Effect of Computer Self-Efficacy and Computer Attitudes on Occupational Adjustment of School Teachers

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Abstract- The present study was to do a Effect of computer self-efficacy and computer attitudes on occupational adjustment. For this study, teachers teaching in government and non-government higher secondary schools of Durg district have been included who are providing their services in various schools. For sampling, it was kept in mind that the sample should represent the entire population. Therefore, while sampling, 600 teachers (300 government and 300 non-government) working in various schools of Durg district were selected by stratified random method. To measure Computer Self – Efficacy Scale developed by Sood and Reena [2017] was employed to collect the data with respect to Computer Self – Efficacy. To obtained score of Computer Attitude, Computer Attitude Scale in 2012 constructed by Manika Sharma and Tahira Khatoon. Computer Attitude has been defined as a person's general evaluation or feeling of favoror empathy towards the computer technologies and specific computer related activities. For collecting the data related to Teacher's Occupational Adjustment a Teacher's Occupational Adjustment Inventory developed by Rizvi (2016) was used by the researcher. Teacher's Occupational Adjustment means the teacher must have an in-depth liking, awareness of the pros and cons of his profession. The result shows a significant effect of interaction between computer self-efficacy and computer attitude on Occupational Adjustment on higher secondary school teachers. Thus, the null hypothesis stating that 'There is no significant effect of interaction between computer self-efficacy and computer attitude on occupational adjustment of higher secondary school teachers' is rejected. It can be concluded that in the case of higher secondary teachers with highly positive computer attitudes, as computer self-efficacy increases from low to high, their occupational adjustment increases significantly. Whereas in the case of higher secondary teachers with less favorable computer attitudes, the result is also similar, that is, as computer self-efficacy increases from low to high, occupational adjustment also increases, and the increase is quite rapid and registerable.

Keywords - Computer Self-Efficacy, Computer Attitudes, Occupational Adjustment, School Teachers.

INTRODUCTION

At present the use of computers and internet by the teacher is abruptly increasing at all the levels of school throughout India especially in the last few decades but it is still confined to some parts of our country. With the high computer self efficacy among teachers, there will be persistent use of Computer Assisted Teaching by the teachers at all levels throughout the country. Thus at present those teachers who have self efficacy in computer are repeatedly using it at all levels throughout the country. By increasing such efficacy among teachers, more teachers can be involved and motivated to use computers in the teaching learning processes. Teachers who have high computer self efficacy have the efficacy of selecting correct and fruitful computer teaching learning materials to make their teaching more effective. Teachers are expected to use ICT for teaching and administration in today's educational systems hence the teachers with positive computer self efficacy can act as changing agents for computer technology integration in their schools, thus teachers who possess computer self efficacy can use computer technology in two ways; one of which is where computer technology is used to attain the same traditional goals under the same conditions, without significant changes to the classroom activities. The second way is to use technology to expand classroom boundaries, connect students to real-world events, and guide students to become independent learners. Computer attitude in a teacher determines the extent to which he or she accepts computer as a teaching field and implies it for behavior modification for future teaching purpose. It also enables into focus on computer assisted teaching learning process and keeps him ready to accept and welcome various innovations in teaching through computer. It motivates a teacher to

upgrade himself and maintain the computer competencies in them. Thus computer attitude plays a vital role in maintaining equilibrium of a teacher with present day teaching learning process. Job, professional engagements and progress play an important role in one's life, because the relative share of waking hours spent on work and preparations for it is big. The success in teaching is significantly related to adjustment in various spheres of life including professional life (Gupta,1977). Occupational Adjustment is very significant as it help to manage between the necessity and situation in which a teacher is teaching. A sound professionally adjusted teacher helps student in their academic achievement in a well manner.

Variable

1. Computer Self-Efficacy (Independent variable)
2. Computer Attitude (Independent variable)
3. Occupational Adjustment (Dependent variable)

Objective of The Study

The present study was taken to achieve the following objectives :-

- To investigate the effect of Computer Self-Efficacy, Computer Attitude and their Interaction on Occupational Adjustment of School Teachers.

Hypothesis

The present study was taken to achieve the following Hypothesis :-

H_0

- There is no significant influence of interaction between Computer Self-Efficacy and Computer Attitude on Occupational Adjustment on higher secondary school teachers.

Methodology

Population

The population of the present research is inclusive of all the teachers teaching at higher secondary level of government and non-government schools of Durg district, situated in Chhattisgarh state.

