

ROLE OF ADAPTABILITY QUOTIENT IN FOSTERING TEACHERS' ATTITUDE TOWARDS DIGITAL TECHNOLOGY

**Monica Preetam Lewis,*

*** Dr. Ruchika Miglani*

**M.Ed. Student, Department of Education, University of Mumbai, India.*

***Assistant Professor, Department of Education, University of Mumbai.*

Abstract:

Adaptability Quotient is an emerging buzzword in the educational field. Skills required for present day teaching jobs are evolving at a rapid pace and one such important skill is to adapt to the technological change. However, there are possibilities that teachers may have difficulty in adapting the technology, and if this concern is left undiagnosed and untreated, it may hamper the growth of the educational system. Therefore, the present study was undertaken to investigate Adaptability Quotient of school teachers and its impact on their teaching attitude. The participants of the study included 81 school teachers from Mumbai, Navi Mumbai and Thane. The research adopted Descriptive Correlational method. The primary data was collected through questionnaire. The results revealed that teachers who had higher Adaptability Quotient had better attitude towards using digital technology in their teaching. It was highlighted that teachers should make an effort to improve their Adaptability Quotient in order to develop a better teaching attitude towards the changes evolving in the system and thereby be successful at achieving educational goals.

Keywords: *Adaptability Quotient, Teaching Attitude, Digital Technology*

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited

Introduction:

For a long time, it was believed that having a good IQ (Intelligence Quotient) was the only measure of success. Those days are long forgotten when mere intelligence quotient (IQ) test which measures memory, analytical thinking and mathematical ability was one of the best ways to predict future job prospects. With the passage of time, there had been increased attention on emotional intelligence (EQ), broadly characterised as a set of interpersonal, self-regulation and communication skills. Both IQ and EQ are considered important to our career success. But today, as technology redefines how we work, the skills we need to thrive in the job market are evolving too. Hence, to be successful, a person needs to have good attributes of AQ (Adaptability Quotient) as well. Experts say that good Adaptability Quotient is much more important than Intelligence Quotient.

As rightly said, "IQ is the minimum you need to get a job, but AQ is how you will be successful over time."

– Natalie Fratto, Founder of the AQ Lab

Adaptability Quotient is the ability to work out what is relevant, to unlearn obsolete knowledge, overcome challenges, and make a conscious effort to change. It involves flexibility, curiosity, courage, resilience and problem-solving skills too. It is the breakneck speed of workplace change that has made Adaptability Quotient more valuable than Intelligence Quotient. To avoid obsolescence, workers need to develop new skills like creativity to solve problems and empathy to



communicate better. With technological advances and increased employee diversity, the educational institutions have dramatically shifted in recent decades where organizations are expected to constantly evolve and develop in order to meet the need of time. This openness and ability to change are what organizational researchers refer to as adaptability (Ployhart & Bliese, 2006; Pulakos, Arad, Donovan, & Plamondon, 2000; Trundt, 2010)¹. Incorporation of digital technology in the teaching learning process, being the recent remarkable change in the educational system, it is essential for teachers to have attitudes to learn technology and keep themselves abreast with latest technological trends emerging in the educational system.

Literature Review:

Mardiana (2020)² investigated lecturer's adaptability to technological change and its impact on the teaching process. To adapt the technological change, lecturers must have attitudes to learn technology, knowledge in technology, ability, and skills to change them into qualified lecturers. And with this research, it was shown that lecturers were ready to move to the 21-century online learning process. Alharbi (2013)³ studied teachers' attitudes towards integrating technology. The objective of the research was to examine teachers' attitude towards integrating technology in Saudi Arabia and the United States. The finding of the study revealed that the teachers from both countries note positive educational benefits in using technology, but that there is also a discrepancy between how teachers are prepared to use technology and in the availability of technology in their classrooms. Kızıl & Şahin-Kızıl (2011)⁴ studied EFL teachers' attitudes towards information and communication technologies (ICT). The objective of the study was to investigate ICT usage and the attitudes of high school EFL teachers in Turkey towards ICT. The sample of the study included 76 in-service EFL teachers working at state schools. The data was analysed by using descriptive statistics and Pearson Correlations. The findings of the study revealed that EFL teachers hold positive attitudes towards the use of ICT for educational purposes. They regard computers as advantageous over traditional methods of instruction and suitable for their curriculum goals. Collie & Martin (2017)⁵ conducted research to study the importance of adaptability in creating effective teachers. The objective of this study was to highlight the importance of adaptability for teachers and their healthy and effective functioning in the workplace. Findings showed that perceived autonomy support was positively associated with teachers' adaptability, and that both constructs were positively associated with teachers' well-being and organizational commitment. In addition, there were several associations between the teacher constructs and students' numeracy achievement. Findings have implications for understanding teachers' responses to the inherently changing demands of their work.

While reviewing the studies, it was found that various studies on Adaptability Quotient of teachers were conducted in countries like Malaysia, Kenya, the USA, etc. However, no study has been located in India to understand teachers' Adaptability Quotient and its impact on their attitude towards embracing change like the recent use of digital technology in teaching. To fill up this lacuna is of utmost importance as Educational Adaptability is the urgent need of the hour as we are marching towards reconstructing the society. This study investigates Adaptability Quotient of school teachers and its role in shaping teachers' attitude towards accepting changes thereby making the educational system progressive.

Aim of the Study:

The aim of the study was to investigate the relationship between Adaptability Quotient of school teachers' and their attitude towards using digital technology in teaching.

Objectives of the Study:

The study was undertaken with the following objectives:

1. To compare school teachers' Adaptability Quotient in terms of gender.
 1. Male
 2. Female
2. To compare school teachers' Adaptability Quotient in terms of school board.
 - a. SSC board
 - b. CBSE / ICSE board
3. To ascertain the relationship between Adaptability Quotient and teaching attitude towards digital technology.

Hypotheses of the Study:

The following hypotheses were formulated for the study:

1. There is no significant difference between school teachers' Adaptability Quotient in terms of gender.
 - a. Male
 - b. Female
2. There is no significant difference between school teachers' Adaptability Quotient in terms of school board.
 - a. SSC board
 - b. CBSE / ICSE board
3. There is no significant relationship between school teachers' Adaptability Quotient and teaching attitude towards using digital technology.

Methodology of the Study:

The study adopted Descriptive Correlational Research method to investigate Adaptability Quotient of school teachers and its relationship with teaching attitude towards digital technology.

Sample of the Study:

The sample of the study comprised of 81 school teachers from Mumbai, Navi Mumbai and Thane.

Descriptive Analyses of Data:**1. Gender**

- a. Male
- b. Female

The following table shows the descriptive statistics of Adaptability scores of the school teachers on the basis of gender.

Table 1: Descriptive Analysis of Adaptability Scores of Teachers on the Basis of Gender

Variable	Group	N	Mean %	Median %	Mode %	SD	Skewness	Kurtosis
Adaptability Quotient Domains	Male	14	84	87	96	4.78	-1.41	1.71
	Female	67	82	84	89	3.89	-0.87	1.14

Table 1 indicates that the values of mean, median and mode for the domains of AQ are very close to each other. Therefore, it indicates a near normal distribution. The value of mode is greater than the value of mean and median. Thus, the distribution is left skewed. The kurtosis for each of the domains is less than 3.0. Therefore, the kurtosis is platykurtic. The following figure is the graphical representation of the mean, median and mode score of Adaptability Quotient of school teachers in terms of gender, viz. male and female.

