

A Study of Attitude of Secondary School Teachers' Towards Online and Face to Face Teaching Learning in the Context of Types of School

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Abstract

The main objective of this research paper is to determine the attitude of secondary school teachers towards online and face to face teaching learning. To achieve this objective, descriptive survey method was used in this study. The sample of this study has been selected from the Secondary Schools of Rohtak city (Haryana). 307 secondary school teachers have been selected randomly from different schools. One self-made attitude scale was constructed by investigators to know the attitude of secondary school teachers towards online and face to face teaching learning. Results were calculated with the help of mean, S.D. and 't' test and presented by bar graph. Finally, the investigator concluded that secondary school teachers showed more favourable attitude towards face-to-face teaching learning than online teaching learning.

Keywords: Attitude, Secondary School Teachers, Online and Face to face teaching learning.

Introduction

In the present scenario of learning, including formal education takes place in a various expanded forms which are facilitated in a number of ways (Tyagi, 2017). This form of teaching and learning is making things easy for getting education. Various forms of learning exist in present scenario and online learning is the one which is becoming need of hour. Across the world, online teaching and learning is getting adopted and accepted in educational setups and institutions (Gururaja, 2021).

Attitude is defined as a lasting organization and beliefs and cognitions in general, endowed with an emotional charge in favor or against a defined object, which predisposes to a consistent action with cognitions and emotions relating to that object. Attitudes are considered inter current variables, not be directly observable but subject to observable inferences. The attitude is the voluntary disposition of a person given the existence in general or to a particular aspect of this. Humans in your life experience various emotions that are far from being motivated by his free choice; instead, the attitude encompasses those psychic phenomena on which man & use of freedom and that serve for the various challenges that arise in one way or another, {Rodríguez (Kumar, 2017)}.

Teacher's Attitude towards Online and Face to face teaching learning

Teachers' attitudes towards online teaching experience during the COVID-19 pandemic were also examined. Sayeh and Razkane (2021) examined Moroccan high school EFL teachers' anxiety and attitudes towards Microsoft Teams on their use of the platform. The researchers found that the teachers' levels of anxiety and control of the platform played a significant role in their decision to implement such e-learning tools in their teaching. Migocka-Patrzałek et al. (2021) disclosed a strong association between prior experience with distance learning and willingness to implement this mode of teaching in the future. However, Rannastu-Avalos and Siiman (2020) found that although the majority of the teachers reported using video conferencing platforms to teach students synchronously, none of the participants conceived of the distance teaching experience as useful to collaborative learning. Sari and Nayir (2020) reported that the teachers encountered several obstacles, namely lack of constant Internet access and digital infrastructure, and disciplinary issues.

Hypotheses of the Study

1. There is no significant difference between the mean scores of Attitude of Government and Private secondary school Teachers towards online teaching learning in the context of Types of School.
2. There is no significant difference between the mean scores of Attitude of Government and Private secondary school Teachers towards face-to-face teaching learning in the context of Types of School.

Method of the Study

Descriptive survey method was applied in this study.

Population of the Study

In this research paper, we selected secondary schools Teachers' of Rohtak city as a Population. A list of secondary schools of Rohtak city was obtained from UDISE site. 14 Governments and 96 Private secondary schools from this list were selected as population.

Sample of the Study

A sample of 307 secondary school teachers, teaching in government and private schools affiliated to Board of School Education, Bhiwani and CBSE were selected through stratified random sampling technique on the basis of online and face to face teaching learning process. 307 teachers

(118 Government secondary schools' teachers and 189 Private secondary school teachers) were selected as a sample of the study. Layout of the sample is shown below:

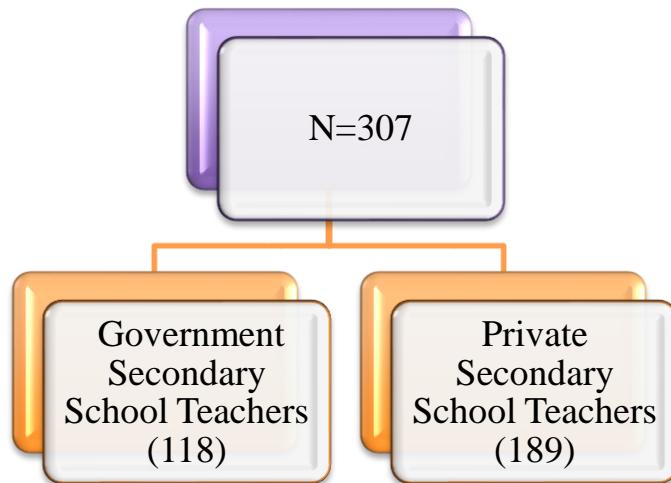


Fig. 1. Layout of Sample of Teachers

Tool Used

Attitude Scale of Teachers towards Online and Face to Face learning was used for data collection

Statistical Techniques

Descriptive statistics were used for data analysis and interpretation.

Results of the Study

Hypothesis 1: There is no significant difference between the mean scores of Attitude of Government and Private secondary school Teachers towards online teaching learning in the context of types of School.

Table 1: Mean, S. D. and 't' value of Attitude of Government and Private school teachers (Online teaching learning)

Groups	N	Mean	S. D.	SEM	't'	p value	Df	Sig./non-sig. (0.05 level)
Government Secondary School Teachers	118	40.94	5.84	.537	-5.087	.00	305	Non-Sig.
Private Secondary School Teachers	189	41.13	5.02	.365				

Mean scores of attitude of Government and Private secondary school teachers towards online teaching learning are 40.94 and 41.13 and 't' value is -5.087 which is non-significant at 0.01 level of significance, meaning thereby that there is no significant difference between the mean scores of attitude of Government and Private secondary school Teachers towards online teaching learning. Thus, the hypothesis, "there is no significant difference between the mean scores of attitude of Government and Private secondary school Teachers towards online teaching learning in the context of types of School" is accepted.

Hypothesis 2. There is no significant difference between the mean scores of Attitude of Government and Private secondary school Teachers towards face-to-face teaching learning in the context of types of School.

Table 2: Mean, S. D. and 't' value of Attitude of Government and Private school Teachers (face to face teaching learning)

Groups	N	Mean	S. D.	SEM	't'	p value	Df	Sig./non-sig. (0.05 level)
Government secondary School Teachers	118	44.68	3.17	.292	1.029	.304	305	Non-Sig.
Private Secondary School Teachers	189	44.14	5.13	.373				

Mean scores of attitude of Government and Private secondary school teachers towards face to face teaching learning are 44.68 and 44.14 and 't' value is 1.029 which is non-significant at 0.01 level of significance, meaning thereby that there is no significant difference between the mean scores of attitude of Government and Private secondary school teachers towards online teaching learning. Thus, the hypothesis, "there is no significant difference between the mean scores of attitude of Government and Private secondary school Teachers towards face to face teaching learning in the context of types of School" is accepted.

Findings of the Study

Finally, the investigator found that mean scores of attitude of secondary school teachers of face to face teaching learning 44.68 & 44.14 are higher than online teaching learning 40.94 & 41.13 respectively. Therefore, it is concluded that attitude of the teachers towards face-to-face teaching learning is more favourable in both types of schools.

Educational Implication of the Study

The attitude of teachers does not have anything to do with their place of work or based on institution perhaps the outbreak of Covid-19 had impacted. There is no distinction between Government school's teachers and private school teachers but the attitude of private school teachers is more favourable towards online learning. Academic climate, motivation and focus of both types of schools is different but from the study it seems that these factors are not impacting teachers' attitude towards online teaching and face to face teaching. Organisational climate of both types of schools is different then why is attitudinal difference is not visible?

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