

ATTITUDE OF TEACHERS TOWARDS ONLINE EDUCATIONAL TECHNOLOGY RESOURCE-BASED
TEACHING METHOD

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Abstract

The digital age has both redefined the nature of information and transformed educational resources. The educational implications have begun to emerge as homes, schools, classrooms, workplaces, and community centers become increasingly resource centered. The potential and challenges of resource-based learning (RBL) are considerable. An attempt is being made to compare attitude of male and female teachers of secondary level towards the different factors of online educational technical resource based teaching method and to know the views of headmasters towards the achievement of non-Hindi speaking students in Hindi subject. The study revealed that online teaching method is beneficial in the development of Hindi language skills of non-Hindi language-speaking students.

Keywords: Online Educational Technology Resource-Based Teaching Method

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Introduction:

Technology has become an important part of our lives. We now use technology for everything, from communicating with friends and family to completing tasks and academic works. So current technologies providing ways to make teaching and learning easier and more effective than ever. Technology in the classroom helps both students and teachers alike. Apart from enabling students to expand their learning possibilities, technology can also improve teacher efficiency. It also allows teachers to modify their teaching methods to suit the learning concepts to be taught.

The importance of technology in education:**a) Optimized collaboration:** Educational

technologies can enhance collaboration. With tech in the classroom, not only can instructors interact with pupils during instruction time, but students may also communicate with one another and even work together on common tasks. Students can use apps like Google Docs and Office 365 to work concurrently with one another to write papers, build spreadsheets, and create presentations.

b) Improved engagement: Engagement has always been a challenge for many educators, as many students easily run into distractions in conventional classroom setups. What's great about the digital learning experience is that teachers can get creative with how they engage with students. Teachers can explore the use of

virtual reality (VR) museum tours, augmented reality (AR) interactive activities, and other multimedia learning tools to allow different types of students to learn at their own pace.

- c) **Personalized learning:** Technology allows students to access educational resources at any time. For instance, schools may offer online classes for students so they can catch up with any recorded discussions they may have missed. Hybrid learning methods, which mix in-person classroom lessons with remote learning, can also be deployed to optimize the use of limited resources like classrooms.

Resource-Based Learning (RBL):

Resource-based learning (RBL) is an approach to pedagogy which actively involves students, teachers and resource providers in the application of a range of resources (both human and non-human) in the learning process. The digital age has both redefined the nature of information and transformed educational resources. Resources need no longer be intact and self-contained but can be readily repurposed as well as accessed, created, modified, and assembled from virtually anywhere to address individual goals and needs. The educational implications have only begun to emerge as homes, schools, classrooms, workplaces, and community centers become increasingly resource centered. The potential and challenges of resource-based learning (RBL) are considerable. Increasingly, designers and learners must evaluate growing numbers of digital resources that are developed for purposes other than those being sought and used, that exist in ever expanding and geographically dispersed repositories, and that are often of unknown quality, accuracy, and integrity. So, while technology has been lauded for potentially democratizing access to information (Kellner, 2003), educational use remains fraught with issues of literacy, misinterpretation, and

propagandizing (Brooks, 2003) as well as problems with copyright and fair use (Kahle, 1997).

Reviews of Related Literature:

The investigators have attempted to note down some points which are relevant to the study on previous literature and a theoretical overview of the study.

Simon, Edwidge (2012) conducted a research study on the topic 'Impact of online teaching on the professional identity of higher education faculty and the role of technology: advent of the era of the virtual teacher' The objectives of this research study was to find out how online learning in higher education is changing both teachers and the teaching profession. The study results suggest that while for some faculty, online teaching has become an integral part of their professional ethos, others are finding it difficult to adjust. For the participants in Case Study 1, their beliefs and teaching practices with the online method, they marginalize their online teaching identity due to the disruption caused by online teaching, defining themselves primarily as classroom teachers, and so they are not as committed to online learning.

Deepmala (July, 2021) in a research article on the topic 'An initiative of online teaching-learning change in school education' has told about the purpose of research that every initiative and change in education has both positive and negative sides. . In this article, the positive and negative aspects of the efforts being made on online teaching in school education have been discussed. Along with this, special efforts and suggestions made by the Central and State Governments in this field have also been presented. The findings revealed that online education process has proved to be a better and meaningful solution as an alternative to formal or face-to-face education that has been interrupted due to the Covid-19 pandemic. Along with the timely initiatives taken by the government and the society and all the educational

institutions of the country, such as National Institute of Education, NIEPA, CBSE, NIOS. Unprecedented efforts made by IGNOU, etc. tried to facilitate the learning of the students.

Joshi, Piyush and Dewangan, Shweta (2021) have written a research article on the topic 'Impact and Growth of Online Education (e-learning) in India'. The objectives of this research were :- (1) To study the meaning and concept of e-learning. (2) To study various e-learning portals in India. (3) To study the impact of e-learning in India. It is found that The future of education in the coming times is e-learning or web-based education system. It is a boon for the society as it can be accessed by every section of the society. Government needs to increase the scope of online education and create awareness among different sections of society that e-learning is not only beneficial for students but also helpful for teachers and professionals to upgrade their knowledge and skills.

From the previous reviews of related research studies, it is observed that most of the research studies have been done in the area of computer instruction and information and communication technology. Most of the research work is witness to the positive effect of computer. It is also observed that no researcher has undertaken a study of attitude of male and female teachers of secondary level towards the different factors of online educational technical resource based teaching method.

