



TEACHER'S PERCEPTION TOWARDS ONLINE TEACHING METHODS: A DESCRIPTIVE CROSS-SECTIONAL STUDY

Nursing

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ABSTRACT

Dealing with COVID-19 is currently one of the world's most challenging situations. Since teachers are the pillars of education, this study aims to better understand Teacher's perceptions towards online learning, the most recent teaching method adopted by schools following the epidemic. The five-point Likert scale was used to gather the perception of teachers. Data was collected from 113 teachers working in private/government institutions or colleges and sample was selected by using Convenience sampling technique. Ethical permission was obtained from the college as well as Obtained consent from each participant before collecting the data and confidentiality of data were maintained. The variables that were included in the study were Demographic variable and teacher's perception were analyzed under the category of General teaching practice, Training / online class preparation, Student interaction aspects, Feasibility of online teaching, Constraints/challenges for online teaching and Disadvantages of online teaching. The current study revealed Majority of the teachers preferred Face to Face (76%) and 25% of the teachers preferred online teaching. Further to this, that teachers encounter challenges when delivering online classes as a result of inadequate training and development. Technology and network issues are the major challenge for online programmes. Teachers and students must regularly participate in training and improvement programmes offered by schools or the government to achieve this goal.

KEYWORDS

Teacher, Perception, Online learning, COVID-19, Education.

INTRODUCTION

The coronavirus illness case, also known as Covid-19, has spread globally since March 2020. In order to reduce the space occupied by Covid-19, the proliferation of the coronavirus forces social distance policies or was imposed as physical distance. Therefore, this regulation aims to stop the Coronavirus from spreading throughout the neighborhood. It significantly affects many facets of life, including education. Schools are closed in several nations because of a public health emergency, according to UNESCO (2020a). At least 1.5 billion school-age children in 188 countries, including 60 million in Indonesia, were unable to attend school as a result of the effects of Covid-19 as of the first of April 2020, according to UNESCO.

Online learning, according to Carliner (2003), is the use of technology to get access to learning activities. According to Anderson (2008), online learning is a subset of distance learning that has always been focused on granting access to a learning environment that is, at the very least, more flexible in terms of time and location than campus-based learning. In the pandemic, online learning is defined as teaching and studying from home utilizing technology rather of going to a physical classroom. The technology can be utilized on devices like tablets, laptops, smartphones, and i-pads. There are numerous online learning platforms available that can be connected to technology, including Whatsapp, Google Classroom, Quipper, Zoom meetings, etc.

Anderson (2008) also lists the following benefits of online learning for students: While synchronous online learning offers real-time interaction between students and teachers, the students can use the internet to access current and pertinent learning materials and can communicate with experts in the field they are studying. Asynchronous online learning has no restrictions on time zones, location, or distance. Students can access the online materials at any time. The benefit of online education for teachers is also: Online learning systems can be used to identify learners' needs and assign suitable materials for learners to choose from, to achieve their learning goal. Tutoring can be done anytime, anywhere, and online materials can be updated, and learners can see the changes immediately. When students have access to materials online, it is easier for instructors to direct them to appropriate information based on their needs.

As a result, schools ought to provide them with the hardware and software they need to be willing to employ online teaching tools. In Bandung, Indonesia, junior high school teachers, online learning is still a relatively new method of instruction. To create a successful online learning environment, it is therefore essential to understand the advantages and implementation challenges of instructors' early perspectives of online learning. Therefore, the purpose of this study is to ascertain how teachers view online English language instruction.

MATERIALS AND METHODS

Quantitative research approaches were used in this study within a framework of a descriptive cross-sectional research design. The population of this study wasteachers from Mangalore, Karnataka. The target population of this study consists of nursing and non-nursing teachers from 2schools/colleges. The investigator used convenient sample for this study. Samples of this study were 113 teachers working in private/government institutions or colleges participated in the study. Out of which 53% of the teachers were from nursing colleges and 47% were from Non-nursing colleges. Primary data from this study was gathered through Google form via a questionnaire. The five-point Likert scale was used to gather online class opinion teachers. The five-point Likert scale reveals that one is firmly disagreed with and five are strongly agreed upon. A pilot research completed and evaluated the questionnaire after designing a questionnaire to clarify the effectiveness of the questionnaire. Using Google form, questionnaires were circulated to participants and participants were told that all opinions offered by them were kept confidential. The data was routinely gathered and reported and then analyzed using version 20 of the Statistical Kit for Social Science (SPSS). Collected data were categorized into demographic and factors wisely.

