

## Perception of Social Work Students Toward the Use of ICT in the Classroom

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Received

3<sup>rd</sup> July, 2024

Revised

5<sup>th</sup> Aug, 2024

Accepted

21<sup>th</sup> August, 2024

### Abstract

The aim of this study was to find the social work students' perceptions of Information and Communication Technology (ICT) in their educational experiences, focusing on performance expectancy, technology acceptance, attitudes toward ICT, and its relevance and practicality. This study adopted a survey research design under a quantitative research approach. The study reveals that students generally be aware of the substantial benefits of ICT in enhancing educational quality, facilitating access to information, and connecting academic learning with real-life applications. A significant majority agree that ICT-equipped classrooms and instructional aids improve teaching and learning, though some students express concerns about potential distractions and challenges in using technology effectively. Findings indicate a strong interest among students in developing their ICT skills and an acknowledgment of the necessity of these skills for academic and professional success. However, there are mixed perceptions about the ease of using ICT tools, with some students finding them challenging.

The study also highlights the need for effective classroom management and targeted support to address these challenges.

**Keywords:** Classroom Learning, Educational Technology, Information and Communication Technology (ICT), Social Work, Student Perceptions,

### **Introduction**

In recent years, the proliferation of ICT has significantly influenced various aspects of society, including education and professional practices. Social work is a professional activity of helping individuals, groups or communities to improve their ability for social functioning and to create societal circumstances favorable to their goals (Benedict et al., 2014). The practice of social work has a long history in Nepal (Woli, 2024). ICT platforms offer both opportunities and challenges for social work students (Craik, 2019). These digital tools have become integral to the lives of many students, providing them with unprecedented access to information, peer support, and professional networking opportunities (Saykili, 2019). However, the pervasive use of ICT also raises concerns about privacy, ethical boundaries, and the potential for digital burnout (Joshi, Adhikari, et al., 2023).

The integration of ICT into the educational experiences of social work students is particularly remarkable (Blakemore & Agllias, 2020). It has transformed how students engage with course content, interact with peers and instructors, and prepare for professional practice. Social work discipline is a demanding professional program that spaces a quality on interactive communication skills, abilities, and the capacity to occupy with a diverse populace within organizations and in the form of clients (Woli, 2023). ICT can serve as a valuable resource for learning and collaboration, offering platforms for discussion, sharing of resources, and exposure to diverse perspectives. On the other hand, the informal and often

unregulated nature of these platforms can blur the lines between personal and professional interactions, posing ethical dilemmas and risks to student well-being (Dwivedi et al., 2023).

ICT is a medium that affects the lives of people in different ways. Students, among internet users, have also been affected in different ways by the learning process (Puspita & Rohedi, 2018). In the last decade, the online world has changed drastically the lives of students (Smith & Borreson Caruso, 2010). It is quite evident that the use of technology has brought with it an unbelievable change in people's lives, from personal to professional lives as well as from the way people store, exchange and access information with the option of sharing and information completely (Diraditsile & Samakabadi, 2018). ICT can be used to share information with students, collect information while traveling, conduct research, share personal academic interests with others, engage students and understand what they're thinking during class, form student study groups, and improve e-textbook functions by connecting students with social tools for collaborative purposes (Goet, 2022). ICT is technology used to exchange, process and communicate information and knowledge by electronics ranging from radio and television to mobile, computers and the internet (Ogunsola & Aboyade, 2005). (Joseph Teryima Ayegba Sunday, 2015)

ICT is used to build relationships among different people, it has significantly simplified the lives of people (M. Talaue et al., 2018). Digital platforms have become an important part of the modern communication landscape; their impact on students cannot be ignored (Syafganti, 2018). These platforms offer a space for connection, self-expression, and information sharing. As ICT sites continue to grow in popularity we believe that technology is a vital part of today's student success education (Al-Rahmi et al., 2021). Students are likely to fulfill their duties and responsibilities in time with a certain quality to achieve a high level of academic achievement (Turel & Dokumaci, 2022). However many parents are worried that

their college students are spending too much time on Facebook and other social media sites. However, many parents are worried that their college students are spending too much time on Facebook and other social media sites (Barry et al., 2017). Hence, a gap has been noted about the use of ICT and its effects on the education of students.

