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A STUDY ON THE IMPACTS OF TEACHERS TECHNOLOGY READINESS INDEX ON HIGHER EDUCATION SYSTEM

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ABSTRACT

The main aim of this study is to findout the impacts of Teachers technology readiness index on higher education system. The study is confined to higher education colleges of Prayagraj district of Uttar Pradesh. The study were concentrate on the skill development and training variables such as Technology Readiness Index for the teachers & environment of the Higher Education System such as the infrastructures, policies and reputation which will result in student employability. This study was determine the degree of impact of that attribute. Technology readiness index has optimism, innovation, discomfort and insecurity as the attributes. Innovation, optimism has positive impact on the technology readiness index whereas discomfort and insecurity will have negative impact. The Higher Education System has facilities and policies as its attributes.

Keywords: Teacher Technology Readiness Index, optimism, innovation, discomfort, insecurity and Higher Education System

INTRODUCTION

According to Sujatha (2015), the current condition of single digit pass rate in some institutions and less than 25% pass percentage in 20% of colleges may be lowered or abolished in due course with effective training and skill development. Training is a vital activity for corporate firms in order to generate excellent resources for increasing revenue and profit. Quality resources are always more efficient and adaptive. In the same vein, educational institutions require competent professors in order to provide superior results. Quality resources are difficult or expensive to come by in rural areas. So training or upgrading the skills of existing teaching community is more meaningful and critical.

The areas of training or skill development vary from industry to industry as the final goal for each industry is different and unique. For educational institutions the ultimate aim is to make the student useful to the society. This calls for different set of skills as described in the earlier paragraphs. Train the trainer concept is prevalent in the industry and this will help to reach more resources. In this manner training the teachers will help to create more employable students rather than training the students. So the need to ascertain whether the teachers are in a state of need for the training and also whether they are in a state of receiving the training. This study will concentrate on these aspects and give indications of areas requiring training.

In the present Business environment, the change in technology as well as the change in requirement is dynamic and frequent. To meet this, the institutions need to cope up with the demands of the industry and provide facilities to address this which means the facilities are also need to be dynamic. That calls for re-orientation and more investment in terms of effort & money. Effort in terms of preparing the teachers to face the situation is important criterion that institutions should look into for the betterment of students and thus moving up in the reputation ladder for the Institutions.

Employability of higher education students is on the decline in most of the colleges and this statement is more relevant for rural engineering colleges. Industry can say that quality students are not coming out of the institutes and the institutes can say that students are not studying as they are expected to do. Students on their part will say that they are not getting proper orientation towards industry and the parents on their parts used to blame teachers, institutes and the society.

This blame game can go on and everybody involved are conveniently put the ball in other's court. The root cause of the problem is that expectations are not met either at the industry level or student level or institution level. There is a mismatch at the knowledge level and the skill level. Institutions are spending their effort & time to impart some of known skills such as communication, interview facing skills etc. apart from the subject knowledge.

The question is whether this is sufficient. Facilities are being made at the institutions for the benefits of students. But are they being used the way they are supposed to be used? Do we have college ready students? Do we have teachers updating their skill and knowledge to sync with the current requirements? Do institutions upgrade their facilities periodically when the industry demands are changing? Do industries coordinate with the institutions to set the expectations for the coming years? All these questions have only two answers yes or No. There can not be a partial Yes or partial No which does not have any meaning for the industries or students. One can not say I am partially skilled person and so my employability chances will be better. So the cause of non-employability is that students do not have the required skill to match the industries expectation.

To bridge the gap students should upgrade their skill level. For that Institutions should provide the facilities and environments in terms of infrastructure and quality teachers. To create quality teachers, periodic skill development programs to be inculcated into the Institutions agenda and practice. To what extent the teachers are ready for the skill upgrades and what types of skills to be imparted to the students so that they are more employable? This needs to be addressed for the benefit of society and upliftment of the country at large.

