

## ATTITUDE OF TEACHERS TOWARDS ONLINE TEACHING IN COVID-19 SCENARIO

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### Introduction

Education is a transforming mission of an individual. It is a journey that goes with accomplishments, struggles, achievements, disappointments, reputation, realizations and various efforts made by a person. Education begins at home with family and remains throughout the lifelong journey till death. Education helps in determining the quality of life. Education have three basic categories – Formal, non-Formal, and Informal Education. A Formal Education teaches an individual to learn academic skills, and this education begins at the elementary level and continues until college. The process follows a set of rules and regulations for the completion of a formal degree. Informal education uses no specific tools to understand learning. A person attains informal education though reading books, learning bicycle, playing chess, etc. Informal Education holds equal importance in life. Further, non-formal education uses awareness programs such as adult literacy and basic education programs to promote Education. It has no time table, syllabus, and age limit and can be adjustable. From a Gurukul system, now we are in a stage where we are forced by COVID-19 situations to make a significant shift from offline/traditional teaching towards the online mode of teaching. COVID-19 pandemic, as we know resulted in to school closure worldwide (approximately). This school closure affected not only students, teachers, and families but also have extensive financial and social concerns. Online teaching and learning has become a significant support for education as schools are seeking different ways to minimize the possibility of community spread of corona virus. During this pandemic many schools across

the world initiated to conduct classes via online mode with the help of some software such as Zoom, Google Classroom, Google Meet, Cisco Webex etc.

### **Online Teaching/Education**

Online teaching/education is a process that comprises any teaching/learning process that takes place via internet. Online learning facilitates teachers to communicate with those students who are or may not be able to join a traditional classroom. It supports students who need to work on their own schedule and at their own speed. The study materials in online education can be texts, audio, notes, videos, and images. Online teaching/education is a flexible and easygoing method of teaching as one can study and revise the content at any time, anywhere. Some students learn more through online education. Online education normally provides a chance to students to study at their own speed as there is no rush.

Online teaching/ education is not as easy as we think it as speaking into the microphone at one end and connecting a laptop and listening to in on the other end. There are so many challenges confronted at both ends. Teachers as well as students both may face a lot of problems. Using the computer too much can cause vision problems as we sit near the laptop or use mobile almost a whole day. Online education can also affect physical development of students. Online education can be quite difficult for a person to be responsible for their personal learning deprived of someone to help them to do something. Further, online classes may cause decrease in values among students. It is easier to cheat in an online exam. There are a number of disturbances on the internet through advertisements. Online education also has pointedly less self-assessment. Likewise there are so many significant problems which a student or teacher is facing. Thus, present study is an effort to check out the attitude of teachers towards the online system of teaching.

### **Objective of the study**

1. To study the attitude of teachers towards online teaching.
2. To study the problems faced by teachers and students during online teaching.
3. To make suggestions for facilitating smooth execution of online teaching.

### **Sample**

The sample for present study was 59 school teachers belonging to different districts of Himachal Pradesh.

**Tool**

Due to the pandemic COVID-19, it was not feasible to interact with teachers personally. Thus, investigator developed a Google form named “Attitude of Teachers towards Online Teaching” to gather the desirable information.

**Statistical Technique Used**

The obtained information was tabulated and analyzed in the form of percentage.

**Analysis and Interpretation of Data**

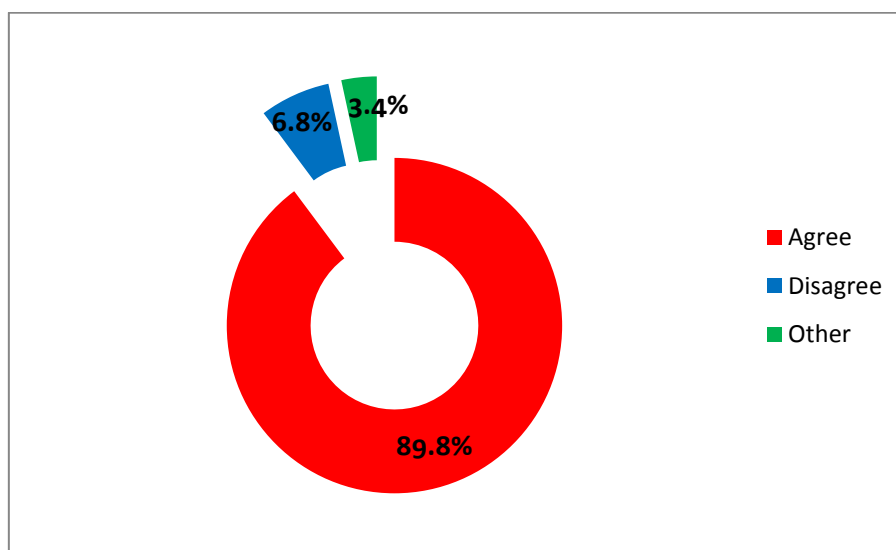
Collection of data merely presents a stock of facts unless it is analyzed and interpreted properly. A question wise analysis of data is done and presented in following manner.

