



A Study of Problems of Primary School Teachers Faced in Conducting Virtual Classes

DR. SUNANDABEN S. CHRISTI

Associate Professor,

Smt. M. N. K. Dalal Education College for Women

1. Introduction

Education is evolving through E-learning today. E-learning is fast becoming a force which has a presence on almost every campus in developed and developing countries. The role of education institutions in E-learning history has been most diverse. In the early days of E-learning, schools assumed responsibility for concept development from the scratch. Now-a-days besides academic research, other activities have found a promising market on work-and study learners who need a more flexible schedule and have specific knowledge needs that can be efficiently matched by on-line learning. E learning demands a cultural change in the way the learners view education and a methodical change in the way the school faces its new role as a knowledge provider to Virtual Environment instead of traditional classroom-based education provider. A paradigm shift is taking place in education instruction, from a mode of faculty-student interaction occurring in fixed locations at specific times to one in which students can access the same instructional resources in a variety of forms, regardless of location, at their convenience. This is possible because several technologies have matured, supporting major changes in how instruction can be delivered to students, in their homes, or in their work places". An increasing number of courses, therefore, are now available as hybrid courses in Virtual Learning Environment (VLE).

Virtual Learning Environments are defined as the tools that facilitate the integration of Web based materials into the electronic classroom e.g. learning resources, assessment devices, online communication tools. VLE is a growing and dynamic environment in which education is changing culturally, institutionally and technically. The field of Information Science and Distance Learning is presently passing through a phase of rapid changes. This situation demands an educational system of continuing or life-long learning for new technologies, methods and service procedures.

The term describes an approach to education that is more learner-centred and that increases the learner's responsibility for his or her own learning. Flexible approaches increase the degree of student control over when, what, where, how and at what pace they learn. These include approaches to teaching and learning which are less time and place dependent than more traditional forms of teaching. It is within this environment of teaching and learning innovation that E-learning needs a delivery mechanism using specialized software that assists teachers to create their courses, helps students to use course work and administrators to make previously available coursework reusable. This pandemic scenario has developed the concept of Virtual Learning Environment. But creating this environment involves the creation of effective E-learning resources which can be transferred for use on other platforms. The challenge of making resources interoperable across different systems, thus, becomes a major task.

2. Statement of the Problem

A statement of the problem is; 'Study of Problems of Primary School Teachers Faced in Conducting Virtual Classes'

3. Defining the key words

The definition of key words is as under.

3.1 Virtual classes

Online teaching and learning environment where teachers and students can present course materials, engage and interact with other members of the virtual class, and work in groups together. The key distinction of a virtual classroom is that it takes place in a live, synchronous setting.

4. Objectives of Research:

The objectives of present research are as follows

- 1.To study the problems faced by male teachers in conducting virtual classes.
- 2.To study the problems faced by female teachers in conducting virtual classes.
- 3.To compare the problems faced by female and male teachers in conducting the virtual classes.

5. Hypothesis of Study

The null hypothesis of present research are as follows

Ho₁ There is no significant difference between the mean score of male and female Primary teachers above 35 years age on opinionnaire scale.

Ho₂ There is no significant difference between the mean score of male and female Primary teachers below 35 years age on opinionnaire scale.

6. Variables of The Study

In present research independent variable is gender and dependent variable is problems of virtual classes.

7. Research Method

In the present study, the researcher has used the survey method.

8. Population of the study

Population refers to the all-primary school teachers teaching in primary schools of Ahmedabad city.

9. Sample of the study

In present research the researcher has selected random sampling technique to select the sample. The researcher has selected 70 primary school teachers by random sampling techniques.

10. Research tool for data collection

A Google form was used as a tool for collecting the data. The Google form was made by the researcher. The Google form was like an opinionnaire made to be used in the virtual benefit.

11. Procedure for Data collection

The data was collected by making a Google form of the tool. The tool was sent on an online platform to various teachers. The school authority did not allow the Researchers to meet the teachers personally.

The teachers were conducting classes from home, hence meeting them personally was not possible. The tool was sent through an online Google form link as well as through an email both of which contained the proper instruction for teachers to follow while filling up the tool. The data is auto generated in an excel sheet when a google form is filled. Scoring was done and put in an excel sheet.

