



Administrators' views on online teaching

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Abstract

The recent years have seen a tremendous growth in the availability of online education, which has resulted in the need of researching the attitudes of educational administrators towards online teaching. Understanding the perspectives and beliefs of administrators is becoming increasingly important for effective implementation and sustainable growth in the digital education landscape as online learning continues to gain traction as a viable alternative or complement to traditional face-to-face instruction. This is because online learning is continuing to gain traction as a viable alternative or complement to traditional face-to-face instruction. This research intends to investigate the perspectives of administrators with regard to online education by digging into their assessments of the difficulties and opportunities that lie ahead. This study attempts to provide light on the elements that impact the decision-making processes, resource allocation, and support systems that administrators use for online teaching initiatives by evaluating the opinions of administrators. Interviews, focus groups, and document analysis are some examples of the qualitative data gathering approaches that are used into the study process. In order to provide a thorough representation of a variety of viewpoints, a representative sample of educational administrators will be drawn from a wide range of establishments, including elementary and secondary schools, colleges and universities. A greater understanding of the administrators' views toward online education will be possible thanks to the use of thematic analysis, which will be used to identify repeating themes, patterns, and variations in the data. The findings of this study will contribute to the existing body of literature on online education by providing insights into the complex dynamics that shape administrators' perceptions and decision-making regarding online teaching. This study was conducted to investigate how administrators' perceptions and decision-making were influenced by online teaching. These discoveries may be used to guide the creation of targeted interventions, legislation, and professional development programmes, all of which are intended to assist successful integration and support for online teaching inside educational institutions. In the end, having a better understanding of the attitudes that administrators have towards online teaching will allow stakeholders to better anticipate challenges, devise appropriate strategies, and cultivate an environment that is conducive to successful implementation and ongoing improvement in the field of online education.

Keywords: administrators, attitudes, online teaching, online education, perceptions, challenges, expectations, decision-making

Introduction

The rise of online educational opportunities has completely altered the educational environment, calling into question the conventional ideas of how teaching and learning should take place. It is essential to explore the attitudes of administrators towards this digital medium as online teaching continues to acquire momentum and recognition as a viable style of education. This is because online teaching is gaining acceptance as a viable means of instruction. Administrators are in charge of making important choices about the implementation, support, and resource allocation for online teaching projects. They play a critical role in the formation of the educational environment and are accountable for making these decisions. It is crucial for successful integration and the continued and sustainable expansion of digital education inside educational institutions to have an understanding of the views held by administrators about online teaching. Their attitudes, beliefs, and expectations help to develop the policies, tactics, and support structures that are necessary for the effective implementation of online instruction. Exploring the viewpoints of administrators may provide beneficial insights into the elements that impact their decision-making processes and throw light on the obstacles they confront while implementing and supporting online teaching approaches. Previous research has analysed the perspectives

of a variety of stakeholders about online education. These stakeholders include students, instructors, and parents. The viewpoint of administrators, on the other hand, deserves special consideration since they have a distinct advantage over others, as well as the power to direct the course of change and distribute available resources. This research intends to give a full knowledge of the challenges surrounding the acceptance and support of online education initiatives by concentrating on the attitudes of administrators. In this study, a qualitative methodology is used to evaluate the perspectives held by administrators towards online instruction. In order to obtain data that is rich in detail and subtlety, qualitative research techniques such as interviews, focus groups, and document analysis will be used. In order to provide a comprehensive representation of educational administrators' points of view, a representative sample will be drawn from a wide variety of K-12 schools, colleges and universities, as well as other kinds of educational institutions. In order to determine whether there are any repeating themes, patterns, or variances in the data, a thematic analysis will be performed. This kind of analysis makes it possible to conduct a thorough investigation of the data that has been gathered, which paves the way for a more in-depth comprehension of the administrators' perspectives about online instruction. The study will also take into consideration the larger environment of educational

institutions, taking into account aspects such as the culture of the institution, the technical infrastructure, and the resources that are currently accessible. The results of this research will provide light on the attitudes that administrators have towards online teaching, which will add to the current body of information on online education. The insights that were gained from this research can be used to inform the development of targeted interventions, policies, and professional development initiatives. "These initiatives are intended to support administrators in their decision-making processes and to foster an environment that is conducive to the successful integration of online teaching within educational institutions. In order for stakeholders in the field of education to effectively anticipate challenges, design appropriate strategies, and establish supportive frameworks for the effective implementation and ongoing improvement of online teaching, it is essential to have a solid understanding of the administrators' attitudes toward the delivery of instruction over the internet. This study aims to improve the understanding of online teaching as a transformative force in education and to empower administrators to navigate the changing digital education landscape by filling a gap in research regarding the perspectives of administrators. This gap has been identified as a barrier to previous research.

