# A STUDY OF TEACHERS' PERCEPTION ABOUT ONLINE TEACHING DURING THE COVID-19 PANDEMIC

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## ABSTRACT

The purpose of this research paper is to study the perception of teaching faculty towards online teaching during the covid-19 pandemic. As we all know that the whole Indian education system has transformed from classroom teaching to online teaching. This research paper studies teachers' perceptions about online teaching. The researcher has collected data from 130 teachers who are working in the Ahmednagar district of Maharashtra state, India. These samples were selected by the Stratified Random Sampling technique and relevant data were collected from this sample. A self-prepared structured closed-ended questionnaire was prepared by the researcher by keeping in view the purpose of the study. The required data were collected through a questionnaire and also collects information through telephonic discussion/chat from the respondents. The researcher has applied a One-Sample t-test for statistical analysis of the data. Due to this Covid-19 pandemic, teachers were conducting online classes for the first time in the career of their teaching. The maximum number of respondents are conducting online classes for the first time in their career of teaching due to this Covid-19 pandemic. Respondents are ready to learn new technology and adopt new teaching methodology. For teaching during this pandemic time, they use various online platforms like Zoom, Google meet, Whatsapp, Google classroom etc. According to respondents of this paper, online teaching increases their overall efficiency but it is very difficult to motivate students in online teaching.
**Keywords:** Covid-19 pandemic, Teachers, Online class, Classroom teaching, Teachers perception.

## INTRODUCTION

The continuous spread of COVID-19 has disturbed all sectors of the economy, daily work, and lives of people. To safeguard human lives all the social interaction or gathering has been suspended which was never unprecedented globally on such a large scale. In the education sector, the classroom teaching method has been suspended and new information technology has been opted to teach students with the help of internet access in the form of online classes through various software applications.

This Covid-19 pandemic has brought new innovations in the teaching methodology. In this current scenario, all classroom methods of teaching are replaced by modern electronic methods that make the best possible use of information technology and enable students' communities to learn and understand in a more efficient and effective way. Teaching fraternity uses various electronic platforms to teach students in the best possible manners and they also put their tremendous efforts to make students learn.

Various assignments are provided to the students to enable them to learn in-depth about all the aspects of the topic. Students are provided with audio-video materials to develop their ability to listen and help their imagination to thrive and grow. Covid-19 pandemic has brought all teaching fraternities in the new era of digitalization in the teaching and learning process. Both teachers and students are adapting and learning this new methodology of education. This transformation of teaching from the classroom to online has changed the perception of teachers towards online teaching.

## REVIEW OF LITERATURE

The availability of both platforms is one thing. But the pandemic situation has tipped the balance totally in favor of online learning. Goplani, M. and Gupta A., (2020) studied the impact of covid pandemic on the education system in India and facing problems in traditional teaching. On the other hand, there have been digital revolutions in recent times, especially during the lockdown, which can ease the situation and might usher in a new era in the online teaching-learning mechanisms. In another word, we can see how an educational institution in India is dealing with the new situation and continuing its academic activity in digital mode (Mishra, L., Gupta, T. and Shree, A. (2020)). According to Gurung. S (2021), even after facing all the challenges in online teaching teachers are motivated to learn the new technology and make the best possible use of all resources for teaching. In this time of the Covid-19 pandemic - it is very necessary for both teachers and learners to stay fit, physically healthy, and brings positive thought to mind. Management of the educational institution should require providing proper training to teachers about learning software that enables them to teach and guide students effectively and efficiently

**METHODOLOGY**
**Objectives of the Study**
The objectives of this research paper are as follows
1. To understand the perception of teaching faculty towards online teaching during the Covid-19 pandemic.
2. To study whether online learning helps students to improve their self-learning ability and critical thinking.
3. To study whether the Covid-19 pandemic has brought new opportunities for e-learning both for teachers and students.

