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An Analytical Study of perception of Teachers of Basic Education towards Online Teaching Processes

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Abstract

In the presence of great social diversity in India, it is difficult to change the social background of students, parents and their economical conditions. Therefore the only option left for us is to provide uniform or standardize teaching learning resources or methods. For high quality education throughout India there must be some nation-wide network, which provides equal quality education to all students, including the student from the rural areas and villages. Technology has also impacted the process of education. The face to face education has experienced a remarkable change in the last 10 years. E-learning is primarily referred to as the use of technology and network communication for teaching and learning. As per as India is concerned there are many problems that one will face to use IT in education like funds, infrastructure etc. In India, there are more than 370m users are on the Internet and helping online education to grow at a fast pace. The diversity and complexity of student background and learning levels in an Indian classroom cannot be overstated—every one of our teachers has to navigate this every day. National Teacher Platform (NTP) branded as "Diksha" is an initiative of the Ministry of Human Resource Development, Government of India. It is a state-of-the-art platform built to host Open Educational Resources (OER) and tools for Teachers in Schools, Teacher Educators in Teacher Education Institutes (TEIs) and Student Teachers in TEIs. It has been initiated in the Parishadiya Vidyalaya of Uttar Pradesh. It is built considering the whole teacher's life cycle - from the time student teachers enroll in TEIs to after they retire as teachers. The government is supporting online education in India because of its potential to improve education quality and reach through the Digital India initiative. As online education is through internet, so it can be easily accessed anywhere, anytime. We can access the content early morning, late evening, at home, in cafeteria, or on the train. As the content is generally preloaded, so we can download the lectures / videos and watch them at our convenience and time. Also the cost of online education is very low in comparison to face to face education. Since all the content is available online, so we need not buy books also. Online education offers great opportunity for working professionals as they need not leave their jobs to pursue higher education. Online education offers them a variety of courses to choose from and this can help in finding new career options for them. Online courses call for a greater amount of motivation and self-discipline than a classroom-based course. Today we need to focus on leveraging online education to make our education systems more conducive to learning. Online learning programmers will also open up opportunities for children from the weaker socio-economic communities who have limited access to learning resources i.e. teachers, text books and infrastructure.

Key words: - Online teaching**,** Face to Face teaching process, ICT, Basic Teachers.

Introduction:-

Change is constant and inevitable; therefore, anything in this world tends to be obsolete with every new advancement or development, and intelligence lies in the ability to adapt to change. In the presence of great social diversity in India, it is difficult to change the social background of students, parents and their economical conditions. Therefore the only option left for us is to provide uniform or standardize teaching learning resources or methods. For high quality education throughout India there must be some nation-wide network, which provides equal quality education to all students, including the student from the rural areas and villages. The growth of

technology has brought tremendous change in the almost every sphere of life. Technology has also impacted the process of education. The face to face education has experienced a remarkable change in the last 10 years. E-learning is primarily referred to as the use of technology and network communication for teaching and learning. It is also referred to as a technology-enabled transfer of skills and knowledge to a large number of recipients (Economic Times, 2020). It is one such fastest growing trend in the educational uses of technology (Means *et al.*, 2013). The advent of the Internet and the World Wide Web has led educational institutions to change their learning techniques to meet the user demands in providing an ideal learning environment (Xu and Ebojoh, 2007). An online class is a system where students can learn subjects, discuss issues with fellow students, clarify doubts with instructor and share material and check academic progress with help from internet-oriented technologies. Today, online classes are becoming so popular that they are likely to be expected in any formal education curriculum. The online teaching has the potential to meet the perceived need for flexible pace, place and face. The online teaching allows education to go to the learner rather than the learner to their education. As per as India is concerned there are many problems that one will face to use IT in education like funds, infrastructure etc.

Moreover, increase in the COVID pandemic worldwide has also added to the importance of online classes. As per as India is concerned there are many problems that one will face to use IT in education like funds, infrastructure etc. In India, there are more than 370m users are on the Internet and helping online education to grow at a fast pace. The New Education Policy (NEP) 2020 has been released by the newly-renamed Ministry of Education. The policy has provided a new face to the Online Education System in India. The New Education Policy (NEP) 2020 released by the Education Ministry has emphasized on the growing need of online education in India. Since the whole world is going through a pandemic, it has become imperative that we should be ready with some alternative mode of education and this is where online education has come into the picture. The diversity and complexity of student background and learning levels in an Indian classroom cannot be overstated—every one of our teachers has to navigate this every day. National Teacher Platform (NTP) branded as "Diksha" is an initiative of the Ministry of Human Resource Development, Government of India. It is a state-of-the-art platform built to host Open Educational Resources (OER) and tools for Teachers in Schools, Teacher Educators in Teacher Education Institutes (TEIs) and Student Teachers in TEIs. It has been initiated in the Parishadiya Vidyalaya of Uttar Pradesh. It is built considering the whole teacher's life cycle - from the time student teachers enrol in TEIs to after they retire as teachers.

