

## TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR ATTITUDE TOWARDS INFORMATION TECHNOLOGY

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### ABSTRACT

*The purpose of this research paper is to obtain access to the Teacher Effectiveness of secondary school teachers in relation to their Attitude towards Information Technology. For the conduct of the research, the survey approach was used. The Teacher Effectiveness Scale (2010) was created by Dr. Shallu Puri and Prof. S.C. Ghakhar and Attitude Scale towards Information Technology (2011) by Nasrin and Islahi to gather data from teachers in secondary schools. Samples of 100 secondary school teachers from the Jalandhar district of Punjab were stratified randomly chosen for this research. To analyze the results, statistical techniques such as Mean, SD, t-test and Co-efficient of Correlation were used. The result showed that at both stages of importance, there exists no significant relationship between Teacher Effectiveness and Attitude towards Information Technology of Secondary School Teachers. There exists no significant difference in the Teacher Effectiveness of Male and Female secondary school teachers. There exists no significant difference in Attitude toward Information Technology of Male and Female secondary school teachers.*

**Keywords:** Teacher Effectiveness, Attitude towards Information Technology, Secondary School Students.

### 1. Introduction

Education is the means of the nation's all-round growth. The role of the teacher is most important when educating the people of a nation. In the educational domain, his position and duty are critical. Every understanding, thought and strategy is not the same as in the past. Yesterday's expertise, concepts and techniques may not be relevant or appropriate for the present context. Science and technology growth has created enormous improvements and made the world very dynamic around us. In the area of teaching and studying, there is no exception. For students, it is really a struggle to deal with the new developments. It is therefore important to make him comfortable with current developments in order to encourage the teacher to consider the changing challenges. The 21st century is going to expect more from teachers and students alike.

#### Teacher Effectiveness

The teacher is the center of every method of schooling. "The Education Commission Report (1964-66) emphasized the role of teacher in the educational process as "the teacher, his personal characteristics, his educational credentials, his professional preparation and the position he occupies in the school as well as in the society, are the most significant

element contemplated in educational reconstruction". Furthermore, the commission said, "even the best curriculum and the most perfect syllabus remain dead unless the correct teaching methods and the right kind of teachers are brought into life." The key point for every form of school system is students. Teachers are the individuals who give form to the students' future. They are the students' role models. Their behavioral, attitude and collaborative interactions with teachers, principals, co-workers and other employees have a significant effect on the organization's overall atmosphere. Teacher effectiveness is a set of interactions, attributes, habits and attitudes that are usually visible in good teachers. Teacher effectiveness means the teacher's excellence or ideal degree of performance and productivity. Quality education is the demand of the hour, and the quality of schools and their teachers specifically influences this. A great deal of study has been carried out both in India and abroad in fields relating to teacher and classroom education, but there are unexplored areas that can be further researched to address the various problems of school education. In order to provide a consistent and full understanding of the variables affecting teacher performance, an in-depth study of teacher effectiveness is required. Awareness of teacher success predictors will help school managers,

educational planners, supervisors and teachers themselves focus on the existing status and create strategies to enhance the skill of the teacher, the efficiency of the teacher, the students' learning outcomes and eventually improve the standard of education as a whole. Kulsum (2006) notes that teacher effectiveness requires a teacher's attributes, appearance, behaviors, etc., and processes such as pupil contact with teachers and variables of production such as the result of the teaching learning process, including the accomplishments of pupils. According to Glass (2011), successful teachers use diverse tools to schedule and coordinate learning experiences, formatively measure and document student success, implement and evolve new teaching approaches as appropriate, and analyze learning using multiple sources for classroom and school development. Teaching effectiveness was described by Afe (2003) as the style of teaching characterized by the display of academic, social and emotional stability, passion for children and a positive disposition to the teaching career and the willingness of students to encourage good qualities.

