



A Study On ICT Competency Of General College Students In Tripura

Surjita Debbarma¹

Suninda Debbarma²

College of Teacher Education, Kumarghat, India¹

Gandhari College of Education, West Bengal, India²

Abstract

The purpose of the study was to investigate the ICT competency of general college students of Tripura. A descriptive survey method was deployed for data collection and analysis. 200 general college students from four general colleges were the respondent in this study purposively selected. Data was gathered through a valid and reliable tool. The statistical data analysis involved the use of means, standard deviation and t-test. The findings of this present study indicate that most of the college students were low competency in ICT. The results also revealed that there are no significant differences between male and female students. Further, findings indicated that the ICT competency of urban and rural significance differs.

Keywords: ICT, Competency, General College, Students and Tripura.

1. Introduction

In the present days, ICT competency is becoming increasingly essential for success in the teaching-learning process. In the 21st century the learning styles and methodologies have changed due to technological advancement. In this dynamic learning environment ICT competency plays a crucial role in the field of education industry. Information and communication technology competency is the ability to acquire, handle, evaluate, and communicate information in various forms using digital tools and technologies. Information and communication technology has the power to boost learner commitment and drive and aid in the development of lifelong learning skills. The process-oriented learning environment and intensive use of ICT facilitated students' growth as ICT experts and improved their critical thinking skills. (Yeboah et al., 2020). Subsequently, other researchers conducted similar studies on ICT competency in Malaysia (Ahmad et al.,

2013), Nigeria (Danner and Pessu, 2013), Spain (Infante, 2019). These studies found that commonly students have adequate competence in ICT. Moreover some research has been conducted on E-resources and Internet use in Tripura (Bhattacharjee, 2014; Gayan, 2019). No research has yet examined the ICT competency of Tripura college students. This study purpose is to determine the ICT competency of general college students in Tripura. Specifically, this study aims to determine the gender and location ICT competency of general college students in Tripura. This study is significant in addressing certain gaps in the literature. Earlier studies on ICT competency were usually conducted in other countries and in Tripura very few ones were studied. And, the latter have inconclusive results related to the questions in this study. The literature review on the theory and previous research on ICT competency follow. Then, the methods used in the study are discussed. Subsequently, the results are presented, which is followed by its discussion and conclusion.

2. Objectives

1. To find out the level of ICT Competency of general college students in Tripura.
2. To compare the ICT competency of general college students with reference to gender and location of college.

3. Hypothesis

1. There is no significant difference between male and female general college students.
2. There is no significant difference between urban and rural general college students in Tripura.

4. Methodology

4.1 Design and Method

In the present study quantitative design and descriptive survey method was employed to examine ICT competency of general college students.

5. Population and Sample

The population in this study comprises all of the four districts and four general college students of Tripura. Sample of 200 general college students were purposively selected from four general colleges of Tripura.

6. Instructional Tool

The researcher standardised tool of Information Communication Technology Competency Scale (ICTCS) developed by Manmohan Gupta was used to collect the data. The scale has two dimensions viz., 1. Using Hardware and Software, 2. Using Internet and Network. The 28 items (both positive and negative type) have been distributed in these two dimensions.

7. Data Analysis

Table 1: Showing the level of competency scores of general college students.

SL No	Score	No of students	Level of Competency
1	101 and above	34	High Competency
2	83.14 to 101	70	Moderately Competency
3	65.28 and bellow	96	Low Competency
N=200			

It is clear from Table no. 1 that among the 200 general college students' 34 students had high competency, while 70 had moderate competency and 96 were low competency. These observations clearly indicate that maximum numbers of students were low competency.

