



IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION AND ITS EFFECTIVENESS IN SECONDARY SCHOOLS OF SRIKAKULAM DISTRICT

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INTRODUCTION

Information and Communication Technology are playing an increasingly important role in education, for both the teacher and the student. Their use enables each student to develop at his or her own pace and makes the whole learning process more flexible.

In view of the increasing importance of the technology, students who are the future citizens of the nation and will be employed in various walks of life cannot afford to keep themselves aloof from this potential medium. The govt. has, therefore decided to provide ICT education the govt. of India launched many pilot projects to provide ICT awareness and also learning through Information and Communication Technology.

During the last 20 years, enlighten countries are looking towards increasing the strength of human thinking with the machine speed and power of the ICT the basis for many of the transformations that take place in the modern world is associated with the much more rapid flow of information and greater capacity for storage in ICT. The predominance of ICT in society indicates that students should have some exposure to Information and Communication Technology to cope with the technological changes and information society of the future.

Importance of ICT in Secondary Education:

Education for modernization involves developing original thinking and modern thinking. It is ultimately leads to develop modern values among students. Modernization is an opposite concept of traditionalism. India being traditional, it is full of old traditions and superstitious beliefs. Therefore education has to cultivate modern and scientific thinking, encourage new ideas, driving superstitious beliefs. Only then Indians will



compete with other Nation's progress on par with the developed nations. It can be done only through the process of modernization, which can be speeded up or accelerated through education. This is an observation of the Kothari Commission.

Advantages of Information and Communication Technology:

- ❖ An ICT has high rate of processing speed with high reliability.
- ❖ A huge volume of data can be retrieved at random in a fraction of a second.
- ❖ Solution of a much-complicated problem is feasible at a great speed.
- ❖ Processing of voluminous data saves a good lot of clerical labour, which in turn reduces the processing cost.
- ❖ An ICT perform operations efficiently even in environments accessible to human beings such as furnace, poisonous atmosphere, vacuum, unmanned satellite etc.

Applications of Information and Communication Technology in the modern world:

Information and Communication Technology are designed and manufactured to meet the general purpose as well as special purpose needs and they are effectively and appropriately used in the following area.

1. Areas that require management of large volumes of data, prompt retrieval of information, preparation of pay bills of employees in factories, accurate accounting in banks etc.
2. In research institute to solve any complicated mathematical, engineering and scientific problems.
3. Area where minute remote controls are essential with finite timings such as rocket launching, communications with satellite etc.

Objectives of the Study

The following are the objectives of the present study:

1. To find out the Opinions of Male and Female Teachers regarding Implementation of ICT Education and Its effectiveness in the Secondary



schools of Srikakulam

2. To study, how for the High school teachers are using Information and Communication Technology in teaching their subjects.
4. To study, whether there are good supporting facilities for implementing ICT education in the Secondary schools.
5. To compare the attitudes of teachers according to different variables.

Hypothesis of the Study

1. There is no significant difference between Male and female teachers for implementation of ICT education in Secondary schools of Srikakulam District
2. There is no significant difference between Government and Private Teachers for implementation of ICT education in Secondary schools of Srikakulam District
3. There is no significant difference between Telugu and English teachers for implementation of ICT education in Secondary schools of Srikakulam District

Limitation of the Study

The present investigation is limited to the Teachers particularly in Srikakulam district. There are 15 schools of different management schools in srikakulam district.

Sampling Procedure

Random Sampling procedure is adopted. There are 15 High school of srikakulam district. Out of 15 schools are randomly selected. There are about 100 Teachers. The sample is further classified into the following sub groups on the basis of institutional variables. 1) Gender,2) Management,3) Medium

Questionnaire

After preparing the opinionnaire with 30 Items it was administered to 100 teachers handling working under Government, Aided and private managements.

While selecting the sample, investigator adopted stratified random sampling technique to include teachers covering variables such as sex, locality of the school, type of school management the investigator went round a number of schools to administer the opinionnaires properly to cover all the variables. The investigator received only 100 opinionnaires, which are full proof from the present investigation.



Scoring

After the establishment of the strength of the items included in the tool through Chi-Square test. The responses of the subjects on all the items are quantified duly assigning the numerical values 3,2 and 1 to A (agree) N (neutral) D (Disagree) respectively in the case of positive statements and are reversed in the case of negative statements.

Analysis and Interpretation of Data

The analysis and the interpretation had been carried out at two levels. The first level of study was significance of *t-values* and the second level of study was analysis of variance (ANOVA).

