

# Locus of Control and Emotional Intelligence in Relation to Attitude towards the use of Information Technology among High School Teachers in the Pandemic Situation

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**Abstract:** This research study is based on the Attitude of teachers towards the use of IT in relation to Locus of Control and Emotional Intelligence during the pandemic era. It has always been observed that the attitude of the teachers towards the use of IT was never favourable especially the senior teachers as they had already established their own ways of teaching and may not know much about the IT.

Coming to the pandemic situation the large-scale use of IT compelled the researcher to study locus of using technology. It was observed that many novice teachers readily accepted the challenge of technology, studied its know-how and nitty gritty from their family members especially from their children and started utilizing it. But there were many who wanted to hide behind excuses, they just lacked the spirit of using technology, in fact they put the entire blame on the students and their parents like they don't possess a smartphone, they cannot afford data, their houses are not in the range of network, etc.

According to the results obtained in this research it can be said that teacher's attitude concerning the use of IT in education changes in relation to gender. In this research it is revealed that the attitudes of male teachers towards the use of IT in educational practices is more positive than female teachers. Teachers who have an internal locus of control are sure to move towards teaching learning conditions that boost their student's level of learning power. The fact that emotional intelligence correlates positively and significantly with positive attitude is a pointer to the fact that a teacher's ability to monitor and understand, and control her emotions relative to that of others is one of the traits needed for successful use of IT.

**Keywords:** Locus of Control , Emotional Intelligence, Attitude, Information Technology, Pandemic

## INTRODUCTION

We faced unprecedented situation in the year 2020 which our generation and many generations preceding us has never witnessed, the level and magnitude of the pandemic covid 19 was beyond any one's imagination in fact we were caught off guard. For many months there was confusion as to how to tackle this situation, lockdown was clamped and the whole world seems to come to a standstill. But restrictions on people's movement and lockdown cannot stop people doing their work hence 'work from home' gained prominence. Corporate world was the first to adopt 'work from home' and it was easier for them to switch location of convenience as their system is based on Information Technology (IT).

During the period of pandemic right from KG to PG online teaching was taking place. Even those teachers were using IT who never believed in the effectiveness of IT. They were compelled to prepare power point templates for their lessons, they prepared lesson notes on word processor software, they prepared results on spread sheets. They also used readymade educational packages and reached students through online media apps like zoom, google classroom, google meet, Teach mint, etc.

## PLACE OF INFORMATION TECHNOLOGY IN THE FIELD OF EDUCATION

The use of technology in education brings various changes with it in the role of teachers. Technical knowledge of teachers is seen as an important

component that should be included in professional competencies (Mishra & Kohler, 2006). The ability to use technology effectively in educational processes is closely related to the competencies and attitudes of teachers in the field of technological development. Vieira (2020) suggested that an interaction and cooperation between students and teachers have developed with the use of technology in education. However, it is not known how the use of technology in education affects teacher autonomy.

#### Attitude of teachers towards the use of technology

According to Aiken (2000), the term Attitude can be defined as “a learned predisposition to respond positively and negatively to a specific object, situation, institution, or person”.

Attitude has also been defined as, “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour” (Eagly & Chaiken, 1993).

An attitude is a personal disposition common to individuals but is possessed by different individual in a different degree. Ramchandran (1991) further said that it implies them to react to objects, situations or proposition in the way that can be called favourable or unfavourable. This basic motivation is responsible for moulding the nature of attitude in each individual. Continuous motivation manifests it in terms of appetites and aversions and through experience favourable and unfavourable opinion is developed which indicate various classes of objects.

Hence, attitude can be understood as an emotion having an influence on the behaviour of human beings. Attitude affects people in everything they do and in fact reflects what they are; it is a determining factor of people’s behaviour. By understanding an individual’s attitude towards something, one can predict with high precision the individual’s overall pattern of behaviour to the object.

