Chapter - III

EMERGENCE OF THE PROBLEM
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3.1 NEED OF THE STUDY

The 21st century will be an era of acute modernization and both teachers and students will have to cope with the changes and challenges. The information society requires a higher level of skill and knowledge of all individuals than did the industrial economy, geared to factory production. Environmental changes are inevitable and therefore a teacher is effective if he/she can adapt to and improve his/her environment. Teacher must be able to increase conceptual understanding and analytical ability among students through the use of diverse media.

Teacher effectiveness can be judged through many factors through the teachers’ competency and their performance in classroom. The act of teaching alongwith their competency and performance results in effectiveness in the classroom. Besides, due to the availability of modern technology, the advance media have to be incorporated in the teaching learning process. A perusal of research studies reveals that teacher effectiveness is related to work/job satisfaction and influences media utilization, attitude towards media and acceptance of new communication technologies in education by teachers.

So, the investigator proposed to investigate the relationship between teacher effectiveness, work/job satisfaction attitude towards media, media utilization and the attitudes toward the use of Information and Communication Technology (ICT) of secondary school teachers of Nepal.
3.2 STATEMENT OF THE PROBLEM

"TEACHER EFFECTIVENESS IN RELATION TO WORK SATISFACTION, MEDIA UTILIZATION AND ATTITUDE TOWARDS THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY AMONG SECONDARY SCHOOL TEACHERS OF NEPAL."

3.3 OBJECTIVES

1. To compare the secondary school teachers of government and private schools with regard to
   - teacher effectiveness
   - work/job satisfaction
   - media utilization
   - attitude towards media
   - attitude towards ICT

2. To compare the secondary school teachers of various teaching academic stream, viz. Language, Science/Mathematics and Social Sciences with regard to
   - teacher effectiveness
   - work/job satisfaction
   - media utilization
   - attitude towards media
   - attitude towards ICT

3. To study the interaction effect of school type (Government and Private) and academic stream (language, Science/Mathematics and Social Sciences) of secondary school teachers with regard to
4. To study the teacher effectiveness of government and private secondary school teachers in relation to
   - work/job satisfaction
   - attitude towards media
   - media utilization
   - attitude towards ICT.

5. To compare more effective and less effective teachers of government and private secondary schools with regard to
   - work/job satisfaction
   - attitude towards media
   - media utilization
   - attitude towards ICT.

3.4 HYPOTHESES

Hypotheses related to Teacher Effectiveness

$H_1$ There is no significant difference between teacher effectiveness scores of government and private secondary school teachers.

$H_2$ There is no significant difference between teacher effectiveness scores of secondary schools teachers belonging
to different academic streams, viz., Language, Science and Mathematics and Social Sciences.

H₃ There is no significant interaction between school type and teachers of different academic streams for teacher effectiveness scores.

Hypotheses related to work/job satisfaction

H₄ There is no significant difference between government and private secondary school teachers with respect to global work/job satisfaction and its different areas:

H₄.1 job concrete
H₄.2 job abstract
H₄.3 psycho-social
H₄.4 economic
H₄.5 community growth

H₅ There is no significant difference between secondary school teachers of different academic streams viz., Language, Science and Mathematics, and Social Sciences, with respect to global work/job satisfaction and its different areas.

H₅.1 job concrete
H₅.2 job abstract
H₅.3 psycho-social
H₅.4 economic
H₅.5 community growth

H₆ There is no significant interaction between school type and academic streams of secondary school teachers with respect to global work/job satisfaction and its different areas:
H6.1 job concrete
H6.2 job abstract
H6.3 psycho-social
H6.4 economic
H6.5 community growth

**Hypotheses related to attitude towards media**

H7 There is no significant difference between government and private secondary school teachers with respect to attitude towards media.

H8 There is no significant difference between secondary school teachers of different academic streams viz., Language, Science and Mathematics and Social Sciences with respect to attitude towards media.

H9 There is no significant interaction between school type and academic streams of secondary school teachers with regard to attitude towards media.

**Hypotheses related to media utilization**

H10 There is no significant difference between media utilization by government and private secondary school teachers.

H11 There is no significant difference between media utilization by secondary school teachers of different academic streams, viz., Language, Science/ Mathematics and Social Sciences.

H12 There is no significant interaction between school type and academic streams with respect to media utilization.
Hypotheses related to attitude towards Information and Communication Technology (ICT)

H_13 There is no significant difference between the government and private secondary school teachers with respect to attitude towards Information and Communication Technology and its different areas :

H_{13.1} Quality of learning
H_{13.2} Quality of teaching
H_{13.3} New instructional setting
H_{13.4} Socialization
H_{13.5} Change of teachers role
H_{13.6} Development of students abilities
H_{13.7} Evaluation mode
H_{13.8} Effect on educational system on the whole, research and administration.

H_{14} There is no significant difference between the secondary school teachers of different academic streams, viz. Language, Science and Mathematic and Social Sciences with respect to the attitude towards Information and Communication Technology and its different areas :

H_{14.1} Quality of learning
H_{14.2} Quality of teaching
H_{14.3} New instructional setting
H_{14.4} Socialization
H_{14.5} Change of teachers role
H_{14.6} Development of students abilities
$H_{14.7}$ Evaluation mode

$H_{14.8}$ Effect on educational system on the whole, research and administration.

