



# “EFFECTS OF CHANGE IN TEACHING METHODOLOGY ON ACADEMICIANS DUE TO COVID-19”

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## ABSTRACT

Based on the dynamic nature of the various teaching methodologies by academicians and due to coronavirus obstructions, this research seeks to investigate the effects associated with the sudden change in teaching methods of academicians and its implication as a whole. We base our outcome which is limited to all the institutions, universities and coaching classes located in the Gujarat region in India. The retardation of teaching methods by our tutors in this pandemic era demonstrates how noble they are for the nation building which leaves no doubt in the psyche of the humanity.

**Key words:** Teaching Pedagogy, Academicians, challenges, Covid-19

# I.INTRODUCTION

Starting from March 2020, the outbreak of the COVID-19 caused worldwide universities to close the campuses and forced them to initiate online teaching. Teaching in education means transferring or imparting knowledge, skill, experience to an individual or group of people either formal or informal for psychological and intellectual growth.

Teaching in the nutshell is meant to improve an individual or a group of people in order to meet one's demand and how to develop one's potentiality holistically to be ever ready to perform any task assigned.

Remember teaching goes in hand in hand with learning for proper impartation. Teaching can take place but learning has not taken place for that matter there is a need for proper teaching methodologies in order to meet individual demands and to accomplish the objective and purpose of the teaching and learning.

Through these methodologies, that is why teachers have henceforth adopted online teaching in this era of COVID-19 in order to avoid the gap in teaching which has great effects of change on the academicians.

The effect of change in teaching methodology on academicians in this era of COVID-19 is in two folds both positive and negative.

The change of communication and as well as information technologies do massively effect and also transform things in almost every area of the digital age which is in conjunction with industry and globalization.

The effect of education in terms of structure and learning environment is due to these expeditious changes and transformations. Above all and the most considerable one is known as digital transformation with the increasing use of technology in everyday and learning environments, now most students are born into a digital world.

Our project in this era of COVID-19 is directed towards to focus on the awareness of academicians for education in the future due to this there is much expectations and prediction of academic member about education.

Our planet earth encounters its largest public health risk that leads to a total closure of this world and almost every industry except some industries such as the medical industry time being are still operating.

The epidemic had taken total control of most countries which leads to most of the schools, colleges, and universities to a closure until further notice from their respective governments affecting close to 1.38 billion students.

As the speed of the spread of the epidemic, the closure of higher education institutions, and the transition to online teaching was so sudden that it hardly gave any time to draw a pathway on the potential perils or avenues that such as sudden change they could bring. There have also been debates on the nature of classes and the future of examination and evaluation whether they could be conducted online or not because of this contagious covid-19 left no stone unturned in India to forcefully suspend face to face or physical classrooms instructions onto virtual classes mode.

This sudden change into virtual teaching has not been conducive for public universities whereas most of the private ones are embracing it. Students at large have left with no other option other than to cling on to their computer screens and their mobile or cellular phones whereas the faculties are doing their possible best to embrace this sudden transition to virtual teaching.

This paper is all about teachers regarding how is this change impacting academicians and what are their perspectives on this changing methodology of teaching? Is it impacting positively or somewhat negatively to them? What are the issues they are facing by this change and which are the things which they find good to happen?

## II.OBJECTIVE

- To draw attention to situations faced by academicians.
- To identify the effects of a sudden change in teaching methodology on academicians
- To get to know about changes that occurred in the teaching field.
- To identify various problems faced by academicians and come up with suitable solutions.

## III.BACKGROUND

India is an educational tycoon when dealing with education around the globe. It is alleged that she holds an enormous largest network of higher education institutions in the world however, there is still a lot of potential for further development in the education system which needs to be considered in the highest esteem.

In addition, the government of India was determined to aim at raising its gross current enrollment ratio to 30 percent by the close of 2020 which will also boost the growth of distance education in India.

Due to India's world largest population estimated at 500 million in the bracket age of 5-24 years provides the greatest avenues for the education sector. A total sum of 91.7 billion United State dollars in the 2018 fiscal year and it was expected to reach 101.1 billion United State dollars in the 2019 fiscal year in the India education sector.

A total number of 993 universities and 39,931 colleges established in the 2019 fiscal year. In that year, enrollment of students in higher education reached 37.4 million and its Gross Enrolment Ratio was 26.3 percent in the 2019 fiscal year.

India follows closely the United States of America in terms of E-learning, with 9.5 million users expected to cling to 1.96 billion United States dollars by 2021. The COVID-19 pandemic has uncovered many loopholes and challenges regarding the higher education community worldwide. One of its challenges has been premature and urgent requests for virtual teaching.

## IV.PROBLEM STATEMENT

The sudden jump to 'move online', caused by the recent Covid-19 pandemic has added many ups and downs in every field and profession. This sudden change caused major changes in the education sector too.

This study suggests how this sudden shift from offline to online impacted academicians and to what extent? Is it more negative towards them or positive effects are more? To what extent their inputs as well as output get affected?

