



ATTITUDE OF SECONDARY SCHOOL TEACHERS' TOWARDS ONLINE TEACHING DURING COVID-19 PANDEMIC

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Abstract: *Teaching in the twenty-first century is an entirely new phenomenon, made more so by the change in the way we learn. Today, learning takes place anywhere, on the go, and can be personalized to an individual's style and interests. As a result, teachers must rethink the entire notion of learning. Covid-19 Online learning has both potential and obstacles. This study tries to find out the attitude of secondary school teachers towards online teaching in this pandemic situation of Rongjeng village, East Garo Hills Meghalaya and is confined only to secondary school teachers. The mean score shows that private secondary school teachers have more favorable attitude towards online teaching than that of government secondary school teachers. Also according to the mean score the female secondary school teachers have more favorable attitude towards online teaching than that of male secondary school teachers.*

IndexTerms – ONLINE TEACHING, COVID -19 PANDEMIC, SECONDARY SCHOOL TEACHERS

1.0 INTRODUCTION

Education is a multifaceted process that takes place throughout eternity. Everyone and every nation recognises the significance of education. It is self-evident that the strength of a country is dependent on the quality of its educational system, which is dependent on the effectiveness of instructors and the teaching process. Education must be humanistic in its whole; it must encompass not just intellectual instruction but also the refining of the mind and the discipline of the soul. Dr. Radhakrishnan, "To put it another way, education is life, and life is education." It is a man-making process, not just the imparting of information and data.

The goal of online education is to reach and engage the modern student on a one-to-one basis, anywhere and at any time. Massive Open Online Courses (MOOCs) are a prominent example, which have evolved to include many scholars and research organisations. Easy and accessible access for students, greater degree completion rates, and the attraction of such courses to non-traditional students are all reasons for offering online courses.

Online teaching opens up new possibilities for expanding the learning environment for a wide range of students. College instructors may be urged to explore teaching their classes online as the demand for online education grows. While online teaching has many similarities to face-to-face instruction, it also has its own set of talents and needs. For online teaching to be successful the instructor should follow the following seven principles:

- (1) encourage student participation
- (2) encourage student cooperation
- (3) encourage active learning
- (4) give prompt feedback
- (5) emphasize time on task
- (6) Communicate high expectations
- (7) Respect diverse talents and ways of learning.

The present epidemic has hindered schooling throughout the world, yet virtual learning and easy access to the internet have aided the learning system. Video conferencing programmes were quickly adopted by schools, colleges, universities, and instructors as a way to continue their educational journey. There is a greater reliance on web-based technologies during the Covid-19 epidemic. People use internet platforms to connect, entertain, and acquire information all around the world. Similarly, internet

technology is being used by the educational system to pursue academic endeavours. Teachers have been forced to implement online teaching as soon as possible due to the Covid-19 pandemic. Teachers at all levels of education have used various types of online platforms prepared by their institutions or personally to keep online instruction running.

2.0 REVIEW OF RELATED LITERATURE

Alhumaid, K.. et.al. (2020) conducted a study on “COVID-19 & Elearning: Perceptions & Attitudes of Teachers Towards E-Learning Acceptance in The Developing Countries” and found out that Overall, respondents were positive about eLearning adoption and its effects on students' academic achievement under the lockdown scenario. However, due to a lack of infrastructure, Pakistan's Education Ministry is having difficulty adopting the E-Learning system. Access to eLearning and students' apathy towards online learning are also important obstacles. As a result, the researchers propose that further study be done to emphasise instructors' perspectives on the importance of E-Learning. As a result, the present study will not only assist the local government in implementing realistic measures, but it will also encourage students to consider E-Learning as a viable option.

Devi, P. (2020), in her study “Aptitude and Attitude of Teachers towards Digital Teaching in India during Covid-19 lockdown” The results show that the teachers had strong computer application abilities. The respondents' age, annual income, and style of work were all substantially connected to their computer abilities. Age, yearly income, and teaching experience all had a substantial impact on application skills. The analysis of variance between respondents' attitudes and profile features reveals a substantial variation with their age, yearly income, teaching experience, and college type. When computed individually, the t-test indicates that there is no significant association between the respondent's attitude and computer abilities and app skills. Multiple regression analysis revealed a substantial difference in the respondents' overall skills and attitudes.

