

A Study on Investigation of Faculties Attitude towards Online Teaching-Learning

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Abstract

In the current scenario of COVID -19 pandemic online teaching and learning has become the new normal. Schools, colleges and universities are compelled to conduct online classes and thereby shift from traditional physical mode of teaching to online mode. Both faculties and students need to adapt themselves to the new mode of online teaching learning. The research paper aimed to study the attitude of faculties towards online teaching learning of varied colleges and universities. The study also examined whether there exists significant difference between selected demographic variables of respondents and their attitude towards online teaching learning. A structured non disguised questionnaire was converted in the google form to collect the data using non probability convenience sampling method. The collected data were tabulated, analyzed using statistical tools. The result of the study indicated that faculties had positive attitude towards online learning. Males were having better attitude than females, however no statistical difference was found in their attitude. The study also concluded no significant difference in attitude based on demographic factors.

Keywords: Corona Virus pandemic, educational institutes, Online teaching - learning, Blended teaching

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Introduction

The outburst of Corona Virus, declared as global pandemic by (WHO) World Health Organization has turned many of the cities into phantom cities. The Covid 19 has also affected educational institutes (universities, colleges and schools) as they had to overnight shift from traditional mode of teaching-learning to online teaching -learning mode. Thus, considering the present conditions of Covid 19, online teaching is no more an option for the educational institutes rather it has become the necessity.

Looking at the need of the current scenario, many universities have used technology appropriately and digitalized its operations. Educators have changed their entire pedagogical approach to adjust to the changed conditions. Online teaching learning can be panacea in the corona crisis as educational institutes can continue to impart education by reaching large number of students located at any part of country.

So today online teaching learning has become need of the hour for the varied educational institutes which has paved the way for vast research areas. The study aims to measure the faculties attitude towards online teaching-learning.

Review of Literature

Alhumaid K, Ali S, Waheed A, Zahid E, Habes M (2020) studied teachers' perception towards online learning during covid times. Due to outbreak of covid 19, traditional classroom teaching- learning is replaced by online teaching learning. Using Technology Acceptance Model (TAM), the findings of the study revealed that the respondents had a favourable opinion towards online learning during covid times. It was also found that technology acceptance and e learning is positively related.

Tyagi P, Sharma R, Mandeep, Kumar K. (2020) determined the educational professionals' attitude towards online teaching in covid- 19 pandemic. The study was conducted on educational professions working in various private and government universities and college in varied states of India. The result of the study indicated that most of the educational professionals were not having favourable attitude towards online teaching. Factors responsible for low attitude towards online teaching among educational professionals were lack of technological skills and slow internet speed which dropped the motivation and interest towards online teaching.

Joshi KP, Jamadar D, Dixit R (2020) studied faculty perception toward online teaching-learning during covid-19 times. Despite of difficulties in online teaching, faculties need to adapt to new model of online teaching-learning. The study was conducted on 107 faculties and result revealed that over 52% of the faculties had positive perception while 95% of the faculties was of the opinion that face-to-face teaching is better than online teaching.

Mohalik R, Sahoo S. (2020) assessed student teachers' perception and e-readiness towards online learning in covid -19 pandemic. 318 responses from student teachers of different education programs were collected from different states of India. The result revealed that significant percentage of student teachers have less confidence in online platform, they feel stressed out and isolated. Majority of student teachers are also of the opinion that online learning is not an alternative to traditional learning even though it is the better choice during covid times. The study also highlighted the support required from parents, educational institutions and government from making online learning effective.

Sareen S, Nangia A. (2020) surveyed school teachers to study their attitude and challenges faced by them towards Online teaching during covid 19. The research concluded that teachers had highly favourable and positive attitude towards online teaching but due to major challenges like lack of training in online teaching, technical problems and lack of efficacy they opined that they are able to teach better in traditional mode.

Rasmitadila et al. (2020) opined that during covid -19 pandemic, the success of online teaching-learning is determined by collaboration and support from varied stakeholders like parents, teachers, schools, government.

Kar S (2020) indicated that male teachers had developed more favourable attitude towards online teaching than female during covid 19 lock down period and also experienced teachers exhibited less interest than less experienced teachers in online teaching -learning.

