

Impact of technology on teachers in primary and higher secondary schools

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Abstract

The evolution of technology has been growing enormously in this era. Technology is used in every sector be it production or service. Education sector is one such area in which technology is playing a fundamental role. Education does not only mean service to educate, but it also has other areas and one such main factor are teachers. This study has been taken to understand how technology helps teachers of primary and higher secondary school improve both their prospects and the prospects of the schools. The study uses statistical tools like correlation, regression etc, to find the relationship between various variables used in the study.

1. Introduction

There is wide rivalry that technology use will improve student learning in education sector. Technology has been a very important factor in today's world. Technology takes place in nook and corner of every factor which helps all the factor grow and brings beneficial to all the factors. Education sector is one of the services which uses technology to help all the stake holders involved get benefited through it. Before the technological era teaching involved various representation, which involved lot of input from the teacher's perspective. Once technology came into play it brought in lot of changes in the education sector. Despite of seeing technology has a profit-making tool it should be seen has a boon which boosts the immunity of the human resource be it management, teachers and students. The main focus of this study is on Primary and Higher secondary schools. The focus

is how technology contributes and helps teachers in educating the children and whether technology has changed and benefited teaching and the teachers. Does technology contribute and benefits the primary and secondary education system is the main focal point of the study.

2. Industry Profile

India is a country which offers great opportunity in the education sector. It also is widely benefited through this sector because of the enormous growth of children getting educated. India also provides lots of free services on educating the children. Almost 39% of the population belong to the children group in which most of them are being educated. India is also progressing continuously in education and promoting the rural areas to educate children compulsorily. Press Trust of India (2008-09-12) stated that, the improved education system is one of the main contributors of the economic growth of the country. Measures are taken by the country to boost the spends in education sector. The country splits its education system into two which are the government schools and private schools. Private schools are being developed in high ratios when compared to that of government schools. The schools contain the following levels which are the pre-primary level, the primary level, the secondary level and the higher level where various classes from pre-kg to grade 12 falls on these categories. The categories above this goes to universities/college education. Apart from this the country also offers distance learning which helps individuals who aren't able to come to college daily

due to their circumstances to get quality education. Various steps are taken by government to boost education for women empowerment and empower the children in rural areas. Law are brought into practice for the rights of education for the citizens of India.

3. Need for the study

It is to understand and assimilate the technology set-up in Schools and also to find and suggest how technology can contribute various means in education sector especially in primary and higher secondary schools and also how teachers feel the use of technology and can get the best out of it.

4. Objective

The main objective is to study about technology that shows impact to teachers in primary and higher secondary schools.

It also focuses on how betterment can be made in schools with the help of technological enhancements.

It also facilitates learner-centred pedagogy for students.

The study also helps in understanding how technology helps in professional development of teachers.

5. Scope of the study

The scope of academic technology refers to the jurisdiction, the bounds or the boundaries at intervals that it works. It desires demarcation of the boundaries at intervals that the method of education will proceed.

Being a quick growing fashionable discipline it's nearly sensible for the duration of and is increasing with an incredible speed, aiming at all-round First State in the world of education.

National Policy on Education (1986), recommends that, "Educational technology will be employed in the spread of useful information, training and retraining of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values, etc., both in the formal and non-formal sectors. Maximum use will be made of the available infrastructure."

6. Limitations

- The time given for the study was very limited.
- Due to lack of time constraint sample size was also confined.
- It was very difficult to gather teachers of different schools and of different environment.

7. Literature review

Zhao, Y., & Frank, K. A. Stated that the pronouncement suggest that an ecological perspective can provide a strong framework is complexity for understanding the usage of technology. These ecological perspective paves way to new directions for research. It also has important policy and practical implications for implementing innovations in schools.

Baylor, A. L., & Ritchie, D. (2002) stated that the competences of teachers based on technology was measure through their openness to change to usage of technology. The openness to change were measure by that of others using technology. The constructive use of technology was evaluated by the non-computer using schools.

