



## **A Study on Usage of Information and Communication Technology among P.G. Students in S. V. University in relation to certain sociological variables.**

M. Rajendra Nath Babu,  
JRF-Ph.D Scholar,  
Department of Education,  
S.V.University,  
Tirupati.A.P

### **Abstract**

Information and communication technologies have transformed our world in many ways; yet, informal scholarly scientific communication forms a socio-technical interaction network in which communication is influenced by technology but defined by the social structures of scientists and their organizations. The main objective of the present study is to find out the usage of Information and Communication Technology among P.G. Students in S.V.University in relation to certain sociological variables. Sample comprised of 300 P.G. students in S.V.U. The usage of ICT among PG students questionnaire by Dr.S.Nirmal Devi and R.P.K.Kaliammal was used for the present study. Chi-square test was used for analysis of the data.

---

**Key Words:** ICT, Sociological Variable.

### **INTRODUCTION:**

“Today technology of education is being developed with the aim not only of making education more widely available, but also improving the quality of education which is already available”. – Apater

Information and communication technology usually usually abbreviated as ICT, is often used as an extended synonym for information technology (IT), but is usually a more general term that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers, middleware as well as necessary software, storage- and audio-visual systems, which enable users to create, access, store, transmit, and manipulate information

ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. For example, personal computers, digital television, email, robots.

So ICT is concerned with the storage, retrieval, manipulation, transmission **or** receipt of digital data. Importantly, it is also concerned with the way these different uses can work with each other.

In business, ICT is often categorized into two broad types of product: -

(1) The traditional computer-based technologies (things you can typically do on a personal computer or using computers at home or at work); and

(2) The more recent, and fast-growing range of digital communication technologies (which allow people and organizations to communicate and share information digitally).

## **2) STATEMENT OF THE PROBLEM**

“A Study on Usage of Information and Communication Technology among P.G. Students in S.V.University”.

## **3) OBJECTIVES OF THE STUDY:**

1. To compare the awareness about usage of ICT between male and female PG students.
2. To compare the awareness about usage of ICT between arts and science PG students.
3. To find out the influence of certain sociological variables on the usage of ICT among PG students.

## **4) HYPOTHESIS OF THE STUDY:**

1. There would be no significant difference between male and female PG students in the usage of ICT.
2. There would be no significant difference between Arts and Science PG students in the usage of ICT.
3. Religion would not have significant influence on the usage of ICT among PG students.
4. Education of Father would not have significant influence on the usage of ICT among PG students.
5. Education of Mother would not have significant influence on the usage of ICT among PG students.
6. Occupation of Father would not have significant influence on the usage of ICT among PG students.
7. Annual Income would not have significant influence on the usage of ICT among PG students.

## **5) METHODOLOGY:**

**Method:** In the present study Normative Survey method of investigation was employed.

**Sample:** For the purpose of the study a sample of 300 P.G. students was selected in S.V.University.

**Tool:** The usage of ICT among PG students questionnaire by Dr.S.Nirmal Devi and R.P.K.Kaliammal was used for the present study.

**Statistics used:** Chi-Square test was used for analysis of the data.

## **6) ANALYSIS AND INTERPRETATION OF THE DATA:**

**Hypothesis – 1:** There would be no significant difference between male and female PG students in the usage of ICT.

**Table 1: Significance difference between Male and Female P.G.Students in the usage of ICT.**

Usage of ICT	Male	Female	Total
Below average	22	26	48
Average	50	47	97
Above average	78	77	155
Total	150	450	300

Test	Value	df
Pearson Chi-square	0.432 @	2

**Note:** @ = Not significant at 0.05 level

The calculated Chi-square value from the table-1 is 0.432 (df-2). It is less than the table value 5.991 at 0.05 level. So it is not significant at 0.05 level. Hence the null hypothesis is accepted. It concludes that there would be no significant difference between male and female PG students in the usage of ICT is accepted.

**Hypothesis – 2:** There would be no significant difference between Arts and Science PG students in the usage of ICT.

**Table - 2: Significance difference between Arts and Science P.G.Students in the usage of ICT.**

Usage of ICT	Arts	Science	Total
Below average	28	20	48
Average	56	41	97
Above average	66	89	155
Total	150	450	300

Test	Value	df
Pearson Chi-square	7.064*	2

**Note:** \* = Significant at 0.05 level

The calculated Chi-square value from the table-2 is 7.064(df-2).It is greater than the table value 5.991 at 0.05 level. So it is significant at 0.05 level. Hence the null hypothesis is rejected. From the above table the value obtained for Science students is higher than the arts students. It conclude that there is a significant difference between Arts and Science PG students in the usage of ICT.

**Hypothesis – 3:** Religion would not have significant influence on the usage of ICT among PG students.

**Table - 3: Significance influence of religion on the usage of ICT among P.G.students.**

Usage of ICT	Hindu	Muslim	Christian	Total
Below average	46	01	01	48
Average	85	06	06	97
Above average	136	08	11	155
Total	267	15	18	300

Test	Value	df
Pearson Chi-square	3.071@	4

**Note:** @ = Not Significant at 0.05 level

The calculated Chi-square value from the table-3 is 3.071(df-4).It is less than the table value 9.488 at 0.05 level. So it is not significant at 0.05 level. Hence the null hypothesis is accepted. It is conclude that the religion would not have significant P.G.Students.

