Attitude of college teachers toward online education: A study in Papum-Pare district of Arunachal Pradesh

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Abstract

The rapid growth of technology brought a new mode of education, which led to the best alternative mode called online education, which has been adopted by every educational institution all over the world during the COVID-19 pandemic. The present study determined the perception of college teachers toward online education, and it was conducted at two government-funded colleges situated in Papum-pare district, Arunachal Pradesh. The study was conducted using the descriptive cum survey method, and 50 college teachers were selected through random sampling techniques. The study revealed that the perception of college teachers toward online education was significantly positive, and in addition, there was no significant difference in relation to the subject or gender of college teachers' attitudes toward online education.

Keywords:- *Online education, Attitude, and Papum-pare district, Arunachal Pradesh*

Introduction :-

Online education is a new mode of the teaching-learning process that integrates any form of science and technology, it defines an educational setting where teaching and learning take place within an internet connection and a distant mode of environment. Online education makes the process of teaching and learning effective through the internet for the teacher and students. Online education is a new venture in education that makes educational success and learning breaks possible, where knowledge can be imparted and stored at a Network site and can be reorganized and retained on time. Online education is both synchronous (virtual classrooms) and asynchronous (video streaming). Synchronous online education needs the simultaneous participation of learners and teachers at distant locations. It denotes that the teaching and learning process can proceed, be delivered in the stipulated time to the distant learners, and also participate simultaneously in two-way communication. Asynchronous online education does not take place at the scheduled time; rather, the materials and teaching-learning process may be retained through the stored network site. Online education is totally unlike traditional learning; it depends on the Internet and web-based learning. **(Hussein, et al. 2020)**, during the pandemic, educational institutions remained closed, and traditional education was replaced by online education because it was an option to continue education and also kept the students safe.

Hence, online education has played a significant role in the continuation of the education process in educational institutions during the pandemic.

Review of related literature :-

The investigator has reviewed many studies of related to attitudes of teachers toward online education. **Farooq and Javid (2012)** found that students have a computer, are able to access the internet, and are aware of the use of technology. According to **Nerisa (2022)**, teachers in higher

education have a significantly positive attitude toward online education and are familiar with technical advancements. Further, it is found that acquaintance with computers shapes the attitude of teachers and have a positive attitude towards online education **(Kisanga, 2016 and Kumar R and Kumar M, 2014). Bendania (2011)**

Significance of the study :-

The current study is apprehensive about the awareness of college teachers towards online education since online education plays a significant role as an alternative mode of education during the pandemic. Online education has been adopted as the alternative mode of education worldwide to continue the education. The present study is an effort to explore the attitude of teachers of Arunachal Pradesh towards online education. The attitude of teacher is important factor for successful implementation of online education. The finding of the study may help the policy maker, administrators, and stakeholders to promote and adopt online education as a mode of education.

Objectives of the study :-

The objectives of the study have been given below:

1. To find out the attitude of college teachers of two government-funded colleges of Papum-pare district.
2. To compare the attitude of college teachers of two government-funded colleges of Papum-pare district in relation to gender and subject taught.

Hypotheses of the Study :-

The formulated hypotheses have been given below,

1. There is no significant difference in the attitude of college teachers of two government-funded colleges of Papum-pare district of Arunachal Pradesh in relation to gender.
2. There is no significant difference in the attitude of college teachers of two government-funded colleges of Papum-pare district in relation to the subject taught.

Methodology :-

The present study was conducted at two government-funded colleges which are situated in the Papum-pare district of Arunachal Pradesh. Investigator has adopted the survey cum descriptive method and selected 50 teachers from both colleges as a sample by the use of a random sampling technique. The data was collected and analyzed through Excel and SPSS software to show the Mean and t-test.

Population:-

The population is determined by the two government-funded colleges under the Papum-pare district of Arunachal Pradesh.

Sample:-

Selected 50 college teachers which consist of 23 male teachers and 27 female teachers from both government-funded colleges as a sample by the use of a random sampling technique.

Research tools:-

Investigator has developed an attitude scale of 5 points Likert scale which consists of 45 items towards online education.

Data collection:-

Investigator visited and distributed the scale to the selected teachers from both government-funded colleges in the Papum-pare district and used Excel and SPSS software to show the Mean and t-test.

Result and Discussion :-

Based on the objectives, the result of the study are given below:

Objective-01: Objective one is analyzed, and the interpretation of each item is based on Table 01 and Table 02.