Because of the rise of online education, the landscape of education has experienced a considerable upheaval. Traditional face-to-face education has a potential competitor in the form of online education, which has developed as a viable option as technology has continued to progress and connection has grown more ubiquitous. This shift has necessitated a deeper exploration of the attitudes held by educational administrators towards online teaching, as their perspectives and decisions play a crucial role in shaping the success and growth of this mode of instruction. This mode of instruction has become increasingly popular in recent years. The views, ideas, and expectations that administrators have on the efficacy, obstacles, and possible advantages of online teaching make up the attitudes that administrators have toward this kind of instruction. Administrators are responsible for making crucial choices about the curriculum, resource allocation, faculty support, and policy creation within educational institutions. These administrators hold essential roles inside the school. Their opinions about online teaching have a considerable impact on the degree to which their particular institutions accept, implement, and continue to support digital education projects. It is crucial, for a variety of reasons, to have an understanding of the attitudes of administrators regarding online instruction. Their perspectives provide an insight into the elements that influence decision-making processes regarding the incorporation of online teaching into already established educational institutions. Considerations such as pedagogical alignment, technology infrastructure, faculty preparation, student support, and financial restraints are some of the elements that might fall under this category. Exploring the attitudes of administrators enables a more complete understanding of the intricate interaction of these elements and the effect they have on the implementation of online education. The views of administrators have a significant impact on how resources and support mechanisms for online education projects are distributed. The opinions and attitudes held by administrators have a direct impact on a variety of aspects, including funding, technical infrastructure, faculty training, and administrative policies.

The successful implementation and ongoing improvement of online teaching within educational institutions can be facilitated through the development of appropriate resource allocation strategies, support mechanisms, and policies. These can be made possible through an understanding of the attitudes of those involved towards online teaching. By filling in the research vacuum on the viewpoints of this crucial stakeholder group, investigating the attitudes that administrators have towards online teaching makes a contribution to the current body of literature by bridging the gap. Studies have been conducted to investigate the perspectives of students, instructors, and parents on online education; however, the perspectives of administrators remain comparatively unexplored. The investigation of their views helps to cover an important information gap, gives a comprehensive overview of the educational environment, and sheds light on the underlying elements that impact the acceptance and integration of online teaching techniques. A qualitative research technique is used in this study so that the researchers may investigate the views that administrators have towards online instruction. Approaches of qualitative data gathering such as interviews, focus groups, and document analysis will be used to gain rich and in-depth insights from a varied sample of school administrators. These methods will be used to gather information. The use of thematic analysis will allow for the identification of recurrent themes, patterns, and variations in the attitudes of administrators, which will result in the provision of a thorough knowledge of their views on online education. The findings of this study have the potential to inform educational policymakers, institutional leaders, and other stakeholders in the design of targeted interventions, policies, and professional development programmes to support administrators in embracing and effectively implementing online teaching. This study was conducted by the Online Learning Consortium (OLC), which is a nonprofit organisation that promotes online learning. Educational institutions can cultivate an environment that is conducive to the successful integration of online teaching by aligning their resources, policies, and support structures with the attitudes and needs of administrators. This will, in the end, result in an improvement in the quality of education and will better prepare students for the digital age.

The introduction of online instruction has brought about a sea change in the way education is delivered and has presented educational institution managers with both new possibilities and new obstacles. Administrators, in their capacity as important decision-makers, have a vital role in influencing the integration of online teaching efforts and the success of such projects. It is essential to have an understanding of the perspectives of administrators on online instruction in order to ensure the efficient implementation, distribution of resources, and development of support systems necessary to fulfil the ever-evolving demands of digital education.

