**Teacher Effectiveness and digital competence of High School Teachers in Shopian, District, Jammu and Kashmir.**

**Gulzar Ahmad Dar** \*  **Dr.P. Ponraj**\*\*

Ph.D. Research Scholar Associate Professor

Department of Education Department of Education,

Annamalai University Annamalai University

Tamilnadu in India Tamilnadu in India

**Abstract**

*Effectiveness of teaching is essential condition, to make learning more meaningful, clear and fruitful to a student. Through the present study an attempt has been made by the investigator to study the Teaching Effectiveness and digital competence of High School Teachers in the Shopian District of Jammu and Kashmir. Two scales were adopted and applied in the study namely (i) Teacher Effectiveness Scale (KTES) developed by the investigator (2021) and (ii) the Digital Competence scale developed by Ramakrishna (2017) for collection of the required data. The sample for the study was 330 (190 Male and 140 Female) High school teachers including contractual teachers. Stratified random sampling technique is used in this study. For the statistical analysis descriptive method have been used by the investigator in the present study. The study reveals that Teacher Effectiveness of female teachers was found to be significantly higher as compared to the male teachers. Also, Teachers having higher levels of Digital Competence were found to be more effective than those having low levels of Digital Competence.*

***Index Terms ─*** *Teacher Effectiveness, Digital Competence, High school Teachers.*

**I. INTRODUCTION**

Presently, the role of teacher is very challenging in the sense that it demands not just a high amount of intelligence owing to tremendous information-explosion, but also a higher technological empowerment with psychological stability in order to have the ability to assist their pupils choose the best pathways of learning as blended learning, online learning and learning in one's own skill. The ‘teachers of the twenty first century must own research and technology skills, apart from the typical pedagogical skills. They must become lifelong learners and keep on upgrading their professional skills in order they are able to bridge theory and practice and create a environment that is leaning in the classroom. Advanced nations are built with the aid of accomplished teachers that are knowledgeable, educated and technologically oriented. It's hallowed centers of all the world which have guided mankind also brought to humankind in progress and prosperity. These days, only those teachers who are empowered with knowledge and technological sills would have the ability to deliver. If the teacher holds on to styles and the teaching practices, he'd lose his credentials as a teacher.

**Teacher Effectiveness**

Teacher effectiveness describes “the effect of classroom aspects, such as pupil teacher relationship, use of educational resources, teaching methods, classroom organization and the degree of facilitation in learning." Gage (1962) described teacher effectiveness in terms of teacher impacts on the understanding of some value, in which value takes the form of some educational goals identified in terms of pupil behaviour, ability or traits. The instructor effectiveness is, in actuality, a matter of degree to which a teacher accomplishes the desired effects upon pupils (Medley & Shannon, 1994). The term ‘teacher effectiveness' has also been characterized by scholars in a variety of ways. It's the relationship between the characteristics of teachers, teaching act and their consequences on the educational outcome of classroom teaching (Flanders & Simon, 1969) and also the capability to realize socially valued goals agreed for teachers; work especially but not exclusively, the job concerned with empowering students to learn (Jim Campbell, 2004).

**Digital Competence**

Digital proficiency is a person's proficiency in the sphere of a wide use of digital technologies. The term digital proficiency was used since 21 century broadening the traces of the computer literacy information visualization data and communicative competence of the term. The process of globalization scientific and technological advancement information revolution resulted in the development of a new tendency in education aiming at the creation of person's digital proficiency.

Digital Competence is the set of knowledge, abilities, attitudes (thus including abilities, approaches, values and consciousness) that are required when using ICT and digital media to execute tasks; solve problems; convey; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for leisure, work, involvement, learning, socializing, consuming, and empowerment. The European Commission issued in 2006 that the" Recommendation on key competences for lifelong learning" and stated the characteristics of the electronic proficiency, the fourth one of them (Commission of the European Parliament, 2006). For the European Commission that the development of digital competence relies on the confident and critical use of Information Society Technology (IST) for work, communication and leisure and is underpinned by basic skills in ICT: that's the use of computers to retrieve, assess, store, produce, present and exchange data, and to communicate and take part in collaborative networks through the Internet. The issues caused the definition of work programs for the development of frameworks for digital proficiency evaluation and the development of approaches helping pupils construct competence that was sound. According to Sharma (2013), digital proficiency is mostly understood as more than just the capability to use software or function digital devices, and involves “a massive range of complex skills -- cognitive, motor, sociological, and psychological -- users need to have to be able to utilize digital environments efficiently."

