# A STUDY OF TEACHERS' PERSPECTIVE ON THE EFFECTS OF ONLINE TEACHING

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**ABSTRACT**

*This study's objective was to carry out a survey online to learn more about teachers' opinions and experiences using online learning environments. The Indian educational system has changed by moving classes online in the midst of the current scenario. As a result, this survey looks at how college and university teachers feel about having to take part in online courses. An online surveying technique was used to get the needed information. According to the data, timely and efficient communication between instructors and students, availability of technical support, well-organized online course modules, and adjustments that made it possible to teach practical lessons were all significant factors in teachers' satisfaction with online courses.*

**KEYWORDS**: *Teachers', Online Teaching, Learning Environments, Surveying Technique, Online Courses.*

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## Introduction

Online learning and classes are gradually being incorporated into the worldwide system of education. Because of the internet, education is now easily & conveniently accessible to everyone. The education sector in India has steadily grown. In the past, India's primary industry has been higher education. Even though distant and online learning programs have been available for some time, universities and colleges in India have only recently begun to consider offering online courses as an alternative to the conventional face-to-face classroom technique. The most common classroom arrangement in the Indian educational system has always been face-to-face. The ease of use and familiarity with offline procedures, along with their lack of necessity, have been the primary barriers to the adoption of online educational channels.

## Objectives

The key objectives of the study are:

- To comprehend respondents' attitudes toward online classrooms as a teaching methodology.
- To identify the issues that teachers face when learning online.

## Geographical Area

The study's focus was the city of Udaipur, and efforts were taken to gather replies with a reasonable geographic dispersion in that area to collect data effectively.

## Sample Size

The sample size for the study consisted of 70 teachers altogether. The number of respondents across all age groups was attempted to be justified. As a result, both the selection of respondents and the sample classification were fair.

## Research Design

The focus of this research is to study the impact of online classes, and it is descriptive.

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**Sampling Technique**

The technique of sampling adopted in the thesis is Probability Sampling (Simple random sampling). We defend the need for probability sampling by pointing out that respondents were chosen at random. Every sample has an equal chance of being selected from the population because the sample was chosen using probability sampling.
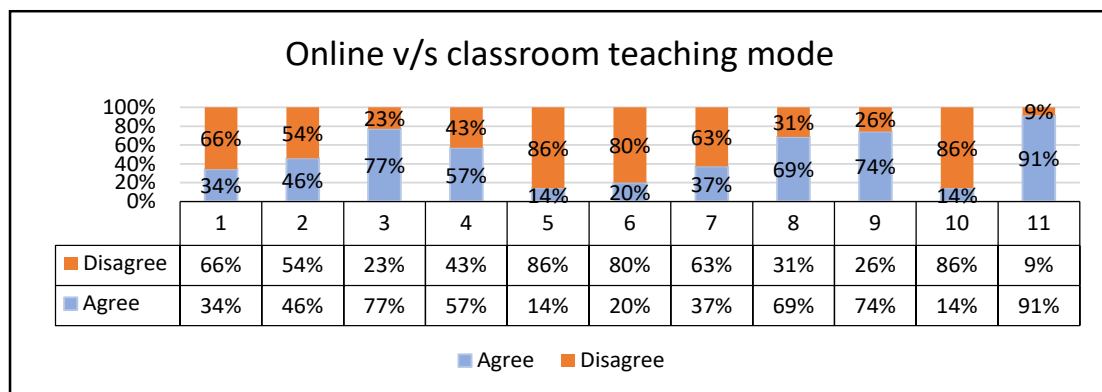
**Data Analysis**

The study's main objective was to collect faculty and student opinions about their experiences with the online mode of instruction. For data analysis, a descriptive approach was taken into account. To identify similar answers, responses to the open-ended questions had been listed down, coded, and grouped within each question. Repetitive responses were discovered. Finally, for reporting needs, frequency counts of the frequently recurring replies have been counted and converted to percentages. The section that follows discusses the specific survey results.