Importance of Administrators' Views

Decision-making: The perspectives of administrators have a considerable impact on the establishment of policies, the distribution of resources, and the strategic planning connected to online education. Their points of view influence the course of action taken and the goals prioritised by digital education efforts inside educational institutions.

a. **Implementation and Assistance** The views that administrators have towards online teaching have an effect on the amount of support and resources that are

supplied to members of the teaching staff, students, and other students. The adoption of constructive perspectives may pave the way for the development of efficient implementation techniques, training programmes, and continuing support systems.

- b. **Culture of the Organization** The perspectives of administrators help to form the culture of the institution as it relates to online instruction”. This helps to create an atmosphere that welcomes and promotes digital pedagogy and fosters innovation in educational practises.

Perceptions of Online Teaching:

- **Pedagogical Considerations** The views that administrators have of online training may include how well it aligns with various pedagogical techniques, such as active learning, individualised instruction, or competency-based education.
- **Quality and Efficacy** The level of confidence that educational administrators have in the capacity of online instruction to achieve the learning outcomes that are desired and to conform to educational standards is influenced by the administrators' perceptions of the quality and effectiveness of online instruction.
- **Student Engagement and Interaction:** The perspectives of administrators may centre on the level of student engagement and opportunities for interaction in online learning environments, such as discussion forums, collaborative projects, and multimedia resources. In this context, interaction refers to the exchange of information between users.

Challenges and Opportunities

- **Infrastructure Technological** The perspectives of administrators on online education include factors relating to the infrastructure of technology, such as bandwidth, learning management systems, and support for a variety of digital tools and platforms.
- **The Administrators' Attitudes Toward Online Teaching are Impacted by Faculty Readiness and Support:** Administrators' attitudes toward online teaching are influenced by faculty readiness, training requirements, and continuous opportunities for professional development. They are essential in both the planning and execution of the faculty support initiatives that are made available.
- **Equality and Access:** The perspectives of administrators take into account issues of equity and access in order to guarantee that online instruction is available to all students, irrespective of their socioeconomic standing, geographic location, or special requirements.

Strategic Decision-Making:

- **Allocation of Resources** The perspectives of administrators on online education have an effect on the distribution of the monetary resources, manpower

levels, and infrastructure that are required for its effective implementation.

- **Policy Development** The views of administrators are taken into consideration throughout the process of formulating the rules and guidelines that regulate online education. These policies and guidelines control evaluation methodologies, student privacy, and intellectual property rights.
- **Collaboration and Partnerships:** The perspectives of administrators are a significant factor in the establishment of collaborative relationships and partnerships with external organisations, technology providers, and other educational institutions for the purpose of leveraging resources and expertise.

Student Outcomes and Success

- The attitudes of administrators on online education relate to its influence on student academic accomplishment, such as enhanced learning outcomes, greater retention rates, and academic advancement. Online teaching has been shown to have these kinds of effects on students.
- The administrators' opinions cover student satisfaction with online education, taking into consideration a variety of aspects including accessibility, instructional design, communication, and support services.

Research method

There are a few different approaches to taking part in research studies. However, the aim of the research, the goals of the investigation, as well as the nature of the issue all have a role in determining the technique that will be used. It is impossible to do research without a research technique, and anytime hypotheses and experiences are to be tested, the experimental method for research work is used. The method is of utmost significance in any research work that is conducted. The historical method is a research strategy that is used whenever there is a need to investigate a person's historical past and employment while simultaneously attempting to determine the relevance of this information to the current day. “The philosophical method is used in the research work and when the conditions of any current education and its development

t. This is the case whenever the ideology of an education philosopher is studied in relation to any other ideology of an education philosopher or in reference to the relevance of the present. Because the survey technique is connected to research and development, it is recommended that it be employed in any circumstance when an effort is made to look at the order. Accordingly, a survey strategy was used by the investigator in this particular investigation.

