

**Attitude of senior secondary private and Govt. school students towards innovations of modern educational technology. A case study****Prof. Neelofar Khan\* Javaid Ahmad Paju\*\*****ABSTRACT**

*The purpose of this study was to examine students' attitudes towards the innovations of modern educational technology and role of these tools in schools education at present. The data was collected through the self constructed questionnaire by the investigators, and was distributed among 200 students (100 Govt. and 100 Private) of senior secondary schools of Kashmir. The findings of the study, which were obtained by analyzing the data collected from the students, revealed that, the private senior schools have better facilities of innovations of modern educational technology as compared to the Govt. Senior secondary schools at present, but no variations was found in the attitude of both the groups regarding the implementation of innovations of modern educational technology in Kashmir province.*

**Key words:** Educational technology, Govt. School Students, Private School Students

**Introduction**

Education is now a broad academic discipline and has a very wide field of study. It is concerned with three process-teaching, training and instructions. Education basically answers three basic questions what, why and how? Related to these three processes an interdisciplinary approach is followed in answering the questions comprehensively. The psychological foundation of education has made teaching an instruction child-centered and makes teaching learning effective. It has the focus to answer the question how to teach effectively? Psychological principles are used to make, training and instruction effective. Today's need is that educational process must be effective and efficient. The use of technology makes educational process effective, efficient and objective-centered. The word 'efficient' means that educational process should be effective and economical from time, energy and money point. It is a fascinating time for schooling and technology. Educational technology is persistently enhancing and more typical spot within the classroom. Google 21st Century Classroom Presentation we are going to come across universities moving to a various kind of surroundings. This is great issue. This study is intended to educate specially secondary school teachers on what technologies is presently obtainable for secondary education.

Document cameras, projectors and computers are turning out to be typical spot in the classroom. Document cameras are an amazing piece of technology utilized in education today. Many universities nonetheless use transparencies and overhead projectors. Projectors and interactive whiteboards are in practice now a day. World Wide Web became obtainable. Multimedia, simulations, videos, maps, study, and so forth... Projectors allow for whole class understanding and engaging discussions that extend from a specific subject or skill.

Educators need to realize that student is much more secure typing up a paragraph around the computer instead of writing it over a piece of paper. Now educators have to turn out to be component of the engineering revolution in order to be capable to integrate training technologies into their classrooms.

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Blogging, web layout, movie conferencing and joining on the web communities are just some of the methods educators can turn out to be much more familiar using the internet and technology era.

### Objectives of the Study

For the present study the investigator formulated following objectives.

1. To evaluate the role of Modern Educational Technology at secondary school level in Kashmir
2. To Compare the Govt. and Private senior secondary school students on the following dimensions of innovations of modern educational technology.
  - Attitude towards implementation of modern educational technology.
  - Attitude towards provision of modern educational technology.
  - Attitude towards need of training of modern educational technology
  - Modern educational technology for administration
  - Attitude towards impact of modern educational technology on professional development of principals and teachers

### Sample

The investigator selected 200 senior secondary school students (100 Private and 100 Govt.) from various senior secondary schools in Kashmir province. A random sampling technique was used to select the sample subjects.

### Tool used

To measure the attitude of senior secondary school students' attitude towards innovations of modern educational technology a self constructed tool (Students' attitude toward modern educational technology) constructed by the researcher was used for the collection of data for the present study.

### Statistical Treatment

The collected data was analyzed and interpreted by using some statistical treatments like.

1. Mean
2. Standard deviations.
3. t.test

### Analysis and interpretation

In order to achieve the objectives formulated for the present study, the data collected has been tabulated as under:-

**Table 1.1: Showing the mean comparison of Govt. and private students and senior secondary school towards role of modern educational technology at senior secondary level at present.**

Category	No.	Mean	SD	T-Value	Level of significance
Govt	100	6.43	2.28	5.6	**
Private	100	7.55	2.85		

(t-ratio at 0.05 and 0.01 levels of significance are 1.97 and 2.60 respectively.\*\* indicates significant at 0.01 level)

A perusal of above table shows the mean comparison of two groups' viz. Govt. and private senior secondary school students. The table depicts that there is significant mean difference between two groups while comparing on attitude towards the role of modern education technology at secondary level at present in Kashmir. The table reveals that private senior secondary school students' possess somewhat high mean as compared to the Govt. senior secondary school students. The table reveals that the calculated t-value of both the groups about the attitude towards the role of modern educational technology is 5.6 which is significant at both the levels. This shows that private senior secondary schools students have high mean attitude towards the role of modern educational technology at present in Kashmir at senior secondary level.

**Table 1.2: Showing the mean comparison of Govt. and private students of senior secondary school towards possibility of implementation of modern educational technology at senior secondary level at present in Kashmir province.**

Category	No.	Mean	SD	T-Value	Level of significance
Govt.	100	11.89	1.69	0.31	Insignificant
Private	100	11.94	1.93		

(t-ratio at 0.05 and 0.01 levels of significance are 1.97 and 2.60 respectively)

A perusal of above table shows the mean comparison of two groups' viz. Govt. and private senior secondary school students. The table depicts that there is no significant mean difference between two groups of teachers while comparing on attitude towards the possibility of implementation of modern education technology at secondary level at present in Kashmir. The table reveals that private secondary school students' possess somewhat high mean as compared to the Govt. students of senior secondary school. The table reveals that the calculated t-value of both the groups about the attitude towards the possibility of implementation of modern educational technology is 0.31 which is insignificant at both the levels. Thus both Govt. and private senior secondary school students possess same attitude towards the possibility of implementation of modern educational technology.

