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OPINION OF KV FEMALE AND JNV FEMALE TEACHERS OF PHYSICAL EDUCATION TOWARDS IT IN INDIA.

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***Abstract*:** The resolution of the study was to evaluate the Kendriya Vidyalaya female and Jawahar Navodaya Vidyalaya female Physical Education teacher's opinion towards Information Technology. For this study total Seventy (70) Physical Education teachers retract as a subject. From Kendriya Vidyalaya Twenty-Three (23) Physical Education female teacher's and Jawahar Navodaya Vidyalaya Forty-Seven (47) Physical Education female teachers selected as a subject. The teachers who were teaching or coaching Physical Education in different schools were delimited for this study. Faculty Opinion towards Information Technology (FAIT), a 67 item opinion scale elevated by Elizabeth Libby Gilmore (1998), was used to know the opinion of teacher's towards Information Technology. The reply acquired from physical education female teachers of different central government schools were changed into simple percentage for the purpose of investigation and interpretation of the data. To analyses the collected data 't' test was used to compare opinion of Kendriya Vidyalaya and Jawahar Navodaya Vidyalaya Physical Education female teachers towards information technology. Statistical investigation were implemented using SPSS (Statistical Package for the Social Sciences) version 19, a product of IBM.nic in order to compare all the above. The level of significance was set at .05. The study exposes that, there is no significant difference between Kendriya Vidyalaya and Jawahar Navodaya Vidyalaya Physical Education female teachers from different central government education schools in India towards information technology.

Keywords: Kendriya Vidyalaya; Jawahar Navodaya Vidyalaya; Physical Education; Teachers; Opinion; Information Technology.

1. INTRODUCTION

Technology can be an important tool for learning change. It can help to strengthen and improve partnerships between teachers and students, rethink our education and communication strategies, through long-standing inequalities in diversity and affordability, and adjust learning experiences to meet the needs of all learners.

Exploration and invention incubators should be our schools, community colleges, adult learning centers and universities. Educators should be becoming partners, seeking new insights and acquiring new abilities for their learners on an ongoing basis. Leaders in education will establish a goal to build learning experiences that provide all students with the right tools and resources to succeed.

Notwithstanding, to acknowledge completely the advantages of innovation in our instruction framework and give bona fide learning encounters, teachers need to utilize innovation viably in their training. Besides, instruction partners ought to focus on cooperating to utilize innovation to improve American training. These partners incorporate pioneers; instructors, personnel, and different teachers; scientists; policymakers; funders; innovation designers; network individuals and associations; and students and their families.

The Higher Education Supplement to the NETP — a different, corresponding record — expands on the standards depicted in every one of the NETP's five areas - picking up, instructing, appraisal, and foundation - looking at them with regards to the advanced education biological system. It looks at the job of innovation in serving an inexorably differing and scattered understudy body that is developing and advancing in size and creation and talks about the different ways that innovation can empower framework and biological system wide uses of synergistic answers for fundamental issues of access, reasonableness, and culmination. [1]

Since 2010, a national ICT program has been working in Israel known as "Adjusting the instruction framework to the 21st century." It envelops many rudimentary and middle schools. The program centers around applying the yield in schools from both the authoritative and instructive perspectives, one of which is interchanges and joint effort (Ministry of Education, 2016), which manages one of the progressions in 21st century learning (Resta and Carroll, 2010). Instructors are required to apply a constructivist communitarian approach in an ICT situation in which understudies are effectively associated with the learning procedure. As indicated by this methodology, understudies develop new information through shared friend exchange in the learning, social, and social setting, and the mechanical capacities of get-together, overseeing, making, and sharing data without a doubt make it conceivable to acknowledge numerous open doors for creative learning (Mikropoulos and Natsis, 2011). As a major aspect of the national program, in each school an instructor was delegated as the ICT organizer to help acquaint the innovative changes with the school and train the educators in their effective application. The educators was picked for their impressive and fruitful involvement with the field and for their mechanical instructive substance information (TPACK) (Ministry of Education, 2016), which enabled them to incorporate innovation shrewdly into their own educating. [2]

Information technologies (IT) is the use of software and telecommunications equipment to record, access, transfer and manipulate data, often in a company or other industry sense.

The term is commonly used as a synonym for computers and computer networks, but it also encompasses many technologies such as broadcasting and telecommunications delivery. Many sectors are connected with IT, including computer hardware, computers, electronics, semiconductors, telephone, telecommunications equipment, technology, education, e-commerce, and computer services.[3]

The advanced time of the improvement of the data society is portrayed by the quick advancement of the methods for data and correspondence advances (ICT) utilized in numerous zones of human action. As of now today, as per driving specialists, continually creating logical and generation advancements, business innovations, different expressions and sports, instructive advances are made and enhanced the premise of ICT. In such manner, issues identified with the fundamental bearings of the utilization of present day data and correspondence advances in physical instruction and sports and further investigations of this issue are of specific significance.

The reason for this article is an endeavor to systematize the fundamental headings of the utilization of present day data advancements in the field of physical training and sports. To accomplish this objective, the accompanying exploration strategies were utilized: examination of logical and methodological writing, speculation of the consequences of the writer's involvement with utilizing present day data and correspondence advancements in the arrangement of preparing masters in physical training and sports. [4]

1. PROBLEM OF STATEMENT

The resolution of the study was to subordinate of the Kendriya Vidyalaya Female and Jawahar Navodaya Vidyalaya Female Physical Education teachers' opinion towards information technology in India. A survey type study was designed to find out the opinion of Kendriya Vidyalaya and Jawahar Navodaya Vidyalaya female teachers of Physical Education towards information technology. The study was delimited to Kendriya Vidyalaya and Jawahar Navodaya Vidyalaya Female Physical Education teacher's teaching in different schools in India. It was hypothesized that there may not be significant difference between opinions of Kendriya Vidyalaya Female and Jawahar Navodaya Vidyalaya Female Physical Education teachers toward information technology.