Table 01: Showing the interpretation of the Mean score of each item

Category	Response	Mean score	Interpretation
High	Strongly Agree	4.50 - 5.00	Strongly positive
	Agree	3.50 – 4.49	Positive
Medium	Neutral	2.50 – 3.49	Neutral
Low	Disagree	1.50 – 2.49	Negative
	Strongly Disagree	1.00 – 1.49	Strongly negative

Table 02.1: Showing the Mean score of the first dimension of technological skills

Items	Statements	Responses
		Mean
1.	I have kept up with the latest technological advancements in the area of online education.	4
2.	I have adequate knowledge and skills about the different tools required for conducting online classes.	3.9
3.	I believe that digitally literate teachers have a better future in the 21st century.	4
4.	I have good command over online teaching platforms.	3.8
5.	Digital proficiency is a crucial ability for all teachers.	4.3
6.	Social network platforms like WhatsApp, Telegrams, Instagram, and YouTube are needed to conduct online education.	4.2
7.	Every teacher cannot be digitally updated to stay relevant to online education.	2.7
8.	The availability of many online teaching tools creates confusion about their usage for teaching.	3.3
9.	The teacher cannot work collaboratively through an online platform.	3.1
10.	I think social network platforms like WhatsApp, YouTube, Google, and other online platforms cannot be effective in teaching.	3.2
	Total Mean score	36.5
	Average of the sum	3.65

Table 2.1 shows that for the responses on the technological skills, the calculated Mean score came out to be items no. 1, 2, 3, 4, 5, and 6 which are significantly positive, and items no. 7, 8, 9, and 10 were found to be neutral.

Table 02.2: Showing the Mean score of the second dimension of online teaching skills

11.	Online learning is more engaging than traditional classroom instruction.	1.9
12.	Students have more flexibility with online instruction.	3.2
13.	Online teaching is a very good platform for teachers and students.	2.8
14.	In online education, the teacher receives constant feedback from their students.	2.7
15.	I feel more comfortable in face-to-face classroom teaching than online teaching.	4.5
16.	Online teaching is more challenging than offline teaching.	3.6
17.	It is good for teachers to attend workshops/training programs related to online teaching.	4.5
18.	I do not feel comfortable taking classes in online teaching.	3.3
19.	I find it difficult to teach online/virtual mode.	3.4
20.	The utilization of a learning management system for teaching and learning is stressing me out.	2.6
21.	Delivering a lecture through electronic technologies from outside the classroom is very difficult.	3.0
22.	Online teaching can never replace face-to-face classroom teaching.	4.3
	Total Mean score	39.8
	Average of the sum	3.3

Table 02.2 shows that based on the responses and the calculated Mean score of items no. 15, 16, 17, and 22 found to be significantly positive, the calculated Mean score of item no. 12. 13, 14, 18, 19, 20, and 21 showed that it is significantly neutral, and the last calculated Mean score of item no. 11 was found to be negative.

Table 02.3: Showing the Mean score of the third dimension of effective online education

23.	Online learning has opened up new creative opportunities.	3.9
24.	A teacher has a fantastic opportunity to create and share presentations, videos, handouts, and web links using the online education system.	4.2
25.	Online education is accessible and usable everywhere for teachers and students.	3.3
26.	I believe that at the higher education level, online education can be imparted effectively.	3.8
27.	Online education is a time-consuming and teacher-centric approach.	3.1
28.	Online education allows teachers to develop and improve their teaching styles.	3.1
29.	Online education requires self-motivation and time management skills.	3.7
30.	Online education is difficult for students.	2.4
31.	Online education is more expensive than face-to-face teaching.	3.7
32.	Online education does not contribute to better communication between teachers and students.	2.3
33.	Online education does not support the student-centric approach to education.	2.5
	Total Mean score	36.1
	Average of the sum	3.3

Table 02.3 shows that the responses of the teachers on effective online education and the calculated Mean score of items no. 23, 24, 26, 29, and 31 were found to be significantly positive, the calculated Mean score of items no. 25, 27, 28, and 33 came out to be significantly neutral, and the last calculated Mean score of items no. 30 and 32 which are significantly negative.

Table 02.4: Showing the Mean score of the fourth dimension of online learning skills

34.	Students' progress/achievement can be evaluated more efficiently using online platforms.	2.4
35.	Online learning allows students to learn at their own speed.	3.4
36.	I believe that all the students of higher education institutions are smart and psychologically prepared for the online mode of education.	2.9
37.	Students are able to interact with the teacher during online teaching.	3.4
38.	I believe that all the students of higher education institutions should have the necessary facilities for online education.	4.2
39.	Students do not ask questions to the teacher during online teaching.	3.0
40.	The online classroom environment is not comfortable for every student.	2.1
41.	Students participate more actively during face-to-face than online teaching.	3.8
	Total Mean score	25.1
	Average of the sum	3.1

Table 2.4 shows based on the responses the calculated Mean score of items no. 38 and 41 showed that there is a significantly positive, calculated Mean score of item no. 35, 36, 37, and 39 which is significantly neutral, and the last two items no. 34 and 40 were found to be negative.

