Students And Teachers Perspectives On The Impact Of Covid-19 Online Learning Mode

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Abstract

An online survey about teachers' and students' perceptions and experiences of online classes was the focus of this research. In response to the current pandemic situation, the Indian education system recently implemented the online delivery of classes. As a result, the perceptions and concerns of college and university teachers and students regarding the requirement to take online classes following COVID-19 are the subject of this survey. The sample included 407 college and university students and 70 teachers from the city of Bangalore. The purpose of the data collection was to use the online survey method. The findings indicate that teacher and student satisfaction with online classes is influenced by the following factors: availability of technical support, structured online course modules, quality and timely interaction between students and instructors, and modifications to accommodate the delivery of practical classes

Keywords: Survey, Teachers' And Students' Perspectives, COVID-19, Online Classes

Introduction

Education has become more accessible and convenient thanks to the internet. India's education sector has been steadily expanding. When it comes to higher education, India has been one of the world's largest sectors. Even though there have been online and distance learning courses for a long time, India has only recently considered introducing online classes as an alternative to the traditional classroom method at universities and colleges. The face-to-face classroom approach has always been the most prevalent in the Indian educational system. The main obstacles to the adoption of online education channels have been familiarity with and ease of using offline methods, as well as the absence of a need for them. However, in response to the current COVID-19 pandemic, educational boards have mandated the delivery of online courses at the college and university level. Not only in India, but all over the world, the educational system has been significantly altered as a result of Covid-19. Virtual classes have replaced physical classrooms at universities across India and the world. India's online education industry is still in its infancy.

While the majority of private universities in India have experienced mixed results from this transition, the government colleges and universities are still adjusting. Even though technology makes things easier to access and more accessible, it can also be restrictive, especially in India, where many students have trouble connecting to the internet. As a result, issues with attendance and participation in online sessions arise, making it difficult to adapt online education channels. In the meantime, faculty and students can receive immediate feedback on the lesson's quality, delivery, and experience in a live classroom setting. A teacher can observe students' body language in a classroom setting, and these nonverbal cues enable the teacher to immediately modify their teaching strategy to meet the needs of the students. When compared to online channels, the classroom environment's additional questioning and individualized attention provide a significant advantage in determining the student's comprehension of the material. In an online class, what might be easily perceived and approached requires a little more probing and alertness. An important part of developing online teaching methodology and learning should be investigating and analyzing how online classes should be designed and organized from the perspective of both teachers and students. Students' perceptions of and satisfaction with both online and in-person learning have previously been the subject of research. Fortune, Spielman, and Pangelinan (2011) looked at 156 students who took the Recreation and Tourism course at a multicultural university in Northern California, United States, and enrolled in either an online learning section or face-to-face learning. They found that there was no statistically significant difference in learning preference between the two types of students. When online classes were compared to face-to-face English as a foreign language instruction, another Tratnik (2017) study revealed significant differences in student satisfaction. It was discovered that students who took the course in person were more pleased with it than students who took it online. Online classes are a relatively new method of instruction in the Indian educational system; they have never been a part of regular classes. Educational professionals will be better able to comprehend and adapt to the requirements of both teachers and students if they investigate and analyze how students and faculty at various Indian colleges and universities perceive and experience online classes. Therefore, in order to apply these strategies most effectively, educational institutions and management, who would be the future providers of online learning, require a deeper comprehension of how teachers and students perceive and respond to online classes as a learning mode. The review of previous studies also revealed that, when evaluating online education, the

perspective of the student has been given more weight and consideration than the perspective of the teacher. The teacher's perspective is equally important because the educational foundation itself becomes weaker if they, as educators, are dissatisfied and find the online mode to be unsatisfactory. Teachers are also having trouble adapting to this new teaching approach, which has made the introduction of online classes equally challenging. As a result, the significance of this study lies in examining how teachers and students perceive online classes in comparison to traditional classroom settings. The respondents to the survey were college and university instructors and students in Bangalore City. Due to its position as a technology hub, Bangalore may provide insight into how online classes are perceived. As a result, the following article discusses the findings of the survey, which was carried out with the intention of determining how well teachers and students alike are adopting this new method and what the most common issues are that arise when taking online classes. The survey's purpose was to assist educational instructors, facilitators, and college and university administrators in comprehending the adjustments that can be made to make online teaching more efficient so that, in the future, it can be incorporated into classroom instruction. The responses to this survey will contribute to the improvement or enhancement of online classes in order to provide students with a better learning experience and teachers with a better teaching experience.

