



# Importance of the Computer Application and ICT for Academic Knowledge of B.Ed Students.

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## Abstract

The survey seeks to trace the knowledge of computer application, ICT, and the undergraduate academic knowledge of B.Ed students. A survey strategy was used to conduct the survey. This sample has three hundred students from different regions of the state of West Bengal. It has been observed that B.Ed's knowledge about computer applications and ICT has enhanced their academic knowledge in some cases by omitting a few samples.

**Keywords:** Knowledge, Computer, Application, ICT, B.Ed, etc.

## Introduction

In the present digital age, developments in various fields of computer technology have reached far beyond our imagination and expectations. While there are plenty of applications in various fields on the computer, IT applications in education should not be forgotten. It is very useful and helpful in the process of teaching and learning. Thus, computer literacy is very much needed for teachers as well as students. The term computer is generally used for a general-purpose, automatic, electronic, digital computer grant. Computers have revolutionized the content of learning and the nature of the learning process. It has the potential to multiply human intelligence and has incredible educational effects. The development of emerging electronic technologies has led to the rapid growth of ICT equipment. Many of these tools have great potential for teaching and learning even though they are primarily created for educational purposes. Electronic technology has played an effective role in all fields like e-commerce, e-banking, e-library, etc. Electronic technology has entered the field of education in the form of CAI, VIA, CCTV, video conferencing, e-journal, e-books, online, etc. Among all learning through mobile, virtual learning and learning through Edu blogs occupy an important place in the teaching-learning process in the present scenario K.Anandan (2012). At the pace of mobile learning education, the focus is on interacting with portable technologies and learning how societies and educational institutions can

adapt and support a growing mobile population. Mobile learning enables portable computing devices such as PDAs, palmtops, smartphones, and tablet PCs to communicate over wireless networks. They use computing in teaching and gain more flexibility and new opportunities for teachers and students to communicate with each other outside of conventional classrooms and classrooms. Parimala Fathima (2012) one of the following professions in our country is teaching also it is said that teaching is the noblest of all professions. The development of ICT has given a new dimension to education. Thus, it is high time that they should be equipped with ICT development, and only then can they perform their duties effectively and efficiently. ICT can change the way we teach and make the teaching process more student-centered and promote collaborative activities. Many teachers find it difficult to use ICT effectively in teaching and learning and so personal training can take many forms for the use of ICT for teacher training. A review of the relevant literature and the conclusions drawn from the above studies helped the investigator to provide adequate direction and reasoning for this study.

### **Objectives**

1. To find out if there are significant differences in students; knowledge of computer applications and ICT including gender.
2. Find out if there is a significant difference in students; educational qualifications with their knowledge of computer applications and ICT.
3. Find out if there are significant differences in students; knowledge of computer applications and ICT related to skills.
4. To find out if there is a significant relationship between students; knowledge about computer applications, ICT, and their academic achievement at the usage level.

### **Hypothesis**

1. Knowledge about computer applications, including students; gender, has no significance.
2. There is no significant difference between students; educational qualifications and their knowledge of computer applications.
3. Computer applications do not have a significant presence in students; knowledge of computer applications.

## **Research Question**

Is there a significant relationship between students' knowledge of computer applications and their academic achievement?

## **Materials and Methods**

A descriptive survey method was employed.

## **Sample**

In the present study sample, 300 B.Ed students are Selected from 6 B.Ed Colleges in the Nadia district of West Bengal. Samples were selected under random sampling technology with appropriate representation in subjects such as student gender, educational qualifications, specialization subjects, and percentage in UG.

## **Instrument**

The pilot study is done among thirty students from Bhakta Bala B.Ed. College, Nadia, West Bengal to standardize the tool. Split-half method is used to ensure the reliability and validity of the tool used in the study. The reliability of the tool is 0.845. The collected data were analyzed through SPSS software

## **Analysis and Discussion of Results**

After the administration of the mentioned tools, scoring was done and the results were explained

### **Hypothesis: 1**

Knowledge of their gender-related applications on students' computers has no significance, the 'p' value obtained is 0.025. This is less than 0.05% of the significance so it has been concluded that B.Ed students have a significant difference in their knowledge of computer applications related to gender.

### **Hypothesis: 2**

With their age, there is not a significant presence among students in terms of knowledge of computer applications. The obtained 'p' value is 0.766 which is significantly higher than the 0.05% level. From the above table, it is concluded that there is no significant difference in the educational qualifications of B.Ed students with their knowledge of computer applications.

**Hypothesis: 3**

Students have no significant knowledge of computer applications, including the subject matter of their specialization. The obtained 'p' value is 0.141 which is significantly higher than the 0.05% level. From the table above, it is concluded that there is no significant difference between B.Ed students' knowledge of computer applications, their specialization in science, fine arts, and computer science.

**Research Question**

Is there a significant relationship between students' computer knowledge and academic achievement?

**Table 1****Relationship between knowledge of computer applications and academic****Achievement**

Variables	N	R-Value	Result
Knowledge on computer application	300	0.284	Low Positive Correlation
Academic achievement	300		

The interrelationship table shows that the two educational variables have a positive correlation between students' knowledge of computer applications and their effectiveness in the academic field. Knowledge of computer applications has contributed to a less positive relationship with academic achievement. Many variables can contribute to academic success for students but at the same time knowledge about computers, and applications can have a significant impact on teachers' academic success.

**Conclusions:**

The aims and objectives of education in the modern age have seen the dominance of their knowledge in the field of education through the application of modern technology of advanced education and in the age of globalization as easy, comfortable, fast, and accurate. Computer-assisted teaching and learning can be improved. Computers or ordinary people and teachers, in general, allow making the knowledge of knowledge more effective. Teachers are people who play a decisive role in imparting knowledge but now there is technology. All teaching and learning gadgets can only be applied when the teacher can apply and they can only be better used and achieved with the help of the teacher. Teachers' knowledge and awareness of computer use have played an important role in the trend, enrichment, and dissemination of knowledge. In this current study, it has been noticed that many more valuable insights

on teacher knowledge about computer applications among B.Ed students can take up the teaching profession as soon as the course is completed. From the survey, it can be noticed that there is a significant difference in knowledge about computer applications including the gender of B.Ed. Women are better than their peers in terms of computer knowledge, but the age of the respondents in the computer application does not play an important role in acquiring their knowledge. B.Ed students whose specialization subjects such as Arts, Science, and Computer Science are not significant in their knowledge of computer applications. Studies have shown that there is a minimal positive correlation between B.Ed's knowledge of computer applications and independent variables for their academic achievement, resulted in the r-value not being less positively related. Thus, B.Ed's knowledge of computer applications has facilitated their academic achievement in certain fields. Knowledge of computers and especially their application will further enhance academic achievement.

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