## V.LITERATURE REVIEW

• Title: ORIGINAL ARTICLE Impact of COVID-19 on academic activities and way forward in Indian Optometry

Authors are as follow: Vidyut Rajhans, Usman Memonb, Vidula Patil, Aditya Goyal

Received 12 May 2020; accepted 8 June 2020, Pages 11 Journal of Optometry (2020)

Study design: A cross-sectional survey was designed to find changes in optometry training and adaptations of Indian optometry educators amid COVID 19 lockdown.

Study setting: India went into lockdown on 25th March 2020. Since then, the educational institutes had started to figure out the solution to continue with their academic endeavours as the academic year 2019–2020 was inching close toward concluding. After about a month of lockdown, on the observation that most of the optometry institutions have strategized to adapt to ‘new normal’ and have restarted their activities with e-learning technologies, a questionnaire-based online survey was administered during lockdown conditions in India in the last week of April 2020.

• Title: Education in the time of Covid-19: How institutions and students are coping (2020)

Author: Sarah Farooqui

☞ Covid-19 has forced universities across India, and the world indeed, to suspend physical classrooms and shift to online classes. In India, while this transition has been effortless, tranquil, and uninterrupted for most private universities, the public ones are still adapting. the larger universities like Delhi University (DU) and Jawaharlal Nehru University (JNU) announced the suspension of classes until March 31.

☞ Private ones like Ashoka University shifted to the online mode by mid-March and remained largely unaffected by the nationwide lockdown enforced on March 24 giving online lectures on google meet, zoom, etc. The IITs also shifted to conducting online classes and sharing study materials and audio files with students over the internet. According to a paper in a country like India, we don't have enough teachers or easy access to good institutions — we should, therefore, adopt a focused, systematic program of using the power of technology to enable learning. The less face-to-face teaching you do, the better — you must have some of it, but it doesn't do much. We need teachers to make students think. They must be mentors and gurus, not someone standing in a classroom and lecturing as students take notes. on the other hand, it says students asking fewer questions online. The greatest advantage of face-to-face teaching is eye contact. It is easy to gauge if students are following what I am saying. There is an excitement present in the real classroom. Students often do not have access to online facilities, especially the underprivileged ones who live in places with poor connectivity.

• Title: The impact of COVID-19 on education and on the well-being of teachers, parents, and students: Challenges related to remote (online) learning and opportunities for advancing the quality of education.

Author: Prof. Assoc. Dr. Zamira Hyseni Duraku and Ass. Dr. Linda Hoxha.

☞ More than 1 billion and 575 million students in approximately 188 countries around the world are reported to have been affected by the closure of schools and universities due to preventive measures and solutions taken by various countries against the spread of coronavirus (UNESCO, 2020) measures taken by countries against the spread of COVID-19 (UNESCO, 2020) and the most appropriate to be considered are the use of technology and the isolation are the alternative to keep educational systems functional in many parts of the world during this period. Notwithstanding, the challenges in implementation, they are many merits that have been

acknowledged in the need to shift to remote or virtual learning, amidst which is the opportunity for the expeditious in the field of online education, which, in other occurrences would take years (Lurvnik 2020).

☞ The shift to the remote learning format has also been assessed as a good opportunity for teachers and students to become stronger, more creative, and innovative (Yokozeki 2020).

☞ The spread of COVID-19 has also caused fear, anxiety, and various concerns among citizens around the world (NCIRD 2020). For certain categories of people involved in the education sector, but it has been considered in the sense that the level of concern identified during this time has been influenced by factors other than COVID-19.

- Title: Covid-19: 4 negative impacts and 4 opportunities created for education (2020)

Author: India today web desk

☞ This article states that teachers are still Unprepared for online education due to which people's dedication to teachers and efforts given by them are not impacting as expected. On the other hand, research states that this situation might rise the collaborative work of academicians as many teachers faced insult and misbehavior from students.

- Title: Self-perceived preparedness of dental school graduates and the impact of COVID-19 pandemic on their confidence

Author: Islam Abd Alraheam, Mays A. Alashqar, Susan Hattar, Abeer AlHadidi, Alaa Alhaddad, and FA Sawair all from the University of Jordan School of Dentistry

☞ The graduates of the University of Jordan felt confident in performing the majority of general dentistry procedures. COVID-19 pandemic negatively impacted the confidence of all the classes of participants even those who graduated before 2019. Modifications in our dental curriculum might be warranted for the competencies that demonstrated a low level of confidence. Graduates agreed on the science of problem-based learning curriculum.

- Title: Academicians' Acceptance of Online Learning Environments: A Review of Information System Theories and Models

Author: Asanka Gunasinghe, Junainah Abd Hamid, Ali Khatibi & SM Ferdous Azam

☞ Management & Science University stated that it is a topical research trend in the information system (IS) acceptance domain (Mirzajani, Mahmud, Fauzi Mohd Ayub, & Wong, 2016). In IS literature, the online learning environment is also referred to as a virtual learning environment, eLearning technology, Learning management system, or Content management system (Phungsuk, Viriyavejakul, & Ratanaolarn, 2017). The online learning environment is a web-based system using multimedia enabling anytime, anywhere access to educators and learners (Ma, Han, Yang, & Cheng, 2015).