Literature Review

The previous research that was carried out on online learning during the COVID-19 crisis, as well as a few studies that are related to issues with online learning and educational technology in general, are presented in the section that follows. In a basic education college in Kuwait, a study was done to find out what students thought about the future of mobile learning after the pandemic. The study's conclusion left the student with a positive impression regarding the use of mobile learning in higher education. The study's benefit is its recommendation for creating and teaching courses on the use and application of m-learning. The sample size of 52 participants is insufficient to generalize m-learning in higher education, which is a drawback of this study (Alanezi & AlAzwani, 2020). Another study (Rajab, Mohammad, Gazal, & Alkattan, 2020) looked at problems with online learning in medical education during the COVID19 outbreak. 208 individuals participated in the study: students and teachers in Alfaisal University's medical school in Riyadh, Saudi Arabia. Communication, evaluation, online education experience, utilizing technology tools, time management, anxiety, and coronavirus disease stress were

identified as obstacles in the study. During the pandemic, students, however, praised the effectiveness of online learning. Yildiz (2020) carried out a meta-analysis study on the most recent developments in educational technology from 2015 to 2020. Several aspects of the field were the focus of the study. The study's findings demonstrated that educational technology was appropriate for teaching and learning. The impact of the pandemic on entrepreneurship education is the subject of an article that was published in 2020 by editorial board members Liguori and Winkler. They requested additional research and resources on the difficulties associated with online entrepreneurship education. In the wake of the pandemic, an additional study examined the significance of online education and the evaluation of its advantages, disadvantages, difficulties, and opportunities (Shivangi, 2020). The study gave some advice on how to deal with problems with online learning during epidemics and natural disasters. Wolfinger looked into the characteristics of adolescent online learners in Pennsylvania as a case study. The aim of the study was to determine how successful it was to complete middle school education entirely online. The characteristics of students, educational support, academic support, and social support were all the focus of the study. The findings demonstrated the significance of teachers' roles in virtual learning and the potential benefits of parental involvement for students' academic success. The International Association of Universities 2020 conducted a survey regarding the global effects of COVID19 on educational institutions. According to the study's findings, the COIVD-19 crisis has had an impact on all of the institutes that participated. The findings also demonstrated that educational opportunities were unevenly distributed and that activities' quality was negatively impacted. Blackboard usage as a motivator for English language learning and teaching was the subject of a study by Ali (2017). According to the findings of the study, while some students were demotivated to use Blackboard to learn English, others were motivated to work harder. At Qassim University in Saudi Arabia, Alturise (2020) conducted a study on the satisfaction of teachers and students with the online learning model that utilized the Blackboard platform. The study came to the conclusion that although e-learning is a step forward in education, significant improvements to online learning applications are required. Based on their educational environment and the facilities provided by various institutes, some researchers investigate challenges and obstacles in e-learning during COVID-19. The goal of this study is to find out what university students face as a result of the global crisis and what they can do to overcome these challenges and improve their performance in the future.

Methodology

The author conducted two quick surveys for this study: one for the students and one for the instructors. The survey questions looked at how students and teachers generally felt about online classes and how they used them. There were 26 questions about teachers' perceptions of online classes and six demographic questions in the teacher survey. Three of the 26 questions were open-ended, and they asked teachers to describe the applications they typically used to take online classes as well as what they thought were the advantages and disadvantages of online teaching. There were six questions about demographics and 19 questions about how students felt about online classes in the students' survey. Two open-ended questions about the advantages and disadvantages of online classes were retained. There were pre-defined options for agree, disagree, and neutral as responses. The survey did not utilize validated psychometric tools because its primary objective was not to collect psychometric data. The survey was conducted online using Google Forms because of the current COVID-19 situation. On May 2, 2020, the form was made available online for two weeks. The survey was sent to teachers and students at colleges and universities in Bangalore who were taking classes online and asked to fill it out. The survey was completed by 412 students and 76 teachers all at once. 70 teachers completed the entire teacher survey, which included 92.1 percent of the total sample, while 407 students, or 98.7 percent of the total sample, completed the survey. Therefore, the analysis only took into account the data of 70 teachers and 407 students. There were no incentives for responding to the survey. The respondents were informed of the survey's specifics. The survey's completion was considered a form of consent to participate.

