

USE OF ICT TOOLS AT MIRPUR UNIVERSITY OF SCIENCE AND TECHNOLOGY (MUST) : A COMPARATIVE PERSPECTIVE

Karamat Subhani¹, Kiran Saleem², Saira Farooq Shah³, Razia Rizve⁴, Shagufta Ashraf⁵

^{1,2,3,4}Department of Education, Mirpur University of Science and Technology, MUST 10250 Mirpur, AJ&K, Pakistan,

⁵University of Kotli Azad Jammu and Kashmir, Pakistan

Corresponding Author¹:saira.edu@must.edu.pk

ABSTRACT

This study investigates and compares the views of faculty members and students on the usage of Information and Communication Technology (ICT) tools in Mirpur University of Science and Technology MUST, Mirpur Azad Jammu and Kashmir using descriptive survey research design. The findings of the comparative analysis of the views of faculty members and students show that most faculty members agree on average that ICT tools are being used in E-Library but most students don't know about the use of modern technological tools in E-Library as compare to the faculty members. The findings of the comparative analysis of the views of faculty members and students also revealed that most faculty members agree on average that university resource center is equipped with ICT tools but most students don't know about the ICT equipped resource center of the university. Based on the findings the study recommends that there is a need to develop the interest of using ICT in library and students of MUST, Mirpur should be aware of using ICT tools in library and they can improve they get more authentic and better knowledge about their field by using various technological tools for accessing information from global village. University resource center may be fully equipped with IT tools so that the student can get benefit from those modern technological tools.

Keywords: Information and Communication Technology (ICT), E-Library, Faculty Members and Students

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

One of the central objectives of the educational policy of Pakistan is to promote ICT tools in education at all levels of education and the teachers and learners are empowered by the technology and technological skills are grown by the usage of ICT in education (Trucano, 2005). The internet is a significant element that supports the technology used in the educational system. E-learning is replacing the traditional learning and it becomes alternate for the traditional education process (Zhang, Zhao, Zhou, & Nunamaker Jr, 2004). Johnson (2006) postulated in his book that technology makes pupils brighter due to obtaining, interpreting, and processing information in a better way. ICT has become the global need of every society and if one talks on the phone and send an email, go to the bank, use the library, listen to the radio or watch the television, works in office are using ICTs (Yusuf & Onasanya, 2004).

World Bank (2003) has stressed that educational reforms can be successfully implemented by the teachers if they use relevant technology and pedagogical ideas. Wright, Stanford, and Beedle (2007) illustrate that ICT tools have an effect on the performance of students because they can explore, create and discover the things easily and they can communicate with their tutors without any hesitation and also they can provide an online response. The procedure of delivering information to the students can be more comfortable after the incorporation of instructional tools and the teacher can be expressed his ideas more effectively and clearly. ICT tools are the set of various techniques included media and audio and visual aids used for effective organize educational material. Information can be stored and retrieved by using electronic technologies which are called ICT tools (Adomi & Kpangban, 2010).

1.2 ICT TOOLS AND HIGHER EDUCATION

According to Machuki (2018), the incorporation of ICTs in the educational process makes the learner independent and it also improves the quality of research work and their capacity to make an analysis. By using ICT tools during studies students acquire the fundamental skill for solving the challenges of real life. By the promotion of ICT tools at school level students get above average scores in the exams. Students who have interaction with the technologies can appear more confidently in the exam. One of the common hurdles in using ICT tools in education is insufficient technological tools. Technical experts should be an integral part of the institution. These teachers should teach pupils about the usage of these technological tools.

According to Agrawal and Mittal (2018), ICT tools play vital at the university level and different activities like admissions, Exams, and communication with students, parents, and teachers. ICT tool facilitates the students who cannot come to the institution for getting a formal education. Many students do not participate

in traditional lectures due to the cause the traditional lecture method is not useful for the learning environment. The paradigm has been shifted and now teachers are playing a role as a facilitator by the use of modern technological tools. Teacher plays a central role to supplement the various ICT tools to make learning more effective.

