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A STUDY OF STUDENTS OPINION ABOUT LEARNING WITH ICT

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Abstract: The Internet is presently being used as an information source for educational purposes (Tutkun, 2011). Thus, Web-based learning systems have become increasingly popular. The major advantage of Web-based learning systems is the flexibility. Due to this flexibility, many learning platforms have been moved to the Web. This is possibly because Web-based learning systems utilize multimedia structure, which provides a nonlinear way to help each individual develop his/her own path (Deursen and Dijk, 2010). There is considerable evidence that well-designed multimedia resources can enhance learning outcomes, yet there is little information on the role of multimedia in influencing essential motivational variables, such as student engagement. With the help of these multimedia resources and internet, teachers can design their own teaching material. The current study examines the impact of multimedia supplements as well as Information Communication Technology on student engagement at college and institute in management studies. Instead of limiting student to the linear presentation of text as printed in books, teachers can makes reading dynamic by presenting words in new dimension and it is helpful for storing visual contents in a visual memory, which will improve the recalling power of students

Keywords: ICT, SAKSHAT" a 'One Stop Education Portal.

1. INTRODUCTION

Information and Communication Technology or ICTs allow users to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technologies. ICT tools can be used to find, explore, analyze, exchange and present information responsibly and without discrimination. ICT can be employed to give users quick access to ideas and experiences from a wide range of people, communities and cultures. Cox and Marshall (2007) point out that ICT studies and indicators do not demonstrate solid effects. Machin et al. (2006) state that, while there is a clear case for using ICT to enhance the computer skills of students, the role of technology enhanced learning (TEL) is more controversial (see Yusuf, & Afolabi, 2010; Shaikh, 2009; Jayson, 2008; Shaheeda et al., 2007) it is argued that ICT helps to improve the quality of learning and educational outcomes. ICT can enables to make teaching learning process learner centric as student can use ICT when he is free and feel comfortable to study. ICT are used in education in two general ways: to support existing 'traditional' pedagogical practices (teacher-centric, lecture-based) as well as to enable more learner-centric. ICTs are most effective when they help to enable learner-centric pedagogies. Currently, there are a significant number of initiatives to assess and monitor the efficiency of ICT use and its impact on education. SITES (the second information technology in educational study), sponsored by the International Association for the Evaluation of Educational Achievement (IEA), is an exemplary study which identifies and describes the educational use of ICT across 26 countries in the world. Machin et al. (2006) state that, while there is a clear case for using ICT to enhance the computer skills of students, the role of technology enhanced learning (TEL) is more controversial (see Yusuf, & Afolabi, 2010; Shaikh, 2009; Jayson, 2008; Shaheeda et al., 2007) it is argued that ICT helps to improve the quality of learning and educational outcome.

2. BENEFITS OF ICT FOR STUDENTS

1. Higher quality lessons through greater collaboration between teachers in planning and preparing resources.
2. More focused teaching, tailored to students' strengths and weaknesses, through better analysis of attainment data
3. Improved pastoral care and behavior management through better tracking of students
4. Encouragement of independent and active learning, and self-responsibility for learning.
5. Flexibility of 'anytime, anywhere' access (Jacobsen and Kremer, 2000)
6. Development of higher level learning styles.
7. Students who used educational technology in school felt more successful in school, were more motivated to learn and have increased self-confidence and self-esteem.

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8. Students found learning in a technology-enhanced setting more stimulating and student-centered than in a traditional classroom
9. Broadband technology supports the reliable and uninterrupted downloading of web-hosted educational multimedia resources
10. Opportunities to address their work to an external audience
11. Opportunities to collaborate on assignments with people outside or inside institution

3. THE NATIONAL MISSION ON EDUCATION

Realizing the importance of Information and Communication Technology (ICT) the Ministry of Human Resource Development as per the Mission Document, ICT is the tool in education available to enhance the current enrolment rate in Higher Education, at present 15 percent to 30 percent by the end of the 11th Plan period. The Ministry also launched a web portal named "SAKSHAT" a 'One Stop Education Portal' (http://www.sakshat.ac.in). The high quality e-content once developed will be uploaded on SAKSHAT in all disciplines and subjects. Several projects are in the completion stage and are expected to change the way teaching and learning is done in India.

The National Mission on Education through Information and Communication Technology (ICT) has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in any time any where mode. An amount of Rs. 4612 crore has been allocated by the Planning Commission during the 11th Five Year Plan for the National Mission on Education through ICT

Screenshot a: "SAKSHAT" a 'One Stop Education Portal' (http://www.sakshat.ac.in).

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4. HYPOTHESIS

The following hypotheses were tested.

Hypothesis 1: MBA student doesn't seen benefits of ICT in learning.

Hypothesis 2: BBA student doesn't seen benefits of ICT in learning.

5. METHOD AND DATA SOURCES

Subjects participating in this study were 60 MBA students and 60 BBA students of management institute in sangli city.

