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A STUDY ON ICT KNOWLEDGE OF ASSISTANT PROFESSORS FIRST GRADE COLLEGES

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ABSTRACT

The purpose of this research was to find the ICT Knowledge of assistant professors of first grade Colleges of affiliated Gulbarga University. Quantitative method was used in this study with a representative sample of 50 assistant professors. The finding of the research demonstrates that male assistant professors were having more ICT knowledge than that of females.

KEYWORDS- *Knowledge of ICT, assistant professors, first grade Colleges.*

1.INTRODUCTION :

ICT can and should play a variety of roles inside a school. Some of the more important ones are pedagogical, cultural, social, professional and administrative. ICT, if sensibly deployed and with carefully selected software, can positively affect many aspects of school life, from a healthy questioning of present teaching practices to a gradual improvement of the quality, scope and depth of the learning environment, as well as to provide a remarkable opportunity for teachers' development.

Uses of ICT in pedagogical activities are widespread in the education system. Teachers use computer software to make lesson plans, PowerPoint presentations, and use smart boards for interactive lessons. Distant education consumes best use of ICT, and e-learning is also accelerating in an efficient way. E-Learning covers a continuum of educational applications with Word, Excel, Access and PowerPoint as the main gadgets on one end with no or little impact on teaching, learning and administrative practices on the other end (Herselman & Britton, 2002; Ng, 2010). Apart from audiovisual technology used in the classrooms for teaching and learning process, phone technologies, email, electronic discussion and online classrooms are also used (Niederhauser & Perkmen, 2010; Stuart, 2009).

As curriculum leaders, Lecturers have to understand that the function of ICT in degree colleges does not serve primarily to promote computer literacy, neither it was due to technology deemed as the 'wave of the future'. Rather, the function of technology in schools is to enhance teaching and learning in accordance with the curriculum and assessment (Hong & Koh, 2002). Principals have to assess education technology as a mean of solving instructional problems.

The strategies for better monitoring, inspection, and evaluation system include extending the role of school heads or principals as curriculum leaders and main supervisors in teaching and learning in schools, increasing the number of qualified personnel in the field of inspection, strengthening the implementation of Education High Quality Standard in all educational institutions and a wider dissemination of inspectorate reports.

2. NEED OF THE STUDY:

Most administration and management tasks can be facilitated using ICT. Similarly, every organization requires a complete, comprehensive up-to-date information, which is created in the organization and passing through (Gev, 1995). Degree Education as an educational organization, Leturer is the leader and the manager of a college, and the importance of strong leadership in effectively implementing ICT in education is evident from many of the country reports (Gosmire & Grady, 2007). Today's rapid technological changing milieu requires the principal and teachers as a technology leader to become involved in discovering, evaluating, installing, and operating new technologies of all kinds, while keeping teaching and student learning as the guide and driving force behind it all (Gao et al., 2010). So this paper focuses on the ICT knowledge of Principals of B,Ed. Colleges of Gulbarga University.

3. STATEMENT OF THE PROBLEM:

The problem taken up by the researcher is, "A Study on ICT knowledge of assistant professors first grade Colleges".

4. OBJECTIVES OF THE STUDY:

The following are the objectives of the present study:

1) To find the Knowledge of ICT of assistant professors of Govt. and Private first grade Colleges.
2) To compare the Knowledge of ICT of male and female assistant professors first grade Colleges.
3) To compare the Knowledge of ICT of Arts and Science assistant professors first grade Colleges.
4) To compare the Knowledge of ICT of assistant professors first grade Colleges with different length of service.

5. HYPOTHESIS OF THE STUDY:

1. There is no significant difference between the score of ICT knowledge of assistant professors who are working in Government, Private first grade Colleges.
2. There is no significant difference between the score of ICT knowledge among Male and female assistant professors of first grade Colleges
3. There is no significant difference between the score of ICT knowledge among Arts and Science assistant professors of first grade Colleges.
4. There is no significant difference between the score of ICT knowledge among assistant professors of first grade Colleges with different length of service.

6. METHODOLOGY:

This is the descriptive survey method to determine the "Knowledge of ICT" of assistant professors of first grade Colleges.

