

TEACHER ACCEPTANCE AND INSTITUTIONAL FACTORS OF ICT IN SCHOOL EDUCATION FOR BETER LEARNING BY STUDENTS OF DELHI & NCR

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ABSTRACT

The focus of this paper is to explore the ICT factors in school education, which have impact on implementation as well as the use of ICT in school education. Research objectives were framed and a theoretical model was developed that explains the factors, which may affect the implementation of ICT in Education. Working hypotheses were developed to evaluate the interrelationship between affecting factors and success. Empirical data were collected through a survey questionnaire from educators like School Teachers, principals and other supportive school staff, involved in education. The data gathered was analysed with frequency distribution of the responses, descriptive analysis and analysis of the mean score. The finding of the study highlights the importance and relationship gap between teachers' acceptance and available institutional factors for the progressive implementation of ICT techniques in schools, for better outcome in the student learning process.

KEYWORDS: ICT, Education, ICT Implementation, ICT Affecting Factors