**II. Studies Supporting the Study**

Review of related literature is an Important pre-requisite to planning and then to the execution of any research work. It enables the researcher to specify the limit of his area. Through the review of related literature, the researcher will prevent the problem area.

**Uddin and Das, (2020)** conducted a study to examine an Empirical Study On Teachers ‘effectiveness of UG and PG College Teachers in Hyderabad. Latest ICT were used to measure the effectiveness of teachers. The major finding of the study is that there is no significantly difference between male and female teachers regarding the teacher’s effectiveness of UG and PG colleges. It means that no gender has significant influence on teaching effectiveness of college students. It is very essential to focus on teachers’ effectiveness which ensures the quality of teachers.

**Csordás (2020)** Conducted a research on Diversifying Effect of Digital Competence. According to data from the European Statistical Office, the digital competences of the EU Member States were examined between 2015 and 2017. A significant relationship was found between the level of digital knowledge and the degree of unemployment. There's a strong positive correlation between the degrees of electronic proficiency and corporates training. In the clustering of countries, three distinct groups were made. The underdeveloped, developing and developed nations differed not only in the amount of digitally educated individuals but also from the distribution of their digitally qualified classes.

**Behera et al., (2019)** examined study on Assessment of teacher effectiveness of university teachers in purulia district of west bengal, india. The study revealed that the level of teacher effectiveness of University Teachers in Purulia district of West Bengal is Moderate /average or moderate. The findings of the study are that the level of teacher rating of University Teachers in Purulia district of West Bengal is Moderate /average or moderate. The study revealed that teacher effectiveness with respect to their gender, locality, training status, types of job, marital status, salary, caste and stream did not differ significantly. On the other hand, the level of teacher effectiveness with respect to their teaching experience, Self-reported and Students-rated differ significantly. 

**Patil and Kumar, (2019)** Examined a study on teacher effectiveness of women student teachers in relation to their adjustment. The result found that the teacher effectiveness of differential between married and unmarried adjustment teachers are also found positively different. The unmarried women student teachers do have better and significant teacher effectiveness as compared to married women student teachers and have better adjustment when compared with the married women student teachers.

**Podolsk and Kini (2019)** Conducted study on Does teaching expertise increase teacher effectiveness? A review of US study. The findings demonstrated that teaching experience is positively related to student achievement gains throughout a lot of a teacher's profession; as teachers gain experience, their students are more likely to perform better on measures of success beyond test scores; teachers make better gains in their effectiveness when they teach in a supportive, collegial environment, or collect experience in exactly the exact same grade, subject or district; and much more seasoned teachers confer advantages to their colleagues.

**McGarry and McDonagh (2019)** conducted study on Digital Competence in Teacher Education. The wider goals of the DICTE job are: (1) Describe the student teachers' levels of digital proficiency when entering teacher education and compare across the partner institutions. (2) Identify and grade approaches utilized in the participating teacher education associations to develop student teachers' digital competence. (3) Identify the student teachers' growth of digital proficiency during their studies and compare across institutions. (4) Develop methods for incorporating digital competence in teacher education and transfer of best practices.

**Olena, et. al (2019)** Examined the Formation of Digital Competence by Means of Open Educational Resources. The analysis of the amount of creation of electronic proficiency among primary school teachers and university lecturers reveals the gap between the attained results and struggles of the contemporary society. One of the means in solving of the given problem is the creation and testing of available educational resources, as well as coordinated means for monitoring of digital quotient.

**Fraile and Velez (2018)** Conducted study on growth of Digital Competence in Secondary Education Teachers' Training. The European Commission just one of the eight key competences for life-long learning develops digital competence, and it is a necessity for employment in a knowledge society and development, active citizenship, social inclusion, and pleasure. To accompany young students in the creation of proficiency, and to ensure optimal implementation of information and communication technologies (ICTs), it is necessary that teachers are, in turn, literate. In general, pre-service teachers' conceptions about their level of electronic proficiency was low (Initial). Pupils scored highest in information, which refers mostly to the surgeries they performed while being students. Second, in safety and communication, excluding preservation of identity and protection of information that is electronic. Lowest values were achieved in content production and problem solving, the measurements most closely related together with the inclusion of ICTs to transform teaching-learning processes. The knowledge or skills they exhibit are largely self-taught and so, we perceive an urgent need to intentionally incorporate relational and didactic facets of ICT integration.