Hermanto (2020) conducted a study on “Teachers' Attitude towards Online Learning during Covid-19 Pandemic in Indonesia” and revealed that students not enjoying the study from home are the limited chance, time or access to have discussion with the teachers directly another reasons are many assignments from schools, internet network and the expensive price of internet data from provider. Teachers pointed out the bad internet connectivity as major problem

Kar,S. (2020), in his study on “Teachers' Attitudes towards Online Teaching (E-learning) during Covid-19 Lockdown” and his findings shows that the attitude toward online education is unsatisfactory. Furthermore, male teachers acquire a more positive attitude toward online teaching than female colleagues. This study also found that experienced teachers are less interested in e-learning than less experienced teachers.

3.0 OBJECTIVE

- i. To study the attitude of secondary school of teacher's towards online teaching during covid-19 pandemic
- ii. To find out the significance between the government and private secondary school teacher's towards online teaching.
- iii. To find out the significance between the male and female secondary school teacher's towards online teaching

4.0 HYPOTHESES

- i. There is no significant difference between the government and private secondary school teachers towards online teaching
- ii. There is no significant difference between the male and female secondary school teachers towards online teaching.

5.0 METHODOLOGY

Methodology of the study comprises of various components which are listed under in order to complete the research systematically:

5.1 Method

The method of the study is descriptive cum normative survey method.

5.2 Population

The present study consisted of all the secondary schools' teachers of Rongjeng village, East Garo Hills of Meghalaya. The total number of both private and government secondary schools in Rongjeng is ten with a total number of 80 teachers where 56 are male and 24 are female. The distribution of secondary schools of Rongjeng is given in below table 1.

Table 1: Total number of Secondary schools

Sl. no.	Name of the schools	Type	No. of the teachers	Male	Female
1	Mangsang Secondary School Rongjeng	Private	12	10	2
2	Rongjeng Government Secondary School	Government	6	3	3

3	Holy Family Secondary School Rongjeng	Private	10	8	2
4	Vivian vivid academy secondary school Rongjeng	Government	7	4	3
5	Nongchram Secondary School Rongjeng	Government	5	4	1
6	Rongmil Secondary School Rongjeng	Government	11	7	4
7	Rongjeng RMSA Secondary School	Government	8	4	4
8	St. Paul Secondary School Rongjeng	Private	9	6	3
9	United Baringgre Secondary School Rongjeng	Government	6	5	1
10	United Darugre Secondary School Rongjeng	Government	6	5	1
Total			80	56	24

Source: School Records

5.3 Sample

The sample comprise of the population of six secondary school teachers. Simple random sampling techniques were used for the selecting sample. All the teachers are included in sample which gives a sum total of 42 in numbers. The table for sample is shown below:

Table 2: Sample of teachers for the study

Sl. no.	Name of the schools	No. of the teachers	sample
1	Rongjeng Government Secondary School	6	6
2	Holy Family Secondary School Rongjeng	10	10
3	Nongchram Secondary School Rongjeng	5	5
4	Vivian vivid academy secondary school	7	7
5	Rongjeng RMSA Secondary School	8	8
6	United Darugre Secondary School Rongjeng	6	6
Total		42	42

5.4 Tools of the study

The investigator developed attitude scale in alignment with Likert scale.

The attitude scale comprises of 50 percent positive statement and 50 percent negative statements was used. A positive item weighed score of 1 for Strongly Agreed (SA), 3 for Agreed (A), 2 for Undecided (U), 0 for Disagreed (D) and 4 or Strongly Disagreed (SD) and a negative item weighed score of for Strongly Agreed (SA), 2 for Agreed (A), 0 for Undecided (U), 3 for Disagreed (D) and 1 for Strongly Disagreed (SD).

5.5 Statistical tools

Mean, median, mode, standard deviation, t-test were used for data analysis as statistical technique .

