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A Study on Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students

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ABSTRACT

The present study has been designed to study the Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 200 students studying in secondary schools of Prakasam district. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the Students to find out the opinions on the Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, medium, class, management, locality, parental qualification, parental occupation and parental income. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

Key words: Education and Modern Technologies Positive and Negative**.**

Introduction:

Technology on Educational System is the effective technological tool in learning. As a concept, it concerns an array of tools, such as media machines and networking hardware, as well as considering theoretical perspectives for their effective application. Technology on educational system is not restricted to high technology. Nonetheless, electronic technology on educational system has become an important part of society today. Modern technology on the educational system includes (and is broadly synonymous with) e-learning, instructional technology, Information And Communication Technology (ICT) in education, Ed. Tech, learning technology, multimedia learning, technology enhanced learning (TEL), Computer-Based Training (CBT), computer assisted instruction or Computer Aided Instruction (CAI), Internet Based Training (IBT), flexible learning environments, networked learning, virtual education, personal learning environments, networked learning virtual learning environments (VLE) (which are also called learning platforms), m-learning, and digital education. These labels have been variously used and understood, and conflate to the broad domain of technology on the educational system and e-learning. These alternative descriptive terms are all more restrictive than "Technology on Educational System" in that they individually emphasize a particular digitization approach, component or delivery method. For example, m-learning emphasizes mobility, but is otherwise indistinguishable in principle from technology on the educational system.

Need and significance of the study:

The study helped to determine the needs of learners and outcomes of integrating technology into classroom instruction, thereby keeping both teachers and students competitive, irrespective of their locale. Teachers and students remain enthusiastic about technology integration in the classroom and about opportunities to enhance their teaching and learning processes amidst challenges faced in their various schools. This study serves as resource material for developing countries that have yet to deploy technology solutions to schools and can lead to a paradigm shift for schools in developing countries that have been neglected or deprived of access to technology-rich education. Essentially, the information provided on what worked best, the status of technology interventions in selected schools, teachers' level of technology implementation, and students' level of achievement as a result of technology interventions, thereby leading to positive social change in the society.

Objectives of the study:

1. To study the Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students.

2. To study the significant difference among the perceptions of students based on their demographic variables i.e., gender, class, medium, management, locality, parental qualification, parental occupation and parental income towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students.

Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category students towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students.

2. There is no significant difference among the perceptions of students based on their class towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students.

3. There is no significant difference among the perceptions of students based on their medium towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students.

4. There is no significant difference among the perceptions of students based on their school management towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students.

5. There is no significant difference among the perceptions of students based on their locality towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students.

6. There is no significant difference among the perceptions of students based on their parental qualification towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students.

7. There is no significant difference among the perceptions of students based on their parental occupation towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students.

8. There is no significant difference among the perceptions of students based on their parental income towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students.

Review of Related Literature:

Stella Timotheou,1 Ourania Miliou et al., (2023) studied on "Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review". Digital technologies have brought changes to the nature and scope of education and led education systems worldwide to adopt strategies and policies for ICT integration. The latter brought about issues regarding the quality of teaching and learning with ICTs, especially concerning the understanding, adaptation, and design of the education systems in accordance with current technological trends. These issues were emphasized during the recent COVID-19 pandemic that accelerated the use of digital technologies in education, generating questions regarding digitalization in schools. Specifically, many schools demonstrated a lack of experience and low digital capacity, which resulted in widening gaps, inequalities, and learning losses. Such results have engendered the need for schools to learn and build upon the experience to enhance their digital capacity and preparedness, increase their digitalization levels, and achieve a successful digital transformation. Given that the integration of digital technologies is a complex and continuous process that impacts different actors within the school ecosystem, there is a need to show how these impacts are interconnected and identify the factors that can encourage an effective and efficient change in the school environments. For this purpose, we conducted a non-systematic literature review. The results of the literature review were organized thematically based on the evidence presented about the impact of digital technology on education and the factors that affect the schools' digital capacity and digital transformation. The findings suggest that ICT integration in schools impacts more than just students' performance; it affects several other school-related aspects and stakeholders, too. Furthermore, various factors affect the impact of digital technologies on education. These factors are interconnected and play a vital role in the digital transformation process. The study results shed light on how ICTs can positively contribute to the digital transformation of schools and which factors should be considered for schools to achieve effective and efficient change.

Vandana, (2022) studied on "Education And Modern Technologies, Their Positive & Negative Impact". Technology has certainly modified the manner we live. It has impacted distinct sides of existence and redefined living. Many complex and critical processes can be finished effortlessly with the help of cutting-edge generations. Technology has revolutionized the field of education. Projectors within the schools and colleges can take the interaction and interest levels right up. This is a concept that will continue to rise as it gets more support and awareness. In our analysis, we found that most people use technologies for live chat. Job search is the most common task in technology.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 40 statements as perceived by the Students.

