

ATTITUDE TOWARDS ONLINE TEACHING-LEARNING PROCESS AMONG THE COLLEGE TEACHERS IN RAMANATHAPURAM DISTRICT

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Abstract

The key objective of the research is to determine the attitudes of college teachers in the Ramanathapuram district regarding the online teaching-learning process. In the present investigation, the survey method was adopted. The sample consists of 300 teachers from 20 colleges in the Ramanathapuram district. By employing a simple random sampling technique, 300 college teachers only from arts and science, B.Ed. colleges in Ramanathapuram district were identified excluding engineering colleges. To collect data, the researcher and the supervisor created and validated an attitude scale towards online teaching and learning. According to the research outcomes, there are no significant disparities among college teachers' attitudes towards online teaching and learning processes with regard to gender, major academic fields, and technology amenities at their residences. Additionally, their attitude level was found to be average.

Keywords: *Attitude, Online Teaching-Learning Process and College Teachers.*

Introduction

The teacher-transmitted knowledge was sufficient for a child in the Vedic era. The teacher-centred approach to education was essential to the Gurugulka educational system. Numerous industries, including tourism, finance, and business, experienced dramatic change as a result of science and technology innovation [1-5]. However, India has been hesitant to adopt new technology in the field of education. The moment has arrived for education to undergo a swift, successful revolution right now. For a certain amount of time, it was required of a teacher to conduct class using a blackboard, chalk, and a book. But it is been completely updated now. A smart board or interactive whiteboard in the classroom is a necessity in the century. Electronic devices are being utilised to facilitate learning and teaching. A learner can gain a more comprehensive understanding of the subject than what is required in a book form with the aid of online learning. The student has been attracted towards online learning due to gaining vast information. Despite of the places, there is a chance for the flow of knowledge in all directions.

Online learning eliminates all geographical boundaries. The global village is reducing the size of the world. Therefore, a demand for technology-based knowledge exists for both teachers and pupils. Students that use online learning can refresh their expertise. Hence, online education is considered a dynamic educational methodology. The Ramanathapuram district college teacher assessments towards the online teaching-

learning process are the subject of a study. In the present investigation, online refers to all instructional activities that take place primarily in online mode, either synchronously or asynchronously, using a network, computers, or other electronic devices. Consequently, it means having access to educational information at any time and from any place.

Significance of the Study

The advancement of technology during the globalisation era has changed the teaching-learning process. Through the process of globalisation, all of creation is brought together to become a single human civilization [6,7]. The increase of total humanity is focused on technology and communication improvements that shape college teachers who are the future pillars of the world into global citizens. Online becomes a tinkle term in this technoage. Online is essential because it helps to develop the excellence of teaching through blended learning [8-10]. Online education supports students as well as college teachers to upgrade his/her knowledge. It is one of the contemporary learnings in education. But today's instructive structure has been noticed in the examination systems; hence the emotional purview such as attitude is not taken into consideration. To the best of the researcher's knowledge, there have been only a few studies related to online learning. So far very few have conducted a study on the attitude of college teachers in Ramanathapuram district towards the online teaching-learning process. Hence this topic has been taken for this research.

Objectives

- To find out the level of attitude of college teachers in Ramanathapuram district towards the online teaching-learning process.
- To determine the substantial variation in college teachers' attitudes regarding online teaching and learning processes according to gender, major discipline, and access to technology at home.

Hypotheses

- There are no apparent attitudes regarding the online teaching-learning process between male and female college teachers.
- Regarding their major discipline, college teachers in the arts and sciences and B.Ed. programmes have similar attitudes regarding the online teaching-learning process.
- College teachers' attitudes regarding the online teaching-learning process are not significantly different whether they have access to technology at home or not.

Methodology

The investigator used a survey method to study the attitude towards the online teaching-learning process.

Population

The population for the study was all the college teachers of arts and science colleges and B.Ed. colleges in Ramanathapuram district.