6.0 ANALYSIS AND DISCUSSION

Objective 1: To study the attitude of secondary school teachers' towards online teaching during covid-19 pandemic

Table 3: Percentile grading table

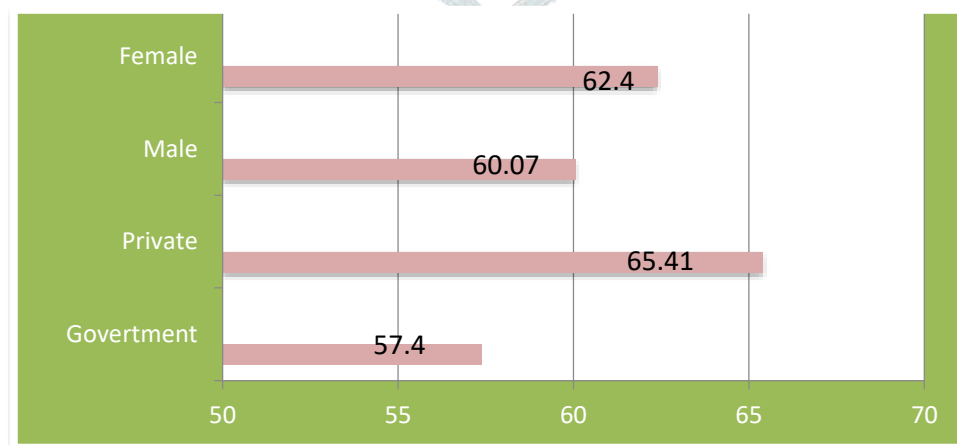
Sl. no.	Percentage	Grade	Interpretation
1	0-20	D	Below average attitude
2	21-40	C	Average attitude
3	41-60	B	Good/sound attitude
4	61-80	A	Very good/more sound attitude
5	81-100	O	Outstanding attitude

Table 3 represents percentile grading which is used in interpretation. Where grade "D" implies below average attitude, "C" implies average attitude, "B" implies good/sound attitude, "A" implies very good/ more sound attitude and "O" implies outstanding attitude.

Table 4: Percentile grading table of all categories

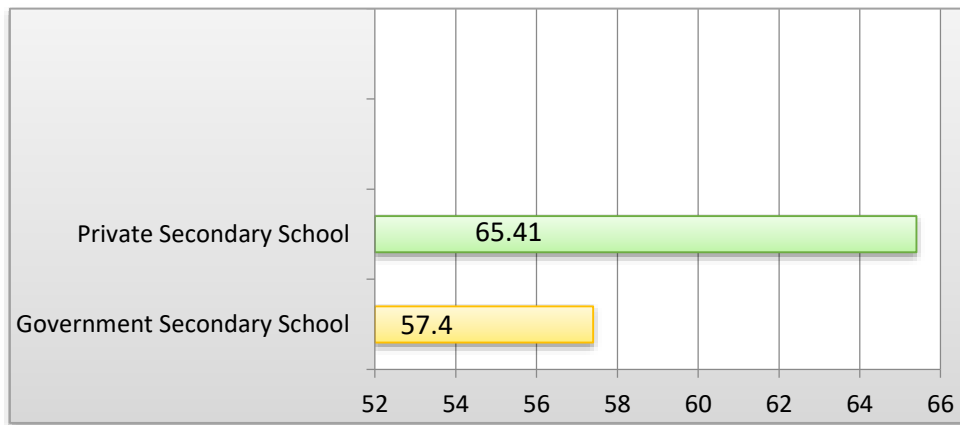
Category	Percentage
Government Secondary school	57.4
Private Secondary school	65.41
Male Secondary school	60.07
Female Secondary school	62.4

Chart 1: Graphical representing of Percentage of all the categories



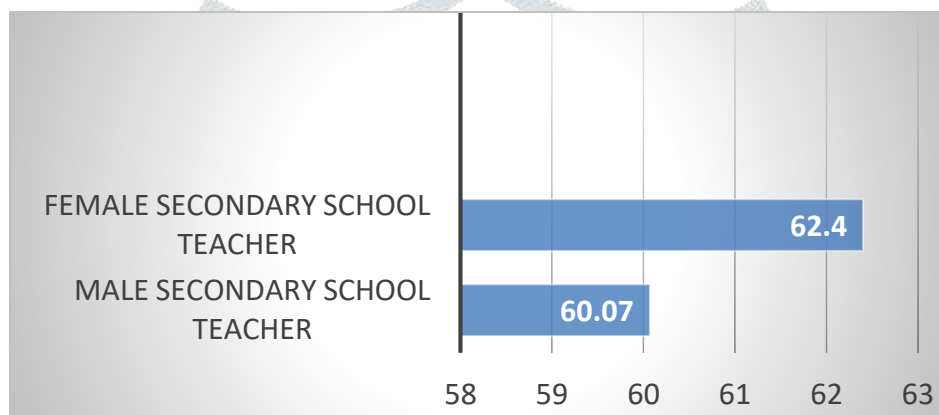
The above chart 1 represents percentage for all the categories and it can be seen that private secondary school teachers have very good/more sound attitude towards online teaching among all the categories. It also shows that female secondary school teachers shows very good/sound attitude towards online teaching. Government secondary teacher and male secondary school teachers shows good/sound attitude towards online teaching.

