RESEARCH PAPER

Impact of ICT Enabled teaching on Teachers Effectiveness of Upper Primary Teachers

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ABSTRACT

In this research paper to find out the Teacher Effectiveness of Upper Primary Teachers in the context to their Attitude towards Information Technology. For this study 200 Upper Primary Teachers were randomly selected from Allahabad. As a tool for data collection Teacher Effectiveness scale and Attitude scale for Information Technology constructed and standardized by researcher was used. From the study it is found that Information Technology positively affects to teacher effectiveness while in this study found that teachers educators having high attitude and use of information technology more effective than teachers having low attitude and use of information technology.
Key words: *ICT, Enabled teaching, Upper Primary Teachers*

INTRODUCTION

An overview of recent literature on teaching effectiveness reveals no standard, commonly agreed upon definition or list of effective teaching qualities. Most studies tend to emphasize qualities such as knowledge and organization of the subject matter, skills in instruction, and personal qualities and attitudes that are useful when working with students (Braskamp, *et al*., 1984; Cashin, 1995). Some researchers define teacher effectiveness in terms of student achievement. Others focus on high performance ratings from supervisors. Still others rely on comments from students, administrators, and other interested stakeholders.

TEACHER EFFECTIVENESS

Teaching is a challenging profession and only those Upper Primary Teachers can shoulder the heavy responsibilities of nation building that are adequately prepared and have sound professional effectiveness. Upper Primary Teachers are expected to use the best practices and strategies to meet challenges and demands of their child development. If the Upper Primary Teachers are well trained and highly motivated, learning will be enhanced. The teaching profession demands a clear set goal, love for profession and obviously the more favourable attitude towards the profession.
According to Wong and Wong (2001) "Effective Upper Primary Teachers manage their classroom." and "Ineffective Upper Primary Teachers discipline their classrooms." Although there is no complete and sufficient set of behaviors that all Upper Primary Teachers must develop, expert Upper Primary Teachers differ from novice Upper Primary Teachers and effective Upper Primary Teachers differ from ineffective Upper Primary Teachers in ways that are observable and measurable (Berliner, 1986). These differences seem to fall within three broad areas of teacher effectiveness: personal delivery style, knowledge and accuracy of academic content, and classroom management skills.

INFORMATION TECHNOLOGY

The 'Compact Oxford English Dictionary' defines information technology as, "the study or use of systems such as computers and telecommunications for storing, retrieving, and sending information." UNESCO (1998) considers information technology as, "scientific, technological and engineering disciplines and the management techniques used in information handling and processing; their application, computers and their interactions with men and machines; and associated social, economical and cultural matters".

As technology use continues to increase in society, educators must also prepare for its use within the classroom. This involves all levels of education including secondary schools as the role of the secondary school teacher is evolving from that of a giver of information to that of a facilitator of student learning. Advances in technology have caught the attention of many educators and researchers who have discussed and studied the potential of using computers in education (Roblyer, 1989; Kozma, 1991).

Upper Primary Teachers can use technologies that are of huge benefit to them and increase their effectiveness. For example, computers have considerable potential to support Teacher Educators, both in their routine work such as reducing the time occupied by the administration associated with it, and in their continuing training and development. Upper Primary Teachers can use it to assist in developing lesson plan materials, worksheets, and bulletin board materials or sending professional-looking notes home to parents. A review of several empirical studies in the United States indicated that computers generally have positive effects on student achievement as students show gains in achievement on researcher-constructed tests, standardized tests, and national tests (Schacter, 1999). Information technology can be used in order to develop non-cognitive competences like practical, emotional or social skills beyond pure cognitive knowledge.

The teacher faces a greater challenge today to keep pace with the continued progress in information resources. Changes are inevitable and therefore a teacher is effective if he/she can adapt to the changing scenario. No amount of technological up gradation of educational institutions will change the performance of our students unless the Upper Primary Teachers have the right attitude towards its adoption, use and application in the teaching-learning process. The results of the study could help Upper Primary Teachers to prepare and provide direction for professional development of the Upper Primary Teachers for developing the right kind of attitude towards IT for efficient and effective teaching.

OBJECTIVES OF THE STUDY
The present study is aimed at achieving the following objectives:
1. To Study of Impact of Information Technology on Teacher Effectiveness of Teacher Educators.
2. To Study the Teacher Effectiveness of Upper Primary Teachers of low and medium attitude toward Information Technology.
3. To Study the Teacher Effectiveness of Upper Primary Teachers of medium and high attitude toward Information Technology.
4. To Study the Teacher Effectiveness of Upper Primary Teachers of high and low attitude toward Information Technology.

