International Journal of Arts & Education Research

A STUDY OF REACTION TOWARD IMPLIMENTED ICT OF TEACHERS TEACHING IN MIDDLE, SECONDARY AND HIGHER SECONDARY CLASSES IN ARMY SCHOOLS OF LUCKNOW CITY

M.C. JOSHI

RESEARCH SCHOLAR

RABINDRANATH TAGORE UNIVERSITY

BHOPAL MADHYA PRADESH

DR. KIRAN MISHRA

PROFESSOR

RABINDRANATH TAGORE UNIVERSITY,

BHOPAL MADHYA PRADESH

ABSTRACT

It is seen that teacher education sector is also utilizing ICT in their curriculum. The construction and content of educator preparing programs on ICT in instruction are immature. In this manner the researcher felt it is important to study research on the ICT. In the event that the Teacher training programs don't accept an influential position in the change of schooling. For goal to receive the full implementation of ICT in learning, it is necessary that pre-service and in-service teachers training programs successfully utilize this new ICT equipment's for teaching-learning system. Teacher education institutes and projects should give the initiative to pre-service and in-service educators and model the new teaching methods and devices for learning.

The teacher education sector in India should likewise give administration in deciding how the new advancements can best be utilized with regards to the life style and needs of the public so that gifted instructors are produced. However, there is headway in ICT, anyway it is seen that educators utilizing ICT frequently in instructing and learning. The ICT has become the need of the hour and its impact cannot be ignored. So, man has to get used to working with it. At the same time, more interest should be shown in adopting it. First of all, man should start it from his schools. Therefore, firstly all the teachers have to be prepared for this and at the same time have to know their reaction towards the ICT. Consequently, researcher was eager to examine reaction towards implemented ICT of teachers teaching in Army Schools of Lucknow city.

Keywords: Reaction, ICT and Army Schools.

INTRODUCTION

ICT is a power that has changed numerous parts of the manner in which human live. If look at such fields these are medication, the travel industry, business, law, banking, building and engineering, the effect of ICT over the preceding few decades has been remarkable. The way these fields work today is completely different and in contrast from the way in which they worked previously. However, when it talks about the education sector, people experienced a lack of interest and far less change in this field rather than other fields. Many individuals have tried to investigate this absence of interest.

Man has begun offering his sentiments to media. People have begun distinguishing augmented reality than genuine items. The teachers should be more Pedagogues to technology (Goel & Goel,

Earnest, 2003). Our social framework accepts globally social practices which have a significant impact upon our education system (Rao, 2002). The information people used in past time become the foundation for future. So, man need a technology which provide that freedom to make all this happened to us (Weiland, 1993). In this way, the time has come when man need to understand that the previous techniques which were used in past cannot be used today for the future development of the learners (Wright, 1994).

OBJECTIVES OF THE STUDY

1. To study the influence of Discipline, Grades taught by Teachers and their interaction on Teacher's Reaction toward Implemented ICT.
2. To study the influence of ICT Training, Grades taught by Teachers and their interaction on Teacher's Reaction toward Implemented ICT.
3. To study the influence of Marital Status, Grades taught by Teachers and their interaction on Teacher's Reaction toward Implemented ICT.

HYPOTHESES OF THE STUDY

1. There is no significant influence of Discipline, Grades taught by Teachers and their interaction on Teacher's Reaction toward Implemented ICT.
2. There is no significant influence of ICT Training, Grades taught by Teachers and their interaction on Teacher's Reaction toward Implemented ICT.
3. There is no significant influence of Marital Status, Grades taught by Teachers and their interaction on Teacher's Reaction toward Implemented ICT.

DESIGN OF THE STUDY

Design of the study may thus be used to collect the relevant data in a way that it helps to analyzing the different hypotheses which were formulated for the research problem. So, keeping in mind the research problem, condition and relationship the NORMATIVE SURVEY method of descriptive research was used to collect the data.

POPULATION OF THE STUDY

Population consists of the total number of people belonging to a whole country, city or district. Thus, target population of the study consists of teachers teaching in Army Public Schools of Lucknow city.

