

# TEACHER'S PERCEPTION ON ONLINE TEACHING IN HIGHER EDUCATION DURING THE PANDEMIC PERIOD COVID-19

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**Abstract:** The COVID -19 lockdown created a challenging situation in all the sectors of the Economy. It has resulted in schools and colleges shut all over the world. Over 1.2 billion children are out of their classroom. This caused a dramatic change in the educational system with a distinct rise of e-learning teaching remotely and on digital platforms. This study is a depiction of online teaching -learning modes adopted by the teachers to educate the students from home. The research was conducted to identify the perception of teachers and their experiences of teaching students through online during lockdown. A questionnaire is prepared to find out how the teachers are handling the students through online and the problems encountered by them during online teaching. To study these, 200 questionnaires were sent online to teachers of different colleges in Tiruppur City and 184 responses were received and analyzed. The analysis was carried out with Rank analysis, Chi-Square test, Likert Scale analysis and Simple percentage analysis to represent the impact of online teaching and teacher's perception on the basis of various factors. The study reveals that teachers accomplish that online teaching is expanding their apprehension and increasing their technical potentiality. The research concludes that teachers are vigorously participating in the online teaching to teach the students and they are taking the online class positively and have a connection virtually with the students continuously for their upliftment in future.

**Keywords:** Online teaching, Perception, COVID-19, Lockdown, e-learning, Teaching – learning modes.

## I.INTRODUCTION

Online teaching and learning are an educational process which takes place over the Internet as a form of distance education. Technology has played and continues to play an important role in the development and expansion of online education. Accordingly, many universities have reported an increase in the use of online tools. Over the past decade, countless efforts have sought to integrate emerging Internet technologies into the teaching and learning process in higher education (Kyong-Jee Kim and Curtis Bonk). Online accessibility to higher education has permitted working experts, military faculty in secluded areas and those living in rural areas to acquire degrees that were completely difficult to reach only a couple of years back (Grenzky and Maitland, 2001; Li, 2007). Besides various traditional organizations report that residential students, looking to expand their course load, or exploit the adaptable planning and accommodation of online projects, represent a huge segment of their online areas (Carnevale and Olsen, 2003; ungtusanatham, et al., 2004). Online teaching is not a new concept, it is in existence from the last decade around the world after digitalization. Various teachers and professionals are working on online teaching on YouTube, and other social media platforms since

a decade. The new thing about online teaching and the reason for conducting this research was online teaching during lockdown in the country due to corona virus pandemic.

The COVID-19 pandemic in India is part of the worldwide pandemic of coronavirus disease 2019 caused by severe acute respiratory syndrome coronavirus. India has the second highest number of confirmed cases in the world with nearly 24 million reported cases of COVID-19 infection and more death rates as of May 2021. The WHO confirmed that a novel coronavirus was the cause of a respiratory illness in a cluster of people in Wuhan, Hubei, China which was reported to the WHO on 31 December 2019. There is no sufficient medicine available to prevent this disease, so the whole world has gone into a silence and has been lockdown. India is also not untouched by this virus and Government of India has also decided to lockdown the whole country. This virus is not only affecting human kind but because of the lockdown the whole country is suffering almost in every aspect of life.

The economy of the whole country has stunned and people are suffering mentally and physically during lockdown, to handle this critical situation every sector has decided to work from home. One of the important sectors is educational Institutions, Lockdown changed the perspective of educational institutions; Students have been the primary movers of this initiative. Teachers followed the new trend hoping to return to the classrooms soon (Pankaj Samantray). Online teaching has taken a fashionable trend during pandemic situation and the educational institutions have planned to engage the students through online with different available social media apps. Online teaching started to make the students eventful during lockdown and keep them busy by providing different home works and assignments.

## II. STATEMENT OF THE PROBLEM

Institutions of higher education have increasingly incorporated online education. Students find it difficult to adapt to an online learning environment immediately after traditional classroom learning. Due to the sudden change, they are not able to adapt to the commuter-based learning. Students who have been always studying in the traditional classroom mindset are not able to focus on online platforms. As education is going on online during lockdown, many educators are being asked to teach their students from home. All the teachers are not aware of online learning and their process as most of them are into traditional classroom teaching. Proper online training should be given to teachers before teaching students. With all the benefits of online teaching and learning there are few challenges faced by the teachers, this paper is conducted to know the perception of teachers on online teaching during the pandemic period.