NULL HYPOTHESES OF THE STUDY
1. There is no significant difference in teacher effectiveness of Upper Primary Teachers among low, medium and Attitude toward Information Technology.
2. There is no significant difference in Teacher Effectiveness of Upper Primary Teachers of low and medium attitude toward Information Technology.
3. There is no significant difference in Teacher Effectiveness of Upper Primary Teachers of medium and high attitude toward Information Technology.
4. There is no significant difference in Teacher Effectiveness of Upper Primary Teachers of high and low attitude toward Information Technology.

RESEARCH METHODOLOGY
Descriptive method of research was employed for the present study.

POPULATION:
Upper Primary Teachers from Allahabad, Uttar Pradesh (U.P.) constituted the target population in this study.

SAMPLE:
A total of 200 hundred Upper Primary Teachers were taken by random sampling technique from Allahabad district, Uttar Pradesh.

TOOLS:
1. A teacher effectiveness scale developed by the researcher.
2. An attitude scale towards information technology developed by the researcher.

USED STATISTICS:
T-test and Analysis of variance were used as statistical Analysis.

OBJECTIVE

To study the Teaching effectiveness of Upper Primary Teachers of different Attitude toward Information Technology.

OBJERVATION

Table 1: Mean, S.D. and T-value of teacher effectiveness of Upper Primary Teachers having Low, and Medium Attitude toward Information Technology

Group	N	Mean	S. D.	t-Value
Low	66	234.24	9.51	3.49*
Medium	68	239.52	7.91	

*Significant at .01 significance level

It is observed from Table 1 that the Mean Difference of Upper Primary Teachers having Low and Medium Attitude toward Information Technology are 5.28 with Standard Error 1.51 on teacher effectiveness. The calculated t-value is 3.49 which are greater than table value even at .05 levels. So, it is significant at .05 levels. It indicates that there exists significant difference between low and medium Attitude toward Information of Upper Primary Teachers So it stated that Upper Primary Teachers having Medium Attitude toward Information Technology have better Teaching effectiveness (239.52) than Upper Primary Teachers having low (234.24) Attitude toward Information Technology.

Table 2: Mean and S.D. and T-value of teacher effectiveness of Upper Primary Teachers having Medium and High Attitude toward Information Technology

Group	N	Mean	S. D.	t-Value
Medium	68	239.52	7.91	11.46*
High	66	254.18	6.85	

*Significant at .01 significance level

Table 2 shows that the Mean Difference of Upper Primary Teachers having Medium and high Attitude toward Information Technology is 14.65 with Standard Error 1.27 on teaching effectiveness. The calculated t-value is 11.46 which are greater than table value even at .01 levels. So, it is significant at .01 levels. It indicates that there exists significant difference between medium and high Attitude toward Information of Upper Primary Teachers So, it stated that Upper Primary Teachers having high Attitude toward Information Technology have better teacher effectiveness (254.18) than Upper Primary Teachers having medium (239.52) Attitude toward Information Technology.

Table 3: Mean and S.D. and T-value of teacher effectiveness of Upper Primary Teachers having High and Low Attitude toward Information Technology

Group	N	Mean	S. D.	t-Value
High	66	254.18	6.85	13.88*
Low	66	234.24	9.51	

*Significant at .01 significance level

From the above table 3 shows that the Mean Difference of Upper Primary Teachers having High and low Attitude toward Information Technology are 19.93939 with Standard Error 1.44 on teaching effectiveness. The calculated t-value is 13.88 which is greater than table value even at .01 levels. So, it is significant at .01 levels. It indicates that there exists significant difference between high and low Attitude toward Information of Upper Primary Teachers of Secondary level. So it stated that Upper Primary Teachers having high Attitude toward Information Technology level have better teacher effectiveness (254.18) than Upper Primary Teachers having low (234.24) Attitude toward Information Technology.

EDUCATIONAL IMPLICATIONS

The results of this study may be useful in identifying Upper Primary Teachers attitudes towards and approaches for using the computer technology resources provided for them and also identifying the motivational factors required for effective teaching. The information generated could also be utilized for suggesting better ways of training, motivating and equipping instructors with strategies, techniques, and approaches for increased teacher effectiveness. Policy makers and professional development designers, among others, can be benefited from empirically derived information about teacher effectiveness, attitudes, and motivation by incorporating such information in designing and implementing the efficient and effective training programs for prospective Upper Primary Teachers as well as working Upper Primary Teachers. In modern era it is necessary that every Upper Primary Teachers should use information technology in their teaching.

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