Various researchers (Acharya, 2024, Acharya, 2015, Dash, 2019, Joshi et al., 2023, & Sharma Chapai, 2023) research on the topic related to ICT however there are under research in the case of Nepalese universities. The existing body of research has begun to explore the multifaceted impacts of ICT on social work students. Studies have highlighted both positive outcomes, such as enhanced learning and community building, and negative effects, including distraction, cyber bullying, and the pressure to maintain a certain online persona. Despite the growing recognition of these impacts, there remains a need for a comprehensive understanding of how ICT influences the academic and professional development of social work students.

This research aims to explore the perceptions of social work students regarding the integration of ICT in classroom settings. To achieve the mentioned objectives following research question was devised by the researcher.

1. How do social work students perceive the integration of Information and Communication Technology (ICT) in their classroom learning?

### **Literature Review**

ICT includes a range of online platforms, tools, and practices that facilitate community engagement, collaboration, and information sharing. It enhances students' academic success when they are used correctly in the classroom environment. These digital services support the creation and participation in online communities, encouraging interaction and cooperation among users.

Integration of ICT will assist teachers with the global requirement to replace traditional teaching methods with technology-based teaching and learning tools and facilities (Barbier et al., 2005). ICT is considered one of the main elements in transforming the country for future development (Palvia et al., 2018). Student teachers have positive attitudes towards the use of ICT and they are capable of the use of a few basic ICT tools (Yusuf & Balogun, 2020). ICT has simplified the teaching-learning process and removed barriers that inhibit the integration of ICT by teachers (Lawrence & Tar, 2018). With the spread of technology, positive perceptions about ICT use in social work education have increased (Bailey & Janagan Johnson, 2014). ICT makes possible for improve teaching and learning through inspiring the course, improving delivery, extending methods and presenting information with offering new opportunities through the techniques (Alemu, 2015).

ICT have not only presented new teaching and learning performance but also acted as a trigger for changing the education system. It can help teachers and learners and promote the development of dynamic knowledge and skills for the 21st-century workplace (Salehi et al., 2014). ICT helps students in developing reasoning and thinking abilities (Webb, 2002), ICT is the fundamental building blocks of present-day society. Contemporary society is highly influenced by ICTs in every aspect of life, including education. The effects are experienced more in the field of education since it has the potential for teachers to transform the teaching methodology to meet individual needs (Bindu, 2016).

### **ICT in Education**

The integration of ICT and new pedagogical models in higher education is reshaping traditional teaching and learning methods (Joshi, Sharma Chapai, et al., 2023). ICT is an online platform enabling students to create profiles and connect with others, has been shown to have a positive impact on academic outcomes (Bakrania, 2020). ICT facilitates student

interaction for class projects, group assignments, and homework assistance (Hwang et al., 2015). ICT influences college students in various ways, including usage patterns, time spent, health, and privacy concerns.

Students who are less active in traditional classroom settings might find it easier to express their thoughts from online (Siddiqui & Singh, 2016). A study conducted by Liu (2010) and cited by Khan et al., (2017) found that the primary reasons for using ICT tools were social engagement (85%), direct communication (56%), quick feedback (48%), and relationship building (47%). Kennedy, (2023) emphasized that transitioning to technology-enhanced classrooms requires transforming teacher education and further suggested incorporating knowledge of hardware, system software, multimedia, and understanding social, legal, ethical, and health issues into teacher training programs to raise ICT awareness among educators.

The adoption of ICTs in higher education institutions has significantly expanded and will continue to influence the delivery of social work education, particularly through emerging distance education courses and other technology plans (Oliver, 2002).

### **ICT in Social Work Education**

Social work practice increasingly encompasses various electronically mediated activities, utilized by many social workers in the administration and assessment of social services within social work education (Foeday, 2011). ICT has changed social work practice, social work research, and social service meaningfully where social workers face many problems working in different sectors of social work without using ICT (Gillingham, 2016). Chan (2018) highlighted the relevance of a wide range of ICT- related skills in contemporary social work education.

