.
- ➢ Majority opined that social media helps to improve knowledge about products and services.
- ➢ Social media sites are effective tools for elearning, as per the students.

SUGGESTIONS:

The research findings have provided a substantial account of insights and suggestions that can be used to improve technology integration in gaining academic information in colleges:

1. More planning for implementation of latest technology infrastructure is necessary

2. The Teachers should actively participate and put maximum effort in realization of technology integration in classrooms.

3. The Teachers should give more flexibility to use computers in labs. Also simultaneously monitor and guide students towards using online resources.

4. The Teachers should accept and adapt themselves to advanced technology tools that can be applied in classroom teaching.

5. The Teachers should be provided adequate training on Information Technology (IT).

6. The students are suggested to use social network (which they are found to be very active in) more for academic purpose (e.g. sharing education resources, creating field of interest forums, referring scientific blogs etc.)

7. The students should mainly focus on learning IT skills that help in their academic development.

8. Students are required to utilize Internet facilities more for academics than other purposes like social networks.

9. Teachers should channelize and train the students towards constructive use of computers and Internet.

10. The colleges should organize IT oriented programs for students and staff to keep them updated with latest technologies.

LIMITATIONS:

➢ Monetary resources are limited.

➢ Time available is limited

➢ Work is limited to Peddapalli district only

➢ Sample size is too small to be generalized.

SUGGESTIONS FOR FURTHER RESEARCH:

➢ Sample may be increased

➢ It may be carried across several places.

➢ A comparative study could be done on students in other districts or states, based on IT infrastructure.

➢ Studies on the Psychological and Sociological impact of Information Technology on students can be carried out.

REFERENCES

[1] Google

[2] News papers

[3]