### **Attitude towards Information Technology**

Among those committed to educational improvements, teachers are an effective and dominating force. The efficacy of the instructor depends primarily on the personality, attributes and phenomenon of the teachers, such as the atmosphere and climate, organization and management. Methods of bringing in qualitative changes in education have been recommended by various councils and committees. As a result, teachers are encouraged and empowered to create improved curricula, textbooks and teaching aids. But, unless educators do not have a good outlook about instructional technologies, all actions are futile. The learning method of teaching has been profoundly impacted by exponential developments in information technology. Integration in the curriculum of this information infrastructure aims to create an atmosphere for the practices of students that contributes to positive and sustainable learning experiences. It encourages students to overcome their cognitive shortcomings through

their own constructive reasoning. By discovering new opportunities of information technology, it is possible to move the process of learning beyond the confines of the classroom. In this age of the knowledge revolution, one of the essential conditions for education is to train learners for inclusion in a networked information society.

In the modern era, the use of technology is a very common element of our lives. For various purposes, everybody uses it in various settings, including at home, at the workplace, at the corporation or elsewhere. Educational institutions are often required to train their students to be technologically literate because of the widespread application of technology in any walk of life (Kalanada, 2005). The use of IT in the instructional process of schooling is a relatively recent development and has become the subject of educational researchers. For teachers and administrators, the successful incorporation of this technology into instructional activities presents an obstacle. Several reports argue that it is important to use emerging technology in the classroom to provide students with opportunities to learn how to work in an information age. Grimus (2001), who points out that "students are prepared to face future developments based on proper understanding by teaching IT skills in educational institutions." In education, the use of IT can help improve encouragement and generally deepen comprehension. In general, IT incorporation in education implies a technology-based teaching and learning process that is closely related to the use of learning technologies in schools to familiarize students with technology and to learn properly in a technology-based environment. The issue of IT integration in schools is critical, particularly in the classroom. This is because the use of technology in education adds a great deal to the pedagogical ways in which the implementation of software, with the assistance and encouragement of IT elements and components, can lead to successful learning (Jamieson-Procter et al; 2013).

### **1.1 Need and Significance of the study**

This topic is determined by the researcher since it is from a field of concern. Nowadays, enhancing teacher performance is the most

important way to increase the quality of education; hence, it is important to recognize the variables affecting the skill of teachers. In order to face the evolving problems of globalization and liberalization on the one hand, and the mushrooming of educational institutions on the other, the effectiveness of the teacher is important. Only good teachers can discover students' latent talents and form their actions in beneficial directions. A successful teacher proves himself to be a tool to achieve the necessary instructional objectives. There is fierce rivalry in every field of existence in the present age of globalization. In order to succeed in the international world economy, quality education becomes mandatory, but the quality of education depends on the teachers' ability and effectiveness. It is a known reality that the qualities, attitude, personality of the instructor enable the students to become decent human beings, thereby leading to the creation of an informed and coherent community. The exponential advancement in instructional technologies has redefined the method of teaching and learning to a larger degree. It has given the conventional classroom a fresh face lift and has dramatically transformed pedagogy. Therefore, in their teaching, it is a must for the teacher to become acquainted with the implementation of recent technical concepts and gadgets. IT is nothing more than the teacher's ability to successfully use instruction in teaching. Since the secondary phase of education is deemed to be the feeder phase and only from which students can reach higher education. In order to appeal to the demands of a high-tech school, teachers who teach secondary classes should have IT.

### 1.2 Statement of the problem

The present study has been entitled as- **Teacher Effectiveness of Secondary School Teachers in Relation to their Attitude towards Information Technology**

### 1.3 Objectives of the study

- i. To find out the relationship in Teacher Effectiveness and Attitude towards Information Technology of secondary school teachers.
- ii. To find out the significant difference in Teacher Effectiveness of male and female secondary school teachers.
- iii. To find out the significant difference in Attitude towards Information Technology of male and female secondary school teachers.