Russell, M., Bebell, D., O'Dwyer, L., & O'Connor, K. (2003) Stated that technology-based teaching has been developed in major level in schools which also makes teaches use technology for instructional purposes for the students. He also examined the extent in which technology was used for instructions in schools.

Hermans et al states that, the use of computers in classroom are adopted by teachers to explain concepts are significantly determined from their beliefs.

Palak, D., & Walls, R. T. (2009) Stated that technology is most frequently used by teachers for preparation, management, administration purposes and also supports student centered practices which upholds the use of multiple mix methods of technology.

Polly, D., Mims, C., Shepherd, C. E., & Inan, F. (2010) stated that, Specific best practices in comprehensive initiatives that may probably have the best impact on educational practices and student learning. Supported the findings conferred here, preservice lecturers benefited from the excellent focus of technology integration in strategies courses and field experiences.

Russell, Michael, Damian Bebell, Laura O'Dwyer, and Kathleen O'Connor (2003) stated that, important difference was found among academics UN agency were the new surroundings compared with their colleagues. Though new academics reported higher levels of comfort with technology and used it additional for preparation, realised academics report victimization technology additionally typical within the room once

delivering instruction or having student's interaction in learning activities.

Hsu, S., & Kuan, P. Y. (2013) stated that, Technology integration is influenced by several factors associated with the teacher and also the school's atmosphere, whereas several studies have examined the factors that influence teachers use of information and communication technology (ICT) at the teacher level, a growing variety of studies have advised that it is useful to look at those factors using structure modelling. Structure analysis will separate the impact of academics from the college atmosphere and supply insight into the influence of these factors at entry level.

Gulbahar.Y (2002) stated that, most of the lectures declared that they regularly used chalkboards, projectors and audio players as tutorial tools. Fifty-four of scholars declared that they had access to a laptop to organize their homework's, come and display whenever they need, and sixty-seven of scholars thought that laptop laboratories were helpful and cosy places to figure.

Lawless, K.A & Pellegrino, J.W argued that, the literature based on technological skill development for lecturers affirms that there is an prolonged way to get in understanding the strategies of effective practice with relevancy to the assorted impacts of those activities on teaching and learning.

Teo, T. (2011) stated that, Among the key players in any effective integration of technology in teaching and learning is that the teacher. Despite the analysis that have been conducted to look at the factors that specify teacher's intention to use technology, few have developed a model to statistically make a case for the interactions among these factors and the way they influenced teacher's intention to use technology.

Egbert, J., Paulus, T. M., & Nakamichi, Y. (2002) stated, his respondents mentioned that, they typically search the net daily to find new and totally different concepts for the combination of technology within the schoolroom. I recently contacted learning systems for analysis software

Reliability Statistics

Table 1: Analysis on reliability statistics

Cronbach's Alpha	N of Items
0.636	20

package kids' inspiration. Although I do not love it likewise as inspiration, the second graders worked with adored it.

Lei, J., & Zhao (2007) stated that, the results recommend that number of technology use alone isn't crucial to students learning. "How much" matters once how much is known. Moreover, once the standard of technology use isn't ensured, longer on computers could cause additional benefit than profit. With student's amendment in grade point average as an indicator, technology uses had positive impact on students were those associated with specific subject areas and targeted on student construction.

Smith, F., Hardman, F., & Higgins, S. (2006) stated that, his findings counsel that IWBs seem to be having some impact on the discussion moved employed in whole category teaching, however this impact isn't as in depth that was claimed by the advocated of IWBs. Lessons that used IWBs had a quicker pace and very less time was spent on small works. The implications of the findings for schoolroom pedagogy, teachers skilled development and future analysis priorities are thought of.