**Iordache, et. al (2017)** Studied Creating Digital Skills and Competences: A Quick Scan Evaluation of 13 Digital Literacy Models. The outcomes of the analysis point towards an unbalanced focus on skills and competences, with emphasis on a set of communication, information-searching, and operational skills.

**Dash and Barman (2016)** analyzed Teaching Effectiveness of Secondary School Teachers in the District of Purba Medinipur, West Bengal. The findings revealed that there exists good level of teaching effectiveness among who are working in several secondary schools of purba. Additionally, there is no difference between male and female school teachers regarding their schooling expertise.

**Ilomäki, et. Al (2016)** Studied Digital competence -- an emerging border concept for policy and Educational research. The results of the study reveal that electronic competence consists of a variety of abilities and competences, and its scope is broad, as is its foundation: from media studies and computer science to both research and library studies. From the short article review, they found a total of 34 phrases that had utilized to describe the electronic technologies related skills and competences; the most often used terms were digital literacy, new literacies, multiliteracy and media literacy, each with slightly different attention.

Although, a number of studies have been conducted on the digital competence but in the present study an attempt has been made to study the digital competence of teachers that is need of the hour. In the present-day world students have technology in hand and day by day they are becoming technologically sound. So, present day teachers should try to gain and learn knowledge, abilities, attitudes (including abilities, approaches, values and consciousness) that are required when using ICT and digital media to execute tasks, solve problems, convey; manage information, collaborate, create and share content and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly and ethically.

**III. OBJECTIVES OF THE STUDY**

The study has been conducted to achieve the following objectives:

* To study the level of teacher effectiveness of high school teachers.
* To study the level of Digital Competence of high school teachers
* To study the teacher effectiveness of high school teachers in terms of gender.
* To study the Digital competence of high school teachers in terms of gender.

**IV. HYPOTHESES OF THE STUDY**

The following are the hypotheses of the study:

* The level of Teacher Effectiveness of high school teachers is average.
* The level of Digital Competence of high school teachers is average.
* There is no significant difference between Teacher effectiveness of high school teachers with respect to gender.
* There is no significant difference between Digital Competence of high school teachers with respect to gender.

**V. RESEARCH METHOD**

In the present study the investigator used Normative Survey Methodto gather information and analyses the data.

**A. Sample of the study**

Sampling is the soul of research. E. Bright Wilson states, ‘The world is too vast and complicated to be treated as a whole, so a manageable part of it has to be chosen for monitoring". Sampling is the process by which a relatively small number of steps or individuals of individuals, or events are selected and analyzed to be able to find out something about the population from which it was chosen. It is frequently desirable permit measurement of extent, save energy and time, to be able to decrease expenditure, or produce increased precision and accuracy. A sample of 330 high school teachers from Government schools in district Shopin of Kashmir valley (190 males, 140 female) were chosen through stratified random sampling technique.

***Table .1***

***DISTRIBUTION OF THE SAMPLE ON THE BASIS OF GENDER***

|  |  |  |  |
| --- | --- | --- | --- |
| **S.NO** | **Gender** | **No. of Teachers** | **Percentage** |
| 1 | Male | 190 | 57.58% |
| 2 | Female | 140 | 42.42% |
|  | Total | **330** | 100% |

From the above table it is clear that out of 330 teachers, the present study includes 190(57.58%) male high school teachers and 140(42.42%) female high school teachers, which has been diagrammatically represented as shown below