Online learning assists academicians in the efficacious conduct of courses while providing students with an enhanced learning experience (Poon, 2013). The popularity of online learning has resulted in an upsurge in studies that scrutinize its role within higher educational settings (Annetta, Folta, & Klesath, 2010). Some of these studies were keen on analyzing the acceptance of online educational technologies within the higher educational (HE) institutions. Other studies either focused on the use of eLearning for teaching and learning purposes and its effect on the educational outcomes of teachers and students or concentrated on examining the

factors affecting teachers or students in accepting online learning technology in the higher educational (HE) institutes.

- Title: A need now but no replacement: Teachers share concerns about online classes during COVID-19 (2020)

Author: Supraja Mahesh

☞ As stated in the title this article talks about the negative aspects of online classes. According to this pandemic shows that we are quite unprepared for online learning as we are unable to provide equal teaching to all students due to uneven connection. Students don't finish notes or self-study as there is no fear of them being questioned.

- Title: Teachers' beliefs about teaching and learning: A constructivist perspective (2020)

Author: Richard S. Prawat from Michigan State University

☞ states that teachers are viewed as important agents of change in the reform effort currently underway in education and thus are expected to play a key role in changing schools and classrooms. Ironically and however teachers, tutors, and faculties are also considered as grand hindrances to change due to their adherence to archaic forms of instruction which lay emphasize factual and procedural knowledge at the expense of deeper levels of understanding. The new constructivist approaches to teaching and learning, which several crusaders advocate, are contrary to what a lot of teachers believe that issue which may be overcome if teachers are willing to rethink their views on a number of issues. This particular study urges to advance this cause by pinpointing significant aspects of current thinking that may get in the way of teachers adopting a constructivist approach to teaching and learning.

- Title: For many of India's teachers, online classes amid lockdown have been an awful experience (2020)

Author: Punit Sharma

☞ This research talks about the cons academicians faced during online teaching. This kind of incident creates mental stress in the minds of teachers especially the senior faculties who are gradually copping up with new technologies. Additionally, teachers are demotivating by the policies of govt and negligence of attention.

- Title: COVID-19 and online teaching in higher education: A case study of Peking University (2020)

Author: Wei Bao, Associate Professor, Peking University (PKU)

☞ This paper concludes five principles of highly impactful teaching practice on large-scale online education, through the case analysis of Peking University's online education. First, the principle of appropriate relevance. The quantity, difficulty, and length of teaching content should match with the academic readiness and online learning behavior traits of students. Second, the principle of effective delivery. The low concentration in E-learning is due to students' essential to adjust to teaching speed in a manner to ensure the effective and efficient delivery of teaching information. Third, the principle of sufficient support. Faculty and teaching assistants need to provide students with timely feedback, including online video tutoring and email guidance after class. Fourth, the principle of active participation. It is necessary to adopt some measures to improve the degree and depth of students' active class participation. Last, the principle of contingency plan preparation. In view of the extraordinarily large scale of virtual education, it is obligatory to make contingency decisions in advance for tackling possible problems such as the traffic overloading issue of the online educational platform.



- Title: Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany

Author: Johannes König

☞ This paper concludes the results of a survey of early-career teachers conducted in May and June 2020. First, it analyzed the extent to which they maintained social contact with students and mastered core teaching challenges. Second, it examined necessary factors such as school computer technology, tutor competence such as their technological pedagogical knowledge, and teacher education learning opportunities pertaining to digital teaching and learning. Findings from analyses show that information and communication technologies (ICT) tools, particularly digital teacher competence and teacher education opportunities to learn digital competence, are instrumental in adapting to online teaching during COVID-19 school closures.

- Title: A Six-Step Online Teaching Method Based on Protocol-Guided Learning during the COVID-19 Epidemic: A Case Study of the First Middle School Teaching Practice in Changyuan City, Henan Province, China

Author: Ruichang Cai, Quanzhou Wang (Changyuan First Middle School)

☞ This article concludes that the first Middle School in Changyuan City, Henan Province, in recent years, has guided students in autonomous learning with protocol-guided learning. In the continuous practice, accumulation, and improvement, a unique student autonomous learning model has been formed and achieved remarkable results through six steps such as Teachers Assign Learning Tasks, Students Prepare and Pre-Study According to the Protocol, Complete Homework and Communicate within the Group, Parental Supervision and Teacher Guidance, The Problem Feedback, Layer by Layer, Teachers' Online Lecture Guidance, Problem Correction, and Re-Feedback and Consolidation and Promotion, Summary.

- Title: Impact of Covid-19 on Higher Education in India

Author: Pravat Jena

☞ This article concludes the major impacts of Covid-19 on HEIs in India. Some measures taken by HEIs and educational authorities of India to provide smooth educational services during the crisis are discussed. Due to the pandemic, many new modes of learning, new perspectives, new trends emerge and the same may continue as we go-ahead to a new tomorrow. Some of the post-Covid-19 trends which may allow new ways of teaching-learning of higher education in India are stated. Some suggestions are also given to carry out educational activities during the pandemic situation.