**Table-1**

Q.1 Online Teaching is the only way to teach students during this pandemic.		N= 59	
		N	%age
1	Agree	53	89.8
2	Disagree	4	6.8
3	Any Other	2	3.4

Most of the teachers (89.8%) were agree with the statement that ‘Online Teaching is the only way to teach students during this pandemic’ while 6.8% teachers were not agreed with the statement. Further, some teachers suggested another ways like door to door teaching or small group teaching at school to teach students instead of online teaching.

**Figure-1: (Online Teaching is the only way to teach students during this pandemic)**

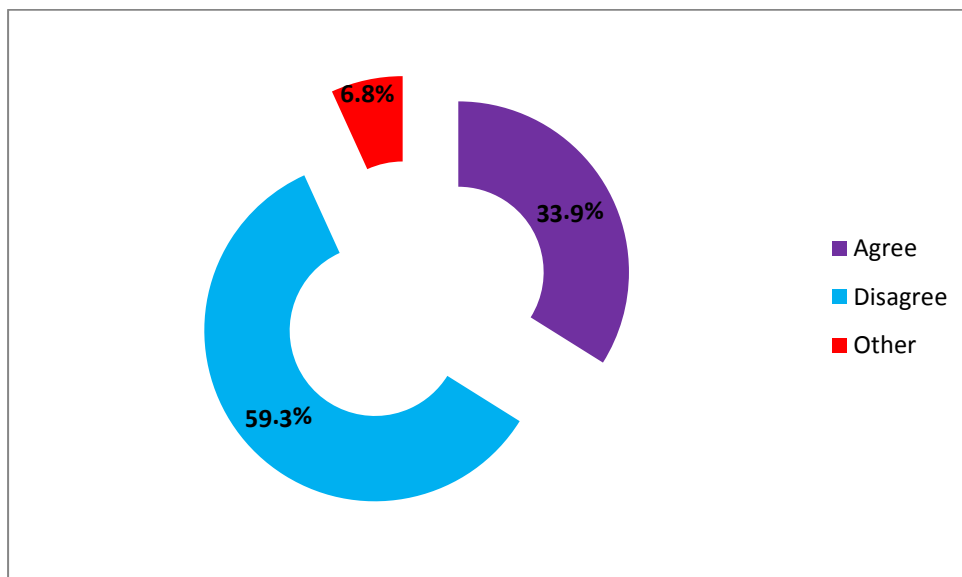


**Table-2**

<b>Q.2 Online Teaching is an easy way to teach.</b>		<b>N= 59</b>	
		N	%age
1	Agree	20	33.9
2	Disagree	35	59.3
3	Any Other	4	6.8

Most of the teachers (59.3%) were not satisfied with the statement ‘Online Teaching is an easy way to teach’. They argued that in online teaching there are so many technical (signal problem, availability of smart phone, electricity problem, knowledge of handling the apps as well as devices etc.) and psychological issues ( non-interaction with all students, remedial teaching is not possible, speed of content delivery, lack of concentration etc.)

