

TEACHERS' ATTITUDES TOWARDS VIRTUAL TEACHING DURING COVID PANDEMIC LOCKDOWN

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ABSTRACT

Since March 25th, 2020 India was in a state of state wide lockdown as a result of the Coronavirus epidemic. Since March 16th 2020, West Bengal had a complete closure of all educational institutions. Students lives were in complete darkness as a result of the Covid-19 pandemic lockdown. After a protected closure, the West Bengal minister of education implored stakeholders to think about alternate alternatives for finishing the curriculum. As a result, several schools began to resume their classes using virtual learning platforms. Virtual learning methodologies gained popularity and emerged as a significant modern trend in education. But it is crucial to discover during lockdown what knowledge abilities, expectations, and opinions instructors had about virtual learning. Hence the investigator aimed to study the secondary school teachers' attitudes toward virtual learning based on their academic background during lockdown. The views of school teachers about virtual learning were examined using independent t-tests and ANOVA. This study, reveals no discernible differences in secondary school teachers' attitudes regarding online instruction based on their academic background during the lockdown. The finding of the study shows that the attitude toward virtual teaching is not adequate.

Keywords : Covid-19, Covid Epidemic, Lockdown, Virtual Learning & Technology.

Introduction

Lockdown was thus initially proclaimed in China to stop the virus's spread. Since March 25th, 2020, a statewide lockdown has been in effect in India to contain the Corona virus outbreak [Wikiperdia]. Since March 16th, West Bengal had a complete closure of all educational institutions. In order to lessen the infectious impact, both the current Higher Secondary Board exams and the class XI exams were chosen for postponement by the West Bengal administration. However, as the infection's effects persisted, the government was ultimately compelled to cancel both the exams. As the COVID-19 pandemic showed no signs of abating, Mamata Banerjee, the chief minister of West Bengal also declared that all educational organizations would remain shut until August 31. For secondary school pupils, the department in charge of school education in West Bengal launched "Online Banglar Shiksha Classroom" on its

BanglarShiksha portal in 2020. BanglarShiksha Classroom's slogan is "School is at your doorstep today to keep Corona at bay." (<https://banglarshiksha.gov.in/>).

Review of Related Studies

When considering students' acceptance of technology, Keller and Cernerud (2002) highlighted elements like age, gender, prior computer experience, technological acceptability, and individual learning styles as key predicting factors. Typically, teachers carry out teaching-learning activities using their smart phones. Students may now afford it because of the decrease in the price of technology and ultra-rapid internet connections. However, the widespread lockdown has given school teachers the opportunity to make the most of virtual platforms due to covid-19 the virtual learning platform has come to be the sole method of instruction that can maintain the new societal norm of estrangement. Students all throughout the world are increasingly using virtual learning, especially during the epidemic of COVID-19 lockdown (Radha et al., 2020)

SANKAR KAR

Assistant Teacher, Chandpara BaniVidyaBithi,
High School, West Bengal, India.

Rationale for the Study

Due to the lockdown resulting from the covid-19 epidemic, the 2020 School year is a gloomy time the students' daily life. As the lockdown was strengthened to stop the virus' spread, the entire educational system came to a standstill. Even though academic sessions were being held very successfully at the time, all educational institutions across the nation had to close immediately. The teacher started to consider alternative approaches to communicating with the pupils to lessen the impact of the lockdown. The essential preparations were taken by the educational institutions so that remote instruction could continue. As a result, during the lockdowns, e-learning methodologies have gained popularity and established themselves as a significant contemporary trend in education. Studying secondary school teachers' attitude towards virtual learning based on their academic backgrounds while the school is in lockdown. During the first phases of the shutdown, several academic institutes were hesitant to modify their old pedagogic method, but As a result of the use of new technology in education during lockdown does not imply that instructors are enthusiastic and natural digital educators. It is crucial to learn about the lockdown and what knowledge, abilities, anticipation, and opinions teachers have about virtual learning. According to the review of related literature, much research has been conducted to ascertain how students regard virtual learning. However, very little research has been done to determine how people- especially school teachers perceive virtual learning through the lockdown. Astoundingly, no comparable study was discovered to date in West Bengal's North 24 Parganas area.

Objectives of study

1. To investigate how the Secondary School instructor failed with virtual instruction during the Lockout.
2. To examine, during the lockdown, how secondary school instructors felt about virtual learning based on gender.
3. To examine secondary school teachers' attitudes toward virtual learning based on their classroom experiences during the lockdown.

