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## Attitude of Pupil Teachers towards Online Teaching during Covid Period

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### Abstract

Many schools and institutions were forced to close temporarily because to the Covid-19 pandemic outbreak. In-person instruction has been phased out in a number of schools, colleges, and universities. Educational institutions are scrambling to come up with solutions to this difficult scenario. The present study was conducted to study the Attitude of Pupil Teachers towards Online Teaching during Covid Period. The study was conducted on a Dehradun District of Uttarakhand. Self-made online teaching attitude questionnaire was used for data collection. Sample of the study randomly selected 436 pupil teachers of H.N.B. Garhwal University Srinagar Garhwal affiliated college in Dehradun district. Finding of the research there is Significance Difference between online teaching attitude of male and female pupil teachers. there is significance difference in the attitude towards online teaching among B.Ed. rural people teacher and urban pupil teachers and rural pupil teacher's online teaching attitude more positive rather than urban pupil teachers. There is no significance difference in the attitude towards online teaching among B.Ed. Arts people teacher and Science pupil teachers. There is significance difference in the attitude towards online teaching among B.Ed. IV semester pupil teachers.

**Keyword: - Attitude, affiliated, Pupil Teachers and temporarily**

### Introduction

In today's environment, online learning has become the current fad. They give improved opportunities in the teaching-learning process for both teachers and students. E-learning is a new educational idea that uses internet technology to deliver digital information and create a learner-centred environment for teachers and students. E-learning encourages the formation of lifelong learning perspectives and a learning society. Any country's educational development depends heavily on online learning. It also gives developing countries the chance to improve their educational development. It may also play a crucial role in both preparing a new generation of teachers and enhancing the abilities of existing teachers to employ 21st-century learning

materials and pedagogies. As a result, the educational trend is shifting. Modern technology, notably the internet, have allowed education to expand beyond the four walls of schools.

A method based on formalised instruction with the use of an electronic resource is known as online learning. In today's educational environment, it is quite vital. The internet has the potential to transform the educational system as a whole. The fundamental components of online are the computer and the internet. The educational landscape is quickly shifting. E-learning is a broad phrase that encompasses a wide range of teaching and learning methodologies. With the advancement of online learning, students may choose their educational institutions based on their degree of professionalism, rather than the distance between their home and the university. Furthermore, the student chooses the time and location of study. In the context of online courses, time constraints, transportation costs, and time away from work are minor considerations. Corona virus, commonly known as covid -19, is a fatal and contagious illness that has had a significant impact on the world education system. This catastrophe has shaken the education system, and this dread is likely to spread across the world's education sector. Many schools and institutions were forced to close temporarily because to the Covid-19 pandemic outbreak. In-person instruction has been phased out in a number of schools, colleges, and universities. Educational institutions are scrambling to come up with solutions to this difficult scenario.

E-learning is linked to a number of arguments. Some of the arguments associated to online learning pedagogy include accessibility, cost, flexibility, learning pedagogy, lifelong learning, and policy. According to the report, online learning is simple to use and can even reach rural and isolated places. Another appealing feature of online learning is the ability to arrange or plan one's time in order to complete online courses. In this fast-paced world, the government also acknowledges the growing relevance of online learning. **Sebnmen, (2015)** the mean score of female attitudes toward e-learning is higher than those of the male are; difference between the mean scores not found to be statistically significant. Gender did not significantly affect student's attitudes towards e-learning did not significantly affected by gender. **Doley, (2020)** conducted a survey research where it aims to study the attitude of B.Ed. trainees towards e-learning in general and to study the attitude of male and female, urban and rural, married and unmarried trainees in particular. For this purpose, 100 samples were collected where 50 were male and 50 female and 50 urban and 50 from rural, 50 married and 50 unmarried. The results of the study it is found that the B.Ed. trainees have different levels of attitudes and there is no difference in attitudes of male and female and married and unmarried trainees of Pragya Jyoti B.Ed. College. On the other hand, it has been found that there is significance difference in the attitudes of urban and rural trainees of B.Ed. College.

**Gopal, Singh & Aggarwal, (2021)** the present study is to identify the factors affecting student's satisfaction and performance regarding online classes during the pandemic period of covid -19 and to established the relationship between these variables. The study is quantitative in nature and the data were collected from 544 respondents through online survey who were studying the business management (B.B.A. or M.B.A.) or hotel management courses in Indian universities. Structural equation modelling was use to analyse the proposed hypotheses. The results show that four independent factors used in the study viz. quality of instructor, course design, prompt feedback and expectation of students positively impact, student's satisfaction and further students' satisfaction positively impact student's performance. For educational management, these four factors are essential to have a high level of satisfaction and performance for online courses.

## Statement of the problems

### Attitude of Pupil Teachers towards Online Teaching during Covid Period

#### Objective-

1. To study the attitude of pupil teachers towards online teaching on the basis of gender (male & female).
2. To study the attitude of pupil teachers towards online teaching on the basis of stream (arts & science).
3. To study the attitude of pupil teachers towards online teaching on the basis of semester (IV & II).
4. To study the attitude of pupil teachers towards online teaching on the basis of areas (urban & rural).

#### Hypotheses-

1. There will be no significant difference between the attitude of male and female pupil teachers towards online teaching.
2. There will be no significant difference between the attitude of arts and science pupil teachers towards online teaching.
3. There will be no significant difference between the attitude of IV and II semester pupil teachers towards online teaching.
4. There will be no significant difference between the attitude of urban & rural pupil teachers towards online teaching.

