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STUDENT'S SKILLS OF USAGE OF INFORMATION AND COMMUNICATION TECHNOLOGY TOOLS

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ABSTRACT
The worldwide demand for the replacement of conventional classroom techniques with technologically-based teaching and learning resources can be met with the help of educators who have embraced the integration of information, communication, and technology (ICT). Over the past few years, ICT has become a standard tool in every field, and its influence in education has grown exponentially. It is hoped that this study will provide educators and curriculum researchers with a thorough understanding of whether or not ICT tools, like the tablet PC, are important or useful in the teaching and learning process in Mauritian schools, and whether or not they can contribute to the promotion of skills in the classroom. Results show that there are positive outcomes for students when teachers employ ICT. Primary data for this study came from a standardized questionnaire, while secondary data came from government documents, news articles, reports, a survey of the relevant literature, etc. The effects of students' increased use of digital tools for education are the focus of this research.

Keywords: Information and Communication Technologies, school, student.

1. INTRODUCTION

This century's "technology" is a major topic in many areas, including education. This is due to the fact that in many nations, technology has replaced traditional means of transferring information. The breakthroughs and societal transformations enabled by the widespread use of technology in today's world have caused profound changes in people's ways of thinking, working, and living. Schools and other educational institutions that want to equip their students for success in "a knowledge society" should think about how to include ICT into their pedagogical practices as part of this effort. When we talk about "integrating ICT in education," we're referring to the practice of including digital means of communication

into regular classroom activities. Teachers are seen as pivotal participants in the use of ICT in everyday classrooms, and this is especially true when it comes to educating pupils for the contemporary digital world. This is because ICT can facilitate a lively and proactive classroom setting. When we talk about the advantages of networking the learning communities to meet the difficulties of modern globalization, we're not only talking about the goal of integrating ICT to boost the quality, accessibility, and cost-effectiveness of the delivery of instruction to students. Adopting ICT is not a one-and-done process; rather, it is a series of actions designed to provide constant and comprehensive aid to academic endeavors and library holdings.

The education sector makes effective use of ICT technologies for instruction, evaluation, and student growth. More and more people believe that ICT may be a game-changer in the classroom. As Fu (2013) shown, effective use of ICT technologies may improve teaching and make theoretical concepts applicable. The same research looked at how the use of ICT into classrooms has improved the educational opportunities available to students. When instructors use devices like computers, tablets, and interactive whiteboards, they are able to try new methods of instruction that put the focus on the students' growth and development.

While today's educators may tailor their lessons to their students' needs, this wasn't always the case in the past. Eventually, textbooks took over, but now most lessons are taught online, with the help of a variety of technological tools. "Information and communication technologies [ICT] may be as basic as a pair of slide shoes or as complex as a highly specialized computer software. The tools will vary in kind and intricacy according on the type and complexity of the presentation. It inspires students to take use of effective new tools for language study. It's common practice for private schools to use ICT in the classroom. Furthermore, the Indian government is only getting started with its ICT policy implementation in public schools. Students and teachers alike benefit from the insightful and precise feedback provided by ICT. All aspects of life have been altered by the rapid pace of technological advancements in recent years. As a transformative force in education, ICT is also used for pedagogical ends inside the four walls of the classroom. In order to make information more accessible, appealing, or beneficial, information technology may transform data into a new format. However, most students by the time they reach the junior high level would have had extensive experience in the computer lab, therefore the introduction of ICT is limited to a computer awareness course. Schools have been using computers since the first Apples appeared in the 1970s. As a kind of information and communication technology, computers may help teachers break new ground by facilitating the integration of diverse subjects. Schools' use of ICT had a little effect since there was insufficient funding for specialized programs. Thanks to the development of ICT, instructional tools have gained increasing clout in settings ranging from primary schools to universities. The study of computers is an elective topic for high school students, and its inclusion in the curriculum is not only a matter of convenience. In the perspective of students, disciplines like mathematics and science were synonymous with difficulty. However, all students in language classes are required to study English. Many forms of information and communication technology (ICT) and visual cultural media are used in

today's classrooms. At college level of using ICT are increasingly being used to teaching course. ICTs are especially valuable tool for the students with special needs.

