

A STUDY ON IMPACT OF COVID-19 ON ONLINE TEACHING

Dr. M. Dillip Anand
Lecturer in Economics,
Presidency College (Autonomous) Chennai-05, India.

Abstract

COVID-19 has had a devastating effect on the globe, shaking it to its core. As a result, many governments throughout the world have taken the unusual step of temporarily closed educational institutions in an effort to contain the spread of the COVID-19 pandemic. COVID-19 school closures have impacted 320 million Indian children, despite the government's prompt recommendation to switch to "online teaching." Many government institutions are unable to offer online classes due to a lack of resources. Many educators are needed to upgrade their skills in order to deal with this issue, which could put their jobs in jeopardy. The purpose of this research is to determine whether faculty members are prepared to deal with the obstacles posed by online teaching and to discover which male and female faculty members are more concerned about their careers as a result.

Keywords: *Online teaching, challenges, one-on-one instruction, and job-threat.*

Introduction

Lockdowns have been put in place across the globe as a result of the impending outbreak of the pandemic COVID-19, which is expected to begin in China in December 2019 and spread to Europe, the United States, and India in the following weeks. India's economic and educational well-being have taken a serious hit as a result of the epidemic. Central authorities made their first educational choice by closing down schools and institutions, even university campuses. COVID-19 school closures have impacted 320 million Indian children, despite the government's prompt recommendation to switch to "online teaching."

Online teaching was rapidly proclaimed by the government and higher education institutions (HEIs). However, it's a lot easier to say than to accomplish. The state-run public colleges have had enormous difficulties implementing the decision, in contrast to the wealthy private universities, which quickly announced online education.

During the Covid-19 attack, there were many issues in the education sector:

- The most pressing concern is getting an education while travelling and studying abroad.
- Students are being relocated as a result of the Covid attack nearing the end of the school year.
- There is no immediate strategy in place, and the materials used are of poor quality.
- According to the 2017-18 NSSO, 23.8% of Indian homes had internet connectivity. More over two-thirds of the population lives in rural areas, where just 14.9 percent of households have internet connection. The majority of mobile internet users are male, with only 16% of women having access to the service compared to 36% of men. A recent news article revealed that only 12.5 percent of students had access to smart phones, which is considerably lower than the previous figure.
- In addition, many of the instructors lack the requisite online teaching skills.

Research gap

1. A total of 144 nations are afflicted by the covid-19 pandemic, according to UNESCO. There have been studies to determine how many people are affected by covid-19
2. Study largely focuses on impact of closing education institutions

Research methodology

It's based on both primary and secondary data because it's an exploratory study. Closing Date: Primary Date Questionnaire, Resources other than primary sources of information Conceptualization of Convenience as an Example of Design Sampling A sample size of 40 people was used in this study. Frame for Sampling: Various colleges in Chennai, each with its own faculty.

Research objective

1. To study on whether the faculties are ready for challenges due to online teaching
2. To identify who among male and female are feeling more threat for their jobs due to online teaching

Hypothesis

- H1: Distance learning or online teaching has a negative impact on students' futures.
 H2: Online teaching has made both men and women fear for their careers.
 H3: There is relation between the effects of student future and one to one teaching

Data collection and analysis method

Study participants were instructors from various institutions in Chennai despite their experience level. Based on the judgmental sampling technique, a self-administered questionnaire was produced and distributed. Instruments that could only be completed once were included in the questionnaire. Cronbach's alpha and t-test (for independent samples), correlation testing, and a chi-square test for independence were the statistical tools used to evaluate and test the data acquired.

Analysis and interpretation

Cronbach's alpha

<i>Reliability Statistics</i>	
Cronbach's Alpha	N of Items
.507	10

Cronbach's alpha, which measures internal consistency, is 0.507, as shown in the table above.

