AWARENESS OF LANGUAGE TEACHERS OF UNIVERSITIES OF KARNATAKA REGARDING ICT TOOLS IN ASSESSMENT OF THEIR STUDENTS.

Dr. Saheb Ali H. Niragudi

Dean and Chairman,

Department of Studies in Education

Vijayanagar Sri Krishnadevaraya University

Ballari (Karnataka)

Abstract:

The objective of this study to find out whether there Awareness Regarding ICT tools in Assessment of their students among Language Teachers of Universities of Karnataka. The investigator adopted the survey method for the study. The size of the sample was 200 Teachers. The tool was prepared by the investigator and used for the collection of data. The result indicated that significant difference in the awareness of Administrative and Non-administrative Language Teachers of Universities of Karnataka, Male and female University Language Teachers and different Language Teachers in respect of various ICT tools in Assessment of students.

Key words: Language Teachers, ICT, Administrative and Non-administrative, Assessment

1. **Introduction:**

     The advances in Information and Communication Technology have been revolutionized in Languageal scenario, also developing with great speed they add a communication dimension to the information technologies, because of which time and space are losing their significant. Examples of these technologies are file sharing, e-mail, websites, navigating, chatting, targeting messages, video conferencing etc in both teaching and evaluation processes. Now those persons are termed to be illiterate who are not aware of latest technology available at their doorstep. In all walks of life person happens to get in contact of these technologies. The communication technologies are more frequently seen in teaching learning and in assessment of students process. Many researchers have made an attempt to study about the awareness teachers regarding ICT tools in Assessment of their students.

     In this study, investigator has made an attempt to study the Awareness about ICT tools in Assessment of their students among Language Teachers of Universities of Karnataka.

2. Objectives:

The following objectives were framed for the present study;

1) To analyze the awareness of Administrative and Non-administrative Language Teachers of Universities of Karnataka in respect of various ICT tools in Assessment of students.

2) To analyze the awareness of male and female University Language Teachers of Universities of Karnataka in respect of various ICT tools in Assessment of students.

3) To analyze the awareness of Kannada, English and Hindi Language Teachers of Universities of Karnataka in respect of various ICT tools in Assessment of students.

4) To analyze the awareness of Kannada Language Teachers of Universities of Karnataka having high and low experience in regard to various ICT tools in Assessment of students.

3. Hypotheses:

In pursuance of the above objectives, the following null hypotheses were setup for the present study;

1) **$H_0 1$:** There is no significance difference between Male and female Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

2) **$H_0 2$:** There is no significance relationship between Language and Non-Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

3) **$H_0 3$:** There is no significance difference between Administrative and Non-administrative Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

4) **$H_0 4$:** There is no significance relationship between Administrative and Non-administrative Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

5) **$H_0 5$:** There is no difference between Language and Non-Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

6) **$H_0 6$:** There is no relationship between Language and Non-Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

7) **$H_0 7$:** There is no difference between Kannada, English and Hindi Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

8) **$H_0 8$:** There is no difference between the Language Teachers of Universities of Karnataka having high and low teaching experience in respect of the awareness of various ICT tools in Assessment of students.

9) **$H_0 9$:** There is no relationship between the Language Teachers of Universities of Karnataka having high and low teaching experience in respect of the awareness of various ICT tools in Assessment of students.

4. Methodology Adopted:

The present study the method adopted is a survey study of University teachers of Universities of Karnataka.

Sample: For the present study a total number of 200 Language teachers of Universities of Karnataka were drawn by using stratified random sampling technique. The sample includes Non-administrative and Post Non-administrative, Male and female, High and low experienced Teachers of Universities of Karnataka.

Tool used: "ICT tools in Assessment Awareness Scale (ICTAAS), the self-structured tool was prepared by Investigator. This tool was used to collect the data from Language Teachers of Universities of Karnataka.

Statistical Technique used: The statistical techniques Mean, SD, 't' ratio, 'F' ratio and r- test were used to analyse and interpret the data.

5. **Hypothesis wise analysis of Data:**

In order to test null hypothesis, investigator calculated mean standard deviation, t- ratio, F-test and r-ratio by using appropriate formulas .