**B. Statistical Techniques used in the Study**

* Descriptive analysis
* Differential analysis

**Description of Data**

**Table.2**

**I. Teacher Effectiveness *Mean and Standard Deviation Scores of Teacher Effectiveness of High School Teachers***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S.No.** | **Sub-Variables** | | **N** | **Mean** | **SD** |
| 1. | **Entire Sample** | | **330** | **109.56** | **39.83** |
| 2. | Gender | Male | 190 | 102.90 | 37.18 |
| Female | 140 | 118.60 | 41.63 |
| 3. | Locality | Rural | 215 | 105.56 | 39.38 |
| Urban | 115 | 117.04 | 39.76 |
| 4. | Type of Management | Government | 187 | 102.79 | 39.00 |
| Private | 143 | 118.61 | 40.00 |
| 5. | Training | Trained | 175 | 121.26 | 38.64 |
| Un-Trained | 155 | 96.35 | 37.03 |
| 6. | Marital Status | Married | 176 | 111.71 | 39.94 |
| Unmarried | 154 | 107.11 | 39.69 |
| 7. | Monthly Salary | Below 20000 | 155 | 107.67 | 39.24 |
| Above 20000 | 175 | 111.23 | 40.39 |
| 8. | Teaching Experience | Below 5 Years | 75 | 108.69 | 34.62 |
| 5-15 Years | 133 | 102.65 | 40.41 |
| Above 15 Years | 122 | 117.63 | 40.99 |
| 9. | Age | Below 30 | 103 | 121.67 | 39.83 |
| 30-50 | 110 | 110.84 | 40.59 |
| Above 50 | 117 | 97.69 | 35.81 |

From the table 2, it is found that the mean and standard deviation of the entire Sample are 109.56 and ’39.83 respectively. So the entire sample falls in the category of average level of effectiveness (88-129). Hence the framed hypothesis is accepted and it is concluded that the level of job satisfaction is average

**Digital Competence**

***Table.3***

***Mean and Standard Deviation Scores of Digital Competence******of High School Teachers for Entire Samples and Sub-samples*.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Sub-Variables** | | **N** | **Mean** | **SD** |
| 1. | **Entire Sample** | | **330** | **156.34** | **47.57** |
| 2. | Gender | Male | 190 | 163.87 | 41.22 |
| Female | 140 | 146.12 | 53.52 |
| 3. | Locality | Rural | 215 | 152.00 | 47.00 |
| Urban | 115 | 164.44 | 47.79 |
| 4. | Type of Management | Government | 187 | 149.12 | 46.32 |
| Private | 143 | 165.79 | 47.69 |
| 5. | Training | Trained | 175 | 169.94 | 45.97 |
| Un-Trained | 155 | 140.99 | 44.72 |
| 6. | Marital Status | Married | 176 | 158.84 | 47.93 |
| Unmarried | 154 | 153.48 | 47.16 |
| 7. | Monthly Salary | Below 20000 | 155 | 154.40 | 46.79 |
| Above 20000 | 175 | 158.06 | 48.33 |
| 8. | Teaching Experience | Below 5 Years | 75 | 163.74 | 44.08 |
| 5-15 Years | 133 | 155.43 | 45.86 |
| Above 15 Years | 122 | 152.78 | 51.22 |
| 9. | Age | Below 30 | 103 | 170.23 | 47.68 |
| 30-50 | 110 | 157.97 | 48.83 |
| Above 50 | 117 | 142.58 | 42.61 |

From the table 3, it is found that the mean and standard deviation of the entire Sample are 156.43 and 47.57 respectively. So the entire sample falls in the category of average level of digital competence (126-158). Hence the framed hypothesis is accepted and it is concluded that the level of digital competence is average.

To find out the significant difference between the teacher effectiveness scores and of the two sub-groups the ‘t’ value for teacher effectiveness has been calculated.

**Table .4**

***Mean difference between Male and Female High School Teachers in Teacher Effectiveness***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Gender** | **N** | **Mean** | **SD** | **‘t’ Value** | **Level of Significance** |
| Teacher Effectiveness | Male | 190 | 102.90 | 37.18 | 3.60 | Significant at 0.05 level |
| Female | 140 | 118.60 | 41.63 |

It is found from the table 4. that the calculated ‘t’ value is 3.60 which is higher than the table value 1.96 at 0.05 level of significance. Hence the above Stated null hypothesis is rejected and it is concluded that male and female high school teachers differ significantly in their teacher effectiveness.

To find out the significant difference between the digital competencescores and of the two sub-groups the ‘t’ value for digital competencehas been calculated.