### THEORETICAL FRAMEWORK

Focus on the role of teacher’s attitude towards use of IT

The Policy recognizes the importance of technology in aiding teachers, bridging the language barrier between teachers and students, creating digital libraries, popularizing language learning as well as ensuring greater access to education (specifically for

differently-abled children). It is also proposed that coding be introduced in school curriculums as an important skill that students must develop. The Policy also notes that technology can be an effective tool in facilitating teacher education and encourages the utilization of technology platforms for online teacher-training (Shubham & Sharda, 2020).

#### Attitude of teachers towards the use of Information Technology

The organized application of scientific or other systematic information (Galbraith, 2007), has led to emergence of the field of educational technology in the educational process. Educational technology was initially limited to the tools and materials used in education, but it has developed over time and has become a discipline covering a wide range from human and technology interaction to application technologies and now it is more referred as Information & Communication Technology or simply Information Technology (IT) (Prestridge, 2012).

Allport (1935) defined attitude in general as, “an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s responses to all objects and situations with which it is related”.

Attitude is a psychological tendency which is expressed by evaluating a particular entity with some degree of favour or disfavour (Eagly & Chaiken, 1993), while Allport (1935) defined attitude in general as, “An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s responses to all objects and situations with which it is related”.

#### Positive Teaching Attitude

Teaching Attitude is regarding the personality of the teachers. Effective teachers willingly share emotions and feelings (i.e., enthusiasm, affection, patience, sadness, disapproval) as well as a sincere interest and care about their students and towards duty as a whole.

Positive Teaching attitude and Emotional Intelligence Teacher's attitude not only affects the learner's behaviour in the school, but influences his emotional and social aspects also. Moreover, effective and productive learning on the part of the pupil can be achieved by employing teachers with desirable

attitudes by shaping their attitude in the desired direction.

Teaching attitude lays a foundation stone for social, emotional and intellectual potentialities of the learners and hence it is imperative to assess the emotional intelligence and teaching attitude of the teachers who mould and prepare the destinies of the nation.

#### LOCUS OF CONTROL

Locus of Control refers to a person's perception about the underlying root causes of successes or failures in his or her life. Basically, this concept was emerged from Social Learning Theory which believes that the generalized expectancies of people govern their actions. People tend to attribute success to internal causes, such as hard work or high ability, and failures to external causes, such as bad luck or the behaviours of others (Marsh, 1990).

The term locus of control to denote attributions and thinking patterns of a persona was first coined by American psychologist, Julian, B, Rotter (1954). He sought explanations for behaviour and personality outside and inside the organism, looking both to external reinforcements and internal cognitive processes.

##### Internal Locus of Control

This is possessed by those people who perform well in every field, they are less vulnerable to depression; they deal better with stress, are more satisfied with their jobs and actively find solution to their problems. These people are more determined towards achieving their goals. Nowicki & Duke (2016) clarified that this doesn't mean that an internal locus of control is only associated with a nice time. When it is taken to the extreme, it can become problematic. In simplistic terms Andersson (1976) explains that more internal locus of control is generally seen as desirable. Having an Internal locus of control can also be referred to as "self-agency", "personal control", "self-determination"

##### External Locus of Control

A person with external Locus of Control attributes changes to an external source. Hansemark (2003) in his study says that a person believes, reports or act as through forces beyond his control (such as fate, change, powerful others, social constraints or

instructions) are important factors in determining the occurrences of reinforcing events. It is analogous to, but distinct from, attributions.

#### EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. The ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Some experts suggest that Emotional Quotient (EQ) can be more important than Intelligence Quotient (IQ) in overall success in life.

Goleman (2012) claimed that emotionally intelligent people have certain emotional skills or capabilities under five domains i.e., understanding one's emotions, managing one's emotions, motivating oneself, recognizing and understanding emotions in others and managing relationship with others. According to him emotionally intelligent people are aware about their own feelings. They know what they feel and the causes and relationship of those feelings with their thoughts and behaviour patterns. They are aware about their strengths and weaknesses, pen to new ideas and constructive feedback.

