



TEACHER EDUCATORS PERCEPTION TOWARDS ONLINE TEACHING DURING COVID 19 PANDEMIC

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Abstract:

The sudden closure of educational institutions compelled the teachers to recommend instant distance teaching to ensure students were not inactive in this disease outbreak. Online teaching mode was opted by educational institutions worldwide to provide students with ongoing education during the COVID-19 pandemic. This study explores to know the Teacher Educators perception towards online teaching during Covid 19 Pandemic. Objectives of the study were to find whether teacher educators with different gender, Age and marital status differ in their perception towards online teaching during Covid 19 pandemic. Population of the study were teacher educators belonging to Bed colleges of Bangalore urban district. The sample comprised of 70 teacher educators belonging to Private and Aided Bed colleges were selected through Simple random sampling techniques using survey method during the academic year 2021-22. Tools used for the data collection was Online teaching during pandemic scale constructed and developed by the researcher. t- test was the statistical technique employed to analyse the data. The result revealed that there is a significant difference among male and female teacher educators perfection towards online teaching during covid 19 pandemic. Comparing to the mean scores of male teacher educators (72.4348) is higher than that of female teacher educators (71.6668). Hence it is concluded that male teacher educators has higher perfection compared to female teacher educators towards online teaching during covid 19 Pandemic. There is no significant difference among Younger and Elder teacher educator's perfection towards online teaching during covid 19 pandemic, there is no significant difference among married and unmarried teacher educators perfection towards online teaching during covid 19 pandemic.

Keywords: Teacher educators, Perception, Online teaching, Covid 19 Pandemic.

Back ground of the study:

Online teaching plays a key role in the education system in India but it became more popular during Covid-19 pandemic because after March 2020, schools and colleges had been shut down. Online teaching also became an important means of education during the pandemic. Online teaching took place easily and students and teachers didn't need to present together at a particular place.

Online teaching has become a medium of teaching/learning process during pandemic but it has certain limitations too. Online teaching requires electronic gadgets like smart phones/ Tablet/ Laptop/ Computer and proper internet facility to both teachers and students. In India, the person availability of smart phones is less as compared to other developed countries. A large section of Indian population comes under middle income and low income families. So they could not afford to give smart phones to their children to continue their education. There is less internet availability in remote areas. In most of the north eastern states, the internet speed is very low because of lack of investment by Telecom enterprises. According to a report published by UNESCO, the educational inequalities increased during Covid- 19 pandemic. The main reason for increase in educational inequalities was lack of resources for the children of marginal sections of society.

Best practices for Online Teaching:

Effective instruction in any learning environment includes the creation of a positive learning environment by cultivating self-efficacy, providing meaningful and active engagement, and inclusivity. Instructors of online learning programs must:

- Establish a nurturing and supportive environment that reduces stress associated with academic difficulties and peer conflicts. Brain research has confirmed a link between cognitive and affective learning domains. When students feel threatened, stress hormones are released that interfere with the processing of information. Memory and learning are impaired (Jensen, 1998).
- Ensure that communication between faculty and student must be constant and effective to include e-mail, web-based conferencing (webinar), course room postings, online discussions and phone contacts. Face Time and Skype should be included for those students who need the personal approach.
- Provide cooperative learning opportunities to facilitate critical thinking, brainstorming/problem solving, study groups and the use of dyads and peer assessment activities.
- Provide experiential and active learning activities, utilizing Bloom's Taxonomy to activate areas of the brain responsible for higher order thinking that address the construction of knowledge through analysis, synthesis and evaluation. These activities require students to make decisions, conduct experiments, and explore ways to solve real-world problems, case studies, role-playing, and scenarios to promote a higher level of achievement.
- Give punctual feedback regarding students' posts, within course room, through e-mail, course room assignment postings, or whatever is agreed upon by teacher and students Structure opportunities for practice and establish peer tutoring when necessary.

- Express high expectations of students by continually motivating, commending successes, and providing stimulating activities to support active learning.
- Embrace cultural diversity and different learning styles by incorporating Gardner's Multiple Intelligences (1983) to address varied learning styles and engaging students' academic strengths.
- Provide differentiated instruction, by channeling in, personally, to all students' needs, so that all learners can be reached and developed to their fullest potential.
- Discuss and define course policies, teacher expectations and plagiarism early in course. Differentiate intentional and non-intentional plagiarism. Implement contractual documentations, if necessary.
- Ensure accommodation of learners needing special assistance and assistive technologies.

