



TO STUDY THE ATTITUDE OF MALE AND FEMALE TEACHER TOWARDS DIKSHA - DIGITAL INITIATIVE

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Abstract

According to studies, teachers are more important than any other part of schooling when it comes to student success. Teachers are unsung heroes in our eyes. In an Indian classroom, the range and complexity of student backgrounds and levels of learning cannot be exaggerated; every one of our instructors needs to manage this every day. 'Many state and federal government efforts have been aimed at improving teachers' abilities to educate meaningfully and assist students reach their full potential during the last few years.' At this point, it is necessary to think about large-scale implementation of ideas, initiatives, and innovations in order to favorably influence all of the country's instructors. To ensure that our children are properly educated, teachers must have easy access to teaching and learning tools, as well as chances to grow professionally.

KYEWORDS: DIKSHA portal, Attitude of teachers

Introduction

Student achievement is directly linked to teacher quality, according to numerous studies. In our perspective, teachers are underappreciated heroes. In India, there are roughly ten million educators. It is a fact of life for any Indian classroom teacher to have to cope with children from such a diverse spectrum of social and educational backgrounds and skills. When it comes to enhancing teachers' abilities, various provincial and federal government initiatives have taken place during the previous few years.' At this point, it is critical to think about implementing ideas, initiatives, and innovations on a broad scale in order to favorably impact all of the country's teachers. Teachers should have accessibility to teaching and learning resources, as well as chances for professional development, in order to make sure ensure our children are properly educated.

Technology will be used to support Indian teachers, according to the Indian government's Ministry of Human Resource Development. Anybody involved in education can utilize the National Teacher Platform as a common infrastructure for teachers as well as academics and administrators. Teachers' education and professional growth will be pushed to new heights as a result of the increased funding. It has been reported that several states want to establish technological platforms for classroom use by teachers. As a public benefit, the National Teacher Platform would not be established by individual states. The National Teacher Platform can be used and improved by states at their own discretion. Every state in the country will use the standard technology solution once it has been developed.

Cost-effectiveness and versatility are not compromised. There is a common understanding of the importance of investment in our instructors' professional development, but the level of conceptualizing and technical preparedness in each state varies greatly. In order to ensure that each state has an equal opportunity to participate and conceptualize solutions that are adapted to their individual requirements, a platform available to the entire nation, such as the National Teacher Platform, would be perfect. To



better support practicing educators, those in the field of education, and their prospective students, the National Teacher Platform is now under creation (TEIs).

M.-H. Lin and colleagues (2017) The purpose of this study is to gain a better understanding of how people feel about digital learning and how it affects learning motivation and outcomes. For this quasi-experimental study, 116 students were divided into four classes, with two classes (58 students) in the experimental group receiving digital learning and the other two classes (58 students) in the control group receiving traditional lecture instruction.

The 32-week instructional study is preceded by three hours per week of preparation (total 96 hours). According to the findings,

1. Digital learning has a better positive effect on learning motivation than traditional teaching.
2. Digital learning has a better positive effect on learning outcome than traditional teaching.
3. Learning motivation has a significantly positive effect on learning outcome.
4. Learning motivation appears to have a significant favorable impact on learning gains and learning outcomes. It is anticipated that it will be combined with current teaching trends and will make use of the benefits of digital learning to build practical teaching tactics that will improve teaching effectiveness.

Mehto S. (2022) stated that E-materials, e-resources, and e-methods are now utilized and utilized for PM e-exclusively VIDYA's online mode. People who can't access the mode properly, such as blind people, deaf-and-dumb people, intellectually impaired people, and other types of impaired people, are deprived in some ways, as well as people who are uncomfortable with online mode or have problems with online mode, are deprived of the benefits of PM e-VIDYA. And, according to several studies, online mode made students irritable, caused a lot of tension, affected their eye sight, and so on. As a result, there may be a few parallel functions so that individuals can access PM e-VIDYA through offline as well as online and offline integration i.e., in blended mode. As a result, the researchers attempted to create a foundation for PM e-mixed VIDYA's mode. The framework was developed using a combination of documentary and logical analysis. The partnership of many educational institutions, including brick and click institutions, with the backing of the government and associations of world organizations is critical in the proposed framework.