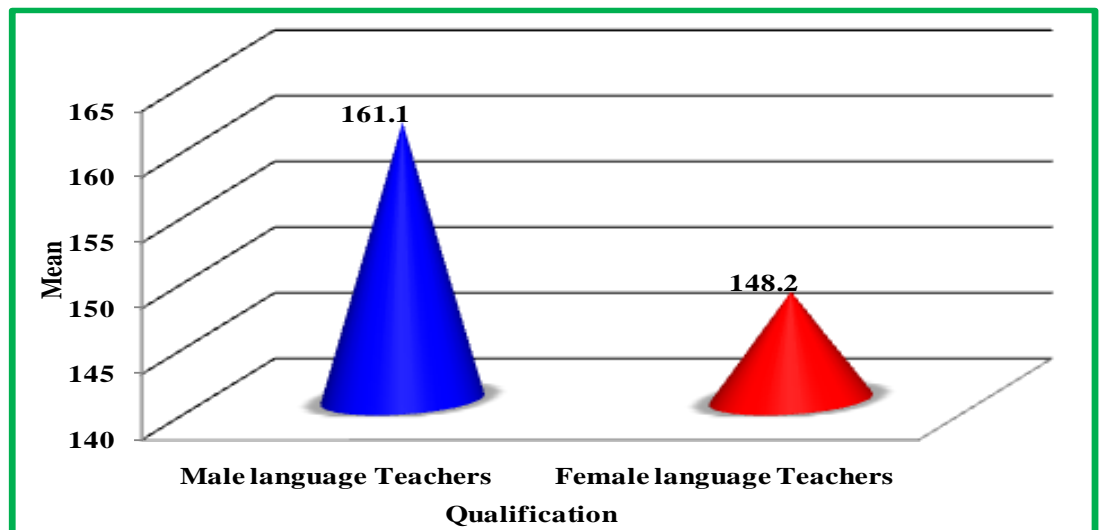**5.1. Testing of Hypothesis $H_0 1$ and $H_0 2$:**

Table-1
Mean, SD and 't' value of Male and female Language Teachers of Universities of Karnataka in respect of the Awareness of ICT tools in Assessment of students

Sl. No.	Qualification	N	Mean	SD	t-ratio	r-value
1	Male Language Teachers	100	161.1	22.58	4.34	0.841
2	Female Language Teachers	100	148.2	27.59		

It can be observed from the table-1, that awareness of Male and female Language Teachers of Universities of Karnataka in respect of communication technologies has mean score 161.1 and 148.2 and standard deviation 22.58 and 2.56 respectively. The ratio between these two groups is 4.34 which is significant at 0.05 level. Hence hypothesis H_01, that is there is no significance difference between Male and female Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students rejected and alternative hypothesis is accepted. It indicates that the Male and female Language Teachers of Universities of Karnataka have no similar awareness regarding the ICT tools in Assessment of their students. Male Language Teachers have more awareness compared to female Language Teachers of Universities of Karnataka.

It can also be observed from the table-1 that, the r value between these two groups is 0.841 which is significant at 0.05 level. Hence hypothesis H_02 that is there is significance relationship between Male and female Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students rejected and alternative hypothesis is accepted. The above data were represented graphically as follows:

Graph-1: Comparison of gender wise Language Teachers' Awareness of ICT tools in Assessment of students

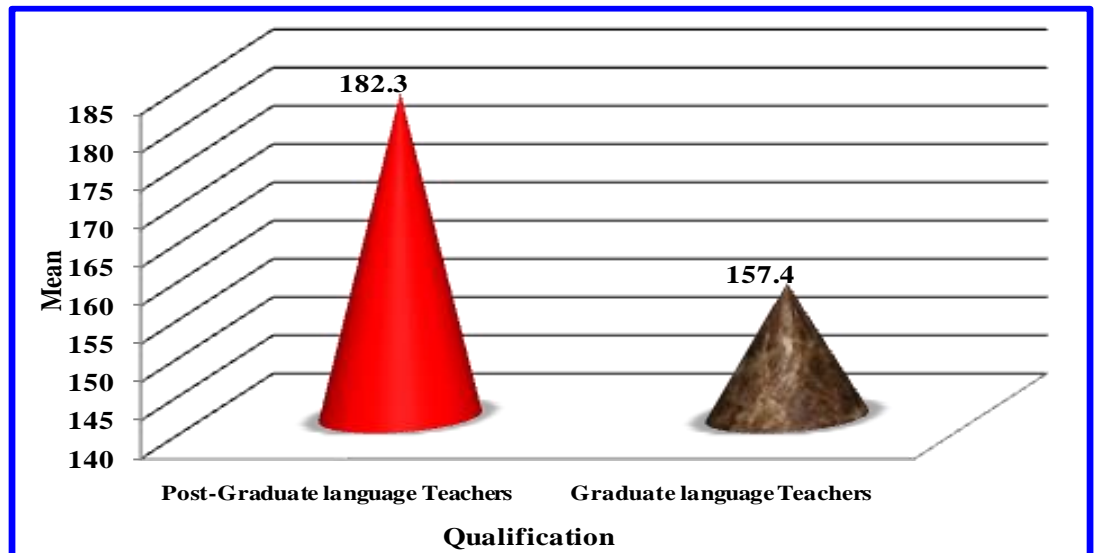## 5.2. Testing of Hypothesis $H_0 3$ and $H_0 4$:

Table-2: Mean, SD and 't' value of Administrative and Non-administrative Language Teachers of Universities of Karnataka in respect of the Awareness of ICT tools in Assessment of students

Sl. No.	Qualification	N	Mean	SD	t-ratio	r-value
1	Administrative Language Teachers	100	182.3	21.63	3.78	0.751
2	Non-administrative Language Teachers	100	157.4	26.40		

It can be observed from the table-1, that awareness of Administrative and Non-administrative Language Teachers of Universities of Karnataka in respect of communication technologies has mean score 182.3 and 157.4 and standard deviation 21.63 and 26.40 respectively. The ratio between these two groups is 3.78 which is significant at 0.05 level. Hence hypothesis $H_0 3$ that is there is no significance difference between Administrative and Non-administrative Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students rejected and alternative hypothesis is accepted. It also indicates that the Male and female Language Teachers of Universities of Karnataka have no similar awareness regarding the communication technologies. Administrative Language Teachers of Universities of Karnataka have more awareness compared to Non-administrative Language Teachers.

It can also be observed from the table-2 that, the r value between these two groups is 0.751 which is significant at 0.05 level. Hence hypothesis $H_0 4$ that is there is significance relationship between Administrative and Non-administrative Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students rejected and alternative hypothesis is accepted. The above data were represented graphically as follows:

Graph-2: Comparison of Administrative and Non-administrative Language Teachers of Universities of Karnataka in respect of the Awareness of ICT tools in Assessment of students

5.3. Testing of Hypothesis H_0 5 and H_0 6:

Table-3: Mean, SD and 't' value of Language and Non-Language **Teachers in respect of the Awareness of ICT tools in Assessment of students**

Sl. No.	Locale	N	Mean	SD	t-ratio	r-value
1	Language Teachers	100	156.6	26.12	6.21	0.621
2	Non-Language Teachers	100	152.7	25.81		

Table-3, Indicates that awareness of Language and Non-Language Language Teachers in respect of ICT tools in Assessment of their students has the mean score 156.6 and 152.7 and standard deviation 26.12 and 25.81 respectively. The t-ratio between these two groups is 6.21 which is significant at 0.05 level. It shows that the Language and Non-Language teachers Universities of Karnataka. Language Teachers have the not similar awareness in respect of ICT tools in Assessment of their students. Language Teachers are having more awareness than that of Non-Language Teachers.

It can also be observed from the table-3 that, the r value between these two groups is 0.621 which is significant at 0.05 level. Hence hypothesis $H_0$6 that is there is significance relationship between Language and Non-Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students rejected and alternative hypothesis is accepted.

5.4. Testing of Hypothesis H_0 7:

Table-4: Mean, SD and 't' value of between Kannada, English and Hindi Language Teachers of Universities of Karnataka in respect of the Awareness of ICT tools in Assessment of students.

Variable	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Different Language Teachers	Between Groups	1497.76	2	748.880	1.064	0.353
	Within Groups	31663.29	45	703.627		
	Total	33160.98	47			

It is inferred from the above table that the calculated `F' value 1.064 is higher than the table value at 0.05 level. Hence the mean difference is statistically significant. Hence, the Null hypothesis, $H_0$8 i.e. there is no difference between Kannada, English and Hindi Kannada Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students is rejected and alternative hypothesis is accepted. It shows that the Kannada, English and Hindi Kannada Language Teachers of Universities of Karnataka having the not similar awareness in respect of the awareness of various ICT tools in Assessment of students.

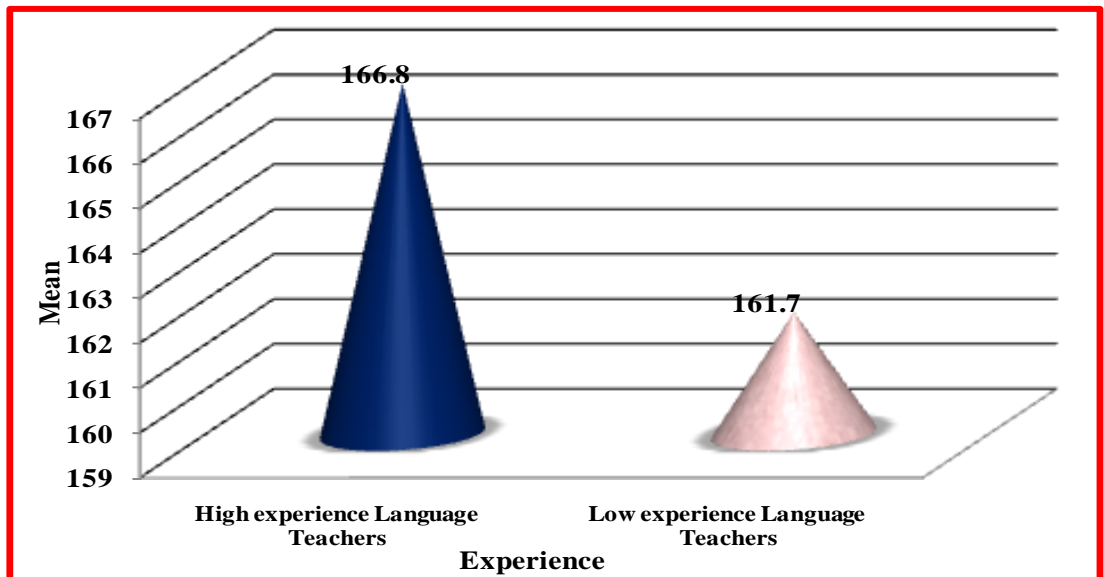**5.5. Testing of Hypothesis H_0 8 and H_0 9:**