Christensen, R., & Knezek, G. (2001) Stated that, the author has summarized a framework on instrument development for ten years on assessing the impact of technology in education. The author has brought into variables such as attitude belief skill and competency etc and analysed his data obtained from the respondents. He initiated a modelling process of technological integration which he had a belief that technology is essential and useful for teaching and learning.

8. Research methodology

In order to find the depth of the study I have chosen to do empirical study for this article. The data collected were secondary data through the help of questionnaire given to teachers of primary and higher secondary school. The target of the sample issued was 100 questionnaires and the received number of respondents were 75.

The population taken for this study are teachers of primary and higher secondary schools who uses technology. This has been taken to understand and know the impact of technology used in schools and how technology helps school teachers to the fullest. The sampling calculation which were done for the study are 75 nursery, primary and higher secondary school teachers.

The respondents who helped with the survey by filling the questionnaire were teachers who worked in private institutions handling classes from pre-kg to grade 12 of different schools.

According to the table, there is a fair reliability between the various items of a multiple item scale.

TABLE2: Analysis on KMO and BARTLETT'S TEST

Kaiser-Meyer-Olkin Sampling Adequacy.	Measure of	0.62
Bartlett's Test of Sphericity	Approx. Chi-Square	434.031
	Df	190
	Sig.	0

According to the KMO and Bartlett's test best samples should range from 70%-100%. The sample which has been taken for this study ranges 62%. Hence this sample is a good sample and is adequate enough for this study.

Rotated Component Matrix^a

TABLE 3: Analysis on rotated component matrix

	Component						
	1	2	3	4	5	6	7
Q4.Age							0.838
Q5.does technology have impact in schools						0.58	
Q6.mode of technology used by teachers		-0.503					
Q7.technology is useful for educating children	0.869						
Q8.There is a difference in teaching with technology and traditional method					0.726		
Q9.despite of technology enhancement traditional method is widely opted by teachers					0.781		
Q10.teachers are given special training to adopt e-learning	0.572						
Q11.schools encourage teachers to use multiple modesof representation	0.758						
Q12.technology has made teaching effortless				0.631			0.521
Q13.technology has become an advantsge for teaching			0.667				
Q14.teachers use technology as a strategy for teaching students new concepts	0.687						
Q15.technology has widely increased the culture of schools				0.74			
Q16.Skill of teachers is highly enforced by teachers				0.582			
Q17.Technology has a strong effect on the teaching curriculum followed by teachers		0.633					
Q18.Teachers should insist on openness to change to adopt new enhancements of technology			0.711				
Q19.Teacher morale is highly developed due to the constructive use of technology		0.661					
Q20.Positive effect on teachers attitude is obtained due to use of technology in schools		0.796					
Q21.Technology helps in accomplishing the competencies of the teachers			0.71				
Q22.Pedagogy is successfully complied with technological enrichments						0.63	
Q23.Technological integration has an adverse effect on pedagogy						0.779	

The rotated component matrix suggested seven variables that were related to each other in-terms of the questionnaire issue to the respondents. These were evaluated and converted into seven appropriate names in accordance to the subject and comparability of the questions.

9. Data Analysis

1. Frequency Analysis

Table 1.1 : Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
UG	42	56	56	56
PG	32	42.7	42.7	98.7
Valid Total	22	1	1.3	100
Total	75	100	100	

Interpretation

According to the table the qualification of the respondents is, 56% of them are UG graduates, 42.7% are PG graduates and 1.3% did not want to reveal their qualification

Table 1.2 Age

	Frequency	Percent	Valid Percent	Cumulative Percent
22	4	5.3	6	6
23	1	1.3	1.5	7.5
24	4	5.3	6	13.4
25	5	6.7	7.5	20.9
26	3	4	4.5	25.4
27	2	2.7	3	28.4
28	6	8	9	37.3
Valid 29	8	10.7	11.9	49.3
30	1	1.3	1.5	50.7
31	3	4	4.5	55.2
32	1	1.3	1.5	56.7
33	2	2.7	3	59.7
34	4	5.3	6	65.7
35	3	4	4.5	70.1
36	1	1.3	1.5	71.6