Chart 2: Graphical presentation of government and private secondary school teachers’ attitude towards online teaching.



The above chart 2, indicates that private secondary school teachers with percentage 65.41 have very good/ more sound attitude towards online teaching than that of government secondary school teachers with a percentage of 57.4.

Chart 3: Graphical representation of male and female secondary school teachers attitude towards online teaching.



The above chart 3 indicates that female secondary school teachers with percentage 62.4 and male secondary school teachers with a percentage of 60.07 have good /sound attitude towards online teaching. Although female secondary school teachers shows slightly better attitude than that of male secondary school teachers.

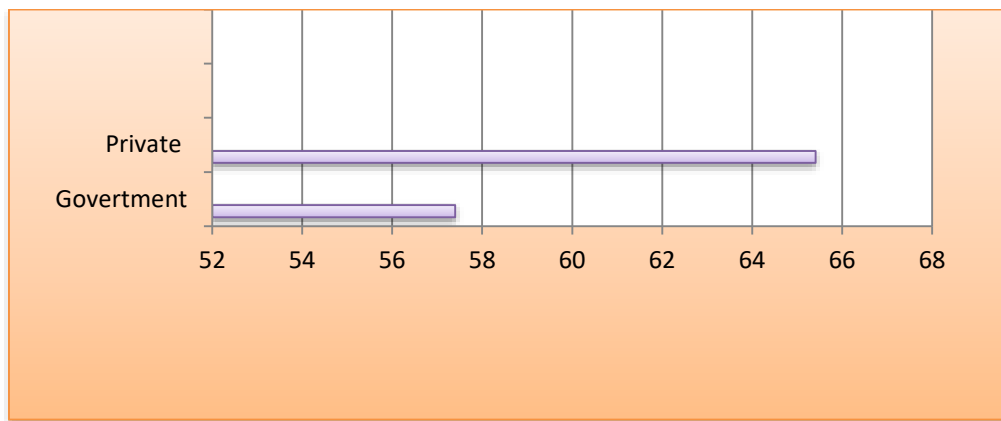
Objective 2: To find out the significance between the government and private secondary school teachers’ towards online teaching

Table 5: Mean difference between attitude of govt. And private secondary school teachers towards online teaching

Types of school	N	Mean	SD	SED	df	‘t’ value	Level of significance (.01)
Government	25	57.4	16.84	4.87	40	1.59	Ns
Private	17	65.41	14.52				

df=40 at .01=2.71 and .05=2.0

Chart 4: Graphical representation of mean difference between attitude of government and private secondary school teachers' towards online teaching



From data presented in table 5 above, there is an indication of statistically not significant difference among the secondary school teachers towards the online teaching, between government ($m = 57.4$, $sd = 16.84$) and private ($m = 65.41$, $sd = 14.52$), where 't' value = 1.59. But the mean score for government & private school teachers' indicate that private teachers develop a more favourable attitude towards online teaching than government teachers during the lockdown.

Hypothesis 1: There is no significant difference between the government and private secondary school teachers' towards online teaching.

For the mean difference between attitude of government and private secondary school teachers, the t-value in the above table was found to be 1.59, which indicates that the attitude between govt. and private secondary school teachers is not significant at 0.01 level of significance. Hence, the hypothesis 1 which states that there is no significant difference between the government and private secondary school teachers towards online teaching, is retained which means it is not rejected. But the mean value of private secondary teachers (65.41), indicates that private secondary school teachers have better/sound attitude towards online teaching than that of government secondary school teachers.