Key Challenges for Online Education in Basic Schools of Uttar Pradesh

There are some common challenges that were considered while preparing the new education policy. Some of them are provided below.

- More than 30% of the country's population is not computer literate. Some of them even don't know how to start a computer.
- Not everyone can afford a computer or a laptop. Some sections of the society such as farmers, maids, housecleaners, sweepers and waiters may face difficulties purchasing a laptop.
- Some teachers are not familiar with the new format of education. They are not well trained for online education classes. Besides this, it is not necessary that a good classroom teacher will be a good teacher in the online classroom.
- There are a limited number of resources available to conduct an online examination in India. Besides this, there is a limitation for the number of questions that can be asked in the exam.
- Certain type of subjects and courses such as science and performing arts cannot be taught in the digital education space.
- The online education system is more of a type of screen-based learning system which restricts the students to perform practical's.
- The internet connectivity is not good everywhere. There are some cities of Uttar Pradesh, where the people are still using 2G or 3G internet connections.

OBJECTIVE- The objectives of the study are as follows-

1. To study the perception pattern of teachers of basic education towards online teaching processes with respect to the gender.
2. To study the perception pattern of teachers of basic education towards online teaching processes with respect to the locality.
3. To study the perception pattern of teachers of basic education towards online teaching processes with respect to the stream.
4. To study the perception pattern of teachers of basic education towards online teaching processes with respect to the post.
5. To study the perception pattern of teachers of basic education towards online teaching processes with respect to the teaching Experience

HYPOTHESES- Keeping the above objectives in view following positive hypothesis have been framed-

1. The perception of teachers of basic education towards online teaching processes is independent to their gender.
2. The perception of teachers of basic education towards online teaching processes is independent to their locality.
3. The perception of teachers of basic education towards online teaching processes is independent to their stream.
4. The perception of teachers of basic education towards online teaching processes is independent to their post.
5. The perception of teachers of basic education towards online teaching processes is independent to their teaching Experience.

METHODOLOGY-

In this study, relevant data is collected by using online survey method. Population of the present study consists of all the teachers of basic education teaching in Uttar Pradesh. Sample of the present study consist of total 110 teachers (63 Male and 47 female teachers, 87 Rural and 23 urban teachers, 54 Arts and 27 Science background teachers, 13 Head and 97 Assistant teachers) of basic education. To measure the perception of teachers of basic education towards online teaching processes, a Questionnaire constructed by researcher. The researcher applied Chi-Square test for the analysis of data.

ANALYSIS OF DATA AND FINDINGS-

The Chi-Square Values of the perception of teachers of basic education towards online teaching processes in various dimensions

Statement	Chi-Square Values				
	Gender	Locality	Stream	Post	Experience
1- Knowledge of Information and Communication Technology (ICT) is necessary for effective online teaching process.	**11.581***	**0.565**	**1.091**	**1.612**	**3.459**
2- Information and Communication Technology (ICT) plays a crucial role in online teaching process.	**0.753**	**2.483**	**0.605**	**1.173**	**1.841**
3- Online teaching process is effective for primary level classes.	**0.080**	**2.264**	**2.701**	**0.879**	**0.604**
4- Traditional teaching can be made more entertaining and informative through online teaching process.	**1.545**	**0.684**	**2.644**	**2.977**	**0.988**
5- Training of teachers is necessary before online teaching process.	**0.090**	**1.554**	**0.708**	**3.091**	**3.242**
6- Students remain active during online teaching process.	**1.511**	**3.766**	**0.307**	**4.187**	**6.655**
7- Online teaching process reduces social interactions among students.	**3.692**	**0.603**	**0.917**	**1.119**	**3.409**
8- Online teaching process saves time and energy.	**0.113**	**1.685**	**0.487**	**2.390**	**10.401***
9- Online teaching process decreases student teacher relationship.	**0.061**	**1.062**	**6.055***	**3.792**	**2.629**
10- Online teaching process enhances the	**4.491**	**2.312**	**0.294**	**1.157**	**1.215**

