EDUCATION AND MODERN TECHNOLOGIES, THEIR POSITIVE AND NEGATIVE IMPACT

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ABSTRACT

Modern technology and education play an important part throughout the course of our life today. It is widely acknowledged as the primary source of economic expansion. A financial system that is technologically deficient can never grow in today's world. This is because technology makes our tasks lot easier and less time demanding. The impact of technology may be felt in every conceivable sector. The goal of this research was to look at the evolution of education and current technology, as well as the good and bad effects. The intended participants in this research were instructors, and information was acquired using a survey. According to the demographic data acquired, 200 instructors in two age groups (22-35 & 36-50) responded to the questionnaire. We used SPSS software to do regression analysis after collecting the questionnaire. We used regression analysis to evaluate each possibility.

KEYWORDS: *Education, modern technology*

INTRODUCTION

The impact of technology can be felt in every possible field one such field in Education. The transfer of knowledge becomes very easy and convenient, as well as effective when aided by technology. Students can make use of the internet, projectors, and other aids to enhance their learning. Students like appealing visuals and something that entices them to think rather than just read. 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 and more support.

Modern technology in education

Students of today prefer to use technology in all aspects of their lives. The transfer of knowledge becomes very easy and convenient, as well as effective when aided by it.

Internet connection and round the clock connectivity

The importance of the internet in education can never be undermined. Despite the chances of fraud and drawbacks, the internet is a blessing for students. Students can find various kinds of help, tutorials, and other kinds of assisting material that could be used to improve and enhance their learning.

Using projectors and visuals

Using projectors and visuals to aid in learning is another form of great technological use. Top institutions around the world rely on the use of amazing PowerPoint presentations and projections. Students like to see appealing visuals and something that entices them to think rather than just read.

Digital footprint in the education sector

As the power of digital increases, there are and there will be more services that will assist students in development and learning. This penetration has resulted in all time connectivity with students and different forums that are available for different kinds of assignments or help.

Online degrees with the use of technology

People desire to take online courses for or they're getting to know and certifications. Top institutions provide tremendous online degree applications. This is a concept that will preserve to rise as it receives support and consciousness. The online diploma state of affairs is more famous among students who paint.

Importance of technology in education

The function of generation within the field of education is 4fold: it is protected as part of the curriculum, as a delivery system, as a means of aiding structures, and additionally as a device to decorate the complete learning technique. Thanks to the era; education has long passed from passive and reactive to interactive and aggressive.

Factors affecting technology in education

Jung talks about the massive venture instructors are going through in our society due to the rapid growth of technology. Gressard and Loyd (1985) asserted that instructors' attitudes toward computers are a key issue in the implementation of ICT in education. Another barrier given utilizing Butler and Sellbom (2002) is reliability.

The most commonly cited barriers are:

- lack of time;

- lack of access;

- lack of resources;

- lack of expertise and

- lack of support.

Impact of ICT on education

In an instructional context, ICT has the potential to grow get admission to schooling and enhance its relevance and firstrate. Tinio (2002) asserted that ICT has a great effect on training in phrases of acquisition and absorption of information to both instructors and students via the promotion of:

1. **Active learning:**

College students are being taught how to use computers and other teaching aids in a way that promotes active learning, rather than memorization-based or rote getting-to-know. ICTs help students pick what they want to research at their very own pace and work on it at their own pace.

2. Collaborative and Cooperative learning:

ICT can help students enhance their communicative capabilities in addition to their international focus. It also presents students with the threat to work with human beings from special cultures. Researchers have located that commonly the ICT results in extra cooperation among newcomers and there exists a greater interactive dating among students and teachers.

3. Creative Learning:

ICT promotes the manipulation of current information and creates one's very own know-how to supply a tangible product or a given educational motive. Integrative learning: ICT promotes an integrative method of teaching and gaining knowledge, by disposing of the artificial separation between idea and exercise unlike within the traditional lecture room where emphasis encloses just a specific thing.