**Figure-2: (Online Teaching is an easy way to teach)**

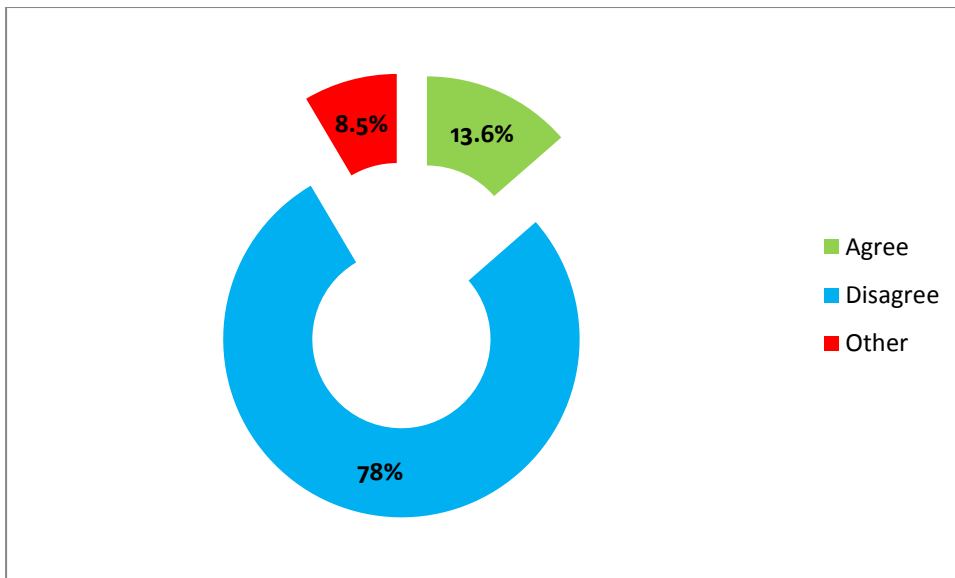


**Table-3**

<b>Q.3 Online Teaching is suitable for all grades/ classes.</b>		<b>N= 59</b>	
		N	%age
1	Agree	8	13.6
2	Disagree	46	78
3	Any Other	5	8.5

Majority of the teachers (78%) have a disagreement with the statement “Online Teaching is suitable for all grades/ classes” because they have an opinion that due the individual differences all standards/subjects cannot be taught in a same way or by opting same method of teaching. In online teaching a teacher have to opt a uniform speed and single method of teaching for all students without knowing that they are learning or not.

**Figure-3: (Online Teaching is suitable for all grades/ classes)**

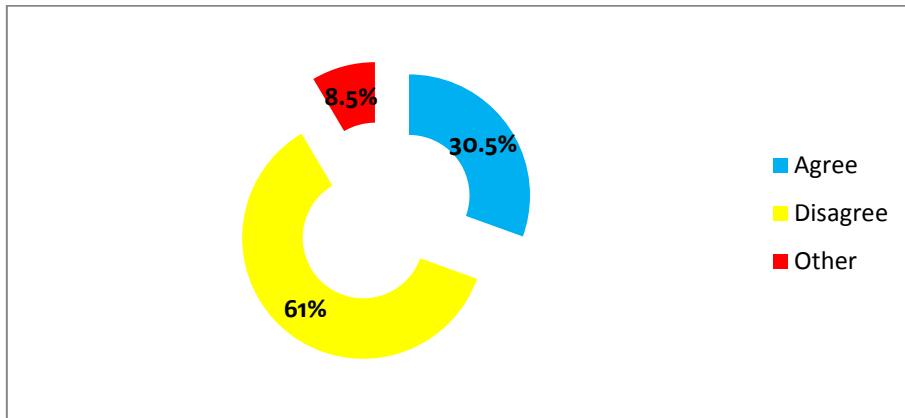


**Table-4**

Q.4	Each subject/ topic can be taught through Online mode	N= 59	
		N	%age
1	Agree	18	30.5
2	Disagree	36	61
3	Any Other	5	8.5

A number of 18 teachers have their argument in favor of the statement given while majority of teachers (36) was against the statement and argued that some subjects like mathematics, science and art/drawing cannot be easily taught via online mode as these subjects requires some practical knowledge too.

**Figure-4: (Each subject/ topic can be taught through online mode)**

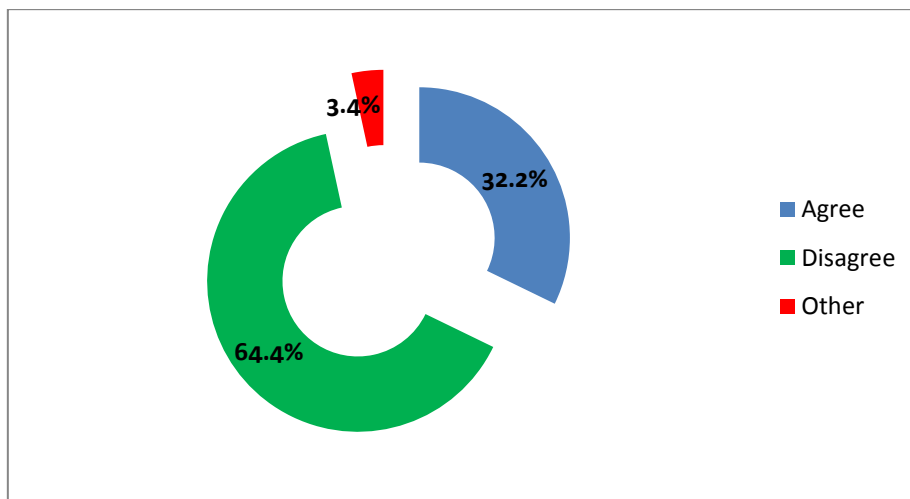


**Table-5**

<b>Q.5 Students learning can be adequately assessed through online tests. N= 59</b>			
		<b>N</b>	<b>%age</b>
1	Agree	19	32.2
2	Disagree	38	64.4
3	Any Other	2	3.4