Martin, F., Budhrani, K., & Wang, C. (2019) examined faculty readiness for online teaching. The research study measured faculty attitudes on importance of skills required for online teaching and their perception about their ability to confidently teach online. The study concluded that faculty needs to be prepared in 4 areas i.e., course design, course communication, technical and time management for online teaching.

Suri G, Sharma S (2017) summed up that due to technological advancements important changes can be seen in the educational field and E learning has evolved as a new method to support student learning. The study focused on teachers' attitude towards e learning and result indicated that teachers had favourable inclination towards e learning. However no significant difference in teachers' attitude towards e- learning was found based on their gender.

Research Objectives

- To measure the attitude of faculties towards online teaching- learning.

- To find out whether there is any significant difference in faculties attitude towards online teaching-learning based on demographic factors (gender, age, designation, nature of employment and experience)

Hypothesis

H01: The attitude of faculties towards online teaching learning is low.

H02: There is no significant difference in faculties attitude towards online teaching learning based on selected demographic factors (gender, age, designation, nature of employment and experience).

Research Methodology

The researcher has attempted to study the faculties attitude towards online teaching as during covid times educational institutes are forced to conduct online teaching for the students.

For the given research study, researcher has used descriptive research design and representative samples were conveniently drawn using non probability sampling design. Primary data was collected using structured non disguised close ended questionnaire (i.e., google form) from 74 faculties employed in varied colleges and universities of Gujarat.

The research instrument for measuring the attitude towards online teaching – learning was developed through extensive review of literature. The questionnaire consisted of five sections: appreciation towards online teaching, proficiency in technology, responsiveness towards online teaching, proficiency in conducting online classes and behavioural intentions with 6,5,7,3 and 2 questions respectively. In total to measure faculties attitude, 23 statements with five-points Likert Scale on five-point Likert scale ranging from (1) Strongly disagree to (5) strongly agree was used.

The collected data was analyzed using Descriptive statistics, T- test and One- way Anova. The computed mean score was interpreted as 0.01 to 1.00 (Highly Negative), 1.01 to 2.00 (Negative), 2.01 to 3.00 (Neutral), 3.01 to 4.00 (Positive), 4.01 to 5.00 (Highly Positive).

Data analysis and interpretations

The researcher attempted to analyzed the data using SPSS and outcomes of the study are presented.

Reliability of Structured Questionnaire

Table 1 presents the reliability of the structured questionnaire and Cronbach's Alpha score ranging from 0.717 to 0.864.

Table 1: Reliability Test Score

Sr. No.	Selected Components	No. of items	Test Score "Cronbach's Alpha
01	Appreciation towards online teaching	6	0.817
02	Proficiency in Technology	5	0.864
03	Responsiveness towards online teaching	7	0.717
04	Proficiency in conducting online teaching	3	0.782
05	Behavioural Intentions	2	0.755
06	Overall Attitude towards online teaching	23	0.810

The reliability test result reveals the highest reliability score as 0.864 and lowest 0.717.

Table 2: Profile of Selected Respondents

Sr. No.	Selected Background Variables (Demographic Profile)		Number and Percentages
1	Gender	Male	41 (55.4)
		Females	33 (44.6)
2	Age Group (In years)	Below 30	25 (33.8)
		30-40	30 (40.5)
		40-50	10 (13.5)
		Above 50	9 (12.2)
3	Nature of Employment	Contractual	36 (48.6)
		Permanent	38 (51.4)
4	Designation	Assistant Professor	62 (83.8)
		Associate Professor	7 (9.5)
		Professor	5 (6.8)
5	Experience (In years)	0-5	26 (35.1)
		6-10	13 (17.6)
		11-15	16 (21.6)
		Above 15	19 (25.7)

The above table shows the demographic profile of the selected respondents, which represents 55.4 and 44.6 percentage of males and females respectively. 40.5 per cent belong to the age group of 30-40 and 33.8 per cent are in the age bracket of below 30 years.

From amongst the selected respondents, 51.4 per cent were employed on permanent basis and 48.6 per cent were employed on contractual. 83.8 percent were assistant professor, 9.5 percent were Associate professor and 6.8 percent were professors.

