



Impact of online learning on covid-19: Students' and teachers' perspective

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Abstract

COVID-19 pandemic has disrupted teaching in a variety of institutions. It has tested the readiness of academic institutions to deal with such abrupt crisis. Online learning has become the main method of instruction during the pandemic in India. After 4 months of online education, two online surveys were distributed to investigate faculties and Students' perception of the learning process that took place over that period of time with no face to face education. In this regard, the study aimed to identify both faculty's and students' perceptions of online learning, effectiveness, challenges, and advantages of online education in India. The reason for this review was to lead a web-based overview with respect to educators and understudy's discernment and experience connected with online classes. Conveyance of classes through web-based medium has been a new change gotten out by the schooling system India in the wake of the ongoing pandemic circumstance. Hence, this review portrays school and college instructors and understudies' insights and worries as to taking internet based classes that have been made compulsory directly following COVID19.

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

Introduction

Online learning and classes are progressively turning out to be essential for the schooling system around the world. Online channel has made schooling advantageous and effectively available by everyone. Training area in India has been a consistently developing substance. India has been one of the biggest areas on the planet with regards to advanced education. However on the web and distance courses have been there from quite a while, presentation of the internet based method of taking classes in contrast with the customary up close and personal study hall approach in colleges and universities have been viewed as just over the most recent couple of years in India. With regards to the Indian school system, up close and personal homeroom approach has forever been the most noticeably utilized. Commonality and simplicity of involving disconnected techniques and absence of prerequisite for online channels of showing has been the significant boundaries for reception of online channels of training. Nonetheless, directly following current COVID-19 pandemic circumstance conduction of online classes at school and college level has been made required by the instructive sheets. Coronavirus has drawn out an exceptional change in the schooling system in India as well as rather the whole world. Colleges across India as well as around the globe have moved to the virtual classes suspending actual homerooms. Online schooling in India is at a beginning phase of improvement. In India, while this progress has been a combination of the two up-sides and negatives for most confidential colleges, the public authority schools and colleges are as yet adjusting. While innovation makes things open and simpler, it can likewise be restricting, particularly in India, where numerous understudies face a test regarding access to the web. This thus prompts issues with participation and support in web-based meetings, subsequently making the variation of online channels of training a test.

Meanwhile, face-to-face classroom setting can provide immediate feedback to faculty members and students about the quality of lesson, delivery, and experience. In a classroom setup a teacher can observe student's body language and these non-verbal cues helps the teacher to immediately make adjustment in their teaching approach to best suit the needs of the students. Additional questioning and individualized attention in classroom environment to gain a more detailed idea about the student's clarity with concepts being taught is a major advantage when compared to online channels. What might be easily perceived and approached in the classroom requires a little more probing and alertness in an online class. Investigating and analyzing how online classes should be designed and arranged by taking into consideration the students' and teachers' perspective should be an integral part of building online teaching methodology as well as learning. Previous research studies have investigated student's perception and satisfaction toward online learning and face-to-face learning.

With regards to the Indian instructive arrangement, online classes are a recently presented method of educating and not something that has been a piece of customary classes. Researching and examining how online classes are being seen and experienced by understudies and resources across various schools and colleges in India will assist instructive specialists with understanding furthermore, make alterations to suit the requirements of both, educators and understudies. Subsequently, instructive foundations and the board who might be the future deliverers of on the web learning need more comprehension of how understudies as well as educators see and respond to online classes as a learning mode to apply these methodologies most successfully. Another significant

thing saw in the audit of past examinations was that while assessing on the web method of schooling, understudy's viewpoint has been given significance and taken into thought over educator's viewpoint. Educator's viewpoint is similarly significant since, supposing that they as supplier of instruction are not fulfilled and find the web-based mode unsuitable then the instructive base itself becomes more fragile. This new presentation of online classes has been similarly trying for educators, who are likewise attempting to realize this new way or approach of instructing. Subsequently, the meaning of this exploration lies on investigating the Educators and understudies' discernment toward online classes in contrast with eye to eye classes.

Consequently, the accompanying article portrays the consequences of the overview which was finished to comprehend how well this new technique is being taken by the two educators and understudies, what are the overall issues looked by them while taking web-based classes to help instructive teachers and facilitators and school and college administrations to comprehend the adjustments that can be brought to make internet showing more compelling so in future it tends to be coordinated alongside study hall educating. The reactions from this review will assist with improving or upgrade online method of classes to give a superior opportunity for growth to understudies and a superior showing experience for the educators.