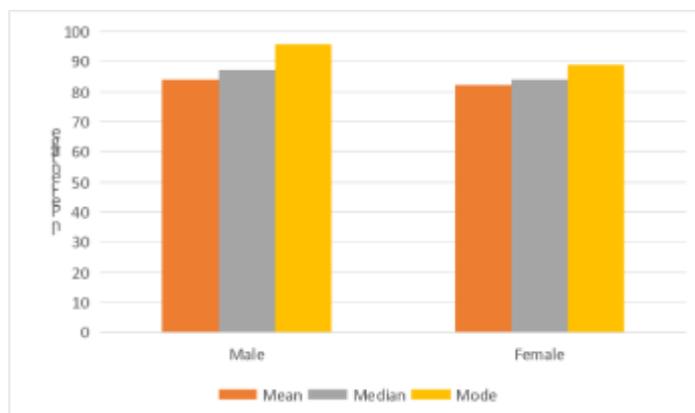


Figure 1: Bar Graph Showing Adaptability Quotient Scores in terms of Gender

2. The School Board

- a. SSC
- b. CBSE / ICSE board

The following table shows the descriptive analysis of Adaptability Quotient scores on the basis of school board.

Table 2: Descriptive Analysis of Adaptability Scores on the basis of the School Board

Variable	Group	N	Mean %	Median %	Mode %	SD	Skewness	Kurtosis
Adaptability Quotient Domains	SSC	48	82	84	86	12.11	-0.58	-0.24
	CBSE/ ICSE	33	82	80	72	13.35	-0.21	-0.36

Table 2 indicates that the values of mean, median and mode for the domains of AQ are very close to each other. Therefore, it indicates a near normal distribution. The values of the mean and the median of the AQ scores of teachers teaching in CBSE and ICSE schools are greater than the mode. Thus, the distribution is right skewed. The value of mode of the AQ scores of teachers teaching in SSC schools is greater than the value of mean and median. Thus, the distribution is left skewed. The kurtosis for each of the domains is less than 3.0. Therefore, the kurtosis is platykurtic.

The following figure is the graphical representation of the mean, median and mode scores of Adaptability Quotient of school teachers in terms of school board, viz. SSC and CBSE/ICSE.

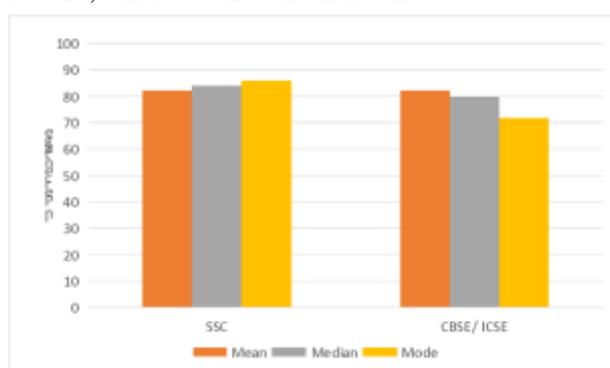


Figure 2: Bar Graph Showing Adaptability Quotient Scores of Teachers in terms of School Board

Hypothesis 1

There is no significant difference between school teachers' Adaptability Quotient in terms of gender.

- a. Male
- a. Female

Table 3: Inferential Statistics of Adaptability Quotient in Terms of Gender

Variable	Group	N	Mean	SD	Df (N-2)	p value	Remark
Adaptability Quotient	Male Female	81	37.54	1.07	79	0.37	No significant difference

From the table 3, the findings revealed that the obtained p-value is greater than 0.05. It indicates that there is no significant difference between school teachers' Adaptability Quotient in terms of gender. The null hypothesis is therefore accepted. This shows that Adaptability Quotient scores of male teachers and female teachers do not differ significantly.

Hypothesis 2

There is no significant difference between school teachers' Adaptability Quotient in terms of school board.

- a. SSC
- b. CBSE / ICSE board

**Table 4
Inferential Statistics of Adaptability Quotient in Terms of School Board**

Variable	Group	N	Mean	SD	df (N-2)	p-value	Remark
Adaptability Quotient	SSC board, CBSE/ICSE Board	81	102.07	0.69	79	0.81	No significant difference

From the table 4, the findings revealed that the obtained p-value is greater than 0.05. It indicates that there is no significant difference between Adaptability Quotient of school teachers in terms of school board. The null hypothesis is therefore accepted. It can be concluded that the Adaptability Quotient of school teachers teaching in SSC schools and CBSE/ICSE schools do not differ significantly.

