# A Study on Awareness and Acceptance for Use of Gen Z Learning Tools in Teaching among the Arts and Science College Teachers in Tiruchirappalli

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#### Abstract

Since ancient times, the teaching and learning process has continued to evolve. The curriculum is revised in accordance with societal requirements and technological availability. People who have greater exposure to current technologies use them in every aspect of their daily lives. The present study examines the understanding and acceptance of Gen Z learning technologies among college teachers, who fall into the millennial group. The study's findings demonstrate that teachers are fully aware of ICT technologies at different educational levels. The researcher has developed hypotheses and used Chi-square tests, Regression and Correlation were used to analyze the hypotheses in order to identify these factors. According to the study's findings, all of the teachers have knowledge about ICT resources, and all they require is a technologically advanced campus setting.

Keywords: Acceptance of ICT Tools, Availability of ICT Tools, Teaching Learning Process, Gen Z Learning.

#### Introduction

Experience, the growing possibility of improved performance, and subsequent learning are all factors that contribute to learning as a process that results in change. According to Ambrose and colleagues (2010), propose that experience is the driving force behind the process that culminates in revolution. Academia uses dynamic mechanisms and approaches to facilitate learning. A number of variables, including population, necessity, inventions, and technological advancements, influence how the teaching and learning process transitions. The introduction of computer and internet technology into education has completely changed the system and given it a new dimension in modern times. It's interesting to note that 59 million instructors worldwide labor alone, primarily in classrooms with chalkboards-as though internet access weren't around.

Information and data communications technology (ICT), sometimes known as information technology (IT), emphasises the value of unified communications and the integration of enterprise software, computers, storage, audiovisual components, and telecommunications (like phone lines and wireless signals) to enable users to access, retrieve, share, and manipulate information. (Stevenson, 1997)

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https://doi.org/10.34293/ commerce.v12iS1-Feb.7360 The results of research show advancements in the cognitive and affective–social domains and link them to autonomy in learning, motivation, teamwork, flexible time management, and diversity of learning approaches (Bagon et al., 2018). Over the past ten years, a large number of research have been done on the effects of technology on education. Numerous studies have demonstrated both the beneficial and bad effects that technology may have on the teaching and learning process.

The way in which the teachers are adapting to all of the significant changes occurring in the teaching and learning process is another aspect of this scenario. Teachers now feel compelled to further their professional development due to the system's exponential advancements. Instructors are able to stay up to date with the swift changes occurring in curriculum, infrastructure, and instructional methodologies.

#### **Review of Literature**

According to Mirzajani et al. (2016), sufficient administrative support, teacher instructions to use ICT, proper ICT knowledge and skills, and sufficient resources were all significant elements that affected the usage of ICT in the classroom. The results also indicated that, while a lack of proper equipment and technical assistance in schools prevented teachers from utilizing ICT in the classroom, an increase in these resources supported them. Among the things that Raman and Yamat (2014) found were the following: teachers believe that virtual teaching is ineffective; teachers lack the ICT knowledge necessary to fully embrace e-learning; educational institutions, educators, and learners are lacking; and the technological resources should provide the necessary support system. Therefore, the study suggests that rules that would make virtual teaching mandatory in secondary schools be implemented and that English language teachers receive specialized ICT training.

According to Nikolić et al. (2019), the use of eLearning and information and communication technologies (ICT) in the educational system has the potential to enhance lectures and the learning process. Given the speed at which information systems and technologies are developing, it is imperative that ICT be included in the educational process as soon as feasible. The use of ICT in the classroom could provide a wealth of opportunities for simulation and presentation and learning material visualization.

According to Hero and Montessori (2020), teachers were ready for the inclusion of ICT. They also embrace the guiding ideas and precepts of ICT integration in the classroom. Additionally, teachers have a great deal of experience integrating ICT into their lessons. The correlation's findings confirmed that there was a substantial relationship between teachers' ICT integration practices and their readiness and acceptance for integrating ICT. It is advised that schools offer additional professional development and training opportunities to make their instructors more knowledgeable and capable of integrating ICT into the classroom and expanding on their ICT integration strategies

According to Oyunge (2021), teacher reports of their satisfaction and dissonance with the use of technology in the classroom reflect similar problems in the literature. However, it also shows some subtle changes in teachers' attitudes and views of technology integration. A new teachers' technology acceptance model is provided, together with a discussion of the implications for practice and policy. This study closes the information gap in the literature about instructors' perspectives on technology adoption practices.

#### **Statement of the Problem**

Millennials are people who were born between 1980 and 2000. In the millennial era, the usage of computers in schools and colleges was gaining its momentum. This momentum in education industry reached its pinnacle very soon and it started booming like anything. Convergence of technology with education has widened the availability and access of educational sources to the students without any geographical limits. Whereas "Gen Z" defined as individuals born between 1996 and 2012. Though they have many characteristics in common with the Millennial Generation,

Gen Z also brings with them new behavioural patterns This study mainly focuses on the difficulties faced by the teachers in higher education industry who are Generation X and millennial individuals where students are Generation Z category. The study also broadens on identifying the behavioural patterns of teachers in adapting to the present generation educational technologies and their coping strategies.

## Scope of the Study

Scope is application of a resource in different fields at different times in different scenario. This study focuses the teachers of arts and science colleges whereas it can be diversified to other teaching levels like engineering, medicals and schools also. It can be expanded to other Geopolitical regions as well.