Emotionally intelligent people have high level of self-assurance and certainty about their capabilities and values. They are willing to express unpopular opinion, able to take quick and firm decisions in uncertain circumstances as well as they believe that they can control their behaviour and the directions of their life. Emotionally intelligent people are able to manage themselves by controlling their emotions in difficult situations. They are optimistic in approach, composed, focused, trustworthy, committed and adaptable to the changing situations as well.

Emotional intelligence has in recent years, been popularized, and the research into its many components has multiplied. Yet this is a field that has much uncharted territory. It is the latest development in understanding the relation between reason and emotions. It has its roots in the concept of "social intelligence". Thorndike (1920) defines it as "the ability to understand and manage men and women, boys and girls-to act wisely in human relations."

## LITERATURE REVIEW

The review enables the investigator to contribute in order to gain detailed knowledge in the area of research. *Sivakumar* (2018) investigated the attitude of teachers towards teaching profession in relation to their self-concept. His study gives clear cut view about the attitude towards teaching profession and self-concept of teachers working at different level. The findings of the study reveal that teachers are having favourable attitude towards teaching profession and high level of self-concept. Attitude reacts to a tendency to classify objects and events and to react to them with some consistency. It is essential to know the attitude towards teaching profession of Teacher Trainees as they are the future teachers this was investigated by *Pathak & Maher* (2021) they found that most of the teachers have positive attitude towards students. In the period of covid-19 teachers accepted the digital teaching methods and have a positive attitude towards the use of technology. Most of the teachers replied that they used the teaching material and the student-centred method for teaching. Many teachers have difficulty in online assessment of students but they used different apps for it. Teachers used the Google classroom and Google forms for assessment and also developed material for daily teaching. Only few teachers used the readymade teaching material.

In one of the findings by *Nachimuthu* (2020), it was concluded that there is no significant difference in genders, in this Covid-19 situation, teachers must encourage the student's mental health and remove stress in their life due to interactions.

It is also seen that some student teachers have no internet access and many students may not be able to afford a desktop computer or laptop in their homes. However, there is a serious apprehension from different corners that such an online teaching-learning process might create a digital divide. Institutions are also putting so many efforts to keep the curriculum on track amidst the lockdown.

Information and communication Technology (ICT) has revolutionized all aspects of education. It becomes a part and parcel of our life and education, *Chetia & Rahman* (2020), found that there is a difference in level of attitude towards ICT between male and female teacher. The extreme high level is found more among males than females, it was also revealed that female

teacher have more positive and favourable attitude than male teachers. The moderate favourable attitude level among male was found to be little bit higher than female teacher. Further both, more experienced and less experienced teachers have positively favourable attitude towards ICT.

## THE CURRENT STUDY IS BASED ON THIS PRESSING NEED

In this pandemic teacher are also finding new avenues to reach the students with their IT enabled lessons, they are using those apps which were totally unknown to them a year ago like google classroom, google meet, zoom video conferencing, etc. They are teaching students with technology laced lessons to clarify the concepts more easily in a remote learning environment as both are located in their respective homes. Hence, IT is now an important subordinate of a teacher.

Due to the huge scale of the use of IT in the current situation, it is necessary for the researcher to study locus of using technology. Many novice teachers readily accepted the challenge of technology, studied its know-how and nitty gritty from their family members especially from their children and started utilizing it. But there are many who wanted to hide behind excuses, they just lack in the spirit of using technology. In fact, there are many teachers who put the entire blame on the students and their parents like they don't have a smartphone, they cannot afford data, their house is not in the range of network, etc. Hence, it is essential to study the nature of locus of control of teachers with regard to their use of IT in this pandemic. Emotional intelligence is the basic matter in understanding the students, regarding what motivates them, what they desire and what they feel. According to *Aik-kwang & Hor* (2005) teachers high in emotional intelligence tend to take keen interest of their students no matter what their individual differences are. They can better recognize their needs and aspirations and respond to these needs responsibly. They can sense the difficulties the students faces. Emotional intelligence contributes towards alleviating misconduct from the students directly and through attention given to students' needs, which also acts as a mediator.

