CHETANA
International Journal of Education
Peer Reviewed/Refereed Journal
(ISSN: 2455-8729 (E) / 2231-3613 (P))

Impact Factor
SJIF 2022 = 6.261

Prof. A.P. Sharma
Founder Editor, CIJE
(25.12.1932 - 09.01.2019)

Research Paper

Received on 29.08.2022
Reviewed on 05.09.2022
Accepted on 10.09.2022

The challenges and opportunitiesof school management facing the transformation from offline teaching mode to online mode

*Rekha Meena
** Dr.Rajani Chopra
*** Ms. Roma Singh

Keywords: *School Management, Transformation, offline teaching mode, online teaching mode, challenges and opportunities etc.*

Abstract

The entire education system from primary to tertiary level has collapsed during the lockdown period of Novel Coronavirus Disease 2019 (COVID-19) not only in India but across the world. This study is a depiction of online teaching mode from the offline teaching mode adopted by the school management for the teaching-learning process and subsequent semester examinations. It anticipates an intellectually enriched opportunity for future academic decision making during any adverse situation.The intended purpose of this study seeks to address the required essentialities of online teaching-learning in education amid the COVID-19 pandemic and how can existing resources of educational institutions effectively transform formal education into online education with the help of virtual classes and other pivotal online tools in this continually shifting educational landscape. The study employs both quantitative and qualitative approach to study the perceptions of teachers and students on online teaching-learning modes and highlighted the implementation process of online teaching-learning modes.

Introduction

Online teaching mode is providing the feeling of psychological safety to school management in COVID-19 afflicting period. The second step is about changing process under which two options are left either to adopt a new online mode in practice in school management elsewhere or to innovate one's own. The research is always for a better implementable model. Here, notably, change is not an event but a dynamic process as a break in continuity. For any result-oriented change, we need to have a time suited outlook and a new mindset for online teaching mode from offline teaching mode at an individual and organizational level to supplement the transition phase. To reach to the target of educating professionally with skill mix to the vast school management spread over vast geographical areas is a harculious task before the country. Therefore, an attempt is made to explore the online teaching mode practiced in developed countries. However, India is a developing country and there is heterogeneity between developed countries and developing country. So, grass root probe will be conducted for online teaching mode of developed school management.

Rationale of the study

It has been found that the use of online teaching isdependent on the perceptions of developers and users about the nature of technologies and their role in different walks of life. School managements have found that online teaching mode -related changes are not perceived as a collective experience or social change rather, personal challenge. An analysis of the literature suggests that two broader theories are discussed over and over across the literature saying that online teaching mode can either play instrumental or substantive role in the teaching learning process. Instrumental view asserts that online teaching is just technologies and their role depends on their use while substantive view posits that these technologies have the power to change the society and their mere existence can make the difference

Statement of the Study

"The challenges and opportunitiesof school management facing the transformation from offline teaching mode to online mode"

Objectives

To study the challenges and opportunitiesof school management facing the transformation from offline teaching mode to online mode based on locale.(Urban /Rural)

Hypothesis

There is no significant difference between in the challenges and opportunitiesurban and rural school management facing the transformation from offline teaching mode to online.

Method Used

The researcher used both quantitative and qualitative methodologies to study the challenges and opportunities perceptions of stakeholders based on the online teaching-mode in schools during the lockdown period. This study is delimited to Jaipur city.

Population & Sample

The researcher selected the school management of Jaipur district.

Sampling

30school managers

Testing ofHypothesis

There is no significant difference between the challenges and opportunities urban and rural school management facing the transformation from offline teaching mode to online.

Aspiration level	**N**	**Mean**	**S.D.**	**'t' value**	**Level of Significance**
Urban	15	19.2	1.9	3.58	2.048 **Rejected**
Rural	15	21.6	1.77		

