

ABSTRACT

The present study examined the attitude of high school teachers towards the Tamil Nadu School Education Department (TNSSED) School App, a digital initiative aimed at improving school administration and student monitoring. Using a survey method, data were collected from 418 high school teachers in the Tirunelveli district through a validated questionnaire covering accessibility, utility, students' wellness and attendance, and teacher anxiety. The findings revealed that teachers exhibit a moderate attitude towards the TNSSED School App, indicating cautious acceptance. Among the dimensions, students' wellness and attendance were perceived most positively, while accessibility and utility were rated moderately, suggesting scope for improvement. A notable proportion of teachers reported anxiety related to increased workload, time-consuming data entry, and limited digital proficiency. Statistical analysis revealed a significant gender difference in overall attitude, favouring male teachers, whereas no significant difference was found between rural and urban teachers. The study concluded that while the TNSSED School App supports administrative efficiency and student monitoring, improvements in design, reduction of data-entry burden, and continuous, need-based training are essential to enhance teacher acceptance and effective utilization of the App.

Keywords: TNSSED School App, Teachers' Attitude, High School Teachers, Educational Technology, School Administration, Digital Governance, Tamil Nadu.

Introduction

In today's digital era, the integration of technology in education has become crucial for enhancing learning experiences and fostering innovation. Among the numerous educational apps available, TNSSED Schools stands out as a comprehensive solution that caters to the needs of students, teachers, and parents alike.

TNSSED Schools is a mobile application designed to streamline communication and collaboration between all stakeholders in the educational system. It provides a secure platform where teachers can share lesson plans, assign homework, and track student progress. In contrast, students can access learning materials, submit assignments, and receive feedback promptly.

The integration of TNSSED Schools in the educational system has numerous benefits. It improves communication between teachers, students, and parents, leading to a more efficient and effective learning process. It also provides a personalized learning experience for students, encouraging

them to take ownership of their learning journey. Furthermore, the App's intuitive user interface and comprehensive features make it a valuable asset for both teachers and students.

Understanding teachers' attitude towards this App is crucial because acceptance of educational technology strongly influences actual usage and long-term sustainability of reforms. The present study, therefore, focuses on the attitude of high school teachers in Tirunelveli district towards the TNSSED Schools App and examines how their attitude varies across personal and professional characteristics.

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Background of the Study

Vincent Cho (2024) conducted a qualitative comparative case study titled “Technology and Discipline: Examining the Use of Apps for Classroom Behavior Management” to analyze discipline practices involving behavior management apps in three urban schools. Drawing on classroom management literature and Foucault’s *Discipline and Punish* (1977), the study involved 34 interviews with administrators and teachers. The findings revealed that although all schools used behavior apps to promote orderly classrooms, their app use was shaped by differing discipline paradigms and underlying values such as accountability and social control, neoliberalism, and positivity and fun.

Mark-Jhon Ramos Prestoza (2024) conducted a study titled “Assessing Remote Learning's Feasibility” to examine Philippine public-school teachers’ use of Google Classroom within blended learning contexts. Using data from a survey of 123 teachers in Isabela and guided by Graham et al.’s blended teaching matrix, the study found that teachers widely used Google Classroom for lesson delivery, communication, and assignment management. Although teachers valued its flexibility and device compatibility, issues such as poor internet connectivity limited its effectiveness, highlighting the need for targeted teacher training and adaptable technological frameworks to support blended learning better.

Rationale for the study

The Tamil Nadu School Education Department (TNSSED) Schools App is a major digital initiative aimed at strengthening school administration, academic monitoring, and communication in government schools. The success of such technology-driven reforms largely depends on teachers’ attitudes, as teachers are the primary users responsible for effective implementation (Davis, 1989; Teo, 2011). This study is significant as it examines the attitude of high school teachers towards the TNSSED Schools App,

providing insights into their perceptions of usefulness, ease of use, and challenges. Previous studies indicated that teachers' attitudes play a decisive role in the successful integration of educational technologies (Ertmer, 1999; Venkatesh et al., 2003). The findings will assist the Tamil Nadu School Education Department in evaluating the effectiveness of the App and in planning need-based improvements, training, and support systems (Selwyn, 2016). Further, the study contributes to the limited empirical literature on teachers’ attitudes towards government-initiated digital platforms in the Indian context, supporting informed decision-making for sustainable digital transformation in school education (UNESCO, 2018).

Objective

To study the level of attitude towards the TNSSED Schools app among high school teachers.

Null Hypothesis

1. There is no significant difference between male and female high school teachers in their attitude towards the TNSSED school app.
2. There is no significant difference between rural and urban high school teachers in their attitude towards the TNSSED school app.

Methodology

The present study investigated the attitudes of high school teachers towards the Tamil Nadu School Education Department (TNSSED) Schools App, with a focus on its accessibility, utility, impact on student wellness and attendance, and the anxiety experienced by teachers. Using a survey method, data were collected from 418 high school teachers in the Tirunelveli district through a carefully developed and validated questionnaire. The high school teachers were selected randomly from the schools in the Tirunelveli districts.

Data Analysis

High School Teachers' Attitude towards TNSED Schools App

female high school teachers in their attitude towards the TNSED school app.

