RELATIOPNSHIP BETWEEN ICT SKILL AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN VIRDHUNAGAR DISTRICT

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Abstract

The focus of present study was to ascertain the influence of ICT skill and academic achievement of higher secondary students. The sample comprises of 300 higher secondary students acquired from higher secondary schools in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant relationship between ICT skill and academic achievement of higher secondary students.
Keywords: *ICT Skill, Academic Achievement, Higher Secondary Students, Descriptive, Survey Method and SPSS.*

Introduction

Humans experience ICT skill in varying degrees and differently in different social situations. ICT skill is a feeling experienced as apprehensiveness or lack of confidence in social interactions with others It is most likely to occur during unfamiliar situations, hindering a person from achieving the best and disrupting his/her interpersonal relationships. They tend to be slow to warm up in social situations and have limited comfort zone.

An achievement test is used to measure nature and extent of students learning in a particular subject. Different conditions and factors affect the achievement of a particular student in a particular field. Sometimes quite deserving students may not achieve as can be expected on the basis of their abilities. Students' interest in the field of endeavor, students' methodology of teaching, socio-economic conditions and family set up and some other psychological factors also affect students' performance directly or indirectly.

The most obvious departing milestone from parental attachment into a new independent experience is when children start school. It has clearly been identified that ICT skill has been the strongest in a person's life. It is at this time emotional vulnerability and ICT skill intensify as the individual needs to satisfy the need to start new social networks and hence, shy individuals are generally at a social disadvantage, high levels of loneliness or depression and tend to involve in academic activities as compared to their non-shy counterpnuclear. Research suggests that school dropout is most likely to occur within the first two years of school and attending school brings forth a new set of responsibilities and stressors for students. These stressors may include ICT skill and stress related to changing environments, changes in routine, new study habits, managing finances, and changes within interpersonal relationships.

Significance of the Study

Learning is an information process which brings relatively permanent changes in the behaviour of a learner through experience or practice. The type of changes or modification found in learner's behaviour depends much on the type of learning experience and training received by him for this purpose. Maximizing learning is one of the most important objectives of education. Many research studies on the psychology of learning reveal the influence of an array of cognitive and affective variables which determine the quality and level of academic performance of students. There are a number of factors which act as the barriers in the process of learning. One of the main factors which inhibit Academic achievement and the learning process is ICT skill.

ICT skill is a basic human emotion consisting of fear and uncertainty that typically appears when an individual perceives an event as being a threat to the ego or self-esteem. It is the feeling of dread, fear, or apprehension, often with no clear justification. In some instances, such as avoiding dangerous situations, ICT skill can be helpful. However when taken to extremes, it may produce unwarranted results. Today, examinations are one of the most threatening events that cause ICT skill among students. When students develop an extreme fear of performing poorly on an examination, they experience ICT skill. ICT skill is an excessive worry about upcoming exams, fear of being evaluated and the apprehension about the consequences. It is an irrational thinking about exams and outcomes. It includes irrational beliefs, irrational demands and catastrophic predictions.

It is believed that the adolescent stage correspondingly the higher secondary school stage has got significant role in one's life. It is a period there are many hormonal changes on both boys and girls at school. The achievement of the students at this stage depends many reasons such as family, socio-economic status, mental health, school environment and so on. But the investigator is interested in knowing the relationship between higher secondary student's academic achievement and their ICT skill level.

Objectives of the Study
1. To find out the level of ICT skill of higher secondary students
2. To find out the level of Academic achievement of higher secondary students.

Null Hypothesis
1. There is no significant difference between male and female higher secondary students in their ICT skill.
2. There is no significant difference between male and female higher secondary students in their academic achievement
3. There is any significant relationship between ICT skill and Academic achievement of higher secondary students

Delimitations
- It is confined itself to the 300 students are studying XI and XII standards at higher secondary schools.

- It is restricted to the study of gender, locality, family type, Type of school and Medium

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population for the present study consists of higher secondary school studying at higher secondary schools in Virudhunagar district.

Sample for the Study

The sample drawn is 300 XI and XII standard students from 10 higher secondary schools of Srivilliputtur Taluk of Virudhunagar District

Tool

1. ICT skill scale prepared and validated by investigator and guide.
2. Academic achievement refers to the total marks obtained by the students in the quarterly examination considered as Academic achievement of the respective students.