Sample

The investigator selected 300 college teachers by using a simple random sampling technique, only from the arts and science colleges and the B.Ed. colleges in Ramanathapuram district.

Tool Used

The investigator has used self-constructed Attitude scale towards online teaching-learning for the present study. The Attitude scale towards online teaching-learning consists of 30 items. Each item has to be answered by choosing any one of the five choices namely strongly agree, agree, undecided, disagree and strongly disagree.

Statistical Techniques Used

Mean, standard deviation and t-test were used to analyse the data.

Analysis

Level of the attitude of college teachers towards the online teaching-learning process.

Table 1 Level of Attitude of College Teachers Towards Online Teaching-Learning Process

Low		Average		High	
N	%	N	%	N	%
40	13.3	210	70.0	50	16.6

From the above table, it is inferred that the calculated value 70.0 % is higher than the other two values. This implies that the level of attitude of college teachers towards the online teaching-learning process is average in nature.

Null Hypothesis 1

In terms of their attitudes regarding the online teaching-learning process, male and female college teachers do not differ much.

Table 2 Key Changes in the Attitude of Male and Female College Teachers Towards the Online Teaching-Learning Process

Variable	Category	N	Mean	S.D	't'- value	Remarks
Gender	Male	60	87.60	8.57	0.635	NS
	Female	240	89.40	7.30		

This table reveals, the calculated value (0.635) is smaller than the table 't' value (1.96) at the 0.05 level. This means that there is no noticeable difference in attitudes towards online teaching-learning processes between male and female college teachers.

Null Hypothesis 2

There is no significant difference between Arts & Science and B.Ed college teachers in their attitude towards the online teaching-learning process with respect to their major discipline.

Table 3 Significant Difference between Arts & Science and B.Ed College Teachers in their Attitude Towards Online Teaching-Learning Process with Respect to their Major Discipline

Variable	Category	N	Mean	S.D	't'- value	Remarks
Major Discipline	Arts & Science	236	88.60	8.67	0.630	NS
	B.Ed	64	89.40	7.34		

Table 3 reveals, at the 0.05 level, the calculated t value (0.630) is less than the table 't' value (1.96). Consequently, there is no substantial difference in attitudes towards online teaching-learning processes between arts and science college teachers and B.Ed college teachers based on their primary discipline.

Null Hypothesis 3

There is no significant difference between college teachers in their attitude towards online teaching-learning processes having technology facilities at home and those who are not having technology facilities at home.

Table 4 Significant Difference Between College Teachers in their Attitude Towards Online Teaching-Learning Processes having Technology Facilities at Home and those Who are Not Having Technology Facilities at Home

Variable	Category	N	Mean	S.D	't'- value	Remarks
Computer facility at home	Yes	205	89.60	7.67	0.430	NS
	No	95	89.40	7.34		

Table 3 shows that the estimated 't' value (0.630) is less than the table 't' value (1.96) at the 0.05 level. Therefore, there is no substantial variation in attitudes towards online teaching-learning processes between arts and science and B.Ed teachers according to their primary discipline.

Conclusion

Online teaching-learning assists college teachers in acquiring 21st-century abilities such as life skill education. Consequently, education institutions in the 21st

century have a two fold challenge such as providing college instructors with the new knowledge, abilities, and attitudes required to compete in a global educational environment, as well as generating accountable college teachers. The online teaching-learning process occurred as one of the fastest-moving leanings in today's education. Teachers were unable to teach face-to-face during the Covid-19 pandemic.

During the pandemic, new technology facilitated the teaching-learning process. Nowadays, teachers in higher educational institutions receive exposure to effective utilization of the Internet in colleges and at home. It is essential to improve their computer competencies. Particularly to obtain skills in using various educational-related tools and mobile applications. Hence, in this technological outrage, computer applications such as the Internet and online teaching-learning processes support college teachers regardless of their major expertise.

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