

**A STUDY OF IMPACT OF COMPUTER LITERACY ON TEACHER  
EFFECTIVENESS AMONG SENIOR SECONDARY SCHOOL TEACHERS IN  
HARYANA**

**\*Dr. Vikas Kundu**

**Abstract**

*The purpose of the present study was to examine the Impact of Computer Literacy on Teacher Effectiveness among Senior Secondary School Teachers in Haryana. In order to study the relationship between computer literacy and teacher effectiveness of Government Senior Secondary School Teachers, the descriptive survey method of investigation was employed. The sample of 100 teachers of Senior Secondary Schools of District Sonapat (Haryana) was selected, out of which 50 teachers was selected from Private Schools and 50 teachers was selected from Government Schools. For the purpose of data collection Self Constructed Questionnaire was employed and to check the computer literacy of teachers and Teachers' efficiency scale by Dr. N.S. Chauhan and Dr. Rashmi Jain was also used. The results revealed that there exists significant difference among computer literate teachers and computer non-literate teachers of Government Senior Secondary Schools.*

**Keywords:** - *Computer Literacy, Teacher Effectiveness, Government Schools, Private schools*

**Introduction:-**

With scientific and technological development, it has become essential for the developing nation like India to keep pace with the modern age technology, which now dominates almost every field of our life. This serves as a timely war to our country to reorient our school education in the shortest possible time, so that we can attain a status of equality in the world and face the world with confidence and dignity. Use of computers makes our lives easy and comfortable. Computer acts as a "Social Reformer". Thus computers have really proved themselves to make our society a modern society in terms of physical as well as mental frame work.

Modern age can truly be regard as 'Computer age' because the computers are becoming indispensable these days. Apart from scientific and mathematical computations, a computer can be used for forecasting weather, control traffic signals operate machine, translate book from one language to another. The space fights would have been impossible in the absence of computers. The big Commercial organizations are using computers for a member of varied functions such as correspondence, accounting, inventory controls in other fields.

The Computer can store, retrieve, analyses and synthesis data or raw information received from various sources to produce meaningful information's necessary in making decisions and solving problems. The internet and its subsequent application enables educators a powerful tool with a nearly limitless flexibility of resources available for their use. To get information, to communicate with other teachers and students education of pen-paper work are same of uses of computers. Towards education the goal of computer literacy is to create an education. the goal of computer literacy is to create an education system that is based on principles of helping teachers be effective in what they do, improving the quality and relevance of classroom instructions and making quantifiable and measurable improvement towards teaching effectiveness. So computer literacy is necessary for present type of education. Only a computer literate teacher can able to follow computer base education. High quality computer base education requires a systematic approach to the instructional development process.

In addition to the quality of instruction for learners, the flexibility and adapt ability of instruction via, computer base education are attractive to students. Instructions can be scheduled at any time at any place where terminals are located, which saves time, energy and resources time 40% to 50% with equal or increased retention when compared with traditional instruction the flexibility provided through computer literacy is, it makes instruction possible to a wide variety of learners in a wide variety of learners in a wide variety of environment.

The impact of computer is felt at every age level and in each economic level. Being able to deal with computers in a non-threatening manner is a necessary life skill. Hence to be a computer literate has become as important as being literate in the more traditional sense in addition to acquiring three basic skills in reading, writing and arithmetic , one should have

proficiency in the forth R, namely computer. Without this, one may be excluded from many experiences and events. Hence, familiarity with both the theory and potential applications of computer is absolutely essential.

The computer literacy in schools was introduced in our country through a pilot project called class (Computer Literacy and studies in Schools) 1984, by the government of India as a joint development and the department of electronics. The main objectives of the project are (NCERT, 1984).

To familiarizes the student with the range of computer application in all walks of human activity and computer's potential as a controlling and information processing tool. To demystify computers and to develop degree of ease and familiarity with computers which would be conducive to develop individual creativity in identifying and developing application relevant to their immediate environment.

Effective teaching is that which leads to engaged and intelligent learning, effective learning involves a desire on the part of the learner involves a desire on the part of the learner to grapple with and understand material in order to be able to carry out the higher cognitive functions like application extrapolation, integration or problem solving. Effective teaching is also depends on the use of technology in the classroom, technology can only be used in the classroom, if teacher in a computer literate teacher. The range of technology used in a classroom may extend from the overhead projector which is cheap, easy to use and accessible to all to an exclusive fully immersive virtual reality where students interact with each other and object in cyberspace.

In a high-tech class room, a teacher may continue to provide a constant supply of information, in various media, to an essentially passive audience in the belief the variety will provide stimulation, interest and learning. But more than a didactic from of information delivery is required to promote effective learning. Whatever the range of software media utilized in the classroom, its purpose should be to promote active knowledge acquisition through communication, the consideration of different view point and reflection.

### **Statement of the Problem:-**

*“A Study of Impact of Computer Literacy on Teacher Effectiveness among Senior Secondary School Teachers in Haryana”*

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### **Significance of the Problem:-**

Education plays a major role in keeping young aspirants of the society aware and up to date with new developments. Introducing micro computers in the educational setting is a major endeavor in this direction. Computers are very helpful to educate the students at all levels, especially at senior secondary level of education. Computer enhances learning capacity of the school children. Computer as a tool of learning develops the skill and knowledge that helps the young in finding good jobs in the society. Multidimensionality of a computer as an interactive individualized tutor helps the children to change their thought structure. Due to this, competencies of the teachers increase. Computer literacy goals for teachers like operating computers, using computer application, integrating application into curriculum, evaluating applications, designing new applications, programming computers etc. Some teachers are very competent to fulfill these competencies but some have lack of these qualities. This position of computer literacy among senior secondary school teachers motivates the researcher to take the present study for further investigation.

