

ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS ONLINE TEACHING

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ABSTRACT

The worldwide lockdown due to COVID pandemic has contributed significantly to the value of online education. All the sectors of education were forced to switch to virtual classroom format within couple of months and found themselves in so called 'new normality' which is characterized by physical and social distancing, excessive learning and teaching workloads, obligation to teach from home. This posed a great challenge to the school teachers who had to quickly adjust to and withstand the pressure of forced transformation overnight. This study attempted to explore the attitude towards technology-based online teaching of secondary school teachers. The sample comprised 160 secondary school teachers of Sonipat and Rohtak district of Haryana State. For selecting the sample stratified random sampling was adopted. An attitude likert scale was used for collecting the data. Quantitative data analysis, using t-test and simple percentage techniques, had been employed. The study revealed that the attitude of teachers in Haryana is moreover unfavorable towards online teaching. This study does not support any gender differences in attitude of school teachers also revealed that attitude towards online teaching differ significantly in terms of types of school and teaching experience.

Key words: *Online teaching, Attitude, Secondary School teachers*

Online teaching is not a new notion, it is in existence from the last few decades around the world after digitalization and various teachers and professionals are providing online teaching through YouTube, and other social media platforms since then. However, it has become so popular in last couple of years that they are likely to be expected in every formal curriculum for education. In recent years, the growth of online classes has led to an increased number of schools and colleges offering online courses (Beatty and Ulasewicz, 2006). In addition, technical innovation and student demand of online classes (Bennett and Lori, 2004; Britt, 2006) have influenced the introduction of online classes by colleges and universities along with the regular course classes. In addition, the worldwide lockdown due to COVID pandemic has also contributed significantly to the value of online education as (Javier, 2020) discussed that the pandemic caused the shift in teaching modality. Not only universities, all the sectors of education were forced to switch to virtual classroom format within couple of months and found themselves in so called

'new normality' which is characterized by physical and social distancing, excessive learning and teaching workloads, obligation to teach from home and violation of work-life balances. Never before consideration concerning benefits and drawbacks of online learning and teaching became so relevant because virtual reality has become an indispensable part of everyone's day-to-day educational activities. This posed a great challenge to the school teachers who had to quickly adjust to 'new normality' and withstand the pressure of forced transformation overnight. Considering the claim of Myers and Haplin (2002) that the level of success on the implementation of virtual learning is highly dependent on the attitude of teachers involved. For the implementation of e-Learning in educational institutions to be successful, factors determining the readiness to integrate e-learning system need to be established and dealt with adequately before the implementation process commences (Lumumba, 2007). Understanding lecturers characteristics is especially crucial when need to implement e-learning system. According to Samira (2011), personal

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characteristics of academics staff such as educational level, age, gender, educational experience, experience with the computer for educational purpose and attitude towards ICT can influence the adoption of a technology. Also, the literature associates teachers' attitudes by their personal characteristics such as gender, years of teaching experience (Karaca, Can, and Yildirim, 2013; Onasanya, Oduwaiye, Shehu and Shehu, 2010).

It has been observed that teacher with positive attitude are more familiar with web based technologies (Uzunboylu, 2007). Various research studies have reported favorable attitude for e-learning in most of the teachers (Suri and Sharma, 2017; Krishnakumar and Kumar, 2011; Akaslan and Law, 2011). Behera (2012) found that the attitude of college teachers is satisfactory or average towards e-learning. Karmakar and Behera (2015) found that the attitude towards e-learning of Higher Secondary School teachers of Purulia District of West Bengal, is neither more favourable nor unfavorable. Dubey and Singh (2020) revealed that the teachers are taking online education positively and they are actively participating in shaping the future of students during COVID-19 lockdown.