Emotionally intelligent teachers are optimistic in approach, composed, focused, trustworthy, committed and adaptable to the changing situations as well. They

are also self-motivated, learning oriented, achievement oriented and interested in self-development. They take initiatives, set challenging goals for themselves, generate new ideas and take risks in their lives (Chris, 2009). These teachers are able to inspire, help and support their students in times of crises.

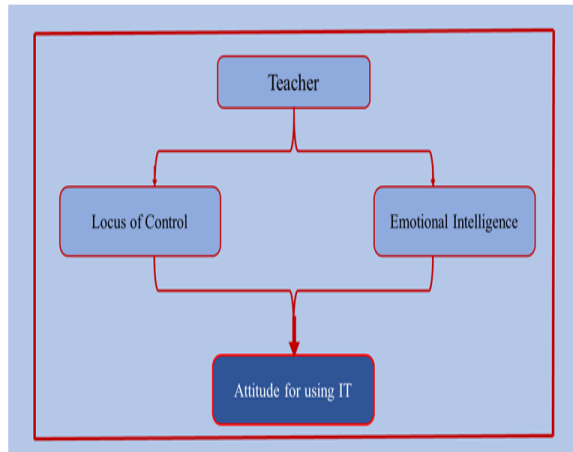


Fig-3

In the year 2020 and 2021, pandemic brought great stress on the students, partly due to flawed assessment system where the deserving and undeserving students scored almost identical marks. Teachers played a very important role in soothing the resentment especially the teenagers who are very sensitive at their stage. It is the turning point of their academic career; hence they react sharply to an unfavourable situation. It is the teacher who understands the emotions of their students.

#### CONCEPTUAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

By examining the relation between Locus of Control, Emotional Intelligence with Attitude of Male and Female High School teachers towards the use of IT during the pandemic coping with this, Bulus (2011) revealed that prospective teacher's high level of internal locus of control plays an important role in attaining mastery over goal orientation, goal improve competence in teaching and academic achievement. According to him, teachers with belief in internal control tend to have more positive job attitude in terms of organizational commitment, intrinsic satisfaction, extrinsic satisfaction, social satisfaction, role clarity, and feeling of job challenge.

#### AIMS AND HYPOTHESIS

Work conducted within academia suggests that the immediate priority of the research community during this unprecedented time should be to reduce mental health problems and support the well-being of vulnerable groups. The COVID-19 pandemic could have a long-lasting impact on teachers and teaching activities and, as a consequence, on children and adolescents (Holmes et al., 2020).

By considering how teachers are coping with the return to school during this pandemic we might be in a better position to put in place the relevant support structures that may be needed (Dalton et al., 2020; Holmes et al., 2020; Wang et al., 2020). Therefore, the impact of the COVID-19 pandemic on the emotional well-being of teachers was a major challenge that needed to be tackled by both the educational community and society in general.

Thus, the main objective of this study is –

- ✓ To Study and compare Locus of Control, Emotional Intelligence with Attitude of Male and Female High School teachers towards the use of IT during the pandemic.
- ✓ To find the relationship between Locus of Control, Emotional Intelligence and Attitude of High School Teachers towards the use of IT during the pandemic.
- ✓ To Examine the Influence and Predictive Strength of Locus of Control, Emotional Intelligence and Attitude of High School Teachers towards the use of IT during the Pandemic.

To evaluate the emotional state of teacher's during the reopening of schools and educational centres. In particular, we aimed to analyze the Attitude, Locus of Control, and Emotional Intelligence that has been experienced by teachers at the beginning of the 2020–2021 school year and how that symptomatology was affected by the sector in which they worked (pre-school, primary, secondary, vocational, or university education) along with their job stability. Differences in symptoms was also analysed according to gender and age. In addition, it was also analysed if being infected with COVID-19 or lock downed at the time of answering the questionnaire or if someone close to them had been sick with COVID-19 affected the teacher's answers.