Y. V. Jagannadh (2011) conducted a study on 'Teaching Competency and Attitude Towards Teaching Profession of B.Ed. College Students' and discovered that there is a positive inter-dimensional link between teaching Competency and Attitude Towards Teaching Profession. In terms of teaching ability and attitude toward the profession, there are no substantial differences between male and female student teachers, nor between rural and urban student teachers. In terms of teaching competency and attitude toward the profession, student teachers aged under 25 and those aged over 25 do not differ considerably. OER (Open Educational Resources) is a unique manner of learning in the modern day, free of both geographical and financial limitations. Open Course Ware (OCW) and MOOCs are two types of OER that differ in how they approach their users. In India, the e-PG Pathshala, which is maintained by UGCINFLIBNET and financed by the Ministry of Human Resource Development, is an example of such an innovation. It is a broad e-learning platform in terms of subject material and ease of use as part of its National Education Mission through ICT (NME-ICT). In this respect, the current study aims to examine the status of e-PG Pathshala's e-content modules in several academic disciplines. According to the study's findings, the AHSS field accounted for 62 percent of total uploaded modules, while STEMM accounted for the remaining 38 percent. When the topic field is divided into five primary subject disciplines, 'Social Sciences' and 'Arts, Humanities and Languages' produce twice as much in terms of



e-content modules as 'Engineering, Technology and Management,' 'Physical and Basic Sciences,' and 'Bio-Medical and Health Sciences.' Additional statistical analysis (Pearson's Association test) reveals that the two variables No. of Paper & No. of Uploaded Module have a high positive correlation ($r_p = 0.683, p = .001$).

Farahiza (2010) 'The usefulness of utilising the internet as a primary resource in teaching and learning activities in Malaysian higher educational institutions' was studied. Students and lecturers are 'significantly' linked in their use of online resources for teaching and learning, according to a large majority of prior study findings. According to the findings of this research, the internet is a useful tool for students and professors alike, both in terms of teaching and learning.

Rational Of the Study

The DIKSHA teacher practise, observation, assessment, and evaluation tools may be used by teachers. In order to better understand how to deal with 'teachers' 'behaviour and differences, experts looked into the matter. Researcher concluded that e-learning will be utilised to make the teaching and learning process relevant after doing a literature study. E-learning and 'DIKSHA APP' were the research objectives of the study. To better understand the impact of e-learning, and 'DIKSHA APP' on 'Male and Female school teachers' attitudes, this study is needed. In today's environment, one's mindset is heavily impacted by how one deals with technological advances.

The shift from teacher-centred to student-centred learning activities is facilitated by educational technology. It can be observed in today's schools, which are using the most up-to-date and cutting-edge Smart Classrooms to provide students an updated and high-tech education. Smart boards and CD-ROMs provide synchronous and asynchronous instruction, rather than only conferences or black paintings, which are the traditional methods of delivering courses today.

Objectives

The objectives of research work can be state as:

1. To study the attitude of teachers towards DIKSHA
2. To assess the attitude of male and female teacher towards DIKSHA - digital initiative

Hypothesis

H_0 : There is no significant difference between the attitude of male and female teacher towards DIKSHA - digital initiative

Research Mmethodology

'Design research is a complete inquiry strategy. When it comes down to it, testing theories and analysing data is the real deal. Hence, research design may be described as 'a series of these procedures taken in advance to guarantee relevant data are gathered in a manner that permits objective examination of multiple hypotheses established with regard to the research topic.'

This study made use of the descriptive research approach. Surveying is the process of identifying, describing, and analysing existent phenomena, problems, situations, and connections.

When comparing male and female 'teachers' in the various academic streams (flow Science/Mathematics and social sciences), this technique allowed the researcher to compare their attitudes about DIKSHA app.



DIKSHA were the independent factors while attitude will the dependent variable.

In order to examine the attitudes of 'teachers' regarding DIKSHA in connection to school type self-made questionnaire were utilised.

Teachers' attitude toward Diksha will analysed using self-made questionnaire, one for each kind of school, 'academic stream,' level. "Teachers' attitudes regarding DIKSHA app were also examined."

10. Population

"Population refers to all cases under investigation and a sample is an actual subject of observations drawn at random from a population. The sampling distribution of statistics gives a way of relating the sample estimate to the population parameter. It provides the way of determining the significance level of a given result under the null hypothesis".

The population for the study will the Male and Female, "teachers" of MUZAFFARPUR, BIHAR. A total of 50 male "teachers" and 50 female "teachers" teaches in secondary schools".

11. Sample and Sampling

"Male and Female" sample distribution"

The sample will be divided into two levels: Male school "teachers" and Female school "teachers,".

