PERCEPTION OF ONLINE TEACHING AMONG B.ED STUDENTS

Mrs. L. Vinnarasi

Assistant Professor
St. Justin's College of Education, Madurai
DOI: https://doi.org/10.34293/eduspectra.v5i2.08

Abstract

The other important pillar of online teaching is teacher. Their interest and skills in handling online classes are essential aspects. How did teachers perceive online classes, whether teachers are capable of handling online classes, these are the questions that arise before implementing it because some of the faculty members may not always have the competency to teach courses online (Sims et al., 2002). A cultural background constructs a different perception among teachers (Buddhini and Charlotte, 2016). Therefore, the researcher felt that it is not unfair to collect opinions of both the participants, i.e. students and teachers. In addition to demographic information, the survey asked about the teachers' perception of their teaching practices, their general self-efficacy in teaching and technology and the professional development they received and expected to win. The items like "Teaching Practice" "Training and Development" and "Efficacy" are collected through five-point Likert scale, ranging from 1 is strongly disagree and 5 is strongly agree. These items analyzed with detailed description are given by Lin and Zheng (2015). When considering the overall opinions of teachers about online class, it indicates that teachers have mixed opinions. Teachers have their reasons for disliking online classes. Survey methods were adopted in this study. The finding of the study revealed that there was significant difference in the perception of online teaching among B.Ed. students with respect to types of school, Nature of school and locality.
Keywords: *Perception, Online teaching, B.Ed. students*

Introduction

Change is constant and inevitable; therefore, anything in this world tends to be obsolete with every new advancement or development, and intelligence lies in the ability to adapt to change. E-learning is primarily referred to as the use of technology and network communication for teaching and learning. It is also referred to as a technology-enabled transfer of skills and knowledge to a large number of recipients (Economic Times, 2020). It is one such fastest growing trend in the educational uses of technology (Means *et al.*, 2013). The advent of the Internet and the world wide web has led educational institutions to change their learning techniques to meet the user demands in providing an ideal learning environment. An online class is a system where students can learn subjects, discuss issues with fellow students, clarify doubts with instructor and share material and check academic progress with help from internet-oriented technologies. Today, online classes are becoming so popular that they are likely to be expected in any formal education curriculum.

Moreover, increase in the COVID pandemic worldwide has also added to the importance of online classes. In India, there are more than 370m users are on the Internet and helping online education to grow at a fast pace. According to the recent report of Coursera, one of the world's largest online education providers, out of 18m registered learners, 1.3m users are from India, making it the third-largest market for online learning after the US and China. Even though we witness rapid progress in e-learning, it remains at an early stage of development. In this scenario, the role played by teachers and students gains due importance as it is their perceptions and attitude, which is critical to motivation and learning (Koohang and Durante, 2003). Ultimately it is the acceptance of students and teachers that helps in reaping the benefits of online classes. With this regard, the study tries to analyze the perceptions of teachers and students on the effectiveness of online courses over traditional classroom learning.

Significance of the Study

The main purpose of this study is to analyze the perception of future teachers about online classes. This research tries to explain the opinions of students on the impact, comfortability and support of teachers in an online course, along with teachers' views on efficacy, teaching practice and training for an online class.

Objectives

The study has been designed with the following objectives:
- To analyze the perception of online teaching among B.Ed. students.
- To compare the perception of online teaching with different sub samples of B.Ed. Students.

Hypotheses of the Study

Based on the objective of the study, the following hypotheses have been formulated and verified.
- The level of perception towards online teaching among B.Ed. teacher trainees is not high.
- There is no significant difference in perception towards online teaching between B.Ed. teacher trainees based on the following population variables
- type of school
- Locality and
- Nature of school

Methodology

The investigator used the survey method for collecting data. The sample for the present Study consists of 60 B.Ed. students in Madurai District.

Tool used for the Study

The self-made Test was developed and validated by the investigator. It contains items.

Statistics Used

The statistical techniques are Mean, Standard Deviation and t-test used for data analysis.

Data Analysis

H1: The level of perception towards online teaching among B.Ed. teacher trainees is not high.

Table 1 Level of perception towards online teaching among B.Ed. teacher trainees

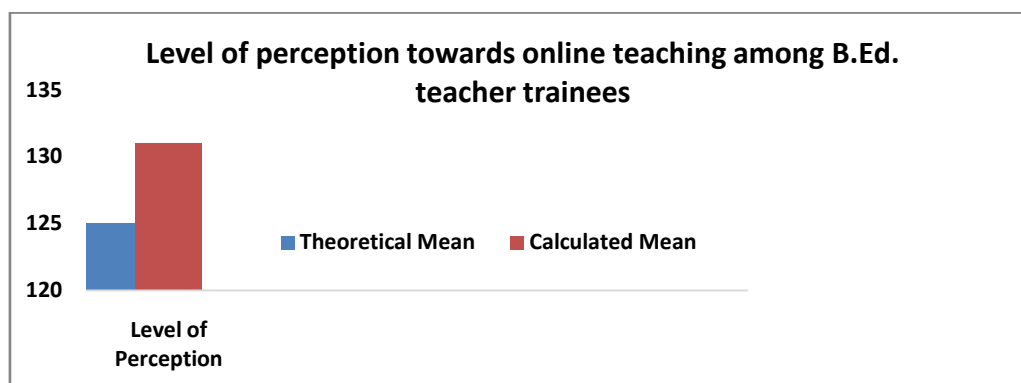| Variable	N	Theoretical Mean	Calculated Mean
B.Ed. students	50	125	131

Figure 1

Result

Having analyzed the data (from Table 1 and Figure 2) the calculated mean is higher than the theoretical mean. So the null hypothesis is rejected. The level of perception towards online teaching among B.Ed. teacher trainees is high.