Sample

The area of selection of higher secondary schools was limited to Durg district. The list of various higher secondary schools located in Durg district was obtained from the District Education Office. The schools included in the list were then divided into two categories, first government higher secondary schools and second non-government higher secondary schools. Now from these two categories the names of the schools to be selected for the sample were selected randomly. That is, first the names of schools from government higher secondary schools were randomly selected by lottery system and then the same procedure was adopted to select the sample from non-government higher secondary schools. Information was taken according to experience from teachers of government higher secondary schools and then non-government higher secondary schools. The sample size chosen was more than required, after data collection only those teachers whose responses were complete on all three instruments were retained which numbered 600 (300 Government Teachers and 300 Non-Government Teachers). And further the same cell size data was retained for ease of data analysis in all categories.

Statistical Technique

2x2 Factorial Design ANOVA was employed to analyze the data collected with respect of this objective.

Analyses of data and Interpretation of Results

The objective of the present research was to investigate into the Effect of Computer Self-Efficacy, Computer Attitude and their Interaction on Occupational Adjustment of higher Secondary School. 2x2 Factorial Design ANOVA was employed to analyze the data collected with respect of this objective. The results of this analysis have been presented in Table No. 1.

Table No. -1 Summary of 2x2 Factorial Design ANOVA for Occupational Adjustment

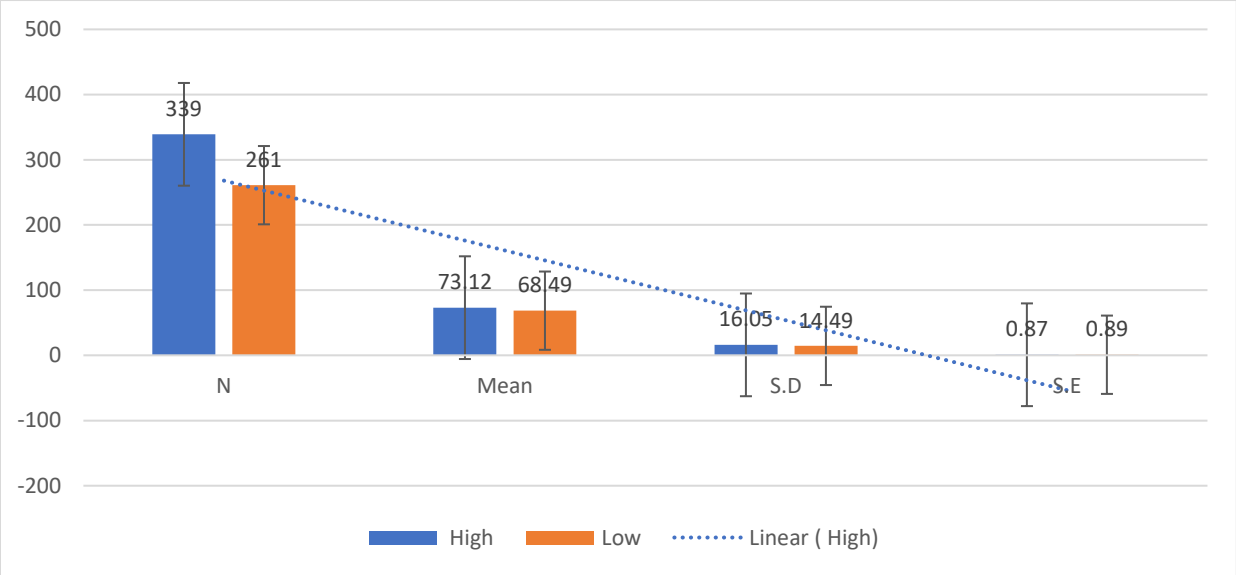
Sources of Variance	df	Sum of Squares	Mean Square	F
Computer Self-Efficacy	1	2912.73	2912.73	15.00

Computer Attitude	1	21353.16	21353.16	109.96
Computer Self-Efficacy * Computer Attitude	1	1639.56	1639.56	8.44
Error	596	115732.55	194.18	
Total	600	3178741.00		

Table No.1 depicts that the F-value of Occupational Adjustment for Computer Self-Efficacy was found to be 15.00, which is significant at 0.01 level with df = 1/596. This helps in inferring that Computer Self Efficacy of Higher Secondary teacher influences their Occupational Adjustment. Hence the null hypothesis stated as 'The Occupational Adjustment of Higher Secondary School Teachers will not be influenced by their Computer Self-Efficacy' is rejected.

In other words, the Occupational Adjustment of higher secondary school teachers is not free from the influence of their Computer Self-Efficacy. Further the mean score of the Occupational Adjustment of the higher secondary teachers with High Computer Self-Efficacyis 73.12, while the mean score of Occupational Adjustment of the higher secondary teachers with Low Computer Self-Efficacys 68.49. As is clear from this interpretation that Occupational Adjustment of the higher secondary teachers with High Computer Self-Efficacy is far better when compared with their counterparts i.e., Occupational Adjustment of the higher secondary teachers with Low Computer Self-Efficacy.