"Male and Female school teachers" Sample"

The random sampling approach will be used at this stage. A list of all Male and Female teachers of Muzaffarpur, Bihar for the purpose of selecting schools for data collecting. Then, for each school, a slip will be created for the purpose of selecting a Male and Female for data collecting. After then, 50 Male and 50 Female school teachers will be randomly selected using the random sample technique.

12. Variable

The features or circumstances that are manipulated, controlled, or observed by the researcher are known as variables. Following is a list of the factors that were considered in this analysis:

12.1. Independent variable

Observable shifts in the dependent measure of behaviour are produced by the Researcher's manipulation, measurement, and selection of the independent variable. The following terms serve as independent variables in this investigation: male and female teachers at government and private institutions.

12.2. Dependent variable

The predictor is the researcher's reliance on the dependent variable. To put it another way, these metrics show the interdependence of previously distinct elements. The key factor that will determine the results of this investigation is: Diksha.

Tool used

Before the construction of scale, a comprehensive study of literature was done. Discussion with several experienced experts was also done. After this as a first draft, 20 items were written. The draft, thus, formed was released after taking opinions from experts. Experts were also requested to judge the worth of each statement as per following criteria: the statement should be simple, clear and understandable. There should be no ambiguousness in the statements, so that respondent of all age can easily interpret them. Each statement should express a single idea. "The statements should be relevant to the purpose." After the judgments and evaluation by experts some statements were edited and some were removed



from the list. The revised version of scale now consists of 10 statements. Some statements were positive and some statements were negative a requisite cited by Likert (1932) that curbs set responses on the part of subjects.

The following tools will be used in the study:

The Researcher has developed a 5-point Likert scale on the attitude of teacher towards Diksha portal. The Researcher has developed 10-items based survey to check attitude of teachers towards diksha portal. Questionnaire for knowing the attitude of teacher towards diksha portal. Self-made questionnaire will used to analyse the data.

Results And Interpretations

Table 1.1 Attitude of male and female teachers towards diksha portal among secondary school teacher

SI No.	Questions	Gender	SA	A	N	D	SD
1	Do not have knowledge about DIKSHA portal.	Male	9	18	9	7	7
		Female	10	19	5	11	5
2	Not interested to use DIKSHA portal.	Male	12	24	12	1	1
		Female	8	26	11	2	3
3	DIKSHA portal is a knowledge sharing app.	Male	21	22	6	0	1
		Female	15	32	2	1	0
4	DIKSHA portal is economical for educational institutions to adopt.	Male	17	24	5	3	1
		Female	11	34	3	2	0
5	DIKSHA portal is easily accessible.	Male	17	27	6	0	0
		Female	11	34	3	2	0
6	As a teacher you required training for DIKSHA portal.	Male	11	30	7	2	0
		Female	7	34	7	1	1
7	The content is enough to cover the topic.	Male	14	25	10	1	0
		Female	10	28	11	0	1
8	DIKSHA portal improves the professional competency of teacher.	Male	20	22	7	1	0
		Female	10	31	9	0	0
9	Teachers find new relevant course to enhance their skills.	Male	19	26	5	0	0
		Female	13	32	5	0	0
10	Teachers' success rewarded in form of certificate.	Male	17	27	6	0	0
		Female	9	31	8	2	0



Table 1.1: Attitude of male and female teachers towards diksha portal among secondary school teacher

Graphical Representation of Table 4.1:

1. Do not have knowledge about DIKSHA portal.

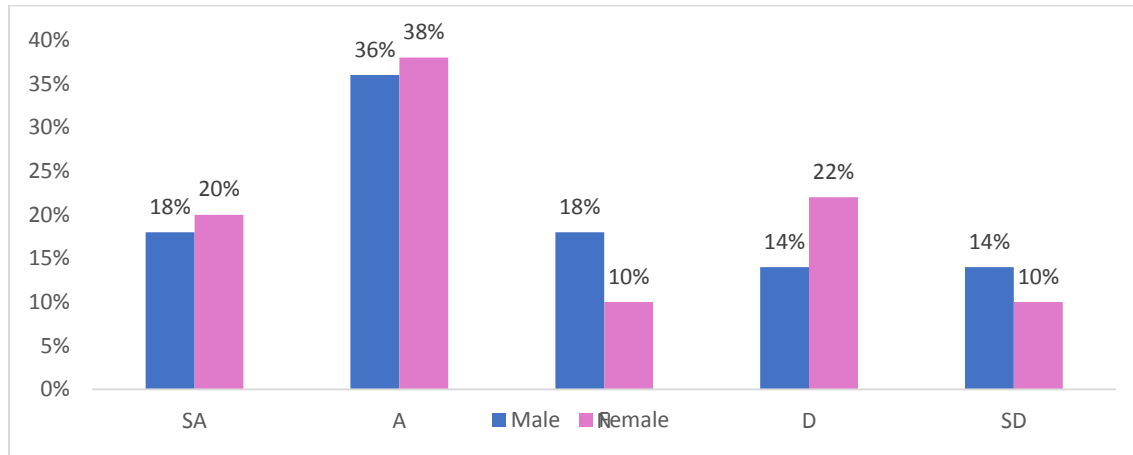


Figure 4.1: DIKSHA portal unawareness.

The results of figure 1.1 points towards having knowledge about DIKSHA portal among male as well as female school’s teachers. As per the graph, 18% of male teachers and 20% female teachers are strongly agree that they have knowledge about DIKSHA portal. 36% of male teachers and 38% of female teachers agree to the same question. Whereas 18% of male teachers and 10% of female teachers are neutral. 14% of male teachers and 22% female teachers are disagree with this statement and 14% of male and 10% of female teachers are strongly disagree with this.

2. Not interested to use DIKSHA portal.

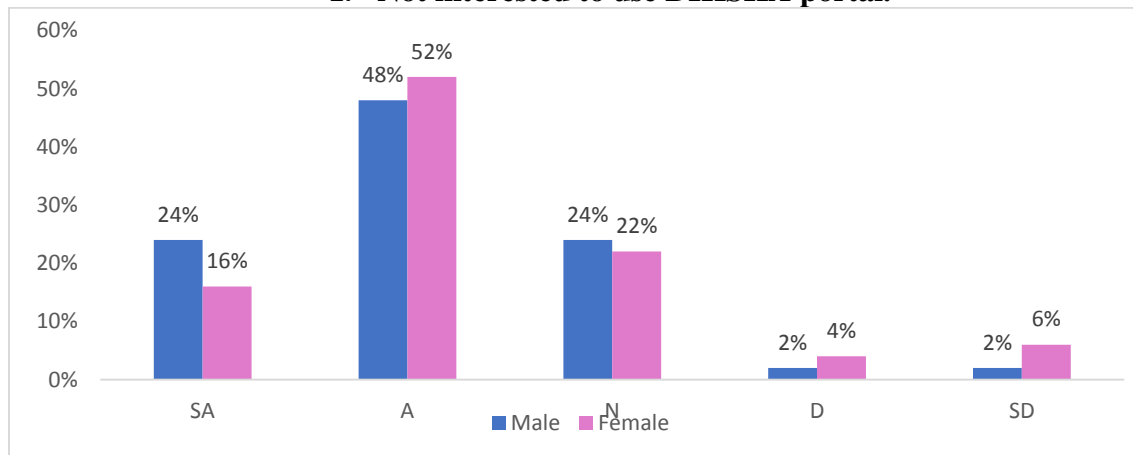


Figure 4.2: Disinterested DIKSHA portal

Figure 4.2 indicates the teachers are not interested to use Diksha Portal by male and female teachers. As per the graph, 24% of male teachers and 16% of female teachers strongly agree that they are not interested to use Diksha Portal. 48% of male teachers and 52% of female teachers agree to the same



question. Whereas 24% of male teachers and 22% of female teachers are neutral and 2% of male teachers and 4% of female teachers disagree with this. Whereas 2% of male and 6% of female teachers strongly disagree with this.