OBJECTIVES OFTHE STUDY

1. To study impact of Teachers technology readiness index on higher education system

HYPOTHESIS OF THE STUDY

H01: There is no association between Level of Teachers Technology Readiness & level of Higher education System

HA1: There is an association between Level of Teachers Technology Readiness & level of Higher education System

H02: There is no association b/w Level of Teachers Technology Readiness Index & Students' employability

HA2: There is no association b/w Level of Teachers Technology Readiness Index & Students' employability

H03: Teachers Technology Readiness Index does not impact the Higher Education System

HA3: Teachers Technology Readiness Index impacts the Higher Education System

LITERATURE REVIEW

According to Thanomwan et al. (2015), education is the creation of knowledge and competency/potential development. It has a significant impact on change. Students are expected to learn without regard for time or location. According to Sootipaon, education should teach students to think at problem-solving or problem-analysis phases, and they should be able to mix knowledge at all levels. Teachers encourage students to study and use their knowledge for their own advancement and the well-being of society through excellent teaching and learning processes. To do this, instructors must be prepared with newer or ever-changing skill upgrades in order to facilitate the educational revolution.

According to Eduard Müller et al. (2015), learning is a continual process that builds on prior information or experiences. As a result, teachers should teach new topics while also eliminating or modifying old beliefs or concepts. When designing a training program for faculty, this element should be taken into account. It is simple if the new ideas are compatible with previous knowledge or experience. Otherwise, more effort should be expended in developing new concepts.

Sofia (2015) refers to Hammer's definition of a competent professional as a problem-solver capable of dealing with unexpected and unusual events without consulting management and utilizing his/her knowledge of the subject in which the individual has competence and expertise. Sofia goes on to say that Metacognition, which encompasses knowing what one knows, how it may be applied, and how to acquire new knowledge, is becoming increasingly vital for graduates of higher education in modern era. In this context, internship programs or work-placement (WP) will be beneficial. They are recognized as capable methods of bridging the gap between education and corporate requirements. They provide several possibilities to learn and comprehend the work environment as well as personal shortcomings. Students can also become aware of the career options open to them after graduating from college. It also boosts students' confidence and maturity in dealing with problems, making job selection much more relevant. On the employer's side, the time required to be productive will be reduced.

According to Oitshepile (2016), while developing institutional structures and strategies, the labor market should be regarded as a significant and necessary partner. Such initiatives should include aspects such as interactions with companies, cooperation platforms such as conferences/alumni forums, and internships that offer students with adequate opportunity to explore labor markets. This also assists colleges in understanding and aligning with industry requirements while deciding on courses or curriculum. Career development activities may be utilized to discover and improve on areas of strength. Career workshops or other development activities will help.

Lynne et al. (2016) discuss three E-s for students to be more fit in the twenty-first century scenario for discovering their potential and education reform, which are enablement, engagement, and empowerment. Access to educational materials and knowledge that educate and broaden their learning outside of institutions. Engaging students in persuading or fascinating experiences to build deeper learning & abilities such as problem solving & critical thinking, for example. Empowerment in taking charge of their lives and life-long learning with inquisitiveness and curiosity. This will increase the pupils' employability chances.

Jackson and Wilton (2016) emphasize that managing one's career competencies are an important aspect of individual employability and have an impact on welfare, graduate job accomplishment, and long-term career success when addressing career management skills with Work-integrated Learning. Improved graduation abilities can help placement cells generate better employment results and help industrial partners have more options and employee mobility.

According to Jackson and Wilton (2016), career management skills include developing career objectives, understanding labor market circumstances, job search abilities, finding and selecting appropriate learning opportunities, and networking with professionals. This boosts students' self-efficacy and proactive expectation management in their future careers. Graduates with such qualities keep their employability throughout their lives and even create jobs for others. This gives them their own identity and, as a result, a position in society. They can serve as role models for others to follow.

According to Huijun Yang et al. (2016), Experiential Learning may be achieved through co-operative study, field excursions, internships, job shadowing, practice-oriented education, project-based learning, sandwich degrees or courses, and so on. Listening to a guest speaker, role playing, case studies, laboratory activities, certificate-based learning, professional skills competition, event-based learning Summer-hire programs will improve employability skills such as job performance and self-management (such as adapting to changing settings, recognizing the consequences of actions taken, and performing at an optimal level).

