'PERCEPTION OF STUDENTS TECHNOLOGY ACCEPTANCE IN RELATION TO TECHNOLOGICAL PERFORMANCE OF TEACHERS'

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INTRODUCTION

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.

- *Bill Gates*

The role of Teachers' was very important to determine children's development and their attitudes. They might affect their attitudes on information technology and their technology acceptance. Teachers' goal, perceptions and attitudes would influence children's behaviour and values.

NEED OF STUDY : Information technology had also recognised the effect of these salient referents in determining users' technology acceptance. Further, it was considered that Teachers'' technology perception might also change the physical environment such as acquisition of computers. This was considered to be a factor that might affect children's technology acceptance.

AIM OF STUDY : The study is mainly to find the impact of Teachers'' technology perception on children's technology acceptance would be investigated.

Relationship of Teachers'' technology perception on children's technology. Instead of only looking at the relationship of Teachers'' technology perception and children's technology acceptance, it was believed that parental involvement or specifically parenting style would affect the degree of those effects.

SCOPE OF STUDY : These researches gave important implications that family involvement and teaching style would affect children's/adolescents' attitudes. Level of classroom environment could be expressed in the teaching-learning. It reflected the degree of parental involvement and warmth, as well as level of restrictions set out by Teachers'. It also determined how effective that Teachers'' message conveyed to their children. Through the process of socialisation, parenting style would affect the degree of parental influence on student's behaviour. It was hypothesized that parenting style would affect children's technology acceptance.

REVIEW OF RELATED LITERATURE

RESEARCHES DONE IN INDIA :

- **Benita; Flynn, Joseph; Yamaguchi, Misato (2014)** in their study on 'Technology and Teaching: A Conversation among Faculty Regarding the Pros and Cons of Technology'extended conversation among a group of faculty members at three different universities and their attitudes and beliefs about technology and education. Three professors shared their pro- technology stance and three took a less favorable view. The contents of the conversation were then analyzed by a neutral party to extract the various themes that emerged. What was discovered was that were three major threads to the conversation: technology and educational access, online education, and technology and instructional strategies. While there was little agreement, throughout the evolution of the conversation, both sides began to understand each other a little more.

- **Kodaseet, Glenda G.; Varma, Roli (2012)** conducted study on 'In Pursuit of a Computing Degree: Cultural Implications for American Indians ' found that while a number of challenges contribute to the American Indian population's disconnect from information technology (IT), the most glaring is the low number of American Indian students pursuing computer science (CS) studies--a degree essential to IT's entry into and diffusion across communities. Yet, research is scant on factors that contribute to the low number of American Indians pursuing CS. This article employs cultural relevancy theory as a framework for defining the role of culture among the American Indian population and its impact on enrolment, retention, and degree completion in CS. Using data derived from in-depth interviews of 50 American Indian students at six Hispanic serving Institutions (HSIs) and Tribal colleges and universities (TCUs), this article examines these students' experiences in CS programs. It shows slightly more than half of the students experienced different types and levels of conflicts between their culture and a career in CS. This was the case more with American Indian students attending HSIs than TCUs. The study suggests that increasing the number of American Indians attaining a CS degree hinges on (1) the expansion of CS programs at TCUs, (2) HSIs embracing and responding to American Indian cultural knowledge, perspectives and responsibilities, and (3) greater collaboration between TCUs and HSIs.

- **Ravindran, Neeraja; Myers, Barbara J. (2013)** conducted research study on 'Beliefs and Practices Regarding Autism in Indian Families Now Settled Abroad: An Internet Survey ' found that ,Beliefs and practices regarding autism were explored in Indian families living outside India. Teachers' (N = 24) of children (3 to 15 years) with an autism spectrum disorder wrote open-ended answers in an online questionnaire regarding their beliefs about causes, treatments and services received, use of and preference for Indian medicine and practices, and acculturation. Although two participants did not provide enough answers to be categorized, three groups of Teachers' emerged: Those who were primarily Western (n = 4) in their beliefs and practices concerning autism, those who were primarily Indian (n = 4), and those who endorsed a combination of Western and Indian beliefs and practices (n = 14). Most Teachers' acknowledged traditional beliefs and practices only when specifically asked and did not volunteer this information.