ICT utilized in various aspects of social work education, including research, client studies, learning, teaching, and fieldwork practice (Young et al., 2018). The Council on Social Work Education (CSWE) has advocated for the inclusion of ICT in social work education. However, there are currently no established standards for student learning, teaching, or guiding fieldwork practice (Dali & Caidi, 2023). Consequently, social work students are often not adequately prepared for the use of ICTs, which are becoming increasingly essential for the social work profession and are expected to gain even more importance in the future (Young, 2015). The integration of ICT into the educational system holds great promise for enhancing educational outcomes and fostering national development. Despite this potential, the implementation of ICT in social work education encounters numerous obstacles, including high costs, inadequate infrastructure, lack of technical support, insufficient funding, and weak governmental policies (Salam et al., 2018).

One of the primary challenges is the high cost of ICT tools, which creates a significant barrier for face-to-face learners who cannot afford these technologies, thus limiting their access to the benefits of ICT in education (Saha, 2023). Additionally, the infrastructure necessary for effective ICT implementation, such as hardware, software, internet access, and building facilities like electrical wiring and climate control, is often lacking. Educational institutions frequently face difficulties in implementing ICT due to a shortage of skilled personnel who can provide necessary technical support and maintenance, leading to ineffective use of technology in social work education (Mbodila et al., 2013). Moreover, the significant capital investment required for ICT programs poses another major challenge, as there is often insufficient government funding dedicated to this area, hindering institutions from acquiring and maintaining essential technological resources (Kennedy, 2023). The absence of supportive governmental policies also hampers the successful

integration of ICT in social work education, as policy changes are crucial for fully realizing the potential of ICT in educational settings (Chinapah & Otero, 2017).

Despite these challenges, ICT presents several opportunities that can transform social work education (Rosa et al., 2018). It enables efficient data collection and sharing during fieldwork or travel, with mobile devices facilitating the gathering of information and public profiles aiding in disseminating research to a broader audience, thereby fostering collaboration and engagement (Van Baalen, 2018). ICT tools also enhance classroom engagement, providing insights into students' thoughts during lectures and maintaining their interest, which improves the overall learning experience (Sharma Chapai, 2023). Furthermore, ICT serves as a medium for connecting people, creating awareness, and developing new opportunities in social work practices (Mishna et al., 2021). While digital technologies hold promise for innovating social work practice, practitioners and learners often remain cautious about fully embracing this movement (Berzin et al., 2015).

In specific contexts like Nepal, the implementation of ICT faces further challenges due to physical infrastructure issues, including a lack of qualified teachers, unreliable electricity, inadequate policies, financial constraints, and insufficient hardware and software resources (Adhikari et al., 2022; Dhital, 2018). These challenges underscore the necessity for comprehensive strategies and investments to enhance ICT infrastructure and support within educational systems globally.

### **Student Perceptions**

Research indicates that students predominantly use ICT for informational purposes, with mixed perceptions regarding its impact on their educational performance and social life. Diaconu et al.(2020) found in their research that the use of technology in educational instruction has a positive impact on the future social workers who have to address the needs

of technologically in youth with access and the use of technology, communication preferences, and the wide use of social media platforms. Furthermore, they indicate six barriers/ challenges identified and suggested that if these barriers are not addressed they could have a negative impact on social work students' readiness to use technology in their future social work practice.

Comparative study conducted by Gomez-Fernandez and Mediavilla (2021) found a majority of school students have reported ICT impacts positively on their educational achievements, whereas most university students perceived ICT as having a negative effect on their academic performance. Similarly, Zainuddin (2018) found that the students felt a significant effect of ICT in enhancing understanding ability, effective learning, inspiring the students, preparation of class note and projects finally scoring good marks in exam. Also, Mahmood et al.,(2011) found that in their result ICT is very important to improve learning. Respondents agreed that ICT is an agent of change and enhances communication ability in students.

Further findings on the impact of ICT on youth reveal diverse benefits. Kumar and Kumar (2020) found that in their research 20% of respondents agreed on general benefits from ICT usage, 20% reported the advantage of staying connected with friends, 28% mentioned entertainment and fun, and 18% cited benefits related to job employment opportunities. Specifically, at Kogi State University, the access to ICT among bachelor-level students is notable. Oberiri (2019) found that 68% of respondents confirmed high access to ICT, indicating that students at this institution utilize ICT extensively for various purposes. This widespread access suggests that ICT plays a significant role in the educational and social activities of these students.