# Objectives

- To comprehend the demographic profile of The Arts and Science College Teachers, Tiruchirappalli
- To find the relationship between gender and awareness on ICT Tools
- To test the association between educational achievement and Adaptation of ICT Tools

# Methodology

The study was based on descriptive nature. The research is concerned with awareness and acceptance for use of Gen Z learning tools in Teaching among the Arts and Science College Teachers in Tiruchirappalli. Accessing teacher's fraternity requires various modes of communication which needs some flexibility. For this reason, the researcher has used random sampling technique. Primary and secondary data were employed in the research. Using questionnaires, primary data was collected from 100 teachers. In the first section of the questionnaire, demographic data about the respondents was collected. Respondents are asked to score the argument on a 5-point Likert's scale (5 = strongly agree, 3 = neutral, and 1= strongly disagree). SPSS was used to analyse the data. One Way ANOVA, factor analysis, and percentage analysis of demographic profiles were the statistical techniques employed in the study.

# **Data Analysis and Interpretation**

Data collected through carefully designed questionnaire are analyzed using SPSS and their results are presented here.

Sl. No	Particulars	Frequency	%
	Gender		
1.	Male	67	67
	Female	33	33
	Age Group		
2.	20-25	20	20
	26-30	28	28
	31-35	32	32
	36-40	14	14
	Above 40	6	6

 Table 1 Demographic Profile of the Respondents

	Marital Status			
3.	Single	35	35	
	Married	65	65	
	Family Type			
4.	Joint	34	34	
	Nuclear	66	66	
5.	Highest Educational Qualification			
	Master's Degree	24	24	
	M. Phil	34	34	
	Ph. D.	42	42	
6.	Experience			
	Less than 5 years	13	13	
	6 to 10 years	24	24	
	11 to 15 years	37	37	
	16 to 20 years	19	19	
	More than 20 years	07	07	
7.	Monthly Income			
	Less than Rs. 10,000	5	5	
	Rs. 11,000 - Rs. 20,000	23	23	
	Rs. 21,000 - Rs. 30,000	34	34	
	Rs. 31,000 - Rs. 40,000	27	27	
	Above Rs. 40,000	11	11	
8.	Locality			
	Urban	43	43	
	Rural	26	26	
	semi-urban	31	31	

Source: Primary Data

The respondents' demographic profile is shown in Table 1, The majority of respondents (67.00%) are male, the majority of respondents (32%) are between the ages of 31 and 35, the majority of respondents (65%) are married, and the majority of teachers (66%) live in nuclear families; majority of respondents (42%) have Doctoral Degree; 37% of the respondents service falls between 11 to 15 years; the majority of respondents (34%) earn between Rs. 21,000 to Rs. 30,000 per month; and the majority of respondents (43%) reside in urban areas.

## **Chi-Square Analysis**

Using the chi-square (X2) statistical method, the researcher examined the relationship between:

- Educational Achievement and Awareness of ICT Tools and
- Gender and ICT Tools Adaptation

**Null Hypothesis (H01):** There is no significant association between Highest Educational Qualification and Awareness on ICT Tools.

Particulars	Value		
Chi-Square	13.884		
Df	9		
Asymp. Sig.	0.127 (Not Significant)		

## Table 2 Association between Highest Educational Qualification and Awareness on ICT Tools

Testing of the hypothesis was done at the 5% significance level. It demonstrates that the significant value exceeds 0.05. As a result, the null hypothesis-that is, that there is no significant association between Highest Educational Qualification and Awareness of ICT Tools - is accepted

Null Hypothesis (H02): There is no significant association between Gender and Adaptation of ICT Tools

Table 3 Association between Gender and Adaptation of ICT Tools

Particulars	Value		
Chi-Square	13.884		
Df	9		
Asymp. Sig.	0.127 (Not Significant)		
Source: generated by SPSS			

Testing of the hypothesis was done at the 5% significance level. It demonstrates that the significant value is below 0.05, so, the null hypothesis is rejected. Thus, it may be concluded that gender wise some significant relationship exists with Adaption of ICT Tools.

# Suggestions

Result of the statistical analysis shows that there is a decrease in the numbers in the usage of ICT tools while coming to age above 35. More attention on this segment may improve their acceptance level. Hypotheses test shows that teachers at various educational level are aware of ICT Tools, which means the penetration of ICT tools have gained a momentum. Here instead of focusing to the awareness creation activities, more new tools may be introduced to the teachers. Colleges may try to increase the availability of ICT tools in the premises.

# Conclusion

Generation Z grew up in the digital age. 95 percent of Gen Z owners hold a smartphone, 83% own a laptop, 78% own an innovative gaming device, and 57 percent possess desktop computers, according to our State of Gen Z research surveys. 29 percent of smartphone users regularly use their devices after midnight. They seem to do well in this setting, but they also exhibit signs of dependence. According to Jason Dorsey (n.d.), 69% of people experience discomfort if they don't have internet connectivity for more than eight hours. Teachers belong to the millennial generation and have grown up with computers and the internet. In this case, the reality is that technology is evolving swiftly, and those who are most likely to be exposed to these changes may adjust their usage habits fast. Although millennials are exposed to new technologies, Gen Z still dominates their use. Since they are not totally unfamiliar with ICT tools, they won't have any trouble adjusting to them. Their ability to use the newest forms of technology may improve in an environment that forces them to use them.

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