Professionals need to avoid assuming there is a universal set of attitudes and practices related to autism when working with culturally diverse families.

- **Pewewardy, Cornel; Fitzpatrick, Michael (2009)** conducted study on **'**Working with American Indian Students and Families: Disabilities, Issues, and Interventions' and concluded from their study that, Although most American Indian students are educated in the public school system, there is limited literature regarding (a) how general and special educators can effectively meet the unique educational needs of these students or (b) what strategie educators can use while working with their families. Additionally, there are limited resources available regarding how American Indians view special education, disability issues, and the relationship between school and family. The worldview of American Indians differs from mainstream America, which has led to the overrepresentation of American Indian students in special education programs. This article provides culturally responsive research-based practices to help foster school and family relationships and improve the educational outcomes of American Indian students.

RESEARCHES DONE ABROAD

- **Andrew Manches , Pauline Duncan , Lydia Plowman,Shari Sabeli (2014)** conducted research on ' 3 questions about the internet of things(IoT) and children ' stated the following points in his findings.The contribution of this paper is to draw attention to the following 3 questions about IoT and children i.e.
1)how these technologies shape children's activities ?
2)how the data from IoT activity is used?
3)to what extent,children and their Teachers' are cognizant of the technology?
And the the contribution of this paper also includes : to start the process of addressing these questions by drawing upon recent researches on manifestation of IoT(eg: teddy,the guardian) that has been integrated into the lives of thousands of families who do not have full knowledge of the implications of the technology for their day to day lives at home.Encouragingly,the research also showed children's potential with support,not just to understand,but design with this technology.

- **Sainz,Milagros,Lopez-Saez,Mercedes (2012)** conducted research on 'Gender differences in computer attitudes and the choice of technology related occupations in a sample of secondary students in spain ' found that the dearth of women in technology and ICT- related fields continues to be a topic of interest for both the scientific community and decision makers. Research on attitudes proves that women display more negative computer attitude than men and also make less intense use of technology and computers than their male counterparts For this reason the main aims of this study was threefold. Firstly, to analyse the existence of gender differences in 3 dimensions of computer attitudes in a grp of 550 secondary students in Spain. Secondly, to study the moderating influence of a grp of contextual variables on those gender differences in computer attitudes. And thirdly, to examine the predictive role of computer attitudes on the intention to pursue technology related occupations.

- **Portier Christine A , Peterson Shelley Stagg , Capitao-Tavares , Zelia , Rambaran , Kamla (2007)** conducted study on 'Teachers' perceptions and recommendations about homework involving WiKi and blogs' Homework is an important way for teachers to develop relationships with their students' Teachers' and other caregivers. The learning activities teachers assign for homework provide Teachers' a window into the content and skills their children are learning at school. Teachers' have a chance to participate in their children's schooling by monitoring and assisting them with their homework. The research reported in this article contributes something new to the conversation on parental involvement and homework by presenting Teachers'' perspectives and recommendations related to online homework involving Web 2.0 technologies (O'Reilly, 2007). Two of the authors of this paper are researchers who gathered data about the teachers' writing instruction over the course of a year, carried out he survey research, and wrote the description of the parent survey results. The other two authors are grades five and six teachers who provided an authentic perspective for considering how teachers might use the survey results in their classrooms.

- **Michael, Bannan-Ritland Jeffs Tara, Behrmann, Brenda (2006)** conducted study on 'Assistive technology and literacy learning: reflections of Teachers' and children'. They found that Literacy is important not only to school success but is fundamental to skills needed to succeed in our rapidly changing technology-driven society. This article focuses on characteristics, interactions, and attitudes of Teachers' and children related to their use of assistive technologies to build literacy skills. Interviews and observations involving Teachers' and children using a variety of assistive technologies, along with a synthesis of research literature provide a framework for discussion. A contextual background for technology use by Teachers' and children examines (a) specific learning characteristics of Teachers' and children selecting and using assistive technology, (b) the impact of technology on their attitudes in the literacy process, and (c) areas of support needed by Teachers' and students in literacy learning. Teachers' and children used a combination of technologies to meet specific individual learning needs. As a result, customization of the learning task through the use of technology occurred and in return provided enhanced opportunities for engagement and interaction to take place. Teachers' and children began to learn from each other and from the technology.

