

Behavioural Study On The Ict By Thesemi Urban Engineering students Of Anantapuramu District.

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ABSTRACT: Education is the driving force of economic and social development in any country. In this regard, it is necessary to find ways to make education of good quality, accessible and affordable to all using the latest technologies. With the advancement of science and technology, a revolution took place by the rapid development of Information, Communication and Technology. ICT can be helpful in quality and standards of education by implementing it in various phases of education. This paper focuses on the behavioural aspects of students' attitude towards learning a language and its impact on the use of ICT. The research article investigates on the knowledge of students' on ICT and its impact on speaking skills. The methodology adopted was in the form of questionnaire and the findings reveal that there are many parameters which need to be focused on pronunciation, grammar, vocabulary and fluency. Besides this, there are no proper resources for both the teacher and student community for the better quality in the teaching learning process.

Keywords: Impact, Quality, ICT, Teaching-Learning.

INTRODUCTION: One of the most vital contributions of ICT in the field of education is easy access to learning. With the help of ICT, students can browse through e-books, sample examination papers, Google interface etc. and can also have an easy access to chat rooms, video conferencing mentors, professionals and peer-learning across the globe. This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many learners who were constrained by other commitments.

ICT allows the academic institutions to reach a new international educational market. Learning can be done online by the teachers as mentors and also finding the capabilities of

teaching at any work place. One of the best ICT tools is Mobile technologies and seamless communication technologies which support 24*7 teaching and learning.

The Engineering and technical institutions in India have expanded by leaps and bounds. This led to enigmatic situation where there is no shortage of engineering graduates, but interestingly these graduates with their professional degrees found to be incongruous for the corporate world.

ICT IN EDUCATION: According to Toomey, “ICT generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information”. It means, ICT applied to the certain storage, selection, transformation and distribution of information. ICT increases the flexibility in the mode of education so that the knowledge transfer can be done anywhere and anytime. It can influence the way students are taught and how they learn as now the processes are learner-centric. This result better prepare the learners for life- long learning to improve the quality in the education. The teacher education is struggling to provide their students with necessary knowledge, skill and valued system. To meet the challenges, teacher education has to focus concurrently on expanding access, improving internal efficiency, promoting teaching, learning and improving classroom processes through the new emerging ICT.

METHODOLOGY: The present study followed the descriptive survey research method and stratified random sampling method for the collection of data in the form of questionnaire. 231 samples were collected from the III B.Tech students in the study area of research of JNTU, Ananthapur.

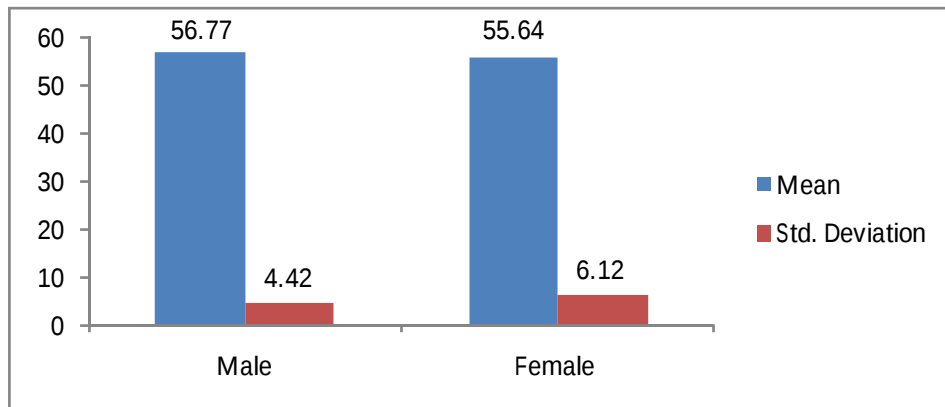
The respondents of the study included of III B.Tech students from the branches of engineering and technology. The research sample of 231 students had been collected from five branches of Civil, Mechanical, Computer Science, Electrical and Electronics Engineering. The samples have been collected from affiliated colleges of JNTU Ananthapur in the Ananthapuramu district.

TESTING OF HYPOTHESIS: In the part of research, the investigator has put some assumptions and to test those assumptions the data was tested hypothetically with t-test and ANOVA tests which are presented in the following tables:

Table 1: Difference between male and female students interest on ICT in Engineering Education

Sex	N	Mean	Std. Deviation	Std. Error	T-test	P-value
Male	47	56.77	4.42	0.64	1.43	0.16
Female	184	55.64	6.12	0.45		

Figure 1:

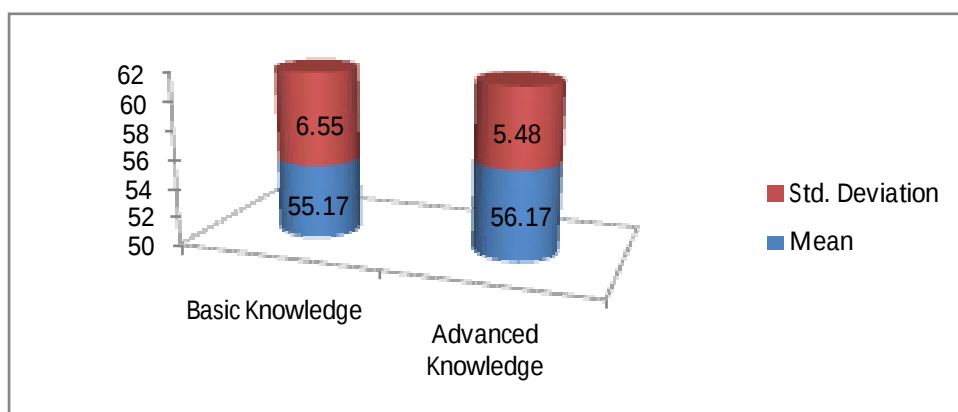


The difference between male and female students' interest on ICT in education shows that male respondent's performance i.e 56.77 is more than female (55.64) but is not significant level because the paired t-test value is 1.43. It shows that there is no significant difference between male and female in their attitude towards interest on ICT in education.

Table 2: The performance of semi urban students towards interest on ICT in Engineering Education

Parameters	N	Mean	Std. Deviation	Std. Error	T-test	P value
Basic Knowledge	70	55.17	6.55	0.78	1.12	0.26
Advanced Knowledge	161	56.17	5.48	0.43		

Figure 2:



The difference between basic knowledge and advanced knowledge respondents on interest on ICT in Education shows that advanced knowledge respondents' performance (56.17) is more than Basic knowledge respondents (55.17) is shown in table 2 but is not a significant level because the tested t-value is not a significant value. It infers that there is no significant difference between basic knowledge and advanced knowledge respondents in their attitude towards interest on ICT in education.

Table 3: Response of the Autonomous and JNTUA Affiliated colleges towards interest on ICT in Engineering Education

Locality	N	Mean	Std. Deviation	Std. Error	T-Value	P-Value
Autonomous	144	57.01	5.15	0.43	3.72**	0.00
Affiliated Colleges	87	53.99	6.41	0.69		

Figure 3:

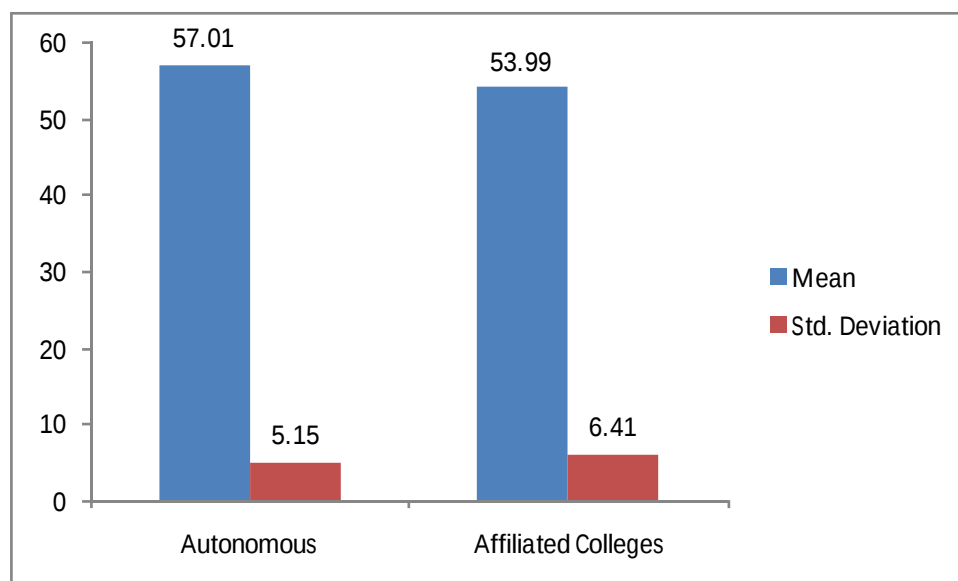


Table 3 reflects the significance difference between autonomous and affiliated colleges' interest towards ICT on Education shows that the performance of the Autonomous colleges (57.01) is found higher than affiliated colleges respondents' i.e 53.99. The tested t-value is 3.72 found significant because the p-value is 0.000. It shows that there is a significant difference between autonomous and affiliated colleges in their performance towards interest on ICT in education where the autonomous colleges' respondents are more in interest on ICT in Education.

RECOMMENDATIONS: As per the results of the present research we need to take remedial measures and plan action to implement ICT in Education in semi urban areas of Anantapuramu district. The statistical analysis of the variable given results is very useful to advancement of the students' performance and interest on ICT in engineering education.

- ✓ The management needs to allocate more funds to implement ICT in classroom environment.
- ✓ Create awareness among the student teachers who trained in the colleges of Engineering.
- ✓ Infrastructural facilities should be abundantly provided for better training.
- ✓ Teacher educators should attain the proficiency with the latest technologies to have quality education in Engineering.
- ✓ In-service training is essential to upgrade their skills and recruit skilled persons for the quality education using ICT for better teaching-learning process.

CONCLUSION: The adoption and use of ICTs in engineering education have a positive impact on teaching, learning and research. ICT can affect the delivery of education and enable wider access to the same. In addition, it will increase flexibility to the learners regardless of time and geographical barriers. The wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching and improved academic achievement of learners.

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