## **Methodology**

This study adopted a survey research design based on a survey method through questionnaires under a quantitative research. This study tested the pre-determined hypotheses to investigate students' perceptions, attitudes and practices toward the utilization of ICT in social work students.

### **Participants**

The data was collected using the primary method. The researcher circulated the questionnaires among the students. Then the data collected is computed and interpreted based on the objectives of the Study. Data was set through the distribution of questionnaires. The participants were bachelor-level students from the Bachelor of Social Work (BSW) program in the Babai Multiple Campus. All of the students in BSW have been selected to study from the Batch 2018 to 2024 A.D. Among the 50 students, 34% are male and 66% are female. The students completed a self-administered questionnaire correctly representing a 100% response rate.

### **Data Collection**

Research data were collected by using the survey method and the questionnaire is divided in to four sections of 20 questions. Respondents indicate their level of agreement with each statement, allowing researchers to quantify and analyze their perceptions and attitudes toward the subject being studied.

### **Research Instrument**

The main research instrument of this study is a questionnaire. It consists of four sections; Part A: Perception of ICT Tools' Impact (Performance Expectancy) Part B: Perception of ICT Utility (Technology Acceptance) Part C: Perception of ICT Regarding Student Preparation (Attitude Toward Behavior), Part D: Perception of ICT for Learning Enhancement (Performance Expectancy) and Part E: Perception of ICT regarding relevance

practicality (Technological Context). Part A consists of 4 items, Part B consists of 4 items, Part C consists 5 items, Part D consists 4 items and Part E consists 3 items. Each part of questionnaire is consisting of Likert scales strongly disagree, disagree, undecided, agree, and strongly agree.

### **Data Analysis**

The collected data from the questionnaire will be computed, processed and analyzed by using descriptive statistics.

### **Results**

#### **Perception of ICT Tools' Impact (Performance Expectancy)**

The results of this study provide insightful data on the perceptions of the impact of ICT tools among social work students, particularly focusing on performance expectancy which is presented in Table 1.

In the first statement, the result revealed that (98%) of the students agreed or strongly agreed that technology could improve access to information for teaching and learning in the classroom, while (2%) disagreed with this statement. The mean score for this was 4.5 indicating ICT devices provide improved access to information for teaching and learning.

The result of second statement revealed that a significant majority of students (78%) agreed or strongly agreed that ICT offers numerous entertaining and intellectually stimulating activities, with only (16%) expressing disagree and strongly disagree (6%) undecided. Whereas the mean score of 3.33 reflects a positive perception of ICT's impact entertaining and intellectually stimulating activities.

Similarly, the result of third statement revealed that most students (56%) agreed or strongly agreed that Information obtained through ICT devices is more accurate and reliable, whereas (24%) disagreed or strongly disagreed and (20%) were undecided. The mean score

of 3.33 suggests perception of ICT devices is more accurate and reliable for obtaining information.

Finally, the result of fourth statement indicates most students (70%) agreed or strongly agreed ICT has contributed to the gradual erosion of societal values, whereas (10%) disagreed and (20%) were undecided. The mean score of 3.57 strong concern among students regarding the negative societal impacts of ICT.

Overall, the findings indicate a generally positive perception of ICT's impact on educational performance among social work students, with some reservations regarding its broader societal implications and the reliability of the information. These insights highlight the importance of balanced ICT integration in social work education, emphasizing both the enhancement of educational outcomes and the cultivation of critical digital literacy skills. Addressing these concerns can help optimize the use of ICT in social work, ensuring that students are well-equipped to leverage technology effectively while being mindful of its potential drawbacks.

**Table 1**

*Perception of ICT Tools' Impact (Performance Expectancy)*

<b>Statements</b>	<b>Strongly disagree(1)</b>	<b>Disagree (2)</b>	<b>Undecided (3)</b>	<b>Agree(4)</b>	<b>Strongly Agree(5)</b>	<b>Mean Score</b>
Various ICT devices provide improved access to information for teaching and learning.	-	1 (2%)	-	34(68%)	15(30%)	4.5
ICT offers numerous entertaining and	2(4%)	6(12%)	3(6%)	26(52%)	13(26%)	3.33

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intellectually stimulating activities.						
Information obtained through ICT devices is more accurate and reliable.	7(14%)	5(10%)	10(20%)	18(36%)	10(20%)	3.33
ICT has contributed to the gradual erosion of societal values.	-	5(10%)	10(20%)	26(52%)	9(18%)	3.57

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### **Perception of ICT Utility (Technology Acceptance)**

The results provide valuable insights into the perceptions of social work students regarding the utility of ICT, particularly through the lens of technology acceptance which is presented in Table 2.