**Table 1.3: Showing the mean comparison of Govt. and private students of senior secondary schools towards provision of modern educational technology in Rural and urban areas at senior secondary level in Kashmir province.**

Category	No.	Mean	SD	T-Value	Level of significance
Govt.	100	12.75	1.62	1.31	Insignificant
Private	100	12.96	1.27		

(t-ratio at 0.05 and 0.01 levels of significance are 1.97 and 2.60 respectively)

The above table shows the mean comparison of two groups' viz. senior secondary school students of Govt. and private. The observance of table depicts that there is no significant mean difference between two groups while comparing on attitude towards the provision of modern education technology in rural and urban areas at secondary level in Kashmir. The table reveals that students of private senior secondary school possess somewhat high mean as compared to the senior secondary school students of Govt. schools. The table reveals that the calculated t-value of both the groups about the attitude towards the provision of modern educational technology is 1.31 which is insignificant at both the levels.

**Table 1.4: Showing the mean comparison of Govt. and private students of senior secondary schools towards need of training of modern educational technology at senior secondary level.**

Category	No.	Mean	SD	T-Value	Level of significance
Govt.	100	13.29	1.33	0.93	Insignificant
Private	100	13.43	1.12		

(t-ratio at 0.05 and 0.01 levels of significance are 1.97 and 2.60 respectively)

The above table shows the mean comparison of two groups' viz. of Govt. and private senior secondary school students. The table depicts that there is no significant mean difference between two groups while comparing on attitude towards the need of training of modern education technology at secondary level in Kashmir. The table also reveals that students of private senior secondary school possess somewhat high mean as compared to the Govt. senior secondary school students towards the need of training for modern educational technology. The table reveals that the calculated t-value of both the groups about the attitude towards the need of training of modern educational technology is 0.93 which is insignificant at both the levels. Thus both the groups of students rural as well as urban have same attitude.

**Table 1.5: Showing the mean comparison of Govt. and private students of senior secondary schools towards modern educational technology for administration at senior secondary level.**

Category	No.	Mean	SD	T-Value	Level of significance
Govt.	100	13.18	1.55	0.66	Insignificant
Private	100	13.28	1.81		

(t-ratio at 0.05 and 0.01 levels of significance are 1.97 and 2.60 respectively)

The perusal of above table shows the mean comparison of two groups' viz. Govt. and private senior secondary students. The table reveals that there is no significant mean difference between two groups while comparing on attitude towards modern education technology for administration at secondary level in Kashmir. The table reveals that private senior secondary school students' possess somewhat high mean as compared to the Govt. senior secondary school teachers. The table reveals that the calculated t-value of both the groups about the attitude towards modern educational technology for administration is 0.66 which is insignificant at both the levels.

**Table 1.6: Showing the mean comparison of Govt. and private students of senior secondary school towards impact of modern educational technology on professional development at senior secondary level.**

Category	No.	Mean	SD	T-Value	Level of significance
Govt.	100	13.19	1.54	1.46	Insignificant
Private	100	13.41	1.16		

(t-ratio at 0.05 and 0.01 levels of significance are 1.97 and 2.60 respectively)

The perusal of above table shows the mean comparison of two groups' viz. Govt. and private senior secondary school students. The table persuades that there is no significant mean difference between two groups while comparing on attitude towards impact of modern education technology on professional development at secondary level in Kashmir respectively. The table reveals that private senior secondary school students' possess somewhat high mean as compared to the Govt. senior secondary school students. The table reveals that the calculated t-value of both the groups about the attitude towards the impact of modern educational technology on professional development is 1.46 which is insignificant at both the level. Thus both the groups of students of senior secondary school possess same attitude towards impact of modern educational technology.

### **Major Findings**

Some important findings have been drawn from the present study:

1. There exists a significant difference on role of innovations of modern educational technology at present at senior secondary school level in Kashmir between government and private students of senior secondary school. Private students' possess somewhat high mean as compared to the government students of senior secondary school.
2. No significant mean difference was found between government and private students of senior secondary schools on attitude towards the possibility of implementing the innovations of modern educational technology.
3. There exists no significant mean difference between the government and private students of senior secondary schools on attitude towards the provision of modern educational technology at senior secondary level in Kashmir.
4. It has been found that there is no significant mean difference between the government and private students of senior secondary schools on attitude towards the need of training using of modern educational technology as a teaching tool.
5. It was also found that there is no significant mean difference between the government and private students of senior secondary schools on attitude towards the use of modern educational technology for administration.
6. It was also found that there is no significant mean difference between the government and private students of senior secondary schools on attitude towards the impact of modern educational technology on professional development.

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