Table 3: Computer & Internet Skills

Computer & Internet Skills	Frequency	Percent
Advanced	21	28.4
Learner	11	14.9
Proficient	42	56.8
Total	74	100.0

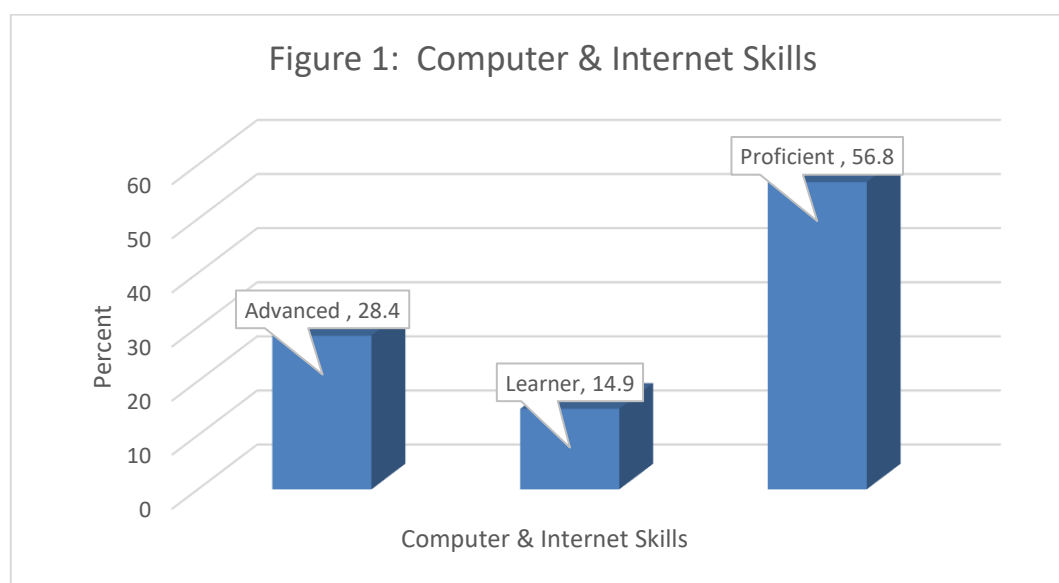


Figure 1 reveals computer and internet skills among the faculties. 56.8% opined that they were proficient, 28.4% had advanced skills and only 14.9% were the learner.

Table 4: Preferred teaching mode

Preferred teaching mode	Frequency	Percent
Blended Teaching (Classroom + online)	36	48.6
Classroom teaching	32	43.2
Online teaching	6	8.1
Total	74	100.0

Figure 2 : Preferred Teaching Mode in future

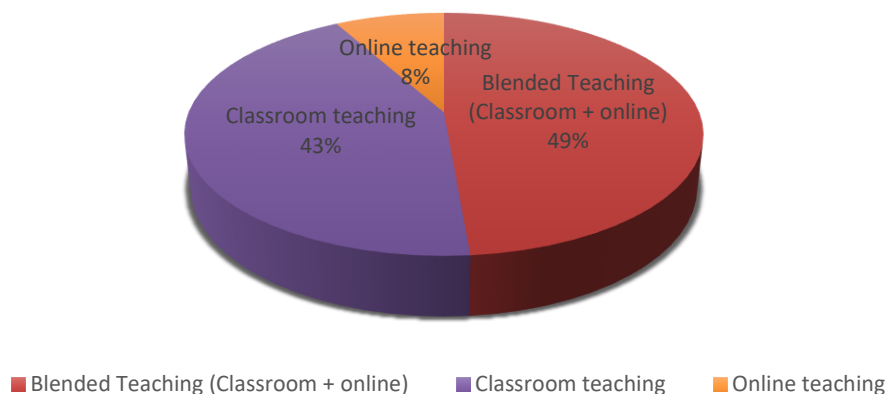


Figure 2 reveals the preferred teaching mode among faculties. 49% preferred to have blended teaching (Classroom+ online). While 43% were in favor of classroom teaching and only 8% preferred online teaching mode.

Testing of Hypothesis

H01: The attitude of faculties towards online teaching learning is low.

