A Study on Perception of Teachers for Online Teaching During Covid 19 Pandemic

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Abstract:

The study was conducted to know the perception of teachers and their experiences of teaching students online during the lockdown. To conduct the investigation a sample size of 150, structured questionnaires were sent online to teachers of different colleges of Mumbai and out of that 120 responses were received and analyzed.

Tools like Central tendency, Mean score, Non Parametric test like chi square were used in the current study. The analysis and findings of the study represents that teachers have positive perception for online teaching.

From the analysis it was revealed that teachers believe that online education is actually diversifying their knowledge and increasing their technical knowledge, reduced the communication gap between the students & teachers but it also has increased the working hours of the teachers and imbalance in work and personal life.

The Hypothesis test revealed that there exists no significant difference between gender and satisfaction for online teaching and that there exists no significant difference between gender and effectiveness for online teaching.

Keywords: Perception and Online teaching

Introduction:

COVID-19 lockdown has made Thought-provoking and Revelation in every situation for everyone and in every sector of the economy. In the same way, education sector is also not untouched from the effect of the pandemic.

Covid 19 pandemic lockdown has made education of the students a great task in front of the teachers. Teachers are making efforts to get themselves trained for web teaching to educate the students from home during lockdown by using various online methods. However in spite of these

many training programs teachers underwent, the question still exist whether they have a positive or negative opinion for online teaching.

Review of Literature:

Lumadi et al (2013) in his paper he addresses the effect of e-learning on the academic performance of students. Their investigation was on to decide whether teacher showed utilizing technique for e-learning performed better than teacher showed utilizing the traditional strategy for instructing and learning.

Anna Sun and Xiufang Chen (2016) Based on the findings, the authors argued that effective online instruction is dependent upon 1) well-designed course content, motivated interaction between the instructor and learners, well-prepared and fully-supported instructors; 2) creation of a sense of online learning community; and 3) rapid advancement of technology.

Baralt et al. (2016) revealed in his paper that online learning may be less effective than classroom learning as students are less engaged, and Tang (2019) argues that face-to-face learning is more effective than online learning for teaching pragmatics.

Thaket et al (2012) pointed out in his paper that e-learning has accomplished a more prominent productivity than conventional technique.

Thus the review of past papers projects two concerns which are debatable.

The instructors were hired to teach online courses or were asked to do so as part of their teaching loads, so they felt they had no choice. In other words Pressure from external forces to teach courses.

A sense of a desire to experience the new media involved in teaching an online course. In other words Excitement about the possibility of trying new teaching opportunities.

Gap analysis:

With little to be learnt from previous research, the perception of teachers for online teaching has been debatable topic and hence conducting research into the impact of the shift to online learning because of the COVID-19 pandemic becomes paramount. The current research paper investigates the Perception of teachers for online teaching and whether online teaching has affected work life balance.

Objectives of the study:

- To evaluate if teachers face the work pressure teaching online during covid situations.
- To verify the Perception of teachers for online teaching

Hypotheses of the study:

- There exists significant difference between gender and satisfaction for online teaching.

- There exists significant difference between gender and effectiveness for online teaching.

Purpose of the study:

To investigate instructors' perceptions towards online education, to explore the advantages and challenges they face when teaching online courses, and to compare their online experience of teaching to their experience with face-to-face teaching.

The results of the study will help to get a clearer picture and a deeper understanding of the instructors' experiences and concerns in teaching online courses, which will lead to the development of suggestions to the policy makers in the field of higher education.

Limitation of the study:

Due to Time and Geographical constraint a limited sample size is taken into consideration for the study. The findings and conclusion cannot be generalized due to limited sample size under study.

Research methodology:

- Data collection and measuring instrument - Both Secondary and Primary method was used The researchers used a self-administered questionnaire to conduct the study.
- Sample unit - Out of the total universe of teachers in India, Faculties from Mumbai are taken in for the study
- Sample size - The researchers, in the study used a sample size of 150 teachers from unaided section of colleges affiliated to University of Mumbai.
- Statistical analysis - The data was analysed using the Statistical Package for Social Sciences (SPSS) software. Various statistical tools like means score, chi square test and central tendency method were used for the study.

