EFFECTS OF THE ICT ON STUDENTS RECALLING POWER ALONG WITH ATTITUDE TOWARDS ICT IN EDUCATION DURING PER, POST AND CONTINUATION TEST

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Abstract - *The purpose of this study is to analyze the impact of the lecture conducted through ICT on recalling power besides attitudes towards ICT in education of management students. This study demonstrates the outcomes of one group pre-test and post-test design based on data, collected before, just after and four weeks after lecture conducted through ICT. The results of the study revealed that, the lecture conducted through ICT had a positive effect on recalling power continuing still at the four week*

Keywords: ICT, students' attitude towards ICT in education, RP: Recalling Power.

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I. INTRODUCTION

In recent years, schools and colleges extensively invested in hardware and software facilities. Therefore, the access of students to computer technology became much easier. Information society is mainly a consequence of continuing development in new technologies and requires people who use computer technologies. In this new era, educational systems seek to prepare students for the work force and computer literacy becomes vital in higher education. The evaluation of the effect of ICT in education might offer a direction for the new steps to improve education system. The aim of this study is to investigate the effects of the ICT lecture on student recalling power and its development in education.

II. METHOD

This study represents one group pre-test and post-test (pre-experimental) design. Changes in the recalling power and their attitudes towards ICT in education, and their continuation after four weeks were examined.

Table 1: Sampling Unit.   (N=300)

Detail		Number	Percents (%)
Students	Male	160	48
	Female	140	42

The survey model was used for this research, Questionnaire is a widely used and useful instrument for collecting survey information, providing structured data being able to administrate by researcher and being comparatively straightforward to analyze. Structured questionnaire was used to collect primary data. It conations data about students opinion about the use of ICT in learning process

Eight questions of 5 points scale is as follows:

Q1). Concentrate more on learning.

Q2). Try harder in subject.

Q3). Discuss ideas with other students and the teacher.

Q4). Improve technical ability.

Q5). Improve recalling power.

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Q6). Improve visual memory.

Q7). Understand more easily what you learned.

Q8). Remember more easily what you learned.

III.   DATA ANALYSIS

Data is classified and presented in tables. Analysis is done by using Mean, Standard Deviation and ANOVA. Data is processed and analyzed using MS-Excel software and online ANOVA calculator.

IV.   FINDINGS

Table 2 displays the summary statistics for pre-test and post-test scores. Effect of the ICT lecture on students recalling power and attitudes towards ICT in education.

Table 2. Pre-test and Post-test scores of ANOVA

QUESTIONS	Pre-Test		Post-Test		Mean Difference	
	M	SD	M	SD		F
Remember more easily what you learned.	4.01	0.197	4.45	0.551	0.44	5.15
Understand more easily what you learned	3.81	0.070	4.21	0.296	0.40	5.24
Improve visual memory	3.58	0.212	4.00	0.749	0.42	5.81
Improve recalling power	3.3	0.183	3.91	0.113	0.61	6.12
Improve technical ability.	3.2	0.127	3.2	0.296	0	4.12
Discuss ideas with other students and the teacher	2.67	0.169	3.00	0.537	0.33	5.76
Try harder in subject	2.6	0.127	2.68	0.226	0.08	5.98
Concentrate more on learning.	2.4	0.183	2.49	0.509	0.09	6.08

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1). the first research question asked was students can Remember more easily what they learned Table 2 displays the summary statistics for pre-test and post-test scores. Differences in mean rating of students can remember more easily what they learned sub-dimension scores were significantly different between pre-test and posttest, F (1-9) =65.15, p<0.05. Post-test mean score (M=4.45) was higher than the pre-test mean score (M=4.01). Besides, it can be said that the students Remember more easily what they learned after the ICT lecture.

2). the second research question asked was students can understand more easily what they learned .Differences in mean rating of students can Understand more easily what they learned sub-dimension scores were significantly different between pre-test and posttest, F (1-9) =5.24, p<0.05. Post-test mean score (M=4.21) was higher than the pre-test mean score (M=3.81) , it can be said that the students Understand more easily what they learned after the ICT lecture.

3). the third research question asked was ICT can Improve visual memory of students .Differences in mean rating scores were significantly different between pre-test and posttest, F (1-9) =5.81, p<0.05. Post-test mean score (M=4.00) was higher than the pre-test mean score (M=3.58) , it can be said that the ICT can Improve visual memory of students.

4) Comparing the pre and post test measurement, ICT was progressively Improve recalling power of students after ICT lecture, Mean difference was 0.61. Differences in mean rating of influence of using ICT on students sub-dimension scores were significantly different between pre-test and posttest, F(1-9)=6.12 p<0.05. Finally, ICT gradually Improve recalling power of students.