## VI. RESEARCH METHODOLOGY

In this research, we are aiming to find problems faced by academicians by the sudden change in teaching methodology in the current COVID-19 situation. The situation recently faced by academicians, their perception regarding online teaching and drastic change Experienced by teaching field employees. also, the pros and cons for teaching faculties by adopting new technology without disclosing their particular workplace.

**• Research design:**

Descriptive research design

**• Source of data:**

The **primary data** is collected by the survey only. The survey was done through a structured questionnaire which is on Google form.

**Secondary data:** The source of secondary data is journals, articles, research papers, online sites, website any many more sources which are available on online or offline platform.

**• Sampling Frame:**

Our sample frame will be limited to the Gujarat region in which we will include institutes, universities, and coaching classes.

**• Sample size:**

The sample size will include a minimum of 30 responses from different institutes, universities, and coaching classes

**• Sample unit:**

The age limit of respondents will be 24-60.

**• Method of data collection:**

Questionnaire

Telephonic interview

**• Sampling Technique:**

Selection of respondents will be done by convenience sampling (non-probability)

**Statistical tools for analysis:** Percentage method and graphical method have been used to analyze the data.

## VII. LIMITATIONS OF THE STUDY

As with any research this study has limitations. All respondents that participated in the study were from one state (i.e., Gujarat) in India. Therefore, the data produced from this study may not fully represent the general population of academicians of the whole world.

## VIII. FINDINGS

### Data collection

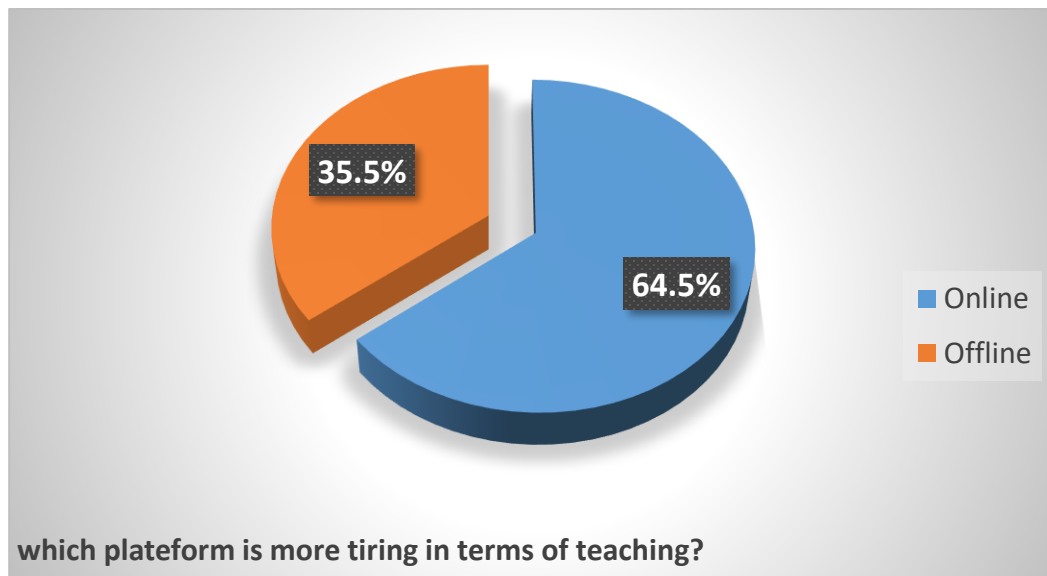
The questionnaire was pre-tested or pilot tested with 15 respondents and then a final questionnaire was developed.. Questionnaires were sent out via email to all 31 respondents. The answers they provided were confidential. Participants' names and workplaces were not required to disclose.