Researcher expected to observe high level of symptomatology, with women, younger people, and

those with children being most affected. It was also anticipated that the people with the greatest instability in the workplace will be those who display the most symptoms, and that secondary school teachers will be the ones who experience the greatest degree of psychological discomfort.

#### Hypotheses

- There is a significant difference in the Attitude of male and female high school teachers towards the use of IT during the pandemic.
- There is a significant difference between the levels of Emotional Intelligence of male and female high school teachers.
- There is significant difference between the Locus of Control of male and female high school teachers.
- There is no correlation between the Locus of Control and Emotional Intelligence of high school teachers towards the use of IT during the pandemic.
- There is correlation between the Locus of Control and positive Attitude of high school teachers towards the use of IT during the pandemic.
- There is correlation between Emotional Intelligence and positive Attitude of High School Teachers towards the use of IT during pandemic.

Locus of control and Emotional Intelligence are Predictor variables in this research. The relationship between outcome and predictor variables will be discovered while testing the hypotheses formulated.

#### MATERIALS AND METHODS

The study has used a quantitative approach to collect the data from the high school teachers of Aurangabad city. The study also used 'Disproportionate Stratified Random Sampling technique' for the data collection. The sample age of the population was in between 25 years to 55 years.

The criteria of Inclusion was

1. At least two years of teaching experience in a high school.
2. Teachers working in the high schools of Aurangabad city.

The criteria of Exclusion was

1. Untrained teachers.

2. Less than two years of teaching experience.

Raw data were recorded and totals were computed as per test instructions. Data was analysed with the help of Statistical Procedures for Social Science (SPSS) statistical package.

#### MEASUREMENT

To measure Attitude and other variables, as description of the tools mentioned as table no.1

For collecting new and unknown data required for the study of any problem one may use various tools. The researcher used the standardized tools for interpretation and for finding the correct analysis.

Attitude Scale Towards Information Technology for Teachers (ASTITT) consists of 30 highly discriminating items in terms of several dimensions such as Impact of IT, Usefulness for students, Productivity for teaching. The scoring was done by giving different weightages such that the response category, 'Strongly Agree' was given a weightage of 5, 'Agree' was given a weightage of 4, 'Undecided' was given a weightage of 3, 'Disagree' was given a weightage of 2, 'Strongly Disagree' was given a weightage of 1, in respect of responses pertaining to positive statements. The scoring was reversed for the statements that were negative. Teacher's interest and acceptance of IT. The Cronbach's Alpha were found to be 0.89 indicating good internal consistency.

The TEIS test was designed for measurement of emotional intelligence of secondary School teachers. The test consisted of 37 items covering five dimensions namely which are Understanding oneself, Self-control, Empathy, Social skills, and Achievement orientation.

Teacher's Emotional Intelligence Scale is a five-point Likert type scale and the items of the scale are framed negatively as well as positively. The scoring was done by giving different weightages such that the response category, 'Always' was given a weightage of 5, 'Often' was given a weightage of 4, 'Sometimes' was given a weightage of 3, 'Rarely' was given a weightage of 2, 'Never' was given a weightage of 1. These scores were considered as positive emotional intelligence, the reverse of the same scores is negative emotional intelligence. The Cronbach's Alpha, i.e., 0.86 which is highly significant.

The TLOCS designed instrument was constructed based on emotional and locus of control This scale is based on the design of forced-choice scale of Rotter’s 23 item scale and Likert type scale. The tool was developed for assessing two dimensions, teacher’s internal and external locus of control. The operational definition is given as Teachers who believes that their behaviour is guided by their own personal decisions and efforts possesses internal locus of control while those teachers who believe that their behaviour is guided by fate, luck or other external circumstances possesses external locus of control. The scale contains

25 items out of which 12 items consists of internal locus of control while 13 items consist of external locus of control.

The scoring was done by giving different weightages such that the response category, ‘Strongly Agree’ was given a weightage of 5, ‘Agree’ was given a weightage of 4, ‘Neutral’ was given a weightage of 3, ‘Disagree’ was given a weightage of 2, ‘Strongly disagree’ was given a weightage of 1, in respect of responses pertaining to External Locus. The scoring was reversed for the statements pertaining to Internal Locus.