***Table. 5***

***Mean difference between Male and Female High School Teachers in Digital Competence***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Gender** | **N** | **Mean** | **SD** | **‘t’ Value** | **Level of Significance** |
| Digital Competence | Male | 190 | 163.87 | 41.22 | 3.40 | Significant at 0.05 level |
| Female | 140 | 146.12 | 53.52 |

It is found from the table 4.21, that the calculated ‘t’ value is 3.40 which is higher than the table value 1.96 at 0.05 level of significance. Hence the above Stated null hypothesis is rejected and it is concluded that male and female high school teachers differ significantly in their digital competence**.**

**VI. DISCUSSION**

* The level of teacher effectiveness among the high school teachers is average.
* The level of digital competence of high school teachers is average.
* There exists significant difference between the male and female high school teachers. The teacher effectiveness of female high school teachers was found to be more as compared to their male counterparts. It means gender has significant influence on teacher effectiveness of high school teachers.
* There is significant difference in the digital competence between male and female high school teachers. The male high school teachers were found high digital competence as compared to female high school teachers. It means gender has significant influence on digital competence of high school teachers.

**VII. DELIMITATIONS OF THE STUDY**

The study was delimited with respect to the following:

* The study was conducted only on 330 High school Teachers of Shopian District of Kashmir Valley.
* The study was confined only two variables, Teacher Effectiveness and Digital Competence.

**VIII. CONCLUSION**

In order to boost the standard of instruction we need teachers. Teacher efficacy is also important perquisite for quality education and the need of hour. Teacher effectiveness is the measure of success in carrying out institutional and other defined responsibilities, of teacher demanded by the character of his or her position. Teachers are the nature role models to the younger generation. Today's teachers are required to be effective and truer. In order to be able to articulate instruction with new paradigm of learning, be supportive in dealing with new set of students belonging to various age groups, diverse ethnicity and using a broad range of background and previous knowledge, teachers have to be lifelong students themselves. Teacher effectiveness is essential because successful teaching helps pupil learning. As the focus on quality in higher education has improved, it’s become even more significant. It becomes clear that teacher efficacy is directly related to student achievement. In addition, the attributes of successful teacher have influence on students' performance. Successful teachers strive to motivate and engage all their students in learning rather than simply accepting that some pupils cannot be participated and destined to perform. They believe each student is capable of achieving success and they do all they can to find ways of making each student successful.

**APPENDIX**

1. Teacher Effectiveness Scale by Dar. Gulzar 2021.
2. Digital Competence Scale by Ramakrishna 2017.

**CONFLICT OF INTREST**

There is no conflict of interest. All the material used in this paper has not been published elsewhere.

**REFRENCES**

**[1]. Aarti, J. (2015).** *Teacher Effectiveness in relation to personality types and adjustment of secondary school teachers*, Ph.D. dissertation, Dept. of Education, Guru Nanak Dev University, India.

**[2]. Anderson, L. W., Krathwohl, & Bloom, B. S. (2001).** *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives (ed).”* New York: San Francisco.

**[3]. Csordás, A. (2020).** Diversifying Effect of Digital Competence. *AGRIS on-line Papers in Economics and Informatics,12*(1), 3-13.

**[4]. Dash, U., & Barman, P. (2017).** Studied Teaching Effectiveness of Secondary School Teachers in the District of Purba Medinipur West Bengal, *Journal of Humanities and Social Science, 21*(7), 50-63.

**[5]. European Parliament & the European Council (2006).** Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. Official Journal of the European Union, L 394. Downloaded April 10, 2013, from http://eur-lex.europa.eu/LexUriServ/ LexUriServ.do?uri=CELEX:32006H0962: EN: NOT 58

**[6]. Flanders, N. A., & Simon. A. (1969).** Teacher Effectiveness. Encyclopedia of Educational Research, 4th Ed. London: The Macmillan Co.

**[7]. Fraile, M. N., & Velez, A. P. (2018).** Development of Digital Competence in Secondary Education Teachers Training, *Journal Education Sciences, 8*(4), 1-12.

**[8]. Gage, N. L., & Ryan’s, D. G. (1962).** The Handbook of Research on Teaching. *Journal of Teacher education, 13*(1), 89-99.

**[9]. Hatlevik, O. E., & Christopherson, K. A. (2013).** Digital competence at the beginning of upper secondary school: Identifying factors e-planning digital inclusion, *Computer & education,* 6(3), 240-247.

**[10]. Hatlevik, O. E., Guðmundsdóttir, G. B., Loi, M. (2015).** Examining factors predicting students’ digital competence. *Journal of Information Technology Education: Research, 14*, 123-137.

