Anusandhanvallari
Vol 2025, No.1
January 2025
ISSN 2229-3388

School Teachers' Attitude Towards Online Class

[1]Kannan B, [2]Dr. R. Sengamalam

[1]Ph.D. Research Scholar in Education Madurai Kamaraj University Madurai

[2]Assistant Professor Department of Education, DDE Madurai Kamaraj University Madurai, Tamil Nadu

Abstract: This study explores the attitude of school teachers towards online classes, focusing on significant demographic and contextual variables. A sample of 150 teachers from government-recognized schools in Virudhunagar, selected through random sampling, participated in the study. A self-constructed tool was used to assess teachers' attitude towards online with five dimensions – perceived effectiveness, technology readiness, student engagement, support and training, and work-life balance. Findings revealed that teachers generally demonstrate moderate attitude across all dimensions; it is found that there are significant differences emerged based on gender, locality, educational qualifications, teaching experience and school type. Male teachers, rural teachers of UG. with B.Ed. qualifications, and teachers with less than 10 years of experience exhibit more favourable attitude compared to their counterparts. In addition, teachers working in government and aided schools display a more positive outlook than those in private schools, highlighting the role of institutional support in shaping perceptions.

Keywords: Teachers' Attitude, Online Class, Online Education

Introduction

The advent of online education has transformed the traditional classroom into a digital learning environment, necessitated by advancements in technology and further accelerated by global disruptions such as the COVID-19 pandemic. Online classes have emerged as a crucial component of education systems worldwide, offering flexibility and accessibility to learners. However, the effectiveness of the online classes largely depends on the attitudes of teachers who play a pivotal role in their implementation. Teachers' attitudes toward online classes influence their adaption of digital tools, the quality of their instruction, and their ability to engage students effectively in a virtual setting. School teachers face unique challenges in adapting to online teaching methods. These include technological constraints, the need for new pedagogical strategies, and the ability to maintain student motivation and participation in a remote environment. Understanding teachers' attitudes towards online classes provides valuable insights into the barriers and facilitators of digital education. It also highlights the support systems required to enhance their readiness and effectiveness in delivering online education. This study explores school teachers' attitudes towards online classes, focusing on their perceptions, experiences, and challenges in adopting this mode of teaching. By investigating these attitudes, the study aims to provide actionable recommendations for improving teacher preparedness and the overall effectiveness of online education in schools by incorporating all available e-resources for their better learning.

Review of Related Literature

Mishra and Koehler's (2006) framework on Technological, Pedagogical, and Content Knowledge (TPACK) is a foundational study in teacher education. Dhawan (2020) provides a critical analysis of online learning during the COVID-19 pandemic, focusing on challenges and teacher adaptability. Anderson and Dexter (2005) explore the role of leadership and technology infrastructure in the effective integration of ICT in schools. Konig et al. (2020) examine the readiness of teachers for online education, particularly in response to the sudden shift caused by the pandemic. Together, such studies emphasize the importance of nurturing positive attitudes towards online classes among teachers to ensure the successful implementation and sustainability of online education.

The transition to online education has fundamentally reshaped the teaching and learning landscape, particularly during global crises such as the COVID-19 pandemic. As schools and universities turned to online platforms for continuity, researchers have highlighted the significant challenges faced by educators in adapting to digital pedagogies. Allen and Seaman (2017) identified a steady increase in online education over the past decade, emphasizing the critical need for teachers to adapt to evolving digital methodologies. However, they found that many educators were inadequately trained in online teaching techniques, hindering their ability to engage students effectively.

Bao (2020) conducted a case study at Peking University to investigate the challenges educators faced during the transition to online teaching. The study revealed difficulties in adopting technology and maintaining student motivation, emphasizing the necessity of continuous technical support and training. Similarly, Dhawan (2020) underscored the dual nature of online education, positioning it both as a solution for maintaining educational continuity and as a source of challenges such as limited technological skills and reduced student interaction.

Baran and Correia (2014) proposed a professional development framework to support teachers in their transition to online instruction. Their research suggested that peer collaboration and structured training programs were critical to enhancing teachers' confidence and competence in using digital tools. Hodges et al. (2020) made a distinction between well-planned online education and emergency remote teaching, noting that the latter often led to negative teacher attitudes due to inadequate preparation and resources.

Kebritchi, Lipschuetz, and Santiague (2017) reviewed the challenges of online teaching, identifying technological constraints, ineffective instructional design, and lack of student engagement as primary barriers. These findings align with those of Van Acker et al. (2013), who emphasized the significance of user-friendly digital tools in fostering positive teacher attitudes. Patra and Patnayaka (2024) Teachers were more likely to adopt tools they perceived as accessible and efficient, thus enhancing their engagement in the online teaching process.