12. Procedure for data analysis

The researcher after collecting the data has classified and tabulated, edited the data in terms of various variables. This will help the various researchers in smooth and error free data analysis. The score calculated using the 3 Point rating scale will be then analysed by t value.

The t-test was used for testing the hypotheses.

13. Experience gained during data collection

The researcher met various personnel virtually from the education field during the data collection. The researcher was able to meet with the principal of the Ahmedabad International school who not only supported the researcher but also advised the researcher based on his experience and helped in the process of data collection. The researcher had to convince the teachers to fill up the form as they were concerned about the time required to fill up the form. Some teachers didn't want to fill up the form and so they said no and thus returned the form back. Due to the pandemic conditions prevailing the Researcher was not able to meet them and convince them to fill the forms. It was also observed that some of the teachers were not honest enough in giving the answers. The teachers felt that it was no point in discussing these problems.

14. Findings

The researcher arrives at the following findings through the data analysed and interpreted.

From the result of the analysis, we interpret:

1. The opinions of male and female primary teachers of age above 35 on virtual teaching are equal. In Fact, the mean score graph also shows that male teachers are slightly more adaptable to virtual teaching.
2. The opinions of male and female primary teachers of age below 35 on virtual teaching are equal. In Fact, the mean score graph also shows that male teachers are slightly more adaptable to virtual teaching.

15. Implications

- The school management should make sure that teachers are trained to accept challenges and motivate them to learn new things everyday.
- Special workshops should be organized in order to bring awareness about the online resources that can be used for curriculum planning.
- Teachers should also try to focus on asynchronous lessons and communications with students other than classroom teaching as students and teachers place high value on communication and the instructor's responsiveness.
- Struggling to find files, links, or browser tabs can cause your stress level to rise, which students will feel and mirror. For effective teaching in primary, careful instructional design and planning of each class is mandatory.
- A range of functions to create interactive learning activities such as quizzes. Step-by-step guides to being creative are widely available online. Teachers should be encouraged to use them.
- Teachers can tell their students that it is their first time teaching online. Explicitly asking them to help them. The students will be sympathetic since they share the same emotions.

16 Suggestions for future research

The researcher suggested the following areas for which further research studies can be conducted:

1. The researcher conducted the research to study the problems of primary teachers. The research can also be conducted for secondary and higher secondary teachers.
2. The researcher conducted the research to study the problem of teachers conducting virtual classes. The research can also be conducted on the problems faced by students and even parents when they attend online classes.
3. The researcher conducted the research study using the self made opinionnaire as a research tool. The research can also be conducted by using other tools.
4. The researcher conducted the research limited to Ahmedabad city. The research can also be conducted in other parts of Gujarat and even small towns of Gujarat.

5. The researcher has used “age” and “gender” as variables under study. Other variables like qualification, number of experience of teachers can also be considered for further research.

References

1. Aggarwal, J. C. (2010). Essentials of educational technology (Innovations in Teaching-Learning). New Delhi: Vikas Publishing Housing Pvt. Ltd., Page No. 1-10.
2. Annie, B. Duvall, “The Role Effectiveness and Training of Elementary School Principals in the area of Staff Development.” Doctoral Dissertation Diss. Abs. Int. A 1983, 43:9, P. 2841-A.
3. Balakrishnan, R. (2015). A study of soft skills of prospective teachers in relation to teaching competency emotional Competency and social competency (Unpublished Ph. D. Thesis), Annamalai University, Tamil Nadu.
4. Mc. Gouch, C. W. “Perceptions of Role and Responsibilities of selected teachers, administrators and law enforcement officers collaborating to reduce student absenteeism in selected schools of Dollas country texas”, Doctoral Diss. Abst. Int.-A 1983, 43:11 p-4475-A.
5. Mc. Graw, B. R. “The relationship between the superintendent and Board of Educators Division of Effectiveness and the Characteristics of the Community in which they serve.” Doc., Diss. Abs. Int. A 1977, 39:11, PP. 6640-6441-A
6. Nell, A. F. “The perception of three groups-pastors, principals and teachers regarding the authority/responsibilities of pastors and principals in Lutharan elementary school”, Doctoral Dissertation. Diss. Abs. Int. –A 1969 40: 4 P 179 7-A.