**[11]. Hay, R. (2015).** Professionalization of Teachers and Institutions; Shipra Publications, New Delhi. 4.

**[12]. Ilomäki, L., Paavola, S., Lakkala, & Kantosalo, A. (2016).** Digital competence – an emergent boundary concept for policy and educational research. *Educ Inf Technol, 21*, 655–679. DOI 10.1007/s10639-014-9346-4

**[13]. Iordache, C., Mariën, I., & Baelden, D. (2017).** Developing Digital Skills and Competences: A Quick Scan Analysis of 13 Digital Literacy Models. *Italian Journal of Sociology of Education, 9*(1), 6-30. doi: 10.14658/pupj-ijse-2017-1-2

**(14). Kaan, A. R. I. K., & Kiyici, M. (2019).** Identifying Digital Literacy of High School Students: A Case of Hendek. *Sakarya University Journal of Education, 9*(1), 47-68.

**[15]. McGarry, O., & McDonagh, A. (2018).** Digital Competence in Teacher Education, output 1 of the Erasmus+ funded Developing Student Teachers’ Digital Competence (DICTE) project. <https://dicte.oslomet.no/>.

**[16]. Medley, D. M., & D. M. Shannon. (1994).** Teacher Evaluation: In T. Husen and T.N. Postlethwaite, eds., The International Encyclopedia of Education, 10(2),6015-20. New York: Pergamon.

**[17].** [**Murawski, M.**](https://www.emerald.com/insight/search?q=Matthias%20Murawski)**&**[**Bick, M.**](https://www.emerald.com/insight/search?q=Markus%20Bick)**(2017).** "Digital competences of the workforce – a research topic?", [*Business Process Management Journal*](https://www.emerald.com/insight/publication/issn/1463-7154), Vol. 23 No. 3, pp. 721-734. <https://doi.org/10.1108/BPMJ-06-2016-0126>.

**(18). Merrill, W. H. (2021).** A Teacher Affects Eternity; He Can Never Tell Where His Influence Stops: A Reassessment of the Contributions of Barney Brooks, A Consummate Educator.*Annals of Surgery Open, 2*(3), 80.

**(19). Mazzucato, M., Kattel, R., & Ryan-Collins, J. (2020).** *Challenge-driven innovation policy: towards a new policy toolkit. Journal of Industry, Competition and Trade, 20*(2), 421-437.

**[20]. Olena, S., Natalia, K., Oksana, L., & Natalia, L. (2019).** The Formation of Digital Competence by Means of Open Educational Resources. *International Journal of Innovative Technology and Exploring Engineering, 9*(2), 2261-2254.

**[21]. Podolsky, A., Kini, T. (2019).** Does teaching experience increase teacher effectiveness- A review of US research, *Journal of Professional Capital and Community*, *4*(4), 1-24.

**[22]. Rajput, J. S. (2016).** *Indian Education in Times of Global Change,* New Delhi: Shipra Publications, pp. 125.

**[23]. Ramakrishna, R. (2017).** *Teacher Effectiveness in relation to self-esteem, job satisfaction and digital competence*, Ph.D. dissertation, Dept. of Education, Punjab University, India.

**[24]. Rokenes, F. M., & Krumsvik, R. J. (2014).** Development of Student Teachers’ Digital Competence in Teacher Education, *Nordic Journal of Digital Literacy, 9*(4), 250-280.

**[25]. Singh, A. K. (2009).** *Tests, Measurements and Research Methods in Behavioral Sciences.* New Delhi: Bharati Bhawan.

**[26]. Supriya, D. (2015).** *Teacher Effectiveness among secondary school teachers in relation to job stress, work motivation and use of information and communication technology,* Ph.D. dissertation, Dept. of Education, Maharshi Dayanand University, India.

**[27]. Tehseen, S., & Hadi, N. U. (2015).** Factors influencing teachers’ performance and retention. *Mediterranean Journal of Social Sciences,* (*6*1), 233-244.

**[28]. Vincent, B. D., & Oladapo, A. S. (2015).** The Role of Motivation in Enhancing Employees ‘job Satisfaction in The Nigerian Multinational Companies. *KASU Journal of Accounting Research and Practice, 4*(1), 207-227.

**[29]. Yang, J., Tlili, A., Huang, R., Zhuang, R., & Bhagat, K. K. (2021).** Development and Validation of a Digital Learning Competence Scale: A Comprehensive Review. *Sustainability*, *13*(10), 5593.