## III. LITERATURE REVIEW

This section deals with the literature available on the online teaching and different perspectives of academicians and experts on online teaching. Though there is hardly any literature available on teacher's online teaching during Covid-19 Lockdown still we tried to give a background to our study on the basis of previous literature available on online teaching.

**Martin F. Budhrani. K & Wang .C (2019)** in their study explored the faculty readiness to teach online is a state of faculty preparedness for online teaching. The study measured faculty attitudes about the importance of online teaching competencies and faculty's perceptions of their ability to confidently teach online. The

study found significant differences in gender, years of teaching online and delivery method for faculty perceptions of importance of online teaching competencies. The researcher concluded in their study that female faculty place higher importance on online competencies and Novice online faculty perceive that they are not ready for online teaching.

**Khadjia Alhumaid, Sana Ali Anbreen Waheed Erum Zahid & Mohammed Habes (2019)** in their study examined the teachers' perceptions regarding online learning as a substitute for formal education. The study findings revealed a positive relationship between technology acceptance and e – learning during Covid – 19 in Pakistan. The study concludes a favourable opinion concerning e- learning acceptance during lockdown situation and its impacts on students' academic performance.

**Abinandhan Kulal & Anupama Nayak (2020)** in their study explained the opinion of online students as regards the impact of online courses, their comfortability in its usage and the support received from teachers in online classes along with teacher's opinion on efficacy, teaching practice followed and training received for an online class. The study reveals that students are comfortable with online classes and teachers are facing difficulties in conducting online classes due to lack of proper training and development for doing online classes.

**Richard Watson Todd (2020)** in his study analysed the effect of online teaching moving from the classroom to online due to COVID – 19 pandemic social distancing. The study found that initially teachers rated many of the problems as serious but that they quickly found the solutions such as dividing lessons into a greater number of shorter units. The study concluded that teachers were ambivalent about the benefits of online teaching citing practical advantages but also highlighting difficulties in achieving some English language objectives and in gauging student reactions.

**Babita Dubey & Shivendra Singh (2020)** in their study stated the perception of teachers and their experiences of teaching students online during lockdown. The study reveals that teachers believe that online education is actually diversifying knowledge of the teachers and increasing their technical knowledge but it also increases the working hours of the teachers as the online connection has reduced the communication gap between the students and teachers throughout the day. The study concludes that young teachers are more actively participating in the online education to teach the students. The teachers are taking online education positively and they are actively participating in shaping the future of students during COVID – 19 lock down.

#### **IV. OBJECTIVES OF THE STUDY**

- To know the teacher's perception on online in higher education during COVID – 19 Pandemic Lockdown.
- To analyse the problems faced by the teachers during online teaching.

#### **V. RESEARCH METHODOLOGY**

This empirical research was conducted in the Colleges of Tirupur City. Convenient Sampling method has been adopted to collect the data from the total population. An online questionnaire was prepared and

distributed to 200 teaching professionals in higher education through online from which 184 responses were received and analysed. Tools like Simple Percentage analysis, Chi-Square Test, Rank analysis and Likert Scale analysis were used in the study to analyse the perception of online teaching in higher education.

## VI. LIMITATIONS OF THE STUDY

- The size of the sample selected for the study constitutes a small segment of the population and the perception towards the online teaching in higher education in Tirupur city and its result may not be applicable to other areas.
- The result obtained is based on the respondent's opinion, so there is a chance of bias.

## VII. ANALYSIS OF DATA

Demographic details of 184 respondents varying in Gender, age, Designation, Types of Institution, Teaching Experiences and Mode of Communication have been depicted in this section and shown in Table No. 1.