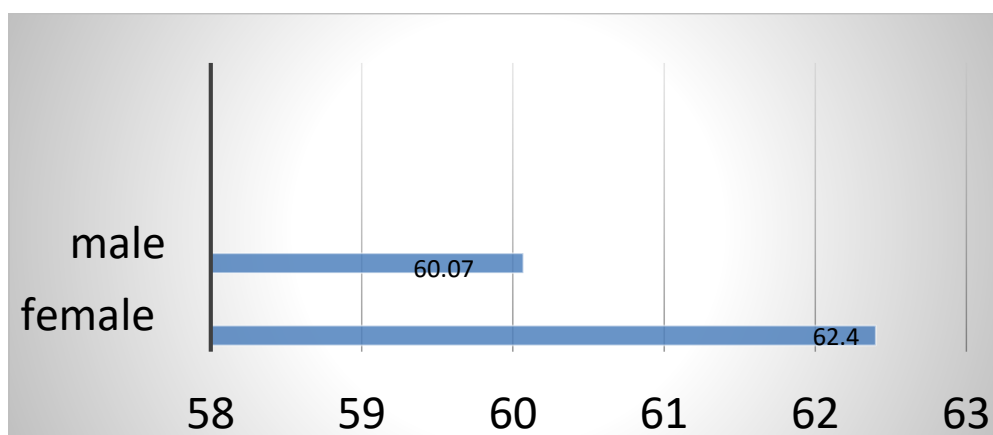
Objective 3: To find out the significance between the male and female secondary school teachers towards online teaching.

Table 6: Mean difference between attitude of male and female secondary school teachers.

Teachers	N	Mean	S.D	SED	df	't' value	Level of significance (.01)
Male	27	60.07	15.60	5.46	40	0.44	Ns
Female	15	62.4	17.68				

df=40 at .01=2.71 and .05= 2.02

Chart 5: Graphical representation of mean difference between attitude of male and female secondary school teachers' towards online teaching.



From data presented in table 6 above, there is an indication of statistically not significant difference among the secondary school teachers towards the online teaching, between male ($m = 60.07$, $sd = 15.60$) and female ($m = 62.4$, $sd = 17.68$),

where 't' value = 0.44. But the mean scores for male & female indicates that female teachers develop a more favourable attitude towards online teaching than male teachers during the lockdown.

Hypothesis 2: there is no significant difference between the male and female secondary school teachers' towards online teaching.

For the mean difference between attitude of male and female secondary school teachers, the t-value in the above table is 0.44, which indicates that the attitude between male and female secondary school teachers is not significant at 0.01 level of significance. Hence, the hypothesis 2 which states that there is no significant difference between the male and female secondary school teachers towards online teaching, is retained which means it is not rejected. But the mean value of female secondary school teachers (62.4), indicates that female teachers have slightly better/sound attitude towards online teaching than that of male secondary school teachers.

7.0 Findings

- a. Private secondary school teachers have very good/more sound attitude towards online teaching among all the categories.
- b. It also shows that female secondary school teachers shows very good/sound attitude towards online teaching.
- c. Government secondary teacher and male secondary school teachers shows good/sound attitude towards online teaching.
- d. Females secondary teachers have more favourable attitude towards online teaching and a positive attitude.
- e. Secondary teachers of private school have more favourable attitude than secondary school govt teachers.

8.0 Suggestion

- a. Teachers at government secondary schools are suggested to strive to enhance their teaching abilities and understanding of the topic in order to foster a positive teaching attitude. They can also learn how to adjust their own behaviour in response to changing circumstances.
- b. Teacher education programmes can be continued to improve knowledge and teaching attitudes, with the goal of instilling desired teacher characteristics in them in addition to developing knowledge and teaching competency.
- c. Male teachers can attain workshop related to ICT.
- d. Schools can organise various seminar or workshop to help the teachers to strengthen their technological knowledge.

10.0 Conclusion

To make teaching and learning fascinating, dynamic, and engaging, the new age teacher must use technology into the educational process. Due to the pandemic it was required that teachers move from classroom to their screen and keep them engaged and interested in the virtual classroom by utilizing various digital technologies. Online learning became the backbone of education system during this Covid-19 pandemic.

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