The Technological Pedagogical Content Knowledge (TPACK) framework, developed by Koehler and Mishra (2009), provides a critical foundation for integrating technology into teaching. It highlights the interplay between pedagogy, content, and technology, suggesting that positive teacher attitudes toward online teaching are dependent on the mastery of these domains. Martin, Budhrani, and Wang (2019) extended this framework by demonstrating that targeted training programs significantly boosted teachers' confidence and effectiveness in delivering online instruction.

Trust and Whalen (2020) explored the urgency of teacher training in emergency remote teaching scenarios, particularly during the COVID-19 pandemic. They found that unprepared teachers often exhibited negative attitudes toward online education, which adversely affected their performance. Scherer et al. (2021) further observed that teachers with prior experience using digital tools tended to show more positive attitudes, whereas those with limited exposure expressed resistance, thus highlighting the importance of professional development programs in enhancing teachers' attitudes toward online teaching.

Gender, locality, and teaching experience have been found to significantly influence teachers' perceptions of online teaching. Muthuprasad et al. (2021) reported that female teachers often demonstrated greater adaptability to online teaching, likely due to their enhanced multitasking capabilities. Conversely, rural teachers faced substantial challenges related to internet access and technology, which negatively affected their perceptions of online education. Alqurashi (2019) observed a strong correlation between teachers' perceptions and their attitudes toward online teaching, indicating that teachers with more positive perceptions of online learning were more likely to adopt proactive attitudes. Datta and Mete (2024) Addressing teachers' concerns and providing adequate resources were seen as crucial to fostering these positive perceptions.

Research on the adoption of online teaching in India has yielded critical insights into the attitudes of teachers. Raj and Fatima (2021) noted that urban teachers displayed higher levels of confidence in teaching online due to better access to digital tools. In contrast, rural teachers faced significant challenges, including poor internet connectivity and a lack of technological skills, which contributed to negative attitudes toward online teaching. Similarly, Sahu (2020) examined the impact of COVID-19 on the Indian education system and found that teachers experienced considerable stress due to their unpreparedness for the abrupt shift to online education. Sahu emphasized that institutional support and structured training programs were essential in improving teachers' attitudes toward online teaching.

Agarwal and Kaushik (2021) found that younger teachers adapted more readily to online teaching than their older counterparts, attributing this to generational differences in technological familiarity. Pandey and Mishra (2020) explored the effectiveness of online teaching platforms in India, noting that user-friendly interfaces and interactive features garnered more positive feedback from teachers. Gonzaga (2024) Their research highlighted the importance of training programs in promoting positive attitudes toward online teaching.

Kumar and Kumar (2020) analyzed the challenges faced by rural educators in India, identifying limited access to technology and infrastructure as major barriers. Their study called for government intervention to provide technological support to rural teachers. Reddy and Reddy (2021) found that teachers who employed innovative strategies such as gamification and interactive sessions exhibited more positive attitudes toward online teaching. However, many teachers lacked the necessary training and support to effectively implement these methods.

Sharma (2020) examined the psychological impact of online teaching on Indian teachers, reporting increased stress due to unfamiliarity with technology and difficulties in managing online classrooms. However, the study suggested that institutional and peer support could mitigate these challenges and foster more positive attitudes. Singh and Kaur (2021) emphasized the role of teacher training programs in bridging the gap between traditional and online teaching. Teachers who participated in structured training programs reported greater motivation and confidence in their ability to teach online. Gupta and Gupta (2020) found that enhanced customization and ease of use in online platforms contributed to higher teacher satisfaction.

Mishra (2021) highlighted the digital divide in Indian education, revealing significant disparities between rural and urban teachers. Teachers in rural areas expressed lower satisfaction and were less willing to adopt online teaching methods, which emphasized the need for targeted policies to address these inequities. A substantial body of research underscores the importance of teacher training, technology access, and support systems in shaping teachers' attitudes toward online education. The studies consistently indicate that while online teaching holds significant potential, its successful adoption depends on addressing the challenges faced by teachers, particularly in terms of training, resources, and infrastructural support. Understanding these factors is crucial to fostering positive attitudes and ensuring effective online learning experiences for both teachers and students.