Figure 1: shows the ICT competency percentage of students

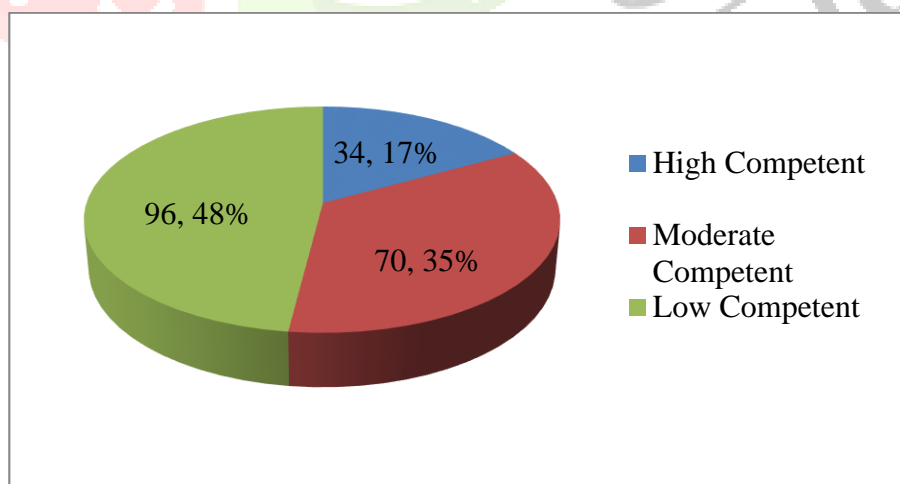


Figure 1: shows the ICT competency of the general college students that on the basis of the graph 48% students are 'low competent' and 17% students are 'highly competent'.

Ho₂: There is no significant difference between male and female general college students.

Table 2: Difference ICT competency between male and female of general college students

Gender	N	Mean	SD	't' Value	Level of Significance
Male	108	82.25	17.52	-0.75	Not Significant
Female	92	84.18	18.29		

Table 2: It is clear from the table that there is no significant difference between male and female general college students in ICT competency as the calculated 't' value -0.75 is less than the table value 1.97 at 5% level of significance. Hence the null hypothesis is accepted.

Ho₁: There is no significant difference between urban and rural general college students in Tripura.

Table 3: Difference ICT competency between urban and rural general college student in Tripura

Location	N	Mean	SD	't' Value	Level of Significance
Urban	100	90.44	13.85	6.34	Significant
Rural	100	75.84	18.49		

Table 3: It is understood from the above table 3 that there is significant difference between Urban and Rural general college students in their ICT competency, since the calculated 't' value 6.34 is greater than the table value 1.97 at 5% level of significance. Hence the null hypothesis is rejected.

8. Findings of the Study

1. It is clear from table 1 the ICT competency level that most of the college students were low competency in ICT.
2. A comparison has been made between ICT competency of male and female general college students and it was found that there is no significant difference between ICT competency of male and female.
3. The present study result also indicated that urban and rural prospective general college students differ significantly on their ICT competency.

9. Conclusion

This chapter concludes the study by summarising key research findings related to research objectives and their value and contribution. This study aimed to investigate the ICT competency of general college students. The results indicate that most of the students were low competent in ICT. The findings revealed that there are no significant differences between male and female college students in ICT competency. Further findings found that urban and rural college students were significant in ICT competency. This study is limited with purposively sampling. These results could be valuable and effective for students and institutions to take the action of researching and implementing various skills programmes in the colleges.

References

- Ahmad, M., Karim, A. A., Din, R., & Albakri, I. S. M. A. (2013). Assessing ICT competencies among postgraduate students based on the 21st century ICT competency model. *Asian Social Science*, 9(16), 32.
- Bhattacharjee, S. (2014). E-resource and Internet use pattern of social science community of Tripura University, Tripura: A survey. *Asian Journal of Multidisciplinary Studies*, 2(8), 146-153.
- Danner, R. B., & Pessu, C. O. (2013). A survey of ICT competencies among students in teacher preparation programmes at the University of Benin, Benin City, Nigeria. *Journal of Information Technology Education: Research*, 12(1), 33-49.
- Dincer, S., & Sahinkayasi, Y. (2011). A Cross-Cultural Study of ICT Competency, Attitude and Satisfaction of Turkish, Polish and Czech University Students. *Turkish Online Journal of Educational Technology-TOJET*, 10(4), 31-38.
- Infante-Moro, A., Infante-Moro, J. C., & Gallardo-Pérez, J. (2019). The importance of ICTs for students as a competence for their future professional performance: The case of the faculty of business studies and tourism of the University of Huelva. *Journal of New Approaches in Educational Research (NAER Journal)*, 8(2), 201-213.
- Nirmalkar, C., Lahiri, B., Ghosh, A., Pal, P., Baidya, S., Shil, B., & Kurmi, R. K. (2022). Perceived knowledge and attitude of fisheries extension professionals on usage of ICTs in Tripura. *Indian Journal of Extension Education*, 58(2), 58-64.
- Teck, S. H., & Lai, Y. L. (2011). An empirical analysis of Malaysian pre-university students' ICT competency gender differences. *International Journal of Network and Mobile Technologies*, 2(1).
- Yeboah, W., Sarpong, P. A., & Appiah, B. (2020). An assessment of tutor characteristics and student ict competencies in colleges of education in Ghana. *European Journal of Education Studies*, 7(10).