

Teachers' perception about Online Teaching-Learning

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Abstract: The outbreak of COVID-19 virus has brought the world to standstill and witnessed the slowdown in almost all the major fields such as finance, industry and education except IT sector. But education sector passed through a worst phase after having shut down of all the educational institutions and universities in the country. In view of this, online class work is implemented to avoid the loss of academic year for the students by scheduling them. A compressive survey is conducted in this work, to get aware of the facts and figures about online teaching and learning and the teachers' perception is analysed.

Keywords— Online teaching, Teaching software, Demographic Analysis

1. INTRODUCTION

Education sector is adopting internet-based teaching and learning as the normal life is disrupted heavily due to lockdowns and other restrictions imposed by the Governments. The situations forced the students, parents and teachers to move to online platform to avoid the academic loss to the students. Teachers and students chose the available platforms such as Microsoft Teams, Zoom etc. Apart from these, online organizations such as Coursera offering online courses with certification for the students and academicians globally. Even prestigious education institutes in India such as IIT Madras, Chennai have come forward by announcing the degree courses and certificate courses through online mode [Jan et al, 2017].

Developing countries like India, technological facilities are not extensively available to all the students and teachers to implement online teaching and learning effectively. Students from remote and rural areas have suffered from many issues. State Governments established the education channels using available networks, for example, Kalvi TV in Tamil Nadu, Mana TV in Andhra Pradesh [AP Government, 2021] are implementing the schedules to cover the syllabi and to avoid any waste of time for the students during the academic year [Santhi, 2020].

Conventional method, Chalk & Board helps the learners to grow with the efficient interaction with the teachers and peers [Ajideh, 2003]. Teacher can directly teach the concepts in the class room and it facilitates the teacher to understand the strengths and weaknesses of students and to clarify their doubts, if any. In some cases, students may feel shy to raise their doubts in class room with the teacher concerned.

At the same time, students are having lot of flexibility to interact with the teacher with respect to the concepts and teachers also feel comfortable to attend online schedules. Online classes eliminate physical travel which saves the time and other resources. Teachers can easily evaluate the students' assignments through online submissions. On the contrary, question arises here that the students/learners will be online but whether they are attentive to the online teaching or not. Moreover, there is a chance of malpractice on the part of students to copy the answers or files, while writing their assignments. It was observed that, teachers are paid either low salary or no salary by few organizations [Jena, 2020].

As a matter of fact that whether it is conventional class room or online class, it is mandatory for the students to attend their classes as per the schedules and the evaluation of examination answer scripts may be carried out online or offline and Anna University [TNM Staff, 2020] is conducting evaluation online and off-line evaluation is being carried out by the Jawaharlal Nehru Technological University, Kakinada, Andhra Pradesh [TNM Staff, 2020]. In this work, a survey is conducted by considering certain geographical area, to know the impact of online teaching and learning and the reasons identified on the part of teachers and their perception about online classes.

2. RESEARCH METHODOLOGY

The study investigated about the teachers' opinion about online class work in East Godavari district of Andhra Pradesh state by distributing the questionnaire to as many as 220 teachers of UG/PG programmes. Only 65 teachers are responded

and the data is collected and sorted out. It is mentioned and clarified to all the teachers about the confidentiality of the data and clearly stated that the survey is being conducted to know the facts and figures as a part of research work and access to any information collected will be restricted to those performing the study. Individuals will not be identified in presenting any research findings and respondents' names will not appear on questionnaire or any part of the research documents and will be anonymous completely. Despite of all efforts, it is observed from responses that 42 male teachers and 23 female teachers from all programmes are responded and the data is recorded.

3. DEMOGRAPHIC Profile Of Teachers

Demographic details such as gender, educational qualifications, teaching experience, and experience in online teaching are collected from various colleges in the East Godavari district, Andhra Pradesh, India and the observations are presented here. Total respondents are 42 male and 23 female teachers and majority of the teachers (90.8%) are conducting online classes. Many of them holding PG degree as their qualification and 41.5% of respondents are relatively young, having teaching experience less than three years. Further, 65% of teachers are less than 35 years old and most of the teachers with less than 27 years age are having less than one-year experience in online teaching. Moreover, it is observed from the collected data, 37 teachers are handling the problematic courses and 28 teachers are handling theory courses.

4. SOFTWARE TOOLS USED FOR ONLINE TEACHING

Nowadays, plenty of software tools are available for online classroom and few of them are either free or partially free and some premium or paid. One question was placed in the questionnaire as a part of the survey and the respondents are asked to fill their answer, to find the software tool which teachers are using or prefer for their online teaching. In turn, respondents are asked to give their choices about the software tools. It is observed from collected data that more than 41% of teachers are using Microsoft Teams, 30.86% teachers are using Google Tools include Google Classroom and Google Meet. Zoom and Go-to-meeting occupied third and fourth positions with 15.4% and 7.7% respectively. Even though, Skype is the most popular free online video conference software tool [Kristóf, 2020], but not suitable specifically for online teaching and cannot compete with other tools.

5. RATIONALE ON THE PART OF TEACHERS

Teachers are incredibly good at class room teaching also may not have the competence to conduct online classes effectively [Sims et al.2002]. The conduct of online classes and online teaching for the teachers has become the order of the day, in view of the current pandemic situation and has become a basic pillar for education sector.

More than 67% teachers are willing to take online classes but more than 90% believed that online classes are not required for teaching as there will be no interaction with the students and fellow teachers. Most of the educational institutes in East Godavari district of AP state have adopted online class work for more than 1.5 years and more than 92% of teachers are aware the online teaching technology, but, 32.3% of teachers are lagging in facilities such as Laptop/PC, Digital writing/drawing pad, Broad Band connection etc to conduct online classes.

Teachers' perception is to have skill and expertise to prepare presentations along with the knowledge of operating the software tools for the conduct of online classes and to maintain proper quality in teaching as these technical skills help them to create and deliver the quality content to students. More than 80% of teachers have sufficient and necessary technical skills and noted a point that few seniors and newly joined teachers are lacking in technical skills.

Further, it is noted that more than 75% teachers are affected by prevailing technical issues such as sudden failure of power, poor connectivity of internet, instability of software and more than 15% teachers are facing difficulties in conducting classes for specific courses, for example, problematic courses and technical courses. Teachers expressed their difficulty in problem-solving and for that, digital pads are required. Therefore, additional equipment is required to teach the courses.

More than 70% of teachers believe that online class eliminates face-to-face interaction between the students and teachers and they experienced some bitter situations like a good number of students will enter into virtual class room with their login credentials but they are not attentive and will not respond to teacher calls and due to this aspect, virtual class rooms have become more challenging for the teachers rather than students. Maximum number of teachers expressed that student are not interactive and the teachers having less than 3 years and more than 15 years experience expressed to receive proper training for smooth conduct of online classes.

CONCLUSIONS

Education sector experienced a worst phase with the closure of all institutions and universities globally as well as in India to stop the spread of COVID-19 virus. Online class work is implemented during pandemic situation and the students are asked to attend online class work and teachers are asked to deliver the content online as per the schedules and the resulting situation has made everyone to focus on the issues such as facilities, willingness and other problems. Therefore, a compressive survey is conducted to know the facts and figures about online classes. It is noticed while analysing the data,

most of the teachers are facing the difficulties in the conduct of online classes such as power failures, lack of Laptops/PC, internet connectivity etc. Therefore, proper training and other facilities are to be made available for the teachers for the smooth conduct of online classes.

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