



## A STUDY OF ATTITUDES ON VIRTUAL TEACHING PLATFORMS BY SECONDARY SCHOOL TEACHERS

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Abstract

E-learning platforms integration for teachers at school level became significant during pandemic and continuing post pandemic as well. Investigating this context is quite important to know the current status of the teachers' attitudes on virtual platforms. The present study aimed to assess "Secondary school teachers' attitudes on virtual teaching. The investigation is adapted by descriptive survey method on the sample size 210 drawn by using the stratified random sampling technique from the specific population. The researcher developed questionnaire is used as a tool which consists of 40 statements. The findings of the study show that the majority of the responses (80.84%) are revealing that the secondary school teachers are integrating virtual platforms during teaching and learning in secondary schools; the variables considered are to be found insignificant.

**Keywords:** E- Learning Platforms, Virtual Teaching Tools, Perceptions of Teachers, Integrating.



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### 1. INTRODUCTION

The current corona virus pandemic had a major impact upon the health, economy and education worldwide. In India, the government as a part of the nationwide lockdown closed all educational institutions, as a consequence of which, the teaching-learning, examination and placement scenario of students were affected. UNESCO estimated that about 32 crore students have been affected in India. The adoption of an online e-learning approach tried to minimize the academic loss and stress on students. However, the online teaching transition moved on an untested and unprecedented scale in a very short span of period. The present study analyses the

perception and level of acceptance of transition from offline to online learning amongst the students. So the teachers in the urban and rural areas should be equipped with the required training to handle the students.

The Government of India started various online learning platforms like National Institute of Open Schooling (NIOS), Free and Open Source Software for Education (FOSSEE), National Repository of Open Educational Resources (NROER), Study Webs of Active Learning for Young Aspiring Minds (SWAYAM), E-pathshala, Diksha and other IT initiatives E-Yantra (Robotics Education). The Ministry of Human Resource Development and the regulators like NCERT, UGC,

AICTE and Directorate of Higher Education motivated the educational institutions to adopt the online approach of education. This lockdown impacted the students' learning, exam schedule, internal assessment and placement scenario that lead to increased stress among students. The online teaching approach was adopted to minimize the loss of students.

India's apex regulatory body of higher education, UGC, has taken the present educational scenario very seriously and put some efforts proactively to resolve the deadlock of completing courses and examinations in on-going semesters as well as issued circular regarding the academic calendar after the recommendations of one of the committees constituted by UGC itself. It has also become mandatory for all the universities in India to complete the 25% syllabus through online teaching mode and 75% face-to-face interaction (UGC, 2020). The educational scenario of the post-COVID-19 outbreak would not be easy to manage teaching-learning situations without using online teaching platforms rigorously. Having seen the fearsome monster of coronavirus, it can be anticipated that in the upcoming time student would face multiple challenges of educational hardships including quality education, hands-on experience, laboratory work, library visit, peer tutoring, remedial teaching, research and innovation. Hence, the tentative solution of post-COVID-19 educational tantrums is to maintain the equilibrium of online and offline learning classes (hybrid mode).

## 2. Review of Related Literature

**Amit Joshi, Muddu Vinay, Preeti Bhaskar (2021)** The research aims to identify the barriers faced by teachers during online teaching and assessment in different home environment settings in India. The study was conducted among the teachers working in the government and private universities of Uttarakhand, India. Semi-structured in-depth interviews were conducted among 19 teachers to collect data regarding the barriers faced by them during online teaching and assessment. The findings revealed four categories of barriers that are faced by teachers during online teaching and assessments. Under home environment settings, a lack of basic facilities, external distraction and family interruption during teaching and conducting assessments were major issues reported.

**Krishnapatria (2020)** conducted a study on "From 'lockdown' to letdown: Students' perception of e-learning amid the covid-19 outbreak". Analysis shows that 100% of students participated in e-learning, and 96.4% have accessibility to online learning. However, only 56% expressed satisfaction with the implementation of e-learning. Finally, the study claimed that students' perceptions of e-learning are somewhat fruitful.

**Abbasi et al. (2020)** wanted to determine the perceptions of students towards e-learning during the lockdown at Liaquat College of Medicine and Dentistry. For this purpose, a self-administered questionnaire was employed and a total of 382 responses were received. The study manifests overall, 77% of students have negative perceptions towards e-learning. The findings of the study are students did not prefer e-teaching over face-to-face teaching during the lockdown situation. In another study in health sciences, **Agarwal and Kaushik (2020)** collected feedback related to student's perception of online learning from 87% of medical post-graduate students. After 12 days of online teaching session during the pandemic situation obtained data reflects that majority of the participants perceived that the sessions were tailored to their level of learning [n = 76 (99%)] and found the sessions to be interesting and enjoyable [n = 72 (95%)].

**Pravat Kumar Jena (2021)** this article emphasizes on how online learning is beneficial during times of crises like work absences or pandemics. Therefore, some tools and techniques for online learning which can ensure the continuity of learning are highlighted. Some emerging approaches of Government of India for online learning are presented. Merits and demerits of online learning platform are also discussed. Perceptions of learners and educators on Online Learning system during lockdown are pointed.

On the other hand, there is a bunch of similar studies conducted before the pandemic and in other countries. For instance, **Maajoon and Alenezi (2012)** tried to investigate faculty members' attitudes toward e-learning in higher education in the Kingdom of Saudi Arabia and the factors influencing their attitudes. A survey questionnaire was used. The study proved that the perceptions by females being more positive than that of males. The results also showed that faculty members who had less teaching experience had a

stronger perception than those who had been teaching for more than 10 years.