2. LITERATURE REVIEW

Baksa, Tanja & Luić, Ljerka (2022) Due to the widespread spread of the Covid-19 virus, most schools have had to switch to using a range of ICT technologies to facilitate distant teaching and learning instead of traditional in-person methods. Since the beginning of the epidemic in March 2020, educators have employed several learning technologies for course administration. Many educators, however, have recently begun making use of online video conferencing services like Zoom, Microsoft Teams, Google Meet, etc. In the context of global distance education, issues such as internet connectivity, availability of essential gear, and digital literacy varied by country. Nonetheless, issues with motivation, communication, and learning outcomes all emerged as significant challenges. The purpose of this research is to examine how widespread usage of ICT resources during the COVID 19 epidemic affected the situation. It was the purpose of this study to investigate whether or not, in the eyes of teachers and students, communication satisfaction and satisfaction with their communication skills in a foreign language, and learning outcomes were achieved through the intensive use of ICT tools in foreign language teaching and through online teaching and learning.

Kapur, Radhika (2019) Making use of ICT has significantly contributed to bettering the standard of teaching and learning. People at various levels of schooling must carry out a variety of duties and responsibilities. Individuals are obligated to make use of ICT in carrying out a wide range of jobs and operations. By using ICT, people are able to raise their own level of consciousness and expand their understanding of many topics. In the classroom, teachers use ICT to improve their pedagogical practices and student outcomes. However, when students are required to do homework or projects, they turn to ICT in order to complete their job efficiently and effectively. ICT as a change agent in the learning process, ICT's enhancement of educational management, variables impacting quality of education via ICT, and the role of ICT in increasing quality of education are the primary considerations of this study.

Dr. Karthikeyan (2019) The purpose of this study is to stress the value of teaching listening skills to college-level engineers by using ICT (Information and Communication Technology) applications. Institutional constraints on students' access to technology have been evaluated to provide recommendations for supplementary information and communication technology (ICT) resources at the university level. Students of English may strive to talk when given a subject to discuss in the language, but they may struggle to listen. Students have struggled because they haven't had enough opportunities to practice listening, which in turn has led to a lack of ideas and a lack of exposure. In order to compose an essay, students need to be able to think critically and come up with original ideas. This leads them to avoid or put off learning English until they have more material to work with. Because of this, second-language learners lose self-assurance and become reluctant to speak, read, or write the target language. The major issue is unwillingness and neglecting the practice of listening talent at school level as well as college likewise. Learning to

communicate effectively is becoming a must for language students from rural vernacular backgrounds. So, the researcher believed that utilizing of ICT tools for increasing listening abilities would be better notion to inspire the engineering students of diverse group to strengthen their listening skills. This study aims to improve the communication skills of tertiary rural educationally backward block engineering college students in Salem district by using information and communication technology (ICT) tools, with a special emphasis on improving their listening abilities. The researcher did experimental investigation among the rural engineering college students in two separate institutions from educationally backward block in Salem district. In order to learn more about the students' level of comfort with using ICT tools, the researcher examines their demographic: tertiary engineering students from rural, educationally disadvantaged blocks.

Puri, Santosh (2018) In order for schools and educational institutions to properly use the potential of computers and the internet as instructional instruments, this article attempts to illustrate the major concerns that must be addressed by teacher's professional development programs. Fifty teachers from different schools in the Amgaon block of the Gondia district in Maharashtra State were interviewed for this study to obtain both quantitative and qualitative data. In the Amgaon block of Maharashtra State, 62% of teachers use ICT skills across all courses. In the Amgaon block of Maharashtra State, 78% of educators who are interested say they wish to apply ICT skills in the classroom. However, educators aren't using students' innate ICT abilities in the classroom because they lack the necessary resources and training. There is a need for training and assistance from educational institutions to teachers since instructors have the capacity and understanding of ICT and are interested in using it in the teaching-learning process.

Mohammed Al-Kamel (2018) It is generally agreed that teaching and learning a new language is a difficult endeavor. Now more than ever, high-quality educational resources that can simplify topics of this complexity are required. The Internet's rapid expansion in the last several decades has ushered in a technological revolution throughout every aspect of human existence, and the quality of education we provide is no exception. As more teachers use ICT, it is becoming more popular in the field of second language education. Technology in education has had a substantial effect on both the depth and breadth of classroom instruction. Specifically, ICT's dynamic, interactive, and engaging material may improve classroom education, and it can open up new avenues for personalized learning (1). Due in large part to technological advancements, today's classrooms look and feel quite different from their more conventional predecessors. In order to demonstrate the ways in which technology influences second/foreign language education and how it can be used effectively in the secondary EFL (English as a Foreign Language) classroom, this paper shines a light on the ICT tools that can aid in the development of English language learning and teaching processes.