Participant Demographics

Table 1: Showing Demographic Details For Teachers

Teachers Demographic Details (n=70)			
Gender	**Male: 10% (n=7)**		**Female: 90% (n=63)**
Age	24-35yrs: 58.9%	36-50yrs: 36.7%	Above 50yrs: 17.4%
Type of educational institution	College: 83.3%	University: 29.7%	Private institution: 92.8% Government institutions: 9.9%

Table 2: Showing Demographic Details For Students

Students Demographic Details (n=407)		
Gender	Male: 15.03% (n=48)	Female: 85.04% (n=348) Prefer not to say: 5.91%

Age	16-18yrs: 7%	19-23yrs: 88.3%	23yrs-27yrs: 4.7%
Type of educational institution	Private institution: 84.5%		Government institutions: 18.5%
Course	Pre-university college: 9.7%	Undergraduate:76.5%	Post-graduate:17.7%

Data Analysis

The primary objective of the study was to collect insightful feedback from university faculty and students regarding their experiences with the online teaching method. For data analysis, a descriptive approach was considered. In order to identify answers that were similar, responses to the open-ended questions were transcribed, coded, and categorized within each question. The content of the responses was found to be consistent. For reporting purposes, frequency counts of frequently occurring responses were compiled and converted to percentages. The survey's findings are explained in detail in the following section.

Results

The purpose of the survey was to learn about teachers' and students' experiences with and perceptions of the recently implemented online teaching method. The results of the survey can be broken down into two sections: how teachers and students feel about online classes. Separately, the outcomes for each are discussed.

Teachers perception about online classes

The teachers survey had items assessing three dimensions: online v/s classroom mode, personal factors and students' factor during online classes. The results of the survey showed that 86.9% of the teachers reported that they preferred classroom teaching method more than online teaching mode. 11.8% preferred online classes.

Table 3: Survey Items On Teachers' Perception Of Online Classes

Online v/s classroom teaching mode		
Online classes are more effective than classroom mode	Agree	35.9%
	Disagree	54.9%
Online classes are more convenient than classroom	Agree	47%
	Disagree	25.3%

method

There is lack of teacher-student interaction in online classes	Agree	78.3%
	Disagree	22.5%
It is difficult to engage students in online classes	Agree	58.5%
	Disagree	25.4%
Online classes are fun and interactive than classroom method	Agree	14.1%
	Disagree	75.3%
Teacher- students disconnect is felt low in online classes compared to classroom method	Agree	19.1%
	Disagree	67.8%
Online classes are not safe and secure method	Agree	44.4%
	Disagree	36.6%
Difficult to keep classes for longer duration during online classes	Agree	73.1%
	Disagree	19.1%
It is difficult to control group interaction during online classes	Agree	78.4%
	Disagree	17.8%
Online classes help me to	Agree	57%

Online v/s Classroom Teaching Mode		
use innovative teaching methods	Disagree	28%
Technical issues effect the flow and pace of online classes	Agree	94.8%
	Disagree	7.9%
Personal Factors In Online Teaching		
Lack of computer skills makes it difficult for me to use the online teaching method effectively	Agree	35.9%
	Disagree	46.5 %
There is lack of work satisfaction while taking online classes	Agree	67.1%
	Disagree	25.1%

