

A STUDY ON IMPACT OF ONLINE CLASSES ON TEACHERS & STUDENTS UNDER CURRENT EDUCATION SYSTEM DURING COVID-19 PANDEMIC AT BANGALORE CITY"

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ABSTRACT

Adoption of digitalized tools in every area including teaching was not 100% even after announcement of the Digital India Concept by the Government of India. But on the arrival Covid-19 Pandemic the percentage of adopting Digitalized tools is definitely increased and major increase is in the field of teaching as the schools and colleges are closed continuously for 4 months. It is major impact on both teachers and students to adopt online teaching tools as it is beneficial tool to minimize the education gap that exist between teacher and students and means to provide service through online. Though it has turned out to be a source of competitive advantage because of the probabilities offered to both teachers and students. Our education minister implemented online teaching for Primary, High Schools Pre University, UG & PG College students. This is a drastic changes in the method of teaching for teachers & students. It is essential for the management to understand teachers and students perception more effectively & efficiently. This paper covers perception of online teaching among teachers & Students and factors influencing their usage. This paper is based on empirical Research conducted on teachers & students of various colleges at Bangalore city and also concentrates on perception of online teaching. The research is done using primary and secondary data. Primary data is collected from 202 respondents by using questionnaire method with the help of Google form. In this paper we have used graph, chart to analyze the data and SPSS software to test percentage, Correlation & ANOVA.

Key Words: Covid-19, online teaching, teachers prospective & students prospective.

INTRODUCTION

"A usual classroom is always assumed as a professor is giving a lecture and students listen and write notes". Interactions are viewed as an essential learning element between teacher and student. However, innovations in educational delivery mechanisms have challenged this paradigm. Since March, 2020 our universities and colleges have been experiencing unmatched massive "Migration" from offline classes to online education. Due to the COVID-19 Pandemic the Government of India announced lockdown from 24th March, 2020 which made the schools and colleges to close and which lead to online classes. Higher education authorities prescribed many guidelines to conduct online classes for UG students after covid19 Lockdown. Initially it was very difficult to handle the situations by both teachers and students due to lack of preparedness. Institutions were lacking behind in providing infrastructure to conduct online classes and in the same way students also faced many problems such as Network Issue as many students had gone to remote native places, smart phone as many students are below poverty line. Later university issued circulars to carry online classes to UG students through ZOOM App, Google Meet, Webex, Micro soft Team etc. which made faculties to reach students with their available limited resources. Study materials were being posted to the students in advance through Google classroom, what app and on other online platforms and were informed to ask doubts through the same platforms. Many arguments were made at different levels in respect of whether the online classes enable the students to understand the concept clearly or not but most of the students stood with offline classes. However increase in the bandwidth and accessibility of internet has increased "the demand for online learning We all know that online learning is

attracting more and more students for better learning experiences. But many of them encounter challenges that can cause hindrance in their learning. The benefits are getting suppressed by the challenges during their learning process. Here are some of the challenges faced by students and teachers along with the suggestions to overcome them".

REVIEW OF LITERATURE

"Most academic heads are now promoting online education as a solution to this crisis (UNESCO, 2020)."

According to Bao,(2020), it is argued that online teaching is not a simple solution face to face teaching. Reputed universities and colleges are trying to adopt online teaching gradually over the past decade.

It is argued that online teaching requires effective planning and investments from all sectors. Right now universities and colleges have to provide online teaching training and to procure to overcome this problem.(Yang & Li, 2018).

According to Filius et al., (2019), In this corona virus era, every institution should decide to use online teaching before that ,colleges should have strong online plat form and "the instructors can record and present the material for students to access even from their home. Mere posting power point slides for students to read does not constitute online teaching."

A survey was conducted by "Times higher education", "online education cannot match the normal teaching method in the year 2018, Major universities on the prospects of higher learning from the perspectives about 200 respondents drawn from 45 countries across the 6 continents pointed to a specific fact".

OBJECTIVES OF THE STUDY

1. To find out the teachers & Students Perception towards online teaching.
2. To study the relationship between teachers and students during online teaching.

RESEARCH METHODOLOGY

- Sample size: The study was based on the 202 respondents which was chosen purposively and conveniently.
- Coverage of the study: the study is restricted to teachers & students only.
- Sampling technique: Probability sampling is where simple random sampling is used for collecting the data, where respondents are selected as per my wish and my convenience.
- In this study Descriptive research design is used.
- Statistical tools: In this study statistical tools such as percentage analysis, Correlation&Anova are used for analysis.

LIMITATION OF THE STUDY

1. The study is confined to selected teachers and studentsonly.
2. The study is limited to Educational Sector only.
3. The study is confined to Bangalore district in India.
- 4.