**Results**

The research has aimed to learn more about the attitudes of educators toward the recently widespread online teaching model. The outcomes and findings of the survey are spoken about below.
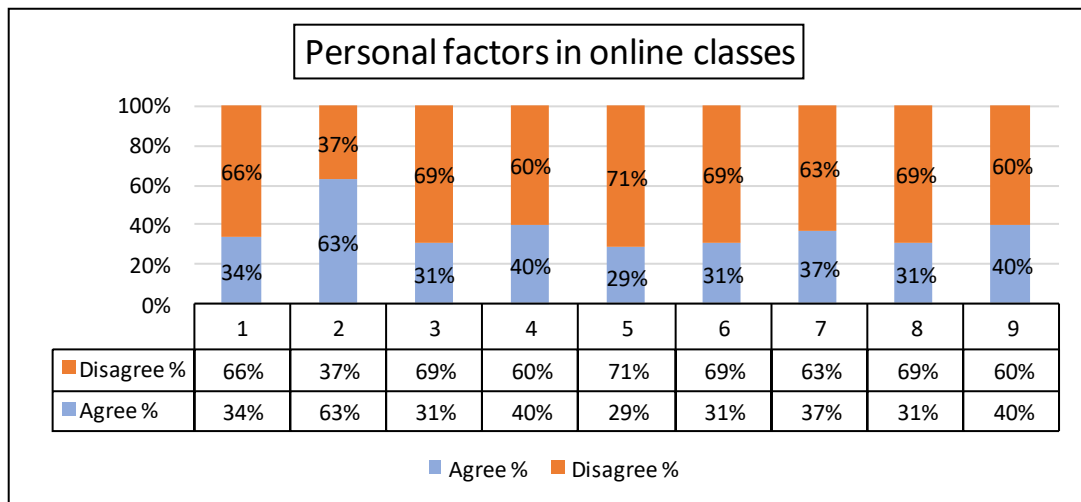
**Teachers' perception of Online versus Classroom teaching mode**

|   | Statement | Agree | | Disagree | | Total Agree | |
|---|---|---|---|---|---|---|---|
|   | *Statement* | N | % | n | n | N | % |
| 1 | Online classes are more effective than classroom mode | 24 | 34% | 46 | 66% | 70 | 100% |
| 2 | Online classes are more convenient than classroom method | 32 | 46% | 38 | 54% | 70 | 100% |
| 3 | There is a lack of teacher-student interaction in online classes | 54 | 77% | 16 | 23% | 70 | 100% |
| 4 | It is difficult to engage students in online classes | 40 | 57% | 30 | 43% | 70 | 100% |
| 5 | Online classes are more fun and interactive than classroom method | 10 | 14% | 60 | 86% | 70 | 100% |
| 6 | In online classes, there is less of a teacher-student disconnect than in traditional classroom settings. | 14 | 20% | 56 | 80% | 70 | 100% |
| 7 | Online classes are not a safe and secure method | 26 | 37% | 44 | 63% | 70 | 100% |
| 8 | Keeping classes longer during online sessions is challenging | 48 | 69% | 22 | 31% | 70 | 100% |
| 9 | Controlling group dynamics in virtual classes can be challenging. | 52 | 74% | 18 | 26% | 70 | 100% |
| 10 | Online classes help me use innovative teaching methods | 10 | 14% | 60 | 86% | 70 | 100% |
| 11 | Technical issues affect the flow and pace of online classes | 64 | 91% | 6 | 9% | 70 | 100% |



Online v/s classroom teaching mode

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Disagree | 66% | 54% | 23% | 43% | 86% | 80% | 63% | 31% | 26% | 86% | 9% |
| Agree | 34% | 46% | 77% | 57% | 14% | 20% | 37% | 69% | 74% | 14% | 91% |

Personal Factors of Teachers in Online Classes

| | | Agree | | Disagree | | Total | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % |
| 1 | Lack of computer skills makes it difficult for me to use the online teaching method effectively | 24 | 34% | 46 | 66% | 70 | 100% |
| 2 | While taking online classes, there is a lack of satisfaction with one's work. | 44 | 63% | 26 | 37% | 70 | 100% |
| 3 | I become more conscious of my teaching abilities when I take classes online. | 22 | 31% | 48 | 69% | 70 | 100% |
| 4 | I don't feel motivated to enroll in online courses. | 28 | 40% | 42 | 60% | 70 | 100% |
| 5 | I'm easily distracted when taking lessons online. | 20 | 29% | 50 | 71% | 70 | 100% |
| 6 | I get anxious when I take online classes. | 22 | 31% | 48 | 69% | 70 | 100% |
| 7 | I believe that using the online teaching method has enhanced my abilities as a teacher. | 26 | 37% | 44 | 63% | 70 | 100% |
| 8 | I'm having trouble adjusting to the online learning environment. | 22 | 31% | 48 | 69% | 70 | 100% |
| 9 | My confidence as an educator has increased because of online learning. | 28 | 40% | 42 | 60% | 70 | 100% |