## Data Analysis

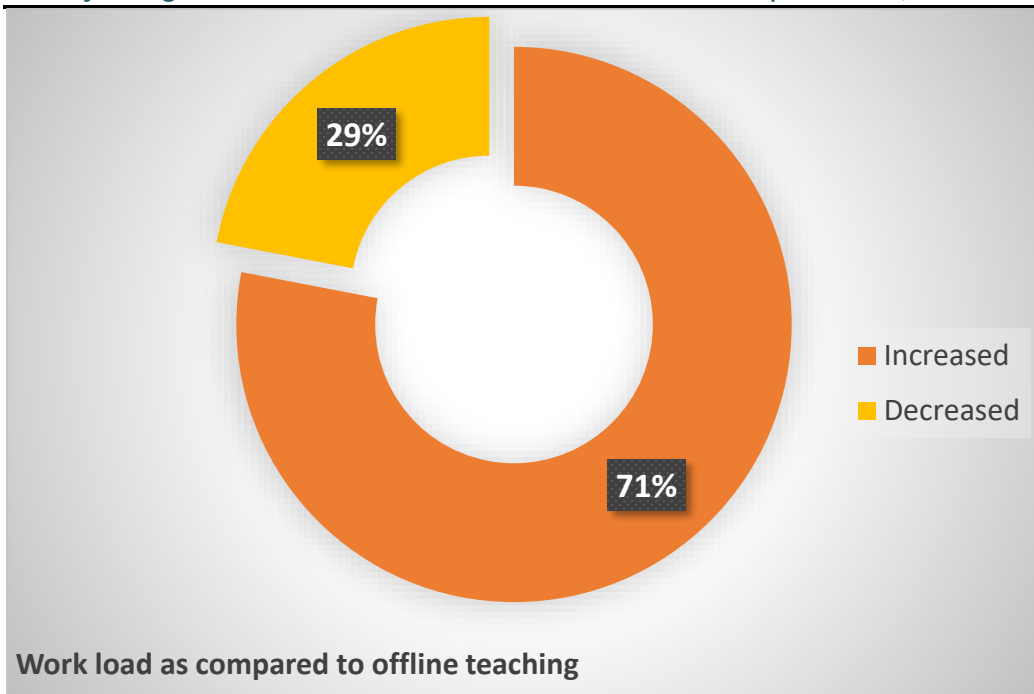
Among the all 31 responses author received 14 respondents were female and the rest were male. Out of all 31 responses 55% of academicians handling both practical as well as theoretical subjects.55% of academicians having students between the age group of 19 to 25.

According to the data received below,64.5% of academicians feel that online teaching is more tiring than offline teaching as they have to seat in one place and teach students.



(source: primary data)

It was also found that the workload of academicians increases in online mode than that of the offline mode of teaching and according to the data found 71% of academicians believe that offline teaching is more impactful than as compared to online teaching.

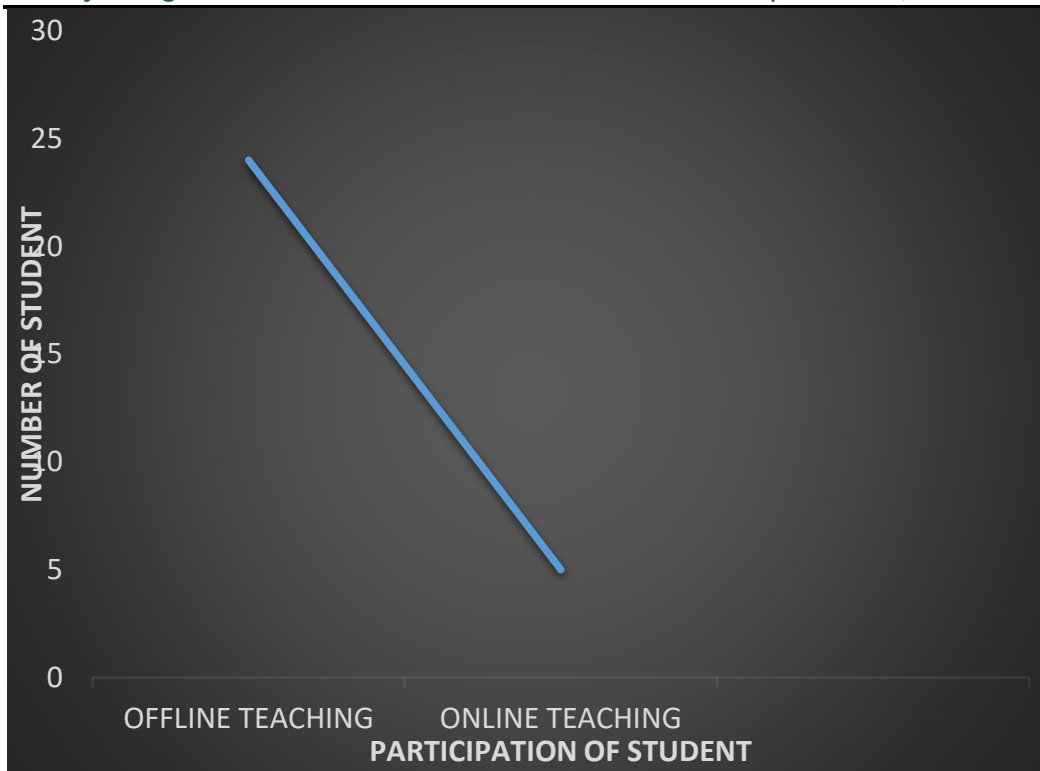


(source: primary data)

Form other primary data collected showed there are many physical issues faced by academicians in online teaching such as eye dryness, ear pain, back pain, headache, eye stretching, etc. as the body moment while teaching online reduced than offline teaching. online teaching restricts an academician to move freely which causes some physical issues as discussed.