technical skills of teachers.					
11- Online teaching process helps in the accomplishment of traditional teaching process.	**2.425**	**1.877**	**0.533**	**2.297**	**5.828**
12- Co-curricular activities of school can be completed with the help of online teaching process.	**0.404**	**0.467**	**0.603**	**1.160**	**1.164**
13- Teachers feel comfortable during online teaching process.	**0.606**	**5.055***	**0.228**	**1.363**	**5.622**
14- The drafting of lesson plan is easy in online teaching process.	**0.621**	**4.273**	**1.157**	**0.980**	**5.243**
15- Online teaching process develops professional skills among teachers.	**0.733**	**3.952**	**0.213**	**3.610**	**4.060**
16- The nature of educational activities is complex in online teaching process.	**1.114**	**1.239**	**0.456**	**0.661**	**3.871**
17- Online teaching online teaching process reduces the complexities of traditional teaching process.	**0.022**	**0.635**	**2.267**	**0.962**	**13.228***
18- Online teaching process reduces child centered education process.	**2.364**	**5.287***	**2.843**	**0.147**	**2.851**
19- Teaching objectives are attended easily through online teaching process.	**1.655**	**3.335**	**2.059**	**2.646**	**4.575**
20- The nature of introduction skills is complex in online teaching process.	**4.194**	**2.959**	**0.864**	**0.198**	**2.532**
21- There is lack of stimulus variation skill in online teaching process.	**0.808**	**4.281**	**2.514**	**9.575***	**0.810**
22- In online teaching process more emphasize is laid on explanation skill.	**8.465***	**1.744**	**1.314**	**4.801***	**4.185**
23- Reinforcement skill is not used in online teaching process.	**2.023**	**0.345**	**0.696**	**3.383**	**4.052**
24- Maximum use of teaching aids is possible in online teaching process. I	**0.112**	**0.852**	**4.712**	**3.775**	**3.270**
25- Online teaching process develops exploration skills among students.	**1.327**	**0.097**	**1.352**	**1.315**	**6.001**
26- Classroom management skills are usually absent during online teaching process.	**4.037**	**2.472**	**1.064**	**0.586**	**2.283**

27- There is less use of blackboard writing skill in online teaching process.	**1.693**	**1.053**	**3.908**	**2.509**	**8.680***
28- There is loss of Creative skills among students during online teaching process.	**6.325***	**2.436**	**2.270**	**1.888**	**8.244***
29- Online teaching process limits the use of library.	**3.187**	**0.592**	**1.339**	**1.134**	**1.337**
30- Laboratory cannot be fulfilled through online teaching process.	**0.054**	**0.794**	**0.932**	**0.475**	**1.080**
31- Online teaching process limits the class work and encourages the home work.	**0.203**	**0.221**	**1.486**	**0.892**	**2.939**
32- The quality of homework decreases in online teaching process.	**4.140**	**1.782**	**1.344**	**2.161**	**4.209**
33- There is no effective solution to the problems of homework in online teaching process.	**1.627**	**1.630**	**2.758**	**0.145**	**7.058**
34- The revaluation of homework is effectively done in online teaching process.	**0.952**	**1.072**	**0.635**	**0.110**	**11.148***
35- The scope of online teaching process is broader than traditional teaching.	**0.116**	**1.249**	**1.853**	**1.432**	**2.470**
36- Online teaching process is based on the principles of psychology.	**5.543***	**2.523**	**4.701**	**1.069**	**1.832**
37- The role of supervisor is objective in online teaching process.	**0.874**	**1.796**	**0.069**	**2.314**	**2.598**
38- The storage of teaching aids is easy in online teaching process.	**1.364**	**1.318**	**0.342**	**2.253**	**14.195***
39- Online teaching process should be practiced in all teacher training institutes.	**3.527**	**0.251**	**0.921**	**5.910**	**4.720**
40-You use the following app for online teaching process- Google, Zoom, others	**0.821**	**0.497**	**3.317**	**6.929***	**0.278**

* Significant at 0.05 level

The table shows that, For Statement-1 the value of Chi- Square is significant at 0.05 level for gender. Thus, the perception of teachers of basic education towards Statement-1 is dependent on their gender and larger number of male teachers agrees to the statement-1 as compared to their female counter parts. For Statement-8 the value of Chi- Square is significant at 0.05 level for teaching experience. Thus, the perception of teachers of basic education towards Statement-8 is dependent on their teaching experience. Its shows that larger numbers of teachers having 0 to 5 year and above 10 year teaching experience agree to the statement-8 as compared to the teachers having 5 to 10 year teaching experience. For Statement-9 the value of Chi- Square is significant at 0.05 level for Stream. Thus, the perception of teachers of basic education towards Statement-9 is dependent on their Stream and larger number of science Stream teachers agrees to the statement-9 as compared to their Arts Stream counter parts. For Statement-13 the value of Chi-