38	2	2.7	3	74.6
42	1	1.3	1.5	76.1
43	3	4	4.5	80.6
45	2	2.7	3	83.6
46	1	1.3	1.5	85.1
47	1	1.3	1.5	86.6
49	1	1.3	1.5	88.1
50	2	2.7	3	91
53	1	1.3	1.5	92.5
55	2	2.7	3	95.5
56	1	1.3	1.5	97
58	1	1.3	1.5	98.5
62	1	1.3	1.5	100
Total	67	89.3	100	
Missing System	8	10.7		
Total	75	100		

Table 1.3 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	24	32	32	32
	female	51	68	68	100
	Total	75	100	100	

Interpretation

This table tells that the respondents who helped with the questionnaire were 32% male and the remaining 68% were female.

In the below tables, the means are referred as to 1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree.

Table 1.4 Does technology have impact in schools.

	N	Minimum	Maximum	Mean
Q5.Does technology have impact in schools	75	1	4	1.28
Valid N (listwise)	75			

Interpretation

According to the table, since the mean is 1.77 the respondents have agreed that technology is useful for educating children in schools.

TABLE 1.5. Mode of technology used by teachers

	N	Minimum	Maximum	Mean
Q6. Mode of technology used by teachers	75	1	5	2.7067
Valid N (listwise)	75			

INTERPRETATION

According to the table, since the mean is 2.7067 the respondents are neutral to the statement that both computers and smartboards are used in schools.

TABLE 1.6. Technology is useful for educating children

	N	Minimum	Maximum	Mean
Q7. Technology is useful for educating children	75	1	5	1.7733
Valid N (listwise)	75			

TABLE 1.7. There is a difference in teaching with technology and traditional method.

	N	Minimum	Maximum	Mean
Q8. There is a difference in teaching with technology and traditional method	75	1	4	1.92
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 1.9200, which means the respondents agree that there is a difference in technology with that of traditional method.

TABLE 1.8. Despite of technology enhancement traditional method is widely opted by teachers.

	N	Minimum	Maximum	Mean
Q9. Despite of technology enhancement traditional method is widely opted by teachers	75	1	3	1.96
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 1.9600 which means the respondents agree that, despite of technology enhancement traditional method is widely opted by teachers

TABLE 1.9. Teachers are given special training to adopt e-learning.

	N	Minimum	Maximum	Mean
Q10. teachers are given special training to adopt e-learning	75	1	4	2.0133
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 2.0133, which means the respondents agree that, teachers are given special training to adopt e-learning

TABLE 1.10. Schools encourage teachers to use multiple modes of representation

	N	Minimum	Maximum	Mean
Q11. Schools encourage teachers to use multiple modes of representation	75	1	5	1.9467
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 1.9467 which means the respondents agree that, Schools encourage teachers to use multiple modes of representation.

TABLE 1.11. Technology has made teaching effortless.

	N	Minimum	Maximum	Mean
Q12.technology has made teaching effortless	75	1	5	2.52
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 2.5200 which means the respondents are neutral that technology has made teaching effortless.

TABLE 1.12. Technology has become an advantage for teaching.

	N	Minimum	Maximum	Mean
Q13.technology has become an advantage for teaching	75	1	5	1.9733
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 1.9733 which means the respondents agree that, technology has become an advantage for teaching.

TABLE 1.13. Teachers use technology as a strategy for teaching student’s new concepts.

	N	Minimum	Maximum	Mean
Q14.teachers use technology as a strategy for teaching students’ new concepts	75	1	4	1.8533
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 1.8533 which means the respondents agree that, teachers use technology as a strategy for teaching student’s new concepts.

TABLE 1.14. Technology has widely increased the culture of schools.