3. DIKSHA portal is a knowledge sharing app.

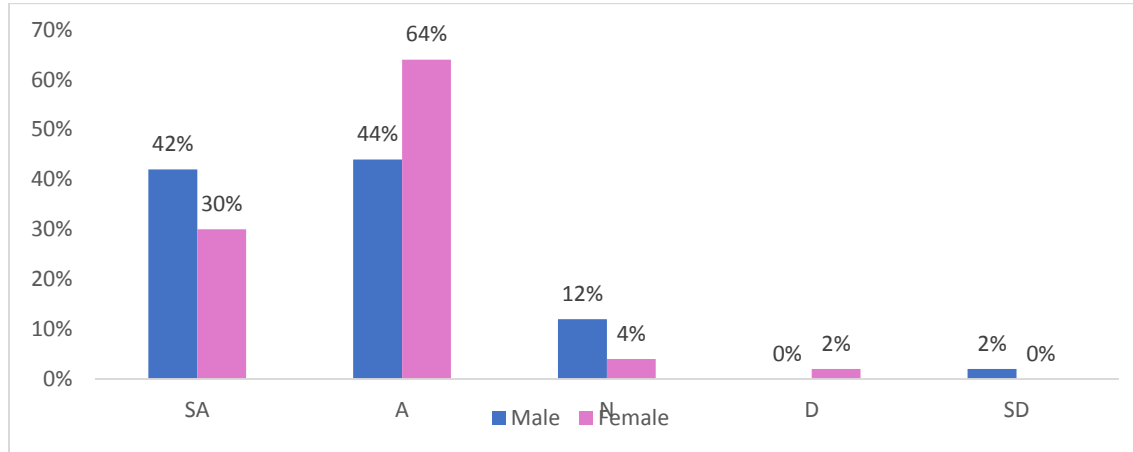


Figure 4.3: Knowledge sharing app

As stated in figure 4.3, out of 50 teachers, 42% of male teachers and 30% female teachers strongly agree that DIKSHA portal is a knowledge sharing app. 44% of male teachers and 64% female teachers agree to the same question. Whereas 12% of male teachers and 4% of female teachers are neutral and 2% of female teachers disagree and 2% of male teachers strongly disagree with this.

4. DIKSHA portal is economical for educational institutions to adopt.

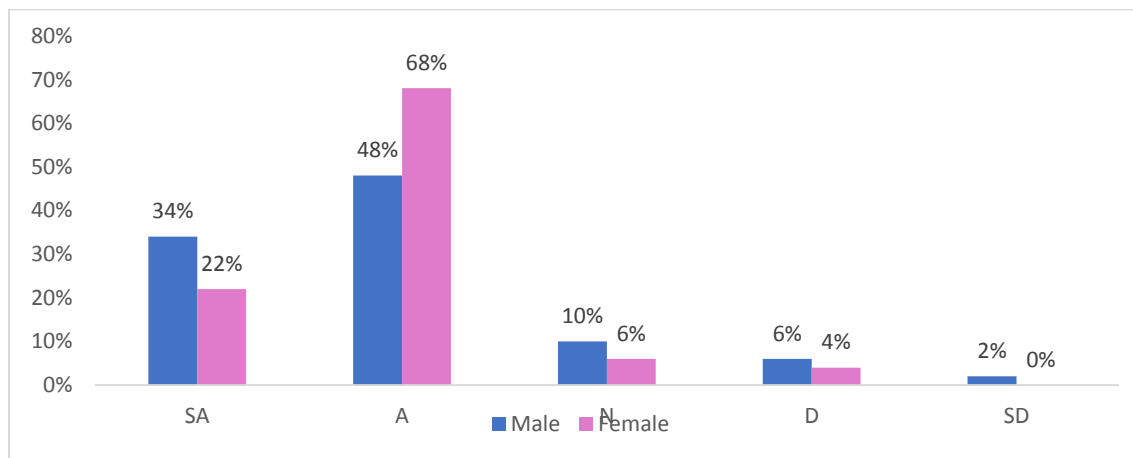


Figure 4.4: Economical to adopt

The results of figure 4.4 reveal that 34% of male teachers and 22% of female strongly agree that DIKSHA portal is economical for educational institutions to adopt. 48% of male teachers and 68% of female teachers agree to the same question. Whereas 10% of male and 6% of female teachers are neutral and 6% of male teachers and 4% of female teachers disagree with this and 2% of male teachers strongly disagree.