Personal factors in online classes

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| Disagree % | 66% | 37% | 69% | 60% | 71% | 69% | 63% | 69% | 60% |
| Agree % | 34% | 63% | 31% | 40% | 29% | 31% | 37% | 31% | 40% |

**Interpretation**

When asked what challenges they typically encountered when taking classes online or what the drawbacks were of doing so, the majority of the sample (64.2%) cited technical difficulties such as bad connectivity, broadband problems, power outages, and poor video &audio quality as the main problem. One issue raised by 37.1percent of the teachers was the students' lack of participation and engagement in lessons. They stated that a lot of the excuses and a lack of seriousness were expressed by pupils in online classes. Consequently, this often results in the teachers feeling unmotivated. 15.7 percent of respondents stated that low attendance was caused by factors such as some students attending classes from their hometown, where there are connectivity problems and students' lack of willingness to attend lessons. Other drawbacks of online instruction that teachers mentioned included: some thought it took more time since they had to prepare PowerPoint presentations and other resources for the students; others said it appeared too formal, impersonal, and uninteresting.

Another problem was that students had trouble determining if they understood what was being taught and evaluating the clarity of concepts. The other issues that were brought up included the inability

to keep an eye on and manage the behavior of the students, their dissatisfaction with their work, background distractions, constraints of time when utilizing online apps, the delay in commencing the class because the students were taking a long time to log in, and the inability to determine whether the students were actually in the room or had just logged on. A significant concern that was brought up has been the difficulty of doing practical subjects online. The teacher claimed that while theoretical courses have been simpler to learn, practical subjects like algebra, design, and accounting were more challenging.

Additionally, the teachers were asked to list the benefits of online instruction in their own words. The majority (37.1%) thought that programs offered online were easy to access, flexible in terms of scheduling, and made grading and assessment tasks more manageable. According to 22.8 percent of respondents, online education has improved their technical proficiency, helped them discover new teaching techniques, and given them more self-assurance. Online education, according to 15.7% of respondents, saves time because it allows students to learn from home, cutting down on commute time. Other positive aspects that were mentioned included: the way that online classes seemed more structured, there was less disruption, the use of innovative tools like screen sharing, the promotion of utilizing more charts, graphs, and videos, the ability to record classes for the future use & reference, the ability to make teaching more systematic, and the ability to preserve class content for future reference.

**Conclusion**

Higher education in India is now constrained by unclear regulations about online education outlets. The degree to which instructors and students are accustomed to teaching online, the amount of interaction among students & faculty, the quantity &quality of the course materials, technical support, and total experience with the online class delivery all affect the total learning &teaching process. In the end, these elements decide whether online learning is successful or not. Therefore, awareness needs to shift more and more toward the accessibility &convenience aspects to enhance the use of online channels by teachers & students. Students who are dissatisfied with the structure and style of the classroom may learn less efficiently. The quality of online courses might be improved with support from numerous schools and institutions and help from a range of service providers, making the online education model more efficient and well-liked across India. Concerns expressed by educators and learners point to the need for deeper investigation and study to yield more specific data, enabling adjustments to be made to the design and delivery of online courses. College and university administrations should prioritize providing a well-organized, user-friendly environment that is open to everybody without putting a financial strain on instructors and students while promoting online education. Giving teachers access to sufficient technical training regarding how to run online classes is also necessary, as it is a condition for the successful implementation of online learning. The data can provide insight into the typical issues that instructors and students run into when taking online courses, even though the sample size is too small to conclude the greater population of students participating in online higher education. Since the online higher education model is still in its infancy in India, clarity in understanding the challenges faced and the expectations of both teachers and students would help to set out structured and effective techniques for attending online classes. It is noteworthy that the study found that attitudes on the efficacy of online instruction were shared by both teachers and students.

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