The instructor, as well as the learner, has the option to also log in and respond to posts at convenient times. Instructors have the opportunity to contact students during online instruction regarding assignments, readings, projects, and exams in the discussion thread; chat rooms, texting, email, and conferences are also available to promote success of students.

Objectives:

- ❖ To study whether there is any significant difference among male and female teacher educators perfection towards online teaching during covid 19 pandemic
- ❖ To study whether there is any significant difference among Younger and Elder teacher educators perfection towards online teaching during covid 19 pandemic
- ❖ To study whether there is any significant difference among married and unmarried teacher educators perfection towards online teaching during covid 19 pandemic

Literature Review:

Xiaoying Feng, NeacsuIoan, Yan Li (2021) conducted a study on Comparison of the effect of online teaching during COVID-19 and pre-pandemic traditional teaching in compulsory education; Primary results indicate that the performance of primary and secondary students before the pandemic was significantly better than after the pandemic. Secondary results showed that many previously high-scoring students were now scoring closer to the mean. Further, the scores of girls had changed more significantly than those of boys. Online teaching had a negative effect in rural than in urban areas; the pre-existing gap between rural and urban students had widened after online teaching. Based on these results, improvements can be made on the online education system, technical support, and teachers.

Priyadarshani, D. Jesuiya (2021) conducted a study on Teacher's Perception on Online Teaching Method during Covid-19: With Reference to School Level Teachers at Faculty of Education, The Open University of Sri Lanka. The world is facing one of the

toughest conditions in the present, dealing with COVID-19. There have been several problems in the education sector during this pandemic season. COVID-19 has resulted in a countrywide lockdown in Sri Lanka. This research is an effort to understand the understanding of online education by respondents, which is the latest form of teaching embraced by schools since the pandemic. For undergraduate teachers in the special needs department, faculty of education, Open University, Sri Lanka, the study was carried out using data collected through Google form. The SPSS recorded and analyzed data using factor analysis and descriptive statistics. The study shows that students are satisfied with online classes and get ample teacher help, but they do not assume that conventional classroom teaching would be replaced by online classes. It also finds that due to a lack of proper preparation and growth for doing online classes, teachers face difficulties in conducting online classes. The biggest challenge for online classes is technological and network challenges. To accomplish this aim, teachers and students must periodically take training and improvement programs from schools or government. There is a need to consider the barriers that come in the way of embracing online learning and taking corrective steps to address it.

Sueraya CheHaron, Khadijah Khalilah Abdul Rashid, Sabrina Haron, Arifin Mamat & Nurazzelena Abdullah (2021), conducted a study on Challenges Faced by Teachers in Online Teaching during the Pandemic, The COVID-19 pandemic in 2020 has caused a major transformation in the education system around the world. Due to the closure of schools and other learning institutions, the teaching and learning that were once face to face are now conducted online. Sudden change of education landscape has put educators and students in harrowing time. This paper reviews literature to find out the challenges faced by educators when teaching online. The results reveal that all educators around the world are facing intrinsic challenges, such as little or no knowledge, skills and experience in the implementation of online teaching, as well as extrinsic challenges such as students having no Internet access and coverage and own no proper gadgets. It is found out that the biggest challenge faced by most local educators as compared to their counterparts in some parts of the world is their lower level of readiness in facing the transition from teaching traditionally to online.

Subaveerapandiyani A, R Nandhakumar (2021) conducted a study on teaching faculties' ICT skills and related online class skills in higher educational institutions in India. In India, like developing countries, quick as the lightning change in traditional to fully online classes are like a rumble of thunder because faculties are adopting this situation but students are challenging to adopt. The directed out of two hundred and twenty respondents were sampled randomly, questionnaires were distributed online, 201 were properly filled and returned from central universities, government higher education institutions, and state universities. A one-way ANOVA and independent-sample t-test on SPSS for data analysis were adopted. The results revealed that the respondents are significantly the same regarding their skills related to online teaching and ICT integration. Online education also involves sharing of resources, reinforcement techniques, questioning, and evaluation. There was a significant difference in ICT skills and ICT integration in online education.

Research methodology:

Population of the study was teacher educators belonging to Bed colleges of Bangalore urban district. The sample comprised of 70 teacher educators belonging to Private and Aided Bed colleges were selected through simple random sampling techniques using

survey method during the academic year 2021-22. Tools used for the data collection was Online teaching during pandemic scale constructed and developed by the researcher. t- test was the statistical technique employed to analyse the data.