Online classes make me conscious about my teaching skills	Agree	37.2%
	Disagree	36.9%
I feel lack of motivation to take online classes	Agree	47.1%
	Disagree	38.5%
I get easily distracted during online classes	Agree	28%
	Disagree	48.3%
Online classes trigger anxiety in me	Agree	34.6%
	Disagree	58%
I feel my skills as a teacher has improved through online teaching method	Agree	39.2%
	Disagree	28.3%
I am finding it difficult to adapt to the online teaching mode	Agree	36.9%
	Disagree	46.4%
Online teaching has boosted my confidence as a teacher	Agree	47.1%
	Disagree	28.4%
Student Factors In Online Classes		
Students do not take online classes seriously	Agree	79.3%
	Disagree	13.5%
Students make lot more excuse for not attending online classes and the reliability of it cannot be assessed	Agree	79.9%
	Disagree	7.6%
Students show lack of interest and involvement during online classes	Agree	85%
	Disagree	18.1%

Teachers were of the opinion that, despite the fact that online classes were convenient and could be taken from the convenience of one's own home, reducing the need for travel time, they did not appear to be as effective as classroom instruction. The primary issues found to be a disconnect between the teacher and the students, a lack of interaction, an inability to engage the group, and technical issues. 39% of respondents believed that online classes were not very secure. However, teachers agreed that the new opportunity to teach online has boosted their confidence and allowed them to experiment with and employ novel teaching strategies. It was also said that taking online classes made people unhappy at work. Some of them even believed that their lack

of computer skills prevented them from making effective use of the online teaching platform. The majority of teachers reported a lack of interest and involvement from their students. They said that the main problem they had with online classes was that students made a lot of excuses for not being able to attend, like a problem with the network, poor connectivity, bad audio and video, etc. and it's hard for them to tell if they're just trying to avoid going to class or giving real reasons. During the COVID-19 pandemic, education technology apps are becoming increasingly popular because classes and assignments are conducted online. The survey also looked into which online platforms teachers preferred for online class participation and assignment.

Students Perception About Online Classes

The students survey had items assessing two dimensions: online v/s classroom mode and personal factors during online classes. The results of the survey showed that 87.1% of the students reported that they preferred classroom teaching method more than online teaching mode. 12.9% preferred online classes.

Table 4: Survey Questions On Students Perception Of Online Classes

Online v/s Classroom Teaching Mode		
Online classes are more effective than classroom mode	Agree	22.9%
	Disagree	64.9%
There is lack of interaction during online classes	Agree	70.4%
	Disagree	26.6%
Online classes are more convenient than classroom method	Agree	31.6%
	Disagree	66.8%
Quality of discussion is low in online classes	Agree	89.8%
	Disagree	11.9%
Learning and knowledge transfer happens more in online classes	Agree	16.8%
	Disagree	78.2%
Online classes are less structured than classroom mode	Agree	80.6%
	Disagree	11%

Online v/s Classroom Teaching Mode		
Online classes save time	Agree	59.7%
	Disagree	39.8%
Technical issues disrupt the	Agree	94.2%

flow and pace of online classes	Disagree	5.8%
It is difficult to clarify doubts in online classes compared to classroom mode	Agree	77.5%
	Disagree	27.1%
Personal Factors In Online Classes		
Lack of computer skills makes me uncomfortable during online classes	Agree	43.8%
	Disagree	45.2 %
I feel more comfortable to participate in online class discussions compared to classroom	Agree	26.8%
	Disagree	69.4%
I find it difficult to understand and follow online classes	Agree	78.4%
	Disagree	26.3%
I feel less anxious in online classes	Agree	56.1%
	Disagree	37%
I get easily distracted and have difficulty concentrating during online classes	Agree	71.6%
	Disagree	29.2%
I feel lazy and disinterested during online classes	Agree	69.3%
	Disagree	30.1%
I do not feel motivated to participate in online class discussions	Agree	69.5%
	Disagree	29.9%