ICTs allows the flexible environment to students at higher education level in delivering and receiving learning materials and universities could appeal and engage a large number of the pupil through the integration of ICTs in the educational process (Concannon, Flynn, & Campbell, 2005). Many universities encounter various difficulties by using E-learning and ICT tools and management of every university should improve the e-learning environment for the students (Al-Adwan, Al-Adwan, & Smedley, 2013).

1.3 STATEMENT OF THE PROBLEM

In our country due to Lack of adequate equipment universities and higher education intuitions are facing many challenges in the proper adoption of modern technological tools. Due to shortage skilled manpower and shortage of equality in contents of courses and number of other problems are barriers in the incorporation of modern technological tools in higher educational institutions.

Hence, the purpose of this study is to investigate and compare the views of faculty members and students on usage of ICT tools MUST, Mirpur.

1.4 OBJECTIVES OF THE STUDY

- To compare the views of teachers and students on the use of ICT tools at the university level.
- To explore the usage of technological tool at university level
- To inspect the current usage of Information and Communication tools in MUST, Mirpur

I will examine the views of faculty members and students on using modern ICT tools and how these tools have an impact on the academic achievement of students.

1.5 SIGNIFICANCE OF THE STUDY

This study would be useful for the higher education intuitions, policymakers, staff development directorates and centers for educational extensions. It will also be helpful for such institutions to take corrective measures for the adaptation of modern and innovative technological tools to develop professional skills among teachers and faculty members of higher educational institutions.

This study will be beneficial for future scholars and research students. Educational planners and policymakers of public and private sectors will take the benefit to develop the programs according to the modern and innovative instructional technological tools. Furthermore, the findings may serve as a reference point for ICT managers in different institutes of higher learning in improving the management of higher education in their institutes. It is also hoped that outcomes would also enlighten managers in institutes of higher education to address the problem of how to ensure maximum benefit from ICT.

2. LITERATURE REVIEW

According to Yunus and Suliman (2014), ICT tools perform the function of information processing and communication of information which includes such technologies as laptops, computers, internet connections, software, and peripherals. Fu (2013) defines that ICT tools consist of the internet, television, projectors, computer, and electronic delivery systems. ICT tools can simplify and assist in teaching and learning. Students and teachers can get many benefits by using modern and innovative ICT tools. Quality of education can be improved by using ICT tools.

Integration of ICT in education can be used to deliver the fast and accurate information which goes electronically and a large number of people can be linked up within information or message through the internet (Kumar, 2008). Learners can search a lot of information on one click and through computers, they can transmit small or a lot of data within a specific time. Due to the development of information technology students can surf the internet for taking information related to their field (Laurillard, 1993).

ICT tools are used in education because these tools are operative to meets the educational goals to support the curriculum. These tools ensure access to appropriate technology and provide the administration support integration of technology (Aynal & Özenir, 2012). The British Educational Communications and Technology Agency (BECTA) propose that effective use of technology can be benefited to motivate the learners and increase the self-esteem and confidence in learners and also enhance the questioning skill of the learners (Condie & Munro, 2007).

Information and communication technology is playing a vital role for the development of the country and brings all the citizens closer together and they can get quick access to the required information. Due to the use of innovative and technological tools, one can live anywhere and get access to communication (Beukes-Amiss & Chiware, 2006). ICT tools have no boundaries of place and it is not dependent on race or color and these tools play a vital role to provide accessibility for disabled persons to the information. The integration of ICT tools in education can change instructional approaches thoroughly and improves the learning outcomes of students (Forgasz & Prince, 2001). ICT tools increase productivity in education and improve efficiencies. By

using ICT tools people can do work in a better way and faster. ICT enables the user to work efficiently (Atkinson, 2007).

ICTs are promoting student-centered learning and moving to problem-based learning. Technology also enhanced the practice of the World Wide Web as a foundation of information and internet users can choose the relevant experts of their field. ICT supports independent learning. Students are using computers and the internet as cognitive tools and information sources (Jonassen, 1996).