3. RESEARCH METHODOLOGY

Data collection tools and techniques

The vast size of the student body necessitated the use of sampling to investigate a cross-section of the population. The research included both stratified and convenience sampling.

The researcher determined that the target demographic consisted mostly of students, instructors, and administrators. The study's primary participants were the students, although a random sample of the teachers and administration participated as well. Primary data came from a questionnaire, while secondary data came from things like government documents, news articles, reports, a survey of the relevant literature, etc. Prior to the actual survey, the questionnaire was examined and pretested to ensure its validity.

Research Population and Sample

In this research, we use students and teachers as our subjects. There will be a total of 140 students and 15 teachers.

Categories	Sample	Percentage
Students	140	90
Faculty Members	15	10

Sample size

We used in this study 140 sample size.

Research Instruments

Information gathering procedures for the research are outlined here. Data was gathered with the use of questionnaires and prearranged interview dates.

4. DATA ANALYSIS

General Information on the Respondents

In this part, we give data based on the respondents' self-reported gender. First, the participants were asked to identify themselves by gender. A majority of responders (68%) are female, while men (35%) make up the remaining percentage.

Table 1: General Information on the Respondents of students

Gender	Frequency	Percentage
Male	45	35
Female	95	68
Total	140	100

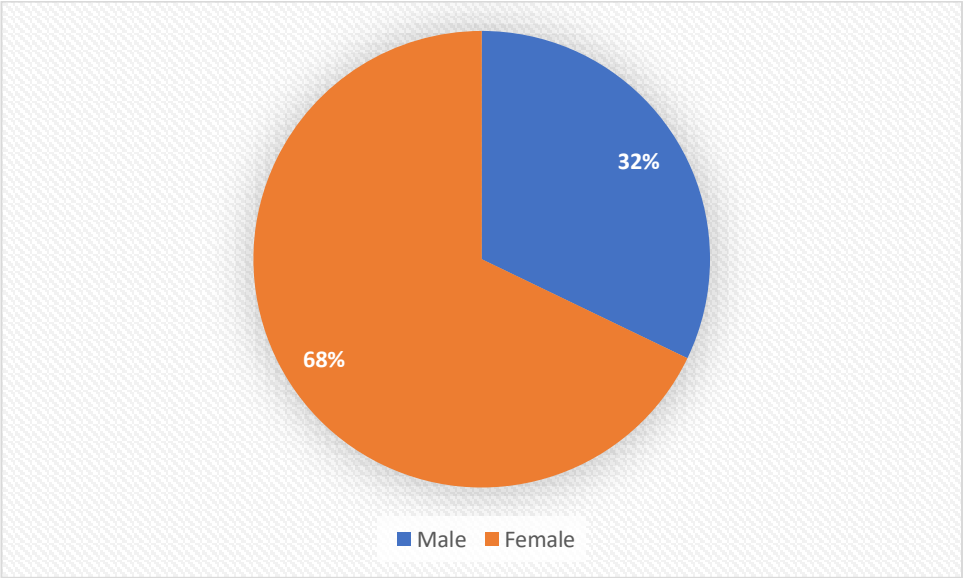

Figure 1: General Information on the Respondents

Source: Field Data (2015)

The results of the survey show that the vast majority of the students questioned were females. In addition, the results demonstrated that there was no sexism in the data collection process, suggesting that the information obtained accurately reflects the perspectives of both sexes.

Age of students

Students were asked to self-report their ages in order to compile an accurate headcount. Look at the graph below to see how their ages compare.