Showing the mean values of male and female teachers on the Implementation ICT Education and its effectiveness in the Secondary Schools of Srikakulam District

Gender	N	Mean	Std. Dev.	t
Male	57	71.02	5.53	1.64
Female	43	72.70	4.41	

As seen from the above table shows that the mean of female teachers group (72.70) was higher than the mean of male teachers group (71.02). The 't' values found to be 1.64, which is not significant at 0.05 or 0.01 level. This shows that there is no significant difference in the means of both the samples. Hence, the null hypothesis "There is no significance difference between male and female teachers on the Implementation ICT Education and its effectiveness in the Secondary schools of Srikakulam" is accepted.

Showing the mean values of government and Private school teachers on the Implementation ICT Education and its effectiveness in the Secondary schools of Srikakulam District

Management	N	Mean	Std. Dev.	t
Govt.	47	72.09	5.19	1.12
Private	28	70.61	6.05	



As seen from the above table shows that the mean of Government school teachers group (72.09) was higher than the mean of Private school teachers group (70.61). The 't' values found to be 1.12, which is not significant at 0.05 or 0.01 level. This shows that there is no significant difference in the means of both the samples. Hence, the null hypothesis "There is no significance difference between Government and Private school teachers towards on the Implementation ICT Education and its effectiveness in the Secondary schools of Srikakulam District is accepted.

**Showing the mean values of Telugu and English
medium teachers on the Implementation ICT Education and
its effectiveness in the Secondary schools of Srikakulam District**

Medium	N	Mean	Std. Dev.	t
Telugu	74	71.24	4.97	1.65
English	26	73.15	5.39	

From the above table shows that the mean of English medium school teachers group (73.15) was higher than the mean of Telugu medium school teachers group (71.24). The 't' values found to be 1.65, which is not significant at 0.05 or 0.01 level. This shows that there is no significant difference in the means of both the samples. Hence, the null hypothesis "There is no significance difference between Telugu and English medium school teachers towards on the Implementation ICT Education and its effectiveness in the Secondary schools of Srikakulam District is accepted.

Findings and Conclusions

1. There is no significant difference between the opinions of male and female Teachers in the aspects of ICT Education towards the implementation of ICT Education and its effectiveness in the Secondary schools of Srikakulam District. Hence, null hypothesis is accepted.
2. There is no significant difference between different management school groups of Government and Private school Teachers in the aspects of ICT Education towards the implementation of ICT Education and its effectiveness in the



Secondary schools of Srikakulam District. Hence, null hypothesis is accepted.

3. There is no significant difference between different medium of instruction groups of Telugu and English medium school Teachers in the aspects of ICT Education towards the implementation of ICT Education and its effectiveness in the Secondary schools of Srikakulam District. Hence, null hypothesis is accepted.

Suggestions for further study

Even though this study has been conducted on a small sample and limited criteria, further research can be conducted in the following areas.

- ❖ Research can be conducted on various Curricula and syllabi offered in different schools.
- ❖ Further research can be conducted on the case studies of successful in institutions with effective integration record.
- ❖ Problems, difficulties faced by schools in adopting CAI should be conducted.
- ❖ Status surveys can be conducted on the present position of Information and Communication Technology and prepare the teachers for Integration of ICT in education.
- ❖ This study can be conducted on a large population area with a greater sample.

Conclusion

This study on the implementation of ICT Education and its effectiveness in the Secondary schools finally concludes that there is still a lot to be done as far as integrations of ICT Education in schools in concerned. This is evident from the number of schools in which ICT education is being imparted as a subject in schools. Many Private Schools are offering ICT education in school. But this course from primary level to secondary level mainly focuses on courses like languages, programming and packages like MS-Windows and MS-Office. Those institutions which have provided training to the teachers with “Intel-Teach to the future” modules are only offering real integration of ICT education in schools.

The integration and implementation of ICT education in Government / Corporation / Aided schools is found to be in a low key. The facilities provided by



these schools are very very limited and the no. of Information and Communication Technology is very minimum. Teachers are not involved in training the students; rather this is done by organizations like NIIT, Aptech ect. There is no integration between the courses taught in these schools and the real concept of integration. Teachers are also not ready to provide right kind of information as they are not exposed to the concept of integration of ICT education in schools.

It is found that there is not much difference between male and female teachers, Telugu medium and English medium students, etc. Even though physically there is some bout ward difference between Government and Private Institution, there is not much difference among various management.

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