Demographic Factor		Labels	Number of respondents	Percentage (%)
1.	Gender	Male	84	46
		Female	100	54
		<b>Total</b>	<b>184</b>	<b>100</b>
2.	Age	25 years to 35 years	62	34
		35 years to 40 years	44	24
		40 years to 50 years	58	32
		Above 50 years	20	10
		<b>Total</b>	<b>184</b>	<b>100</b>
3.	Designation	Guest lecturer	22	12
		Assistant Professor	76	41
		Associate Professor	60	33
		Professor	26	14
		<b>Total</b>	<b>184</b>	<b>100</b>
4.	Type of Institution	Government	36	20
		Private	148	80
		<b>Total</b>	<b>184</b>	<b>100</b>
5.	Teaching Experience	Upto 5 years	34	18
		5 years to 10 years	32	17
		10 years to 15 years	82	45
		Above 15 years	36	20
		<b>Total</b>	<b>184</b>	<b>100</b>
6.	Frequency of Online Classes	Once in a week	12	7
		Twice in a week	32	17
		Thrice in a week	54	29

		More than thrice in a week	86	47
		<b>Total</b>	<b>184</b>	<b>100</b>
7.	Mode of Communication	Phone Call	18	10
		E-Mail	12	7
		WhatsApp	64	35
		Zoom app	26	14
		Google Meet	54	29
		Others (Free launcher app, Skype.)	10	5
		<b>Total</b>	<b>184</b>	<b>100</b>

(Source: Primary data)

**Inference:** Table No.1 shows that, among the total respondent's majority (54%) of them were Female, 34% of them belong to the category of 25 – 35 years, 32 % belongs to 45 – 50 years, 24% of them belongs to 35 – 40 years and 10 % of them belongs to above 50 years of age group, Majority (41 %) of the respondents are Assistant Professors in their Designation, 33 % are Associate professors, 14 % are Professors and only 12 % of them were Guest Lecturers. Mostly (80%) working in Private Institutions, Majority (45%) of the respondents have 10 – 15 years of experiences, 20% of them have above 15 years of experience, 18% have upto 5 years and 17% of the respondents have 5 – 10 years of experiences.

Majority (47%) of the respondents have frequency of online classes more than thrice in a week, 29% have thrice in a week, 17% of them have twice in a week and only 7 % of the respondents have online class once in a week. From the total respondents 35% of the respondent's mode of communication is through WhatsApp, 29% of them through Google meet, 14% through Zoom app, 10% through Phone call, 7% through E-Mail and only 5 % of them communicate through other medias like Free launcher app and Skype.

**TABLE NO.2**

**Level of agreeability towards the perception of teachers on online teaching experiences during pandemic lockdown period.**

S.NO.	Factors	N	MAX	MIN	TOT	MEAN SCORE	INDICATOR
1	Time and Location flexibility	184	5	3	846	4.60	Strongly Agreed
2	More teaching opportunities	184	5	1	593	3.22	Neutral
3	Diverse teaching experiences	184	5	1	783	4.26	Strongly Agreed
4	Sharing of Information	184	5	3	777	4.22	Strongly Agreed
5	Increased students learning	184	5	1	506	2.75	Neutral
6	Increases the burden to teachers	184	5	1	592	3.22	Neutral
7	Working hours increases	184	5	1	713	3.88	Agreed
8	Convenience	184	5	1	645	3.51	Agreed

9	Student Engagement	184	5	1	402	2.18	Dis- agreed
10	Easier access	184	5	1	538	2.92	Neutral

(Source: Primary data)

**Inference:** Table No. 2 shows the Teacher's perception on online teaching experiences during pandemic lockdown, the respondents strongly agreed with the factors Time and Location flexibility with the mean score of (4.60), Diverse teaching experiences with the mean score of (4.26) and Sharing of Information with the mean score of (4.22), agreed with the factors Working hours increases and Convenience with the mean score of (3.88 & 3.51), Neutral with the factors More teaching opportunities & Increases the burden to teachers with the mean score of (3.22) Easier access and Increased students learning with the mean score of (2.92 & 2.75) and Dis - agreed with the factor Student Engagement with the mean score of (2.18).