Maximum teachers (64.4%) show disagreement with the statement “Students learning can be adequately assessed through online tests”. They argued that it is not possible to adequately assess a large number of students in an online class. Teachers feel difficult to give individual attention in such classes.

**Figure-5: (Students learning can be adequately assessed through online tests)**

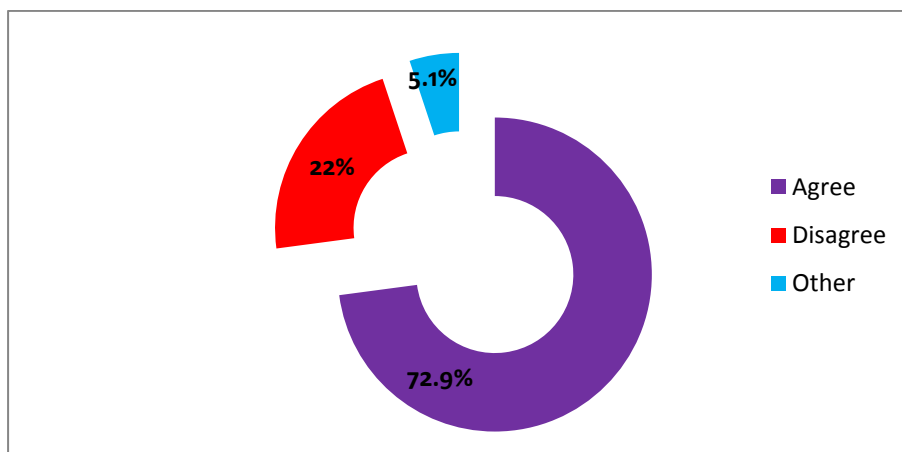


**Table-6**

<b>Q.6 Moral and other Disciplinary values cannot be developed through online mode of teaching-learning.</b>		<b>N= 59</b>	
		N	%age
1	Agree	43	72.9
2	Disagree	13	22
3	Any Other	3	5.1

“Moral and other Disciplinary values cannot be developed through online mode of teaching- learning”. 72.9% of teachers were agree with this statement. Values such as co-operation, respect, equality, empathy, hard work etc. cannot be developed among students in online setting in an effective way.

**Figure-6: (Moral and other Disciplinary values cannot be developed through online mode of teaching- learning)**

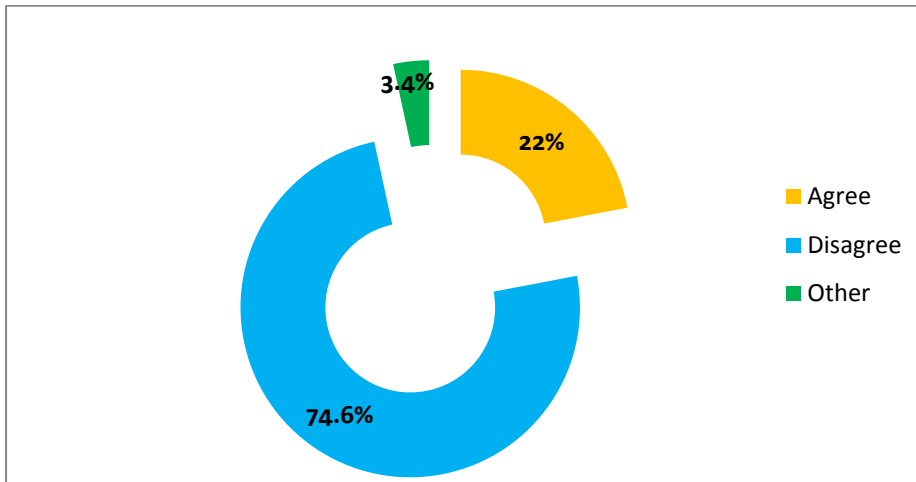


**Table-7**

<b>Q.7 Online Teaching can supplement the real classroom teaching</b>		<b>N= 59</b>	
		N	%age
1	Agree	13	22
2	Disagree	44	74.6
3	Any Other	2	3.4

Majority of teachers (74.6%) was disagree with the statement “Online Teaching can supplement the real classroom teaching”. This is the reality that no other method can replace the teachers and no technology can replace the real classroom teaching-learning.