### **Objectives of the Study:-**

1. To study and compare level of computer literacy among teachers of Government Senior Secondary Schools.
2. To study and compare level of computer literacy among teachers of Private Senior .; Secondary Schools.
3. To study and compare teacher effectiveness among computer literate teachers of Government Senior Secondary Schools.
4. To study and compare teacher effectiveness among computer non-literate teachers of Government Senior Secondary Schools.
5. To study and compare teacher effectiveness among computer literate teachers of Private Senior Secondary Schools.
6. To study and compare teacher effectiveness among computer non-literate teachers of Private Senior Secondary Schools.
7. To study the impact of computer literacy on teacher effectiveness among Senior

Secondary Schools.

### **Hypotheses of the Study:-**

1. There exists no significant difference among computer literate teachers and computer non-literate teachers of Government Senior Secondary Schools.
2. There exists no significant difference among computer literate teachers and computer non-literate teachers of Private Senior Secondary Schools.
3. There exists no significant difference in teacher effectiveness among computer literate teachers of Government Senior Secondary Schools.
4. There exists no significant difference in teacher effectiveness among computer non-literate teachers of Government Senior Secondary Schools.
5. There exists no statistically significant impact of computer literacy on teacher effectiveness among Senior Secondary Schools.

### **Delimitations of the Study:-**

This study is delimited to certain and specific samples and area where study has to be conducted:

1. The study will be delimited to District Sonapat of Haryana only.
2. The study will be delimited to 100 teachers only.
3. Computer literate and computer non-literate Senior Secondary School teachers of all streams will be chosen for the present study.

### **Methodology:-**

In order to study the relationship between computer literacy and teacher effectiveness of Senior Secondary Schools, the descriptive survey method of investigation was employed. The descriptive survey method involves interpretation, comparison, measurement, classification, evaluation and generalization, all of which are directed towards a proper understanding and solution of the significant educational problems.

**Sample:-**

The sample of 100 teachers of Senior Secondary Schools of District Sonapat of Haryana was selected, out of which 50 teachers was selected from Private Schools and 50 teachers was selected from Government Schools.

**Analysis and Interpretation:-**

**Hypothesis-1:** There exists no significant difference in computer literacy among computer literate teachers and computer non literate teachers of Government Senior Secondary Schools.

**Table-1**

Category	Sample	M	S.D	SED	t	Significance level at .01/05
Computer literate teachers	25	64.026	6.95	6.28	7.05	Significant
Computer non literate teachers	25	16.012	0.07			

**Table-1** shows that calculated t ratio of computer literate teachers and computer non literate teachers belonging to Government Senior Secondary Schools is 7.05 which is significant at both levels of significance. So the hypothesis stating there exists no significant difference in computer literacy among computer literate teachers and computer non literate teachers of Government Senior Secondary Schools stands rejected.

**Hypothesis-2:** There exists no significant difference in computer literacy among computer literate teachers and computer non literate teachers of Private Senior Secondary Schools.

**Table-2**

Category	Sample	M	SD	SED	T	Significance level at .01/05
Computer Literate	25	80.04	9.62	5.45	9.17	Significant
Computer non literate	25	29.94	6.94			

**Table-2** shows that calculated t ratio of computer literate teachers and computer non literate teachers belonging to Private Senior Secondary Schools is 9.17, which is significant at both levels of significance. So the hypothesis stating there exists no significant difference in computer literacy among computer literate teachers and computer non literate teachers of Private Senior Secondary Schools stands rejected.

**Hypothesis-3:** There exist no significant difference in teacher effectiveness among computer literate teachers and computer non literate teachers of government secondary schools.

**Table-3**

Category	Sample	M	SD	SED	t	Significance level at .01/05
Teacher efficiency of Computer literate teachers	25	8.02	1.06	0.70	2.1	Significant
Teacher efficiency of Computer non literate teachers	25	6.55	0.89			

**Table-3** shows that calculated t ratio of teacher efficiency of computer literate teachers and computer non literate teachers belonging to Government Senior Secondary Schools is 0.70, which is significant at both levels of significance. So the hypothesis stating there exists no significant difference in teacher efficiency of computer literacy among computer literate teachers and computer non literate teachers of Government Senior Secondary Schools stands rejected.

**Hypothesis-4:** There exist no significant difference in teacher effectiveness among computer literate teachers and computer non literate teachers of Private Senior Secondary Schools.

**Table-4**

Category	Sample	M	SD	SED	t	Significance level at .01/05
Teacher Efficiency of computer literate teachers	25	8.02	0.72	1.059	3.07	Significant
Teacher efficiency of computer non literate teachers	25	7.06	0.93			

**Table-4** shows that calculated t ratio of teacher efficiency of computer literate teachers and computer non literate teachers belonging to Private Senior Secondary Schools is 0.70, which is significant at both levels of significance. So the hypothesis stating there exists no significant difference in teacher efficiency of computer literacy among computer literate teachers and computer non literate teachers of Private Senior Secondary Schools stands rejected.

**Hypothesis- 5:** There exists no statistically significant impact of computer literacy on teacher effectiveness among Senior Secondary School teachers.

**Table-5**

Category	N	Df	Value of r
Computer literacy	100	98	0.271
Teacher efficiency			

It is evident from table 4.5 that the value of 'r' between the variables of computer literacy and teacher efficiency of Senior Secondary School teachers is 0.271, which is significant. So the hypothesis stated there exists no statistically significant impact of computer literacy on teacher effectiveness among Senior Secondary School teachers stands rejected.

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