Technology Advancement brings change in society and modernizes the process of teaching and learning. Learners can attain up to date and knowledge by using modern teaching technologies. The link between education and ICT is the requirement of this era to meet the predetermined aims and objectives related to education. Engida (2011) argued that it doesn't matter that whether teachers are using ICTs in teaching practices, but how these technological tools are being integrated to bring variety in teaching methodology and providing more learning opportunities to the students. According to Chandra (2004), ICT contributes lifelong learning in the technological world and provides E-training and adult training at working place. Students use ICT tools to solve educational problems and for discovering the learning topics. ICT provides more access to the knowledge and by using these modern technological tools students and better understand the concepts (Brush, Glazewski, & Hew, 2008).

3. RESEARCH METHODOLOGY

3.1 Research Design

The design of this study in quantitative and questionire was used for collection of data collection tool.

3.2 Population

The population of this study consist of 5507 students and 235 faculty members of MUST, Mirpur.

3.3 Instrumentation

For data collection a self-developed questionnaire on quasi-interval scale consisted of 30 items is used.

3.4 Validity and Reliability of the Instrument

The face validity of a questionnaire for students and for faculty members was ensured individually by the help of professionals in the field of education and finalized for pilot study. By using Cronbach Alpha reliability of the questionnaire was determined and the Alpha value for the questionnaire for the students was 0.80 which was accepted.

3.5 Procedure of Data Collection

After granting the consent of heads of respective faculties, researcher individually visit the departments for collection of data from students.

4. ANALYSIS AND INTERPRETATION OF DATA

COMPARISION OF THE VIEWS OF FACULTY MEMBERS AND STUDENTS ON THE USE OF ICT TOOLS

The item-wise comparative analysis of the views of faculty members and students of MUST, Mirpur by using mean and standard deviation as statistic tools is given below:

Table4.1: Comparative analysis of the views of faculty members and students related to the usage of computers for research projects/reports

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
01	Use of computer for research projects/reports.	3.900	.7413	3.897	.9030

Table 4.1 indicates that the mean and std. Deviation of the views of faculty members related to use of computers for research projects/reports is (M = 3.900, SD = .7413) and the mean and std. Deviation of the students is (M = 3.897, SD = .9030) which shows that view of the faculty members and the students are same on average and views of faculty members are more consistent then students.

Table 4.2: Comparative analysis of the views of faculty members and students related to the usage of the computer to composing course work/assignments

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
02	Use of the computer to composing course work/assignments.	3.663	.8702	3.879	.8618

Table 4.2 points out that the mean and std. Deviation of the views of faculty members related to usage of the computer to composing course work/assignments is (M = 3.663, SD = .8702) and the mean and std.

deviation of the students is ($M = 3.879$, $SD = .8618$) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.3: Comparative analysis of the views of faculty members and students related to the use of technological tools in the application of learned knowledge to the real-world situation

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
03	Using ICT tools in the application of learned knowledge to the real-world situation.	3.863	.6837	3.650	.8994

Table 4.3 shows that the mean and std. Deviation of the views of faculty members related to Using technological tools in the application of learned knowledge to the real-world situation is ($M = 3.863$, $SD = .6837$) and the mean and std. Deviation of the students is ($M = 3.650$, $SD = .8994$) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.4: Comparative analysis of the views of faculty members and students related to using ICT tools in organizing the tasks

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
04	Using ICT tools in organizing the tasks.	4.100	.8008	3.751	.8896

Table 4.4 indicates that the mean and std. Deviation of the views of faculty members related to Using ICT tools in organizing the tasks is ($M = 4.100$, $SD = .8008$) and the mean and std. Deviation of the students is ($M = 3.751$, $SD = .8996$) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.5: Comparative analysis of the views of faculty members and students related to using the Internet to search novel and updated information

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
05	Using the Internet to look new and updated information.	3.936	.8489	4.066	.9503

Table 4.5 indicates that the mean and std. Deviation of the views of faculty members related to Using the Internet to search novel and updated information is ($M = 3.936$, $SD = .8489$) and the mean and std. Deviation of the students is ($M = 4.066$, $SD = .9503$) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.6: Comparative analysis of the views of faculty members and students related to using the ICT tools for academic collaboration with other students

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
06	Using the ICT tools to collaborate academically with other students.	3.709	.9221	3.830	1.096

Table 4.6 shows that the mean and std. deviation of the views of faculty members related to Usage of ICT tools to academic collaboration with other students is ($M = 3.709$, $SD = .9221$) and the mean and std. deviation of the students is ($M = 3.830$, $SD = 1.096$) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.7: Comparative analysis of the views of faculty members and students related to using ICT tools for making the learning content more interesting