Indispensability of the Study

Understanding teachers' attitude towards online classes is indispensable in the current educational landscape, particularly as digital learning becomes a cornerstone of modern education. Teachers play a pivotal role in shaping the learning experience, and their perceptions directly influence the effectiveness of online teaching methodologies. By exploring their attitudes, this study identifies the challenges, strengths, and opportunities associated with digital pedagogy. Pareek and Surana (2024) This study provides necessary visions into the gaps in technological training, infrastructure, and institutional support, which significantly impact teachers' readiness and motivation to adopt online classes. Addressing these areas is critical for enhancing the quality of online education, ensuring equitable access, and fostering positive attitudes among educators. By understanding the essential role of teachers in online education, stakeholders can create supportive environments that empower

educators to embrace and excel in digital teaching platforms, ensuring the continuity and effectiveness of education in an increasingly digital world.

Objectives of the Study

1. To assess the level of teachers' attitude towards online classes.
2. To examine the attitude towards online classes among the school teachers with respect to:

- Gender
- Locality
- Educational Qualification
- Mode of Appointment
- Teaching Experience
- Type of School

Hypotheses of the Study

1. There is no significant difference in the level of teachers' attitude towards online class.
2. There is no significant difference in the attitude towards online class between male and female teachers.
3. There is no significant difference in the attitude towards online classes between rural and urban teachers.
4. There is no significant difference in the attitude towards online classes between teachers with undergraduate with B.Ed. and postgraduate with B.Ed. qualifications.
5. There is no significant difference in the attitude towards online classes between teachers with below 10 years and above 10 years of teaching experience.
6. There is no significant difference in the attitude towards online class between permanently appointed teachers and ad hoc teachers.
7. There is no significant difference in the attitude towards online class among the teachers working in Government, Aided and Private Schools.

Sampling Method

This study adopted a survey research design to assess teachers' attitudes toward online classes. Simple random sampling was employed to ensure adequate representation of the population across significant demographic variables – gender, locality, educational qualification, mode of appointment, teaching experience and types of working school. The sample consisted of 150 teachers drawn from government-recognized schools in Virudhunagar district.

Tool Used

A self-constructed tool was used to measure teachers' attitude towards online classes in this study. It consisted of 35 statements designed to assess five dimensions: perceived effectiveness, technology readiness, student engagement, support and training, and work-life balance. The tool followed a Likert scale format, with positive statements rated as 5, 4, 3, 2, 1, and negative statements rated as 1, 2, 3, 4, 5.

Analysis and Interpretation

Table 1: Level of Teachers' Attitude towards Online Classes

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Total	38	25.33	73	48.67	39	26.00

Perceived effectiveness	48	32.00	58	38.67	44	29.33
Technology readiness	47	31.33	61	40.67	42	28.00
Student engagement	40	26.67	71	47.33	39	26.00
Support and training	38	25.33	64	42.67	48	32.00
Work life balance	43	28.67	72	48.00	35	23.33

Table 1 presents the distribution of teachers' responses across three categories (Low, Moderate, and High) for five dimensions: perceived effectiveness (D1), technology readiness (D2), student engagement (D3), support and training (D4), and work life balance (D5). For the dimension of perceived effectiveness (D1), the majority of teachers report moderate levels (38.67%), followed by low levels (32.00%) and high levels (29.33%). Regarding technology readiness (D2), the majority of teachers report moderate readiness (40.67%), with 31.33% reporting low readiness and 28.00% reporting high readiness. In terms of student engagement (D3), most teachers report moderate engagement (47.33%), with 26.67% reporting low engagement and 26.00% reporting high engagement. For the dimension of support and training (D4), the majority report moderate levels (42.67%), with 25.33% indicating low support and 32.00% indicating high support. Lastly, for work-life balance (D5), the majority of teachers report moderate balance (48.00%), followed by low balance (28.67%) and high balance (23.33%). Overall, these results suggest that teachers generally report moderate levels across all five dimensions, indicating a tendency toward moderate perceptions in each area.

Table 2: Significance of Differences in Teachers' Attitude Towards Online Classes Based on Demographic Variables

Variable	Sub Variable	N	Mean	SD	t-value	p-value
Gender	Male	83	118.39	9.86	2.437*	0.008
	Female	67	114.28	10.59		
Locality	Rural	66	120.16	9.20	3.745*	0.000
	Urban	84	113.98	10.47		
Educational Qualification	UG. B.Ed.	88	118.69	9.93	2.547*	0.005
	PG. B.Ed.	62	114.60	9.98		
Mode of Appointment	Permanent	82	115.600	10.58	1.789	0.073
	ad hoc	68	118.540	9.80		
Teaching Experience	<10 Years	63	118.698	9.71	2.206*	0.014
	> 10 Years	87	115.011	10.60		

*significant @ 0.05 level.