Table-5: Mean, SD and 't' value of Language Teachers of Universities of Karnataka having high and low experience in respect of the Awareness of ICT tools in Assessment of students

Sl. No.	Experience	N	Mean	SD	t-ratio	r-value
1	High experience Language Teachers	100	166.8	22.23	8.712	0.561
2	Low experience Language Teachers	100	161.7	27.09		

Table-5, Shows that the awareness of Language Teachers of Universities of Karnataka with high and low experience in respect of the communication technologies has the mean score 166.8 and 161.7 and SD were 22.23 and 27.09 respectively. The t-ratio between these two groups is 8.712, which is not significant at 0.05 levels. Further it shows that the mean score of high experienced Language Teachers of Universities of Karnataka is greater than the low experienced Language Teachers. However, there is a difference between the two groups in respect of the awareness regarding the ICT tools in Assessment of students.

It can also be observed from the table-5 that, the r value between these two groups is 0.561 which is significant at 0.05 level. Hence hypothesis $H_0$8 that is there is no significance relationship between male and female School Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students rejected and alternative hypothesis is accepted. The above data were represented graphically as follows:

Graph-4: Comparison of Language Teachers of Universities of Karnataka having high and low experience in respect of the Awareness of ICT tools in Assessment of students.

6. **Findings of the study:**

1) There is significance difference between Administrative and Non-administrative Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

2) There is significance relationship between Administrative and Non-administrative Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

3) There is significance difference between Male and female Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

4) There is significance relationship between Male and female Language Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

5) There is difference between Language and Non-Language University Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

6) There is relationship between Language and Non-Language University Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

7) There is difference between Kannada, English and Hindi Teachers of Universities of Karnataka in respect of the awareness of various ICT tools in Assessment of students.

8) There is difference between the Language Teachers of Universities of Karnataka having high and low teaching experience in respect of the awareness of various ICT tools in Assessment of students.

9) There is relationship between the Language Teachers of Universities of Karnataka having high and low teaching experience in respect of the awareness of various ICT tools in Assessment of students.

7. Limitations of the Study:

1) The present study was confined to University Language teachers of Universities of Karnataka.

2) The present study was restricted to 't' test and 'F' test only.

8. Conclusion:

The findings of the study emphasize on Non-administrative and Non-administrative Language teachers, male and female University Language teachers, Kannada, Hindi and English Language teachers have significant difference in respect of the awareness regarding the ICT tools in Assessment of students and the Language teachers with high and low experience differ significantly. It shows that Language teachers are now having more awareness about ICT tools in Assessment of students.

References:

1. **Singh N. P. & R. (2009):** Awareness regarding communication technologies of senior secondary teachers of Baroda U.P.: Journal of Teacher Language and Research Vol. 4 No. 2, Pp. 1-6

2. **Nayar A. K. & Pushpam K (1998):** Willingness of Secondary school teachers of Biology to use teaching aids, Shree Shankaracharaya University of Sanskrit, Regional Centre, Trivendram.

3. **Gibbs G. (1989):** Preparing to teaching An Interaction Effective teaching technologies Brostol Technical and Languageal Series.

4. **Kumbar M & Shirur S (2004):** Internet and its use in Shree Jayachandra Rajendra College of Engineering: A case study 2003. Indian Languageal Abstract. Vol.4 No. 1. Pp. 17-18.

5. **Chandra A & Pandya R (1996):** How Effective are Video Films for importing legal Language?

6. **Rajput A & Ansari M. A. (2008):** Internet use of pattern among UnderNon-administratives Agriculture Students. A Study of Pantinagar, University news Vol. 46 No. 05 Pp. 62-64.

7. Saheb Ali H Niragudi **https://tinyurl.com/y5tn2nka**