	N	Minimum	Maximum	Mean
Q15.technology has widely increased the culture of schools	75	1	5	2.1467
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 2.1467 which means, the respondents agree that, technology has widely increased the culture of schools.

TABLE 1.15. Skill of teachers is highly enforced by technology.

	N	Minimum	Maximum	Mean
Q16.Skill of teachers is highly enforced by teachers	75	1	5	2.2533
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 2.2533 which means, the respondents agree that, Skill of teachers is highly enforced by teachers.

TABLE 1.16. Technology has a strong effect on the teaching curriculum followed by teachers.

	N	Minimum	Maximum	Mean
Q17.Technology has a strong effect on the teaching curriculum followed by teachers	75	1	5	1.9867
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 1.9867 which means, the respondents agree that, technology has a strong effect on the teaching curriculum followed by teachers.

TABLE 1.17. Teachers should insist on openness to change to adopt new enhancements of technology.

	N	Minimum	Maximum	Mean
Q18. Teachers should insist on openness to change to adopt new enhancements of technology	75	1	5	2.3333
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 2.3333 which means, the respondents agree that, teachers should insist on openness to change to adopt new enhancements of technology.

TABLE 1.18. Teacher morale is highly developed due to the constructive use of technology.

	N	Minimum	Maximum	Mean
Q19. Teacher morale is highly developed due to the constructive use of technology	75	1	5	2.0133
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 2.0133 which means, the respondent agrees that, teacher morale is highly developed due to the constructive use of technology.

TABLE 1.19. Positive effect on teachers' attitude is obtained due to use of technology in schools.

	N	Minimum	Maximum	Mean
Q20. Positive effect on teachers' attitude is obtained due to use of technology in schools	75	1	5	2.2933
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 2.2933 which means the respondents agree that, positive effect on teacher's attitude is obtained due to use of technology in schools

TABLE 1.20. Technology helps in accomplishing the competencies of the teachers.

	N	Minimum	Maximum	Mean
Q21. Technology helps in accomplishing the competencies of the teachers	75	1	5	2.1467
Valid N (listwise)	75			

INTERPRETATION

According to the table, the mean is 2.1467 which means that the respondents agree that, technology helps in accomplishing the competencies of the teachers.

TABLE 1.21. Pedagogy is successfully complied with technological enrichments.

	N	Minimum	Maximum	Mean
Q22. Pedagogy is successfully complied with technological enrichments	72	1	5	2.6389
Valid N (listwise)	72			

INTERPRETATION

According to the table, the mean is 2.6389 which means the respondents are neutral to the statement, that pedagogy is successfully complied with technological enrichments.

	N	Minimum	Maximum	Mean
Q23. Technological integration has an adverse effect on pedagogy	72	1	5	2.6389
Valid N (listwise)	72			

INTERPRETATION

According to the table, the mean is 2.6389 which means the respondents are neutral to the statement that, technological integration has an adverse effect on pedagogy.

2. Correlations

Table 2.1. Relationship between technology and attitude.

		Technology	Attitude
Technology	Pearson Correlation	1	0.266
	Sig. (2-tailed)		0.021
	N	75	75
Attitude	Pearson Correlation	0.266	1
	Sig. (2-tailed)	0.021	
	N	75	75

INTERPRETATION

According to the table, since the significance level is lesser than 0.05, there is significant relationship between technology and attitude.

Table 2.2. Relationship between technology and adaptiveness.

		Technology	Adaptiveness
Technology	Pearson Correlation	1	0.291
	Sig. (2-tailed)		0.011
	N	75	75
Adaptiveness	Pearson Correlation	0.291	1
	Sig. (2-tailed)	0.011	
	N	75	75

INTERPRETATION

According to the table, since the significance level is lesser than 0.05, there is significant relationship between technology and adaptiveness.

Table 2.3. Relationship between technology and capacity.