5) On the other hand, there were no significant initial differences between the ICT in education will Improve technical ability. Pre-test and post-test scores, F (1-9) =4.12, p>0.05. Post-test mean score (M=3.2) was same as the pre-test (M=3.2) score. Referencing these data, it can be said that the students technical ability towards did not change after the ICT lecture.

6) Comparing the pre and post test measurement, ICT was improve Discussion with other students and the teacher, Mean difference was 0.33. Differences in mean rating of influence of

using ICT on students sub-dimension scores were significantly different between pre-test and posttest, F(1-9)=5.76 p<0.05. Finally, ICT gradually Improve discussion with other students and the teacher, and sharing the ideas among them.

7). the seventh research question asked was students try harder in subject .Differences in mean rating scores were significantly different between pre-test and posttest, F (1-9) =5.98, p<0.05. Post-test mean score (M=2.68) was higher than the pre-test mean score (M=2.6), Mean difference was very small i.e 0.08, instead of it can be said that the student can try harder in subject after implementation of ICT in education.

8). the eight research question asked were students can concentrate more on learning. Differences in mean rating scores were significantly different between pre-test and posttest, F (1-9) =6.08, p<0.05. Post-test mean score (M=2.49) was higher than the pre-test mean score (M=2.4), Mean difference was very small just like seventh question i.e 0.09, it can be said that the student can concentrate more on learning after implementation of ICT in education.

Table 3. Post-test and Continuation-test scores of ANOVA

QUESTIONS	Pre-Test		Post-Test		Mean Difference	
	M	SD	M	SD		F
Remember more easily what you learned.	4.45	0.51	4.44	0.20	-0.01	1.08
Understand more easily what you learned	4.21	0.23	4.16	0.07	-0.05	0.98
Improve visual memory	4.00	0.54	4.01	0.71	0.01	0.71
Improve recalling power	3.91	0.30	4.32	0.14	0.41	4.12
Improve technical ability.	3.20	0.11	3.21	0.10	0.01	0.26
Discuss ideas with other students and the teacher	3.00	0.75	2.86	0.10	-0.14	5.81
Try harder in subject	2.68	0.30	2.59	0.13	-0.09	5.24
Concentrate more on learning.	2.49	0.55	2.40	0.06	-0.09	5.15

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Table 3 displays the summary statistics for post-test and continuation-test scores. Effect of the ICT lecture on students recalling power and attitudes towards ICT in education. Differences in mean rating of students can remember more easily what they learned sub-dimension scores were not significantly different between pre-test and continuation-test, $F_{(1-9)} = 1.08$, $p > 0.05$. Continuation-test mean score (M=4.44) was nearly same as the post-test mean score (M=4.45). Students can understand more easily what they learned throw ICT was not change after the post test, $F_{(1-9)} = 0.98$, $p > 0.05$. Differences in mean rating of using ICT can Improve visual memory of students sub dimension scores were not significantly different between post-test and continuation test, $F_{(1-9)} = 0.71$ $p > 0.05$. Continuation-test mean score (M=4.01) was higher than the post-test mean score (M=4.00). also differences in mean rating of influence of using ICT can Improve technical ability of students sub dimension scores were not significantly different between post-test and continuation test, $F_{(1-9)} = 0.26$ $p > 0.05$. Continuation-test mean score (M=3.21) was nearly same as the post-test mean score (M=3.20). also differences in mean rating of influence of using ICT can Improve technical ability of students sub dimension scores were not significantly different between post-test and continuation test, $F_{(1-9)} = 0.26$ $p > 0.05$. Continuation-test mean score (M=3.21) was nearly same as the post-test mean score (M=3.20).

This study represents one group post-test (pre-experimental) and continuation-test design. These findings revealed that the recalling power of students significantly increased after starting to conduct lectures through ICT. Besides, the continuation tests which were applied after four weeks of the ICT lectures program confirmed the increase between pre-test and post-test retained as there is no significant degrease at continuation tests. But significant difference was observed related to the ICT in education improve recalling power of students. Figure 1 displays the pre-test, post-test and Continuation-test scores.

