

A Comparative Study On Faculty Perception On Online And Offline Teaching

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ABSTRACT: Change is the only thing that remains constant. Pandemic has created lots of changes in all the sectors. This is especially true in case of education sector. In ancient times, Gurukula system of education was followed in India, in which anyone who wished to study went to a teacher's house and requested to be accepted as their student. The modern education system was brought to India where the curriculum was confined to "modern" subjects. All through the years classes were conducted in physical environment. Due to advancement of technology many changes have taken place in education sector. The concept of e-learning was introduced but not been made as compulsion. But in this Pandemic due to shut down of colleges as there are no possibility for physical classes, online classes in digital platforms have been chosen to avoid disruption in studies for the students. Adaptability to changing scenario is a great task. A sudden drastic shift from physical classes to online classes has been faced by faculty members. Hence it becomes need of an hour to understand faculty's opinion about online classes. Therefore, an attempt has been made here to study the perception of faculty over online and offline classes. Faculty members of Shri Shankarlal Sundarbai Shasun Jain College for Women has been chosen for the purpose of study. Questionnaires were circulated and tools like Mean, t-Test and One-way ANOVA were used to analyse the data collected.

Key Words: Education, Online classes, Faculty perception, Teaching.

INTRODUCTION

In this competitive world everything is happening at fast pace so many changes have taken place in all the spheres of life. This is very much true in case of technology. Technological advancement has made the work easier and quicker. Employees of IT sector have been using technology to carry out their official work on daily basis whereas in case of educational sector use of technology for teaching and learning is an emerging concept. All these years faculty members were used to conduct classes which had face to face interaction with the students. But this pandemic has created a drastic change in the mode of teaching, where faculty members were asked to conduct classes through online with the help of various meet applications such as G Meet, Zoom, Webex and Microsoft Teams.

REVIEW OF LITERATURE

Khadija Alhumaid, Sana Ali, Anbreen Waheed, Erum Zahid, Mohammed Habes study has analysed the technology acceptance and e-learning during Covid-19. Teachers can play a fundamental role in persuading the students for eLearning integration and adoption during the Covid-19 pandemic. This study concludes that technology is essential for formal education during this covid-19.

Retno Puji Rahayu* & Yanty Wirza study has analysed the "Teachers' Perception of Online Learning during Pandemic Covid-19," during this covid, teachers were in a state to adapt to the technology and continued Online teaching. This study concentrates on analyzing the perception of teachers towards online learning. The results from the study showed that teachers are adaptable to the online teaching even though they are facing problems, they try to overcome and give education to the students.

OBJECTIVES OF THE STUDY

1. To compare the perception of faculty over online and offline mode of teaching.
2. To analyze the impact of Demographic variables on faculty's perception about online teaching.
- 3.

HYPOTHESES OF THE STUDY

H1: There is no significant difference between Gender groups with regard to Perception about online teaching.

H2: There is no significant difference between Shift groups with regard to Perception about online teaching.

H3: There is no significant difference between Marital status groups with regard to Perception about online teaching.

H4: There is no significant difference among Department groups with regard to Perception about online teaching.

H5: There is no significant difference among No of children studying in school/college groups with regard to Perception about online teaching.

H6: There is no significant difference among No of people working from home groups with regard to Perception about online teaching.

METHODOLOGY OF THE STUDY

Sample: Faculty members of Shri ShankarlalSundarbhaiShasun Jain College for Women, T.Nagar, Chennai.

Sample Size: 139 Faculty members have responded to the questionnaire.

Sampling technique:Convenience sampling method is used for the collection of data.

Data Collection: Primary data was collected from 139 Faculty members of Shri ShankarlalSundarbhaiShasun Jain College for Women.

Tools used for analysis: Mean, Independent t-Test and One Way ANOVA

LIMITATIONS OF THE STUDY

- Sample size restricted to faculty members of Shri ShankarlalSundarbhaiShasun Jain College for Women.