Lynne et.al. (2016) quote that Leading in a culture of change means that inside the institution the change culture need to be created and adopted. This is not just creating an organization structure for change management but implement the change management in the true sense. That does not mean keep implementing one innovation after another but definitely it calls for creating an inner organization which can assess and implement new ideas, procedures or

methodologies within the institutions as well as with stakeholders outside the institutions seamlessly. She further emphasizes that infusion of new technologies necessitates the support and maintenance for sustainability. Training on use of technology should be provided to both instructors and pupils. To make room for the new technology, the curriculum and teaching methods need be revised. Thus, when a new technology is being implemented in an organization, careful preparation is needed.

According to Rowe and Zegwaard (2017), the majority of experts consider employability skills to consist of three distinct types of talents: personal, discipline-specific, and generic. The general qualities include cooperation, communication, and organizing abilities, among others. Discipline particular refers to that field of expertise, such as engineering, law, or the humanities more broadly, or engineering on a more specialized level, such as electrical, computer science, or mechanical. Personal qualities include resilience, self-control, and self-assurance, among others.

According to Jackson (2017), these students with WIL experience are classified as "employable graduates" because they possess both the technical and non-technical abilities necessary to apply their knowledge in a variety of work & life contexts.

In her essay about the higher education system in the United Kingdom, Sonal Minocha et al. (2017) highlights the frequent efforts made by universities to include employability-related courses or topics into their curriculum and pedagogy. The core to the courses and the topics is a combination of extracurricular and curricular techniques to improve students' employability by recognizing and addressing the discrepancies between students' perceptions of their employability and employers' expectations.

Tom Nochols (2017) warns that students who receive undeserved recognition and feel-good accomplishments may become conceited and even turn down their first college professor or job offer. This behavior won't be altered unless it causes the student financial harm. Teachers must deal with the fact that students view behavior corrections as insulting. This needs to be addressed in the design of education.

Brigitte et al. (2017) talk about transformative leadership and mindfulness. People who practice mindfulness continuously monitor their inner and external environments without passing judgment, since mindfulness is characterized by increased attention to the current moment and empathetic attentiveness for the same. As a result, they are less negatively impacted by failure, criticism, rewards, and disputes; instead, they are more positively affected by optimism, hope, and resilience. They inspire students and other educators to strive for greater success by influencing them toward activities of shared accomplishments. These educators have the potential to be excellent leaders who can relate to their coworkers and students in any circumstances and bring forth the best in them. Their positive attitude will encourage others to work more freely and trustingly with them to successfully complete any duties, whether they are cooperative research projects or operational operations.

According to Thorp et al. (2018), universities implement new tactics only after giving them considerable thought and consideration. 'Copycat' tactics are more common, thus

innovators must bide their time. Peer pressure, competitiveness, and the so-called requirements of the market (which are not backed by any market study outside of those that are reported) push educational institutions to adopt new curricula without giving them any thought beforehand. Long-term sustainability of this sort of approach is unlikely, and the standard of education will significantly decline. Institutions should develop a plan based on their distinctive qualities that will serve as a guide for their expansion & survival.

According to Silvia et al. (2018), mindfulness is an intentional, nonjudgmental method of paying attention to how experiences are developing in the here and now. It also involves raising awareness of these experiences. She agrees with Greenberg, Domitrovich, and Bumbarger (quoted by Silvia et al., 2018) about students' emotional, social, and behavioral problems, which impede their progress in school as well as their efforts to become workers and law-abiding citizens. Instructors are prepared to work in classroom or college settings, but they lack the social and emotional skills to address these settings. Experts believe that in order to positively impact pupils' emotional condition, teachers should manage mindful practice. She goes on to say that pupils who are aware may efficiently manage their professional obligations and deal with emotional problems.