Data analysis:

**Did your college provide you with the equipment for online teaching?**

Chart 1
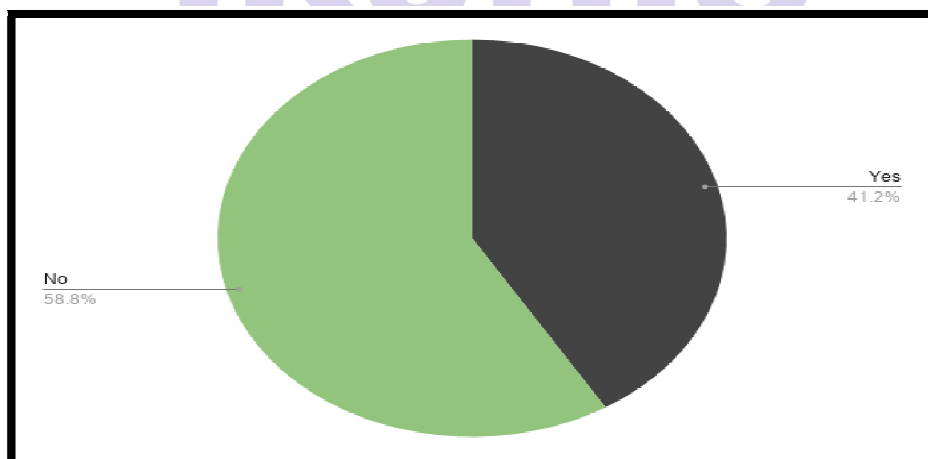
In the above survey statistics reveals that most of the teachers had to arrange all the equipment like laptop, earphones, internet connection etc. The percentage of the teachers who were not provided with the facilities are 55.8% and only 41.2% of teachers were provided with the equipment.

Was it easy for you to adopt the online teaching?
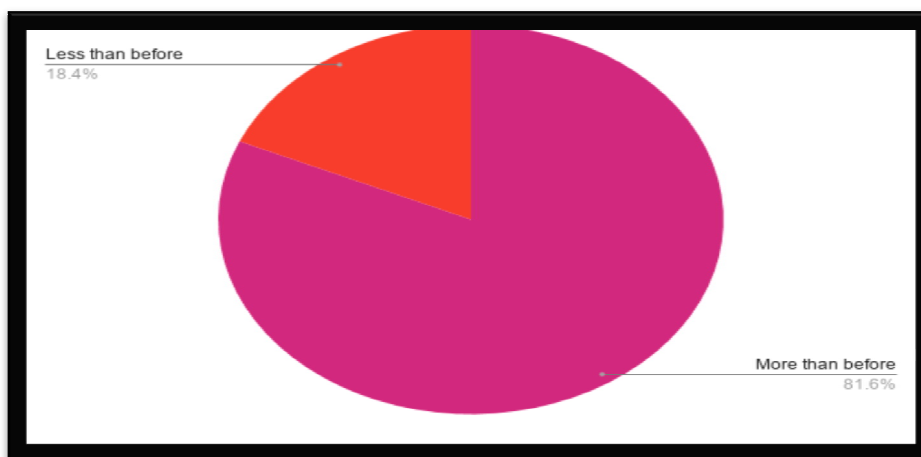
Chart 2
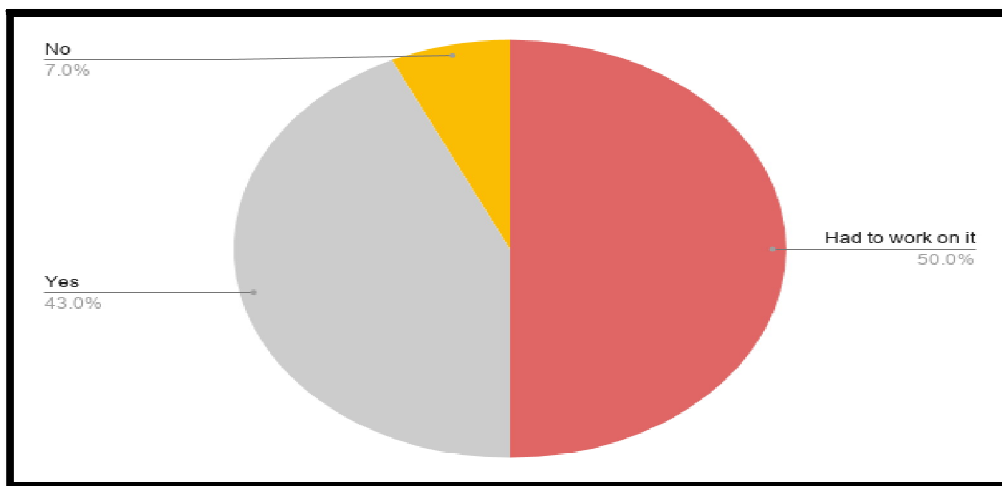
Out of the total respondents of the study 50.0% of the teachers had to work a lot on practising online teaching. And 43.0% of them says that it was easy for them to teach online. And very few of them i.e 7.0% of teachers says that it was not at all easy for them to adopt online teaching.

Work Pressure:

Chart 3

It is very evident to see that 81.6% of teachers says that they are facing more pressure than before. And 18.4% of them says that the pressure is less than before. The reason of pressure being

more is teachers didn't have a responsibility of making power point presentations in the offline lectures. Now every teacher had to make it.

Do you think that online teaching is effective?