**The hypothesis of the Study**
The hypothesis of this research paper are as under
1. Online teaching does not help to present content more effectively than classroom teaching.
2. Online teaching does not increase the overall efficiency of the teacher.
3. Due to online teaching teachers do not become more organized and systematic in the preparation of study materials.
4. Online teaching does not help teachers to stay more connected with the students.
5. Teacher's role has not been completely changed to a facilitator in this Covid-19 pandemic.
6. Students are not very attentive and focused while learning through online mode.
7. Online teaching does not make the strong relationship between teacher and student.
8. Online learning does not help students to improve their self-learning ability and critical thinking
9. It is easy to understand the behavior of individual students in online teaching.
10. It is easy to motivate students in online teaching
11. There is no limited interaction between teacher and students in online teaching

**Sampling Unit**
1. The total sample size for the study was 130 teaching faculty members.
2. The sample was collected from the Ahmednagar district of Maharashtra state, India and it includes –teaching faculty working in Pre-primary schools, Primary schools, Secondary and higher secondary schools, Private tuition academics, Colleges, and Universities.
3. The detail of the Sample size is given in below –

| Particulars | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| **Gender of Respondents** | | | | |
| Male | 69 | 53.1 | 53.1 | 53.1 |
| Female | 61 | 46.9 | 46.9 | 100 |
| Total | 130 | 100 | 100 | |
| **Qualification of the respondents** | | | | |
| Undergraduates | 3 | 2.3 | 2.3 | 2.3 |
| Diploma | 13 | 10 | 10 | 12.3 |
| Bachelor degree | 17 | 13.1 | 13.1 | 25.4 |
| Master degree | 51 | 39.2 | 39.2 | 64.6 |
| PhD | 30 | 23.1 | 23.1 | 87.7 |
| Others | 16 | 12.3 | 12.3 | 100 |
| Total | 130 | 100 | 100 | |
| **Total year of Teaching experience** | | | | |
| 1-5 years | 48 | 36.9 | 36.9 | 36.9 |
| 5-10 years | 34 | 26.2 | 26.2 | 63.1 |
| 10-15 years | 20 | 15.4 | 15.4 | 78.5 |

| | | | | |
|---|---|---|---|---|
| 15-20 years | 22 | 16.9 | 16.9 | 95.4 |
| Above 20 years | 6 | 4.6 | 4.6 | 100 |
| Total | 130 | 100 | 100 | |
| **Type of Educational institutions** | | | | |
| Private tuition academics | 9 | 6.9 | 6.9 | 6.9 |
| Pre-primary schools | 19 | 14.6 | 14.6 | 21.5 |
| Secondary and higher secondary schools | 42 | 32.3 | 32.3 | 53.8 |
| Colleges | 43 | 33.1 | 33.1 | 86.9 |
| Universities | 17 | 13.1 | 13.1 | 100 |
| Total | 130 | 100 | 100 | |

## SCOPE AND LIMITATION OF THE STUDY

The scope and limitations of the study are as follows
1. The study focuses on the perception of teachers about online teaching.
2. The study was confined to only education institutions including coaching classes, schools,      colleges, and universities. Another organization was not being in the preview of this study.
3. The scope of the present study was confined to the geographical area of Ahmednagar district of Maharashtra state, India. Another state was not being included in the study.
4. The samples of the study were 130 teaching staff.
5. The sample was selected by Stratified Random Sampling Method.
6. For statistical analysis of the data, the researcher has applied the One-Sample $t$-test

## METHOD OF DATA COLLECTION
### A. Primary data

### Questionnaires

The data for the present study has been collected by the researcher. A self-prepared structured closed-ended questionnaire was prepared by the researcher by keeping in view the purpose of the study. The researcher gets a structured questionnaire filled from 130 teachers through Google form and also collects information through a face-to-face interviews.

## RELIABILITY TEST FOR VARIABLE

| Cronbach's Alpha | N of Items | Status |
|---|---|---|
| .837 | 11 | Reliable |

It has been considered that the reliability should be more than 0.7. The obtain value Cronbach's Alpha (0.837) is greater than the standard value of Cronbach's Alpha (0.7), indicating that the data is reliable and provide us the actual information as we want from the data side.

## NORMALITY TEST FOR VARIABLE

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Overall View | .068 | 130 | .200[*] | .976 | 130 | .019 |

It has been considered that the normality of the data should be more than 0.05 at 5% level of significance. The obtain value i.e. 0.200 according to Kolmogorov-Smirnov at is greater than the standard value 0.05 indicating that the data is normality distributed.