In Lemon et al. (2018), several researchers' perspectives on mindfulness are compiled. He points out that those who practice mindfulness are aware of all life's changes, no matter how minor or significant. Being conscious of these shifts is crucial for those who are. Depending on person & situation, awareness can be a state, attribute, action, or way of life. The shift in the present is what matters most.

Morley (2018) stated that simulation techniques are very useful in enhancing the skills of the students. During simulation a practice scenario or experience is re-created or imitated which enables students to put their learning into action, to practise skills, & assess themselves against the learning. This kind of teaching or learning promotes active learning espoused by self-reflection added to self-direction. The students become self-reliant in terms of methods of acquiring knowledge and resolving issues. This gives self-confidence and acceptance to face any situation.

Rambe.p, (2018) emphasise development of curricula & pedagogical practices that focus on integration of workplace practice with classroom learning for understanding the concepts more clearly with workplace skills. Students thus will be ready to face the professional career with more confidence and information. But this alone is not sufficient. More active participation from the students will enrich the experience.

In her post for Zoho University, Sharada (2019) explains how a young person from a small hamlet became a programmer and had a significant improvement in his quality of life. In southern Indian state of Tenkasi, Zoho has established a satellite office. Of the employees at this location, half are from nearby villages and the other half are students from Zoho University. The towns surrounding that location now have excellent job prospects because to this strategy. Corporate offices around the nation provide these amenities to its employees in order to accommodate local customs and facilitate their work. Each and every person stands to gain from this scenario. When the higher education institution works with these kinds of projects, both the

institutions and the students gain. The institutions can supply the necessary infrastructure so that this arrangement can also generate income.

Klein et al. (2019) highlight how internal demands, external pressures, and technology innovation are causing the higher education system to shift toward data-intensive decision-making. It is necessary to continuously monitor and update information on teaching, learning, student profiles, research status, and the professional development of instructors. Their analysis is more focused on the needs of the learner and necessitates the collection and mining of vast amounts of data in order to provide proper analysis and comprehension. In order to make better decisions and increase institutional effectiveness, staff members and instructors must be aware of this technology and incorporate it into their everyday operations. This is because educational data is growing on many levels every day.

Yasmeen Bano and Vasantha, the Shanmugam (2020) define techniques or approaches for closing the employability skill gap in higher education. The study also emphasized the advantages of closing the employability gap in the Indian economy. The conceptual research serves as the foundation for the article. And the data was gathered from secondary sources of knowledge.

David Eshun Yawson (2020) investigates undergraduate student perceptions of work-related employable course learning outcomes. According to the survey results, manner of delivery and difficulties with course content are elements that sum up their overall experiences. The findings also show that a trio of subject matter difficulty, student work experience, and course content happiness are closely related in shaping the experiences of pupils.

David Eshun Yawson and Fred Yamoah (2020) use a work-related job prospects course for an industrial school college cohort (N = 267) comprised of various future generations to investigate the generational effects of work-related learning results in employability rooted curricula from the student public perspective. This study demonstrates the changes in students' perspectives based on age generations of people, as demonstrated by Generations X, Y, and Z, which also offers a distinct inter-generational educational chance.

From the point of view of corporate executives, Shruti Srinivasan and Thangaraj Ravikumar (2021) give a list of competencies necessary for management graduates to become marketable for financial job jobs. This list will assist potential candidates in preparing themselves for a career in finance. According to the findings, a candidate should be able to properly deliver critical information and have practical advice abilities. Originality/value. The research would be extremely useful for management students who specialize in finance in obtaining finance jobs in India. Apart from technological understanding and hard abilities, this paper will help students prepare for the crucial soft skills necessary for various employment vocations.

Anita Gupta et al. (2021) look at whether there is a substantial disparity in the conveyed belief held by participants vis-à-vis the obstacles identified in the skill eco space in Sikkim based on an initial poll conducted in four districts of Sikkim including 600 respondents from between the various stakeholders. The findings may be used to make suggestions and suggest next steps for removing these barriers to greater outreach and successful execution of various programs by implementing appropriate practices.