Table 2: Age

Age	Frequency	Percentage
11-12	20	14
13-14	42	30
15-16	78	56
Total	140	100

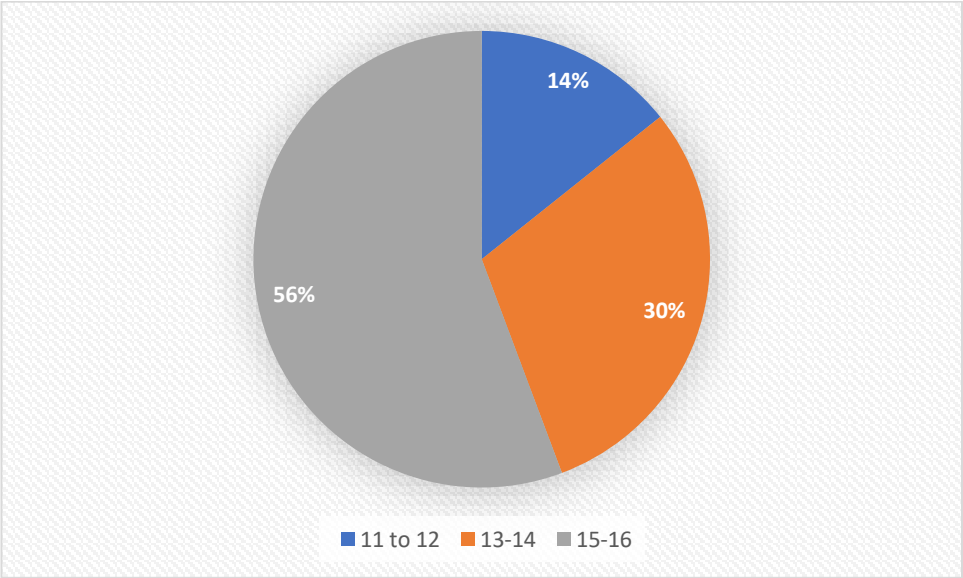

Figure 2: Age of Teachers

Source: Field Data (2015)

The data in the chart above shows that fourteen percent of the educators were between the ages of eleven and twelve, and that thirty percent were between the ages of thirteen and fourteen. Sixty-four percent were between the ages of fifteen and sixteen.

Level of ICT use

Twenty-nine of the one hundred and forty respondents, or 22 percent of the sample population, reported feeling very comfortable working with information and communication technology (ICT) devices such as computers, tablets, and smartphones; ninety of the one hundred and forty respondents, or 64 percent of the sample population, reported feeling fairly comfortable using ICT devices; and twenty-one of the one hundred and forty respondents, or 14 percent of the sample population, felt uncomfortable using ICT devices.

Table 3: Level of ICT use

Comfortability on Using ICT devices	**Frequency**	**Percentage**
Use more often	29	22
Use rarely	90	64
Does not use at all	21	14
Total	140	100

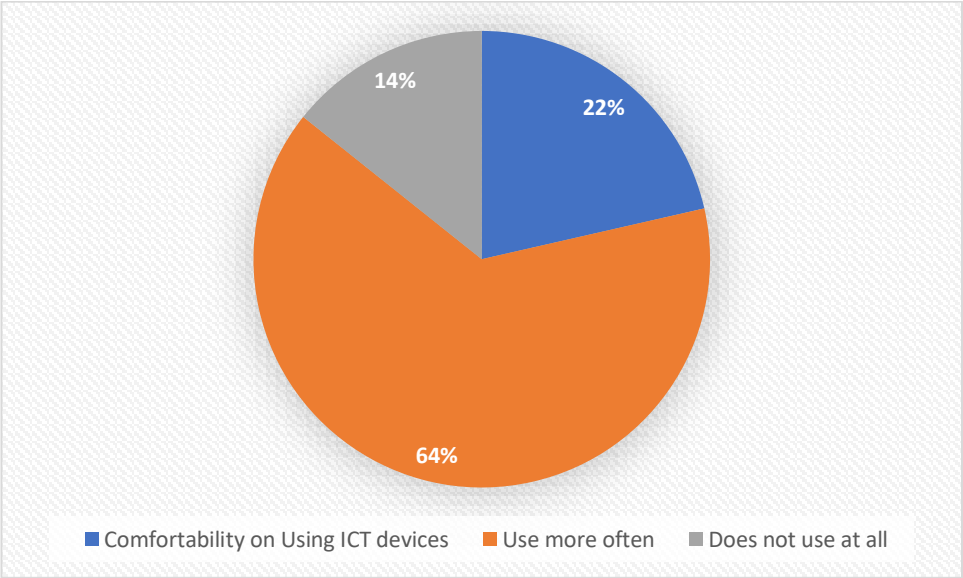

Figure 3: Level of ICT use

Source: Field Data (2015)