RESULTS

The data comprising responses on the socio-demographic factors and items measuring the variables were examined using descriptive analysis.

Analysis Of Socio-demographic Characteristics

Based on the analysis, totally 87% of the subject under study were Females and were in the age group of 30-49 years of age group and the level of education completed by the teachers were almost equal (87%) number were Bachelors and Masters. Approximately 62% of the teachers had more than 5 years of teaching experience and 88% of the teachers had less than 2 years of experience in using online flat form as their method of teaching. The online teaching platforms that were used by the teachers were Zoom App (53.0%), Google meet (37%) and less than 10% used Whatsapp and Google Classroom. It is also very interested to note that in this study Majority of the teachers preferred Face to Face (76%) and 25% of the teachers preferred online teaching.

Teacher's perception on online teaching method

The below data has been categorized under different aspects to obtain the results on teachers' perception towards online teaching

Perception On General Teaching Practices

Table 1: Frequency And Percentage Distribution On General Teaching Practice

ITEMS	SA	A	U	D	SD
Online learning system makes learning effective	14	42	20	24	0
Online learning system makes teaching easier	10	54	19	10	7

Online learning system is useful way for teaching	8	55	28	1	8
The online learning system makes me convenient in teaching	13	52	23	5	7
I can engage students in online teaching	12	46	25	11	6
I felt there was more opportunity to make my own decisions than regular teaching	13	39	28	20	0
I have less stress than regular teaching	17	49	24	2	8
I have great control over the time of online teaching activities	16	45	23	22	1
Gained experience of learning in a new online environment	28	68	4	0	0
Flexibility in time and communication	24	57	17	2	0
It is a Self-paced learning	22	59	15	0	4
Online teaching is inconvenient and ineffective	10	35	38	12	5
Ease and quick share of reading material	32	62	0	4	2
I can use the evaluation tools provided by the network technology platform to evaluate online teaching and learning.	30	67	1	0	2
My students get/download course materials more conveniently and quickly	37	60	0	1	2
My students can study at the time and place they choose	38	49	13	0	0
I feel online teaching is better than traditional teaching	8	20	37	31	4

*SA- Strongly Agree, A-Agree, U- Undecided or Neither Agree Nor disagree, D- Disagree, SD- Strongly Disagree

Table 1 depicts that the majority of study subjects agree or strongly agree to the fact in General principle of teaching that, in crucial situations like pandemics, online learning platforms need to be used wisely and effectively for the betterment of the students.

Perception On Online Class Preparation

Table 2: Frequency And Percentage Distribution Towards Teachers Perception On Online Class Preparation

ITEMS	SA	A	U	D	SD
Need training to conduct online classes	37	58	5	0	0
It is easy to operate an online learning system	12	61	18	9	0
Need sufficient computer knowledge and IT skills to manage online learning	59	41	0	0	0
Feel anxiety during online classes regarding delivery of content, electricity or Internet connection	24	49	20	3	4
Need knowledge in Creating digital content	36	64	0	0	0
Conducting online classes require more effort in comparison to face-to-face instructions	35	52	13	0	0
Tutors have to open their cameras to maximize their live interactions with students.	36	64	0	0	0

*SA- Strongly Agree, A-Agree, U- Undecided or Neither Agree Nor disagree, D- Disagree, SD- Strongly Disagree.

The above Table 2 describes Majority of the teachers agree that they need training to conduct online classes and 100% of them agree to the fact that the teachers need to have sufficient computer knowledge in creating digital content too.

Perception Towards Student Interaction Aspects

77% of the teachers feel that they can communicate freely with the students via online and the teachers also perceive that the students can regularly contact and consult with teachers.