**Figure-7: (Online Teaching can supplement the real classroom teaching)**

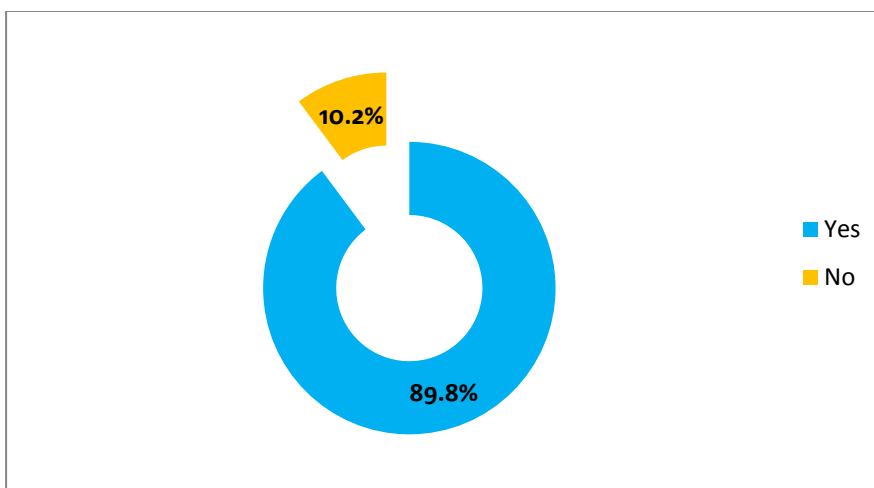


**Table-8**

Q.8 Do you feel that government should provide some special training to conduct Online Classes		N= 59	
		N	%age
1	Yes	53	89.8
2	No	6	10.2

Majority of teachers responded that government should provide some special training to conduct Online Classes. Most of teachers require facilities such as refresher courses, extra time, special training and workshop for proper execution of the online learning.

**Figure-8: (Do you feel that government should provide some special training to conduct Online Classes?)**





**Q.9 Online teaching-learning may cause health issues. If you are agree, kindly mention the names of possible health issues.**

Following are the health issues which the majority of teachers had mentioned in this survey:

1. Eye weakness, eyes irritation and other related defects due to prolonged mobile use. Increasing eyesight problems with frequent headaches are attributed to prolonged screen time.
2. Cervical problems, stiffness in neck and backache due to bad posture or continual sitting for a long time while attending the online class.
3. Mental stress to both children and teachers.
4. Less concentration,
5. Obesity in children is on the rise either due to lack of outdoor physical activities.
6. Fatigue and laziness.
7. Mobile addiction
8. Heart diseases
9. Skin irritations
10. Depression
11. Insomnia
12. Loss of hearing capacity
13. Increasing anxiety and depression due to home quarantine along with sleep disorders are also on the rise.
14. Emotional instability

**Studies favoring the above said health issues due to online teaching**

Cash et al; Cao and Su; and Leung & Lee in Halupa, Colleen Peters (2016) reported a prevalence rate of internet addiction. Activities such as social media and internet gaming are specifically designed to provide rewards which increases addictive behaviors. Dong, Lu, Zhou and Zhao in Halupa, Colleen Peters (2016) reported increased depression and anxiety which progresses to hostility and psychoticism in some cases. The most common physical symptoms were sleep problems, depression, headaches, loss of appetite and stomach complaints. Misra and Stokils in Halupa, Colleen Peters (2016) also noted those with a high level of cyber activity decreased concentration and self-