H2: There is no significant difference in perception towards online teaching among B.Ed. teacher trainees on the following population variables like type of school, locality, Nature of school.

Table 2 Significant Difference in Perception towards Online Teaching among B.Ed. Teacher Trainees

Variable	Sub Variable	Number	Mean	Standard Deviation	't' test	Significance
Type of College	Government	13	66.38	10.43	2.32	S
	Self-finance	37	57.76	11.82		

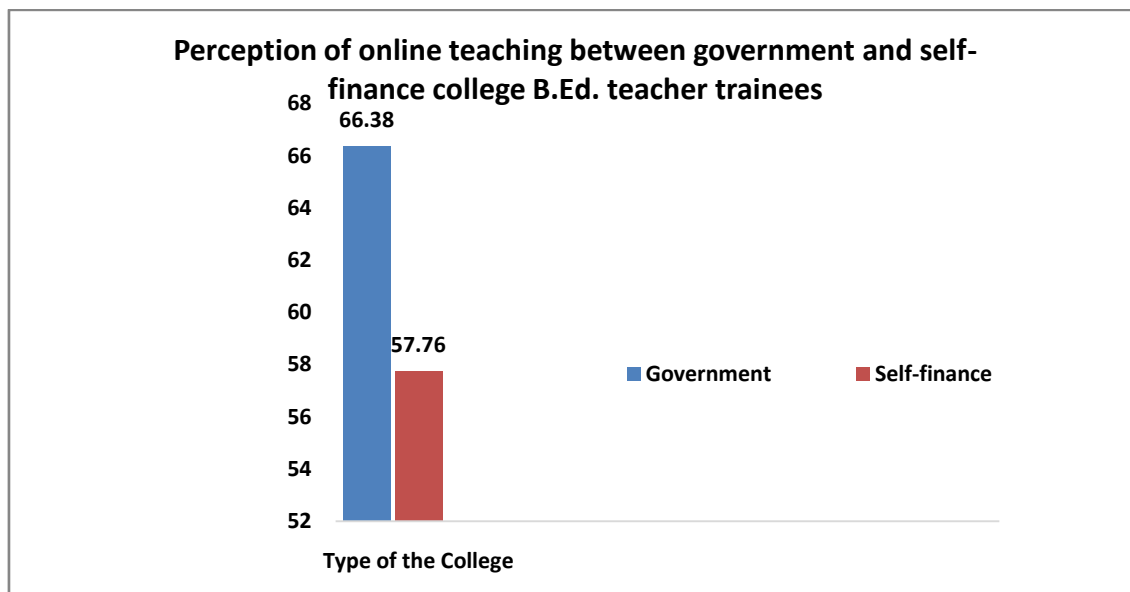| Nature of College	Unisex	34	60.9	12.243	1.06	**NS**
	Co-Education	16	56.4	10.783		
Locality	Urban	25	40.1	6.607	1.02	**NS**
	Rural	25	42.78	7.512		

Figure 2

The result shows (from Table 2 and Figure 2) that there is a significant difference in the perception of online teaching among B.Ed. students based on their type of college. The mean value is high for government college students than the self-finance college students. It may be due to the government college students are in need of gain more knowledge on their own pace. For the self-finance college students already it is provided according to their need.

Also, The result indicates that there is no significant difference in the perception of online teaching among B.Ed. students with respect to their nature of college and their locality. This because of the rapid growth of the technology and easy access to the students at anywhere at any time.

Educational Implications
- The study reveals that government college B.Ed teacher trainees are comfortable with online classes. However, some of them do not believe that online classes will replace traditional classroom teaching.
- It also finds that teachers are eager to conduct online classes with proper training and development.
- Though the technical issues are the major problem for the effectiveness of the online classes the rural and urban teacher trainees have the knowledge of technology.

- They also very well in using of mobiles, laptops and personal computers for online classes.
- Both boys and girls are very much interested to update their knowledge regarding online classes. Therefore, there is no technophobia among unisex and co-education college students. It leads them to learn ant teach through online classes.

Conclusion

Based on the opinion of the respondents, the "online class will increase unemployment or reduce the demand of teachers," "Online class failed to fill the emotional attachment between teacher and student," "Without providing proper infrastructure facility it is challenging to conduct online class" and they also opined that "It is challenging to conduct an online class for practical subjects." Conclusively we can say that teachers are not supporting for implementing online classes without proper training and proper infrastructure facilities like network and computers. However, online classes are value-added techniques for the modern education system and which has future prospectus. Teacher believed that the Traditional Method of Teaching is a better method for effective teaching. In addition to this, some teachers also opined that they do not feel secure in private online tools like the Zoom app. They also believe that in an online class it is challenging to have an emotional attachment with students and vice versa.

References

1. https://www.frontiersin.org/articles/10.3389/feduc.2021.705013/full
2. https://www.emerald.com/insight/content/doi/10.1108/AAOUJ-07-2020-0047/full/html
3. https://www.frontiersin.org/articles/10.3389/feduc.2021.638470/full