
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
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ABSTRACT

ICT is a main consideration in forming the new worldwide economy and delivering quick changes in the public eye. Inside the previous decade, the new ICT devices have generally changed the manner in which individuals convey and work together. They have delivered critical changes in many industries such as farming, medication, business, designing and so on. In the same manner ICT can possibly change the working system of schools, learning activities, teaching methods, role and nature of work of teachers and students. 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

The globe is moving from wider to narrow, complex to simple, and “remain solitary to around the world”. With the advancements in the field of electronics and information technology the concept of the “global village” is about to be realized in practice. There is a change from "no technology to know technology." The move is in close and personal contact to electronic correspondence, and it is all happening due to advancement in technical sector. Simultaneously, people are moving from essential to auxiliary, genuine to virtual. The world has become an open source with the help of satellite stations. People can be on WWW at any time and can depend lifetime on telephone utilities, link system and web. *GOOGLE, Satyam, BSNL* etc. have made us progressively more independent. Gyan Darshan and Gyan Vani are nonstop training channels for our ease. There are virtual students, virtual educators and virtual study halls. (Goel and Goel, Earnest, 2003).

Information and Communication Technology (ICT) is being progressively used by educators around the world. ICT is developing not only in on campus study even in open and distance studies worldwide. ICT is also used for the development of different course materials; conveying and sharing knowledge; correspondence between students, educators and the outside world; scholastic exploration etc. Now a days' advanced education system in creating the nations are in general capitalizing on computer and programming accessible to them despite the fact that difficulties such as deficient phone and media transmission framework, absence of preparing assets for instructors etc. Positive ICT strategies are quite fruitful for gaining advanced education system, despite the fact that ICT replace the face-to-face interaction between the teacher and the taught. Without a trace of doubt, ICT can give easier access to

students and as a result it has become a vehicle for enhanced educational activities, especially for students isolated by time, space and money. The movement to high-innovation and ICT sector economies requires human support system for improvement and leading. As it observed that youth is real strength and asset of nation and teachers play the vital role in shaping the youth, students need encouragement and give training of modern age technology and innovation to both of them for development and progress of the nation. So, schools are constrained to be imaginative and show how it's done in utilizing innovation to meet these desires (UNESCO. Advanced education and ICTs, 2013).

EFFECT OF ICT ON EDUCATION SYSTEM

ICT has become a path of financial development of a nation. It guarantees manageable financial turn of events and improves accountability and performance. Therefore, E- government activities have been actualized in many developing nations like India, Brazil, Chile, Argentina, Philippines, and so on. It gives proficient apparatus to the trade of information, thoughts and information. In this manner, ICT has become an empowering power for extensive financial turn and a key driver of fruitful information economies (Arulsamy and Sivakumar, 2009).

The most significant component of school education which has been impacted by the ICT is the 'improving nature of the teaching – learning process. Likewise, the progressions occurring because of globalization. Accordingly, the knowledge of ICT would help in advancing self-awareness as well as in creating tech friendly society. The call of great importance is the need to give instruction to everybody, anyplace, and whenever. Accordingly, to reinforce or potentially advance this information driven development, new innovations, abilities and capacities are required. In this respect anyway the examination accessible is scant; however the endeavors for improving educational practices/approaches are being attempted in numerous nations. The extension incorporates improvement of foundations, content product and prepared work force. Appropriation of ICT in teaching- learning process requires foundation of infrastructural, obtaining of innovations and their intermittent refreshing, the executives and expert help administrations (Snehi, 2009).

OBJECTIVES OF THE STUDY

1. To study the influence of Gender and Grades taught by Teachers and their interaction on Teacher's Reaction toward Implemented ICT.
2. To study the influence of Educational Qualification, Grades taught by Teachers and their interaction on Teacher's Reaction toward Implemented ICT.
3. To study the influence of Teaching Experience, 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 Gender, Grades taught by Teachers and their interaction on Teacher's Reaction toward Implemented ICT.
2. There is no significant influence of Educational Qualification, Grades taught by Teachers and their interaction on Teacher's Reaction toward Implemented ICT.

3. There is no significant influence of Teaching Experience, 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 GENDER, GRADES AND THEIR INTERACTION ON REACTION TOWARDS IMPLEMENTED ICT OF TEACHERS

The first objective was to study the influence of Gender, Grade and their interaction on Reaction towards Implemented ICT of Teachers. Male and Female were the two levels of Gender. 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 4.1.

There is no significant influence of Gender, 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
Gender (A)	1	10654.14	10654.14	399.78	p < 0.01
Grades (B)	2	46.93	23.46	0.88	NS
A X B	2	70.27	35.14	1.31	NS
Error	250	6662.64	26.65		
Total	255	17433.98			

NS = Not Significant

1.1 Influence of Gender on Reaction towards Implemented ICT of Teachers

From Table 2, it can be seen that the F- value for Gender is 399.78 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 Male and Female Teachers. So, there was a significant influence of Gender on Reaction towards Implemented ICT of Teachers. Thus, the null hypothesis that there is no significant influence of Gender on Reaction towards Implemented ICT of Teachers is rejected. Further the mean score of Reaction towards Implemented ICT of Male teachers is 143.42 which is significantly higher than those of Female Teachers whose mean score of Reaction towards Implemented ICT is 128.36. It may be said that Male Teachers were found to significantly more favorable Reaction towards Implemented ICT as compared to Female Teachers.