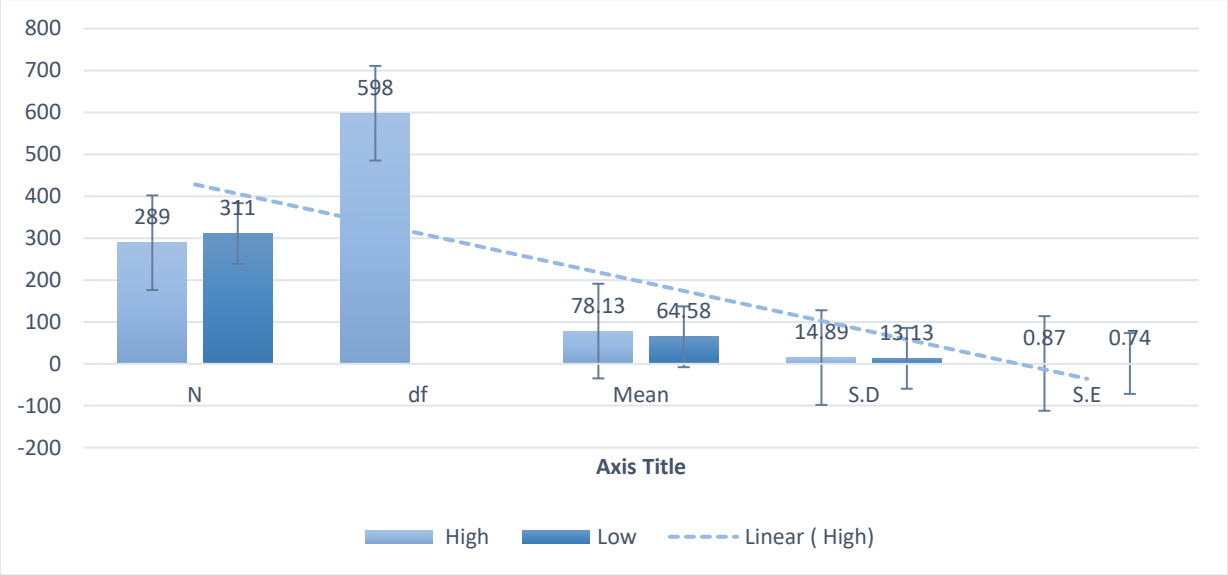
Effect of Computer Self-Efficacy on Occupational Adjustment



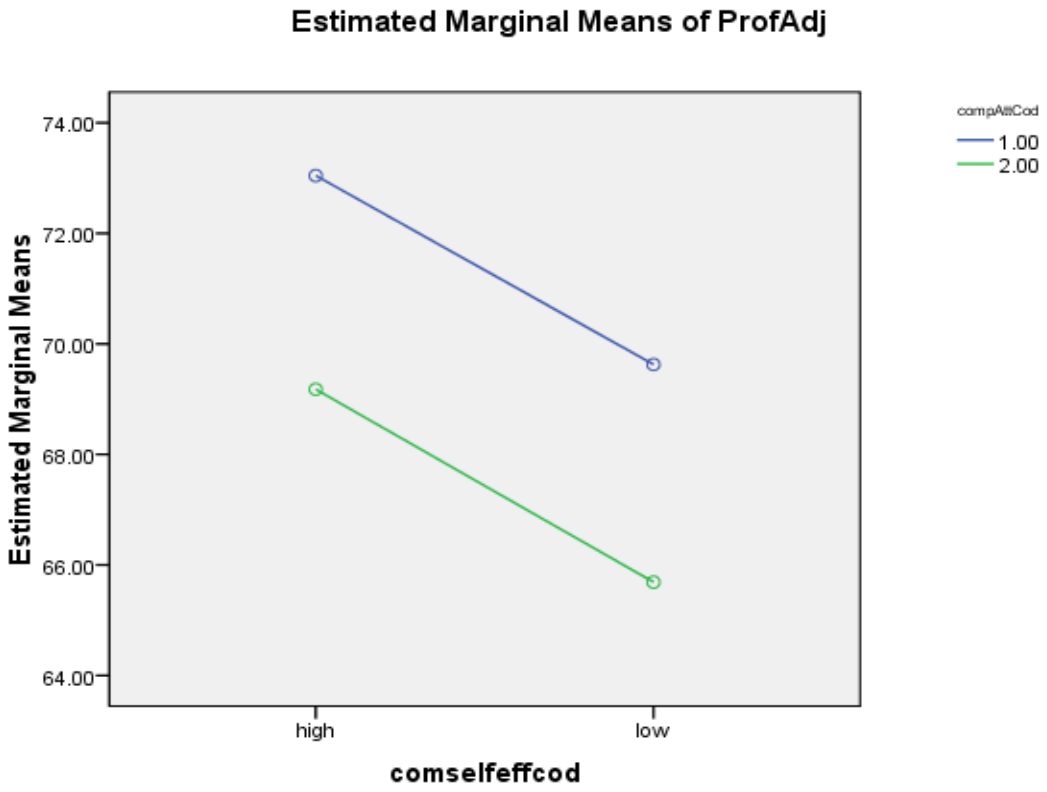
Further more, Table No.1 also shows that the F-value of occupational adjustment for computer approach was found to be 109.96, which is significant at 0.01 level with df = 1/596. This suggests that professional adjustment of higher secondary school teachers varies with variation in their computer attitudes. Moreover, the average score of professional attitude of upper secondary teachers with highly favorable computer attitude is 78.13, which is much higher than the average score of professional attitude of upper secondary teachers with less favorable computer attitude 64.58.