Perception Towards Feasibility Of Online Teaching

Majority (96%) of the teachers agree that they are provided with the guidelines on using the online tool and 88% of the students clarify their doubts during the class and 92% of them feel that online teaching can make teaching activities easier and more convenient

Constraints / Challenges Concerned With Online Teaching

Table 3: Constraints Challenges Concerned With Online Teaching

ITEMS	SA	A	U	D	SD
Requires Proper guidance/training on how to conduct online teaching sessions	20	20	20	29	11
Lack of ICT/technical knowledge	33	48	15	2	2
Difficult with conducting Practical Lessons	38	59	3	0	0
difficulties while teaching some subjects	30	53	12	5	0
Difficulty get quick feedback from the students	31	52	13	4	0
distracted from my family members while online sessions	38	52	10	0	0
Technical and internet issues	36	54	10	0	0
Organization of work processes and time management	19	22	20	29	10
Insufficient tools for student assessment	18	40	24	12	6
Problem of tracking attendance during online teaching	38	58	0	4	0
Difficulty in Adapting to remote teaching	20	53	20	7	0
Difficulty in Creating digital content	28	60	12	0	0
Difficulty of Online evaluation of students	38	50	11	1	0
Problem in conducting online examination	36	57	7	0	0

*SA- Strongly Agree, A-Agree, U- Undecided or Neither Agree Nor disagree, D- Disagree, SD- Strongly Disagree.

The data in the above table depicts that teachers face challenges towards online teaching and learning. 40% of teachers feel that they require guidance to conduct online teaching and as they lack ICT knowledge and also above 95% of the teachers agree that it is difficult to conduct practical classes online.

Teachers' Perception On Disadvantages Of Online Teaching Method

Based on the analysis on disadvantages of online teaching and it can be summarized that 97% of teachers perceive lack of interaction between students and their instructors results in low performance, 84% Data privacy and security issues 88%Students misbehaving /disrespecting during online classes cannot be controlled90%Problem in conducting online examination and approximately 50% of teachers feel that online teaching is time consuming and they are not satisfied in their teaching mode as there is no direct contact with the students .

DISCUSSION

The teacher is a crucial component of online education. Their aptitude for overseeing online courses and interest in doing so are crucial factors. Before implementing online classes, there are issues that arise from how professors perceive them and their willingness to handle them because not all faculty members will always be able to teach those (Sims et al., 2002).

However, online courses bring value to the new educational system and offer a glimpse into the future. Many educators don't think this way or don't feel comfortable teaching online. The study therefore asked teachers (N 113) why they were not running or preferred not to run online programmes. Table 6 demonstrates that "Challenges" are the primary deterrents to teachers offering online courses, and "Teacher indicated that the traditional teaching technique is a safer strategy for successful teaching.

Additionally, some teachers feel that they are distracted by family members and do not have an appropriate environment for teaching online during online sessions. They continue to concur that it is challenging to develop an emotional connection with students while

teaching an online course. Certain topics are challenging to teach, and teachers cannot do online practical sessions. Some educators feel that an online course has a significant impact on the educational system, and they like it because of its flexibility in terms of time and location as well as its broad subject matter. However, some other teachers have declared that they are unable to participate in online classes and have given their justifications for doing so. It was noted that respondents' responses to open-ended questions indicated that "network problems and a lack of infrastructure for an online class, such as the availability of a smartphone or laptop, are the main issue or reasons for the insignificance of online class."

It is clear that online learning offers more significant benefits, such as closing the literacy gap and focusing on rural areas (Ritimoni, 2018). However, various considerations must be made in order to successfully adopt the technology in nations like GCC countries. This entails improving the infrastructure, expanding rural areas, improving Internet connection, changing teachers' attitudes, etc. For the use of online classes, which aims to increase convenience, schools and other educational institutions are necessary to provide excellent teaching and supervision from both students and professors. No smartphones or notebooks are one of the major obstacles for rural students, and network issues frequently put teachers in a tough situation.

CONCLUSIONS AND RECOMMENDATIONS

During the face of Covid -19, many institutions are moved to online instruction /teaching and have faced several challenges such as lack of feedback from students and lack of the proper technology to effectively conduct online learning and limited knowledge of teachers towards creating Digital content. Therefore, teachers need time to develop skills in creating the effectiveness of using online method.

Creativity is the key to a teacher's success to motivate students to keep their enthusiasm in learning online by asking the students to lead discussions during online classes. The teachers can stay flexible and be ready to adjust deadlines and grading process. Although Majority of them prefer face to face to teaching and learning, efforts can be made by Government to support to overcome the limitation of E-learning by introducing Web based applications and also resolving the connectivity issues in rural areas. Colleges and institutions are required to provide training and support to both student and teachers regarding the usage of online classes that helps in increasing their comfortability. There is also a need to understand the obstacles that come in the way of accepting online learning and take corrective measures to overcome it.

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