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RESEARCH METHODOLOGY

This study is descriptive research that will emphasize the understanding of ideas and insights. In this research, on the basis of the survey, the relationship between various factors such as teacher's technology readiness index, higher education system, employment development opportunities and employability of students will be established. To explore the relationship between these factors, the hypotheses will be proposed and tested in this study. Teachers at higher education colleges are the study's responders, as was previously mentioned. In Prayagraj, there are around 50 higher education colleges, and each institution employs 70 instructors on average. The sample size, n is 350. i.e. a minimum of 350 respondents should give the feedback for this sample. A total of 420 respondents gave their feedback for this study which is above the required number.

TABLE 1 FACTORS/ SUB-FACTORS / CONSTRUCTS MATRIX

S No	Factor	Sub-factor	No. Scale items
1	Teachers Technology readiness Index	Optimism	4
		Innovation	4
		Discomfort	4
		Insecurity	4
2	Higher Education System (HES)	Policies (POL)	6
		Institution Standing (ISS)	8
3	Students' employability	Attitude (ATT)	12
		Skill Set (SS)	13
		Students technology orientation (STO)	4

The items used in this study are pertinent to the research and appropriate for achieving the study's goals. Every construct is measured on a 5-point Likert scale, and TRI formula is based on Parasuraman's (2014) formulation.

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DATA ANALYSIS

ASSOCIATION BETWEEN TTRI AND HES

H01: There is no association between Level of Teachers Technology Readiness & level of Higher education System

HA1: There is an association between Level of Teachers Technology Readiness & level of Higher education System

TABLE 1: CHI-SQUARETEST FOR ASSOCIATION B/W TTRI & HES

LEVEL OF TTRI	LEVEL OF HIGHER EDUCATION SYSTEM			TOTAL	CHI-VALUE	P-VALUE
	LOW (<41.0)	MODERATE	HIGH (>52.0)			
LOW	44 (41.9)	46 (43.8)	15 (14.3)	105 (100.0)	163.14	<0.01**
MODERATE	55 (28.0)	105 (52.6)	38 (19.4)	198 (100.0)		
HIGH	9 (7.3)	40 (34.2)	78 (58.5)	117 (100.0)		
TOTAL	108 (25.7)	191 (47.9)	111 (27.1)	420 (100.0)		

The matrix between HES and TTRI levels is shown in Table 1. P value less than 0.01 indicates that the values are significant at the 1% level. When the TTRI level is low, 41.9% of instructors believe that HES is low in their institutions, 43.8% believe that HES is moderate, and 14.3% believe that HES is high. On opposite end of spectrum, 7.3% of instructors with high TTRI believe their HES is low, 34.2% believe it is moderate, and 58.5% believe it is high. 52.6% of instructors with moderate TTRI believe that HES is moderate in their institutions. The explanation for this might be because instructors in this study see institutions via their perceptions. Those teachers who profit technologically believe that their skill accomplishment is attributable to the resources or possibilities offered by the institutions.

ASSOCIATION BETWEEN TTRI AND SE

H02: There is no association b/w Level of Teachers Technology Readiness Index & Students' employability

HA2: There is no association b/w Level of Teachers Technology Readiness Index & Students' employability

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TABLE 2: CHI-SQUARE TESTFORASSOCIATION BETWEENLEVEL OF TTRI AND SE

TTRI	EDO			TOTAL	CHI-VALUE	P-VALUE
	LOW	MODERATE	HIGH			
LOW	47 (44.8)	48 (45.7)	10 (9.5)	105 (100.0)	171.97	<0.01**
MODERATE	52 (26.4)	107 (53.9)	39 (19.6)	198 (100.0)		
HIGH	15 (12.4)	35 (39.9)	67 (57.7)	117 (100.0)		
TOTAL	114 (27.1)	190 (47.6)	116 (27.7)	420 (100.0)		

Table 2 contains information on the level associations between TTRI and SE. Because the P-value is less than 0.01 and there is no correlation between TTRI and SE levels, the null hypothesis is rejected. According to TTRI percentage, 44.8% of instructors with low TTRI admit a low degree of SE, 45.7% a moderate level of SE, and 9.5% a high level of SE. When instructors have a high level of TTRI, only 12.4% believe in low SE, 29.9% accept moderate SE, and 57.7% believe in high SE. This might be because instructors contribute more to SE when their TTRI is higher.

