

# Chapter 1

## INTRODUCTION

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### 1.1 INTRODUCTION

The period started from year 2020 which becomes a start of COVID-19 pandemic, which brings the biggest change in education field. It changes the behaviour, beliefs and thinking of entire world. It brings the important and biggest changes in Indian education system also.

COVID-19 has resulted in schools shut all across the world. Globally, over 1.2 billion in 186 countries children are out of the classroom (UNESCO, 2020). Currently worldwide, the education sector is facing a huge impact because of this pandemic, with educational institutions forced to shift their teaching to e-learning and blended learning modes. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching has been undertaken remotely and on digital platforms. The 2020 COVID-19 pandemic presented an urgent need for a global, and unplanned change in schooling and biggest change among all is forcibly moving teachers and students their communication and teaching-learning process to digital platform. School buildings around the world are closed in order to protect children and educators' health, teaching-learning process quickly pivoted to remote involving technology.

The extensive school closures occurred during an era that has generally been shaped by rapid transformation in technological innovations and digitalization, not least in educational contexts. Consequently, 'digitalization in schools' has become a prominent issue, independently of and before the COVID-19 pandemic.

The COVID-19 pandemic situation has posed unprecedented challenges requiring teachers to adapt to teaching online. Until March 2020, the typical teaching situation at school was characterized by students who convened in

classrooms according to their timetables and teachers who covered their subjects' standard content, frequently through formal lecturing. Students were required to listen to their teachers, work individually or in groups, and predominantly reproduce knowledge in assessments. By contrast, ICT use was limited. The school lockdown confronted teachers, students, and parents with an entirely new situation. Continued teaching and learning was only possible through alternative means of schooling. Teachers had to change to online teaching, requiring them to use various digital tools and resources to solve problems and implement new approaches to teaching and learning. Beyond instructional goals, teachers were also required to maintain contact with their students to account for the social integration of their learning groups.

Evidence suggests that digital technologies may enable new opportunities for teaching and learning, and the use of ICT has become increasingly popular in elementary and secondary schools in recent decades. However, in spite of its potential influence on teaching and learning, the mere presence of computer technology hardware does not necessarily lead to student progress. Although technical infrastructure is required to implement ICT in instructional contexts, teachers and students must also be encouraged and supported in using digital tools. Therefore, far-reaching benefit, for example, in terms of increased digital literacy competences among students, may not yet be guaranteed.

It is difficult to overestimate the impact of technology on society and on individuals. Technology affects everyone as it changes the fabric of society. While technology increasingly affects everyone, not all individuals view this trend as positive. Some individuals are uncomfortable with technological change, do not enjoy the uncertainty and are reticent to embrace these tools and ideas. Others welcome technological change and the resultant uncertainty and enjoy the challenge. The information technology, psychology, education and marketing literatures provide a basis for

hypothesizing the existence of a range or distribution of response to technology, and for connecting this distribution with the concept of attitude towards technology in general. This allows a departure from previous technology research and development of a better understanding of the personal factors contributing to behaviours such as technology adoption or resistance.

## 1.2 MEANING OF OPINION

The term opinion is often used interchangeably with attitude and belief, but opinions are a broader category that includes both attitudes and beliefs. Opinions in survey research can be defined as subjective attitudes, beliefs, or judgements that reflect matters of personal preference. Some opinions may not be confirmable or deniable by factual evidence, whereas others may be.

An attitude is an evaluation of an object of thought and objects comprise anything a person may hold in mind, ranging from the mundane to the abstract, including things, people, groups, and ideas. It can define as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment. According to Eagly and Chaiken an attitude is “a psychological tendency that is expressed by evaluating particular entity with some degree of favour or disfavour.”

Attitude can be existing in two levels explicit attitude and implicit attitude.

**Explicit Attitudes** are attitudes that are at the conscious level, are deliberately formed and easy to self-report.

**Implicit Attitudes** are attitudes that are at the unconscious level, are involuntarily formed and are typically unknown to us.

Explicit versus Implicit attitudes, it has been a topic for considerable research. Both attitudes seem to affect people’s behaviour, though in different ways. The relationship between them is poorly known. They tend

not to be strongly associated with each other, although in some case they are.

### **1.3 OPERATIONAL DEFINITION**

**Attitude:** Attitude is the individual degrees of like or dislike depending on the positive or negative views that a person has and they tend to behave towards any circumstances according to his view.

**Teachers Attitude towards Teaching-Learning Process:** It is overall a positive or negative evaluative judgment of a teacher towards change initiatives implemented by his or her school.

### **1.4 NEED AND SIGNIFICANCE OF THE STUDY**

Attitude of a teacher is always a main factor in teaching-learning process. Within the past decade changes in teaching-learning process with the inclusion of technology have fundamentally changed the way. They transform the nature education, where and how learning takes place, and the role of students and teachers in the learning process.

In schools teachers must gain technical skills and they also must learn how to instruct learner in any challenging scenario. The COVID-19 pandemic presented an urgent need for a global, unplanned change in schooling, which is become greatest challenge for teachers.

In this COVID-19 pandemic, there were behavioural responses to moving to online teaching. While some teachers believed this was a logical decision as way to maintain both learning and safety, others believed that online classes highlighted inequities and were an unnecessary burden on teachers. The technologies challenge teaching-learning process and how they gain access to knowledge. Teacher's behaviours affected due to this sudden changes in scenario mainly in school. Therefore investigator was interested to know their opinions of school teachers through study attitude scale towards change and technology.

## **1.5 STATEMENT OF THE PROBLEM**

A Study of Opinions of Teachers on Changes in Teaching Learning Process during COVID-19 pandemic.

## **1.6 OBJECTIVES OF THE STUDY**

The following are the objectives of the study:

- To find out percentage of the attitude of school teachers towards technology in teaching-learning process during COVID-19 pandemic.
- To find out percentage of the attitude of school teachers towards change in teaching-learning process during COVID-19 pandemic.

## **1.7 DELIMITATIONS OF THE STUDY**

The following limitations were considered in the content of the present study:

1. The study was limited to attitude of School Teachers only.
2. The study was limited to Elementary and Secondary Schools only.
3. It was further limited to Schools teachers of Balasore Town only.