### 1.4 Hypothesis of the study

- i. There exists no significant relationship in Teacher Effectiveness and Attitude towards Information Technology of secondary school teachers.
- ii. There exists no significant difference in Teacher Effectiveness of male and female secondary school teachers.
- iii. There exists no significant difference in Attitude towards Information Technology of male and female secondary school teachers.

### 1.5 Delimitation of the study

- I. The study is delimited to 100 secondary school teachers.
- II. Only Jalandhar district is considered.

## 2. Review of related literature

Mangalamma & Vardhini (2017) researched the efficacy of secondary school teachers in terms of their teaching capacity. The result indicates a substantial link between the effectiveness of teachers and the teaching capacity of secondary school teachers, and female teachers were more effective in teaching than male teachers and private unassisted school teachers were more effective compared to private aided teachers and government schools.

Janardhan & Bhaskara (2018) examined the emotional maturity of secondary school teachers and the efficacy of teachers. The findings found that there is a substantial difference in gender-based emotional intelligence and teacher effectiveness of secondary school teachers and there is no significant difference in management-based emotional intelligence and teacher effectiveness of secondary school teachers. And there is also an essential association between emotional maturity and the productivity of teachers in secondary school.

Awasthi & Bihari (2014) conducted a study among senior secondary school teachers on

Teacher Effectiveness and Emotional Intelligence. They observed that (1) the efficacy of male and female senior secondary school teachers did not vary substantially. (2) There is no substantial variation in emotional intelligence between the average scores of senior secondary school teachers. (3) The association between the productivity of teachers and the emotional maturity of senior secondary school teachers is good. (4) The association between the efficacy of teachers and the emotional maturity of male senior secondary school teachers is good.

Emotional maturity and teacher performance of higher secondary school teachers is analyzed by Kumar (2016). The results of the study were that in terms of ethnicity, age, teaching stream and form of family, there is no substantial gap in emotional intelligence and teacher efficacy of higher secondary school teachers. And the outcome also shows that the emotional maturity and teacher effectiveness of higher secondary school teachers are not substantially linked.

In regards to their mindset towards information technology, Habib (2018) investigated the teacher effectiveness of senior secondary school teachers. The results of the study found that most senior secondary school teachers had a supportive or beneficial outlook towards information technology. Gender should not have a direct impact on the efficacy of senior secondary school teachers as teachers. The form of school has a huge influence on the efficacy of senior secondary school teachers as teachers. It is claimed that government senior secondary school teachers are more successful than their private counterparts. There is a significant and positive correlation between teacher effectiveness and attitude towards IT of senior secondary school teachers.

Imrana (2017) discovered that secondary school teachers research attitudes towards information and communication technologies in relation to their gender and school styles. The results indicate that gender differences occur in the attitudes of secondary school teachers towards ICT. At the secondary school, woman teachers have a more positive outlook towards ICT than male teachers. Compared to private school teachers, government school

teachers demonstrated a higher tolerance towards the use of ICT in schooling.

Chandini (2016) analyzed the behaviour of teachers in secondary education towards the use of computers in education. The findings indicate that there is a substantial gap in the mindset of secondary school teachers towards the use of computers in education in relation to their age. The results have repercussions for teachers with computer literacy instruction to prepare themselves. The government would have services for the use of computers in schools. Thus, it is possible to change the mindset of secondary school teachers towards the use of computers in schooling.

### 3. Methodology

The research methodology is very important for doing research in any field. It includes the research design preparing blue print necessary for doing the research.

#### 3.1 Method of the study

In the present study, the investigator employed descriptive survey method.

#### 3.2 Sample, sampling technique

Stratified random sampling technique employed for this study. A representative sample of 100 (38 male & 62 female) secondary school teachers selected from Jalandhar district.

#### 3.3 Tools used

Researcher used following tools in the study

- Teacher Effectiveness Scale developed by Puri and Gakhar (2010).
- Attitude Scale towards Information Technology for Teachers developed by Nasrin and Islahi (2011).

#### 3.4 Statistical techniques used

The investigator used mean, standard deviation t-test and coefficient of correlation as the statistical techniques for analyzing the data.