$H_{15}$ There is no significant interaction between the school type and the academic streams of secondary school teachers with regard to the attitude towards Information and Communication Technology and its different areas:

- $H_{15.1}$ Quality of learning
- $H_{15.2}$ Quality of teaching
- $H_{15.3}$ New instructional setting
- $H_{15.4}$ Socialization
- $H_{15.5}$ Change of teachers role
- $H_{15.6}$ Development of students abilities
- $H_{15.7}$ Evaluation mode
- $H_{15.8}$ Effect on educational system on the whole, research and administration.

**Hypotheses related to relationship between Teacher Effectiveness and work/job satisfaction, attitude towards media, media utilization and attitude towards ICT**

There exists no significant relationship between

- $H_{16(a)}$ teacher effectiveness and work/job satisfaction
- $H_{16(b)}$ teacher effectiveness and attitude towards media
- $H_{16(c)}$ teacher effectiveness and media utilization
- $H_{16(d)}$ teacher effectiveness and attitude towards ICT of secondary school teachers of both government and private schools.
There exists no significant relationship between

H17(a) teacher effectiveness and work/job satisfaction
H17(b) teacher effectiveness and attitude towards media
H17(c) teacher effectiveness and media utilization
H17(d) teacher effectiveness and attitude towards ICT of
government secondary schools teachers.

There exists no significant relationship between

H18(a) teacher effectiveness and work/job satisfaction
H18(b) teacher effectiveness and attitude towards media
H18(c) teacher effectiveness and media utilization
H18(d) teacher effectiveness and attitude towards ICT of
private secondary school teachers.

There exists no significant relationship between

H19(a) teacher effectiveness and work/job satisfaction
H19(b) teacher effectiveness and attitude towards media
H19(c) teacher effectiveness and media utilization
H19(d) teacher effectiveness and attitude towards ICT of
language teachers of government secondary schools.

There exists no significant relationship between

H20(a) teacher effectiveness and work/job satisfaction
H20(b) teacher effectiveness and attitude towards media
H20(c) teacher effectiveness and media utilization
H20(d) teacher effectiveness and attitude towards ICT of
Language teachers of private secondary schools.
There exists no significant relationship between

$H_{21(a)}$ teacher effectiveness and work/job satisfaction
$H_{21(b)}$ teacher effectiveness and attitude towards media
$H_{21(c)}$ teacher effectiveness and media utilization
$H_{21(d)}$ teacher effectiveness and attitude towards ICT of Science and Mathematics government secondary school teachers.

There exists no significant relationship between

$H_{22(a)}$ teacher effectiveness and work/job satisfaction
$H_{22(b)}$ teacher effectiveness and attitude towards media
$H_{22(c)}$ teacher effectiveness and media utilization
$H_{22(d)}$ teacher effectiveness and attitude towards ICT of Science and Mathematics private secondary school teachers.

There exists no significant relationship between

$H_{23(a)}$ teacher effectiveness and work/job satisfaction
$H_{23(b)}$ teacher effectiveness and attitude toward media
$H_{23(c)}$ teacher effectiveness and media utilization
$H_{23(d)}$ teacher effectiveness and attitude towards ICT of Social Sciences government secondary school teachers.

There exists no significant relationship between

$H_{24(a)}$ teacher effectiveness and work/job satisfaction
$H_{24(b)}$ teacher effectiveness and attitude towards media
$H_{24(c)}$ teacher effectiveness and media utilization
Hypotheses related to differences between more effective and less effective teachers

There exists no significant difference between more effective and less effective teachers of government and private secondary school teachers with regard to

H25(a) work/job satisfaction
H25(b) attitude towards media
H25(c) media utilization
H25(d) attitude towards ICT

There exists no significant difference between more effective and less effective teachers of government secondary schools with regard to

H26(a) work/job satisfaction
H26(b) attitude towards media
H26(c) media utilization
H26(d) attitude towards ICT.

There exists no significant difference between more effective and less effective teachers of private secondary schools with regard to

H27(a) work/job satisfaction
H27(b) attitude towards media
H27(c) media utilization
H27(d) attitude towards ICT.
There exists no significant difference between more effective and less effective language teachers of secondary schools with regard to:

- $H_{28(a)}$ work/job satisfaction
- $H_{28(b)}$ attitude towards media
- $H_{28(c)}$ media utilization
- $H_{28(d)}$ attitude towards ICT.

There exists no significant difference between more effective and less effective Science/Mathematics teachers of secondary schools with regard to:

- $H_{29(a)}$ work/job satisfaction
- $H_{29(b)}$ attitude towards media
- $H_{29(c)}$ media utilization
- $H_{29(d)}$ attitude towards ICT.

There exists no significant difference between more effective and less effective Social Sciences teachers of secondary schools with regard to:

- $H_{30(a)}$ work/job satisfaction
- $H_{30(b)}$ attitude towards media
- $H_{30(c)}$ media utilization
- $H_{30(d)}$ attitude towards ICT.

### 3.5 Delimitations of the Study

Survey was restricted to only three districts – Kathmandu, Lalitipur and Bhaktapur districts of Nepal.
- The study was delimited to only 300 secondary school teachers of government and private schools.

- Both male and female teachers were included in the study.

- The present study has been delimited with respect to secondary school teachers' teacher effectiveness, work/job satisfaction, media utilization, attitude towards media and attitude towards information and communication technology.