



A STUDY OF SECONDARY SCHOOL TEACHERS' ATTITUDE TOWARDS E-LEARNING AMIDST COVID-19: TRADITIONAL TO ONLINE TEACHING

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Abstract

“Education is the most powerful weapon which you can use to change the world.”

– Nelson Mandela

But in the current scenario the world has changed the educational system.

The academic year 2020 brought a drastic change in the teaching and learning process. The coronavirus pandemic has resulted in the closure of schools across the nation. As the lockdown was extending day by day an alternative was needed to cope up with the educational loss of the students. Schools started resuming through online platform. Education has changed with a rise of e-learning, whereby teaching is executed remotely and on digital platforms. Online learning, which came as a panacea for the pandemic, is increasingly seen as a new paradigm in education. The shift from traditional method to online method had imposed a great challenge to the teachers.

The purpose of the present study was to examine the attitude of secondary school teachers towards use of online platform in teaching. The sample for present study comprised of 50 teachers working in various schools of Suburban Mumbai. The sample was selected through convenient sampling technique. Data has been collected with the help of Test of e-Learning Related Attitudes (TeLRA) Scale using Google Form. The results indicate that the teachers have a positive attitude towards e-learning.

Keywords: Attitude, Corona Virus Pandemic, E-Learning, Paradigm, Test Of E-Learning Related Attitudes (TELRA) Scale.

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Introduction

Change is persistent and imminent; therefore, everything in this world tends to be obsolete with new advancement or development, and intelligence lies in the ability to adapt to change.

The spread of COVID-19 created a number of challenges and has highlighted the importance of E-learning. E-learning is referred as the use of technology and network communication for teaching and learning. Educational institutions tasked their teachers with moving their classes online to provide an ideal learning environment to the students. An online class is a system where students can learn subjects, discuss issues, clarify doubts and share material and check academic progress through online media. But crossing this particular chasm was not an easy task. It requires learning new skills and accepting a new approach. It became a great challenge for the teachers to ensure that students are not left behind in the online learning world. Also, it was important to make clear students' role towards e-learning and how they should seek help if they don't fully understand any part of the



lesson.

Need of the Study

Across the world, E-Learning is getting adopted and accepted in all educational institutions. During online learning, driven by curiosity children in classroom flock to learn new things. At such point a teacher helps the children in shaping their interest. Attitude plays a vital role; it affects the students in various ways and shape their learning experience. Successful implementation of e-learning relies much on teachers' attitudes. A teacher must show positive attitude and strong-willed towards the difficulties of the learner. Therefore, the attitude of the teachers is important because they act as a bridge between the students and the knowledge acquired by them.

Review of Literature

Many researchers have tried to study the teacher's attitude towards E-learning. According to Dong & Zhang, 2011, teacher's attitude depends upon their personal characteristics and years of teaching experience. According to Keller and Cernerud (2002), variables such as sex, age, experience, and knowledge of technology plays an important role in accepting the E-learning platform. Liaw, Huang and Chen, (2007) states that no matter how advance the technology is, its effective implementation depends upon the positive attitude of the teachers.

Definitions

- **E-Learning** is a formal teaching – learning process with the help of electronic resources.
- **Secondary school** is an educational organization which provides secondary education to the children from Standard VII to Standard X

Objective of the Study

To study the attitude of secondary school teachers towards E-learning amidst Covid-19.

Sample of the Study

The sample for present study comprised of 50 teachers working in various schools of Suburban Mumbai. The sample was selected through convenient sampling technique.

Methodology of the Study

Quantitative research methodology was used by the researcher. Independent t-test was applied for determining the attitude of school teachers towards e-learning.

Tool of The Study

Since with Covid-19 in mind, face-to-face data collection was not possible, data has been collected with the help of Test of e-Learning Related Attitudes (TeLRA) scale using Google Form. Kisanga and Ireson (2016) developed and validated TeLRA scale. The period of study is the month of January - February 2022. The Test of e-Learning Related Attitudes (TeLRA) Scale consisted of a 4-point response with degrees ranging from 1- strongly disagree, 2- disagree, 3- agree to 4- strongly agree. The scores for the negative worded statements were reversed. The reliability of the scale was measured by computing Cronbach's coefficient alpha and scored 0.857 (N=258).