5. DIKSHA portal is easily accessible.

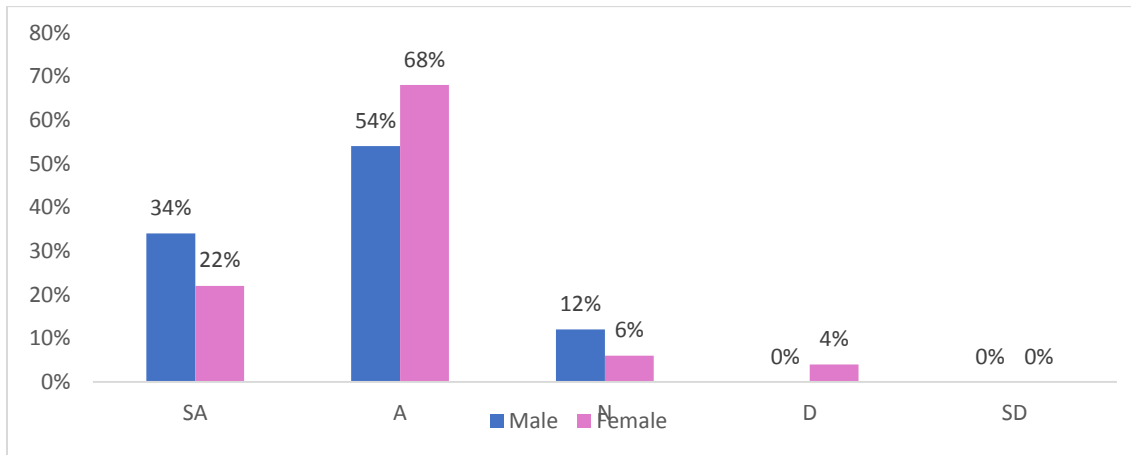


Figure 4.5 Easily accessible

The result of figure 4.5 point towards that DIKSHA portal is easily accessible. As per the graph, 34% of male and 22% of female teachers strongly agree that DIKSHA portal is easily accessible. 54% of male teachers and 68% of female teachers agree to the same question. Whereas 12% of male teachers and 6% of female teachers are neutral and 4% of female teachers disagree with this.

6. As a teacher you required training for DIKSHA portal.

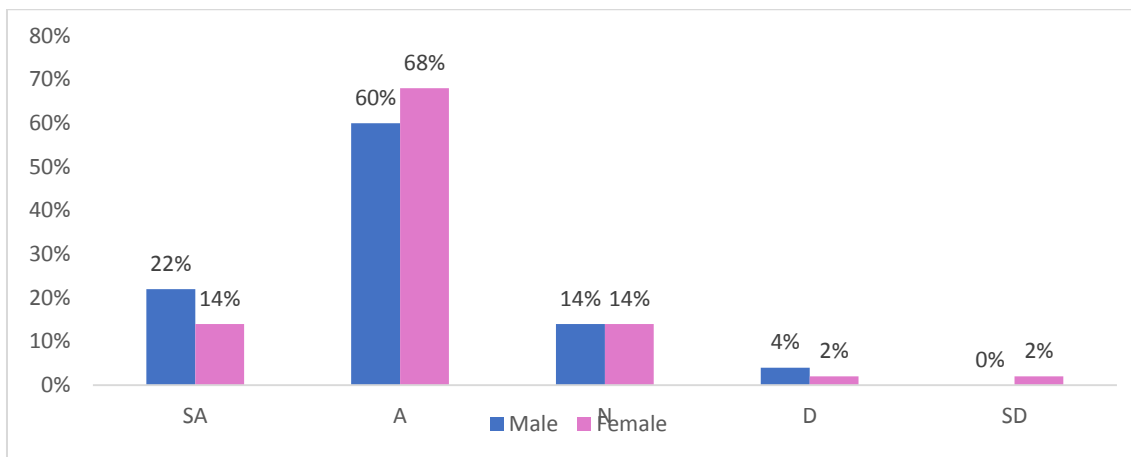


Figure 4.6: Teachers needed DIKSHA portal training.

As shown in figure 4.6, when it comes to male teachers, 22% and 14% of female teachers are strongly agree that they required training for Diksha Portal. 60% of male and 68% of female teachers agree to the same question. Whereas 14% of both male and female teachers are neutral and 4% of male and 2% of female teachers disagree with this and 2% of female teachers are strongly disagree with this.