Table no.1 shows the standardise tools list and their Range of Interpretation

Sr no	Variables	Developed by	Range	Interpretation
1.	TLOCS	Dr.Mrs.Nasrin &Dr. Fatima Islahi	-2.00	High Internal LOC
			+2.0 & above	Extremely High External LOC
2.	TEIS	Nahid Ashraf and Dr Sajid Jamal	108 & below	Extremely low Level of Teacher EI
			182 & above	Extremely high Level of Teacher EI
3.	ASTITT	Prof. Dr. Madhu Gupta and Ms. Indu Nain	49 & less	Extremely unfavourable attitude for IT
			143 & more	Extremely favourable attitude for IT

DATA ANALYSIS

Before analysing the hypothesis, Researcher tested confirmatory factor analysis to compute the discriminant validities of Teacher’s Locus of Control (TLOCS), Teacher Emotional Intelligence Scale (TEIS) & Attitude Scale Towards Information Technology for Teachers (ASTIT). To analyse these, we refer the standard criteria of the various variables

which was described in the manual of the standard tools.

To measure the discrimination validity, refer to the amount to which the measures, do not reflect some other variables, which are specified by low correlations concerning the measure of interest and the measure of other factors. The correlation along with the mean and SD of the targeted variables is given in table 2.

Table no.2 shows Group Statistics (Gender wise comparison of Mean)

	Gender	N	Mean	Std. Deviation	Std. Error Mean
ASTIT	Female	57	108.93	12.181	1.613
	Male	43	110.30	11.795	1.799
TEI	Female	57	129.21	13.844	1.834
	Male	43	129.65	11.670	1.780
TLOC	Female	57	84.67	7.453	.987
	Male	43	87.60	8.500	1.296

		t-test for Equality of Means								
		F	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					One-Sided p	Two-Sided p			Lower	Upper
TEI	Equal variances assumed	.002	-.565	98	.287	.573	-1.373	2.427	-6.190	3.445
	Equal variances not assumed		-.568	92.073	.286	.571	-1.373	2.416	-6.171	3.426
TEI	Equal variances assumed	.709	-.168	98	.433	.867	-.441	2.617	-5.634	4.753

	Equal variances not assumed		-.172	96.741	.432	.863	-.441	2.555	-5.512	4.631
TLOC	Equal variances assumed	.097	-1.837	98	.035	.069	-2.938	1.599	-6.112	.236
	Equal variances not assumed		-1.803	83.727	.037	.075	-2.938	1.629	-6.178	.302