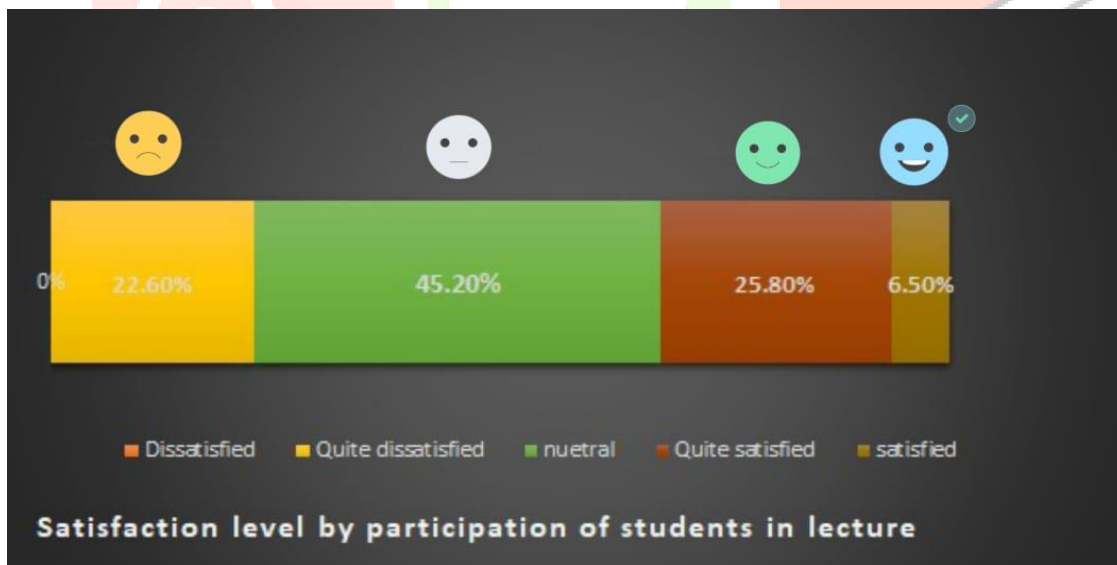
In addition, there are 80.6% of academicians had technical hitches while using an online platform.

On the other hand, 41.9% of academicians agreed that the average time taken to complete the syllabus decreased as against offline time taken to teach the whole syllabus. Furthermore, according to respondents the participation of students and interaction between teacher and students decreases in a sudden change of teaching methodology.



(source: primary data)

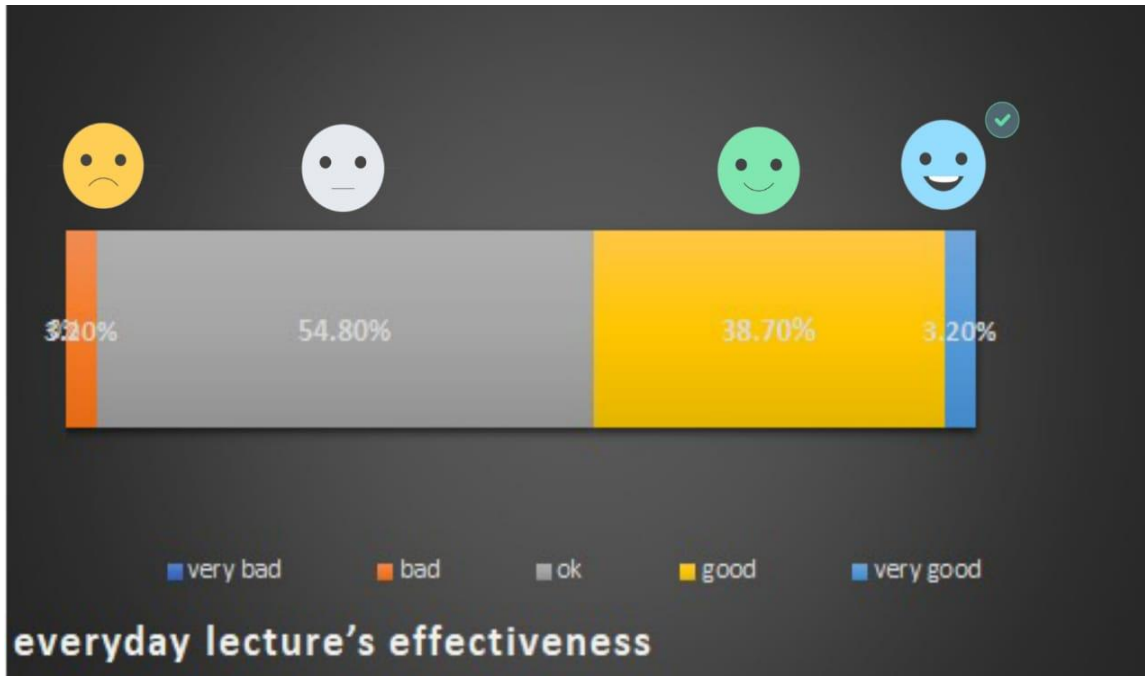
Furthermore, from our primary data only 6.5% of academicians feel satisfied with the participation of students in sudden changes to the online methodology of teaching. The impact of class on students is important as well as effective in learning but due to sudden transformation students were not able to concentrate in class as they used to do in offline studies which lead students to less and reduced participation.