Analysis & Interpretation:

H1: There is no significant difference among male and female teacher educators perfection towards online teaching during covid 19 pandemic

| Variable | Group | N | Mean | S.D | t-Value | Level of Significance |
|----------|--------|----|---------|---------|---------|-----------------------|
| Gender | Male | 46 | 72.4348 | 8.44499 | 2.378 | *0.05 |
| | Female | 24 | 71.6667 | 7.28707 | | |

*= Significant at 0.05 level

Table no 1 show that the obtained t value 2.378 is greater than the tabled t value of 1.960 for degrees of freedom 68 at 0.05 level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted and it is concluded that there is a significant difference among male and female teacher educators perfection towards online teaching during covid 19 pandemic. Comparing to the mean scores of male teacher educators (72.4348) is higher than that of female teacher educators (71.6668). Hence it is concluded that male teacher educators has higher perfection compared to female teacher educators towards online teaching during covid 19 Pandemic.

H2: There is no significant difference among Younger and Elder teacher educators perfection towards online teaching during covid 19 pandemic

| Variable | Group | N | Mean | S.D | t-Value | Level of Significance |
|----------|---------|----|---------|---------|---------|-----------------------|
| AGE | Younger | 33 | 71.9091 | 8.77270 | 0.257 | *NS |
| | Elder | 37 | 72.4054 | 7.40273 | | |

*=Not significant

Table no 2 shows that the obtained t value 0.257 is lesser than the tabled t value of 1.960 for degrees of freedom 68 at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there is no significant difference among Younger and Elder teacher educators perfection towards online teaching during covid 19 pandemic

H3: There is no significant difference among married and unmarried teacher educators perfection towards online teaching during covid 19 pandemic

| Variable | Group | N | Mean | S.D | t-Value | Level of Significance |
|----------------|------------|----|---------|---------|---------|-----------------------|
| Marital Status | Married | 55 | 73.0364 | 7.9992 | 0.268 | *NS |
| | Un Married | 15 | 72.6667 | 8.36375 | | |

*= Not significant

Table no 3 shows that the obtained t value 0.268 is lesser than the tabled t value of 1.960 for degrees of freedom 68 at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there is no significant difference among married and unmarried teacher educators perfection towards online teaching during covid 19 pandemic

Results / Findings:

- There is a significant difference among male and female teacher educators perfection towards online teaching during covid 19 pandemic. Comparing to the mean scores of male teacher educators (72.4348) is higher than that of female teacher educators (71.6668). Hence it is concluded that male teacher educators has higher perfection compared to female teacher educators towards online teaching during covid 19 Pandemic.
- There is no significant difference among Younger and Elder teacher educators perfection towards online teaching during covid 19 pandemic
- There is no significant difference among married and unmarried teacher educators perfection towards online teaching during covid 19 pandemic.

Discussions /Recommendations:

The study revealed that there is a significant difference among male and female teacher educators perfection towards online teaching during covid 19 pandemic. Comparing to the mean scores of male teacher educators (72.4348) is higher than that of female teacher educators (71.6668). Hence it is concluded that male teacher educators has higher perfection compared to female teacher educators towards online teaching during covid 19 Pandemic. This may be due to male teacher educators are more prone towards using technological device, the frequent use of devices has acquainted them with skills in handling online teaching during pandemic. It would have been easy for them in installing the online mode apps like zoom, Google meet, WebEx etc. The teacher education institutions should provide proper training / workshops for the teacher educators in conducting online teaching learning process effectively, only then the purpose of alternative teaching practices during pandemic can be achieved successfully.

The requirement for online teaching and learning has shown a massive explosion since the closure. It represents an enormous demand that is rising for online teaching. Teaching from home always offers a pleasant place to focus, as teacher educators can determine the best environment for themselves. The significance of virtual teaching is rising, as the academic year has been radically disrupted due to COVID-19. Online teaching refers to an internet-based teaching environment that can connect teacher educators of diverse backgrounds who boast different perspectives. A higher education institution will use a learning management system, or LMS, to facilitate online teaching-learning, which can take the form of asynchronous learning (where students are not

required to be online at the same time, and utilize discussion threads and emails to complete coursework) or synchronous learning (where students must be online at the same time).

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