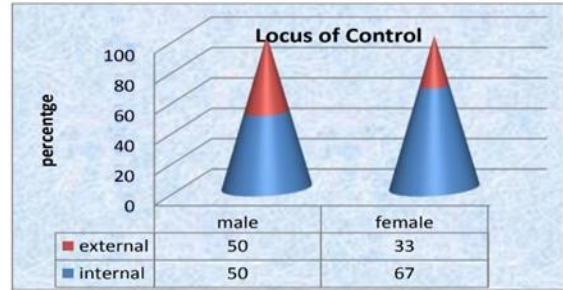
$p < 0.05^*$  C.I. Level: 95.0

**STATISTICAL ANALYSIS RESULT**

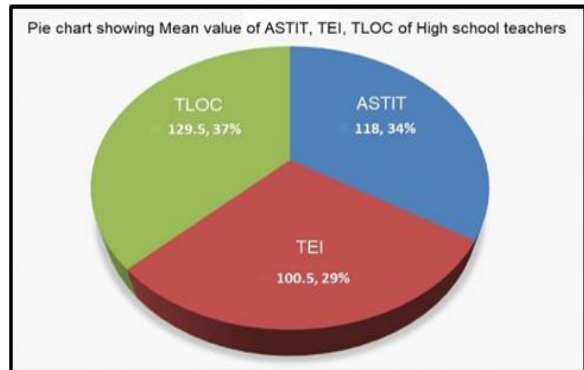
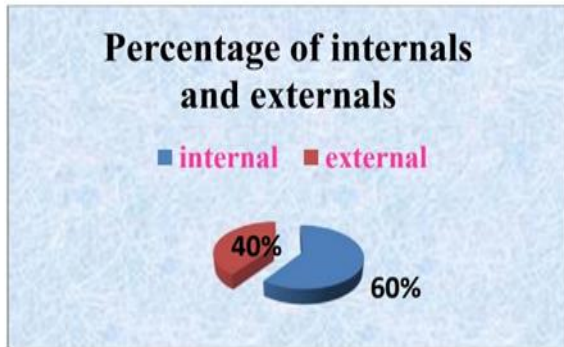
The researcher found that, refer table 2,  
H1- There is significant difference between the Attitude of male and female high School Teachers towards the use of IT. It is inferred that Male teachers are better in attitude towards the use of IT compared to female teachers.

H2- Emotional Intelligence of male teachers was 129.65 & female teachers was 129.21 which indicates that there is significant difference between the Emotional Intelligence of males and females high school teachers.

H3- There is a significant difference between the Locus of Control of male and female teachers of high school towards the use of IT. shows that the mean value obtained for overall Locus of Control among the high school teachers is 85.93 that is a raw score and its z-score is +0.15 which lie in the range of -0.50 to +0.50 hence it falls in moderate Locus of Control category



Graph showing the Percentage of High School Teachers with Internal and External Locus of Control & comparison of Teacher’s Locus of Control with respect to Gender



Graph showing the Percentage of High School Teachers with Internal and External Locus of Control & comparison of Teacher’s Locus of Control with respect to Gender

Pie chart showing percentage of Mean score of ATITT, TLOC and, TEI in respect to genders of the teachers

Table no.3: Shows Co-efficient of Correlation between the Locus of Control and Emotional Intelligence of high school teachers.

Variable1	Variable2	Correlations Statistic				
		Correlation	Count	Lower C.I.	Upper C.I.	Notes
TLOC	TEI	.047	100	-.151	.241	

H4 -According to the Table no.3, it can be interfered that co-efficient of correlation between Locus of Control and Emotional Intelligence is + 0.047 and which falls under the range of ± 0.00 to ± 0.20 and is in the category of positive negligible correlation which

also indicates that the correlation between Locus of Control and Emotional Intelligence is positive but significant at 0.01 level and hence it can be interpreted that the teachers with high Emotional Intelligence or the potential to feel, communicate, recognize,



remember, describe, identify, learn, manage, understand and explain emotions have high Locus of Control level and the teachers with low Emotional Intelligence has low locus of control level, further it

is inferred that there is correlation between Locus of Control and Emotional Intelligence in the high school teachers towards the use of IT in pandemic situation.

Table no. 4: Shows the Co-Efficient of Correlation between the Locus of control and positive Attitude of high school teachers

Variable	Variable2	Correlations Statistic				Notes
		Correlation	Count	Lower C.I.	Upper C.I.	
TLOC	ASTIT	-.076	100	-.268	.122	
<i>p</i> < 0.05* C.I. Level: 95.0						

H5-From the above table no. 4 it can be inference that co-efficient of correlation between Locus of Control and Positive Attitude of high school teachers towards the use of IT during the Pandemic is – 0.076 and which falls under the range of ± 0.0 and ± 0.20 and in the category of Negative Negligible Correlation which indicates that the correlation between Locus of Control

and Attitude of high school teachers is negative and hence it can be interpreted that a teacher who possesses external Locus of Control has negative Attitude towards the use of IT in teaching learning, further it is inferred that there is correlation between Locus of Control and Attitude in the high school teachers towards the use of IT in pandemic situation.

Table no.5: shows the Co-efficient of Correlation between the Emotional Intelligence and positive Attitude of high school teachers.

