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A comparative study of usage of ICT among the boys and girls of physical education department of CDLU, Sirsa

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Abstract

Purpose: This research has the purpose to present a study to highlight the comparative study of usage of ICT among the boys and girls of physical education department of CDLU, sirsa.

Material and Method: The paper is an uncerntained study performed on 30 physical education students (15 boys and 15 girls) of CDLU, sirsa. Result: The t- value is 0.089 which is less than the table value 2.04 at 0.05 level of confidence with 28 df.

Conclusion: The test emphasized the fact that there is no significant difference of usage of ICT among the boys and girls of physical education department of CDLU, sirsa. During the research we used the following method (t-test).

Keywords: comparative study, usage of ICT, physical education

Introduction

Physical education is an educational process that has as its aim the improvement of human performance through the medium of physical activities selected to realize this outcome. This education is given by sports activities.

Sports is defined as activities involving processes and sills competition strategy and or chance and engaged in front he enjoyment, satisfaction and or personal gain (such as income/ of the participant and or others, including organized and recreational sports, as well as sports as entertainments.

Information and communication technology is defined as the combination of informatics technology with others, related technologies, specifically communication technology.

ICT refer to technology that provide access to information through telecommunication. This include the internet, wirdnes, networks, cell phones, and the other communication medicines.

ICT are defined as the integration of a variety of electronic tools that deliver and exchange information to enhance the quality of life unconstrained by location, time and distance.

ICT are a potentially powerful tool for extending educational opportunities, both formal and non- formal, to previously underserved constituencies- scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all other who for reasons of cost or because of time constraints are unable to enroll on campus.

ICT incorporates a vast array of hardware are and software. The following technologies should be considered for use within P.E for planning administrative and teaching purpose. Internet, intranet, cd- rom, wrist watch/ heart rate monitor, digital camera, video capture, data handling, desktop publishing, presentation software.

The use of ICT in the modern world has helped the human race improve many things and has claimed to improve thinking communication, and problem solving sills through a wide range of software and input devices, however as Hartveld (1996) [2] notes little has been made of the use of ICT in the development of students gross motor sill outside of a commercial settings and this is especially true in physical education lessons.

ICT transform the way students think and learn as they support risk taking and knowledge sharing. There technologies are fast and automated, and interactive and multimedial, and allow students to control how and when they learn. Specific requirements change according to

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The needs of individuals to find solutions to problems or to construct and communicate thin learning.

ICT stands for information and communication technology and are defined, for the purposes, as a diverse set of technological tools and resources used to communicates and to create disseminate, store and manage information “ there technologies include computers, the internet, broad casty technologies (radio and television) and telephony.

One of the most commonly cited reasons for using ICT in the classroom has been to better prepare the current generation of students for a workplace where ICT, particularly computers, the internet and related technologies are becoming more and more ubiqutions technological literacy, or the ability to use ICTS effectively and efficiently is thus seen as represent a competitive edge in an increasing globalizing job maret.

Objective

1. To find out the usage of ICT among the boys and girls of physical education department of CDLU, sirsa.
2. To compare the usage of ICT among the boys and girls of physical education department of CDLU, sirsa.

Hypothesis of the study

There is a significant difference in the usage of ICT among the boys and girls of physical education department of CDLU, sirsa.

Methodology

DESIGN OF THE STUDY: The study in hand is a survey type research where the data collection was held through the usage of ICT questionnaire of Sormuen and Ray (1996).

SAMPLE: For the collection of data 30 physical education students (15 boys and 15 girls) of CDLU, sirsa were selected. This subject were selected randomly.

TOOL USED: For the collection of data required for the study the investigator used the following tools “usage of ICT” questionnaire by Sormuen and Ray (1996).

Administration of Test and Collection of Data

1. Instruction printed on the test form were made clear by me to the subjects.
2. No time limit was fixed for completed the test. However, usually an individually were asked to complete it with 30 minutes.
3. They were asked to respond correctly. This term were used strongly disagree, disagree, neutral, agree, strongly agree and no statement should be left out. When the subjects were responding to the question, the researcher wants to see that subjects are giving response as per instruction. Doubts if any were cleared at the spot. The investigator has personally approach to the subjects for collecting the data.

Scoring: In Sormuen and Ray (5 point scale)

1. strongly disagree
2. disagree
3. neutral
4. agree
5. strongly agree

The total was done by investigator and after that t- test was applied to find out the result.

Discussion and findings

In order to find out the comparison of usage of ICT among the

boys and girls of physical education department students (15 boys and 15 girls) of CDLU, sirsa. The collected data was calculated by using t- test. The result obtained by was not significant as the calculated t- value 0.089 is less than the table value 2.04 at 0.05 level of confidence with 28 df. So there was no comparison in the usage of ICT among the boys and girls of physical education department of CDLU, sirsa.

Table 1: Usage of ICT

Groups	N	Mean	Sd	Sed	T- ratio	Level of significance
Boys	15	30.8	3.25	0.83	0.089	0.05
girls	15	30.93	14.605	1.189		Not significant

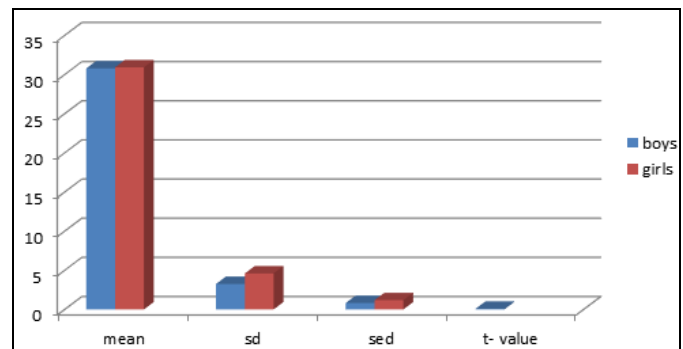


Fig 1: Usage of ICT

Conclusion

The mean value of usage of ICT of physical education boys of CDLU sirsa is 30.8 and girls is 30.93 respectively and sd is 3.25 and 4.605 and sed 0.83 and 1.189. the t- test obtained was 0.089. it is not significant so hypothesis was rejected. So there is no significant difference of usage among the boys and girls of physical education department of CDLU, sirsa. Both girls and boys of physical education department use the ICT in same manner.

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