(source: primary data)

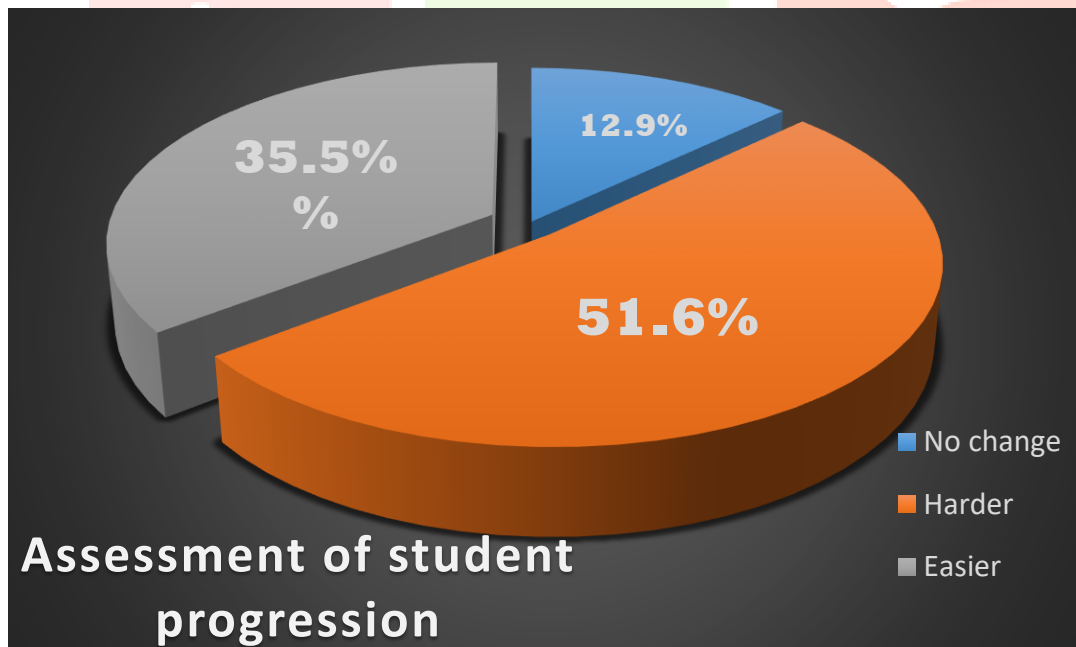
Adding more to it, only 3.20% academicians are fully satisfied with the effectiveness of everyday lectures. While 38.7% are somewhat satisfied with the everyday effectiveness of lectures. This can also work as a

motivation factor for academicians. From every day's effectiveness teachers will feel either motivated for tomorrow or demotivated about the lectures they are conducting.



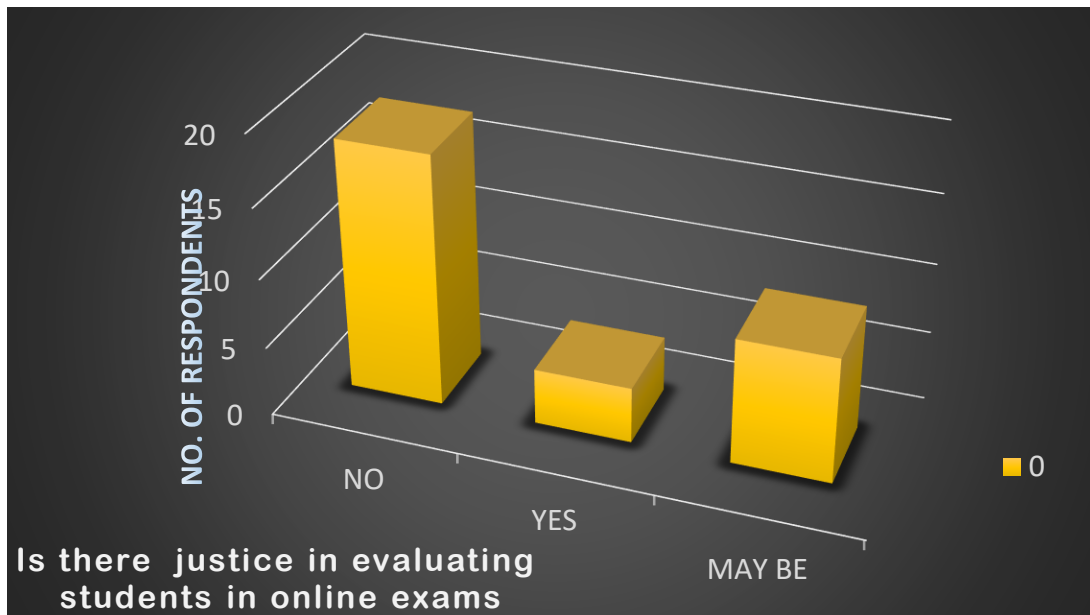
(source: primary data)

On the graph below we also found out that 51.6% of academicians believe that student progression assessment becomes harder by the sudden change of methodology.