In the very initial stages of lockdown, many academic institutions were unwilling to change their traditional pedagogical approach but there was no substitute for changing educational perspectives in the fully online curriculum. During lockdown being a digital transformation of education does not mean teachers are willing and natural digital teachers. It is important to know from teachers during lockdown what their knowledge, their skills, their expectations and their perception of virtual teaching & learning. The review of related literature indicates numerous studies have been done to know the perception of the students towards e-learning. But, very few studies have been conducted to assess the perception of school teachers towards virtual teaching and learning during the lockdown. Surprisingly, no such survey has been found so far in the North 24 Parganas district of West Bengal.

**Keller and Cernerud (2002)** have identified variables such as age, gender, previous experience of computers, technology acceptance and individual learning styles as major predictive factors when discussing acceptance of technology by students. Usually, teachers use their smart phone for executing teaching-learning activities. It has become also affordable to students due to the reduction in the cost of both hardware and high-speed internet connection. Students have wanted learning materials that are accessible through online mode in mobile phones and computers (**Radha et al., 2020**). But before lockdown, this

technology is not used in that way in our education system. The nationwide lockdown has given a scope to the school teachers to maximize the utilization of virtual platforms. For maintaining the new norm of social distancing because of Covid-19, the e-learning platform has emerged as the only available way of teaching. E-learning has become quite popular among students across the world particularly, the lockdown period due to the COVID-19 pandemic (**Radha et al., 2020**).

### 3. OBJECTIVES

- To study the attitude about E-learning platforms of secondary school teachers.
- To assess the attitude on E-learning platforms of male and female secondary school teachers.
- To assess the attitude of E-learning platforms of secondary school teachers with regard to type of institution i.e., Government and Private.

### 4. HYPOTHESES

- The secondary school teachers have a will in integrating e-learning platforms in teaching-learning process.
- There is no significant difference in attitude of E-learning platforms between male and female secondary school teachers.
- There is no significant difference in attitude of E-learning platforms between Government and Private secondary school teachers.

### 5. RESEARCH METHODOLOGY

“Descriptive Survey Method” is employed to accomplish the study objectives.

#### Variables

Independent Variable	Dependent Variable	Demographic Variable
Secondary school teachers	Attitudes on E-learning platforms	<ul style="list-style-type: none"> <li>• Gender Male Female</li> <li>• Type of Institution Private Government</li> </ul>

**Sample:** A sample of 210 secondary schools was taken as sample by using Stratified random sampling technique.

**Tool:** questionnaire consists of 40 questions statements having ‘YES’ and ‘NO’ options was used.

## 6. DATA ANALYSIS & FINDINGS

### 6.1. Attitudes of Virtual Teaching Platforms by Secondary School Teachers.

**Table-1: Showing the frequencies and percentages of secondary school teachers' responses on their perceptions of E- learning platforms**

Response	Frequencies	Percentage
Yes	6791	80.84%
No	1609	19.16%
<b>Total</b>	8400	100%

#### Interpretation:

The above table.1 reveals that 80.84 percent of the teachers' responses are witnessing for their willingness to integrate E-learning platforms in secondary school teaching, whereas 19.16 percent of teachers' responses are witnessing for not having the willingness to integrate E- learning platforms. Therefore, the majority of the responses (80.84%) showing that the secondary school teachers are willing to integrate E- learning platforms in teaching and learning.

### 6.2. Attitudes of Virtual Teaching Platforms by Secondary School Teachers with Respect to Gender I.E., Male and Female Teachers.

**Table-2: Showing means scores, standard deviation, t-value and p-value of male and female teachers' perception of E- learning platforms**

Gender	N	Mean	SD	t- value	p- Value
Male	71	22.1	3.21	1.12	.2622
Female	139	22.71	3.92		

#### Interpretation

The above table.2 reveals that, the obtained t-score 1.12 is found to be insignificant with p-value 0.2622 at 0.05 level of significance. Therefore, there is no significant difference in perceptions of E-learning platforms between male and female secondary school teachers.

### 6.3. Perceptions of Virtual Teaching Platforms by Secondary School Teachers with Respect to Type of Institution I.E., Government and Private Schools.

**Table-3: Showing means scores, standard deviation, t-value and p-value of government and private teachers' perception of E- learning platforms**

Type of organization	N	Mean	SD	t- value	p- Value
Government	53	23.21	2.12	1.61	0.1076
Private	157	22.26	4.07		

#### Interpretation

The table.3 reveals that, the obtained t-score 1.61 is found to be insignificant with p-value 0.1076 at 0.05 level of significance. Therefore, there is no significant difference in perceptions of E-learning platforms between government and private secondary school teachers.

## 7. CONCLUSION

The pandemic and post pandemic due to covid-19 spread unveiled many changes in the perceptions within the teachers with respect to the virtual learning platforms. All teachers cope with the usage of different virtual platforms. In this connection the present study revealed interesting results. Schools are integrating virtual platforms in their teaching and learning process in RR district. Few schools are planning to proposed internal training to equip the teachers with different virtual platforms. Virtual platforms became popular and used for learning where the students are sitting remotely and can avoid travelling. There are many online classes which are trying to fill the gaps for the students by providing the extra coaching classes like after school classes and tutorials. Secondary school teacher, both male and female teacher are showing the willingness to integrate the virtual platforms in teaching and learning. In the present study the variable type of institution is statistically insignificant with respect to integrating the virtual platforms in teaching and learning in secondary school teachers. It a good sign to see the government teachers using virtual platforms to be at par with the other teaching community. There is

always a great opportunity for the private school teacher to have more possibility for integrating the virtual platforms in teaching and learning due to the kind of exposure and resources available. In this connection the present study revealed interesting results.

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