

Students' and Teachers' Perspectives on the Impact of Online Education during Covid-19

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ABSTRACT

The findings reveal that quality and timely interaction between students and professors, technical assistance availability, structured online class modules, and adjustments to allow the conduct of practical lessons are all significant for teacher and student satisfaction with online classes. The goal of this study was to conduct an online survey to get feedback from teachers and students on their perceptions and experiences with online classrooms. In the midst of the present pandemic crisis, the Indian education system has made a recent change by delivering classes via online means. As a result, this poll examines the attitudes and concerns of college and university teachers and students about attending online programmes, which have become mandatory as a result of COVID19. The sample included 70 teachers and 407 students from Bangalore's colleges and universities. For the aim of data gathering, an online survey method was used.

Keywords: covid-19, survey, teachers' perspective, students' perspective, online classes

I. INTRODUCTION

Online learning and classes are becoming a bigger element of the education system all around the world. Education has become more convenient and accessible to everyone thanks to the internet. In India, the education industry is constantly expanding. When it comes to higher education, India is one of the world's largest markets. Though online and remote courses have been for a long time, the adoption of the online way of taking classes at universities and colleges, as opposed to the traditional face-to-face classroom approach, has only been considered in the last few years in India. When it comes to India's educational system, the face-to-face classroom method has traditionally been the most popular. The adoption of online channels of education has been hampered by familiarity and convenience of use of offline techniques, as well as a lack of demand for online teaching methods.

Meanwhile, in a face-to-face classroom situation, professors and students can receive rapid feedback on the quality of the lesson, delivery, and experience. A teacher can watch students' body language in a classroom setting, and these non-verbal indications allow the teacher make quick adjustments in their teaching method to best meet the students' requirements. When compared to online channels, additional questioning and individualized attention in the classroom context allows for a more complete understanding of the student's understanding of concepts being taught. In an online class, what is easily recognized and approached in a classroom requires a little more investigation and attentiveness. Investigating and assessing how online classes should be created and organized while taking into account the perspectives of students and professors should be an important aspect of developing online teaching and learning methodologies. Students' perceptions and satisfaction with online and face-to-face learning have been explored in previous research investigations. Fortune, Spielman, and Pangelinan (2011) looked at 156 students who took and enrolled in either an online learning section or face-to-face learning of the Recreation and Tourism course at a multicultural university in Northern California, and discovered that there was no statistically significant difference in learning preferences between those enrolled in the two learning modes. Another study by Tratnik (2017) found substantial differences in student satisfaction ratings when online and face-to-face English as a foreign language programmes were compared. When compared to their online counterparts, students who took the face-to-face course were found to be more happy with the course. However, in light of the current COVID-19 epidemic, educational boards have mandated the delivery of online classes at the college and university levels. Covid-19 has resulted in a significant shift in the educational system, not only in India but throughout the world. Virtual classes have taken over at universities across India and around the world, replacing actual classrooms. In India, online education is still in its early stages. While most private universities in India have found this transformation to be a mixed bag of benefits and drawbacks, government colleges and universities are still adjusting. While technology makes things more accessible and easier, it may sometimes be restrictive, particularly in India, where many students lack internet access. As a result, challenges with attendance and engagement in online sessions arise, making the adoption of online education channels difficult.

II. METHODOLOGY

The author created two brief surveys for this study: one for teachers and the other for students. Students and teachers' perceptions and experiences with online classrooms were analyzed through survey questions. Six demographic questions and 26 items about teachers' perceptions of online classrooms were included in the teacher survey. Three of the 26 questions were open-ended, in which the teachers were asked to describe the positive and negative aspects of online teaching, as well as the programmes they typically used to attend online classes. The students were asked six demographic questions and 19 questions on their perceptions of online classes in the survey. Two open-ended questions addressing the benefits and drawbacks of online classes were kept. There were three pre-defined response options: agree, disagree, and neutral. Because the goal of the survey was not to obtain psychometric data, no established psychometric techniques were used. The poll was performed online using Google Forms due to the current COVID-19 scenario. The form was made available online on May 2nd, 20 for a period of two weeks. Teachers and students from Indian colleges and universities who taught online were approached and requested to participate in the study. The survey was completed by 76 teachers and 412 pupils. 70 professors completed the entire survey, accounting for 92.1 percent of the overall sample, whereas 407 students completed the entire survey, accounting for 98.7% of the total sample. As a result, only 70 teachers and 407 students' data were used in the research. There were no incentives offered for completing the survey. The respondents were given information about the survey. The survey was completed as a form of consent to participate.