7. The content is enough to cover the topic.

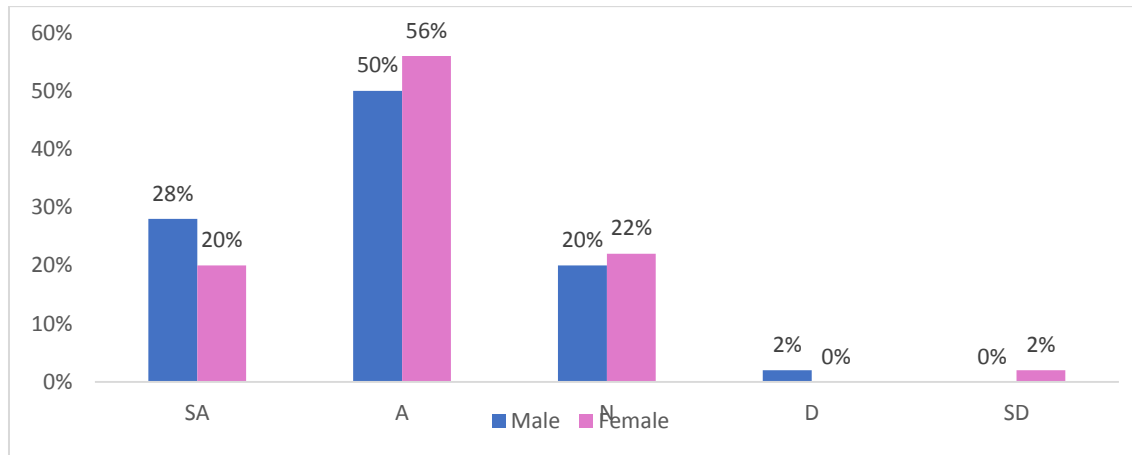


Figure 4.7: Provides relevant content

The results of figure 4.7 point towards that the content of Diksha Portal is enough to cover the topic. As per the graph, 28% of male and 20% of female teachers strongly agree that the content of Diksha Portal is enough to cover the topic. 50% of male teachers and 56% of female teachers agree to the same question. Whereas 20% of male teachers and 22% of female teachers are neutral and 2% of male teachers are disagree and 2% of female teachers strongly disagree with this.

8. DIKSHA portal improves the professional competency of teacher.

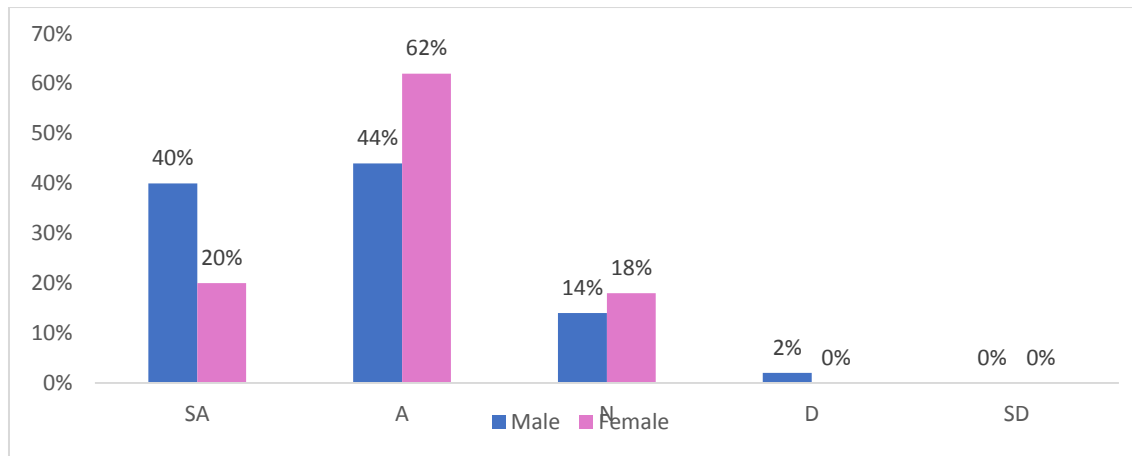


Figure 4.8: Professional competency of teacher

The data in figure 4.8 point towards that DIKSHA portal improves the professional competency of teacher. As per the graph, 40% of male teachers and 20% of female teachers are strongly agree that DIKSHA portal improves the professional competency of teacher. 44% of male teachers and 62% of female teachers agree to the same question. Whereas 14% of male and 18% of female teachers are neutral and 2% of male teachers are disagree with this.