- **Murphy Diana M. , King Frederick B. , Brown Scott W. (2007)** conducted study on 'Laptop initiative impact assessed using student, parent and teacher data ' concluded that , Several university researchers were invited to assist in the implementation and study of a Laptop Initiative for high school students. This initiative provided laptop computers for 247 students and 24 teachers who were grouped into ninth grade learning clusters at three schools. The research on the program's impact focused on student, teacher, and parent knowledge, attitudes, and behaviors related to the technology. In an effort to measure the impact of the technology integration, an affective instrument to measure knowledge, attitudes, and behaviors (KABs) with regard to technology skills was developed. A pre- and post-survey was administered to Teachers', teachers, and students. The instrument contained both Likert-scale questions and open-ended questions. Quantitative and qualitative data analyses revealed a number of significant differences between the schools

and among the teachers, Teachers', and students. These quantitative results were supported by the qualitative findings.

RESEARCH DESIGN

INTRODUCTION – The research mainly aimed at studying about Teachers' perception towards technology. With development of technology today, it is found that technology has become an integral part of the society. Hence, we aimed to study how Teachers' perceive this development towards technology. We wanted to study whether the Teachers' are optimistic towards the technology in education and accept it or whether the Teachers' find technology to be an unessential development.

METHOD OF THE STUDY – For this research, I prepared a questionnaire based on various parameters of technology. This questionnaire was distributed to various Teachers' in the society. Also, I made a comparison between Teachers' whose children study in SSC Boards and Teachers' whose children study in ICSE Boards. It is observed that on comparing both boards the Teachers' have different perception towards technology

SAMPLING – The data was randomly collected from different Teachers' of the society.

POPULATION – The population is the Teachers' whose children study in either SSC Boards or ICSE Boards and they use technology in their day to day life.

SAMPLE –The sample was taken randomly and were mainly Teachers' whose child uses technology in their education.

SAMPLING TECHNIQUE – The technique was simple random sampling.

SIZE AND COMPOSITION OF THE SAMPLE – The total sample size was 40 out of which 20 Teachers' had children studying in SSC Boards and 20 Teachers' had children studying in ICSE Boards.

TOOLS FOR DATA COLLECTION – A Questionnaire was prepared as a tool for data collection. mainly questionnaire with different parameters like:-

- Educational background of the Teachers'
- Effect of technology on health.
- Effect of technology on communication skills.
- Role of technology in education.
- Role of technology as entertainment
- Overall opinion of Teachers'
- Open – ended questions

DATA COLLECTION – The questionnaire was given to Teachers' and also the aim of research was explained to the Teachers'. The Teachers' shared their views on technological integration as a part of society.

SCORING PATTERNS – The scoring pattern was made as follows:-

- 5 – Strongly agree
- 4 – Agree
- 3 – Undecided
- 2 – Disagree
- 1 – Strongly disagree

ANALYSIS OF DATA – The data was first analysed on the excel sheet. The different scores of the data collected was written down in the sheet. Then the total score was calculated for each sample. Also the data was written in contrast to the SSC Boards Teachers' vs. ICSE Boards Teachers'. The mean and the t- Test of the data was also calculated.

BACKGROUND OF TEACHERS' – For analysing the background of the Teachers' different criteria such as the technological knowledge of the Teachers', the use of technology by Teachers' in their day-to-day life and the Teachers' providing technological knowledge to their child was considered. It was again performed for both the SSC Boards and the ICSE Boards students.