Table 02.5: Showing the Mean score of the fifth dimension of effective of online learning materials

42.	I am well aware of how to use the many technologies needed to create e-content and e-learning materials.	3.6
43.	I am aware of the various electronic learning tools and online educational sites.	3.5
44.	Online platforms allow teachers to develop and create materials according to the syllabus and curriculum.	3.6
45.	I feel uncomfortable and bored with reading materials on the computer screen than a hard copy of materials.	3.5
	Total Mean score	14.1
	Average of the sum	3.5

Table 2.5 shows that Based on the responses of the respondents on online learning materials and the calculated Mean score of item no. 42, 43, 44, and 45 were found to be significantly positive.

Objective-02: To compare the attitude of college teachers of two government-funded colleges of Papum-pare district of Arunachal Pradesh in relation to gender, subject taught, and Tribal status.

Table 03: Comparison of the attitude of college teachers towards online education in relation to gender

Group	Number	Mean	SD	Difference	SE_D	Df	t-value	Remarks
Male Teachers	23	150.5	14.9	1.48	4.46	48	.33	**P<0.05**
Female Teachers	27	152	16.4					*Not significant

*at 0.05 level of significance

Interpretation: Table 03 displays the attitudes of college teachers about online learning in relation to gender. The computed t-value is (.33) at the 0.05 level of significance which is lesser than the criterion table t-test value (2.01) of df 48. Statistically, it is indicated that no significant difference between the male and female college teachers in the Papum-pare district, and the null hypothesis has been accepted.

Table 03: Attitude of college teachers towards online education in relation to Subjects taught

Group	Number	Mean	SD	Difference	SE_D	df	t-value	Remarks
Science Teachers	15	154.4	15.9	4.4	4.8	48	.91	**P<0.05** *Not significant
Non-Science Teachers	35	150	15.5					

*at 0.05 level of significance

Interpretation: Table 04 shows the comparison of the attitude of subject teachers towards online education and the computed result found that (the computed t-value .91< the table t-value 2.01) of df 48 at 0.05 level of significance. Hence, it indicated that there is no significant difference between the subject teachers of both the government-funded colleges of Papum-pare district, Arunachal Pradesh. Therefore, the formulated null hypothesis is accepted.

Findings :-

The findings of the study found that at the first-dimension technological skills items no. 1, 2, 3, 4, 5, and 6 which are significantly positive, at the second-dimension online teaching skills items no. 15, 16, 17, and 22 found to be significantly positive, at third dimension effective online education the items no. 23, 24, 26, 29, and 31 found to be significantly positive, at fourth dimension online learning skills of items no. 38 and 41 showed that it is significant positive and the last fifth dimension of online learning materials items no. 42, 43, 44, and 45 were found to be significantly positive. Items no. 11, 30, 32, 34, and 40 are significantly negative and the rest items were found to be neutral. Furthermore, it is found that the null hypotheses have been accepted, and no significant difference in relation to gender and subject teachers of government colleges in the Papum-pare district of Arunachal Pradesh.

Discussion and Conclusion :-

Since online education is a new mode of the teaching-learning process that integrates any form of science and technology within an internet connection. Hence, the present study was to find out the attitude of college teachers of Papum-pare district, Arunachal Pradesh, and the computed average of the sum score of first dimension technological skills was significantly positive, the computed average of the sum score of second dimension online teaching skills was neutral, at third dimension effective online education was neutral, fourth dimension related to learning skills the average of the sum score found to be neutral and the last dimension related to online learning materials, it is found to be significantly positive and there was a similar study that found that teachers have a significantly positive attitude toward online learning **(Forsyth et al., 2018).** Furthermore, it is also found that there is no significant difference between teachers of government funder colleges in the Papum-pare district of Arunachal Pradesh in relation to gender and subject taught meanwhile **(Kar, et al., 2014)** found that the teachers had significantly high attitudes towards e-learning and no significant difference in relation to gender and stream of study.

Delimitation of the study :-

The present study was delimited at two government colleges which are existing in the Papum-pare district of Arunachal Pradesh i.e., Dera Natung Government College and Binni Yanga Women College.

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