Attitude of administrators

Table 1: Efforts should be made by Governments and school Principals to support teachers in incorporating online tools effectively into their instruction practices.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	12.5	12.5	12.5
	Disagree	11	22.9	22.9	35.4
	Undecided	11	22.9	22.9	58.3
	Agree	10	20.8	20.8	79.2
	Strongly Agree	10	20.8	20.8	100.0
	Total	48	100.0	100.0	

Graph 1

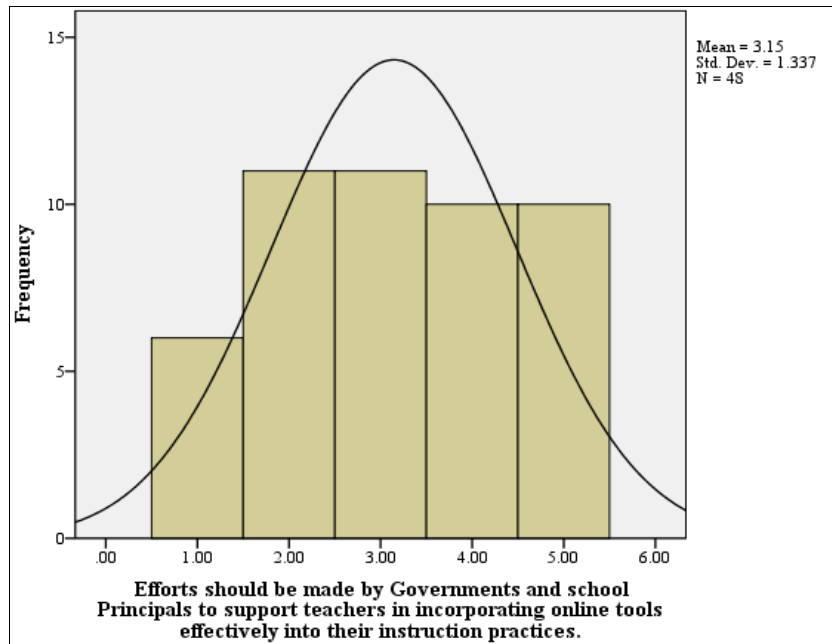


Fig 1

Table no.1 indicates that the details mentioned in the above graph and table and it states that the sample data is concerned about 48 respondents. Efforts should be made by Governments and school Principals to support teachers in incorporating online tools effectively into their instruction

practices. 6(12.5%) respondents responded Strongly Disagree, 11(22.9167%) respondents responded Disagree, 11(22.9167%) respondents responded Undecided and 10(20.833%) respondents responded Agree and 10(20.833%) respondents responded Strongly Agree.

Table 2: Online course meet the same objectives and curriculum requirements as its on-campus counterpart, assuming there is one.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	8.3	8.3	8.3
	Disagree	7	14.6	14.6	22.9
	Undecided	8	16.7	16.7	39.6
	Agree	16	33.3	33.3	72.9
	Strongly Agree	13	27.1	27.1	100.0
	Total	48	100.0	100.0	

Graph 2

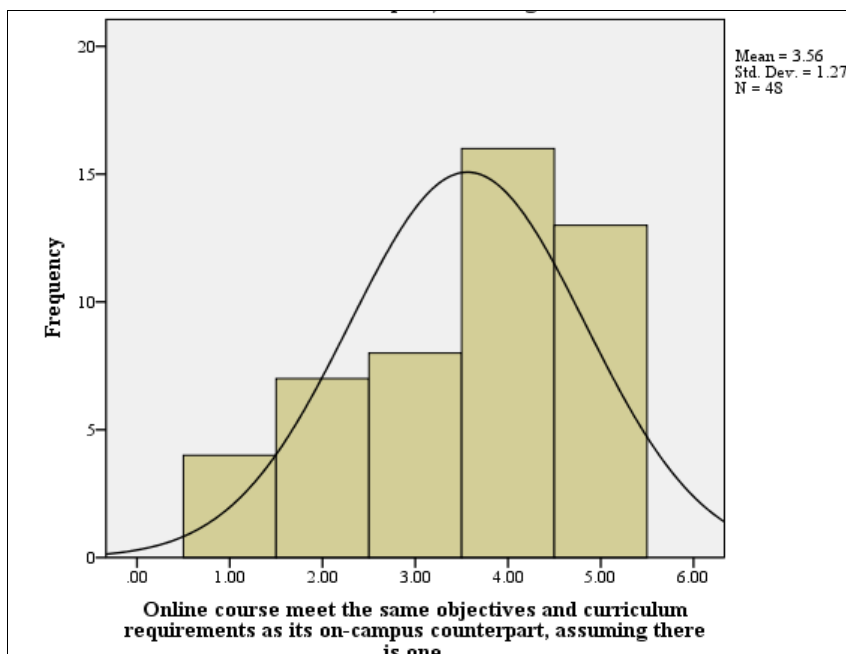


Fig 2

Table no.2 indicates that the details mentioned in the above graph and table and it states that the sample data is concerned about 48 respondents. (Wasserman, E., & Migdal, R. 2019) Onlinecourse meet the same objectives and curriculum requirements as its on-campus counterpart,

assuming there is one. 4(8.3333%) respondents responded Strongly Disagree, 7(14.583%) respondents responded Disagree, 8(16.6667%) respondents responded Undecided and 16(33.333%) respondents responded Agree and 13(27.083%) respondents responded Strongly Agree.