V. RESULTS AND DISCUSSION

In this study, the effects of the lecture conducted through ICT on the recalling power of students and the attitudes of students towards the use of ICT in education were investigated. The findings revealed that RP scores of the students in all sub-dimensions were increased after the ICT lecture and this change was continued after four weeks. However, it was not observed any significant difference on the student's technical ability towards ICT in education. After the ICT lecture, the

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students understanding capability, recalling power, Visual memory were increased. Discussion with teachers and other students try harder in subjects and concentration towards learning was slightly decreased.   This result is parallel with the studies revealing that the lecture conducted through ICT increase the students visual memory for better understanding and for recall the knowledge where ever required through visual memory, After start to conduct lecture through ICT, the students' brainpower will improving both in-classroom and out-classroom environments .

Figure 1 : Pre-Test and Post-Test continuation -Test Scores
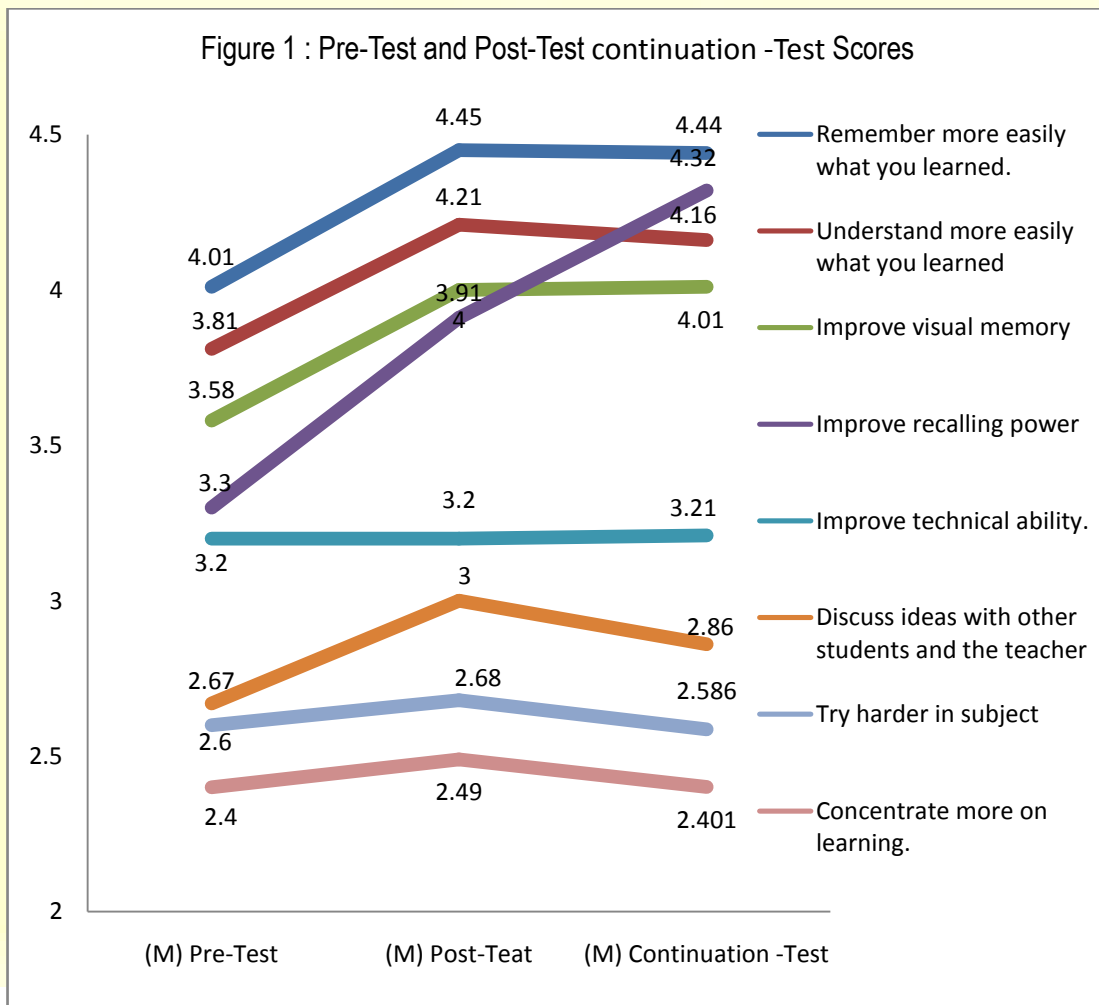
VI.   CONCLUDING REMARKS

This study demonstrates some interesting findings related to the consequences of disorientation problems, the disorientation problems have major impacts on teachers learning performance. Some learner may feel happy with the Sakshat Portal while others may feel very confused with the portal. Hence, there is require to further develop a complete understanding for this issue. To

this end, it is essential to examine why they have disorientation problems. In other words, we need to identify the causes and consequences of teachers' disorientation problems.

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