4. Evaluative learning:

ICT enables students to discover and learn through new methods of coaching and masterminding which are sustained with the aid of constructivist theories

OBJECTIVES

1. To find out the positive and negative impacts of development of education &technology on students and teachers.

2. To develop strategies for using education and technology to achieve positiveoutcomes while minimising negative impacts.

METHODOLOGY

The purpose of this study was to investigate the development of education and modern technology as well as the positive and negative impacts. In this study, the target participants were teachers, and the information was gathered by means of a survey. The teachers willingly took part in the poll in an anonymous fashion. These teachers came from various locations in Telangana. The questionnaires were completed by 200 teachers in all, and 21 complete questionnaires were kept for further study. In one element of the questionnaire, an effort was made to examine the influence of the development of education as seen through the perspective of the teaching staff. The next part collected data regarding the teacher's perspective on how they interact with modern technologies. According to the demographic data gathered, response of 200 teachers with two age groups (22-35 & 36-50) for the questionnaire. In this study, the target participant's responses are measured using a 5-Likert scale.

5-Likert scale

A Likert Scale is a type of rating scale used to measure attitudes or opinions. With this scale, respondents

are asked to rate items on a level of agreement. The 5-point Likert scale is simpleto understand and use for survey administrators and respondents alike. It takes less time and effort to complete than higher-point scales. Fits mobile device screens better than higher- point scales. Respondents have choices without becoming overwhelmed. A type of psychometric response scale in which responders specify their level of agreement to a statement typically in five points:

(1) Strongly disagree;

(2) Disagree;

(3) Neither agree nor disagree;

(4) Agree;

(5) Strongly agree.

After that we conducted regression analysis using SPSS with collected data. The dependent variable is treated as development of education and independent variable is modern technology.

RESULTS

H1: There is no positive impact of modern technology on educational development.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.360[a]	.130	.126	.30770

a. Predictors: (Constant), modern_technology

R is the Pearson correlation coefficient, describes the strength and direction of linear relationship between two variables. The R-value 0.36 from the above table says that there is weak and positive correlation among the two variables.

The R^2 value is used to measure the goodness of fit of a model, and it gives the percentage of total variation in dependent variable that is explained by independent variable. The R^2 value is 0.130, shows that 13.0% changes in modern technology, and is explained by development of Education. 87.0% is captured by error term, so we can clearly conclude that the model does not has good fit because greater part is captured by error term. The adjusted R^2 value is 0.126 shows that about 12.6% changes in modern technology, explained by development of Education. Greater part about 87.4% is captured in error term. From this adjusted R^2 value also, we can conclude that the model does not has a goodfit.

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.800	1	2.800	29.572	.000[b]
Residual	18.746	198	0.95		
Total	21.546	199			

a. Dependent Variable: development_of_education

b. Predictors: (Constant), modern_technology

The ANOVA test confirms that the overall regression model is significant for data, this we can say by observing F-statistic value 29.572 and significance value 0.000 which is less than 0.05 at 5% significance level.

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.776	.137		20.239	.001
development_of_eduction	.230	.042	.360	5.438	.000

a. Dependent Variable: development_of_education

The development of education coefficient value which was found to be 0.230, shows that aunit increase in development of education, on the average, increased modern technology by0.230 units.

The calculated t-value for the relationship between modern technology and development ofeducation is 5.438 with the P-value of 0.000. The obtained t-value is greater than 2 and the P-value is less than 0.05 at 5% level of significance, so we can conclude that there is apositive Impact of development of education on modern technology of Students.

H2: There is no relationship between development of education and modern technology.

Correlations

		development_of_education	modern_technology
development_of_education	Pearson Correlation	1	.360**
	Sig. (2-tailed)		.000
	N	200	200
modern_technology	Pearson Correlation	.360**	1
	Sig. (2-tailed)	.000	
	N	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

From the above table we can observe the Pearson correlation value of development of education and modern technology is 0.36 which is less than 0.5 and the significance value is 0.000 which is less than 0.05 at 5% significance level. From the correlation value and p value it is clear that there is a weak and positive correlation among the two variables (development of education and modern technology). Finally, the null hypothesis is rejected that there is no relation between development of education and modern technology. Therefore, the alternative hypothesis 'there is a relation between development of education and modern technology' is accepted.