		Technology	capacity
Technology	Pearson Correlation	1	0.408
	Sig. (2-tailed)		0
	N	75	75
Capacity	Pearson Correlation	0.408	1
	Sig. (2-tailed)	0	
	N	75	75

INTERPRETATION

According to the table, since the significance level is lesser than 0.05, there is significant relationship between technology and capacity.

Table 2.4. Relationship between technology and transformation.

		Technology	Transformation
Technology	Pearson Correlation	1	0.263
	Sig. (2-tailed)		0.023
	N	75	75
Transformation	Pearson Correlation	0.263	1
	Sig. (2-tailed)	0.023	
	N	75	75

INTERPRETATION

According to the table, since the significance level is lesser than 0.05, there is significant relationship between technology and transformation.

Table 2.5. Relationship between technology and implications

		Technology	Implications
Technology	Pearson Correlation	1	0.039
	Sig. (2-tailed)		0.742
	N	75	72
Implications	Pearson Correlation	0.039	1
	Sig. (2-tailed)	0.742	
	N	72	72

INTERPRETATION

According to the table, since the significance level is greater than 0.05, there is no significant relationship between technology and transformation.

Table 2.6. Relationship between technology and interpretation

		Technology	Interpretation
Technology	Pearson Correlation	1	0.483
	Sig. (2-tailed)		0
	N	75	75
Interpretation	Pearson Correlation	0.483	1
	Sig. (2-tailed)	0	
	N	75	75

INTERPRETATION

According to the table, since the significance level is lesser than 0.05, there is significant relationship between technology and interpretation.

3. Regression

TABLE 3.1. A test on goodness of fit between the dependent variable and the independent variables.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.530 ^a	0.781	0.214	0.55396

The dependent variable taken is technology and the independent variables taken are Transformation, Implication, Capacity, Attitude, Adaptiveness and Interpretation. It is observed that from the above table the independent and dependent variables are fit for the study which is obtained from the R square value.

TABLE 3.2. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.331	0.406		0.813	0.419
	Attitude	0.198	0.131	0.174	1.508	0.136
	Adaptiveness	0.079	0.113	0.086	0.696	0.489
	capacity	0.007	0.133	0.009	0.052	0.958
	Transformation	0.123	0.136	0.102	0.905	0.369
	Implications	-0.019	0.09	-0.023	0.215	0.831
	Interpretation	0.334	0.133	0.39	2.51	0.015

a. Dependent Variable: Technology

According to the beta value table of regression it is found that Technology and Implications have no relationship between each other as the beta value is lowest when compared to other variables.

10. Findings

- ❖ Majority of the Primary and Secondary level teachers are mostly under graduated.
- ❖ Teachers vary in their ages and all of them fall between 21-60.
- ❖ Primary and secondary schools consist of female staffs in majority.
- ❖ Technology has an impact in schools.

- ❖ The mode of technology used by teachers in schools are both computers and smartboards.
- ❖ Technology has been useful for educating children.
- ❖ Majority agreed that there is difference in teaching with technology with that of traditional method.
- ❖ Traditional method is widely chosen by teachers rather than using with technology.
- ❖ It is found out through the study that, teachers are given special training by schools to adopt e-learning.
- ❖ Depending on the schools, teachers are asked to use different modes of representation for teaching.
- ❖ It is not widely accepted that technology has made teaching effortless.
- ❖ It is highly accepted that technology has become an advantage for teachers and it also improves skill sets of them.
- ❖ Technology has improvised the culture followed in schools and it also helps the staff in teaching new concepts to the students.
- ❖ Now a days there is being an impact in the teaching curriculum because of technology.
- ❖ There is an insist to teachers by schools on openness to change after technology came into existence.
- ❖ In accordance to the questionnaire there were few teachers who felt technology has not brought in any changes.