Graph- 3

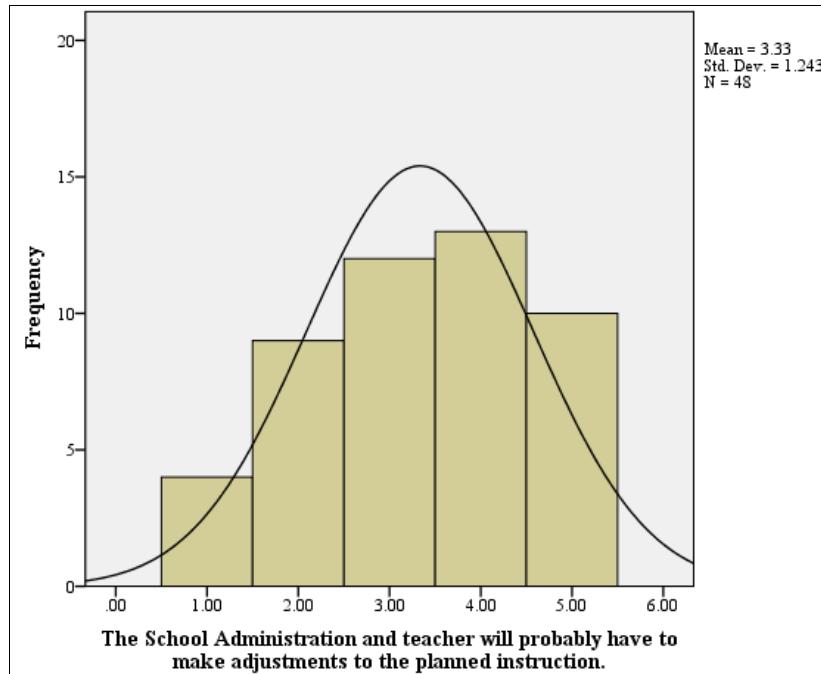


Fig 3

Table no.3 indicates that the details mentioned in the above graph and table and it states that the sample data is concerned about 48 respondents. The School Administration and teacher will probably have to make adjustments to the planned instruction. 4(8.3333%) respondents responded Strongly Disagree, 9(18.75%) respondents responded Disagree, 12(25%) respondents responded Undecided and 13(27.083%) respondents responded Agree and 10(20.833%) respondents responded Strongly Agree.

Conclusion

When it comes to reshaping the landscape of digital education inside educational institutions, the perspectives of administrators on the efficacy of online instruction are of the utmost significance. Administrators, in their capacity as powerful leaders, have the authority to steer strategic choices, distribute resources, and cultivate a climate that is favourable to initiatives pertaining to online teaching”. Their viewpoints are very important in establishing whether or not digital education will be successful, productive, or even viable in the long run. Administrators exhibit their forward-thinking perspective and innovative leadership by adopting online instruction. They choose the route that their institutions will take strategically and make sure that the objectives, values, and missions of the institution are aligned with online teaching. A culture of creativity, flexibility, and responsiveness to the ever-changing demands of students and society may flourish when administrators maintain a favourable attitude toward online education. The perspectives of administrators are influential

in crucial decision-making processes and the distribution of resources. They influence decisions on fiscal issues, the development of technological infrastructure, and faculty support systems. Administrators promote the best possible usage of available resources by placing a higher priority on expenditures in online teaching tools, professional development, and student support services. This helps to improve the overall quality and efficacy of digital education. The culture of an institution's approach to online education may be said to be shaped by the opinions of administrators. Their upbeat dispositions encourage acceptance and incorporation within the teaching staff as well as the student body. Administrators play a crucial part in the process of establishing an atmosphere that is open to new ideas, fosters a spirit of cooperation, and emphasises the ongoing development of best practises for online instruction.

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