Hypothesis 3

There is no significant relationship between AQ and teaching attitude towards using digital technology.

Table 5: Correlation Coefficient Between Adaptability Quotient and Teaching Attitude towards Digital Technology

Variable	Group	r	2	df	p- value
AQ & TADT	AQ & TADT	0.36	0.13	79	0.001

(AQ: Adaptability Quotient, TADT: Teaching Attitude towards Digital Technology)

Table 5 indicates that the value of r is 0.36 which lies between +0.3 to +0.5. Hence, there is a moderate positive linear correlation between total Adaptability Quotient scores and total scores of teaching attitude towards digital technology. Here, the p-value 0.001 is less than 0.05. The null hypothesis is therefore not accepted. It can be concluded that the school teachers who were more adaptable were more likely to have better attitude towards using digital technology in their teaching.

Conclusion

The findings revealed that the school teachers who scored better in the Adaptability Quotient test were likely to use a wide range of technology-based teaching strategies. It suggested that they were aware of their potential to use digital



technology in their teaching to motivate students, support them, and engage them in various learning activities. Accordingly, teachers with these abilities were likely to have a positive attitude towards incorporating digital technology in teaching to make the education system progressive. Thus, to sum it up, the endeavour of creating a progressive and adaptable educational system can be successful when there is an awareness about the role of educational adaptability in reconstructing the society; especially in the present scenario when the educational shift due to technology is happening at a rapid pace.

Recommendations:

The following recommendations were made based on the findings of the study:

1. The teachers should be open to change and embrace change gracefully. Teachers should keep themselves abreast with the latest technological trends in the educational system.
2. Curriculum designers should develop courses in teacher education programs focusing on skills associated with adaptability and teaching attitude towards digital technology to help pre-service and in-service teachers to handle changes coming in the educational system sportingly.
3. Educational administrators, coaches, curriculum designers and policy makers should collaborate on a priority basis to understand the lacunae existing in the system and take necessary measures.
4. A conscious effort made by the educational system towards fostering adaptability among teachers who are the most important resource of the system, will create a generation of adaptable citizens who in turn would reshape the society and make it progressive.

References:

- Pulakos, E. D., Arad, S., Donovan, M. A., & Plamondon, K. E. (2000). Adaptability in the workplace: development of a taxonomy of adaptive performance. *The Journal of applied psychology*, 85(4), 612–624. <https://doi.org/10.1037/0021-9010.85.4.612>
- Mardiana, H. (2020). Lecturers' Adaptability To Technological Change And Its Impact On The Teaching Process. *JPI (Jurnal Pendidikan Indonesia)*, 9(2), 275. <https://doi.org/10.23887/jpi-undiksha.v9i2.24595>
- Kızıl, A. Ş., & Şahin-Kızıl, A. (2011). EFL teachers attitudes towards Information and Communication technologies (ICT) Some of the authors of this publication are also working on these related projects: SPOKEN CORPORA AND CORPUS-INFORMED LANGUAGE PEDAGOGY View project Optimizing Instructional Design Methods in Higher Education View project EFL TEACHERS ATTITUDES TOWARDS INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT). In *5 th International Computer & Instructional Technologies Symposium*. <https://www.researchgate.net/publication/258519110>
- Collie, R. J., & Martin, A. J. *Adaptability: An Important Capacity for Effective Teachers*.
- Collie, R. J., & Martin, A. J. (2017). Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. *Learning and Individual Differences*, 55, 29–39. <https://doi.org/10.1016/J.LINDIF.2017.03.003>

Cite This Article:

* Lewis, M., P. & ** Miglani, R. (2022) Role of Adaptability Quotient in Fostering Teachers' Attitude towards Digital Technology, *Electronic International Interdisciplinary Research Journal*, Volume No. XI, Issue-VI, 268-273.