Degree of Freedom (df) = N1 + N2 -2

15+15 -2 = 28

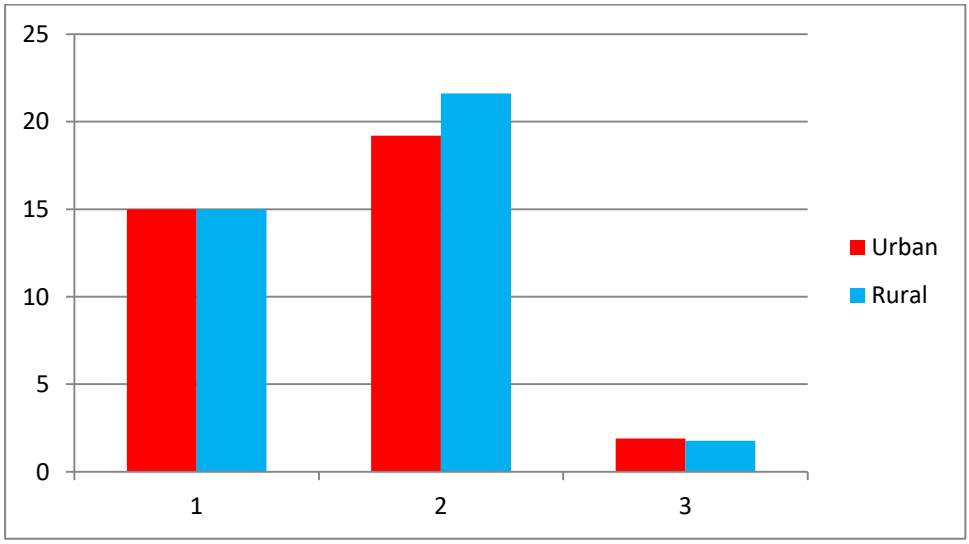
Value of t at 0.05 level = 2.048

Analysis

The t value of facing the transformation offline to online teaching mode by calculation in above table t-value is 3.58 which is greater than t value 2.048 of0.05 Level given in t table index. mean of both the group is 19.2 and 21.6 standard deviation is 1.9 and 1.77 Therefore a significant difference was found in the null Hypothesis is no significant difference in problem faced by sen. sec. school managers urban & Rural in sifting from offline to online teaching mode and hypothesis was rejected.

Discussion

The hypothesis was not accepted that means the school management of urban& rural area did face the problems to transform from offline to online teaching mode. This is because during the COVID-19 situation the school management of urban area schools adopted online teaching mode to continue the teaching learning process but to continue the teaching learning process by rural area schools, proper online teaching mode has not been adopted. The reason for this is lack of internet faculty and lack of knowledge of online learning mode to continue the teaching learning process.



Scope and Limitations of the Study

The present study is limited to the school education in India and training institution in general. Further the limitations of the study are its geographical constraints, time-frame constraints, industry limitations, and data collection constraints, questionnaire for the respondents, conceptual limitations, and statistical limitations. The researcher would like to clarify specifically that the present study does not pervade the scope of any courses.

Conclusion

The management of school should provide with such robust learning facilities that are accessible by the users at anytime and from anywhere. The most powerful, inexpensive, and partially available facility for providing lifelong education facilities is the Internet. It is the gateway to a galaxy of knowledge, wherefrom users can access those caches of information which have so far been only for the elite class. For example, since the inception of digital learning, proprietary hardware and software have remained as big source of problems for users and main source of earning for the technology-suppliers.

The role of context, within which online teaching mode are used, is consistently identified by almost every research study on the integration of educational technologies. The construct of context is multifaceted as it includes school community, school culture and online teaching and this is important when it comes to understanding implementation of online technology. Thus, the context can either be a challenges and opportunities of school management in the way of online teaching Learning.

References

- **Aaron, M., Dicks, D., Ives, C., and Montgomery, B. (2004).** Planning for Integrating Teaching Technologies. CJLT. 30(2). Spring.
- **Abrami, P. C., Bernard, R. M., Wade, A., Schmid, R. F., Borokhovski, E., Tamim, R., Surkes, M. A., Lowerison, G., Zhang, D., Nicolaidou, I., Newman, S., Wozney, L., and Peretiatkowicz, A. (2006).** A Review of e-Learning in Canada: A Rough Sketch of the Evidence, Gaps and Promising Directions. Canadian Journal of Learning and Technology, 32(3). Fall / Autumn
- **Ågerfalk, P. J., Goldkuhl, G., Fitzgerald, B., and Bannon, L. (2006).** Reflecting on action in language, organisations and information systems. EJIS Vol 15, 4–8.
- **Ajay Kumar Sharma. A History of Educational Institutions in Delhi. Sanbun Publishers. ISBN 93-8021-314-X. 5. Allan, M. K. (2007).** Millennial teachers: Student teachers as users of Information and Communication: A New Zealand case study. International Journal of Education and Development using ICT. 3(2).
- **Chopra Rajani (2021).** "Factor Affecting the Personality of Slow Learners" International Journal of Multidisciplinary Education Research, UGC approved JournalVolume: 10.

