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OPINION ON UTILIZATION OF TECHNOLOGY SOURCE (E-Content) FOR ENHANCING KNOWLEDGE AMONG HIGH SCHOOL STUDENTS

P. Manikandan¹ and Dr. K. Dhanalakshmi²

¹Research Scholar, Department of Education, Periyar University Periyar Palkalai Nagar, Salem.

²Associate Professor, Department of Education, Periyar University Periyar Palkalai Nagar, Salem.

ABSTRACT

The lives of adolescents have experienced noteworthy changes in the previous couple of years by the acknowledgment of PCs. The utilization of PCs by adolescents and their aptitudes influence their life. Youngsters have broad introduction to PCs in their school and out-of-school settings and their attending miens to learning and action. Presently a day's computerized innovation has been a necessary piece of their lives. Data innovations in training allude to instructing and taking in the topic that empowers understanding the capacities and viable utilize. Educators must figure out how to evaluate understudies in transit they detract from a class and important, known information, particularly inside an e-

Learning setting. As a result of the late movements in electronic innovations and web based learning, innovation has assumed liability of a main part in training. Rather than checking old hotspots for data, as of late, specialists take part in the formation of new data for the understudies to take care of issues and widen of learners. A review study was led with basic arbitrary inspecting procedure for getting information from 512 High school understudies in Salem locale of Tamil Nadu. The discoveries uncovered that distinctions exist in sex, understudy's area, class, sort of administration, nature of school and territory of establishment. The rest demonstrated no centrality.

KEYWORDS: acceptance, extensive, concomitant, assess and progressions.

INTRODUCTION :

In a multi-social, multi-lingual and multi-religious nation like India, the part of instructive changes from place to put. India is heading towards worldwide Education. Understudies can rehearse cooperation abilities by working in groups on undertakings utilizing shared records or conferencing advances. Innovation gives understudies the most current data accessible. Electronic reading material or online substance can be redesigned continuously. Classrooms can associate with different classrooms around the globe to expand their learning. Innovation permits educators to draw in and propel understudies in new ways, such as



taking understudies on a virtual field excursion to different parts of the world. Before incorporating innovation into the classroom by including PC gadgets and other innovation devices to the learning environment, instructors should know about the preferences and drawbacks so they can be completely arranged to handle surprising issues or inquiries from guardians or overseers. In spite of the fact that innovation can bring about perplexity when there is a specialized issue, it can likewise bolster a rich learning environment loaded with understudy engagement and boundless data.

The late increment in the mechanical character seems liable to keep, prompting to expanding quantities of people who ought to learn something. For a number of these individuals, understanding the character, including adapting better approaches to consider and investigate the physical world. Educators ought to use innovation to improve their understudy learning because of its constructive outcome on learners subjective practices, for example, considering, basic leadership, critical thinking and thinking. Then again, the fast pervasiveness of instructive innovations has some way or another brought about disarray among the greater part of the partners of training, for example, chairmen, educational modules engineers, syllabus architects, instructors, guardians and understudies. The reason is that it has turned into an issue to locate the most ideal routes for mix of innovation into educating and learning situations which each and every one has its one of a kind attributes. Be that as it may, an obvious part of the writing underlines the truth that sending and execution of instructive advancements for the most part rely on upon instructors receptions and viable utilization of these oddities.

REVIEW OF RELATED STUDIES

Hassana Oseiwu (2015). There was noteworthy contrast between the demeanors, intrigue and journey for ICT training among understudies and instructors. Consideration ought to be moved to the fundamental level of training, through reinforcing ICT programs by checking execution at the neighborhood government level. Mary N. Lartey et al (2011). Web and PCs have helped understudies to accomplish new things, for example, completing assignments, taking care of issues, learning history of different nations, enhancing writing abilities, and visiting with companions. Goulding and Kyriacou (2008). While considering the utilization of electronic whiteboards and PCs associated totally inside the control of the educator, then understudies might not have the chance to try different things with the innovation themselves. Sparrow, Frid and Smith (2008). Changing classroom rehearses requires some investment, and educators advanced however phases of improvement in the ways they used new innovation. Higgins (2003). Powerful utilization of ICT can bolster the advancement of comprehension over the educational programs. More considerable picks up in understudy achievement are achievable where the utilization of ICT is arranged, organized and coordinated adequately. Nora Mogeey and Helen Watt (2000). Increased quantities of understudies in Higher Education and the relating increment in time spent by staff on evaluation has empowered enthusiasm into how innovation can help with this territory.