**DATA ANALYSIS AND INTREPETATION**
**Online classes conducted due to covid-19 pandemic**
The classroom teaching form involves physical presence. The classroom teaching system is prevailing from generation to generation and it is believed face to face teaching is more reliable, easy for shaping student talents, their skills, and bring discipline to individuals. But covid–19 pandemic brought the revolution and broke the chain of the traditional education system and teachers are accepting online teaching methodology. Hence, the researcher wants to know whether teachers conducted online classes for their students due to the covid–19 pandemic. The responses are presented as follows in table and graph no -1.

**Table No. 1**
**Online classes conducted due to covid-19 pandemic**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 106 | 81.5 | 81.5 | 81.5 |
| | No | 19 | 14.6 | 14.6 | 96.2 |
| | Conducting classes before covid-19 | 5 | 3.8 | 3.8 | 100.0 |
| | Total | 130 | 100.0 | 100.0 | |

**Graph No. 1**
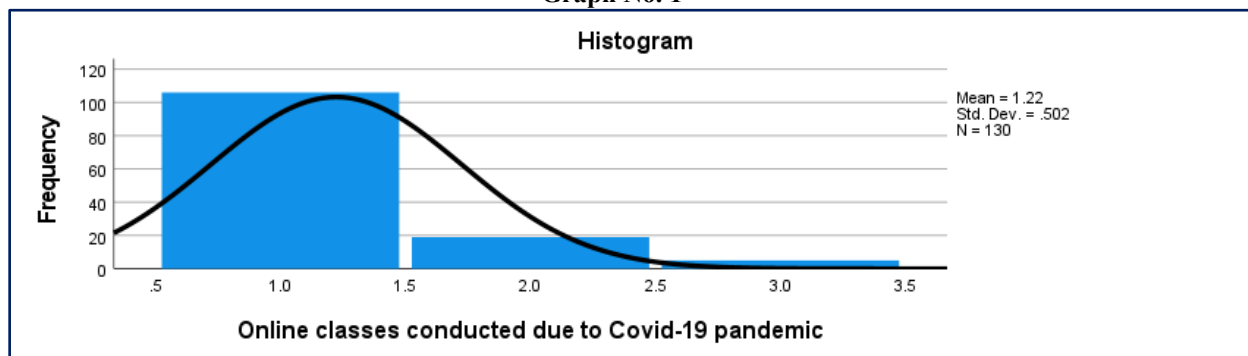


The above table and graph show that out of 130 respondents surveyed, 81.5% of the respondents were started conducting the online classes due to the covid-19 pandemic, 14.6% of the respondents did not take online classes and, 3.8% of the respondents were already conducted online classes before covid–19 pandemic.

It was found that the majority 81.5% of the respondents were conducting online teaching due to the Covid-19 pandemic. They were enjoying online classes and a rich learning environment with much more flexibility than traditional classroom teaching. 18.4% of the respondents were not conducting online classes because they faced the problem of electricity, internet connectivity, sometimes they had a lack of knowledge of information technology, they were not ready to adopt changes and their personal engagement hinder them to engaged in online classes.

**PERCEPTION OF TEACHERS ABOUT ONLINE TEACHING DURING COVID-19 PANDEMIC**

**One-Sample Statistics**

| Sl No | Particulars | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| 1 | Online teaching does not help to present content more effectively than classroom teaching | 130 | 3.50 | 1.073 | .094 |
| 2 | Online teaching does not increase the overall efficiency of the teacher | 130 | 3.80 | 1.067 | .094 |
| 3 | Due to online teaching teachers does not become more organized and systematic in the preparation of study materials | 130 | 3.86 | 1.032 | .091 |
| 4 | Online teaching does not help teachers to stay more connected with the students' teachers to stay more connected with the students | 130 | 3.26 | 1.145 | .100 |
| 5 | Easy to understand the behavior of students | 130 | 4.08 | .863 | .076 |
| 6 | Easy to motivate student | 130 | 3.78 | .983 | .086 |

| | | | | | |
|---|---|---|---|---|---|
| 7 | The teacher's role has not been completely changed to a facilitator in this Covid-19 pandemic | 130 | 4.29 | .752 | .066 |
| 8 | Students are not very attentive and focused while learning through online mode | 130 | 3.41 | .938 | .082 |
| 9 | Online teaching does not make the strong relationship between teacher and student | 130 | 3.22 | 1.064 | .093 |
| 10 | Online learning does not help student's to improve their self-learning ability and critical thinking | 130 | 3.60 | 1.083 | .095 |
| 11 | Intercommunication between teacher and students | 130 | 3.78 | .983 | .086 |