The first statement result shows that (96%) of the students agreed or strongly agreed that the internet helps them to find a wealth of relevant information for their studies, while (2%) disagreed and (2%) were undecided with this statement. The mean score 3.57 which is high and indicates perception that students recognize the internet's vast potential to provide access to relevant and diverse information. Hence, this can significantly aid their academic pursuits and enhance their learning experience.

The result of second statement shows that ICT can be effectively used in courses. Mostly students (82%) agreed or strongly agreed on ICT in facilitating creative activities whereas (10%) disagreed or strongly disagreed and (8%) undecided. The mean score of 3.33 reflects that ICT is beneficial for creative courses. Its effectiveness may vary depending on the specific applications and individual experiences.

Similarly, the result of third statement revealed that most students (56%) agreed or strongly agreed whereas (40%) disagreed or strongly disagreed and (4%) were undecided. The mean score of 3.33 suggests that a balanced perception among students, with a significant number agreeing, disagreeing, or remaining undecided. This uncertainty may stem from personal preferences and varying levels of comfort with technology. It suggests that while some students feel capable of achieving tasks without relying on computers, others recognize the unique efficiencies and advantages that ICT tools offer. That points to the importance of fostering a flexible learning environment that accommodates diverse approaches while encouraging the adoption of ICT where it can provide clear benefits.

Finally, the fourth statements' result indicates that most students (90%) agreed or strongly agreed ICT provides a strong medium for enhancing learning, whereas (4%) disagreed or strongly disagreed and (6%) were undecided. The mean scores of 3.33 indicate a consensus on the positive impact of ICT on learning. The majority of students agree that ICT enhances the learning experience, highlighting its role in providing interactive and engaging educational opportunities.

**Table 2**

*Perception of ICT Utility (Technology Acceptance)*

<b>Statements</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean Score</b>
The internet helps me find a wealth of relevant information for my studies.	-	1 (2%)	1 (2%)	22(44%)	26 (52%)	3.57
ICT can be effectively used in	2 (4%)	3 (6%)	4 (8%)	21(42%)	20 (40%)	3.33

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courses that require creative activities.						
Anything that can be done with a computer, I can accomplish by other means.	4 (8%)	16 (32%)	2 (4%)	20(40%)	8 (16%)	3.33
ICT provides a strong medium for enhancing learning.	1 (2%)	1 (2%)	3 (6%)	29(58%)	16 (32%)	3.33

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### **Perception of ICT Regarding Student Preparation (Attitude toward Behavior)**

The results of this study provide insightful data on the perceptions of social work students regarding their preparation for using ICT, with a particular focus on their attitudes toward this behavior and presented in Table 3.

The result of first statement shows that (82%) of the students interested in learning more about using ICT in their classes, while (6%) disagreed with this statement. Additionally, (12%) remained undecided. The mean score for this item was 3.57 and indicates students has a positive attitude toward enhancing their ICT knowledge.

The result of second statement revealed that a significant majority of students (42%) disagreed or strongly disagreed with challenging to use ICT tools in their studies whereas (40%) agreeing or strongly agreeing and (18%) were undecided. The mean score 3.33 shows that mixed responses. It means the students might be found challenging. This variability suggests that there are differences in students' ICT proficiency and confidence levels.

Similarly, in the result of third statement revealed that most students (58%) disagree or strongly disagree that means ICT training is not a priority for them, whereas (20%) agreed and (22%) were undecided. The mean score of 3.33 indicates that some students may not prioritize ICT training, however recognize its importance. The divided opinions on this matter suggest that while ICT training is valued by a considerable portion of the student population, there remains a need to emphasize its relevance and benefits to those who do not yet see it as a priority.

The result of Fourth statement shows that most students (94%) agreed or strongly agreed that they need to develop their ICT skills and knowledge studies, whereas (6%) disagreed. The means score of 4.16 reflects a strong consensus among student on the necessity of improving their ICT skills

Finally, the finding of fifth statement indicates (74%) agreed or strongly agreed to comfortable working with a computer whereas (4%) disagreeing and (22%) undecided. The mean score for this statement was 3.33, indicating a moderate level of comfort among students.