(source: primary data)

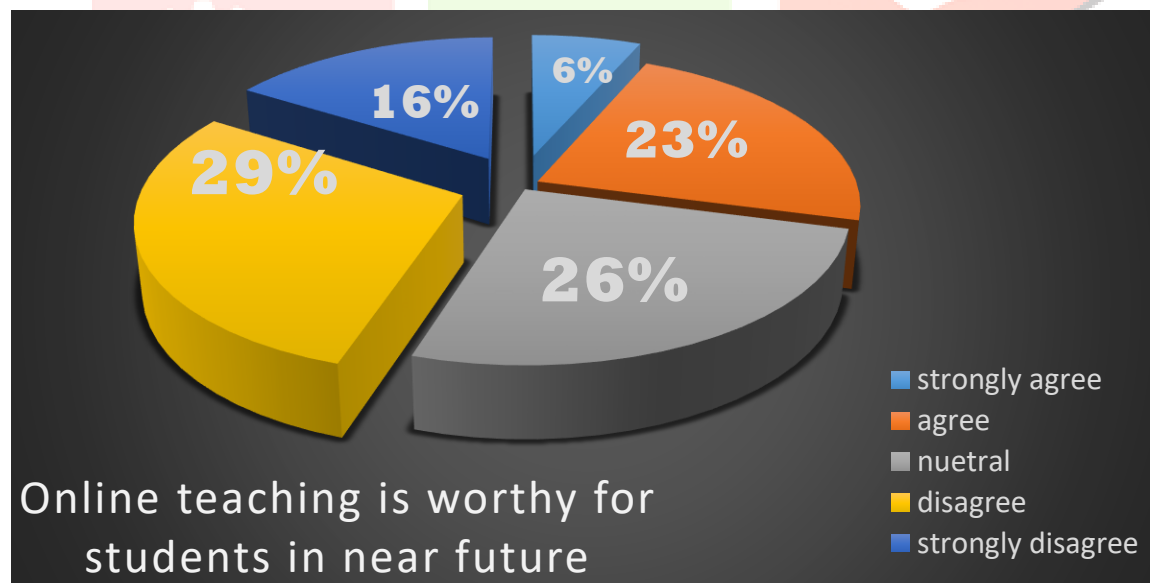
Also, 58.1% of respondents think that online evaluation might be not justifiable towards the students as in the online mode of evaluation good students are not getting judged in a fair manner as there are chances of cheating in online mode as per our primary data collected.



(source: primary data)

Subsequently, 61.3% of respondents think that an online teaching platform is harder than an offline teaching platform for evaluating student performance.

As per our final question, only 6% feel that online teaching is worthy for students in near future.



(source: primary data)

Here, we find out that this sudden change in teaching methodology affects negatively academicians than positive. as there were many things and aspect which causes difficulties to academicians

## IX. CONCLUSION

In view of the analysis and interpretation of the collected data of the present study, it can be concluded based on the contagious nature of the coronavirus it has immensely affected the teaching methods of academicians.

Much works needed to be done in order to avert the situation confronting our noble and respected academicians for the good benefit and the prosperity of the humanity by adopting various varieties of teaching methods.

Mode of virtual teaching also not really yielding the actual result due to numerous hindrances it is confronted with and total transition into the virtual way of teaching not fully accepted.

Physical face to face teaching is far and most appropriate, efficient and effective way of getting better teaching result by the tutors.

The solution to this issue is now heavily relied on our scientists to come out with the most effective and efficient vaccine as the best counter attack the COVID-19.

Nevertheless, despite all this menace, treacherous, and vicious moment of this gigantic and contagious pandemic COVID-19. Our indefatigable and courageous faculties, teachers and tutors never relent of their duties and efforts but took the challenge to the highest level to an amazing surprise to many in which has anyone ever thought of seeing the light of the day.

At this juncture, new pedagogy has achieved the milestone success by a gradually smooth switching to a virtual education or learning which does not create any loopholes in terms of instructional hours in some of the private universities in India.

Due to a lot of dedications and sacrifices from our nation builders' academicians who always have their present and future leaders' students at the bottom of their hearts have immensely impacted the education sectors in India during the COVID-19 to an improve and amazing alternative via digital platforms to prove to their learners or students that no one grows when things are easy but one grows when face with unforeseen challenges.

There is a high level of satisfaction of participation by the students on the via digital platforms. It also creates an avenue for both the academicians and students to be ever ready for the future digital oriented environment in order to facilitate whatever comes across them.

Our noble academicians have proven to be on top of COVID-19 situation by adopting online teaching at all cost.

Though this sudden change caused many negative impacts on academicians there are many positive things that happen too.



Due to this pandemic and following lockdowns traveling become the least for academicians so that they can continue their profession from home to which created a win-win situation for both academicians and students.

Furthermore, earlier paper checking of students after examinations takes more time and a herculean task as there were subjective questions but in the online method almost every school, college and university adopted a different manner of examination which contains objective questions. These objective questions become easier to check and, in less time, than subjective questions. There are many software available to check objective questions also.

This change may cause difficulties to academicians yet it pushed everyone to learn something new, to explore new ways of learning, and using that in daily life through via online mode of transition

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