**One-Sample Test**

**Test Value = 0**

| Sl No | Particulars | t | df | Significance One-Sided p | Two-Sided p | Mean Difference | 95% Confidence Interval of the Difference Lower | Upper |
|---|---|---|---|---|---|---|---|---|
| 1 | Online teaching does not help to present content more effectively than classroom teaching | 37.194 | 129 | <.001 | <.001 | 3.500 | 3.31 | 3.69 |
| 2 | Online teaching does not increase the overall efficiency of the teacher | 40.615 | 129 | <.001 | <.001 | 3.800 | 3.61 | 3.99 |
| 3 | Due to online teaching teachers does not become more organized and systematic in the preparation of study materials | 42.645 | 129 | <.001 | <.001 | 3.862 | 3.68 | 4.04 |
| 4 | Online teaching does not help teachers to stay more connected with the students' teachers to stay more connected with the students | 32.479 | 129 | <.001 | <.001 | 3.262 | 3.06 | 3.46 |
| 5 | Easy to understand the behavior of students | 53.967 | 129 | <.001 | <.001 | 4.085 | 3.93 | 4.23 |
| 6 | Easy to motivate student | 43.829 | 129 | <.001 | <.001 | 3.777 | 3.61 | 3.95 |
| 7 | The teacher's role has not been completely changed to a facilitator in this Covid-19 pandemic | 65.105 | 129 | <.001 | <.001 | 4.292 | 4.16 | 4.42 |
| 8 | Students are not very attentive and focused while learning through online mode | 41.441 | 129 | <.001 | <.001 | 3.408 | 3.25 | 3.57 |
| 9 | Online teaching does not make the strong relationship between teacher and student | 34.464 | 129 | <.001 | <.001 | 3.215 | 3.03 | 3.40 |
| 10 | Online learning does not help student's to improve their self-learning ability and critical thinking | 37.913 | 129 | <.001 | <.001 | 3.600 | 3.41 | 3.79 |
| 11 | Intercommunication between teacher and students | 43.829 | 129 | <.001 | <.001 | 3.777 | 3.61 | 3.95 |

**New opportunities for e-learning and Covid-19 pandemic**

Due to this pandemic, there are new innovations in the teaching methodology. In this current scenario - all traditional methods of teaching are now replaced by modern electronic methods that make the best possible use of information technology and enable students' communities to learn and understand in a more efficient way. Hence, the researcher asked the respondents did Covid-19 pandemic had brought new opportunities for e-learning both for teachers and students. The respondents' responses are presented in table and graph no. – 2.

**Table No. 2**
**New opportunities for e-learning and Covid-19 pandemic**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 124 | 95.4 | 95.4 | 95.4 |
|  | No | 6 | 4.6 | 4.6 | 100.0 |
|  | Total | 130 | 100.0 | 100.0 |  |

**Graph No. 2**



Histogram

Mean = 1.05
Std. Dev. = .211
N = 130

Covid-19 pandemic has brought new opportunities for e-learning both for teachers and students
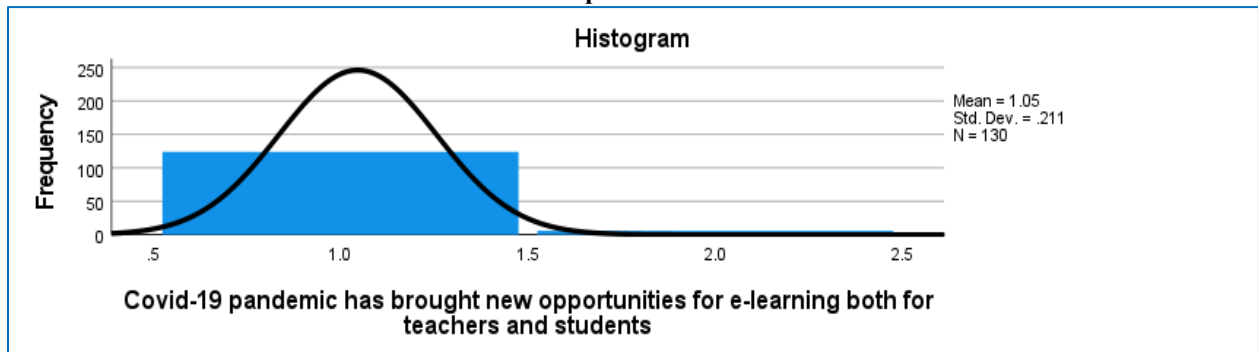
Out of 130 people surveyed, 95.4% of the respondents were agreed while only 4.6% of the respondents disagreed that Covid-19 pandemic has brought new opportunities for e-learning both for teachers and students.