**Table 3**

*Perception of ICT Regarding Student Preparation (Attitude toward Behavior)*

SN	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Mean Score
I am interested in learning more about using ICT in my classes.	-	3 (6%)	6 (12%)	23(46%)	18 (36%)	3.57
It is challenging for me to use ICT tools in my studies.	5 (10%)	16 (32%)	9 (18%)	16(32%)	4 (8%)	3.33

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ICT training is not a priority for me.	5 (10%)	24 (48%)	11 (22%)	9 (18%)	1 (2%)	3.33
I need to develop my ICT skills and knowledge for my studies.	1 (2%)	2 (4%)	-	39(78%)	8 (16%)	4.16
I feel comfortable working with a computer.	1 (2%)	1 (2%)	11 (22%)	25(50%)	12 (24%)	3.33

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### **Perception of ICT for Learning Enhancement (Performance Expectancy)**

The study investigated students' perceptions of ICT in enhancing their learning experience, focusing on performance expectancy. The results are presented in Table 4. The result of first statement revealed that (46%) of the students agreed that technology could be a distraction in the classroom, while (30%) disagreed or strongly disagreed with this statement. Additionally (24%) remained undecided. The mean score for this item was 3.33, indicating a moderate level of concern regarding technology-induced distractions.

In the second statement result revealed that a significant majority of students (96%) agreed or strongly agreed that ICT enhances the quality of education, with only (4%) expressing disagreement. The mean score of 4.16 reflects a strong positive perception of ICT's impact on educational quality.

Similarly, the third statement result revealed that most students (84%) agreed or strongly agreed that ICT improves the quality of interactions with teachers, whereas (12%) disagreed and (4%) were undecided. The mean score of 3.33 suggests a generally positive view of ICT's role in enhancing teacher-student interactions.

Finally, the fourth findings indicated that (78%) of students agreed or strongly agreed that ICT helps to build their confidence, with (18%) disagreeing and 4% undecided. The mean score for this statement was 3.33, demonstrating a favorable perception of ICT in fostering student confidence.

**Table 4**

*Perception of ICT for Learning Enhancement (Performance Expectancy)*

SN		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Mean Score
	Students may get distracted by the use of technology in the classroom.	3 (6%)	12 (24%)	12 (24%)	19(38%)	4 (8%)	3.33
	The quality of education can be improved through ICT.	1 (2%)	1 (2%)	-	31(62%)	17 (34%)	4.16
	The use of ICT increases the quality of interaction with teachers.	4 (8%)	2 (4%)	2 (4%)	27(54%)	15 (30%)	3.33
	The use of ICT helps to build our confidence.	3 (6%)	6 (12%)	2 (4%)	31(62%)	8 (16%)	3.33

**Perception of ICT Regarding Relevance and Practicality (Technological Context)**

The data on perceptions regarding the relevance and practicality of ICT in educational settings provide valuable insights into how social work students view the integration of technology in their learning environments.

The results are presented in Table 5. The result of first statement shows that (84%) of the students agreed and strongly agreed with the statement ICT- equipped classroom is essential for effective teaching and learning, while (6%) disagreed or strongly disagreed. Additionally, (10%) remained undecided. The mean score for this item was 3.33, indicating, that a significant number of students agree with this statement, while some remain undecided or disagree. This suggests that while there is a general recognition of the importance of ICT - equipped classrooms there are varying opinions on its absolute necessity. This variability may be influenced by students' personal experiences and the availability of technological resources in their educational institutions.

The result of second statement revealed that a significant majority of students (84%) agreed or strongly agreed that ICT provides necessary instructional aids in almost all subject areas, with only (6%) expressing disagreement and (10%) undecided. The mean score of 3.33 indicates a moderate agreement among students, with a notable portion being undecided. The recognition of ICT's utility across various subjects suggests that students see the value in using technology to support diverse instructional needs.

Similarly, the result of third statement revealed that most students (76%) agreed or strongly agreed with the statement learning through ICT devices helps connect school education to real life, whereas (8%) disagreed and (16%) were undecided. The mean score of 3.57 suggests a stronger agreement among students. The higher level of agreement suggests that students perceive a clear benefit in using ICT to bridge the gap between academic learning and real-world applications.