SAMPLE OF THE STUDY

There are several kinds of sampling technique and each technique has its own advantages and limitations. But in present study the population size is too small for sampling. So, researcher decided to include whole population as representative of sample. Further by using Stratified Random Sampling technique whole population is divided into three groups, viz. (i) teachers teaching the middle classes, (ii) teachers teaching the secondary classes and (iii) teachers teaching higher secondary classes in Army Public Schools of Lucknow city.

Table- 1 List of Army Public Schools of Lucknow City

S. No.	Name of School	No. of teachers in middle classes	No. of teachers in secondary classes	No. of teachers in higher secondary classes
1	Army Public School Nehru Road, Lucknow	23	45	29
2	Army Public School Sardar Patel Marg, Lucknow	20	41	22
3	Army Public School Lal Bahadur Shastri Marg, Lucknow	21	33	22
	Total	64	119	73

TOOL USED FOR THE STUDY

In the present study the researcher did not find any suitable standardized tool to measure the reaction towards implemented ICT for teachers teaching in Army Public Schools. So, the researcher decided to develop the consequent tool i.e., "Reaction towards ICT Implementation Scale".

STATISTICAL TREATMENT FOR ANALYSIS OF DATA

The Two - way ANOVA statistical techniques were used to analysis of data.

RESULTS AND ANALYSIS

1. INFLUENCE OF DISCIPLINE, GRADES AND THEIR INTERACTION ON REACTION TOWARDS IMPLEMENTED ICT OF TEACHERS

The first objective was to study the influence of Discipline, Grade and their interaction on Reaction towards Implemented ICT of Teachers. Science and Arts were the two levels of Discipline. The three levels of Grade were Middle, Secondary and Higher Secondary. Thus, the data were analyzed with the help of 2×3 Factorial Design ANOVA and the results are given in

Table 2.There is no significant influence of Discipline, Grades taught by Teachers and their interaction on Teacher's Reaction toward Implemented ICT.

Table- 2: Summary of 2 × 3 Factorial Design ANOVA of Reaction towards Implemented ICT of Teachers

Sources of Variation	df	SS	MSS	F-Value	Remark
Discipline (A)	1	7806.55	7806.55	206.19	$p < 0.01$
Grades (B)	2	46.93	23.46	0.62	NS
A X B	2	115.93	57.96	1.53	NS
Error	250	9464.57	37.86		
Total	255	17433.98			

NS = Not Significant

1.1 Influence of Discipline on Reaction towards Implemented ICT of Teachers

From Table 2, it can be seen that the F- value for Discipline is 206.19 which is significant at 0.01 level with df = 1/250. It shows that there is a significant difference in mean scores of Reaction towards Implemented ICT of science and arts discipline teachers. So, there was a significant influence of Discipline on Reaction towards Implemented ICT of teachers. Thus, the null hypothesis that there is no significant influence of Discipline on Reaction towards Implemented ICT of teachers is rejected. Further the mean score of Reaction towards Implemented ICT of science teachers is 138.47 which is significantly higher than those of arts teachers whose mean score of Reaction towards Implemented ICT is 127.29. It may be said that science teachers were found to significantly more favorable Reaction towards Implemented ICT as compared to arts teachers.

1.2 Influence of Discipline on Reaction towards Implemented ICT of Teachers

The F- value for Grade is 0.62 which is not significant (Vide Table 2). It shows that there is no significant difference in mean scores of Reaction towards Implemented ICT of teachers teaching Middle, Secondary and Higher Secondary Levels. So, there was no significant influence of Grades on Reaction towards Implemented ICT of teachers. Thus, the null hypothesis that there is no significant influence of Grades on Reaction toward Implemented ICT of teachers is not rejected. It may be said that teachers teaching at Middle, Secondary and Higher Secondary level were found to have same degree of Reaction towards Implemented ICT.

1.3 Influence of interaction between Discipline &Grades on Reaction towards Implemented ICT of Teachers

The F- value for interaction between Discipline and Grade is 1.53 which is not significant (Vide Table 2). It shows that there is no significant difference in mean scores of Reaction towards Implemented ICT of science and arts teachers teaching at Middle, Secondary and Higher Secondary Levels. So, there was no significant influence of interaction between Discipline & Grades on Reaction towards Implemented ICT of teachers. Thus, the null hypothesis that there is no significant influence of interaction between Discipline and Grades on Reaction toward Implemented ICT of teachers is not rejected. It may be said that Reaction towards Implemented ICT of teachers was found to be independent of interaction between Discipline and Grades.