It was found that 95.4% of the respondents were agreed that Covid-19 pandemic has brought new opportunities for e-learning for both teachers and students as the whole education system has an evolutionary shift from classroom teaching to online teaching. Teaching fraternity uses various electronic modes such as Whatsapp, Zoom, Google Classroom, Google Meet, Microsoft Team, and many more to teach their students in the best possible manner and they also put their tremendous efforts to make students learn. 4.6% of the respondents disagreed that Covid-19 pandemic has brought new opportunities for e-learning for both teachers and students. According to them, students who are living in a rural area did not have access to internet connectivity and also faced problems of electricity. Some students also don't have proper technical knowledge which does not allow them to take the benefits of e-learning.

**FINDINGS**
"The Sig. (2-Tailed) p-value in the above table is (.000) which is less than 0.05 for all variables". Thus the null hypothesis has been rejected in each case and interprets all of them by accepting alternative hypotheses with findings as follows-

1. Online teaching helps the teachers to present content more effectively than classroom teaching.
2. Online teaching increases the effectiveness of the teachers.
3. Due to online teaching teachers became more organized and systematic in the preparation of study materials.
4. Online teaching helps teachers to stay more connected with the students
5. Teacher's role has been completely changed to a facilitator in this Covid-19 pandemic
6. Students are very attentive and focused while online teaching
7. Online teaching makes the teacher-student relationship more strong
8. Online teaching helps student's to improve their self-learning ability and critical thinking.
9. It is difficult to understand the behavior of students in virtual education mechanism.
10. It is difficult to motivate students in online teaching
11. There is limited interaction between teacher and students in online teaching
12. It was found that the majority of the respondents were conducting online teaching due to the Covid-19 pandemic. They were enjoying online classes and a rich learning environment with much more flexibility than traditional classroom teaching.
13. It is found that respondents were agreed that the Covid-19 pandemic has brought new opportunities for e-learning for both teachers and students as the whole education system has an evolutionary shift from classroom teaching to online teaching.

## CONCLUSION

Conducting online classes have their own pros and cons or challenges. It is a form of education where students learn by seating at their home using modern gadgets like computers, laptops, and mobile through the internet and teacher host from another place. This Covid-19 pandemic has completely changed the role of teachers to facilitators and this pandemic was the reason for many teachers to conduct online classes. In online teaching mechanism teachers present their content of study more efficiently than classroom teaching as they use various electronic modes for smooth delivery of study material to the students; which is the number of times is not possible to use in classroom teaching, online teaching helps the teachers to become more organized/ systematic in preparation of their study materials and all this will result in an increase in an overall efficiency of the teachers. This new teaching methodology helps teachers and students to stay more connected with each other and make their relationships strong. But most of the time it is difficult to understand the behavior of the students because some students don't participate regularly in forum discussion or they did not actively participate in the class. This Covid-19 pandemic has brought new opportunities for e-learning for both teachers and students, with appropriate use of these electronic learning resources, students can able to expand their self-directed learning ability and can develop their analytical thinking. Unfortunately in online teaching, it is challenging to motivate the students for self-learning as teachers do not have direct control over the student's behavior. In this time of Covid-19 pandemic - it is very necessary for both teachers and learners to stay fit, physically healthy, bring positive thoughts in mind, and utilizes their time in self-improvement, learning new skills, and explores the new things in which they are interested.

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