NEED AND IMPORTANCE

Students learn the concepts through memorization and gradually forget them as days goes on. Innovation positively affects upgrading understudy's learning and there are a few perspectives in the customary arrangement of educating as disadvantages. E-Content has seen many favorable circumstances in training including seeking after critical thinking aptitudes, encouraging synergistic learning, giving adaptable learning openings and expanding efficiency. Understudies when instructed with E-Content bundle having the viewpoints, for example, recordings, sounds, movements, design,

pictures and pictures and so forth can get consideration and spurred to take in all the topics for long haul memory.

Additionally there is an absence of sufficient equipment, programming and system foundation in schools. Larger part of teachers need in using innovative assets and the hard product foundation in schools. The presentation of ICT into training has regularly been done with ambiguous and befuddled originations of the craved model of realizing which the new advancements should improve clear originations of any managing instructive qualities. By mechanical asset (E-Content) use, understudies learn as well as create inspirational state of mind on subjects and enthusiasm; learning will be enhanced and scores for profession improvement can be accomplished.

OBJECTIVES

- + To find out the level of students opinion on utilization of technology source (E-Content) for enhancing knowledge among High school students.
- + To find out the difference in the level of students opinion on utilization of technology source (E-Content) for enhancing knowledge among High school students based on their Gender, Locality of student, class studying, Type of Management, nature of school, Locality of institution, Parents educational status and parental occupation.

HYPOTHESES

- + The level of student’s opinion on utilization of technology source (E-Content) for enhancing knowledge among High school students is low.
- + There is no significant difference in the level of students opinion on utilization of technology source (E-Content) for enhancing knowledge among High school students based on their Gender, Locality of student, class studying, Type of Management, nature of school, Locality of institution, Parents educational status and parental occupation.

METHODOLOGY

The overview technique was conveyed. The populace for the present review incorporates secondary school understudies contemplating in government, government supported and private secondary schools in Salem area. The agent has taken 512 secondary school understudies for the review. The specimens have been chosen by utilizing basic arbitrary inspecting procedures.

QUESTIONNAIRE

Researcher made questionnaire on students opinion on use of innovation source (E-Content) for upgrading learning among secondary school understudies was kept with 45 things from 60 things on 4 point scale {4,3,2,1} after specialists interview. A pilot study was finished with an example of 30 High school understudies from Government, Aided and Private schools and the unwavering quality was observed to be 0.79. The substance and face legitimacy was built up with the assistance of instructors and specialized specialists.

ANALYSIS

The students feeling mean scores on usage of innovation source (E-Content) for improving information among High school understudies was observed to be 148.45. It demonstrates that there is an abnormal state of sentiment on use of innovation source (E-Content) for improving learning among secondary school understudies.

Table (i) showing opinion scores for utilization of technology source (E-Content) for enhancing knowledge among high school students based on demographic variables

DEMOGRAPHIC VARIABLE	SUB-GROUP	MEAN	S.D	"t"/ F value
Gender	Male	146.65	14.11	3.44*
	Female	150.68	12.31	
Locality Of Student	Rural	147.62	14.05	2.34*
	Urban	150.47	11.73	
Class studying	8 th	145.55	13.93	10.07*
	9 th	147.70	13.68	
	10 th	151.93	12.05	
Type Of Management	Govt	146.95	12.71	13.41*
	Aided	154.34	11.61	
	Private	146.82	15.12	
Nature of school	Single sex	153.50	12.04	5.33*
	Co-Edn	146.75	13.52	
Locality of school	Rural	146.67	13.92	3.94*
	Urban	151.29	12.23	
Parental educational status	Educated	149.19	13.26	1.60
	Un Educated	147.20	13.78	
Parental Occupation	Agri	147.68	13.55	0.84
	Govt	148.44	12.09	
	Private	149.31	13.69	

*Indicates significance

DATA INTERPRETATION

The computed "t" esteem 3.44 is more prominent than the standard "t" esteem at 0.05 levels of centrality. It is presumed that there is noteworthy distinction exist in the scores on sexual orientation of secondary school understudies as they would see it on use of innovation source (E-Content) for improving learning. Henceforth, the speculation 2(i), encircled is not acknowledged.