11. Suggestions

- ❖ The effect of technology can be increased in schools.
- ❖ Schools must ensure that technology is used in proper ways so that all the benefits are extracted which can provide measures for quality education.
- ❖ Teachers who have felt that technology do not brings changes should be aware of technology and its usefulness.
- ❖ The steps taken to make technology teacher friendly is not adequate and more proper steps should be ensured.
- ❖ It is important that Pedagogy should be obtained with technological constraints also.
- ❖ The implications which are initiated should be related to technology so as that it will support the modernized world.
- ❖ Since that the respondents agree that their difference in using technology with that of traditional methods, I would suggest that

technology should completely come into play in all schools for providing educational service at its best.

12. Conclusion

The main purpose of this study is to show how technology impacts teachers and schools in primary and higher secondary level. Through the questionnaire provided it is clearly identified that there is a strong relationship between technology and the various aspects or variables taken related to the questionnaire. Technology provides growth, development and enhances the attitude, adaptiveness and capacity of teachers who work in primary and higher secondary schools. It is also evident through the sample that the respondents on majority agree that there is an impact of technology being used in schools and it also reduces effort of the teachers. Despite of few disagreements on this taking over other fields into consideration still technology has major impact on all sectors. Through the study, it also well known that teachers working factors are also instigated and provides higher morale in case of teaching with technological enhancements. It is also shown in the study that teachers skill sets are being developed due to the constructive use of technology. It is also proved that the technological tools that are majority used in schools were both smartboards and computers. Technology also brings a higher level of student teacher engagement which in turn it brings a positive effect on the attitude of both the teachers and the students. The managements name and growth of the schools also depend on the implementation and utilization of efficient technology. In other words, it increases the creativeness of teachers where it helps students acquire them to the best an in turn boosts the creativity of the students as well. In impact to this the growth of the schools becomes evident. Based on the use of technology the potential of teachers is quantifiable which promotes effectiveness and morale of the teachers. Thus, based on this study and the data's analysed it is proved that, technology impacts teachers of primary and higher secondary school level.

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**IMPACT OF TECHNOLOGY FOR TEACHERS
IN PRIMARY AND HIGHER SECONDARY
SCHOOLS
QUESTIONNAIRE**

- 1)NAME:
- 2)GENDER: A) Male B) Female
- 3)QUALIFICATION: A) UG B) PG
- 4)AGE:
- 5)Does technology have an impact in schools?
A) Yes B) NO
- 6)Mode of technology used by the teachers?
A) Computers B) Smart boards C) Both
- 7)Technology is a very useful for educating children.
A) strongly agree
B) agree
C) neutral
D) disagree
E) strongly disagree
- 8)There is a difference in teaching with help of technology and traditional method.
A) strongly agree
B) agree
C) neutral
D) disagree
E) strongly disagree
- 9)Despite of technology enhancement traditional method is widely opted by teachers.
A) strongly agree
B) agree
C) neutral
D) disagree
E) strongly disagree
- 10)Teachers are given special training to adopt e-learning in schools.
A) strongly agree
B) agree
C) neutral
D) disagree
E) strongly disagree

- 11) Schools encourage teachers to use multiple modes of representation.
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 12) Technology has made teaching effortless.
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 13) Technology has become an advantage for teaching.
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 14) Teachers use technology as a strategy for teaching students new concepts
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 15) Technology has widely increased the culture of schools.
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 16) Skill of the teachers is highly enforced by technological enhancement
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 17) Technology has a strong effect on the teaching curriculum followed by the teachers.
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 18) Teachers should insist on openness to change to adopt new enhancements of technology.
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 19) Teacher morale is highly developed due to constructive use of technology
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 20) Positive effect on teachers attitude is obtained due to use of technology in schools
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 21) Technology helps in accomplishing the competencies of the teachers
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 22) Pedagogy is successfully complied with technological enrichment
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree
- 23) Technological integration has an adverse effect on Pedagogy.
 A) strongly agree
 B) agree
 C) neutral
 D) disagree
 E) strongly disagree