### 4. Data analysis and results

The Teacher Effectiveness scale and Attitude towards Information Technology scale was achieved on selected sample teachers and coefficient of correlation, t- value was computed to measure Teacher Effectiveness of secondary school teachers in relation to their

attitude towards Information Technology. The analysis of information is offered as per the hypothesis.

#### 4.1 Hypothesis 1

There exists no significant relationship in Teacher Effectiveness and attitude towards Information Technology of secondary school teachers.

**Table-4.1 showing relationship between Teacher Effectiveness and attitude towards Information Technology of secondary school teachers**

Sr. no.	Variables	No.	Mean	Correlation	Result
1	Teacher effectiveness	100	287.24	0.045	Correlation not significant
2	Attitude towards Information Technology	100	114.84		

Table 4.1 shows that mean score of teacher effectiveness is 287.24 and Attitude towards Information Technology 114.84 and the correlation value is found to be 0.045, which is not significant at 0.05 and 0.01 level of significance. Hence the Hypothesis, "There exists no significant relationship in Teacher Effectiveness and Attitude towards Information

Technology of Secondary School Teachers is accepted".

#### 4.2 Hypothesis 2

There exists no significant difference in Teacher Effectiveness of male and female secondary school teachers.

**Table 4.2 showing the Significance Difference in Teacher Effectiveness of Male and Female secondary school teachers**

Group	N	Mean	SD	t-value	Level of Significance
Male	38	289.81	13.52	0.184	Not significant at 0.01 & 0.05 level
Female	62	285.66	15.94		

Table 4.2 shows that that mean score of male teachers is 289.81 and female teachers is 285.66 and t-value is found to be 0.184, which is not significant at 0.05 and 0.01 level of significance. Hence the Hypothesis, "There exists no significant difference in Teacher

Effectiveness of male and female secondary school teachers is accepted".

#### 4.3 Hypothesis 3

There exists no significant difference in Attitude towards Information Technology of male and female secondary school teachers.

**Table 4.3 showing the Significance Difference in Attitude towards Information Technology of Male and Female secondary school teachers**

Group	N	Mean	SD	t-value	Level of Significance
Male	38	116.42	6.25	1.44	Not significant at 0.01 & 0.05 level
Female	62	113.83	6.97		

Table 4.3 shows that that mean score of male teachers is 116.42 and female teachers is 113.83 and t-value is found to be 1.44, which is not significant at 0.05 and 0.01 level of significance. Hence the Hypothesis, "There exists no significant difference in Attitude towards Information Technology of male and female secondary school teachers is accepted".

### 5. Conclusion

Education quality and level depends on the quality and standard of teachers. Mahatma Gandhi correctly pointed out that without good teachers "no country can make any progress." Through the efforts of well trained, knowledgeable and successful teachers, effective education can be accomplished. The

educational priorities and targets change very easily, based on the demands of the period. Such standards have a significant effect on the school environment. Each nation is evolving its education system to address the needs of changing times. As India is a developing country, it is the teachers' great duty to make students qualified enough to stand in developed countries with their peers and make the country economically independent. The teacher should not only be dedicated and devoted, but also knowledgeable and productive in order to keep the enrolled masses in the classroom, to make meaningful education possible, to raise the degree of accomplishment, to tap the ability of the students and to dramatically boost educational standards. In all walks of life, information technology is very important. A

proper approach to IT and its use will not only help teachers, but also students. The successful application of instructional technology is highly based on the behaviors of teachers, who essentially decide how they are used in the classroom. A significant enabling/disabling element in the implementation of technologies is the attitudes of teachers. Teachers who have good attitudes about technology have often been shown to be more relaxed with it, and typically integrate it into their teaching. Any good change in educational practice requires optimistic consumer attitudes towards the digital technologies to be created. A main element is the improvement of the positive attitudes of teachers towards IT, not only to boost IT integration, but also to avoid the aversion of teachers to computer use.

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