**Hypothesis -4:**Education of Father would not have significant influence on the usage of ICT among PG students.

**Table - 4: Significance influence of fathers education the usage of ICT among P.G.Students.**

Usage of ICT	Literate	Illiterate	Total
Below average	18	30	48
Average	56	41	97
Above average	92	63	155
Total	166	134	300

Test	Value	df
Pearson Chi-square	7.417*	2

**Note:** \* = Significant at 0.05 level

The calculated Chi-square value from the table-4 is 7.417(df-2).It is greater than the table value 5.991 at 0.05 level. So it is significant at 0.05 level. Hence the null hypothesis is rejected. From the above table the value obtained for the group of students whose fathers are literate is higher than the other group, from this it follows that ICT usage is high among students whose fathers are literate.

**Hypothesis -5:** Education of Mother would not have significant influence on the usage of ICT among PG students.

**Table - 5: Significance influence of Mothers education the usage of ICT among P.G.Students.**

Usage of ICT	Literate	Illiterate	Total
Below average	11	37	48
Average	35	62	97
Above average	71	84	155
Total	117	183	300

Test	Value	df
Pearson Chi-square	8.586*	2

**Note:** \* = Significant at 0.05 level

The calculated Chi-square value from the table-5 is 8.586(df-2).It is greater than the table value 5.991 at 0.05 level. So it is significant at 0.05 level. Hence the null hypothesis is rejected. From the above table the value obtained for the group of students whose mothers are literate is higher than the other group, from this it follows that ICT usage is high among students whose mothers are literates.

**Hypothesis -6:** Occupation of Father would not have significant influence on the usage of ICT among PG students.

**Table - 6: Significance influence of Fathers occupation on the usage of ICT among P.G.Students.**

Usage of ICT	Skilled	Unskilled	Total
Below average	08	40	48
Average	26	71	97
Above average	48	107	155
Total	82	218	300

Test	Value	df
Pearson Chi-square	3.919@	2

**Note:** @ =Not Significant at 0.05 level

The calculated Chi-square value from the table-6 is 3.919(df-2).It is less than the table value 5.991 at 0.05 level. So it is not significant at 0.05 level. Hence the null hypothesis is accepted. From the above table the occupation of father would not have significant influence on the usage of ICT among P.G students.

**Hypothesis – 7:** Annual Income would not have significant influence on the usage of ICT among PG students.

**Table - 7: Significant influence of annual income on the usage of ICT among P.G.students.**

Usage of ICT	Up to 36,000	36,000-one lakh	One lakh above	Total
Below average	21	24	03	48
Average	33	43	21	97
Above average	52	60	43	155
Total	106	127	67	300

Test	Value	df
Pearson Chi-square	10.303*	4

**Note:** \* = Significant at 0.05 level

The calculated Chi-square value from the table-7 is 10.303(df-4).It is greater than the table value 9.488 at 0.05 level. So it is significant at 0.05 level. Hence the null hypothesis is rejected. It concludes that Annual Income has significant influence on the usage of ICT among PG students.

## 8. CONCLUSIONS:

- There would be no significant difference between male and female PG students in the usage of ICT.
- There would be significant difference between Arts and Science PG students in the usage of ICT.
- Religion would not have significant influence on the usage of ICT among PG students.
- Education of Father would have significant influence on the usage of ICT among PG students.
- Education of Mother would have significant influence on the usage of ICT among PG students.
- Occupation of Father would not have significant influence on the usage of ICT among PG students.
- Annual Income would have significant influence on the usage of ICT among PG students.

## 8. EDUCATIONAL IMPLICATIONS OF THE STUDY:

- The concentration in providing special facilities must be more on the girls as they are facing more no.of problems in each and every area of usage of ICT.
- Special care must be taken by the principals, teachers, parents to solve problems of P.G.Students who were facing more no.of problems in usage of ICT among P.G.Students in S.V.University.

- Provide the ICT based tools in educational institutions to improve their knowledge about computer and Internet.
- The implementation of ICT based syllabus on their curriculum to know about the usage of ICT.

## **9. BIBLIOGRAPHY:**

- Garret (1992) 'Statistical and Educational Psychology' 236,248.
- J.C Aggarwal, Educational Research, Delhi (1953)
- Good, Carter, V.S 1966 'Elements of Educational Research' Newyork, 296-302.
- Kulbir Single Siddu (1987) 'Methodology of Educating Research' NewDelhi.
- Best, John W.S 1987 'Research in Education, New Delhi.
- Seely Brown.J. and Duguid.P.(2000),the social life of information , Harvard Business school press, Boston, MA.
- Information and Communication Technologies and the changing role of teachers-Steve Wheeler  
Journal of Educational Media Volume-26, Number 1, pp 7-18 summer 2010