Variable	Variable2	Correlations Statistic				Notes
		Correlation	Count	Lower C.I.	Upper C.I.	
TEI	ASTIT	.489	100	.323	.625	
<i>p</i> < 0.05* C.I. Level: 95.0						

H6-According to Table no. 5, it can be stated that co-efficient of correlation between Emotional Intelligence and Attitude of high school teachers towards the use of IT during the pandemic is + 0.48 and which falls under the range of ± 0.40 and ± 0.60 and in the category of moderate positive correlation, which indicates that the correlation between

Emotional Intelligence and Attitude of high school teachers is positive but significant at 0.01 level and hence it can be interpreted that there is correlation between, further it is inferred that there is correlation between Emotional Intelligence and Attitude in the high school teachers towards the use of IIT in pandemic situation.

Sr no	Hypothesis	Description	Range	Decision
1.	H1	Attitude of male & Female teachers towards IT	110.30	accepted
2.	H2	Emotional Intelligence of male& Female teachers	129.65	accepted
3.	H3	Locus of Control of male& Female teachers	87.65	accepted
4.	H4	Correlation between the Locus of Control and Emotional Intelligence of high school teachers.	+ 0.047	accepted
5.	H5	Correlation between the Locus of control and positive Attitude of high school teachers	- 0.076	accepted
6.	H6	Correlation between the Emotional Intelligence and positive Attitude of high school teachers.	+ 0.48	accepted

### DISCUSSION

In this research it was observed that teaching learning process was to a great extent interrupted due to the COVID-19 pandemic. These forced thousands of

students to stay away from their Educational Institutions. Hence, they come together towards virtual platform to minimize the damage.

The goal that was set out to assess the correlation between the Locus of Control and Emotional

Intelligence in Relation to Attitude towards the use of IT among the High School teachers in the Pandemic situation was achieved successfully through this study. It was established that all the teachers had favourable attitude towards the use of IT. The study also revealed that there is a significant difference in the Emotional Intelligence of male and female high school teachers and significant difference was observed among the male and female teachers with respect to positive attitude towards the IT. Moreover, female teachers have more internal Locus of Control than their male counterparts on using IT in teaching during the pandemic.

#### CONCLUSION AND LIMITATIONS OF THE STUDY

To conclude, the present study examines the relationships among the Locus of Control and Emotional Intelligence in relation to Attitude towards the use of IT among the teachers in the pandemic situation. The study showed that the majority of the teacher's (both male & female) Emotional Intelligence was below average range and gender variation had not made any difference in construction of teacher's emotional intelligence which also supported the study of Viney (1992) and Jeloudar et al. (2011), though female teacher's emotional intelligence was insignificantly higher than the male teacher's emotional intelligence.

The findings of the researcher significantly supported teachers who had high emotional intelligence as they can perceive and understand not only their own emotions but also emotions of others and can manage their academic work very well and develop more positive attitude toward the use of IT.

The findings of this study demanded a paradigm shift from the long existing belief and assumption that teaching in the four walls of the classroom is the only way of transferring knowledge from the teacher to the taught. Teachers possessing internal positive locus of control and emotional intelligence can provide good academic performance with the help of appropriate use of IT though the achievement of the students depend largely on their cognitive intelligence. This study had some limitations like –

- Lockdowns, restrictions on travel, social distancing were the major obstacle during the survey.

- Reluctance on the part of some school authorities on meeting with their teachers also created problems for the researcher.
- Many teachers were discontinued from their jobs due to lockdown and subsequently resulting into non-payment of salaries by the school.
- Many teacher's salaries were reduced resulting in non-participation in the survey.
- Absence of suitable devices like smartphones or internet connectivity also kept the teachers away from participation in the survey.
- Lack of knowledge of using IT in the teaching learning process especially senior teachers kept them away from participation in the survey.

#### AUTHOR CONTRIBUTIONS

All the authors contributed to the conceptualization, designing, formal analysis, investigation, methodology, writing of the original draft, and writing review and editing. All the other authors contributed to the formal analysis, investigation, methodology, and writing review and editing. All authors have read and agreed to the published version of the manuscript. All authors commented on previous versions of the manuscript.

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