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
07	Using ICT tools to makes the learning content more interesting.	3.718	.8687	3.739	1.021

Table 4.7 shows that the mean and std. deviation of the views of faculty members related to Using ICT tools for making the content more interesting are (M = 3.718, SD = .8687) and the mean and std. deviation of the students is (M = 3.739, SD = 1.021) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.8: Comparative analysis of the views of faculty members and students related to usage of ICT tools while using the E-Library

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
08	Use of ICT tools while using the E-Library.	3.690	.9837	3.239	1.153

Table 4.8 shows that the mean and std. deviation of the views of faculty members related to usage of ICT tools while using the E-Library is (M = 3.690, SD = .9837) and the mean and std. deviation of the students is (M = 3.239, SD = 1.153) which shows that most faculty members had answered “agree” on average and most students had answered “Don’t know” on average and views of faculty members are more consistent then students.

Table 4.9: Comparative analysis of the views of faculty members and students related to using ICT equipment in the lecture rooms of the university

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
09	Using ICT equipment in the lecture rooms of the university.	3.581	.9518	3.321	1.236

Table 4.9 shows that the mean and std. deviation of the views of faculty members related to Using ICT equipment in lecture rooms of the university is (M = 3.581, SD = .9518) and the mean and std. deviation of the students is (M = 3.321, SD = 1.236) which shows that most faculty members had answered “agree” on average and most students had answered “Don’t know” on average and views of faculty members are more consistent then students.

Table 4.10: Comparative analysis of the views of faculty members and students related to ICT equipped resource center of the university

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
10	ICT equipped resource center of the university.	3.800	.8861	3.324	1.204

Table 4.10 indicates that the mean and std. deviation of the views of faculty members related to ICT equipped resource center of the university is (M = 3.800, SD = .8861) and the mean and std. deviation of the students is (M = 3.324, SD = 1.204) which shows that most faculty members had answered “agree” on average and most students had answered “Don’t know” on average and views of faculty members are more consistent then students.

Table 4.11: Comparative analysis of the views of faculty members and students related to using ICT tools in the learning process to make it easier

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
11	Using ICT tools in the teaching and learning process to make it easier.	4.036	.7533	3.725	1.101

Table 4.11 indicates that the mean and std. deviation of the views of faculty members related to Using ICT tools in the learning process to make it easier is (M = 4.036, SD = .7533) and the mean and std. deviation of the students is (M = 3.725, SD = 1.101) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.12: Comparative analysis of the views of faculty members and students related to using ICT tools in the learning process to make it more effective

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
12	Using ICT tools in the teaching and learning process to make it effective.	4.290	.6403	3.794	1.005

Table 4.12 indicates that the mean and std. deviation of the views of faculty members related to Using ICT tools in the teaching and learning process to make it effective are (M = 4.290, SD = .6403) and the mean and std. deviation of the students is (M = 3.794, SD = 1.005) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.13: Comparative analysis of the views of faculty members and students related to using ICT tools for improvement of quality of learning

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
13	Using ICT tools to improve the quality of learning.	3.890	.7461	3.908	.9666

Table 4.13 shows that the mean and std. deviation of the views of faculty members related to Using ICT tools for improvement of quality of learning is (M = 3.890, SD = .7461) and the mean and std. deviation of the students is (M = 3.908, SD = .9666) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.14: Comparative analysis of the views of faculty members and students related to using the computer for academic purpose

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
14	Using the computer for academic purpose.	3.954	.7343	3.778	1.007

Table 4.14 shows that the mean and std. deviation of the views of faculty members related to Using the computer for academic purposes is (M = 3.954, SD = .7343) and the mean and std. deviation of the students is (M = 3.778, SD = 1.007) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.15: Comparative analysis of the views of faculty members and students related to browsing the internet for updating knowledge

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
15	Browsing the internet for updating knowledge.	3.963	.7410	3.874	.8691