Teachers felt that even though online classes were convenient, could be taken from the comfort of their homes, saving travel time, it did not seem to be effective when compared to classroom method. Teacher- student disconnect, lack of interaction, inability to engage the group, technical issues were found to be the main issues. 39% of the sample felt that online classes were not very safe and secure as a medium. However, teachers did agree to the fact that this new opportunity of conducting classes through online channel have increased their confidence and helped them to explore and use innovative teaching methods. Lack of work satisfaction while taking online classes was also reported. Some of them even felt that their lack of computer skill came in the way of using the online teaching platform effectively. Lack of student interest and involvement was reported by a majority of teachers. They reported that during online classes the main issue they faced were that students made a lot of excuses about not being able to attend classes, for e.g., network issue, dysconnectivity, poor audio and video quality, etc. and it is difficult for them to know if they are giving genuine reasons or just escaping from attending the classes. With classes and assignments using online channels, education technology apps are gaining popularity amid COVID-19 pandemic.

Some of the other negative aspects of online teaching reported by teachers were: some of them found online teaching more time consuming as it required them to prepare ppt and extra materials for the classes, some reported that the online mode seemed too formal and lacked personal touch and did not seem lively. Difficulty in assessing concept clarity by students and to know if they are understanding what is being taught was another issue experienced. Inability to monitor and control students behavior, lack of work satisfaction, background distractions, time restraints in using online apps, delay in starting the class due to students taking a lot of time to join, inability to assess if students are mentally present in the class or have just logged in were the other issue reported. Another major issue reported was the problem of taking practical subjects online. As per the teacher's theoretical subjects were easier to take but when it comes to practical subjects like design, accounts, math, and others, they found it difficult to take the class.

Student's Perception about Online Classes

Students perceived the online classes to lack quality. Things such as technical issues, lack of structure, disturbance in the flow of classes, problems in clarifying doubts, lack of interest and motivations to attend the classes were some prominent factors reducing the effectiveness of online classes. Even though today's generation is technologically well versed still the survey showed that majority of the sample reported that somewhere they felt their lack of computer skills made it uncomfortable for them to use the online channel. They felt that online classes make them less serious and they just attend the class for attendance and feel bored and lazy. Some of the other issues reported were financial constraints. Students reported that the online classes increased their expense by recharging the data frequently, due to which they felt burdened, especially for students who come from financially fewer stable homes. Next concern was that online facility and tools were not accessible for students coming from economically disadvantaged backgrounds which again adds on to the burden of buying a smartphone which is financially burdening for some. Students felt that when classes are taken through online channels, teachers do not teach effectively, they run through the syllabus and students feel they are being overloaded with information. Security concerns about using online apps were also reported. Last but not the least, students reported a lot of physical issue due to online classes. According to them continuous use of mobile phones and earphones caused issues like, eye strain and pain, ear pain, backache, headache. They felt stressed and strained both mentally and physically. The constant pressure of completion of assignments was reported by students that induced a lot of stress in them. They felt that no learning or transfer of knowledge was taking place.

Conclusion

Advanced education in India is as of now confined by absence of clearness with regards to directing web-based channels of schooling. Educators and understudies' solace with online class configuration, structure, level of association among understudies and personnel, the quality and measure of class content, specialized help, and by and large involvement in web-based class conveyance influence the general educating and growth opportunity and decides a definitive achievement or disappointment of online method of training. Accordingly, mindfulness

should be expanded zeroing in on the comfort and openness viewpoint to build the reception of online channels by understudies and educators. Dissatisfaction with class construction and configuration might convert into an unfortunate learning result for understudies. Working on the nature of online classes with the assistance of different specialist organizations, alongside help from various schools and colleges can help in making on the web method of training more successful and effectively satisfactory all over India.

The worries recommended by educators and understudies point towards the way that more examination and review ought to be led to give more itemized data to changes to happen inside plan and philosophy of online classes. Laying out an organized and easy to understand climate for online method of instruction, one that is open for all without putting monetary weight on understudies and educators ought to be the fundamental standards in the personalities of school and college the executives while advancing web-based training. Additionally, the requirement for giving sufficient innovative preparation to instructors about technique for directing web-based classes ought to be focused on as being a pre-imperative for fruitful web-based class implementation is found. Albeit the example size is little to sum up to the bigger internet based advanced education populace, the data can illuminate the general issues looked by educators and understudies during on the web classes. Online method of advanced education is still in the beginning phase of advancement in India, thusly having clearness about the issues experienced and the assumptions for understudies and educators will assist with arranging out compelling and organized procedures for taking web-based classes. It is vital to take note of that the review showed understanding among workforce and understudy view of online method of instructing.

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