9. Teachers find new relevant course to enhance their skills.

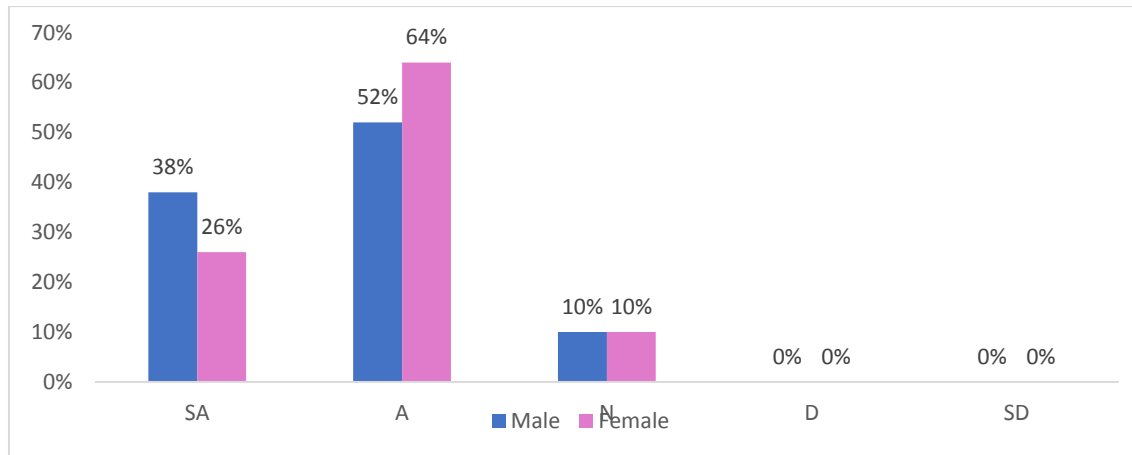


Figure 4.9: Relevant course for skill enhancement

As per the figure 4.9, 38% of male and 26% of female teachers strongly agree that Teachers find new relevant course to enhance their skills. 52% of male teachers and 64% of female teachers agree to the same question. Whereas 10% of both male and female teachers are neutral.

10. Teachers' success rewarded in form of certificate.

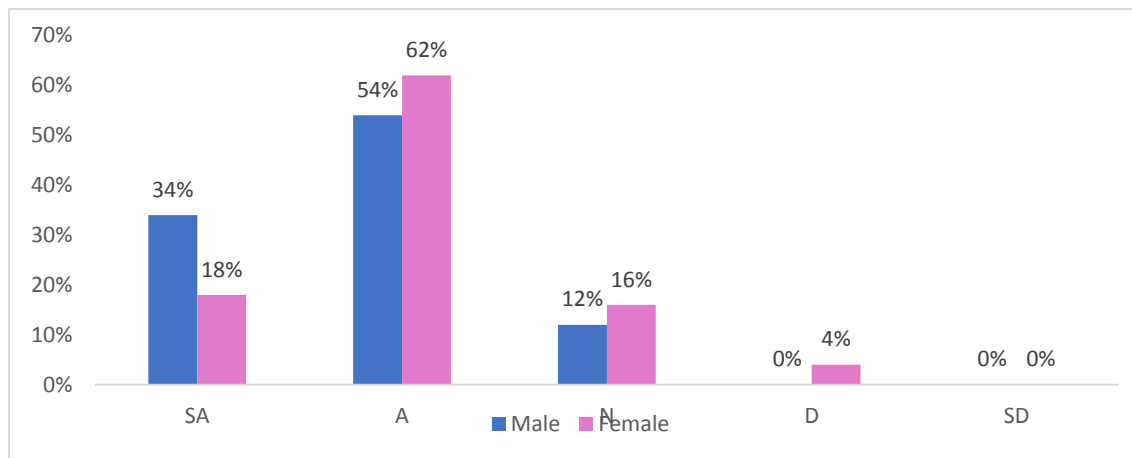


Figure 4.10: Certification post completion

Figure 4.10 refers to the data of teachers' success rewarded in form of certificate. As per the graph, 34% of male and 18% of female teachers strongly agree that teachers' success rewarded in form of certificate. 54% of male teachers and 62% of female teachers agree to the same question. Whereas 12% of male teachers and 16% of female teachers are neutral and 4% of female teachers disagree with this.



4.1.1.2 To compare the attitude of male and female teachers towards national teacher platform-diksha among secondary school teacher.

Mean of the scores of males and female were calculated followed by calculation of Standard deviation. Then t- value is calculated.

Table 4.2: t-test to compare the attitude of male and female teachers towards national teacher platform- diksha among secondary school teacher

Types of teachers	N	Mean	Standard Deviation	t-value	0.05 Level of Significance	Remarks
Male	50	92.32	9.93744	0.04651	1.66	H ₀₁ Accepted
Female	50	89.24	8.13047			
df=100-2=98						

Table 4.4: t-test to compare the attitude of male and female teachers

Above table 4.4 is indicates that obtained t-value less than the table t value at the level of significance 0.05. Thus, the null hypothesis is accepted. This indicates that there is no significant difference between in attitude of male and female teachers towards national teacher platform- diksha among secondary school teacher Government and Private Schools.

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