H03: Teachers Technology Readiness Index does not impact the Higher Education System
HA3: Teachers Technology Readiness Index impacts the Higher Education System
Dependent Variable:

Higher Education System (Y)

Independent Variables:

1. Optimism (X_1)
2. Innovation (X_2)
3. Discomfort (X_3)
4. Insecurity (X_4)

Multiple RValue : .64
R-SquareValue : .41
F-Value : 145.73
P value : < 0.01**

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TABLE 3 HES-TTRI MULTIPLE REGRESSIONANALYSIS

VARIABLES	UNSTANDARDIZED CO-EFFICIENT (B)	STANDARD ERROR OF B	STANDARDIZE CO-EFFICIENT	t VALUE	P VALUE
CONSTANT	11.80	1.57	-	7.50	< .01**
OPTIMISM (X_1)	.91	.11	.29	8.19	< .01**
INNIVATION (X_2)	1.11	.11	.35	9.77	< .01**
DISCOMFORT (X_3)	.36	.09	.13	4.11	< .01**
INSECURITY (X_4)	.03	.09	.01	.37	.71

The multiple correlation value of 0.64 indicates the strength of the association between the TTRI variables and HES. The coefficient value of 0.64 suggests that the association between HESS and the four independent variables is fairly strong and positive since the projected values are derived as a linear combination of Optimism (X_1), Innovation (X_2), Discomfort (X_3), and Insecurity (X_4).

The Determination Coefficient R-square evaluates the predicted Sample Regression Plane's (SRP) goodness-of-fit in terms of the proportion of variance in the variables that is dependent explained by the fitted sample regression equation. $R_2 = 0.41$, which implies that the estimated SRP that includes TTRI components as separate variables explains 41.1% of the variation in HESS, and R Value indicates significance at the 1% level.

Multiple regression equation is

$$Y = 11.80 + .91X_1 + 1.11X_2 + .36X_3 + .03X_4$$

This is the equation for HES considering the TTRI factors. The coefficients of the X-components represent the partial effect of that factors on Y which is Higher Education System. The effect of these factors are positive on the Dependent variable. In this case, partial effect of optimism is .91. i.e. for every unit increase of optimism, HES will increase by .91. In the same way, for every unit increase of innovation, HES will increase by 1.11 and for every unit increase of discomfort, HES will increase by .36. The coefficient values for these factors are significant at 1% level. For every unit increase of insecurity, HES will increase by .03 and this co-efficient value is not significant at 5 percent level.

Based on this standardized coefficients, it is ascertained that innovation (.35) is most important factors to extract HES followed by Optimism (.29). This means innovation & optimism of Higher education institution teachers have good impact on the Higher Education System. This is to say that teachers having these qualities will contribute towards the growth of the institutions. They will motivate and get motivated for higher positive results not only in terms of pass percentage but in other aspects of students' growth.

CONCLUSIONS

The above findings reveal that the factors affecting the students' employability are very essential for the teachers either to self-acquire or to get trained. These skills upgradation on the factors can provide a change at all levels of institutions. Students are impacted and influenced by the parameters described in our analysis constantly. The parameters such as Teachers' TRI and HES are very critical to students' growth for his employability. The analysis clearly shows the relationship of these factors for students' employability. As defined earlier, the students' employability includes not just getting into an organization for job but also going for higher studies for better future prospects and possible entrepreneurship for self-employment that paves way for job opportunities for the society as well as other students. Since this research is revolving around teachers, the growth of teachers in all the factors discussed and analysed in this study is essential for the benefit of students. The data helps the researchers to identify and suggest methods for skill development for the teachers and educators.

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