Table 4.15 shows that the mean and std. deviation of the views of faculty members related to Browsing the internet for updating knowledge is (M = 3.963, SD = .7410) and the mean and std. deviation of the students is (M = 3.874, SD = .8691) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.16: Comparative analysis of the views of faculty members and students related to sharing the novel usage of ICT with fellows

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
16	Sharing the new usage of ICT with fellows.	3.854	.8441	3.739	.9642

Table 4.16 shows that the mean and std. deviation of the views of faculty members related to Sharing the novel usage of ICT with fellows is (M = 3.854, SD = .8441) and the mean and std. deviation of the students is (M = 3.739, SD = .9642) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.17: Comparative analysis of the views of faculty members and students related to using ICT tools for re-creative activities

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
17	Using ICT tools for re-creative activities.	4.009	.8183	3.704	1.028

Table 4.17 shows that the mean and std. deviation of the views of faculty members related to Using ICT tools for re-creative activities is (M = 4.009, SD = .8183) and the mean and std. deviation of the students is (M = 3.704, SD = 1.028) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.18: Comparative analysis of the views of faculty members and students related to improvement in grades of learners by using ICT tools to preparation of exams

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
18	Improvement in grades of students by using ICT tools to prepare for exams.	3.836	.8833	3.643	1.070

Table 4.18 shows that the mean and std. deviation of the views of faculty members related to improvement in grades of learners by using ICT tools to preparation of exams is (M = 3.836, SD = .8833) and the mean and std. deviation of the students is (M = 3.643, SD = 1.070) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.19: Comparative analysis of the views of faculty members and students related to the effectiveness of using ICT for making students critical thinkers

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
19	Effectiveness of using ICT for making students critical thinkers.	3.890	.8604	3.716	.9860

Table 4.19 shows that the mean and std. deviation of the views of faculty members related to the Effectiveness of using ICT for making students critical thinkers is (M = 3.890, SD = .8604) and the mean and std. deviation of the students is (M = 3.716, SD = .9860) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.20: Comparative analysis of the views of faculty members and students related to bringing easiness in finishing educational tasks through ICT tools

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
20	Bringing easiness in completing educational tasks by using ICT tools.	4.000	.6907	3.837	.8993

Table 4.20 shows that the mean and std. deviation of the views of faculty members related to bringing easiness in finishing educational tasks through ICT tools is (M = 4.000, SD = .6907) and the mean and std. deviation of the students is (M = 3.837, SD = .8993) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.21: Comparative analysis of the views of faculty members and students related to using ICT tools for improving creativity

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
21	Using ICT tools for improving creativity.	3.890	.9121	3.780	1.038

Table 4.21 shows that the mean and std. deviation of the views of faculty members related to Using ICT tools for improving creativity is (M = 3.890, SD = .9121) and the mean and std. deviation of the students is (M = 3.780, SD = 1.038) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.22: Comparative analysis of the views of faculty members and students related to Using ICT for improvement of ability to find relevant and useful information

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
22	Using ICT to improve the ability to find relevant and useful information.	3.954	.8170	3.856	1.001

Table 4.22 shows that the mean and std. deviation of the views of faculty members related to Using ICT to ICT for improvement of ability to find relevant and useful information is (M = 3.954, SD = .8170) and the mean and std. deviation of the students is (M = 3.856, SD = 1.001) which shows the views of faculty members and students are the same on average and views of faculty members are more consistent than students.

Table 4.23: Comparative analysis of the views of faculty members and students related to improvement in attitude towards learning by using ICT tools

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
23	Improvement in attitude towards learning by using ICT tools.	3.945	.9070	3.783	1.017

Table 4.23 shows that the mean and std. deviation of the views of faculty members related to Improvement in attitude towards learning by using ICT tools is (M = 3.945, SD = .9070) and the mean and std. deviation of the students is (M = 3.783, SD = 1.017) which shows the views of faculty members and students are same on average and views of faculty members are more consistent than students.

Table 4.24: Comparative analysis of the views of faculty members and students related to the improvement of motivation level towards learning by using ICT tools

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
24	Improvement of motivation towards learning by using ICT tools.	3.981	.7539	3.787	1.034

Table 4.24 indicates that the mean and std. deviation of the views of faculty members related to Improvement of motivation level towards learning by using ICT tools is (M = 3.981, SD = .7539) and the mean and std. deviation of the students is (M = 3.787, SD = 1.034) which shows the views of faculty members and students are same on average and views of faculty members are more consistent than students.