6.1. Sample:

25 male and 25 female assistant professors working in different of first grade Colleges of Hyderabad Karnataka region were selected randomly as the sample of the study

6.2. Tools:

The tool used to collect data for the present study is prepared by investigator herself (Rating Scale to assess assistant professors' ICT Knowledge). It is having 100 Items representing different aspects of ICT.

6.3. Analysis of the data:

In present study investigator tried to measure the knowledge of ICT among assistant professors of first grade Colleges.. Hence t-test technique has been used for acceptance or rejections of null hypothesis.

Table-1

Difference between ICT Knowledge scores of assistant professors who are working in Government, Private first grade Colleges

Variables	Number	Mean	SD	t-value
Govt/aided	05	55.23	21.54	5.7215
Private	45	51.45	11.06	

The obtained t-value 5.72 is more than the table value at 0.01 and 0.05 level, so the null hypothesis "there is no significant difference between the score of ICT knowledge of assistant professors who are working in Government, Private first grade Colleges" is rejected and alternative hypothesis "There is significant difference between the score of ICT knowledge of assistant professors who are working in Government, Private first grade Colleges is accepted. The mean ICT Knowledge scores of Govt/aided college assistant professors is more than that of private college assistant professors.

Table-2

Difference between Computer Knowledge scores with sub variables

Variables	Sub	Number	Mean	SD	t-value
Gender	Male	25	60.21	16.88	4 . 72
	Female	25	55.45	15.01	

The obtained t-value 4.72 is more than the table value at 0.01 and 0.05 level, so the null hypothesis "there is no significant difference between the score of ICT knowledge among Male and female assistant professors of first grade Colleges" is rejected and alternative hypothesis i.e "there is significant difference between the score of ICT knowledge among Male and female assistant professors of first grade Colleges" is accepted. The mean ICT Knowledge scores of male assistant professors is more than that of female assistant professors.

Table-3

Difference between Computer Knowledge scores with sub variables

Variables	Sub	Number	Mean	SD	t-value
Subject	Arts	25	33.02	29.48	8.23
	Science	25	80.23	18.51	

The obtained t-value 8.23 s more than the table value at 0.01 and 0.05 level, so the null hypothesis "There is no significant difference between the score of ICT knowledge among Arts and Science assistant professors of first grade Colleges" is rejected and alternative hypothesis " there is no significant difference between the score of ICT knowledge among Arts and Science assistant professors of first grade Colleges" is accepted. The mean ICT Knowledge scores of science assistant professors is more than that of arts assistant professors.

Table-4
Difference between Computer Knowledge scores with sub variables

Variables	Sub	Number	Mean	SD	t-value
Teaching Experience	Less than 10 years	25	41.05	21.33	4.231
	More than 10 years	25	75.01	18.24	

The obtained t-value 4.231 is more than the table value at 0.01 and 0.05 level, so the null hypothesis "there is no significant difference between the score of ICT knowledge among assistant professors of first grade Colleges with different length of service" is rejected and alternative hypothesis i.e. There is significant difference between the score of ICT knowledge among assistant professors of first grade Colleges with different length of service is accepted. The mean ICT Knowledge scores of more than 10 years experience assistant professors is more than that of less than 10 years experience assistant professors.

7. MAJOR FINDINGS OF THE STUDY:

The present study reveals that

1. There is significant difference between the score of ICT knowledge of assistant professors who are working in Government, Private first grade Colleges.
2. There is significant difference between the score of ICT knowledge among Male and female assistant professors of first grade Colleges
3. There is significant difference between the score of ICT knowledge among Arts and Science assistant professors of first grade Colleges.
4. There is significant difference between the score of ICT knowledge among assistant professors of first grade Colleges with different length of service.

EDUCATIONAL IMPLICATIONS:

So to cope with the present changing trends, in teacher education institutions there is a need to make our assistant professors to cope with the present scenario of institution setup and there is a need of the hour is to provide ample of opportunity to operate the computer either by giving the computers to each individual or make them to work in group. By that, at least we can make them more effective principals in our teacher training institutions.

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