



CHALLENGES AND ISSUES RELATED TO ICT EDUCATION IN SCHOOLS WITH SPECIAL REFERENCE TO TRIVANDRUM

¹Ariya.A, ²Dr. S.Pushpalatha

¹Ph.D Research scholar, Reg No: 20113281012001, Department of Commerce & Research Centre, Scott Christian College(Autonomous), Nagercoil. Affiliation of Manonmaniam Sundaranar University, Abishekapatti Tirunelveli-627012.

²Assistant Professor, Department of Commerce & Research Centre, Scott Christian College(Autonomous), Nagercoil. Affiliation of Manonmaniam Sundaranar University, Abishekapatti Tirunelveli-627012.

ABSTRACT

Information and Communication Technology (ICT) in education is the mode of education that uses information and communications technology to support, enhance, and optimize the delivery of information. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. The main objective of ICT in education is to encourage higher-level thinking and creativity through ICT, deliver students with a learning experience in instructional technology and to promote computer-based educational resources. This study based on challenges and issues related to ICT education in schools with special reference to Trivandrum. Data has been collected from 96 respondents from the study area. Convenience sampling method is used while selecting the samples.

Keywords: ICT, higher-level thinking, creativity, instructional technology.

DOI Number: 10.48047/nq.2022.20.22.NQ10482

NeuroQuantology2022;20(22): 4767-4771

4767

INTRODUCTION

Information and communication technologies are developing at a very fast rate. Modern information and communication technology has made the world a global village. There is no area that has not been influenced by these digital phenomena. Education is one of them. ICT stands for information and communication technology. It is concerned with the storage, retrieval and manipulation, transmission and receipt of digital data. ICT can be defined as anything which allows us to get information, to communicate with each other or to have an effect on the environment using electronic or digital equipment. According to the United Nation Development Program, 'ICTs

are basically information handling tools – a varied set of goods, application and services that are used to produce store, process distribute and exchange of information. They include the 'old' ICTs of radio, television and telephone and the 'new' ICTs of computer satellite and wireless technology and the internet. These tools are now able to work together and combine to form our networked world – a massive infrastructure of inter connected telephone services, Standard computing hardware. The internet radio and television which reaches into the every corner of the globe.



STATEMENT OF THE PROBLEM

In recent years, there has been a lot of interest in how computers and the internet can best be harnessed to improve the efficiency and effectiveness of education at all levels, both in formal and non-formal settings. However, there are more than just technologies; for example, despite receiving less attention these days, the telephone, radio, and television have a longer and deeper history as teaching aids. For instance, open and distance learning has been facilitated for more than 50 years by radio and television, but print continues to be the most popular, affordable, and easily available delivery method in both developed and developing nations.

REVIEW OF LITERATURE

- ✓ **Jenifer, Mohammad and Andel (2016)** conducted a study and found that learners are able to improve their grades if ICT is completely integrated teaching and learning.
- ✓ **Kaur (2015)** in her study titled ICT: culture in Teacher education found that the transformation to technology embedded classroom requires the transformation of teacher. In order to create awareness of ICT among the teacher educators. She suggested various input in teacher training such as knowledge of basic hardware skill, understanding system software, multimedia and social legal, ethical and health issues.

OBJECTIVES OF THE STUDY

The study has the following objectives.

1. To examine the need of ICT in education.
2. To identify the issues and challenges in the implementation of ICT in the educational institution.

3. To identify the ICT issues that pupil face.

RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the problem. It is a science of studying how research is done scientifically. Essentially; it is the procedure by which the researcher goes about their work of describing, evaluating and predicting phenomenon. It aims to give the work plan of research. It provides training in choosing methods materials, scientific tools and techniques relevant solution of the problem.

● COLLECTION OF DATA:

In special science there are two outstanding research methods

✓ PRIMARY DATA

The primary data were collected personally by approaching the student and employees by using questionnaire method.

✓ SECONDARY DATA

The secondary data has been collected through reports, books, journals, periodicals, newspaper, articles, and websites.

● SAMPLE SIZE:

As far as the study concerned, the researcher selected 96 respondents for this research.

● SAMPLING TECHNIQUE:

Convenience sampling method is used while selecting the samples.

ANALYSIS AND INTERPRETATION OF DATA

ROLE OF ICT IN EDUCATION

ICT offers encouraging outcomes at all educational levels, whether in a classroom or a college. It has the potential to improve education in a number of ways.