An attempt was being made to develop an attitude scale on different five factors of online educational technology resource-based teaching methods namely Online Teaching Learning Environment; Online Teaching Learning Resources; Awareness of Online Teaching Learning skills; Practical difficulties & challenges of online teaching and Online teaching vs offline teaching.

Objectives of the Study:

The study was undertaken with the following objectives in view:

- i. To compare attitude of male and female teachers of secondary level towards the different factors of online educational technical resource based teaching method.
- ii. To know the views of headmasters towards the achievement of non-Hindi speaking students in Hindi subject.

Hypothesis of the Study:

Keeping in view the objectives of the study, the following hypothesis was formulated:

H₀: There is no significant mean difference between attitude of male and female teachers of secondary level towards the different factors of online educational technical resource based teaching method.

Methodology of the Study:

This study was delimited to the teachers and heads of institutions at secondary level in the Amravati division of Maharashtra. Also, this study was limited to local language and culture. The research work presented was confined to Marathi medium schools recognized by the Maharashtra State Board of Secondary Education in Amravati district of Maharashtra State. Survey method was used for this study. In this study 375 male and 375 female teachers non-Hindi speaking students from secondary schools of Amravati division were selected purposefully. For the collection of data, an attitude scale was developed on five factors namely Online Teaching Learning Environment; Online Teaching Learning Resources; Awareness of Online Teaching Learning skills; Practical difficulties & challenges of online teaching and Online teaching vs offline teaching. A separate an interview schedule was made for the head of the institution.

Analysis of Data:

The analysis of present data was done by using an inferential statistical techniques and percentage. One of the objectives of the present research was to compare the attitude of male and female teachers of secondary level towards online educational technical resource based teaching method. The researcher developed an attitude scale on different factors namely

Online Teaching Learning Environment; Online Teaching Learning Resources; Awareness of Online Teaching Learning skills; Practical difficulties & challenges of online teaching and Online teaching vs offline teaching. Analysis and interpretation of attitude of male and female teachers towards different factors of online educational technical resource based Hindi teaching method have been shown in tables.

Table
Combined mean difference in attitude of male and female teachers towards different factors of online educational technical resource based Hindi teaching method

Factors	Group	Sample N	Mean M	Standard Deviation SD	Standard Error SE	t-Value
Online Teaching Learning Environment	Male Teachers	375	33.02	4.508	0.3117	1.09
	Female Teachers	375	32.68	4.014		
Online Teaching Learning Resources	Male Teachers	375	27.93	3.546	0.259	2.12
	Female Teachers	375	27.98	3.551		
Awareness of Online Teaching Learning skills	Male Teachers	375	29.47	4.304	0.310	1.38
	Female Teachers	375	29.90	4.205		
Practical difficulties & challenges of online teaching	Male Teachers	375	26.37	2.778	0.221	1.44
	Female Teachers	375	26.92	3.260		
Online teaching vs offline teaching	Male Teachers	375	23.60	5.369	0.395	1.79
	Female Teachers	375	22.89	5.469		

From the above table, it is observed that there is no significant mean difference between the attitude of male and female teachers towards the four factors of online educational technical resource based teaching method namely Online Teaching Learning Environment; Awareness of Online Teaching Learning skills; Practical difficulties & challenges of online teaching and Online teaching vs offline teaching. Hence hypothesis H_0 is accepted at 0.05

level of significance for four factors of online educational technical resource based teaching method. Whereas there exists significant mean difference between the attitude of male and female teachers towards the one factor of online educational technical resource based teaching method namely Online Teaching Learning Resources. Hence hypothesis H_0 is rejected at 0.05 level of significance for one factor of online educational technical resource based teaching

method.

Findings:

On the basis of analysis and interpretation of the field data and the analysis of interview scheduled of headmasters; the following findings have been drawn:

- 1) There is no significant mean difference between the attitude of male and female teachers towards the four factors of online educational technical resource based teaching method namely Online Teaching Learning Environment; Awareness of Online Teaching Learning skills; Practical difficulties & challenges of online teaching and Online teaching vs offline teaching.
- 2) There exists significant mean difference between the attitude of male and female teachers towards the one factor of online educational technical resource based teaching method namely Online Teaching Learning Resources.
- 3) Most of the headmasters said that the school management committee is providing resources related to the new online teaching method, such as computer, tablet for students, laptop, digital board, digital classroom, digital camera, television, projector, internet facility, slides, pen drive, printer, Xerox machine, over-head projector, etc.
- 4) Most of the headmasters are of the opinion that online teaching method is conducive to learning of all subjects such as language, literature and grammar (Marathi, Hindi, Sanskrit and English), social science, science and mathematics.
- 5) More than 90% headmasters believed that online teaching method is beneficial in the development of Hindi language skills of non-Hindi language-speaking students (Marathi medium) because they believe that - In online teaching, Hindi language skills of non-Hindi speaking students are better developed through various types of digital lessons

(e-content) like pictures, videos, audios etc. Their ability to pronounce and verbal expression develops.

- 6) 49% headmasters responded that their school has a system for teacher training to use the technologies needed for online teaching methods.

Conclusion:

From the above findings it is concluded that increased educational access, high-quality learning opportunities, improved student outcomes and abilities, and more educational options are some of the possible benefits of online education. There is a need to take effective measures to digitize the teaching-learning environment and the entire campus of secondary schools so that the use of online educational technical resource based teaching method can be encouraged.

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