2. INFLUENCE OF ICT TRAINING, GRADES AND THEIR INTERACTION ON REACTION TOWARDS IMPLEMENTED ICT OF TEACHERS

The second objective was to study the influence of ICT training, Grade and their interaction on Reaction towards Implemented ICT of teachers. Trained and untrained were the two levels of ICT training. The three levels of Grade were Middle, Secondary and Higher Secondary. Thus, the data were analyzed with the help of 2×3 Factorial Design ANOVA and the results are given in Table 3.

There is no significant influence of ICT training, Grades taught by teachers and their interaction on Teacher's Reaction toward Implemented ICT.

Table- 3: Summary of 2×3 Factorial Design ANOVA of Reaction towards Implemented ICT of Teacher

Sources of Variation	Df	SS	MSS	F-Value	Remark
ICT Training (A)	1	2618.59	2618.59	44.55	$p < 0.01$
Grades (B)	2	46.93	23.46	0.39	NS
A × B	2	70.99	35.49	0.60	NS
Error	250	14697.47	58.78		
Total	255	17433.98			

NS = Not Significant

2.1 Influence of ICT training on Reaction towards Implemented ICT of Teachers

From Table 3, it can be seen that the F- value for ICT training is 44.55 which is significant at 0.01 level with df = 1/250. It shows that there is a significant difference in mean scores of Reaction towards Implemented ICT of ICT trained and untrained teachers. So, there was a significant influence of ICT training on Reaction towards Implemented ICT of teachers. Thus, the null hypothesis that there is no significant influence of ICT training on Reaction towards Implemented ICT of teachers is rejected. Further the mean score of Reaction towards Implemented ICT of ICT trained teachers is 133.62 which is significantly higher than those of ICT untrained teachers whose mean score of Reaction towards Implemented ICT is 125.67. It may be said that ICT trained teachers were found to significantly more favorable Reaction towards Implemented ICT as compared to ICT untrained teachers.

2.2 Influence of ICT training on Reaction towards Implemented ICT of Teachers

The F- value for Grade is 0.39 which is not significant (Vide Table 3). It shows that there is no significant difference in mean scores of Reaction towards Implemented ICT of teachers teaching Middle, Secondary and Higher Secondary Levels. So, there was no significant influence of Grades on Reaction towards Implemented ICT of teachers. Thus, the null hypothesis that there is no significant influence of Grades on Reaction toward Implemented ICT of teachers is not rejected. It may be said that teachers teaching at Middle, Secondary and Higher Secondary level were found to have same degree of Reaction towards Implemented ICT.

2.3 Influence of interaction between ICT training & grades on Reaction towards Implemented ICT of Teachers

The F- value for interaction between ICT training and Grade is 0.60 which is not significant (Vide Table 3). It shows that there is no significant difference in mean scores of Reaction towards Implemented ICT of ICT trained and untrained teachers teaching at Middle, Secondary and Higher Secondary Levels. So, there was no significant influence of interaction between ICT training &Grades on Reaction towards Implemented ICT of teachers. Thus, the null hypothesis that there is

no significant influence of interaction between ICT training and Grades on Reaction toward Implemented ICT of teachers is not rejected. It may be said that Reaction towards Implemented ICT of teachers was found to be independent of interaction between ICT training and Grades.

3. INFLUENCE OF MARITAL STATUS, GRADES AND THEIR INTERACTION ON REACTION TOWARDS IMPLEMENTED ICT OF TEACHERS

The last and third objective was to study the influence of marital status, Grade and their interaction on Reaction towards Implemented ICT of teachers. Married and unmarried were the two levels of marital status. The three levels of Grade were Middle, Secondary and Higher Secondary. Thus, the data were analyzed with the help of 2×3 Factorial Design ANOVA and the results are given in Table 4.

