REVIEW OF RESEARCH

TECHNOLOGY USAGE OF STUDENTS IN KADAPA DISTRICT

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ISSN: 2249-894X
IMPACT FACTOR : 5.7631(UIF)
UGC APPROVED JOURNAL NO. 48514
VOLUME - 8 | ISSUE - 8 | MAY - 2019

ABSTRACT:

This study aims to investigate the significant difference in the technology usage of students with respect to selected background variables. Survey method was used for this pilot study. A simple random sample of 100 12th standard students was selected from Badvel, Kadapa district, Andhra Pradesh. Data was analyzed by t-test and F-ratio. Findings showed that the higher secondary school students do not differ significantly in technology usage with respect to gender and differ significantly in technology usage based on type of school, father's income and father's education.

KEYWORDS: *Technology Usage, XII Standard Students.*

INTRODUCTION:

Today's students are very diverse from those that our educational system was planned for. With progress in technology, classrooms are being modernized to fit the budding needs of the modern student. Many education institutions are replacing traditional resources with instructive technologies in an effort to keep up with their digital learners. The skill to take notes by electronic means during class helps in the conservation of valuable learning time. In addition, several students find they are gifted to use digital notes more efficiently than handwritten records by conducting keyword pursuits to locate specific info quickly. Now-a-days students are also able to mark and share notes with their study-group by means of cloud-based tools such as Ever note and Google Drive. These influential tools enhance teamwork by allowing students to access their study material from any instrument, add comments and track changes. We cannot reject the fact that technology has changed the lives of common people sophisticated than what it was earlier.

REVIEW OF RELATED LITERATURE

Su-Yen Chen and Yang-chih Fu (2009) examined how Internet use in the 8th grade affects students' performance on their exams. The findings confirm that online probing for information aids boost exam scores, while using the Internet for socializing and gaming, as well as going to Internet Cafés, contribute to poorer exam performance. Male and female students differ not only in their ways of Internet use, but in their academic performance also. While information probing helps both boys and girls, online socializing makes girls mainly vulnerable, and online gaming and Internet Cafés offend boys' academic achievement. Imhof, VoUmeyer, & Beierlein, (2007) found that even though the gender gap in computer use is closing among adolescents, boys and girls still differ greatly in what they do online Chen & Peng (2008) found that more female adolescents use the Internet to search for

information and for E-mail Griffiths, Davies, & Chappell, 2004 studied that more male adolescents use the Internet to play games. Magwa Simuforosa (2013) examined the relationship between adolescent usage of computers and academic performance. Within qualitative research the case study design was used in the study. Interviews and focus group discussions were the main tools used to collect the data for this study. The study's result was that recent technology effects learning both positively and negatively. Subrahmanyam et al. (2000) submits the cognitive researcher's suggestion that playing computer games can be a significant building block in enhancing children's skill to read and visualize images. Playing specific computer and video games have seemed to have instant positive effects on certain cognitive skills and improve their problem-solving skills. For this digital generation Technology is very essential in all aspects of their life though there is negative usage also.

OBJECTIVES OF THE STUDY

- To find out if there is any significant difference in the technology usage of students studying XII standard in terms of gender, type of school, father's income and father's education.

RESEARCH METHODOLOGY

Normative survey method was adopted. This pilot study was undertaken from both private and government schools from Badvel, Kadapa district, Andhra Pradesh. 100 students (40 girls and 60 boys), currently studying in class XII, were taken as sample. Random sampling technique was used. Technology Usage Scale constructed and validated by the investigator under the guidance of the research supervisor. The responses were Yes or No type, for the response "Yes" the scoring was 1 and for "No" the scoring was 0. There were 58 items taken for the pilot study. t-test and F-ratio were used as statistical techniques.

DATA ANALYSIS

Hypothesis 1: There is no significant difference in their technology usage of higher secondary school students based on gender.

Table 1: Technology Usage of Higher Secondary Students in terms of Gender

Gender	N	Mean	SD	't' value	Remark
Boys	60	44.56	3.20	0.72	Not Significant
Girls	40	45.13	4.52		

Table-1 shows that the calculated t-value is 0.72 which is lesser than the table value (1.96) at 5% level of significance. Therefore the hypothesis-1 is accepted and it is concluded that there is no significant difference between boys and girls of higher secondary school in their technology usage.

Hypothesis 2: There is no significant difference in their technology usage of higher secondary school students based on type of school.

Table 2: Technology Usage of Higher Secondary Students in terms of Type of School

Type of school	N	Mean	SD	't' value	Remark
Private	50	45.98	3.96	3.30	Significant at 1% level
Government	50	43.60	3.21		

Table-2 indicates that calculated t-value is 3.30 which is greater than the table value (2.58) at 1% level of significance. Therefore, the hypothesis-2 is rejected and it is concluded that there is significant difference between government and private higher secondary school students in their technology usage. The private school students' technology usage is greater than their counterparts.

Hypothesis 3: There is no significant difference in their technology usage of higher secondary school students based on father's income.

Table 3: Technology Usage of Higher Secondary Students in terms of Father's Income

Fathers Income	N	Mean	SD	F	Remark
Below 50000	66	44.08	3.68	4.704	Significant at 5% level
50000-1,00,000	25	45.28	3.74		
1,00,000-3,00,000	8	48.38	1.60		
Above 3,00,000	1	44.79	3.78		

Table-3 reveals that the calculated F-value is 4.70 which is greater than the table value (3.09) at 5% level of significance. Therefore, the hypothesis-3 is rejected and it is concluded that there is significant difference among higher secondary school students with respect to their father's income.

Hypothesis 4: There is no significant difference in their technology usage of higher secondary school students based on father's education.

Table 4: Technology Usage of Higher Secondary Students in terms of Father's Education

Fathers Income	N	Mean	SD	F	Remark
Illiterate	11	42.27	3.32	6.77	Significant at 5% level
School Education	52	44.23	3.24		
College Education	37	46.32	4.06		

From Table-4, the calculated F-value is 6.77 which is greater than the table value (3.09) at 5% level of significance Therefore, the hypothesis-4 is rejected and it is concluded that there is significant difference among higher secondary school students with respect to their father's education.

CONCLUSION

Technology Usage are closely linked to academic achievement in schools and colleges. The frequency of using the Internet is increasing among the students, Using for educational purpose will surely contribute more to academic performance. Internet use for recreational and social purposes will exert a negative effect on academic achievement. In this study it was found that there was no significant difference among boys and girls but Private school students Technology Usage is greater than Government school students. It was also found that the Technology Usage among the students whose Fathers income is between 1,00,000 and 3,00,000 is greater than the other income group and it was also found that the Technology Usage among the students whose Fathers have their college Education is greater than the other Education group. Students should be informed and guided for the correct use of Technology to avoid Technology Addiction and Physical health problems.

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