Gender is undoubtedly an essential variable considered. It appears as an ever-investigated construct juxtaposed with other research factors. Previous studies provide inconclusive results. Lateef and Alaba (2013) determined gender as a factor in use of online education and female teachers had shown more favourable responses for online education. However, in contrary, many research studies have found that gender does not influence attitude toward online education (Graff, 2003; Meelissen and Drent, 2008). In the study of Javier (2020), it was revealed among Filipino language teachers that the male and female teachers do not significantly differ in their attitude toward the teaching of the Filipino subject online. This finding is similar to that of Onasanya, Shehu, Oduwaiye and Shehu, (2010). In their aim to examine the possible factors that significantly influence the attitudes, the researchers found that gender did not exert effects on the teachers' attitudes on the integration of

technological tools to facilitate students' learning. Bassfar, Rozinah and Merza (2012) and Samira (2011) in their researches revealed that there is no significant difference in the teacher candidates' attitudes and self-efficacy toward e-learning on the basis of gender and age group. Broos (2005) in his research found that in general females had more negative attitudes towards computers and the Internet than did men. Younger teachers with less teaching experience have shown more positive attitude towards professional development activities (Hursen, 2012). Kumar and Kumar (2003) put forward that the positive attitude of teachers towards the use of computers in providing lessons depends strongly on the years of teaching experience of the participants. Kar (2020) indicates that the attitude towards online teaching is not satisfactory. Moreover, male teachers develop a more favorable attitude toward online teaching than female teachers. This study also proved that more experienced teachers show less interest in e-learning than less experienced teachers. Mahajan (2016) found that only about 25% of the teachers had favorable attitude towards use of technology in teaching. No significant difference was found between attitude of teachers towards use of technology in teaching in relation to their gender and teaching experience.

The paradigm shift in the field of education triggered by pandemic imposed major challenge on school teachers. In this scenario one of the main tasks of teachers is to keep pace with the technology in teaching. It's been almost a year that every educator has adapted to the new normality and all aspects of educators' professional activities are changed dramatically: course design; course delivery and assessment; and communication patterns. After trying hands at teaching online, the school teachers of Haryana state developed positive attitude towards it, so that they can utilize its immense power or still it's a forced thing, needs to be investigated. There are few researches on school teachers' attitude towards online teaching particularly in Haryana. Therefore, the researcher feels that teachers' attitude towards this new way of teaching can't be ignored, rather this should be reviewed or explored extensively, and it is this feeling that has urged the

investigator to take up the present study on a particular region (Sonipat and Rohtak district of Haryana).

Objectives of the Study

1. To study the attitude of secondary school teachers towards online teaching during the lockdown.
2. To study the attitude of secondary school teachers towards online teaching on the basis of gender during the lockdown.
3. To study the attitude of secondary school teachers towards online teaching on the basis of type of school during lockdown.
4. To study the attitude of secondary school teachers towards online teaching on the basis of teaching experience during lockdown.

Hypotheses

1. There is no significant difference between male and female teachers in respect of their attitude towards online teaching.
2. There is no significant difference between government school and private school teachers in respect of their attitude towards online teaching.
3. There is no significant difference between teacher having teaching experience below 10 years and above 10 years in respect of their attitude towards online teaching.

Method

In this study descriptive survey method was adopted. It was used in order to Attitude of Secondary School Teachers towards Online Teaching.

Sample

In the present study a sample of 160 teachers was drawn using stratified random sampling technique. 20 subjects were selected randomly from each of the strata of the population. The strata of sample have been shown in the table 1.

Table 1: Distribution of Sample Selected.

Categories	Government School		Private School		Total
	Male	Female	Male	Female	
Within 10 years	20	20	20	20	80
Above 10 years	20	20	20	20	80
Total	40	40	40	40	160

Measures

Attitude Scale towards Online Teaching and Learning for Teachers by Sangwan, Sangwan and Punia (2020) was used. It is five point likert scales which contains 30 items which are sorted in to five factors. These factors were related with teacher's outlook, standpoint, complacency, proficiency and knowledge of technological reforms. The scale consisted of both positive (20) and negative statements (10) which are placed randomly in the scale in order to obtain most honest responses. In case of positive statements, strongly agree, agree, neutral, disagree and strongly disagree were scored as 5, 4, 3, 2, 1 respectively, while reverse coding was done for negative statements. This scale has good internal consistency (0.88) and reliability (0.82). This test was found to possess an adequate content validity.

Statistical Techniques

Quantitative data analysis, using t-test and simple percentage techniques, had been employed.