There is no significant influence of marital status, grades taught by teachers and their interaction on teacher's Reaction toward Implemented ICT.

Table- 4: Summary of 2×3 Factorial Design ANOVA of Reaction towards Implemented ICT of Teacher

Sources of Variation	Df	SS	MSS	F-Value	Remark
Marital status(A)	1	2.25	2.25	0.033	$p > 0.01$
Grades (B)	2	46.93	23.46	0.34	NS
A × B	2	85.84	42.92	0.69	NS
Error	250	17298.96	69.19		
Total	255	17433.98			

NS = Not Significant

3.1 Influence of Marital status on Reaction towards Implemented ICT of Teachers

From Table 4, it can be seen that the F- value for Marital status is 0.033 which is not significant at 0.05 level with df = 1/250. It shows that there is no significant difference in mean scores of Reaction towards Implemented ICT of married and unmarried teachers. So, there was no significant influence of marital status on Reaction towards Implemented ICT of teachers. Thus, the null hypothesis that there is no significant influence of marital status on Reaction towards Implemented ICT of teachers is accepted. Further the mean score of Reaction towards Implemented ICT of unmarried teachers is 132.10 which is slightly higher than those of unmarried teachers whose mean score of Reaction towards Implemented ICT is 131.91. It may be said that unmarried teachers were found to slightly more favorable Reaction towards Implemented ICT as compared to unmarried teachers.

3.2 Influence of Marital status on Reaction towards Implemented ICT of Teachers

The F- value for Grade is 0.34 which is not significant (Vide Table 4). It shows that there is no significant difference in mean scores of Reaction towards Implemented ICT of teachers teaching Middle, Secondary and Higher Secondary Levels. So, there was no significant influence of Grades on Reaction towards Implemented ICT of teachers. Thus, the null hypothesis that there is no significant influence of Grades on Reaction toward Implemented ICT of teachers is not rejected. It may be said that teachers teaching at Middle, Secondary and Higher Secondary level were found to have same degree of Reaction towards Implemented ICT.

3.3 Influence of Interaction between Marital Status &Grades on Reaction towards Implemented ICT of Teachers

The F- value for interaction between marital status and Grade is 0.69 which is not significant (Vide Table 4). It shows that there is no significant difference in mean scores of Reaction towards Implemented ICT of married and unmarried teachers teaching at Middle, Secondary and Higher Secondary Levels. So, there was no significant influence of interaction between marital status & Grades on Reaction towards Implemented ICT of teachers. Thus, the null hypothesis that there is no significant influence of interaction between marital status and Grades on Reaction toward Implemented ICT of Teachers is not rejected. It may be said that Reaction towards Implemented ICT of teachers was found to be independent of interaction between marital status and Grades.

FINDINGS OF THE STUDY

(i) There was a significant influence of Discipline on Reaction towards Implemented ICT of teachers. Science teachers were found to significantly more favorable Reaction towards Implemented ICT as compared to arts Teachers.

(ii) There was a significant influence of ICT training on Reaction towards Implemented ICT of Teachers. ICT trained Teachers were found to significantly more favorable Reaction towards Implemented ICT as compared to ICT untrained Teachers.

(iii) There was no significant influence of marital status on Reaction towards Implemented ICT of Teachers. Unmarried teachers were found to slightly more favorable Reaction towards Implemented ICT as compared to unmarried teachers.

REFERENCES

- Best, J. W., & Kahn, J. V. (2011). Research in Education (10th ed.). New Delhi: PHI Learning Private Limited.
- Goel, D.R., Goel, C. and. Earnest,M.F. (2003).*ICT in Education changes and Challenges.* ICT in Education Baroda CASE. Vadodra, India.
- Rao.Subha, K.P. (2002). ICT in Teacher Education Vis –a- Vis School Education. *ICT in Education,* CASE (Centre of Advance Study in Education) (pp.54-56), Vadodra, India.
- Weiland, R. (1993). 2001: A meeting Odyssey in Computerization and Controversy: Value, Conflicts and Social choices', Academic Press, San Diego.
- Wright, J. (1994). 'Technology Education: The New Basic for the 21st Century; *NASSP Bulletin*, Sep 24-30.