Table 5: Faculties Attitude towards online teaching-learning

	N	Mean	SD	Interpretation
Attitude towards online Teaching-Learning	74	3.49	.404	Positive Attitude

Table shows the respondents attitude towards online teaching- learning. Firstly, it illustrates that on an average the respondents have positive attitude towards online teaching- learning with the mean of 3.49 and with standard deviation of .404. Thus, it can be deduced that faculties attitude towards online teaching is positive that may motivate the students towards online learning. As the faculties have positive attitude towards online teaching learning, the null hypothesis H01 is rejected.

H02: There is no significant difference in faculties attitude towards online teaching learning based on demographic factors. (Gender, nature of employment, age, designation and experience)

Table 6: Difference of Attitude between Male and Female Faculties

Variables				Categories	M	SD	Sig
Dependent		Independent					
Attitude towards Teaching-Learning	Online	Gender		Male	3.41	.437	.138
				Female	3.59	.339	

Gender is identified as the independent variable while attitude towards online teaching-learning is the dependent variable. The above table shows the mean scores, standard deviations and the significant value determined through T test analysis. The analysis of the data revealed that for the dependent variable attitude towards teaching-learning, the female respondents (M-3.59, SD- .339) manifest a better attitude when compared to male counterparts (M- 3.41, SD- .437). However, the difference is not statistically significant (p -value is $0.138 > \alpha=0.05$). Thus, there is no significant difference in male and female attitude towards online teaching learning.

Table 7: Difference of Attitude between Contractual and Permanent Faculties

Variables		Categories	M	SD	Sig
Dependent	Independent				
Faculties	Attitude toward	Contractual	3.46	.448	.322
Online Teaching-Learning	Nature of Employment	Permanent	3.52	.362	

The above table shows the mean scores, standard deviations and the significant value determined through T test analysis. The analysis of the data disclosed that the permanent faculties (M- 3.52, SD- .362) had better attitude towards online teaching-learning when compared to faculties appointed on contractual basis (M-3.46, SD- .448). However, there is no significant difference (p value is $.322 > \alpha=0.05$) in attitude towards online teaching learning based on nature of employment (Contractual and Permanent).

Table 8: Difference of Attitude with respect to Age

ANOVA					
Groups	Sum of Squares	df	Mean Square	F	Sig (2 tailed)
Between Groups	0.27	3	0.09	0.54	0.657
Within Groups	11.695	70	0.167		
Total	11.965	73			

One- way Anova statistical technique was used to find out the significant difference in attitude towards online teaching learning and age of the respondents. The F value of Anova does not show any statistic difference in attitude based on the age of the respondents (F 0.539. p value is $.657 > \alpha=0.05$).

Table 9: Difference of Attitude with respect to Designation

ANOVA					
Groups	Sum of Squares	df	Mean Square	F	Sig (2 tailed)
Between Groups	0.185	2	0.092	0.56	0.576
Within Groups	11.78	71	0.166		
Total	11.965	73			

The table 9 shows the F value (0.557) and P value (0.576) of One -way Anova. As the p value is greater than .05, there is no significant difference in the attitude of respondents with respect to designation.

Table 10: Difference of Attitude with respect to Experience

ANOVA					
Groups	Sum of Squares	df	Mean Square	F	Sig (2 tailed)
Between Groups	0.06	3	0.02	0.117	0.95
Within Groups	11.905	70	0.17		
Total	11.965	73			

The above table reveals the result of One- way Anova. The F value is 0.117 and significant value is 0.950. As p value is greater than 0.05, there is no statistic difference in the attitude of respondents and their experience. The null hypothesis H02 is accepted as no significant difference is found in faculties attitude towards online teaching learning based on demographic factors (Gender, age, designation, nature of employment and experience).

Conclusion and Recommendations

The Covid 19 has brought radical shift in the working After critical analysis of data collected from faculties of varied colleges and universities, it can be concluded that attitude of faculties towards online teaching- learning is positive/favorable. The result of the study also indicates that there is no significant difference in the attitude towards online teaching learning based on demographic factors (Gender, age, designation, nature of employment and experience).

However, the faculties attitude can be highly positive/favorable if different obstacles like slowness of network, frequent breakdown in internet, power cut etc. that hinder the online teaching learning can be minimized. The technical assistance to deal with technological problem can also help in enhancing their attitude.

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