**Table 5***Perception of ICT Regarding Relevance and Practicality (Technological Context)*

SN		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Mean Score
	An ICT-equipped classroom is essential for effective teaching and learning.	1 (2%)	2 (4%)	5 (10%)	26(52%)	16 (32%)	3.33
	ICT provides necessary instructional aids in almost all subject areas	1 (2%)	2 (4%)	5 (10%)	34(68%)	8 (16%)	3.33
	Learning through ICT devices helps connect school education to real life.	-	4 (8%)	8 (16%)	31(62%)	7 (14%)	3.57

*Source: Field Survey, 2024***Discussion**

This study explores social work students' perceptions of ICT in their educational experiences, focusing on performance expectancy, technology acceptance, attitudes toward ICT, and its relevance and practicality. Most of the student agrees that ICT device helps to enhance teaching and learning. Previous research Ghavifekr and Rosdy (2015) also found the same result.

The perception of the students found that most students claim that ICT helps in entertainment activities and provides the most accurate data. Previous research (Mishra,

2020) found the same result. In the perceptions of social work students regarding the utility of ICT, the internet is a medium through which we get relevant information for the study and the internet is a resource tool for academic achievement. The Majority of students claim that with the help of ICT, we can collect relevant data students can perform different activities, and it helps students to enhance their learning activities. The previous research conducted Maheswari et al. (2012) also found the same result. The perception of ICT regarding student attitude toward behavior indicates that social work students have positive attitudes towards learning and improving ICT skills, which needed further training for development. Maximum students claim that they are interested in learning by using ICT tools for study purposes, ICT helps in developing knowledge, skills and behavior, but few of the students say ICT is challenging and there should be a need for training in academic growth. The previous research conducted Yusuf and Balogun (2020) found same the result.

Further, this study shed light on the perceptions of social work students towards the use of ICT for learning enhancement, particularly focusing on performance expectancy. The Student says that technology is a source of distraction. Maximum students claim that the Quality of education can be developed by ICT and it creates a learning environment in the class. Previous research that was conducted by Yuen et al. (2003) has the same result. Teachers can also use different types of ICT tools for teaching. Previous research Hsu (2011) also have the same result. Maximum students also claim that technology can distract the classroom learning environment. previous research conducted by (Muir-Herzig, 2004) had the same result.

The perceptions regarding the relevance and practicality of ICT in educational settings provide valuable insights into how social work students view the integration of technology in their learning environments. Most of the students claim that an ICT -equipped

classroom is essential for teaching. Previous research o (Galanouli & McNair, 2001) found the same result. ICT provides maximum instruction to all subjects for learning. Previous research conducted by (Karatza, 2019) has the same result. ICT can connect school education to real life. Previous research by (Aktaruzzaman et al., 2011) has the same result.

### **Conclusion**

This study provides a comprehensive understanding of social work students' perceptions regarding the use of ICT in their education, highlighting various aspects such as performance expectancy, technology acceptance, attitudes toward ICT, and the relevance and practicality of technology in learning environments. The findings reveal that students generally recognize the significant benefits of ICT in enhancing their educational experiences. There is a strong consensus on the positive impact of ICT on the quality of education, with a majority agreeing that it improves access to information, facilitates creative activities, and enhances teacher-student interactions. Additionally, students acknowledge the role of ICT in connecting academic learning with real-life applications, thus making education more relevant and engaging. However, the study also uncovers some challenges and mixed perceptions. While many students are keen to learn more about using ICT and recognize the need to develop their ICT skills, there are concerns about the potential for distraction in the classroom and varying levels of comfort with using technology. The data indicate that while ICT is seen as a valuable tool, its effective integration requires addressing these challenges through targeted support, effective classroom management strategies, and robust training programs. Moreover, the perceptions regarding the necessity of ICT-equipped classrooms and instructional aids across different subjects highlight the need for a nuanced approach. Educators must demonstrate the practical applications of ICT to ensure broader acceptance and effective use. The positive attitude toward ICT's role in bridging the gap

between school education and real- life further underscores its potential to enhance the practical relevance of the curriculum.

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