COURSES PREFERRED
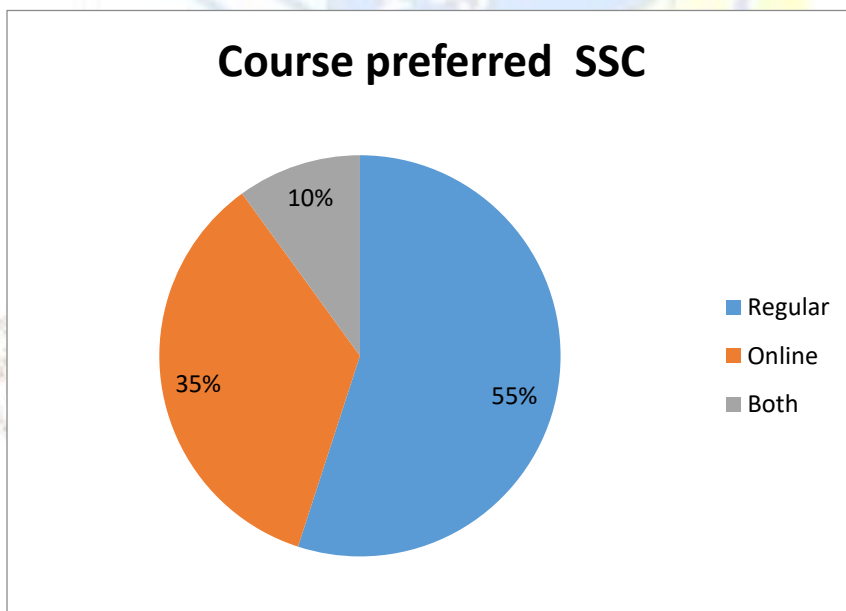
It is observed that in SSC Boards 10% of students prefer studying from both regular course and online course while 35% of students prefer studying from online course and 55% of students prefer studying from regular college.

Course preferred - ICSE

- REGULAR
- ONLINE
- BOTH
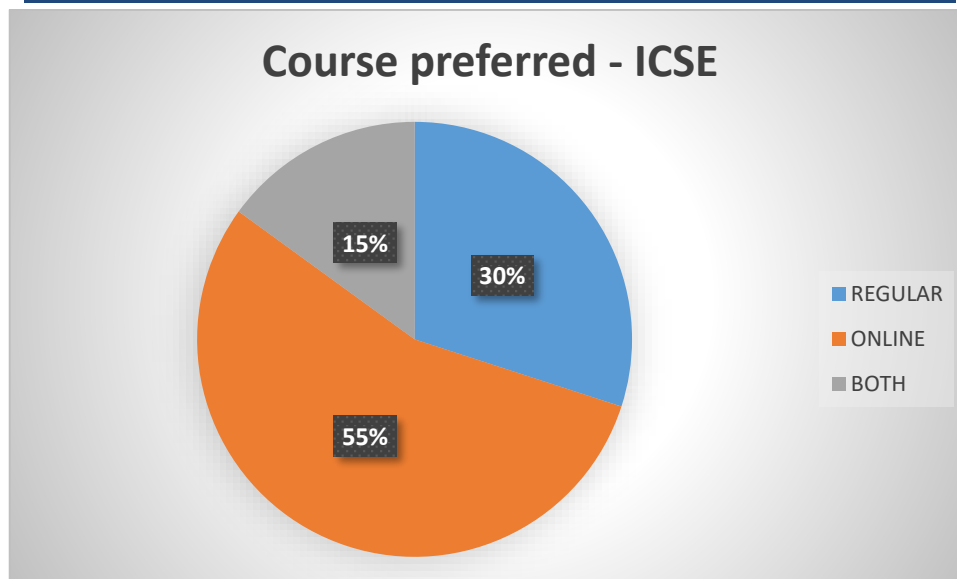
It is observed that in ICSE Boards 10% of students prefer studying from both regular course and online course while 5% of students prefer studying from online course and 55% of students prefer studying from regular college.

MAJOR FINDINGS–

• It is found that most children use technology everyday in some form or the other like using mobiles, watching T.V., browsing through net, and so on.

• Also, the time devoted to technology is increasing in towards generation. They spent more time with electronic gadgets rather than direct socializing with friends.

• Also technology has a severe effect on the health of some children. It is affecting their eye-sight and some children do not take their meals on time when they get engrossed in technology.

• It was found that certain Teachers' do believe in upgrading their technological skills and certain Teachers' believe in their age old knowledge.

CONCLUSION – Overall it is observed that Teachers' from ICSE background are keener towards accepting the changing trends of technology as compared to the Teachers' of SSC background students.

It could be due to the curriculum of ICSE which requires the students to use technology like giving online exams and preparing projects from internet. Hence, the students and Teachers' have realized the role of technology in education. So, they are accepting the technological development in their day to day lives.

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