

# Perception of Higher Secondary Students About Technology Supported Learning in English Classroom

<sup>1</sup>C. Saravana perumal, <sup>2</sup>Dr.H. Deepa

**Abstract**--Technology supported learning is helpful in attaining the learning objectives. Paper examines the perception of higher secondary students about technology supported learning in English classroom. Survey method is used for collecting data for this study. Random Sampling technique was used. Data gathered from 350 higher secondary students. The results indicated there is no significant difference between the perception of higher secondary students with regard to gender and location of the school. The results shows that it is very important to make all the students to learn with technology supported learning in English classroom.

**Key words**--Technology Supported Learning, Perception, English classroom.

---

## I. INTRODUCTION

Human life which is the best creation of world, of god, has got two aspects. The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. Biological aspect is found in plant and animal life also. But the sociological or cultural aspect of is the rare distinction of human life alone. It is only human being who is capable of being educated. Through education that she/ he tries to seek new ideas and new ways of life. It is again through education that she/he can move the world for good or evil according to his/ her wishes. Education, in fact is one of the "life processes" of the human individual. Just as there are certain indispensable vital process in a social sense. Education is indispensable to normal living. Without education, the individual would be unqualified for group life.

### Need and significance of the study

From the layman's perspective, perception is defined as an act of being aware of one's environment through physical sensation, which denotes an individual's ability to understand. Technological supported learning in English classroom is defined as that learning in the situation where all technological developments are available. In the present study the investigator aimed to study about the perception which means that in a way how they (higher secondary students) understand technological supported learning in classrooms.

### Objectives of the study

1. To find out the level of perception of higher secondary students.
2. To find out the level of perception of higher secondary students with respect to locality of school.
3. To find out whether there is any significant difference between rural and urban school higher secondary students in their perception.

---

<sup>1</sup>Ph.D Research Scholar, Manonmaniam Sundaranar University, Tirunelveli

<sup>2</sup> Assistant Professor, B.Ed- DD& CE, Manonmaniam Sundaranar University, Tirunelveli

4. To find out whether there is any significant difference between male and female higher secondary students in their perception.
5. To find out whether there is any significant in secondary school students belonging to Co-Education, Boys and Girls in their perception.

### Hypotheses of the study

1. There is no significant difference between rural and urban school higher secondary students in their perception.
2. There is no significant difference between male and female higher secondary students in their perception.
3. There is no significant in secondary school students belonging to Co-Education, Boys and Girls in their perception.

## II. METHODOLOGY

The method adopted for the present study is the survey method.

### Population of the study

The population of the preset study consists of higher secondary school students in Tirunelveli District.

### Sample

The investigator used random sampling technique for selecting the sample from the population. The sample consists of 350 students from 10 schools.

### Tool used for the study

Perception of technology supported learning scale(2015) validated and used by the investigator.

### Statistical Techniques

- Mean (M)
- Standard Deviation (S.D)
- ‘t’ – Test
- F - Test

## III. DATA ANALYSIS

### 1. Objective Testing

**Objective 1**To find out the level of perception of higher secondary students about Technology Supported Learning.

**Table 1**Level of Perception higher secondary students about Technology Supported Learning

Level	Low		Moderate		High	
	N	%	N	%	N	%
Perception of Technology Supported Learning	51	14.6%	250	71.4%	49	14.0%

It is inferred from the above table that 14.6% of higher secondary students have low, 71.4% of higher secondary students have moderate and 14.0% of higher secondary students have high level of perception.

**Objective 2**To find out the level of Perception higher secondary students about Technology Supported Learning with respect to locality of school

**Table 2**Level of Perception higher secondary students about Technology Supported Learning with respect to locality of school

Perception	Low		Moderate		High	
	N	%	N	%	N	%
Rural	19	15.1%	94	74.6%	13	10.3%
Urban	32	14.3%	156	69.6%	36	16.1%

It is inferred from the above table that 15.1% of rural and 14.3% higher secondary students have low, 74.6% rural and 69.6% of urban higher secondary students have moderate and 10.3% rural and 16.1% urban of higher secondary students have high level of Perception higher secondary students about Technology Supported Learning.

## 2. Hypotheses Testing

**Hypothesis 1**There is no significant difference between rural and urban school higher secondary students in their Perception about Technology Supported Learning.

**Table 3**Difference between rural and urban school higher secondary students in their perception of Technology Supported Learning( At 5% level of significance the table value of 't' is 1.96)

variable	Location of school	Mean	S.D	Calculated value of 't'	Remarks at 5% level
Perception of Technology Supported Learning	Rural	70.29	7.438	0.883	NS
	Urban	70.09	8.618		

It is inferred from the above table that there is no significance difference between rural and urban higher secondary students in their perception of Technology Supported Learning. Hence the null hypothesis is accepted.

**Hypothesis 2**There is no significant difference between male and female school higher secondary students in their perception of Technology Supported Learning.

**Table 4** Difference between rural and urban school higher secondary students in their perception of Technology Supported Learning (At 5% level of significance the table value of 't' is 1.96)

Perception of higher secondary students	Gender	Mean	S.D	Calculated value of 't'	Remarks at 5% level
Perception	Male	71.33	8.308	1.146	NS
	Female	70.32	8.115		

It is inferred from the above table that there is no significance difference between secondary students male and female in their perception of Technology Supported Learning. Hence the null hypothesis is accepted.

**Hypothesis 3** There is no significant in secondary school students belonging to Co-Education, Boys and Girls in their perception of Technology Supported Learning

**Table 5** Difference among the Co-Education Boys and Girls school higher secondary students in their perception of Technology Supported Learning (At 5% level of significance the table value of 'F' is 2.970)

Perception of higher secondary students	Sources of variation	Sum of squares	Mean Square variation	Calculated value of 't'	Remarks at 5% level
Perception	Between Groups	395.998	197.999	2.970	NS
	Within groups	23133.999	66.667		

The above table shows that the 'p' value is greater than 0.05. Hence the null hypothesis is accepted. It shows that there is no significant difference in their perception of Technology Supported Learning of higher secondary students with respect to type of school.

#### IV. FINDINGS OF THE STUDY

1. There is no significant difference in perception of Technology Supported Learning of higher secondary students with regard to location of school.
2. There is no significant difference between perception of Technology Supported Learning of higher secondary students with regard to gender.
3. There is no significant difference in perception of Technology Supported Learning of higher secondary students with regard to type of school.

## **V. RECOMMENDATIONS**

1. The present study adds significantly to the perception literature by providing new information about the technological supported learning.
2. Additional research is to replicate and expand on the present findings. Research that aims to provide a broader picture of the variables involved in perception of particular importance.
3. The perception of higher secondary students is undoubtedly influenced by a number of factors in addition to parent's occupation and parent's leisure time which they spend with their child.
4. The government has to ensure that all the technologies available at school level. English laboratory should be constructed in every school.

## **REFERENCES**

1. Best & Khan (2007), Research in Education, New Delhi Prentice Hall of India,
2. Mishra, R.C (2005), Educational Research, New Delhi, APH Publishing Corporation.
3. Mangal, S.K (2001), Foundation of Educational Technology. Ludhiana; Tandon Publication.
4. Snow, C.E (1993). Bilingualism & second Language Acquisition. Fort Worth, TX: Harcourt Brace Jovanovich.