Square is significant at 0.05 level for Locality. Thus, the perception of teachers of basic education towards Statement-13 is dependent on their Locality and larger number of rural teachers agrees to the statement-13 as compared to their urban counter parts. For Statement-17 the value of Chi- Square is significant at 0.05 level for teaching experience. Thus, the perception of teachers of basic education towards Statement-17 is dependent on their teaching experience. Its shows that larger numbers of teachers having 5 to 10 year and above 10 year teaching experience agree to the statement-17 as compared to the teachers having 0 to 5 year teaching experience. For Statement-18 the value of Chi-Square is significant at 0.05 level for Locality. Thus, the perception of teachers of basic education towards Statement-18 is dependent on their Locality and larger number of urban teachers agrees to the statement-18 as compared to their rural counter parts. For Statement-21 the value of Chi- Square is significant at 0.05 level for Post. Thus, the perception of teachers of basic education towards Statement-21 is dependent on their Post and larger number of Assistant teachers agrees to the statement-21 as compared to their Head teachers counter parts. For Statement-22 the value of Chi- Square is significant at 0.05 level for gender and Post. Thus, the perception of teachers of basic education towards Statement-22 is dependent on their gender and Post. Its shows that larger number of female teachers and Assistant teachers agrees to the statement-22 as compared to their male and Head teachers counter parts. For Statement-27 the value of Chi-Square is significant at 0.05 level for teaching experience. Thus, the perception of teachers of basic education towards Statement-27 is dependent on their teaching experience. Its shows that larger numbers of teachers having 5 to 10 year and above 10 year teaching experience agree to the statement-27 as compared to the teachers having 0 to 5 year teaching experience. For Statement-28 the value of Chi- Square is significant at 0.05 level for gender and teaching experience. Thus, the perception of teachers of basic education towards Statement-28 is dependent on their gender and teaching experience. Its shows that larger number of male teachers and 5 to 10 year and above 10 year teaching experience teachers agrees to the statement-28 as compared to their female and 0 to 5 year teaching experience teachers counter parts. For Statement-34 the value of Chi- Square is significant at 0.05 level for teaching experience. Thus, the perception of teachers of basic education towards Statement-34 is dependent on their teaching experience. Its shows that larger numbers of teachers having 0 to 5 year teaching experience agree to the statement-34 as compared to the teachers having 5 to 10 year and above 10 year teaching experience. For Statement-36 the value of Chi- Square is significant at 0.05 level for gender. Thus, the perception of teachers of basic education towards Statement-36 is dependent on their gender and larger number of male teachers agrees to the statement-36 as compared to their female counter parts. For Statement-38 the value of Chi- Square is significant at 0.05 level for teaching experience. Thus, the perception of teachers of basic education towards Statement-38 is dependent on their teaching experience. Its shows that larger numbers of teachers having 0 to 5 year and above 10 year teaching experience agree to the statement-38 as compared to the teachers having 5 to 10 year teaching experience. 0 to 5 year and above 10 year teaching experience teachers are more agree than the 5 to 10 year teaching experience teachers. For Statement-40 the value of Chi- Square is significant at 0.05 level for Post. Thus, the perception of teachers of basic education towards to use the Google meet app for online teaching process is dependent of their Post and Assistant teachers are more use Google meet apps than the Head teachers. Other hands rest of all component like; (gender, locality, stream, post and teaching experience) the value of Chi- Square is non significant at 0.05 level for all Statements.

CONCLUSION-

The growth of technology has brought tremendous change in almost every sphere of life. Technology has also impacted the process of education. The face to face education has experienced a remarkable change in the last 10 years. Although face to face education is still considered the norm, but acceptance of online courses is increasing in the field of management and engineering. Some of the reasons for the exponential growth of online education is that it is instant, online, anywhere accessible, self-driven and on the go. Online education can change the whole future scenario in education if it can be implemented in joint collaboration with industry, universities and government. Drastic changes in course curriculum are required to bridge the gap so that students are industry ready after passing out. Education process needs to be changed by making it more practical with the use of technology. Also course should be designed in different language to increase their reach and more opportunities for youth of rural India. Innovations are required to design ways to increase the social skills of online learners. Even in a world of tried and tested schooling systems and curricula, the most successful schools are the ones who adapt to the changing times, as well as to the expectations of students, parents and the society. The government is supporting online education in India because of its potential to improve education quality and reach through the Digital India initiative. As online education is through internet, so it can be easily accessed anywhere, anytime. We can access the content early morning, late evening, at home, in cafeteria, or on the train. As the content is generally preloaded, so we can download the lectures / videos and watch them at our convenience and time. Also the cost of online education is very low in comparison to face to face education. Since all the content is available online, so we need not buy books also. Online education offers great opportunity for working professionals as they need not leave their jobs to pursue higher education. Online education offers them a variety of courses to choose from and this can help in finding new career options for them. Online courses call for a greater amount of motivation and self-discipline than a classroom-based course. Today we need to focus on leveraging online education to make our education systems more conducive to learning. Online learning

programmers will also open up opportunities for children from the weaker socio-economic communities who have limited access to learning resources i.e. teachers, text books and infrastructure. It will connect them to a global network of online learners, exposing them to new perspectives.

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