Analysis of Data

To analyse the data on teachers' attitude towards e-learning the researcher used Mean and standard deviation. For inferential analysis t-test was used.

Testing Of Hypothesis

Hypothesis 1:

The Null hypothesis states that:

There is no significant difference in the e-learning attitude of primary school teachers and secondary school teachers.

Variable	Group	N	Mean	S.D.	Df	Tabulated value	't' ratio	I.o.s.
E-Learning attitude scores	Primary school teachers	20	92.75	6.3	38	At 0.05 level = 2.021	2.79	S
	Secondary school teachers	20	98.1	7.4		At 0.01 level = 2.704		

Table 1: E-learning attitude scores of primary and secondary school teachers

Interpretation of 't' test: The obtained value of 't' ratio for E-learning attitude scores of primary school teachers and E-learning attitude scores of secondary school teachers is 2.94 which is more than the table value 2.021. Thus 't' ratio is significant. Hence the Null hypothesis is rejected.

Conclusion: There is significant difference between the E-learning attitude of primary school teachers and E-learning attitude of secondary school teachers.

Discussion: Thus, the alternate hypothesis is accepted which states that there is significant difference between the E-learning attitude of primary school teachers and E-learning attitude of secondary school teachers.

Hypothesis 2:

The Null hypothesis states that:

There is no significant difference in the e-learning attitude of male school teachers and female school teachers.

Variable	Group	N	Mean	S.D.	Df	Tabulated value	't' ratio	I.o.s.
E-Learning attitude scores	Male school teachers	20	97.5	8.2	38	At 0.05 level = 2.021	2.94	S
	Female school teachers	20	95.5	8.7		At 0.01 level = 2.704		

Table 2: E-learning attitude scores of male and female school teachers

Interpretation of 't' test: The obtained value of 't' ratio for E-learning attitude scores of male school teachers and E-learning attitude scores of female school teachers is 2.94 which is more than the table value 2.021. Thus 't' ratio is significant. Hence the Null hypothesis is rejected.

Conclusion: There is significant difference between the E-learning attitude of male school teachers and E-learning attitude of female school teachers.

Discussion: Thus, the alternate hypothesis is accepted which states that there is significant difference between the E-learning attitude of male school teachers and E-learning attitude of female school teachers.

Hypothesis 3:

The Null hypothesis states that:

There is no significant difference in the e-learning attitude of school teachers with more than 5 years of teaching experience and school teachers with less than 5 years of teaching experience.

Variable	Group	N	Mean	S.D.	Df	Tabulated value	't' ratio	l.o.s.
E-Learning attitude scores	More than 5 years of experience	20	92.75	6.3	38	At 0.05 level = 2.021	2.79	S
	Less than 5 years of experience	20	97.50	7.4		At 0.01 level = 2.704		

Table 1: E-learning attitude scores of school teachers with more than and less than 5 years of teaching experience.

Interpretation of 't' test:

The obtained value of 't' ratio for E-learning attitude scores of teachers with more than 5 years of experience and teachers with less than 5 years of experience is 2.79 which is more than the table value 2.021. Thus 't' ratio is significant. Hence the Null hypothesis is rejected.

Conclusion:

There is significant difference between the E-learning attitude of teachers with more than 5 years of experience and teachers with less than 5 years of experience.

Discussion:

Thus, the alternate hypothesis is accepted which states that there is significant difference between the E-learning attitude of teachers with more than 5 years of teaching experience and teachers with less than 5 years of teaching experience.

Findings

- The result of his study indicates that secondary school teachers have a more positive attitude towards online teaching than the primary school teachers. May be because age group, handling and grabbing primary school student 's attention through online it is very difficult.
- The result indicates that male teachers have a more positive attitude towards online teaching than the female teachers.
- The result also indicates that teachers with less than 5 years of teaching experience have a positive attitude towards online teaching than the teachers with less than 5 years of teaching experience. May be because more experienced teachers felt that online classes are less interactive when compared to offline.

Conclusion

Students in different situations experiences wide range of emotional fluctuation that could vary from positive such as happiness, satisfaction to negative such as sadness, anger and frustration. They have expectations from themselves that may be further reinforced by teachers. Being a teacher requires patience, preparedness, flexibility, an open mind and strength. It gives the opportunity to change many lives. It is not for the faint of



heart. They are an important pillar of online teaching. Their interest and skills in handling online classes are an essential aspects.

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