The perception of available ICT resources

Table 4: Distribution of respondents by the perception of available ICT resources

ICT resources	Status	Frequency	Percent
Computers /PC in classroom	Not Sure	117	84%
	Fairly available	14	10%
	Available	9	6%
Internet and E-mail	Not Sure	81	58%
	Fairly available	50	36%
	Available	9	6%
Television Set	Not Sure	64	46%
	Fairly available	46	33%
	Available	30	21%
Projector	Not Sure	23	16%
	Fairly available	75	54%
	Available	42	30%
Computer laboratory	Not Sure	46	33%
	Fairly available	66	47%
	Available	28	20%

Table 4 shows that the vast majority of students (117 out of 140) are unsure whether or not computers are present in their classrooms, while a smaller percentage (14 out of 140) acknowledge that they have moderate access and 9 out of 13(5) fully admit that they have access. Fifty-one students feel that internet facility is provided fairly on campus, and nine students say that there is internet connection at the educational institutions. Sixty-four (46%) students are unsure whether or not there is television on campus, while 33% think that television is reasonably accessible and 21% have agreed that television is available.

Students have mostly agreed (54%) that there is enough access to a projector on campus (30%), agreed (16%), and disagreed (8%), respectively. 47% of students say that access to a computer lab is good or excellent on campus, 20% agree that access is good or excellent, and 33% are unsure.

Table 5: Challenges faced by students in accessing the internet

Challenges affecting usage of ICT resources	**Percentage of problems**
Load Shedding	3%
Poor management	5%
Unreliable internet facility	6%
Limited time to access the computer lab	11%
Financial constraints	14%
Limited ICT resources	61%

Source: Primary Data

We can see from the above table that a lack of ICT resources is the biggest barrier to students' ability to learn more (61%), followed by financial limitations. Due to their financial difficulties, these affiliated colleges are unable to give the students access to the best ICT resources. The students' limited access to and use of these resources during set hours is an additional significant issue.

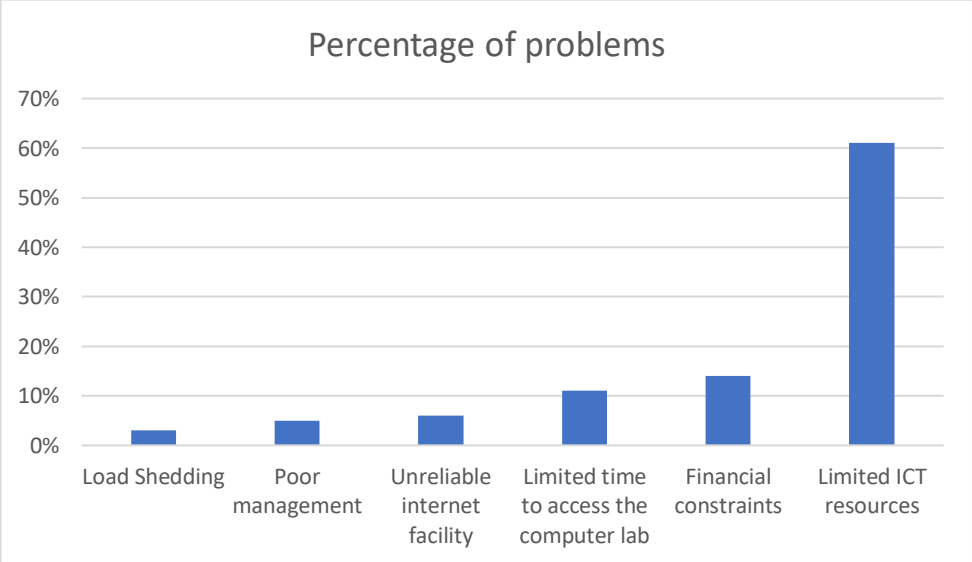

Figure 4: Challenges faced by students in accessing the internet

The opinion on the student's skills of use of ICT tools

Table 6: Distribution of respondents by the opinion on the student's skills of use of ICT tools