- **Chopra Rajani (2020).** A study of an opinion of various groupof society and professionals towardsyoga education, ilkogretim Online-Elementary Education Online, Volume:19 Issue: 4, April 2020 PP: 4540-4543.
- **Chopra Rajani (2020).** A Study on The Opinion of, Various Groups Of Society, Towards Yoga Education, International Journal of Research and Analytical Reviews (IJRAR) UGC approved JournalVolume: 7 Issue:2, April 2020, E-ISSN #: 2348-1269,P-ISSN #: 2349-5138.
- **Chopra Rajani (2020).** Education of the disabled in India: challenges and solution, International Journal of Multidisciplinary Education Research, UGC approved Journal Volume: 9 Issue: 5(6), May 2020.
- **Chopra Rajani (2020).** Factor Affecting the Occupational Aspiration of Secondary Level Students International Journal of Multidisciplinary Educational Research UGC approved Journal Volume 9, Issue 5(6), May 2020Website: www.ijmer.in
- **Chopra Rajani (2020).** Literature review on topic: a study on the opinion of various groups of society towards yoga education. International Journal of Multidisciplinary Education Research, UGC approved Journal Volume: 9, Issue: 11 ISSN #: 2277-7881.
- **Chopra Rajani (2020).** Study of Relationship between Sustainable Development and Life Skills of Prospective Teachers in Present Situation, SGVU International Journal of Economics & Management, October- December 2020.
- **Dhawan, S.** Online Learning: A Panacea in the Time of COVID-19 Crisis. J. Educ. Technol. Syst. 2020, 49, 5–22.
- **Dhawan, S.** Online Learning: A Panacea in the Time of COVID-19 Crisis. J. Educ. Technol. Syst. 2020
- **Kaushik Vibha (2020).**The study of the effectiveness of the inquiry based learning method in chemistry teaching learning process. ADALYA JOURNAL 9 (Issue 4), 638-643
- **Kaushik Vibha (2017).** E-learning the need of era. Ambikeya journal of education volume 8 Issue1. 53-54
- **Kaushik Vibha (2018)** an analytical study of stress in relation to academic achievement of students in senior secondary level. Panacea international research journal 5 (3), 154-158

- **Kaushik Vibha (2020)** The Study of the effectiveness of the inquiry- based learning method in chemistry teaching learning process. INTERNATIONAL JOURNAL FOR INNOVATIVE RESEARCH IN MULTIDISCIPLINARY FIELD 6 volume 4
- **Kaushik Vibha (2020)** Impact of financial stress on the academic achievement of senior secondary students .Journal of critical reviews 7 (19), 8985-8987
- **Kaushik Vibha (2020)** The Study of the effectiveness of the inquiry- based learning method in chemistry teaching learning process INTERNATIONAL JOURNAL FOR INNOVATIVE RESEARCH IN MULTIDISCIPLINARY FIELD volume 6 (Issue 4) 234-237
- **Kothari, C. R. (2004).** Research methodology methods and techniques. 2nd rev. ed. New Delhi: New New Age International (P) Ltd., Kuriloff, P. (2005). Breaking the barriers of time and space more effective teaching using ePedagogy. Journal of Online Education. Oct/Nov. 2(1).
- **LaCour, S. (2005).** The future of integration, personalization, and ePortfolio technologies. Journal of Online Education. April/May 1(4).
- **Marinoni, G.; Van't Land, H.; Jensen, T.** The Impact of COVID-19 on Higher Education around the World. International Association of Universities. Available online: https://www.iau-aiu.net/IMG/pdf/iau_covid19_and_he_survey_report_final_may_2020.pdf (accessed on 14 August 2020).
- **Singh Roma. (2019).** Classroom communication as correlates of teaching effectiveness. International Journal of Research and Analytical Reviews. Vol. 6 (2). Pp 275-280.
- **Singh, Roma, & Tiwari, Shruti. (2021).** "Online Learning as Future Transition of Education in Indian prospect."Retrieved 13 August 2022, from https://www.gyanvihar.org/journals/wp-content/uploads/2021/02/Online-Learning-As-Future-Transition-Of-Education-In-Indian-Prospect-converted.pdf
- **Singh, Roma, & Tiwari, Shruti. (2022).** A STUDY OF PERCEPTION OF TEACHER EDUCATORS TOWARDS ICT AS A CORE OF 21st CENTURY SKILLS, Retrieved 13 August 2022, from https://www.neuroquantology.com/article.php?id=4685

- **Singh, Roma., & Tiwari, Shruti. (2020).** "INTEGRATION OF ICT IN SHAPING TEACHING-LEARNING PRACTICES: DEMAND OF THE NEW DIGITAL WORLD.". *Journal Of Critical Reviews*, *7*(19), 9418-9425. doi:10.31838/jcr.07.19.1051
- **Singh, Roma &Yadav,Y.(2017).** Perspective of Futurology and its Implication in Education. Global ournal of Enterprise Information System, 9(4), 57

Corresponding Author
*__Rekha Meena__, *M.Ed. Scholar*
** __Dr.Rajani Chopra__, *Assistant Professor*
*** __Ms. Roma Singh__, *M.Ed Research Supervisor*
GyanVihar School of Education, Suresh GyanVihar University, Jaipur, India
Email: rekhameena11993@gmail.com, Mob.-7976503365