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of Data

Objective: 1

To find out the level of ICT skill of higher secondary students.

Table 1 Level of ICT Skill of Higher Secondary Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
79	29.6	148	43.2	73	27.2

The above table shows that, 29.6% of higher secondary students have low, 43.2% of them have moderate and 27.2% of them have high level of ICT skill.

Objective: 2

To find out the level of academic achievement of higher secondary students.

Table 2 Level of Academic Achievement of Higher Secondary Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**No.**	**%**
54	17.2	191	65.3	55	17.5

The above table shows that, 17.2% of the higher secondary students have low, 65.3% of them have moderate and 17.5% of them have high level of academic achievement.

Null Hypothesis: 1

There is no significant difference between male and female higher secondary students in their ICT skill.

**Table 3 Difference between Male and Female
Higher Secondary Students in their ICT Skill**

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	111	64.42	8.038	3.421	S
Female	139	67.56	6.482		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (3.421) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between male and female higher secondary students in their ICT skill.

Null Hypothesis: 2

There is no significant difference between male and female higher secondary students in their Academic achievement.

**Table 4 Difference between Mean Male and Female
Higher Secondary Students in their Academic Achievement**

Gender	N	Mean	SD	't' Value	Level of Significance
Male	138	285.8	79.05	0.055	NS
Female	162	286.3	80.6		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value is 0.055 is lesser than the table value (3.00) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female higher secondary students in their academic achievement.

Null Hypothesis: 3

There is no significant relationship between ICT skill and Academic achievement of higher secondary students.

Table 5 Significant Relationship between ICT Skill and Academic Achievement of Higher Secondary Students

Variables	N	'r'	Level of Significance
ICT skill and Academic achievement	300	0.031	NS

(At 5% level of significance, the table value of 'r' is 0.113)

It is inferred from the above table that calculated correlation coefficient 'r' is 0.031, which is not significant at 0.05 levels. Hence, the null hypothesis is accepted. It is inferred that there is no significant relationship between ICT skill and Academic achievement of higher secondary students.

Major Findings
Descriptive Analysis
1. 29.6% of higher secondary students have low, 43.2% of them have moderate and 27.2% of them have high level of ICT skill.
2. 17.2% of the higher secondary student have low, 65.3% of them have moderate and 17.5% of them have high level of academic achievement.

Inferential Analysis
1. There is a significant difference between male and female higher secondary students in their ICT skill.
2. There is no significant difference between male and female higher secondary students in their academic achievement.
3. There is no significant relationship between ICT skill and academic achievement of higher secondary students.

Interpretation
The finding reveals that there is significant difference between male and female higher secondary students in their ICT skill. Male students (64.42) are better than female (67.56) higher secondary students in their ICT skill. This is may be due to fact that male students are lagging behind the female students in their ICT skill. This is may be due fact that Male have more physiological, psychological and behavioural.

Recommendations of the Study
1. The present study gives a clear-cut view about the ICT skill and Academic achievement of higher secondary students. Based on the data analysed and by the investigator, the following recommendations have been made.
2. One of the important findings of the present study is that the students are having moderate level of ICT skill. The findings reveal that the majority of the students face the problem of ICT skill to some extent. So, it makes the authorities aware regarding the recruitment of well-trained students, who can adopt proper teaching methods and skills to deal with such issues.

Suggestions of the Study
The following are the suggestions for further research studies.
1. Future research may concentrate on identifying various other dimensions of ICT skill among students.

2. The mediating and moderating role of other educational, psychological, social and familial factors in the influence of ICT skill on Academic achievement among students can be studied.

Conclusion

Students and parents should be aware about the first-hand management of ICT skill of higher secondary students and for this, institutions should conduct awareness and orientation programmes. Preventive programmes and periodical psychological interventions should be conducted in the campus settings. Also, it is strongly recommended for the parents that any dissonance found in the behaviour of wards regarding their academics should be discussed with the respective students and should be consulted with a psychologist. It is strongly recommended that students should consult with school psychologist for better orientation and implementation of above-mentioned activities. Students should optimize themselves for facing the evaluative situations by performing the academic tasks without any delay, devote efforts in studies with guidance from students, and possess confidence about their capabilities. Most importantly, students should have quality time with parents to discuss about their emotional problems especially ICT skill.

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