TECHNIQUES FOR ANALYSING DATA

- Data Analysis is done by using graphs and tables which are analyzed through Ms. Excel and SPSS.

TABLE 1: GENDER PERCENTAGEGENDER

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	129	63.9	63.9	63.9
Male	73	36.1	36.1	100.0

Total	202	100.0	100.0
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Above table indicates that 63.9 % of the respondents are Female and 36.1 % of the respondents are Male.

HYPOTHESIS: 1

H0: There is no significance difference between Gender and opinion that Online teaching may obstruct the teacher-student relationship

H1: There is significance difference between Gender and opinion that Online teaching may obstruct the teacher-student relationship.

ANOVA

Factors [Online teaching may obstruct the teacher-student relationship]

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.410	1	2.410	2.380	.124
Within Groups	202.506	200	1.013		
Total	204.916	201			

Source: calculated value

$$F=2.380, P= 0.124$$

Result: From the above table value, it is found that null hypothesis is accepted as the p value 0.124 is greater than 0.05. So it is found that There is no significant difference between Gender and opinion that Online teaching may obstruct the teacher-student relationship.

HYPOTHESIS: 2

H0: There is no significance difference between Gender and teacher efficiency in online teaching.

H1: There is significance difference between Gender and teacher efficiency in online teaching.

ANOVA

Factors [Under online teaching the teachers would be able to teach effectively *]

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.569	1	.569	1.213	.281
Within Groups	11.727	25	.469		
Total	12.296	26			

Source: calculated value

$$F=1.213, P= 0.281$$

Result: From the above table value, it is found that null hypothesis is accepted as the p value 0.281 is greater than 0.05. So it is found that There is no significant difference between Gender and teacher efficiency in online teaching

HYPOTHESIS: 3

H0: There is no significance relationship between age and teacher efficiency in online teaching

H1: There is significance relationship between age and teacher efficiency in online teaching

Correlations

		Age of the Respondent	Factors [Under online teaching the teachers would be able to teach effectively *]
Age of the Respondent	Pearson Correlation	1	.049
	Sig. (2-tailed)		.808
	N	27	27
Factors [Under online teaching the teachers would be able to teach effectively *]	Pearson Correlation	.049	1
	Sig. (2-tailed)	.808	
	N	27	27

Source: calculated value

$$P = 0.049$$

Result: From the above table value, it is found that Alternative hypothesis is accepted as the p value 0.049 is Less than 0.05. So it is found that There is significant difference between Gender and teacher efficiency in online teaching.

The Teachers & Students Perception on online teaching:

FACTOR	Percentage of Responses				
	AGRE E	DISAGR EE	Neut ral	STRON GLY AGREE	STRO NGLY DISA GREE
Under online teaching the teachers would be able to teach effectively *	29.2	14.9	40.1	3.5	12.4
Online teaching may obstruct the teacher-student relationship	33.2	8.9	30.2	25.7	2.0
The online teaching may be the proper replacement for the traditional system of education in India	24.8	18.3	33.2	5.9	17.8
Online teaching may lead to increase in drop outs	30.7	7.4	28.7	28.7	4.5
Online teaching may be applied all line of studies	25.2	20.3	36.1	6.9	11.4
Under the online teaching system students are really attending the lectures sincerely	15.8	12.9	41.6	6.9	22.8
The age of the teachers may affect the efficiency in the online teaching process	29.7	15.8	32.2	14.4	7.9
The age and maturity of the students will affect the effectiveness of the learning process	33.7	6.9	34.2	23.3	2.0
The online system will provide the teachers with more time for their own research work and their academic upliftment	36.1	13.4	31.2	13.4	5.9
Online teaching will hamper the extracurricular	32.7	10.9	29.2	17.8	9.4

activities and personality development					
Online learning process may affect the recruitment process efficiently	34.2	7.4	27.2	25.7	5.4
Dearth of necessary facilities of accessibility to resources among the students may distort the concept of equity and equal opportunity	21.8	4.5	16.3	55.0	2.5
The online mode of education will become a part and parcel of the education system in the long run	35.6	5.4	34.7	21.3	3.0

Suggestions

Conclusion

In this study it can be concluded that initially teachers and students faced many challenges in adopting online teaching. Later faculties conducted online classes through different channels but majority of the respondents are of opinion that online teaching is not that much effective than offline. From the teachers perspective it is found that they are comfortable with online irrespective of gender and age. Majority of the respondents are of opinion that there is no much scope for extracurricular activities in online teaching. However 35.6 % of the respondents are ready to accept online teaching in future.

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