Table 1

Level of High School Teachers' Attitudes Towards TNSED School App

TNSED school app & its Dimensions	Mean	Low	Moderate	High
		No %	No %	No %
Accessibility	10.84	100 23.9	202 48.3	116 27.8
Students-wellness and Attendance	15.17	082 19.6	092 22.0	244 58.4
Utility	15.18	48 11.5	262 62.7	108 25.8
Anxiety	10.19	140 33.5	178 42.6	100 23.9
Total	51.37	71 17.0	248 59.3	099 23.7

The above table inferred that analysis of the TNSED Schools App shows that high school teachers generally hold a moderate attitude toward its use, with 59.3% reporting moderate levels, 23.7% high levels, and 17% low levels. Among the dimensions, Students' Wellness and Attendance was perceived most positively (58.4% high), indicating its effectiveness in supporting student monitoring. Accessibility and utility were predominantly rated as moderate (48.3% and 62.7%), suggesting acceptable usability with scope for enhancement. Anxiety reflected a mixed response, revealing that while many teachers are comfortable using the App, a notable proportion experience stress or difficulty. Overall, the findings indicate broad acceptance of the App, alongside the need for targeted improvements to enhance teacher experience and effectiveness.

Null Hypothesis 1

There is no significant difference between male and

Table 2

Difference Between Male and Female High School Teachers in their Attitude towards TNSED school app

Dimension	Gender	N	Mean	SD	Calculated t-value	Remark
Accessibility	Male	121	11.4	2.554	2.882	S
	Female	297	10.61	2.442		
Students-wellness and Attendance	Male	121	15.43	3.478	1.034	NS
	Female	297	15.06	3.285		
Utility	Male	121	15.87	2.093	4.141	S
	Female	297	14.9	2.344		
Anxiety	Male	121	10.83	3.038	2.807	S
	Female	297	9.93	2.813		
Total	Male	121	53.52	8.634	3.324	S
	Female	297	50.49	7.944		

Note. (At 5% level of significance, the critical value for 416 df is 1.96)

The table above indicates that t-test results show a significant difference in overall attitude toward the TNSED School App between male and female high school teachers (t = 3.324, df = 416), leading to the rejection of the null hypothesis. However, no significant difference was found in the Student Wellness and Attendance dimension, though male teachers showed slightly higher mean scores than female teachers.

Null Hypothesis 2

There is no significant difference between rural and urban high school teachers in their attitude towards the TNSED school app.

Table 3
Difference between rural and urban high school teachers in their attitude towards the TNSED school app

Dimensions	Location of the school	N	Mean	SD	Calculated t-value	Remark
Accessibility	Rural	208	10.94	2.447	0.836	NS
	Urban	210	10.74	2.548		
Students-wellness and Attendance	Rural	208	15.34	3.28	1.028	NS
	Urban	210	15	3.402		
Utility	Rural	208	15.07	2.327	0.986	NS
	Urban	210	15.29	2.302		
Anxiety	Rural	208	10.03	2.919	1.105	NS
	Urban	210	10.34	2.89		
Total	Rural	208	51.38	7.934	0.01	NS
	Urban	210	51.37	8.579		

Note. (At a 5% level of significance, the critical value for 416 df is 1.96)

It is inferred from the above table that the t-test reveals a non-significant difference in attitude toward the TNSED School App between rural and urban high school teachers ($t = 0.010$, $df = 416$). Hence, the null hypothesis is accepted, indicating no significant difference based on locality.

Discussion

The findings of the study indicate that high school teachers generally hold a moderate attitude toward the TNSED School App, reflecting cautious acceptance rather than strong approval. Among the dimensions, Students' Wellness and Attendance was perceived most positively, suggesting that teachers value the App's role in monitoring attendance and supporting student well-being. In contrast, Accessibility and Utility mainly were rated at a moderate level, indicating satisfactory functioning with scope for improvement. The anxiety dimension revealed that a notable proportion of teachers experience stress while using the

App, particularly due to increased workload and time-consuming data entry, highlighting the need for improved usability and systematic training.

The analysis further revealed a significant gender difference in overall attitude, with male teachers reporting more favorable perceptions of the TNSED School App than female teachers. However, no significant difference was observed in the students' wellness and attendance dimension. Conversely, no significant difference was found between rural and urban teachers, suggesting that attitudes toward the App are consistent across localities. These results imply that challenges related to the TNSED School App are systemic rather than location-specific, underscoring the importance of streamlined features, reduced administrative burden, and continuous professional development to enhance teacher acceptance and effective use of the App.

Conclusion

The study concludes that high school teachers in Tirunelveli district generally hold a moderate attitude toward the TNSED School App, reflecting acceptance alongside notable concerns. While teachers perceived the App as highly effective in students' wellness and attendance, moderate ratings for accessibility and utility, and reported anxiety indicate challenges related to workload, time consumption, and digital proficiency. The findings reveal a significant gender difference in overall attitude, favoring male teachers, whereas no significant difference was observed between rural and urban teachers, suggesting uniform perceptions across localities. Overall, the study underscores the need for simplified app design, reduced data-entry demands, and continuous, need-based training to improve teacher confidence, acceptance, and effective use of the TNSED School App.

Continued on Page 23