Table 2 presents the results of t-tests that examine differences in teachers' attitudes toward online classes based on gender, locality, educational qualification, mode of appointment and teaching experience. Male teachers (M = 118.39, SD = 9.86) exhibit a more favourable attitude towards online classes than female teachers (M = 114.28, SD = 10.59), [t (148) = 2.437, p = 0.008]. Rural teachers (M = 120.16, SD = 9.20) show a more favourable attitude than urban teachers (M = 113.98, SD = 10.47), [t (142) = 3.745, p < 0.001]. Teachers with UG. B.Ed. qualifications (M = 118.69, SD = 9.93) have a more favourable attitude than those with PG. B.Ed. qualifications (M = 114.60, SD = 9.98), [t (154) = 2.547, p = 0.005]. There is no significant difference in attitude between Permanent [M = 115.60, SD = 10.58] and ad hoc teachers [M = 118.600, SD = 9.80], [t (152) = 1.789, p = 0.073]. Teachers with less than 10 years of teaching experience (M = 118.698, SD = 9.71) demonstrate a more favourable attitude than those with more than 10 years of experience (M = 115.011, SD = 10.60), [t (148) = 2.201, p = 0.014]. These results indicate that gender, locality, educational qualification, and teaching experience significantly influence teachers' attitudes toward online classes, while mode of appointment do not show any significant influence on teachers' attitude towards online class.

Table 3 (a): Mean and SD of Teachers' Attitude towards Online Classes based on Type of School

Groups	N	Mean	SD
Government	54	117.72	9.71
Aided	45	118.42	10.69
Private	51	113.38	10.18

Table 3 (b): ANOVA - Teachers' Attitude towards Online Classes based on Type of School

Source of Variation	SS	df	MS	F	P-value
Between Groups	753.3844	2	376.6922	3.640*	0.0285
Within Groups	15416.19	147	103.4644		
Total	16169.58	149			

*significant @ 0.05 level.

Table 3 (b) presents the results of a one-way ANOVA that examines differences in teachers' attitude toward online classes across different types of schools (Government, Aided, and Private). The Government group (M = 117.72, SD = 9.71) and the Aided group (M = 118.42, SD = 10.69) show more favourable attitude than the Private group (M = 113.38, SD = 10.18). The analysis reveals a significant difference in attitude between the groups, [F (2, 149) = 3.64, p = 0.029]. Since the p-value is less than the significance level of 0.05, it indicates that the differences among the groups are statistically significant.

Table 3 (c): Tukey HSD Post Hoc Test

Comparison	Mean Difference	Standard Error	p-value
Government vs Aided	0.695	1.325	0.933
Government vs Private	4.343	1.356	0.005
Aided vs Private	3.648	1.423	0.029

After the one-way ANOVA reveals a significant difference in teachers' attitude towards online classes across school types, post hoc pairwise comparisons using the Tukey HSD test are conducted as in Table 3 (c). The results show that the Government group has a significantly more favourable attitude than the Private group ($p < 0.05$). Similarly, the Aided group exhibits a significantly more favourable attitude than the Private group ($p < 0.05$). However, no significant difference is found between the Government and Aided groups ($p > 0.05$).

Discussion

The findings revealed that several factors significantly influence teachers' attitude towards online classes, including school type, gender, locality, educational qualification, and teaching experience. Teachers in Government and Aided schools exhibit more favourable attitude towards online classes compared to those in Private schools. This difference likely arises from the better support and resources available in Government and Aided schools, which may enhance teachers' perceptions of online teaching. Male teachers tend to show more favourable attitude than female teachers, possibly due to greater exposure to or comfort with technology. Rural teachers also display a more favourable attitude towards online classes than their urban counterparts, as they may view online education as a way to overcome resource and connectivity challenges. Teachers with UG. B.Ed. qualifications express more favourable attitude than those with PG. B.Ed. qualifications, possibly because UG. B.Ed. programmes may incorporate more technology based teaching methods. Lastly, teachers with less than 10 years of experience tend to have more favourable attitudes towards online teaching, as they are generally more adaptable to new technologies. These findings suggest that teachers' attitude towards online classes are shaped by various factors, and targeted professional development programmes addressing these factors could improve their perceptions of online education.