#### Delimitation-

The present study will be delimited to the pupil teachers of H.N.B. Garhwal University Srinagar Garhwal affiliated college located in Dehradun district.

The study will be delimited to online education.

#### Methodology-

The present study will be used survey methods which will include quantitative approach.

#### Population-

The population of the present study will be pupil teachers (B.Ed. trainees) studying in the H.N.B. Garhwal University Srinagar Garhwal affiliated colleges.

#### Sample of the study

Sample of the study randomly selected 436 pupil teachers of H.N.B. Garhwal University Srinagar Garhwal affiliated college in Dehradun district.

#### Tool used

A self develop questionnaire was used by researchers to collect the data.

#### Statistical technique used

Statistical technique of mean, median and t was used to analysis the data.

## Analysis and interpretation

Table 1

## Difference between online teaching attitude of male and female pupil teachers

Online teaching attitude	B.Ed. pupil teachers	N	Mean	t	df	Sig. (2-tailed)
	Male	167	72.43	5.464	434	.000
	Female	269	65.75			

It is evident from table 1 that the mean score of B.Ed. male pupil teachers is 72.43 and S.D is 13.557. the mean score of female pupil teachers is 65.75 and S.D is 11.614. The t value is 5.464 which is greater than corresponding table value at 0.05 level of significance. This means that there is significance difference in the attitude towards online teaching among B.Ed. Male people teachers and female pupil teachers.

Table 2

## Difference between online teaching attitude of rural and urban pupil teachers

Online teaching attitude	B.Ed. pupil teachers	N	Mean	T	df	Sig. (2-tailed)
	Rural	139	71.28	3.355	434	.001
	Urban	297	66.92			

It is evident from table 2 that the mean score of B.Ed. Rural pupil teachers is 71.28 and S. D is 13. 022. The mean score of B.Ed. Urban pupil teachers is 66.92 and S.D is 13.997. The t value is 3.355 which is greater than corresponding table value at 0.05 level of significance. This means that there is significance difference in the attitude towards online teaching among B.Ed. rural people teacher and urban pupil teachers.

Table 3

## Difference between online teaching attitude of arts and science stream pupil teachers

Online teaching attitude	B.Ed. pupil teachers	N	Mean	T	df	Sig. (2-tailed)
	Arts	189	67.49	-1.167	434	.244
	Science	247	68.94			

It is evident from table 3 that the mean score of B.Ed. Arts pupil teachers is 67.49 and S.D is 11.08. the mean score of B.Ed. science pupil teachers is 68.94 and S.D is 13.997. The t value is -1.167 which is less than corresponding table value at 0.05 level of significance. This means that there is no significance difference in the attitude towards online teaching among B.Ed. Arts people teacher and Science pupil teachers.

**Table 4****Difference between online teaching attitude of IV semester and II semester pupil teachers**

	B.Ed. Pupil teachers	N	Mean	T	Df	Sig. (2-tailed)
Online teaching attitude	IV semester pupil teachers	165	61.04	10.312	434	.000
	II semester pupil teachers	271	72.73			

It is evident from table 4 that the mean score of B.Ed. IV semester pupil teachers is 61.04 and S.D is 11.903. the mean score of B.Ed. II semester pupil teachers is 72.73 and S.D is 11.219. The t value is -10.312. This is less than corresponding table value at 0.05 level of significance. This means that there is significance difference in the attitude towards online teaching among B.Ed. IV semester pupil teachers and II semester pupil teachers.

**Conclusion**

There is Significance Difference between online teaching attitude of male and female pupil teachers. Male pupil teacher's online teaching attitude more positive rather than female pupil teachers. Researcher found that there is significance difference in the attitude towards online teaching among B.Ed. rural people teacher and urban pupil teachers and rural pupil teacher's online teaching attitude more positive rather than urban pupil teachers. There is no significance difference in the attitude towards online teaching among B.Ed. Arts people teacher and Science pupil teachers. There is significance difference in the attitude towards online teaching among B.Ed. IV semester pupil teachers and II semester pupil teachers and II semester pupil teacher's online teaching attitude more positive rather than IV semester pupil teachers.

**Implication**

In today's world, online education has emerged as a realistic option for furthering one's education. Because of its accessibility, e-learning has grown in popularity in recent years. The information is more relevant, self-paced, and individualised than traditional learning. Online teaching has been ingrained in every stage of learning as a result of technological advancements. It allows students to learn at their own pace and according to their preferences. It caters to everyone's demands and aids in the communication of new thoughts and ideas. It is more cost-effective than traditional ways of learning since learning occurs rapidly and effortlessly in this modality.

The purpose of this research is to find out how B.Ed. pupil teachers feel about online teaching. Career opportunities for people who have not furthered or widened their education are dwindling in today's world. Students can gain a broad variety of abilities by extending or widening their education, which can qualify them for a greater range of professional options in many industries with more possibility for progression. The use of online learning will put both the instructor and the students to the test. It will help pupils improve their problem-solving skills, critical thinking talents, and flexibility. Users of any age may utilise the online resources in this critical scenario and benefit from the time and place flexibility that comes with online learning. In this frantic state, which is now known as Pedagogy, teachers might develop creative instructional techniques. Online teaching is also helpful for rural areas students for economically.

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