ICT resources	**Level of skill use**	**Frequency**	**%**
MS Word	Very poor	9	7%
	Poor	10	7%

	Fair	29	21%
	Good	55	39%
	Very good	37	26%
MS Excel	Very poor	12	9%
	Poor	10	7%
	Fair	50	36%
	Good	52	37%
	Very good	16	11%
MS Power Point	Very poor	11	8%
	Poor	12	9%
	Fair	53	38%
	Good	41	29%
	Very good	23	16%
Projectors	Very poor	22	15%
	Poor	25	18%
	Fair	50	36%
	Good	32	23%
	Very good	11	8%
Internet and E-mail	Very poor	9	7%
	Poor	14	10%
	Fair	30	21%
	Good	38	27%
	Very good	49	35%

According to Table 6, 39% of students in the MS-Word category agree that they are very good at using MS-Word, 26% of students are also very good at using MS-Word, 21% believe they can complete the work in a fair manner using MS-Word, and 7% and 7% of students are both poor and very poor at using MS-Word, respectively.

While 11% of students are very proficient in MS-Excel use, 37% are good at MS-Excel use, 36% have fair exposure to MS-Excel use, and 9% are very poor in their use of excel, while 7% and 9%, respectively, have very poor and poor exposure to MS-Excel use on campus.

About 23% of students have some experience using projectors in the classroom, 36% agree that they have a basic understanding of such technology, 8% have extensive experience, and 18% and 15% have minimal experience, respectively.

The percentages of students who can confidently use the internet and email on campus are 35 percent and 27 percent, respectively; 21 percent have a moderate understanding of how to use the web; and 10 percent and 7 percent, respectively, have very little exposure to either.

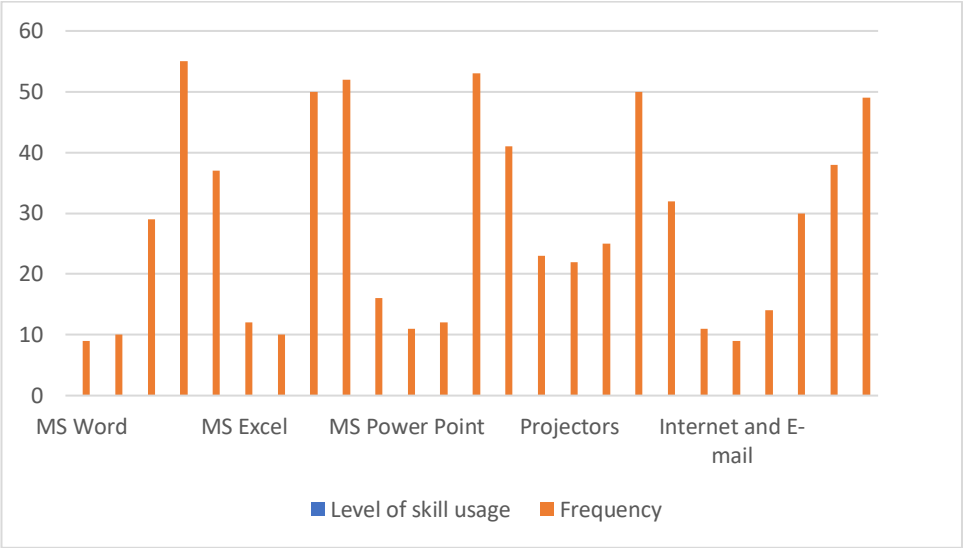

Figure 5: Distribution of respondents by the opinion on the student's skills of usage of ICT tools

5. CONCLUSION

Students need time to study and explore ICT, go through the "trial-and-error" phase, and get entirely comfortable with its use before it can be used effectively for teaching and learning, since the use of ICT is more about practicalities than theory. tablet PC adoption in secondary schools with the goal of improving instruction and preparing pupils for the modern world. Students of foreign languages often adapt quickly to new forms of learning that include the use of technology. Their listening abilities may be subpar, but they may employ creative approaches to learning to make up for it. The primary purpose of the research was to gather students' perspectives on their own personal encounters with ICT applications. A comprehensive effort is needed to help children succeed academically since the survey found that most pupils rely on ICT. There is little question that advances in information and communication technology have improved students' academic results and benefited their education. For this reason, it is important to caution pupils against excessive use of technology.

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