**The dataset for validation of Factors Influencing Teachers’ Use of Instant Messenger Tool, Telegram (IM) in Tamil Primary School (SJKT)**

**ABSTRACT**

This study focuses to determine: (1) factors influencing teachers’ use of instant messenger tool, Telegram (IM) in Tamil Primary School (SJKT), in terms of motivation, group interaction, knowledge sharing and confidence in improving professional development; (2) relationships between the determinants (triggering event, exploration, integration, resolution. emotional expressions, open communication, group cohesion, instructional management, building understanding, direct instruction) and teachers’ behavioral intention towards the use of Telegram (IM).; and (3) factors that best predict teachers’ intention to use Telegram (IM) in the future. The participants were one hundred and nine (n=500) teachers from Tamil primary schools (SJKT). Data were collected from surveys. Quantitative data obtained from the surveys were statistically analyzed using Pearson’s Product Moment correlational analysis to investigate the relationship between determinants (triggering event, exploration, integration, resolution. emotional expressions, open communication, group cohesion, instructional management, building understanding, direct instruction) and teachers’ behavioral intention towards the use of Telegram (IM). Next, partial least squares structural equation modelling (PLS-SEM) technique was applied to analyze factors that best teachers’ intention to adopt Telegram (IM) in the future. Additionally, results from correlational analysis indicated the result for the third research question showed that teachers’ attitude is the highest significant predictor of teachers’ intention to adopt Telegram in the future, followed by perceived behavioural control. On the other hand, social norm was found to have very little negative importance in predicting teachers’ intention to use Telegram in the future and it is non-significant. Findings of this study highlight the critical importance for nurturing positive attitude and create stimulating social environment for teachers to use Telegram (IM) in the future.