Objective

- The purpose of this research is to find out how students feel about online teaching and learning.
- To investigate the use of online teaching and learning as a substitute for classroom instruction during a pandemic.
- The purpose of this research is to find out how faculty members feel about online teaching and learning.

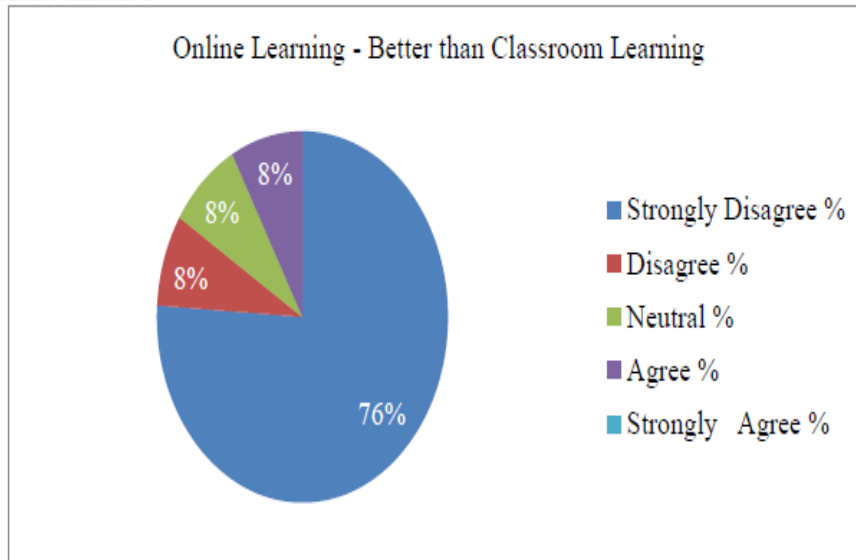
III. ANALYSIS & DISCUSSION

The primary data was acquired from 50 MBA Semester III students. The following is a summary of the questions and a list of the responses:

Sr. No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Better than Classroom Learning	38	4	4	4	0
2	Clear Understanding - Theoretical	4	8	0	2	36
3	Clear Understanding - Practical	16	2	6	4	22
4	Time saving	0	4	10	6	30
5	Difficult to Focus or Concentrate	20	2	4	4	20
6	Difficult for Doubt Clarification	12	4	10	6	18
7	Problems of Technical Issues	12	0	2	0	36
8	Expensive	40	2	2	2	4
9	Pace of Teaching (OK)	10	0	4	2	34
10	Easy to complete Assignments	18	0	4	0	28

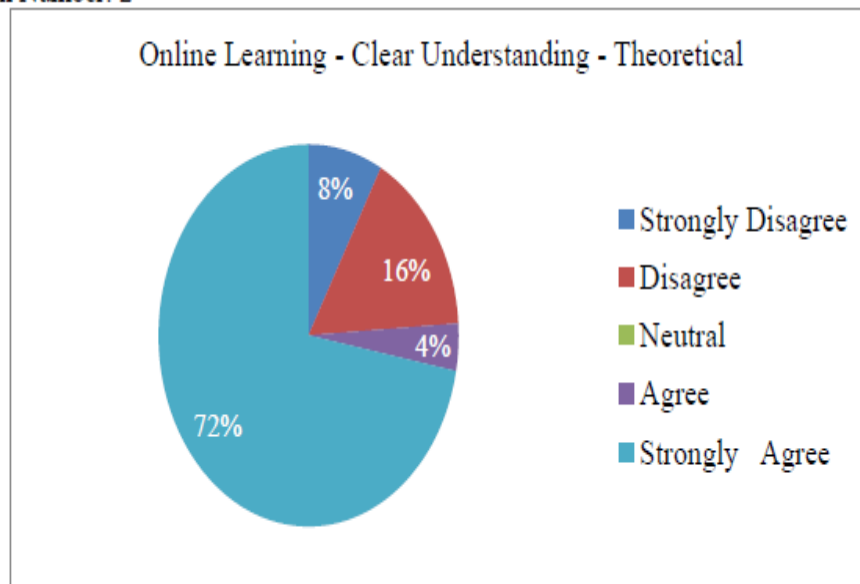
The information was gathered from MBA students in their third semester. Before the lockout, these students had been attending classroom lectures for about a semester and a half. These students then attended online lectures for about a semester and a half, which is roughly the second and third semesters combined. The information gathered is tabulated, and the tabulated information is analysed using a pie chart:

Question Number: 1



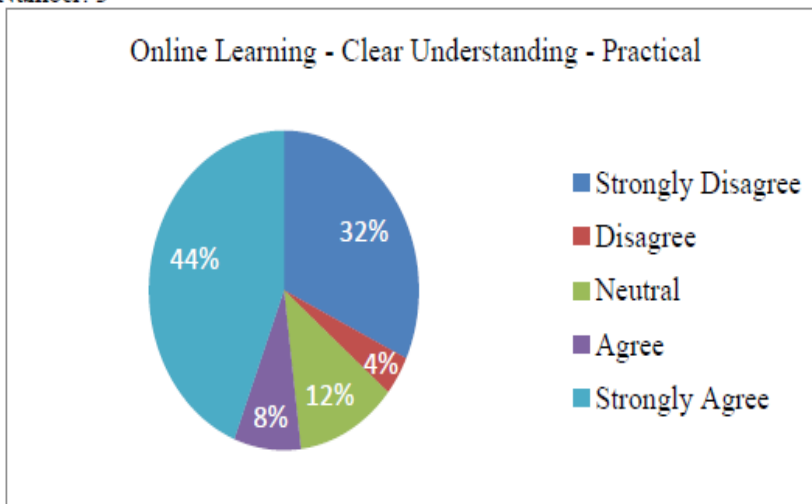
Finding: 76 percent of respondents strongly disagree that online education is superior to classroom education. As a result, we can deduce that the responder group prefers classroom learning.

Question Number: 2



Finding: 72 percent of respondents strongly think that online learning helps them understand theoretical concepts more clearly. As a result, we can deduce that online teaching and learning aids the respondent group's comprehension of theoretical concepts.

Question Number: 3



Finding: - 44% of respondents strongly think that online learning helps them understand practical/numerical aspects more clearly. At the same hand, a significant percentage of respondents (32%) strongly disagree that online learning facilitates clear knowledge of practical/numerical components. As a result, we might deduce that online teaching and learning may struggle to grasp practical / numerical aspects as well as theoretical parts.

The students were also asked two open-ended questions about the advantages and disadvantages of taking classes online. When asked about the most common issues they encountered during online classes or what the negative aspects of online classes were, the majority of them (55.7 percent of the sample) cited technical issues such as poor network connectivity, power outages, broadband issues, poor audio and video quality, app issues, getting disconnected in between classes, and finding it difficult to log in again as the main issues. 23.3 percent said it was difficult to concentrate during online classes, that distractions at home were more prevalent, and that the lack of an organized learning environment makes it difficult for students to focus during class. They also stated that living at home makes online classes more difficult for them because they are unable to balance housework and academic work. Some even said that a lack of a supportive home environment and family concerns make it difficult for them to fully participate in online classes.

IV. CONCLUSION

The internet and related technologies have made online education, particularly distance learning, easier. Online teaching and learning can be done on a personal computer, laptop, or even a mobile phone. The most crucial characteristic is that the facility can be used at any time and from any location. Based on the study of primary and secondary data, we can infer that in the current circumstances, online teaching and learning is one of the options for maintaining continuity in teaching and learning, particularly for schools and colleges. Students, on the other hand, are dissatisfied with the online learning and instruction. As a result of a variety of obstacles that students have encountered, such as technical concerns, doubt clarification, trouble understanding practical subjects, and so on. At the same time, students are content with the fact that online teaching and learning saves them time. Students also believe that online teaching and learning saves time and is very inexpensive. This particular stage of online teaching and learning can be thought of as a transition from classroom to online teaching and learning. Without a question, there were some drawbacks to online teaching and learning, but it appears that the future of online teaching and learning is bright. Online teaching and learning has enormous potential for growth. As more and more online teaching and learning platforms become more appealing and resemble classroom teaching and learning, we can safely conclude that the potential for online teaching and learning is enormous. As online teaching and learning continues to progress and improve in terms of technology, it may prove to be a viable alternative to classroom teaching and learning in the future. Students, on the other hand, are currently in favour of classroom teaching and learning. More advancement in online teaching and learning, particularly in higher education, will make online teaching and learning more effective and helpful. These online teaching and learning can better serve the rural population and persons living in remote locations. This can be utilized for a variety of reasons beyond standard schooling and higher education.

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