Table 1
Sampling Unit

Detail		*Number*	*Percents (%)*
Course	MBA	60	50
	BBA	60	50

Questionnaire is a widely used and useful instrument for collecting survey information, providing structured data being able to administrate by researcher and being comparatively straightforward to analyze. Structured questionnaire was used to collect primary data. It conations data about students opinion about the use of ICT in learning process

Twelve questions of 5 points scale is as follows:

(Q1). Concentrate more on learning.

(Q2). Try harder in subject.

(Q3). Improves the class climate.

(Q4). Work independently at your own speed.

(Q5). Work in groups more efficiently.

(Q6). Work on exercises or tasks individually.

(Q7). Give presentations to the whole class.

(Q8). Decrease communication gap with teachers.

(Q9). Discuss ideas with other students and the teacher.

(Q10). Improve technical ability

(Q11). Improve recalling power

(Q12). Improve visual memory

6. ANALYSIS

Data is classified and presented in tables. Analysis is done by using Mean, Weighted Average, Rank. Pearson Correlation Coefficient is used to analyze relationship between variables. To test out hypotheses, the Rank Correlation Coefficient was used to determine the correlations between learning feature with and without ICT. Data is processed and analyzed using MS-Excel software

A. MBA Students Opinion About Learning Feature with and Without ICT

Table A.1
Learning Feature with ICT

N=60

Q	*SA*	*A*	*NA-ND*	*D*	*SD*	*WA*
1	20	10	6	11	13	3.22
2	26	13	5	13	3	3.77
3	23	11	6	5	15	3.37
4	10	21	8	9	12	3.13
5	19	20	5	6	10	3.53
6	24	16	9	6	5	3.80
7	19	14	9	8	10	3.40
8	20	20	5	8	7	3.63
9	14	30	3	6	7	3.63
10	24	22	3	4	7	3.87
11	20	31	2	3	4	4.00
12	27	19	4	4	6	3.95

Table A.2
Learning Feature Without ICT

N=60

Q	*SA*	*A*	*NA-ND*	*D*	*SD*	*WA*
1	9	14	6	17	14	2.78
2	11	10	5	14	20	2.63
3	12	6	5	22	15	2.63
4	6	6	13	17	18	2.42
5	7	6	7	19	21	2.32
6	6	7	9	14	24	2.28
7	4	5	8	22	21	2.15
8	5	5	11	11	28	2.13
9	4	6	5	21	24	2.08
10	3	4	4	24	25	1.93
11	1	3	1	26	29	1.68
12	3	2	2	30	23	1.87

B.BBA Students Opinion About Learning Feature with and Without ICT

Table B.1
Teaching Feature with ICT

N=60

Q	*SA*	*A*	*NA-ND*	*D*	*SD*	*WA*
1	15	10	10	12	13	3.03
2	22	13	7	13	5	3.57
3	19	17	8	5	11	3.47
4	12	18	8	11	11	3.15
5	12	17	7	9	15	3.03
6	22	16	10	7	5	3.72
7	17	15	10	7	11	3.33
8	18	19	7	9	7	3.53
9	14	22	5	8	11	3.33
10	21	22	5	5	7	3.75
11	20	29	2	5	4	3.93
12	24	19	6	4	7	3.82

Table B.2
Teaching Feature without ICT

N=60

Q	*SA*	*A*	*NA-ND*	*D*	*SD*	*WA*
1	11	14	6	15	14	2.88
2	12	13	2	14	19	2.75
3	13	8	5	19	15	2.75
4	7	8	13	15	17	2.55
5	8	9	6	19	18	2.50
6	7	6	11	14	22	2.37
7	4	10	8	17	21	2.32
8	6	5	9	11	29	2.13
9	7	6	5	19	23	2.25
10	4	5	4	21	26	2.00
11	3	3	3	25	26	1.87
12	3	4	2	29	22	1.95

7. RESULTS

7.1. MBA Students

Results were indicated significantly high and negative correlations between learning feature with and without ICT $r(60) = -0.76224$ Table R.1

7.2. BBA Students

There was low and negative correlation between learning feature with and without ICT r(60) = – 0.68881 Table R.1.

Table R.1
Result of Rank Correlations

Sr.No	*Course*	*Correlations with and without ICT*
1	MBA (N=60)	– 0.76224
2	BBA (N=60)	– 0.68881

The correlations of MBA students opinion between learning feature with and without ICT was decreased but there was still a significant and negative correlation (r = –0.76224) Table. R.1 therefore Hypothesis 1 was rejected. Hence according to MBA students, learning with ICT is effective than learning without ICT.

Also the result revealed that, the correlations of BBA students opinion between learning feature with and without ICT was decreased but there was still a significant and negative correlation (r = –6.8881) Table. R.1 therefore Hypothesis 2 was rejected. Hence according to BBA students, learning with ICT is effective than learning without ICT.

8. CONCLUSION AND DISCUSSION

Result of this study suggests that learning with ICT is important issue. Students lacking positive attitudes toward ICT must be taken dangerously. The new methods must be developed to increase the attitudes of students toward ICT in management related courses. These would also assist in ensuring that these students feel themselves as appropriate and correct for their career achievement. ICT create more learners centric education system .This study understand students attitude and beliefs about ICT is essential in designing effective management courses.

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