H3: There is high impact of modern technology on development of education towards teachers age groups.

Model Summary

age_group	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
22-35	1	.420a	.176	.168	.29675

| 36-50 | 1 | .290ᵃ | .084 | .075 | .31942 |

a. Predictors: (Constant), modern_technology

R is the Pearson correlation coefficient, describes the strength and direction of linear relationship between two variables. The R-value for (22-35) age group and (36-50) age group are 0.42 and 0.29 from the above table says that there are weak and positive correlation in the two age groups. The R value of the age group 22-35 is greater than age group of 36-50, so it is clear that the relation between modern technology and development of education for age group 22-35 is high compared to 36-50 age group.

The R^2 value is used to measure the goodness of fit of a model, and it gives the percentage of total variation in dependent variable that is explained by independent variable. The R^2 value for (22-35) age group and (36-50) age group are 0.176 and 0.084, shows that 17.6% and 8.4% changes in modern technology, and is explained by development of Education. 82.4% & 91.6% are captured by error term, so we can clearly conclude that the model does not has good fit because greater part is captured by error term. The R^2 value of the age group 22-35 is higher than the age group of 36-50.

The adjusted R^2 values of (22-35) age group & (36-50) age group are 0.168 & 0.075 shows that about 16.8% & 7.5% changes in modern technology, explained by development of Education. Greater part about 83.2% & 92.5% are captured in error term. From this adjusted R^2 value also, we can conclude that the model does not has a good fit. The adjusted R^2 value of the age group 22-35 is higher than the age group of 36-50.

ANOVAᵃ

age_group	Model		Sum of Squares	df	Mean Square	F	Sig.
22-35	1	Regression	1.881	1	1.881	21.363	.000ᵇ
		Residual	8.806	100	.088		
		Total	10.687	101			
36-50	1	Regression	.899	1	.899	8.814	.004ᵇ
		Residual	9.795	96	.102		
		Total	10.694	97			

a. Dependent Variable: development_of_education

b. Predictors: (Constant), modern_technology

The ANOVA test confirms that the overall regression model is significant for data, this we can say by

observing F-statistic values of (22-35) age group & (36-50) are 21.363 & 8.814 and significance values of (22-35) age group & (36-50) age group are 0.000 & 0.004 which are less than 0.05 at 5% significance level.

Coefficients[a]

| age_group | Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
		B	Std. Error	Beta		
22-35	1　(Constant)	2.687	.187		14.356	.000
	development_of_education	.263	.057	.420	4.622	.000
36-50	1　(Constant)	2.890	.203		14.258	.003
	development_of_education	.188	.063	.290	2.969	.004

a. Dependent Variable: development_of_education

The development of education coefficient values for (22-35) age group and (36-50) age groupwhich was found to be 0.263 & 0.188, shows that a unit increase in development of education, on the average, increased modern technology by 0.263 &0.188 units.

The calculated t-value for the relationship between modern technology and development of education for (22-35) age group & (36-50) age group are 4.622 &2.969 with the P-values of 0.000 & 0.004 respectively. The obtained t-value is greater than 2 and the P-value is less than 0.05 at 5% level of significance, and the t value of the age group 22-35 is high with significance value of 0.00, so we can conclude that the age group of 22-35 has the high impact of modern technology on development of education than the age group of 36-50.

CONCLUSION

The main purpose of the work is to investigate the positive and negative impacts of development of education and modern technology. A survey was used to collect the necessary information for this research, and the participants who served as the focus of the investigation were instructors. According to the demographic data gathered, response of 200 teachers with two age groups (22-35 & 36-50) for the questionnaire. After gather the questionnaire, we performed regression analysis with the help of SPSS software. We evaluated each and every hypothesis by using regression analysis. After the analysis, we concluded that there is a positive Impact of development of education on modern technology of Students and the response of the teachers age group of 22-35 has a high impact of modern technology on

development of education when compared with age group of 36-50.

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