Analysis & Interpretation:

Table no. 1 Perception of faculty over online and offline mode of teaching-Mean

S.No.	Statements	Online Mean	Offline Mean
1	I feel comfortable with working environment.	3.57	4.12
2	The teacher-to-student interactions keeps the class engaging.	3.7	4.16
3	Classes demands some extra creativity, energy, and adaptation to teach an engaging and fruitful lesson	4.19	4.13
4	It is easy to share and facilitate information.	4.11	4.23
5	I am able to focus on effective pedagogical strategies.	4	4.07
6	It is easy to conduct group and individual activities	3.28	4.04
7	It allows for customized learning experience.	3.64	3.89
8	It does not require extra time and efforts.	2.61	3.48
9	It is convenient to conduct extra-curricular activities.	2.83	3.86

Interpretation:Above table clearly shows that staff feel very comfortable to handle classes in offline mode because they could focus on pedagogical strategies, have more classroom interaction, enjoy pleasant working environment, ease in sharing information.

**Table no. 2 Gender and perception on faculty over online teaching t-Test
Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Online_Mean	Male	3	3.9630	.42066	.24287
	Female	136	3.5384	.60961	.05227

GENDER AND PERCEPTION ABOUT ONLINE CLASSES	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Equal variances assumed	1.198	137	.233
Equal variances not assumed	1.709	2.190	.219

Interpretation:From above table it is clear that since p value is greater than 0.05 null hypothesis is accepted and hence it is concluded that there is no significant difference between gender with regard to perception about online classes.

**Table no. 3 Shiftand perception on faculty over online teaching t-Test
Group Statistics**

	Shift	N	Mean	Std. Deviation	Std. Error Mean
Online_Mean	1	86	3.5155	.58594	.06318
	2	53	3.5996	.64507	.08861

SHIFT AND PERCEPTION ABOUT ONLINE CLASSES	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Equal variances assumed	-.790	137	.431
Equal variances not assumed	-.773	102.167	.442

Interpretation:From above table it is clear that since p value is greater than 0.05 null hypothesis is accepted and hence it is concluded that there is no significant difference between shift with regard to perception about online classes.

Table no.4 Marital Status and perception on faculty over online teaching t-Test Group Statistics

	Marital Status	N	Mean	Std. Deviation	Std. Error Mean
Online_Mean	Married	114	3.5780	.57273	.05364
	Single	25	3.4089	.74723	.14945

MARITAL STATUS AND PERCEPTION ABOUT ONLINE CLASSES	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Equal variances assumed	1.261	137	.209
Equal variances not assumed	1.065	30.475	.295

Interpretation:From above table it is clear that since p value is greater than 0.05 null hypothesis is accepted and hence it is concluded that there is no significant difference between marital status with regard to perception about online classes.

Table no.5 Department and perception on faculty over online teaching-ANOVA ANOVA

Online Mean

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.662	19	.351	.940	.536
Within Groups	44.391	119	.373		
Total	51.053	138			

Interpretation:From above table it is clear that since p value is greater than 0.05 null hypothesis is accepted and hence it is concluded that there is no significant difference among department with regard to perception about online classes.

Table no.6 No of Children Studying in school/college and perception on faculty over online teaching-ANOVA

Online Mean

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.322	2	.161	.431	.651
Within Groups	50.731	136	.373		
Total	51.053	138			

Interpretation:From above table it is clear that since p value is greater than 0.05 null hypothesis is accepted and hence it is concluded that there is no significant difference among No. of children studying in school/college with regard to perception about online classes.

Table no.7 No of People Working from home and perception on faculty over online teaching-ANOVA

Online Mean

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.178	3	.393	1.063	.367
Within Groups	49.875	135	.369		
Total	51.053	138			

Interpretation:From above table it is clear that since p value is greater than 0.05 null hypothesis is accepted and hence it is concluded that there is no significant difference among No of people working from home with regard to perception about online classes.

CONCLUSION

From the study it is concluded that, faculty members felt comfortable to teach in offline mode of class, as they could have interaction with their students and also be able to know their level of involvement into the class. They feel online mode of teaching requires extra effort and time for class preparation and also difficult for them to conduct extra-curricular activities. Faculty's perception regarding online classes remains the same irrespective of the demographic group they belong to. This shows that in spite of the difficulties faced, faculty members are adapting to this new mode of teaching and conducting classes successfully to avoid interference in the student's career.

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