The computed "t" esteem 2.34 is more noteworthy than the standard "t" esteem at 0.05 levels of essentialness. It is reasoned that there is noteworthy distinction exist in the scores on region of secondary school understudies as they would see it on usage of innovation source (E-Content) for improving learning. Subsequently, the speculation 2(ii), surrounded is not acknowledged.

The ascertained F esteem 10.07 is more prominent than the standard F esteem at 0.05 levels of importance. It is inferred that there is huge distinction exist in the scores on class of secondary school understudies as they would see it on usage of innovation source (E-Content) for improving information. Thus, the speculation 2(iii), confined is not acknowledged.

The figured F esteem 13.41 is more prominent than the standard F esteem at 0.05 levels of centrality. It is presumed that there is critical contrast exist in the scores on kind of organization of secondary school understudies examine as they would like to think on usage of innovation source (E-Content) for upgrading learning. Thus, the theory 2(iv), surrounded is not acknowledged.

The figured "t" esteem 5.33 is more prominent than the standard "t" esteem at 0.05 levels of hugeness. It is inferred that there is huge distinction exist in the scores on nature of school of secondary

school understudies contemplate as they would see it on usage of innovation source (E-Content) for improving information. Consequently, the theory 2(v), confined is not acknowledged.

The figured "t" esteem 3.94 is more prominent than the standard "t" esteem at 0.05 levels of importance. It is presumed that there is noteworthy distinction exist in the scores on territory of organization of secondary school understudies as they would see it on use of innovation source (E-Content) for improving information. Consequently, the theory 2(vi), confined is not acknowledged.

The ascertained "t" esteem 1.60 is lesser than the standard "t" esteem at 0.05 levels of noteworthiness. It is presumed that there is no critical distinction exist in the scores on parental instructive status of secondary school understudies as they would see it on use of innovation source (E-Content) for upgrading learning. Henceforth, the speculation 2(vii), confined is acknowledged.

The ascertained F esteem 0.84 is lesser than the standard F esteem at 0.05 levels of centrality. It is inferred that there is no huge contrast exist in the scores on parental control of secondary school understudies as they would like to think on use of innovation source (E-Content) for upgrading learning. Henceforth, the speculation 2(viii), encircled is acknowledged.

MAJOR FINDINGS

- + There is a high level of opinion on utilization of technology source (E-Content) for enhancing knowledge among High school students.
- + There exists significance in the gender, students locality, class of study, type of institution, nature of institution and locality of institution among the High school students in their opinion on utilization of technology source (E-Content) for enhancing knowledge.

CONCLUSION

There are various advantages for understudies from innovation upgraded realizing when legitimately connected. Hypotheses were learnt by remembrance which can without much of a stretch be overlooked, the utilization of innovation help understudies to learn them effortlessly and hold them in their memory for a long stretch, enhances investment in classroom, advances diligent work, understudies access content and empowers both understudy and instructor to trade thoughts, learning materials and showing methodologies rapidly. It helps them to maintain and upgrade their insight. To pick up the ideal effect of innovation in instruction, more consideration should be paid to the viability of its utilization in schools. Compelling ICT usage won't happen basically in light of the fact that innovation is more accessible in the classrooms, rather the huge issue here is the ways innovation enhances the instructive procedure. Issues incorporates why ought to instructors coordinate innovation and how its usage could be powerful, the necessities are to accomplish compelling innovation execution for enhancing learning among understudies. This would help both poor people and the propelled learners which is rare in traditional classroom learning.

POLICY RECOMMENDATIONS

- + Schools must be facilitated with technology lab supervised by technical experts.
- + Students must be given atleast two hours of technology lab training classes in a week.
- + Trained technical expert must be appointed to train students for using technological resources for practicing irrespective of subjects.
- + Students must have field visits to schools nearby with facilities of educational technology needs provided, so that students interest will be increased.

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P. Manikandan

**Research Scholar, Department of Education,
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