Methodology Survey was conducted during the lockdown at the Gaighata block of North 24 Pargana in West

Bengal. Face-to-face data gathering is not possible due to social distance, so during the Covid-19 pandemic lockdown, data was gathered using a Likert-type attitude scale and a Google form. A Likert scale with five possible outcomes such as strongly disagree, disagree, somewhat agree, strongly agree, and agree was used. The trial period runs from August 2020 through August 2021. The participants for the study were chosen using a purposeful sampling strategy. The development of a self-administrator attitude scale. The scale's Cronbach's Alpha reliability was 0.8239. Using percentile, the scale's norm is also calculated. A high positive attitude was defined as scoring more than 62 and above; a moderate attitude was defined as scoring between 36 and 61, and a negative attitude was defined as scoring less than 36 toward e-learning during the lockdown. The views of school teachers about virtual learning were examined using independent t-tests and ANOVA.



Data Analysis

Table 1

School teachers' attitudes towards virtual teaching

Level of Attitude	N	Mean	S.D.	Status
	126	46.37	17.83	Moderate

The table 1 reveals that the teachers attitude towards virtual teaching is moderate.

Table 2

Different views of male and female school teachers

Gender	Descriptive Statistics				t-test				
	N	Mean	S.D.	Std. Error Mean	t value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Male	68	47.59	14.87	2.04	1.42	124	.0.123	3.81	3.17
Female	58	43.78	16.7	2.45					

The table 2 shows that there is no statistically significant difference in views about virtual teaching between male and female secondary school teachers. (M = 47.59, SD = 14.87) and female (M = 43.78, SD = 16.70), where $t = 1.418$, $p = 0.132$, $\alpha = 0.05$. The average mark for male and female instructors, however, reveals that during the lockdown, male teachers are more supportive of online teaching than female.

Table 3
Teachers attitude towards virtual teaching in terms of teaching experience

Teaching Experience	Descriptive			ANOVA					
	N	Mean	S.D.	Groups	Sum of Squares	df	Mean Square	F	P-value
Below 5 Years	35	53.37	16.54	Between	3978.8	2	2094.4	5.762	0.001
Between 5-10 years	40	6.83	15.51						
Above 10 years	51	41.52	16.1	Within	36050.6	123	285.66		

The descriptive statistics in table 3 shows that there is a difference among the three groups of teachers. Less experienced teachers are more passionate about virtual teaching than more experienced teachers. Statistics show that the disparities are considerable. Overall, as indicated by the F value, which is similar to .05 ($F=5.76$, $P<.05$).

Table 4
Differences in School Teachers' Attitudes in Relation to Academic Qualification

Qualification	Descriptive			ANOVA					
	N	Mean	S.D.	Groups	Sum of Squares	df	Mean Squar	F	p-value
Passes Graduate	48	44.52	19.7	Between	631.67	2	325.3	0.99	0.37
Honours Graduate	32	49.13	18.9						
Masters	46	47.14	15.7	Within	40108.7	123	323.7		

The initial descriptive data in table 4 shows that teachers with master's and honours degrees have better attitude than those with pass-scale degrees. However, both the instructors with master's degrees and those with Honours degrees are enthusiastic about teaching Online. There aren't any statistically significant variations across the groups, though, according to the F value ($F=0.985$, $p>.05$).

Conclusion

A thorough review of the information provided by Secondary School instructors revealed that there was a very negative attitude toward online education during the Covid-19 closure. Lack of virtual learning proficiency is the root of school teachers' modest approach. They may lack experience with online education and feel uneasy using Technology. The study discovered that future uses of e-learning were statistically significantly influenced by gender, marital status, training in using E-learning and prior E-learning experience (Sapkota, 2020) teachers must be well prepared to use new technologies as the model evolves from conventional Educational methods for digital learning to satisfy the standards for all pupils (Marzilli et al.

2014) The findings of the study suggest that throughout the lockout, Male educators take a greater optimistic perspective on online instruction than female teachers do. However, this finding differs from that of Alenezi, (May 2012). He discovered that females have higher favourable impressions of e-Learning than males. The results of this study are consistent with those of Aleneiz's study, which showed that teachers with less experience in the classroom had a more distinctive viewpoint than teachers with more than According to this study, there are no discernible difference differences in Secondary School teachers attitudes regarding online instruction based on their academic background during the Lockout. Similar findings have not been observed between an educator's academic qualification and how they evaluate online learning, according to Alenezi, (May 2012). According to a poll by Al-Sarani (2010), but to a lesser extent, the view of virtual learning by faculty members appears to be influenced by their degree of education.

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