4768



TABLE-1

ROLE OF ICT IN EDUCATION	Garrett Mean Score	Rank
Student centered learning	72.88	I
Promotes students engagement and knowledge retention	70.67	II
Upgraded classroom	63.28	IV
Any place learning	55.98	VII
Catering to the individual difference	60.91	V
Connecting geographically dispersed regions	58.84	VI
Access to variety of learning resources	66.87	III

4769

From the above clearly shows that, the first rank stands for “Student centered learning”, since it has the highest score of 72.88, followed by second rank is for “Promotes students engagement and knowledge retention”, with a score of 70.67. The third rank stands for “Access to variety of learning resources” with a score of 66.87. “Upgraded classroom” was ranked fourth with a score of 63.28, followed by fifth rank is for “Catering to the individual difference”, with a mean score of 60.91, “Connecting geographically dispersed regions” got sixth rank with a mean score of 58.84 and

least rank is for “Any place learning” with a score of 55.98 respectively.

CHALLENGES AND ISSUES RELATED TO ICT IN EDUCATION

In order to find out the significant difference in challenges and issues related to ICT education in schools, ‘t’ test is used with the null hypothesis as, **“There is no significant difference in challenges and issues related to ICT education in schools among male and female employees”**. The result of ‘t’ test is presented in Table 2.



TABLE -2

S.No	Particulars	Mean Score		t-Statistics	P value
		male	female		
1.	High cost of ICT tools	2.854	3.010	5.381	0.021*
2.	Poor ICT infrastructure	2.747	2.713	8.773	0.003*
3.	Challenge of language and culture	2.747	2.752	0.010	.921
4.	Lack of technical support	3.543	3.701	5.381	0.002*
5.	Lack of trained teachers	3.527	3.762	8.773	0.008*
6.	Insufficient funds	3.796	3.711	2.279	.133
7.	Weak govt. policies	3.504	3.546	0.564	.454
8.	Resistance to change	3.514	3.690	1.058	0.003*

4770

Source: Primary Data

***-Significant at five per cent level**

As P value is less than 0.05, the null hypothesis is rejected at 5% level of significant with regard to High cost of ICT tools (0.021), Poor ICT infrastructure (0.003), Lack of technical support (0.002), Lack of trained teachers (0.008) and Resistance to change (0.003). Thus, it concluded that there is significant difference in challenges and issues related to ICT education in schools among male and female employees.

ICT ISSUES THAT PUPILS FACE

S.No	ICT ISSUES THAT PUPILS FACE	Garrett Score	Rank
1	Slow speed of computers	96.61	II
2	Signal problem in internet	97.01	I
3	Virus threat	95.72	V
4	Poor working condition of computers	96.45	III
5	Lack of access of internet	96.18	IV

Source: Primary Data



From the above table shows the ICT issues that pupils face using Garrett scores. The first rank stands for "Signal problem in internet", since it has the highest score of 97.01, followed by second rank is for "Slow speed of computers", with a score of 96.61. The third criteria were "Poor working condition of computers" with a score of 96.45. "Lack of access of internet" was ranked fourth with a score of 96.18 and least rank is for "Virus threat" with a score of 95.72 respectively.

FINDINGS OF THE STUDY

After the analysis and interpretation of the data these are the following findings were emerged:

- ✓ The first rank stands for "Student centered learning", since it has the highest score of 72.88, and least rank is for "Any place learning" with a score of 55.98 respectively.
- ✓ As P value is less than 0.05, the null hypothesis is rejected at 5% level of significant with regard to High cost of ICT tools (0.021), Poor ICT infrastructure (0.003), Lack of technical support (0.002), Lack of trained teachers (0.008) and Resistance to change (0.003). Thus, it concluded that there is significant difference in challenges and issues related to ICT education in schools among male and female employees.
- ✓ The ICT issues that pupil face using Garrett scores. The first rank stands for "Signal problem in internet" and least rank is for "Virus threat" with a score of 95.72 respectively.

SUGGESTIONS

The researchers have given the following suggestions for further improvement in the study area.

- ❖ Sufficient financial resources are crucial for integrating ICT into the classroom. The education sector should receive sufficient funding from the government.
- ❖ It is suggested that teachers receive technical support in order to

- overcome comprehended obstacles.
- ❖ Govt. should create strict policies to integrate ICT in educational settings.
- ❖ Teachers should be trained on how to use ICT in teaching.

CONCLUSION

Nowadays, there is a global recognition of the necessity and possibility of ICT use in education. ICT use in educational technology is the subject of issues and challenges related to ICT in education. The primary problems and obstacles associated with ICT in education are related to the use of ICT tools and equipment as a media and methodology in the teaching-learning process. Using ICT in education presents a number of concerns and obstacles, some of which include educating instructors and students on computer use and related technologies as well as the social, ethical, technological, financial, and economic challenges associated with its use.

4771

REFERENCES

1. <https://stories.linways.in/ict-enabled-education->
2. <https://leverageedu.com/blog/objective-s-of-educational->
3. <https://www.jetir.org/papers/JETIR2302586.pdf>
4. K. Kaur - 'Challenges in E-learning', E-learning A Boom or curse Twenty First Century Publication, Patiala-2015.