From the above analysis it is concluded that higher secondary teachers with high favorable computer attitude are better adjusted professionally as compared to higher secondary school teachers with less favorable computer attitude. Therefore, our hypothesis ' Professional Adjustment of higher secondary school teachers will not be affected by their computer attitude' is rejected.

Effect of Computer Attitude on Occupational Adjustment



From Table No.1 it can also be observed that the F-value for interaction between Computer Self-Efficacy and Computer Attitude is 8.443, which is significant at 0.01 level with df=1/596. This reflects a significant influence of interaction between Computer Self-Efficacy and Computer Attitude on Occupational Adjustment on higher secondary school teachers. Thus, the null hypothesis state as 'There is no significant influence of interaction between Computer Self-Efficacy and Computer Attitude on occupational Adjustment of higher secondary school teachers' is rejected. In order to study the trend. Graph was plotted.



Graph

Graph Showing Effect of Interaction between Computer Self-Efficacy & Computer Attitude

From Graph where 1.00 is high favourable computer attitude and 2.00 is low computer attitude, it can be concluded that in case of the higher secondary teachers with highly positive Computer Attitude, as the Computer Self-Efficacy increases from low to high, their Occupational Adjustment increases considerably. While in case of higher secondary teachers with less favourable Computer attitude, the finding is also the same, i.e., as Computer Self-Efficacy increases from low to high, the Occupational Adjustment also rises, and the rise is quite steep and registrable.

CONCLUSION

It is also reveal in the study that computer self efficacy, computer attitude and their interaction would directly effect the occupational adjustment among higher secondary school teachers. As better computer self efficacy enhances occupational adjustment among higher secondary school teacher and simultaneously computer attitude also promotes professional adjustment. Hence, their interaction would definitely promotes occupational adjustment among higher secondary school teacher.

Implications and Suggestions of the Study

In the present study an investigation about the effect of computer self-efficacy and computer attitude on occupational adjustment of higher secondary school teachers has been done to facilitate different fields in education. The implications of the present study are listed below:

- The study would help the educationalist, training agencies, principal and policy makers for framing such programmes (FDPs) regarding computer training that would enhance computer self efficacy among teachers by providing them hands on training by experts and facilitating the teachers for better teaching learning performance.
- This study would facilitate the owner or management of educational institution to enhance positive computer attitude among their teachers so that the confidence and interest among teachers regarding computer would increase, by providing monitory and non monitory incentives to them.
- The study would also help teachers by helping them to professionally adjust with their teaching profession in terms of personal, social, academic, moral and other factors. This would reduce frustration, depression, anxiety and other positive sentiments among teachers related to their work.
- Since a teacher with better computer self efficacy and computer attitude would participate in both academic and non academic activities and would also provide to improvise his teaching by inculcating innovative teaching techniques via CIA, so the present study would also facilitate teachers and motivate them to accept, learn and use computer frequently.
- The study would also help students to understand the teaching learning process in better way as the teacher would preferably use CAI for the teaching learning process.
- Since, some factors like locale, experience of work, authority and avaibility of resources were found to effect teacher's computer self efficacy, computer attitude and occupational adjustment so this study would help policy makers, management and principals to assign work to respective teachers accordingly and to provide all such resources and amenities to teachers that would enhance their computer self efficacy, computer attitude and occupational adjustment.

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