**TABLE NO.3**

**Teachers' opinion about the students in online Classes**

S.NO.	Factors	Excellent F (%)	Good F (%)	Poor F (%)	MEAN	RANK
1	Students' attentiveness	15(8.15)	76(41.30)	93(50.54)	1.58	4
2	Attendance	123(66.84)	28(15.21)	33(17.93)	2.49	1
3	Interactions	12(6.52)	58(31.52)	114(61.95)	1.45	5
4	Learning styles	45(24.45)	98(53.26)	41(22.28)	2.02	2
5	Comfortability and Connectivity	28(15.21)	83(45.10)	73(39.67)	1.76	3

(Source: Primary data)

**Inference:** Table no. 3 states the opinion of teachers about the students in online classes during this pandemic lockdown. Most of respondents opined excellent for the factors Attendance with the mean score of (2.49) and following that learning styles, Comfortability and Connectivity, Student's attentiveness is opined as good with the mean score of (2.02, 1.76 & 1.58) and the teachers had a least opinion on the factor Interactions with the least Rank and mean score of (1.45) about the students in Online classes.

**TABLE NO.4**

**Problems faced by the teachers in online classes during pandemic lockdown**

S.NO.	PROBLEMS	Mean Score	Rank
1	Technology Issues	632	IV
2	Information overload	600	V
3	Access to Internet	675	III

4	Time crunch	491	VI
5	Apathetic students	755	I
6	Isolation	711	II

(Source: Primary data)

**Inference:** From the above table it is interpreted that Apathetic student is the major problem faced by the teachers in online classes during pandemic lockdown and it is assigned as first rank with the mean score of 755 points which is followed with Isolation as second rank with the score of 711 points, Access to Internet is assigned as third rank, Technology issues assigned as fourth rank with the mean score of 632, Information overloaded is assigned as Fifth rank and the Time Crunch is assigned as the VI rank with the total mean score of 491 points.

### CHI- SQUARE TEST

Chi-square test is carried out to know whether there exist a significant association between select variables – Gender and Teacher’s opinion about the students in online classes.

**H0:** There is no significant association between the select personal variable gender and the teacher’s opinion on online classes.

**TABLE NO.5**

**Chi- Square analysis – select personal variable and teacher’s opinion on online classes**

Gender/Teacher’s opinion about the students in online classes	Excellent	Good	Poor	Row Totals
Male	16 (15.50) [0.02]	33 (28.30) [0.78]	13 (18.20) [1.48]	62
Female	30 (30.50) [0,01]	51 (55.70) [0.40]	41 (35.80) [0.75]	122
Column Totals	46	84	54	184

(Source: Primary data)

**Inference:** The chi-square statistic is 3.4368. The  $p$ -value is .179357. The result is *not* significant at  $p < .05$ . It is inferred that calculated value is more than the table value therefore the null hypothesis is rejected among the personal variable selected and there exist a significant association between Gender and Teacher’s opinion on online classes.

## VIII. RESEARCH IMPLICATION AND CONCLUSION

### FINDINGS:

The findings were summarised and presented

- Most of the respondents were Female.

- Majority (34%) of the respondents age group is between 25 years to 35 years.
- 41% of the respondent's designation is Assistant Professor.
- Mostly (80%) of the respondents work in Private Institutions.
- Nearly 45 % of the respondents have the teaching experiences of 10 -15 years.
- Majority (47 %) have online classes more than thrice in a week.
- Mostly 35 % of the respondent's mode of communication is through WhatsApp with the students.
- Majority of the respondents strongly agreed with the factor time and location flexibility.
- Most of the respondent's opinion is excellent for the factor Attendance during online classes.
- Apathetic student is the major problem faced by the respondents during online classes.

## RECOMMENDATIONS:

- ❖ The teachers can stay flexible and be ready to adjust deadlines and grading policies and deadlines in response to student needs.
- ❖ Students can be asked to lead discussions during online classes.
- ❖ Some students will be unresponsive so the teachers can have a plan for reaching out to them.
- ❖ Teachers can put extra effort to ensure the students to understand what is expected of them.

## CONCLUSION

As the Institutions are moving to online instruction in the face of COVID-19, academicians are struggling with what it means to teach subjects online. High quality online teaching is more difficult and demanding than its face-to-face communication. It requires more upfront and preparation and more individualized feedback and assistance. Though online learning has several challenges such as lack of feedback from students and lack of the proper technology to effectively conduct online learning, these limitations can be overcome by upgrading the E-Learning systems and the use of online discussion forums and new web-based software's.

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