When looking at table 4, it is evident that students had a negative perception of the quality of online classes. Some prominent factors that reduced the effectiveness of online classes included technical issues, a lack of structure, disruptions to the flow of the classes, difficulties in resolving questions, and a lack of interest and motivation to attend the classes. Even though today's generation is well-versed in technology, the survey found that the majority of the sample reported that their lack of computer skills made them uncomfortable when using the internet. In addition, the students were asked two open-ended questions about the advantages and disadvantages of taking classes online. The majority of them (55.7% of the sample) identified technical issues such as poor network connectivity, power outages, broadband issues, poor audio and video quality, issues with the app, getting disconnected in between classes, and finding it

difficult to log in again as the primary issues when asked about the problems they typically encountered while taking online classes or the negative aspects of those classes. 23.3% of students said they had trouble staying focused in online classes, with home distractions coming in second and a lack of a structured learning environment making it harder for students to stay focused in class. They also said that being at home makes it hard for them to take online classes because they can't keep up with housework and college work at the same time. Some of them even said that family problems and a lack of support at home make it harder for them to fully participate in online classes. 22.1% of students said that online classes were hard to understand and follow, especially when it came to practical subjects. They also said that there was no clear structure, no timetable, or structured format. They claim that because there are too many subjects scheduled for the same day, it is hard for them to stay alert and active. They are overwhelmed with information and exhausted. 15.4% said that online classes are less interactive, there is no communication between students and teachers, and participation is harder. As a result, they found the online classes to be less lively, friendly, and social. 12.7% of them reported not being motivated or interested in taking online classes. They were of the opinion that taking online classes made them less serious, and that they simply attended the class out of boredom and laziness. Financial constraints were among the other issues that were mentioned. Students reported feeling burdened as a result of the frequent data recharges caused by the online classes, particularly for students whose families are less financially secure. The next concern was that students from economically disadvantaged backgrounds were unable to access online resources and facilities, which further increases the financial burden of purchasing a smartphone for some. Students thought that when classes were taken online, teachers didn't teach well, ran through the syllabus, and they felt like they had too much information. Additionally, concerns about online app security were reported. Last but not least, students reported numerous physical problems as a result of online classes. They asserted that excessive use of mobile phones and earphones resulted in issues such as headache, backache, and eye strain. Both mentally and physically, they were under a lot of pressure and strain. Students reported feeling a lot of stress as a result of the constant pressure to complete assignments. They had the impression that neither learning nor knowledge transfer was taking place.

Most people thought that taking classes online saved them time because they could be done from the comfort of their own homes, so they didn't have to rush to get to college. Other encouraging

news included: quicker completion of the syllabus, and class recordings made it easier to refer to it later. You could watch the recorded classes over and over again until you understand the concept. Because classes can be taken at any time, anywhere, they offer flexibility. In addition, there was less anxiety about asking questions and being disturbed by classmates.

Conclusion

There is currently a lack of clarity regarding the regulation of online educational channels, which restricts higher education in India. The overall teaching and learning experience is impacted by teachers' and students' comfort with online class design, structure, level of interaction between students and faculty, quality and quantity of class content, technical support, and overall experience with online class delivery. This ultimately determines the success or failure of online education. Therefore, in order to encourage students and educators to adopt online channels, awareness needs to be raised with an emphasis on accessibility and ease of use. Students' learning outcomes may suffer as a result of their dissatisfaction with the structure and design of their classes. Online education can be made more effective and easily accepted across India by raising the quality of online classes with the assistance of a variety of service providers and the assistance of a variety of colleges and universities. Students' and teachers' concerns point to the need for additional research to provide more detailed information regarding the design and methodology of online classes in order to effect changes. When promoting online education, college and university administration should focus primarily on creating a well-organized and user-friendly environment that is accessible to all students and teachers without imposing a financial burden. Additionally, it should be given top priority to provide teachers with adequate technological training on how to conduct online classes, as this is found to be a prerequisite for their success. Although the sample size is too small to apply to the larger population of online higher education students, the data can shed light on the issues that teachers and students generally face when taking online classes. Because the online mode of higher education is still in its infancy in India, it will be easier to devise efficient and organized strategies for taking online classes if there is a clear understanding of the challenges encountered and the expectations placed on both teachers and students. It is essential to note that faculty and students' perceptions of the online teaching method were in agreement with the survey. Both perspectives were constructive and reflective of one another.

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