Results and Discussions

Table 2: Frequency and Percentage of Teachers with Different Levels of Attitude towards Online Teaching

Scores	Frequency	Percentage	Level of Attitude
Above 110	45	28	Favourable
Between 90-110	50	31	Neutral
Below 90	65	41	Unfavourable

It is clearly depicted from the table 2 that only 28% of the secondary school teachers had favorable attitude towards the online teaching while majority of the secondary school teachers had unfavorable attitude towards online teaching accounting for 41%. The level of attitude of 31% of the secondary school teachers is found to be neutral.

Table 3: Significance of Difference between Mean Attitude Scores of Male and Female Teachers towards Online Teaching

Groups	N	Mean	SD	t-value	Level of Significance
Male	80	84.62	22.9	0.37	Not significant
Female	80	83.48	22.2		

Table 3 indicates that mean scores of male and female teachers on attitude scale were 84.62 and 83.48 respectively (obtained $t = 0.37$, not significant at 0.05 level). This showed that the means of two groups' attitude scores were almost the same and there was no statistically significant difference between male and female teacher's attitude. Thus, the first hypothesis, "There exists no significant difference in the attitude of male and female secondary school teachers towards online teaching", stands accepted.

Table 4: Significance of Difference between Mean Attitude Scores of Teachers Teaching in Different Types of School towards Online Teaching

Groups	N	Mean	SD	t-value	Level of Significance
Private	80	99.75	14.7	11.8	Significant
Government	80	68.36	18		

Table 4 shows that the mean score of private school teachers was 99.75 and S.D. was 14.7. The mean and S.D. of government school teachers were 68.36 and 18 respectively. The calculated 't' value 11.8 was higher than the corresponding table value at 0.01 level. Thus, the second hypothesis, "There exists no significant difference in the attitude of private and government school teachers towards online teaching", was rejected. From this it is inferred that there is a variation in the attitude of teachers teaching in private schools and those in government schools.

Table 5: Significance of Difference between Mean Attitude Scores of Teachers towards Online Teaching in Relation to Teaching Experience

Groups	N	Mean	SD	t-value	Level of Significance
Below10 years	80	96.07	18.1	7.7	Significant
Above10years	80	72.03	20.3		

As depicted in table 5, mean scores on attitude

scale of teachers with different teaching experience were statistically different (obtained $t=7.7$, significant at 0.01 level). Thus the third hypothesis, "There is no significant difference between teacher having teaching experience below 10 years and above 10 years in respect of their attitude towards online teaching", was rejected. Mean score of the teachers having teaching experience less than 10 years (96.07) was higher than that of the teacher whose being teaching more than 10 years (72.03).

Conclusions

This study clearly shows that most of secondary school teachers in Haryana have unfavorable attitude towards virtual classrooms. This study does not support any gender differences in attitude of school teachers. Findings are in agreement with many research studies that showed gender does not influence attitude toward online education (Graff, 2003; Meelissen and Drent, 2008; Javier, 2020; Onasanya et al., 2010; Bassfar, Rozinah and Merza, 2012; and Samira, 2011). Whereas it contradicts the findings of studies done by Broos (2005) and Kar (2020).

Teaching experience was found to have a significant effect on the attitude of secondary school teachers. Teachers having experience below 10 years were found to have more positive attitude towards online teaching when compared to those having teaching experience of more than 10 years. It shows that the younger generation is more aware and willing to use the latest and updated technology for their professional development as well as betterment of their learner. These results were in aligned with research findings by Kumar and Kumar (2003) against Mahajan (2016) who poised that there is no difference in attitude towards use of technology in teaching on the basis of teaching experience.

Results of the study also indicated that teachers of private schools seem more positive and welcoming toward this new shift in teaching mode than government school teachers. Reason behind this might be that use ICT is not as prevalent in government schools as it is in private schools. It is only through maximizing the use of ICT in all government schools will be able to bridge this divide.

Moreover, the teachers should also be motivated to use new technologies in classrooms. It is needed to provide ample opportunities to develop skills of teachers of Haryana state in new technologies. Findings of the research indicate the need of proper training and motivation of teachers to teach through online medium and provision of good infrastructure and technical help. Regular professional training opportunities should be given to teachers to improve their interest in online teaching.

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