Table 4.25: Comparative analysis of the views of faculty members and students related to make student independent learner by using ICT tools

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
25	Making student independent learner by using ICT tools.	3.872	1.005	3.794	.9170

Table 4.25 indicates that the mean and std. deviation of the views of faculty members related to make student independent learner by using ICT tools is (M = 3.872, SD = 1.005) and the mean and std. deviation of the students are (M = 3.794, SD = .9170) which shows the views of faculty members and students are same on average and views of students are more consistent than students.

Table 4.26: Comparative analysis of the views of faculty members and students related to using ICT tools for project-based learning

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
26	Using ICT tools for project-based learning.	3.800	.8328	3.922	1.762

Table 4.26 indicates that the mean and std. deviation of the views of faculty members related to Using ICT tools for project-based learning is (M = 3.800, SD = .8328) and the mean and std. deviation of the students is

(M = 3.922, SD = 1.762) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.27: Comparative analysis of the views of faculty members and students related to the openness of the new horizon by using the internet as an ICT tool

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
27	The openness of the new horizon by using the internet as an ICT tool.	4.072	.7130	3.767	.9570

Table 4.27 indicates that the mean and std. deviation of the views of faculty members related to the openness of the new horizon by using the internet as an ICT tool is (M = 4.072, SD = .7130) and the mean and std. deviation of the students is (M = 3.767, SD = .9570) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.28: Comparative analysis of the views of faculty members and students related to bring improvement of perception in various subjects by using ICT tools

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
28	Bringing improvement of perception in different subjects by using ICT tools.	4.045	.7217	3.792	1.012

Table 4.28 shows that the mean and std. deviation of the views of faculty members related to bring improvement of perception in various subjects by using ICT tools is (M = 4.045, SD = .7217) and the mean and std. deviation of the students is (M = 3.792, SD = 1.012) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

Table 4.29: Comparative analysis of the views of faculty members and students related to using ICT tools for sending course material

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
29	Using ICT tools for sending course material.	4.090	.8835	3.762	1.007

Table 4.29 indicates that the mean and std. deviation of the views of faculty members related to Using ICT tools for sending course material is (M = 4.090, SD = .8835) and the mean and std. deviation of the students is (M = 3.762, SD = 1.007) which shows the views of faculty members and students are the same on average and views of faculty members are more consistent then students.

Table 4.30: Comparative analysis of the views of faculty members and students related to using ICT tools for receiving course material

Sr No.	Statement	Faculty Members		Students	
		Mean	Std. Deviation	Mean	Std. Deviation
30	Using ICT tools for receiving course material.	4.245	.7684	3.872	1.038

Table 4.30 indicates that the mean and std. deviation of the views of faculty members related to Using ICT tools for receiving course material is (M = 4.245, SD = .7684) and the mean and std. deviation of the students is (M = 3.872, SD = 1.038) which shows the views of faculty members and students are same on average and views of faculty members are more consistent then students.

5.2 FINDINGS

- i. The findings of the comparative analysis of the views of faculty members and students show that most faculty members agree on average that ICT tools are being used in E-Library but most students don't know about the use of technological tools in E-Library as compare to the faculty members.
- ii. As per findings of the study most faculty members agree on average that lecture rooms of the university are equipped with the ICT tools but most students don't know about the ICT equipped classroom.
- iii. The findings revealed that most faculty members agree on average that the university resource center is equipped with ICT tools but most students don't know about the ICT equipped resource center of the university.

5.3 CONCLUSION AND RECOMMENDATIONS

The recommendations of study are made as per above findings:

- There is a need to develop the interest of using ICT in library and students of MUST, Mirpur should be aware of usage of ICT tools in library and they can improve they get more authentic and better knowledge about their field by using various technological tools for accessing information from global village.
- There is a need to improve the usage of modern technological tools in the classroom of the university and students and faculty members must be aware of modern information and communication technological tools. The lecture room of the university should be fully equipped with modern technological tools.
- The university resource center should also be fully equipped with ICT tools so that the learners can get benefit from those modern technological tools.

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