2. RESEARCH METHOD

For the purpose of this study were carefully selected 23 Kendriya Vidyalaya and 47 Jawahar Navodaya Vidyalaya female physical education teachers in India. Faculty Attitude towards Information Technology (FAIT) developed by Elizabeth Libby Gilmore (1998), were used to know the opinion of teachers towards information technology. The 67 item opinion scale FAIT was deformed from a subcategory of the Teachers' Opinions toward Information technology questionnaire developed by Rhonda Christensen and Gerald Knezek (1996) which was a 95-199 item Likert/Semantic Differential instrument for measuring teachers' opinions toward information technology. FAIT were having five different domains designed to examine several relevant areas of interest. The domains are Enthusiasm/Enjoyment (15 items), Anxiety (15 items), Avoidance (12 items), E-mail for classroom learning (11 items) and productivity improvement (14 items).

The validity of the opinion scale was determined by administrating the instrument to 10 teachers, who provided feedback. They opined that the language was simple and easy to understand. In addition the opinion scale contained questions that were related to Information Technology and in consequence it was presumed that the instrument possesses face validity.

Each of the instruments from which the items were taken has demonstrated high reliabilities and adequate levels of validity. The internal reliabilities for the five instruments used range from .90 - .98.

The total of 70 responses, that is, Kendriya Vidyalaya female physical education teachers (23) and Jawahar Navodaya Vidyalaya female physical education teachers (47) were obtained. The responses obtained from female Physical Education teachers of different Central Government Schools were converted into average common scores from each respondent. Further, the data were converted into simple percentage for the purpose of analysis and interpretation of the data. The raw scores were statistically analyzed in terms of means and standard deviation. Later, 't' test was used to compare opinion of Kendriya Vidyalaya Female and Jawahar Navodaya Vidyalaya Female Physical Education teachers. Statistical analysis was performed using SPSS (Statistical Package for the Social Sciences) version 19, a product of IBM.nic in order to compare the above. The level of significance was set at .05.

3. RESULTS AND DISCUSSION

TABLES AND FIGURES

All the 70 Female Physical Education teachers who were teaching in Kendriya Vidyalaya and Jawahar Navodaya Vidyalaya were investigated for their opinion towards Information Technology. For this, they were classified as Institution-wise. Their percentage were computed and presented in table.

Table 1. Percentage of opinion of Kendriya Vidyalaya Female and Jawahar Navodaya Vidyalaya Female teachers of Physical education towards information technology.

Category of Subjects	Number of respondents	Max. possible scores of respondents	Obtained average score of respondents	Percentage
KV Female	23	115	75.01	65.22%
JNV Female	47	235	146.75	62.45%

Table 1. shows percentage of obtained responses between Kendriya Vidyalaya Female and Jawahar Navodaya Vidyalaya Female teachers of physical education towards information technology. 65.22% of Kendriya Vidyalaya Female teachers expressed positive opinion towards Information Technology, whereas 62.45% of Jawahar Navodaya Vidyalaya Female teachers showed positive response towards Information Technology.

Table 2. Comparison of opinion towards information technology between Kendriya Vidyalaya Female and Jawahar Navodaya Vidyalaya Female teachers of Physical education.

Groups	N	Mean	SD	SEDM	't'
KV Female	23	3.26151	.44793	.09290	1.499*
JNV Female	47	3.12226	.31790		

* Significant at .05 level

As per the mean scores shown in table 2 comparing Kendriya Vidyalaya and Jawahar Navodaya Vidyalaya female teachers' opinion towards Information Technology, (p value of 2-tailed is .139 which is more than .05) a statistically no significant difference was found between them. The obtained 't' value 1.499 is lower than the tabulated value 1.994 at .05 level of significance with 68 degrees of freedom.

4. DISCUSSION OF FINDINGS

The no significant difference between Kendriya Vidyalaya and Jawahar Navodaya Vidyalaya female teachers in opinion towards Information Technology may be due to the fact that teachers remains teachers whether they are working in different school. Educating is a serious profession and teacher investigates every possibility to furnish themselves with the most recent information so as to show and teach the students more successfully and effectively. The recruitment procedure of teacher whether they are working in school is exactly the same. Hence, the insignificant difference is professed.

5. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on statistical research, the following results are taken from the study findings and the analytical interpretation of the research of literature sources:

- Teachers of physical education in Kendriya Vidyalaya female and Jawahar Navodaya Vidyalaya female have a more favorable opinion towards IT.
- There was a no significant difference between Kendriya Vidyalayas female physical education teachers and Jawahar Navodaya Vidyalayas female physical education teachers in the opinion towards information technology.

Recommendations

The analytical analysis, the researcher would like to propose the following opportunities on the basis of quantitative results and conclusions drawn from the study:

- Similar study can be carried out by choosing participants from another institute.
- Similar study can be carried out by choosing participants from another educator.
- Research may be conducted which includes more subject quantity and differs in the field.
- To order to find the difference in opinion towards information technology, a longitudinal analysis between other subject teachers and school students may be undertaken.
- In order to find the difference in opinion towards information technology, a study may be undertaken involving non-teaching staff from schools, colleges and universities as well.

- A study involving Private Institutions teachers may be conducted to determine the difference in opinion towards IT.

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