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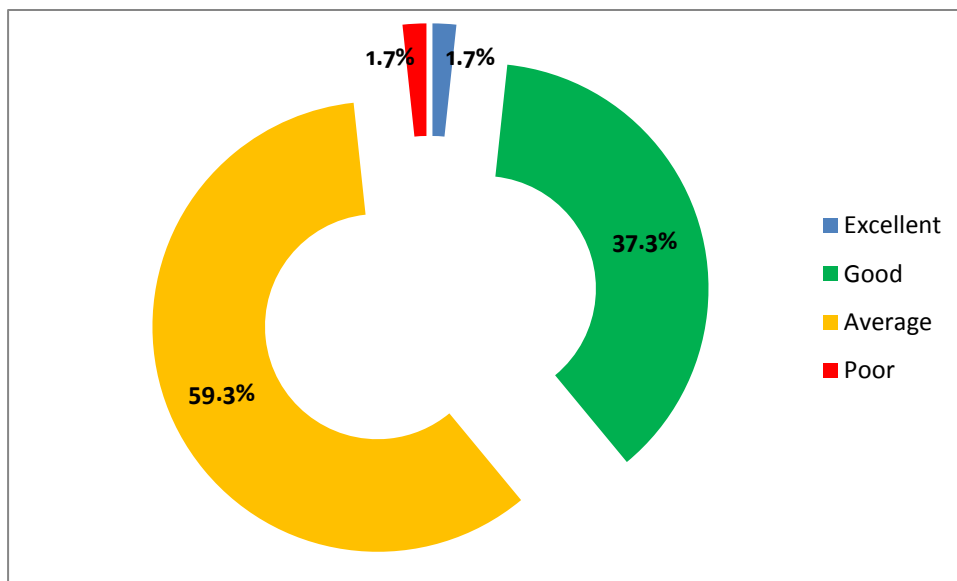
reflection. Lee in Halupa, Colleen Peters (2016) discussed the effects of social networking fatigue which they defined as a “self-evaluated feeling of tiredness caused by an obsession with social media and the need to respond immediately. They noted this leads to both physical and psychological strain.

**Table-9**

<b>Q.10 How would you rate the Online Teaching-Learning?</b>		<b>N= 59</b>	
		N	%age
1	Excellent	1	1.7
2	Good	22	37.3
3	Average	35	59.3
4	Poor	1	1.7

In present study, 59.3 of the teachers rated online teaching-learning as average. While 37.3% teachers rated it as good. A negligible %age goes with excellent and poor.

**Figure-9: (How would you rate the Online Teaching-Learning?)**



### Discussion of the Results

In the light of analysis and interpretation of data the following conclusion may be laid down:

1. Majority of the teachers (89.8%) were agreeing with the statement that online teaching is the only way to teach students during this pandemic. The pandemic

COVID-19 has shut the door of schools worldwide leaving no choice behind. Thus, each one find online teaching easy accessible.

2. It was found that online teaching is not an easy way to teach. There are so many technical (signal problem, availability of smart phone, electricity problem, knowledge of handling the apps as well as devices etc.) and psychological issues ( non-interaction with all students, remedial teaching is not possible, speed of content delivery, lack of concentration etc.) faced by teachers and students as well.
3. Online Teaching is not suitable for all grades/ classes and each subject/ topic can be taught through Online mode. In online mode one cannot cater the problem of individual differences adequately.
4. This study revealed that it is not possible to adequately assess a large number of students in an online class.
5. Moral and other Disciplinary values such as co-operation, respect, equality, empathy, hard work etc. cannot be developed among students in online setting in an effective way.
6. Majority of teachers responded that no one can take the place of a teacher. Only a teacher can successfully achieve the aim of education in real sense. It is a reality that no other method can replace the teachers and no technology can replace the real classroom teaching-learning.
7. Majority of teachers were in favor that that government should provide some special training to conduct Online Classes. Refresher courses, extra time for preparation of effective e-content, special training and workshop for proper execution of the online learning is required.
8. A number of health issues are faced by teachers as well as students due to online mode of teaching-learning. (mentioned in response to Question number 9)
9. Online teaching was rated as average method of teaching by majority of the sampled teachers.

### **Suggestions**

Online teaching has both advantages and limitations. But it is an excellent way to manage teaching- learning process in present scenario. Following are some suggestion drawn by investigator from the study conducted.

1. This study suggests that teachers need to be equipped with the pre-service and in-service training programmes on e-learning and development of e-content.

2. Faculty development programmes on e-learning should be initiated by responsible institutions so as to allow teachers improve skills and knowledge.
3. Seminar, workshop, conferences etc. on development of e-content must be organized by government and local bodies.
4. Training must be given on system installation, operation, maintenance, repair, administration, and security of the devices.
5. Teachers must be facilitated with required devices, resources for the development of e-content.
6. Teachers must develop attractive and effective e-content to seek the full attention of students. The content must be developed according to the maxims of psychology.
7. Online classes must be taken on flexibility mode to overcome the related health issues.

It is clear that this pandemic has entirely disturbed our education system. In COVID scenario the online teaching-learning is playing a significant role. Teachers are trying to match the present day requirements. Despite of several challenges, they are doing their best with a positive attitude and a hope of betterment of the situations.

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