1.2 Influence of Grades on Reaction towards Implemented ICT of Teachers

The F- value for Grade is 0.30 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 Gender & Grades on Reaction towards Implemented ICT of Teachers

The F- value for interaction between Gender and Grade is 1.19 which is not significant (Vide Table 2). It shows that there is no significant difference in mean scores of Reaction towards Implemented ICT of Male and Female Teachers teaching at Middle, Secondary and Higher Secondary Levels. So, there was no significant influence of interaction between Gender & Grades on Reaction towards Implemented ICT of Teachers. Thus, the null hypothesis that there is no significant influence of interaction between Gender 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 Gender and Grades.

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

The second objective was to study the influence of educational qualification, Grade and their interaction on Reaction towards Implemented ICT of Teachers. P.G. and Ph.D. were the two levels of Educational qualification. 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 educational qualification, 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 Teachers

Sources of Variation	df	SS	MSS	F-Value	Remark
Educational qualification (A)	1	7679.78	7679.78	197.52	p < 0.01
Grades (B)	2	46.93	23.46	0.60	NS
A X B	2	14.4	7.2	0.19	NS
Error	250	9721.67	38.88		
Total	255	17433.98			

NS = Not Significant

2.1 Influence of Educational qualification on Reaction towards Implemented ICT of Teachers

From Table 3, it can be seen that the F- value for Educational qualification is 197.52 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 P.G. and Ph.D. Teachers. So, there was a significant influence of Educational qualification on Reaction towards Implemented ICT of Teachers. Thus, the null hypothesis that there is no significant influence of Educational qualification on Reaction towards Implemented ICT of Teachers is rejected. Further the mean score of Reaction towards Implemented ICT of Ph.D. teachers is 143.26 which is significantly higher than those of P.G. Teachers whose mean score of Reaction towards Implemented ICT is 129.34. It may be said that Ph.D. Teachers were found to significantly more favorable Reaction towards Implemented ICT as compared to P.G. Teachers.

2.2 Influence of Educational Qualification Reaction towards Implemented ICT of Teachers

The F- value for 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 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 Educational Qualification & Grades on Reaction towards Implemented ICT of Teachers

The F- value for interaction between Gender and Grade is 0.19 which is not significant (Vide Table 3). It shows that there is no significant difference in mean scores of Reaction towards Implemented ICT of P.G. and Ph.D. Teachers teaching at Middle, Secondary and Higher Secondary Levels. So, there was no significant influence of interaction between Educational qualification & Grades on Reaction towards Implemented ICT of Teachers. Thus, the null hypothesis that there is no significant influence of interaction between Educational qualification 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 Educational qualification and Grades.

3. INFLUENCE OF TEACHING EXPERIENCE, GRADES AND THEIR INTERACTION ON REACTION TOWARDS IMPLEMENTED ICT OF TEACHERS

The third objective was to study the influence of Teaching experience, Grade and their interaction on Reaction towards Implemented ICT of Teachers. 1-5 years and 6-10 years were the two levels of teaching experience. 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 4.3.

There is no significant influence of Teaching experience, 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
Teaching experience (A)	1	10103.69	10103.69	354.02	p < 0.01
Grades (B)	2	46.93	23.46	0.82	NS
A X B	2	148.56	74.28	2.60	NS
Error	250	7134.8	28.54		
Total	255	17433.98			

NS = Not Significant

3.1 Influence of Teaching Experience on Reaction towards Implemented ICT of Teachers

From Table 4, it can be seen that the F- value for Teaching experience is 354.02 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 1-5 years and 6-10 years teaching experience Teachers. So, there was a significant influence of teaching experience on Reaction towards Implemented ICT of Teachers. Thus, the null hypothesis that there is no significant influence of teaching experience on Reaction towards Implemented ICT of Teachers is rejected. Further the mean score of Reaction towards Implemented ICT of Teachers with 1-5 years of teaching experience is 139.91 which is significantly higher than those of Teachers with 6-10 years of teaching experience whose mean score of Reaction towards Implemented ICT is 127.02. It may be said that Teachers with 1-5 years of teaching experience were found to significantly more favorable Reaction towards Implemented ICT as compared to Teachers with 6-10 years of teaching experience.

3.2 Influence of Teaching Experience on Reaction towards Implemented ICT of Teachers

The F- value for Grade is 0.82 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 Teaching experience & Grades on Reaction towards Implemented ICT of Teachers

The F- value for interaction between Teaching experience and Grade is 2.60 which is not significant (Vide Table 4). It shows that there is no significant difference in mean scores of Reaction towards Implemented ICT of 1-5 years and 6-10 years teaching experience teachers teaching at Middle, Secondary and Higher Secondary Levels. So, there was no significant influence of interaction between

Teaching experience & Grades on Reaction towards Implemented ICT of Teachers. Thus, the null hypothesis that there is no significant influence of interaction between Teaching experience 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 Teaching experience and Grades.

FINDINGS OF THE STUDY

- (i) There was a significant influence of gender on Reaction towards Implemented ICT of teachers. Male teachers were found to significantly more favorable Reaction towards Implemented ICT as compared to female teachers.
- (ii) There was a significant influence of Educational qualification on Reaction towards Implemented ICT of teachers. Ph.D. Teachers were found to significantly more favorable Reaction towards Implemented ICT as compared to P.G. teachers.
- (iii) There was a significant influence of teaching experience on Reaction towards Implemented ICT of teachers. Teachers with 1-5 years of teaching experience were found to significantly more favorable Reaction towards Implemented ICT as compared to teachers with 6-10 years of teaching experience.

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