Reliability and Validity:

For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students as perceived by students was 0.86 and for the validity of the scale it is based on the content and construct validity.

Administration of Tool:

The tool was administered among students, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

Data Collection:

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

Statistical Techniques Used:

The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, 't'-test and 'F-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1: Overall perceptions of students towards Education and Modern Technologies Their Positive and Negative impact of Secondary Schools Level Students.

N	Min.	Max.	Mean	Mean Percent	Std. Dev.
200	40	120	94.19	78.49	9.06

As seen from the above table 4.1 the students expressed high perceptions towards Education and Modern Technologies Their Positive and Negative impact of Secondary Schools Level Students.. The mean and mean percentages are 94.19 which is 78.49% respectively.

Table 2: Significant difference among the perceptions of secondary school students based on their socio-economic variables towards Education and Modern Technologies Their Positive and Negative impact of Secondary Schools Level Students.

Variable	Category	N	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	100	93.11	8.84	1.99*	0.05
	Female	100	95.27	9.19		
Class	8th Class	70	89.27	7.80	18.72**	0.00
	9th Class	70	96.94	9.15		
	10th Class	60	96.72	9.65		
Medium	English	100	95.40	9.30	1.98*	0.05
	Telugu	100	92.98	8.68		
Management	Government	100	90.47	8.36	6.36**	0.00
	Private	100	97.91	8.19		
Locality	Rural	144	97.15	7.66	8.70**	0.00
	Urban	56	86.57	7.88		
Parental Qualification	Illiterate	48	88.79	9.18	9.07**	0.00
	Primary	51	95.75	10.21		
	Secondary	64	95.05	8.65		
	Higher	37	97.57	8.90		
Parental Occupation	Labour	116	92.91	9.70	3.71*	0.01
	Agriculture	26	92.85	9.30		
	Business	37	96.62	8.85		
	Employee	21	98.67	8.46		
Parental Income	Below Rs. 1,00,000	156	93.00	8.56	3.60**	0.00
	Above Rs. 1,00,000	44	98.41	9.60		

**Significant at 0.01, *Significant at 0.05 level and NS : Not Significant

There is a significant difference among the perceptions of Students based on their gender towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and female category Students perceived high than that of the rest.

There is a significant difference among the perceptions of Students based on their class towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and 9th class Students perceived high than that of the rest.

There is a significant difference among the perceptions of Students based on their medium towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and English medium Students perceived high than that of the rest.

There is a significant difference among the perceptions of Students based on their school management towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and Private school Students perceived high than that of the rest.

There is a significant difference among the perceptions of Students based on their locality towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and rural area Students perceived high than that of the rest.

There is a significant difference among the perceptions of Students based on their parental qualification towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and Students whose parents qualified higher education perceived high than that of the rest.

There is a significant difference among the perceptions of Students based on their parental occupation towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and Employee occupation of parents of Students perceived high than that of the rest.

There is a significant difference among the perceptions of Students based on their parental income towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and above Rs. 100000 income of parents of Students perceived high than that of the rest.

Findings of the study:

1. There is a significant difference among the perceptions of Students based on their gender towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and female category Students perceived high than that of the rest.

2. There is a significant difference among the perceptions of Students based on their class towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and 9th class Students perceived high than that of the rest.

3. There is a significant difference among the perceptions of Students based on their medium towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and English medium Students perceived high than that of the rest.

4. There is a significant difference among the perceptions of Students based on their school management towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and Private school Students perceived high than that of the rest.

5. There is a significant difference among the perceptions of Students based on their locality towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and rural area Students perceived high than that of the rest.

6. There is a significant difference among the perceptions of Students based on their parental qualification towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and Students whose parents qualified higher education perceived high than that of the rest.

7. There is a significant difference among the perceptions of Students based on their parental occupation towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and Employee occupation of parents of Students perceived high than that of the rest.

8. There is a significant difference among the perceptions of Students based on their parental income towards Education and Modern Technologies their Positive and Negative impact of Secondary Schools Level Students and above Rs. 100000 income of parents of Students perceived high than that of the rest.

Recommendations:

1. Sufficient training should be given to the teachers for effective teaching on Technology.

2. The students were in a technologically equipped classroom and received technological instruction that included using Web 2.0 tools.

3. Future studies need to identify specific aspects of technological instruction and their effect on academic achievement.

4. Proper infrastructural facilities and personal computers should be provided more in number in all the secondary schools.

5. On-line and Networking facilities should be established for effective implementation of Technology.

6. Innovative models should be developed in all school for effective implementing the Technology in the present context.

7. Orientation should be given to all the teachers about Innovative Technologies and its effects on the achievement among the students.

8. Government may be distribute Computer Assisted Instruction packages for all subjects to all the educational institutions that they can use it in their daily teaching learning process.

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