Chart 4
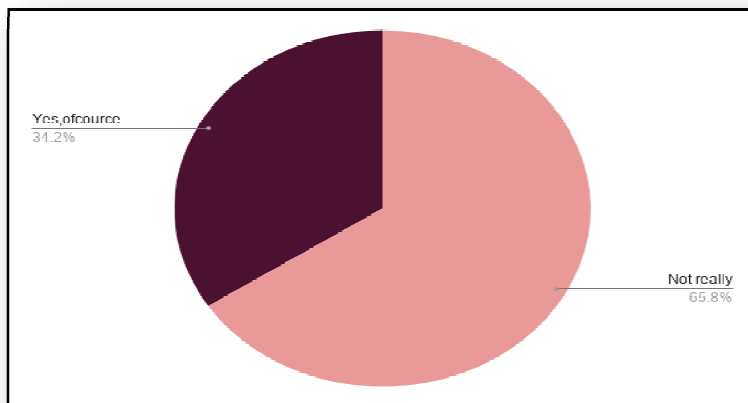
According to the survey 34.2% of teachers says that it is effective and 65.8% of them says that it is not really effective. The level of concentration is low in online classes compared to the offline classes

Did you face any challenge while managing your personal life with work life?

Chart 5

Managing personal life with the work life is already a difficult task for most of the employees/teachers. According to the survey done 69.3% of teachers faced challenge balancing personal life with work life. and for the rest of the 30.7% teachers it was not that difficult to balance. To study the perception of teachers, a mean score of the statements were taken.

	N	Min	Max	Mean	Std dev
A good option to teach students during lockdown	120	1	5	3.90	1.125
Diversifying teachers' knowledge	120	1	5	3.99	1.011
Increase in the technical knowledge of the teachers.	120	1	5	4.08	1.134
Online teaching helpful in completing the syllabus	120	1	5	3.50	1.139
Online teaching reduces communication gap between teachers and students	120	1	5	3.37	1.182
Online teaching is helpful in clearing the doubts of the students.	120	1	5	3.33	1.080
Online teaching is comfortable	120	1	5	3.27	1.117
Online teaching increases teachers' burden.	120	1	5	2.97	1.267
Online teaching increases the working hour of the teachers.	120	1	5	3.40	1.304

The mean score of positive statements were more than means score of negative statements, indicating that teachers have positive perception for online teaching. However the fact is not overlooked that online teaching increases teacher's burden and increases the working hours of teachers. This is reflected with a mean score of 2.97 and 3.40 respectively.

To test the hypothesis:

1. H1 – There exists significant difference between gender and satisfaction for online teaching
2. H0 - There exists no significant difference between gender and satisfaction for online teaching

	Yes	No
Male	18	42
Female	20	40

		Yes	No	Total
Male	Observed	18	42	60
	Expected	19.00	41.00	60.00
Female	Observed	20	40	60
	Expected	19.00	41.00	60.00
Total	Observed	38	82	120
	Expected	38.00	82.00	120.00

.15	chi-square
1	df
.6947	p-value

The Hypothesis test revealed that as the p value is greater than 0.05, the researcher failed to reject the null hypothesis and derived that there exists no significant difference between gender and satisfaction for online teaching

H1- There exists significant difference between gender and effectiveness for online teaching

H0 - There exists no significant difference between gender and effectiveness for online teaching

	Yes	No
Male	30	30
Female	40	20

		Yes	No	Total
Male	Observed	30	30	60
	Expected	35.00	25.00	60.00
Female	Observed	40	20	60
	Expected	35.00	25.00	60.00
Total	Observed	70	50	120
	Expected	70.00	50.00	120.00

3.43	chi-square
1	df
.0641	p-value

The Hypothesis test revealed that as the p value is greater than 0.05, the researcher failed to reject the null hypothesis and derived that there exists no significant difference between gender and effectiveness for online teaching.

Conclusion of the study:

- The above analysis explains that teachers **have positive perception towards online teaching during covid-19 lockdown**
- Teachers believe that the online teaching is increasing teachers' **technical knowledge and helpful in knowledge diversification**
- Online teaching increases the **working hours of teachers and disturbed their Work life balance**
- High-excellence online teaching is more tough, challenging and demands more efforts in preparations for digital based lectures than its face-to-face.
- It requires more upfront planning and preparation, technical knowledge and experience for teaching online.

Suggestions derived from the study:

- Though teachers have shown a positive perception for online teaching, there are other concerns like long working hours and work life imbalance. A suggestion to institutions that online teaching can be adapted if it is well planned with syllabus and time frame of completion.
- Moreover the time frame of working hours should be defined well by the authorities of the college, stating no official calls or mails to be entertained after 6 pm as an example.
- Teachers should be equipped with resources and training for conduct of online lectures.
- To keep up the communication level on high note, various mode of communication which is easy for students to access should be used by teachers.

The road ahead:

- Diversify the Population by studying student's perception for online education.
- Diversify the study by involving teachers from Government / aided section as sample unit.

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