**Assessing the Online Teaching Readiness of Faculty Member**

Abstract

Purpose – This study aims to investigate how online teaching of faculty members is affected by technological

readiness (TR) of using online teaching platforms. The study sheds light on how many faculty members were

ready to use different online platforms during COVID-19 period.

Design/methodology/approach – This study used TR measures to determine the impact of optimism

regarding the perceived usefulness and ease of usage, impact of innovativeness in terms of perceived usability

and ease of use, the influence of discomfort on perceived usefulness and ease of usage, the effect of uncertainty

on perceived usefulness and ease of use and the influence of perceived usefulness and ease of use on behavior.

An online questionnaire survey was conducted among 255 faculty members of different private universities of

Bangladesh. The sample was chosen based on a convenience method. The responses were analyzed using

partial least square (PLS) approach with the help of software Smart PLS 3.

Findings – The finding supported all of the hypotheses except that discomfort and insecurity have a positive

relationship with ease of use and usefulness.

Research limitations/implications – The study will help faculty members in developing their competency

in using technologies in their pedagogy. Also, this study will provide some guidelines to the university

management in developing adequate technological infrastructure to aid teaching.

Practical implications – The aim of the study was to investigate the faculty members’ readiness level with

respect to online teaching. The technology assessment model (TAM) was used to determine the readiness

index. The study intended to validate the hypotheses regarding the extent to which the faculty members

perceived that TAM factors affect Ease of Use and Usefulness of online teaching. Also, this research analyzed

the perception of faculty members that Ease of Using online teaching affects its Usefulness. Lastly, the study

examined how their perception of Ease of Use and Usefulness affect Intention to Use online as a mode of

teaching. It was found from the study that each of the TAM factors, Optimism, Innovativeness, Insecurity and

Discomfort has positive and significant contribution on the Ease of Use. On the other hand, Optimism,

Innovativeness, Insecurity and Discomfort have positive and significant contributions on the Usefulness. The

study also revealed that Ease of Use has positive and significant contribution on the Usefulness. Lastly, it was

found that Ease of Use and Usefulness have positive and significant contribution on the Intention to use.

Teaching remotely is still a novel concept, and it is more difficult for people who have not done it before. Many

teachers became burned out as a result of trying to adjust to new teaching methods, especially after the

lockdown began. They were having a difficult time since there was so much ambiguity. When a teacher is wellversed

in communication tools, it can improve learning efficiency. When they are properly trained, deploying

engaging features of virtual learning, such as audio-visual lessons, quizzes, and so on, becomes simple, andstudents become eager to learn more. Teachers can plan their classes, prepare and master technology and

create innovative and stimulating discussion topics (Mishra et al., 2020). They need to utilize a variety of

technological options. They can rehearse virtual classroom management with colleagues if they face any

difficulty. All of the aforementioned abilities can be honed with the assistance of an integrated academic

system. Teachers can be trained by educational institutions to ensure a smooth learning process through the

use of ICT (information and communication technologies) (Scherer et al., 2021; Mishra et al., 2020). The training

will assist teachers in efficiently taking online classes. Institutions should ensure that teachers are well-suited

to teach online and are skilled at keeping students engaged during remote learning. To make every chapter

engaging, aspects such as videos, slides, images and digital copies of books and workbooks can be used. This

allows students to receive personalized support and counseling in order to maintain their motivation (Sahu

et al., 2022; Lapitan et al., 2021). Every other day, group doubt resolution classes ensure that there are no gaps in

learning (Lapitan et al., 2021). All teachers require is a digital mindset, the appropriate tools and a committed

approach (Sahu et al., 2022). If teachers can hold their students’ attention, they can easily deliver an effective

learning experience (Lapitan et al., 2021).

Originality/value – This study was conducted to identify technological preparedness of faculty members of

private universities in Bangladesh during COVID-19 period. Some studies were there to assess such kind of

preparedness but none of those used TAM and technology readiness model either in isolation or in

combination. Also, this paper focused on teachers’ readiness in contrast to students’ readiness specific to

private universities.