Conclusion

The study examined teachers' attitude towards online classes and identifies significant factors influencing the attitude, such as school type, gender, locality, educational qualification, and teaching experience. The results indicated that teachers in Government and Aided schools demonstrate more favourable attitude compared to those in Private schools. Furthermore, male teachers, rural teachers, and those with UG. B.Ed. qualifications exhibit favourable attitude towards online education. Teachers with less than 10 years of teaching experience also show a more favourable outlook on online classes. The findings highlight the importance of addressing contextual and demographic factors in shaping teachers' perceptions of online teaching. To enhance the effectiveness of online education, professional development programmes tailored to these factors could be beneficial. Future studies may explore the long term impact of these variables on teaching efficacy and student outcomes. The study emphasized the need for targeted professional development programmes to enhance teachers' preparedness and engagement with online education.

References

[1] Adedoyin, O. B., & Soykan, E. (2020). COVID-19 pandemic and online learning: The challenges and opportunities. Interactive Learning Environments, 28(5), 1–13. https://doi.org/10.1080/10494820.2020.1813180

[2] Allen, I. E., & Seaman, J. (2017). Digital learning compass: Distance education enrollment report 2017. Babson Survey Research Group.

[3] Alqurashi, E. (2019). Predicting student satisfaction and perceived learning within online learning environments. Distance Education, 40(1), 133–148. https://doi.org/10.1080/01587919.2018.1553562

[4] Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. Human Behavior and Emerging Technologies, 2(2), 113–115. https://doi.org/10.1002/hbe2.191

[5] Baran, E., & Correia, A. P. (2014). A professional development framework for online teaching. TechTrends, 58(5), 95–101. https://doi.org/10.1007/s11528-014-0791-0

[6] Datta, R., & Mete, J. (2024). Opportunities, challenges, and future directions for the integration of digital education into school education in West Bengal. International Journal of Research - GRANTHAALAYAH, 12(4), 88–100. https://doi.org/10.29121/granthaalayah.v12.i4.2024.5599

[7] Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. Journal of Educational Technology Systems, 49(1), 5–22. https://doi.org/10.1177/0047239520934018

[8] Gonzaga, E. B. (2024). Opportunities, teachers' attitude and engagement in continuing professional development (CPD) activities. International Journal of Research - GRANTHAALAYAH, 12(4), 53–78. https://doi.org/10.29121/granthaalayah.v12.i4.2024.5598

[9] Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. EDUCAUSE Review, 27, 1–12.

[10] Kebritchi, M., Lipschuetz, A., & Santiague, L. (2017). Issues and challenges for teaching successful online courses in higher education: A literature review. Educational Research International, 2017, 1–10. https://doi.org/10.1155/2017/3949603

[11] Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? Contemporary Issues in Technology and Teacher Education, 9(1), 60–70.

[12] Martin, F., Budhrani, K., & Wang, C. (2019). Examining faculty perception of their readiness to teach online. Online Learning, 23(3), 97–119. https://doi.org/10.24059/olj.v23i3.1555

[13] Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). Students' perception and preference for online education in India during COVID-19 pandemic. Social Sciences & Humanities Open, 3(1), 100101. https://doi.org/10.1016/j.ssaho.2020.100101

[14] Patra, B., & Patnayaka, R. (2024). Online teaching in architectural education: A boon or bane? ShodhKosh: Journal of Visual and Performing Arts, 5(ICoMABE), 52–60. https://doi.org/10.29121/shodhkosh.v5.iICoMABE.2024.2152

[15] Pareek, B., & Surana, A. (2024). A study of perceptions of professional development among senior secondary school teachers. International Journal of Research - GRANTHAALAYAH, 12(10), 113–118. https://doi.org/10.29121/granthaalayah.v12.i10.2024.6598

[16] Sari, T., & Nayır, F. (2020). Challenges in distance education during the (COVID-19) pandemic period. Qualitative Research in Education, 9(3), 328–360. https://doi.org/10.17583/qre.2020.5872

[17] Scherer, R., Howard, S. K., Tondeur, J., & Siddiq, F. (2021). Profiling teachers' readiness for online teaching and learning in higher education: Who's ready? Computers in Human Behavior, 118, 106675. https://doi.org/10.1016/j.chb.2020.106675

[18] Trust, T., & Whalen, J. (2020). Should teachers be trained in emergency remote teaching? Lessons learned from the COVID-19 pandemic. Journal of Technology and Teacher Education, 28(2), 189–199.

[19] Van Acker, F., Van Buuren, H., Kreijns, K., & Vermeulen, M. (2013). Why do teachers use digital learning materials? The importance of usability. Educational Technology Research and Development, 61(1), 5–30. https://doi.org/10.1007/s11423-012-9267-4