Frequency tables:

	Question	Yes	No
1.	Interested in learning new methods for teaching students online?	100%	0%
2.	Is it simple to teach online?	46.5%	53.5%
3.	Do you think kids will benefit more from online instruction than from traditional classroom instruction?	13.5%	86.5%
4.	Do you believe that pupils will be able to adapt to new teaching methods?	56.5%	43.5%
5.	Does one-on-one teaching benefit from internet instruction?	24%	76%
6.	What do you think of students' willingness to learn using the internet?	36%	64%
7.	Is it possible to keep an eye on students' coursework and homework assignments on a frequent basis?	11.5%	88.5%
8.	Students' careers will suffer as a result of online teaching.	76%	24%
9.	Yes, I believe that in the next few years, distant learning will become more important.	71%	29%
10.	The officialization of online education will pose a danger to current and future employment.	60%	40%

Correlation testing

Correlations			
	Because of online learning, there will be an impact on students' professional lives.	Do you believe that distance education will gain prominence in the next few years?	
There will be an effect to students career because of online teaching.	Pearson Correlation	1	.378*
	Sig. (2-tailed)		.016
	N	40	40
Do you feel distance learning will have more importance in coming few years	Pearson Correlation	.378*	1

	Sig. (2-tailed)	.016	
	N	40	40
*. Value of Correlation is significant at the 0.05 level			

The correlation testing is depicted in the preceding table, along with its measure and significance value.

Independent t-test for two samples

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Is there any job threat in future if distance learning made official	Male	18	1.61	.502	.118
	Female	22	1.59	.503	.107

Independent t-test						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Is there any job threat in future if distance learning made official	Equal variances assumed	.126	38	.900	.020	.160
	Equal variances not assumed	.127	36.493	.900	.020	.160

The t-test values for independent samples are shown in the above table, along with their significant values (both in cases of equal and not equal variances)

Chi-square test

Chi-square test			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.600	1	.206
Continuity Correction	.711	1	.399
Likelihood Ratio	1.502	1	.220
Pearson correlation	-0.2		

It is shown in the preceding table that the relationship between the effect of student future and one-to-one teaching has chi-square values with relevant degrees of freedom and significant values. Additionally, there is a negative association between them.

Hypothetical Relationship

H1: Correlation testing shows that the significant value is less than 0.05. Consequently, we may accept the hypothesis that "Distance learning or online teaching has an impact on students' future"

H2: In the independent t-test of gender group, the significance value is greater than 0.05. Since "Both male and female have felt a threat for their professions owing to online teaching," we accept the hypothesis

H3: This hypothesis is supported by the chi-square test, which shows a significant result greater than or equal to 0.05 (p0.05). The idea that "there is no correlation between the influence of student future and one-to-one teaching" is accepted

Challenges for teachers and institutions:

- Keeping themselves up to date with the latest advancements in technology
- Making online education as affordable as possible
- Keeping an eye on the students at various points during the day.
- A new approach to the classroom
- Internet protection

- Institutional software implementation and accessibility

Recommendation for future research

Teachers who are aware of digital learning and digital teaching now have to establish their own platforms for the future Indian education system.. It is suggested that further research into distance learning be conducted based on the findings of this study.

Conclusion

Researchers set out to see if faculty members are ready for the new demands of online teaching and to discover which genders are more concerned about the security of their careers as a result. Also, to see how future one-on-one instruction with students will affect the results. The study concluded that the hypotheses used in the study were accepted by the researchers. Finally, this work adds to the literature and serves as a foundation for future research.

References

1. Al-Samarrai, S., M. Gangwar and P. Gala (2020), The Impact of the COVID-19 Pandemic on Education Financing, World Bank, Washington, DC, <https://openknowledge.worldbank.org/handle/10986/33739> (accessed on 27 May 2020).
2. Australian Government (2020), Higher education relief package, Minsters' Media Centre, Department of Education, Skills and Employment website, <https://ministers.dese.gov.au/tehan/higher-education-relief-package>.
3. Jacob, Ogunode Niyi, I. Abigeal, and A. E. Lydia. "Impact of COVID-19 on the higher institutions development in Nigeria." *Electronic Research Journal of Social Sciences and Humanities* 2.2 (2020): 126-135.
4. Pokhrel, Sumitra, and Roshan Chhetri. "A literature review on impact of COVID-19 pandemic on teaching and learning." *Higher Education for the Future* 8.1 (2021): 133-141.
5. Owusu-Fordjour, C., C. K. Koomson, and D. Hanson. "The impact of Covid-19 on learning-the perspective of the Ghanaian student." *European Journal of Education Studies* (2020).
6. Cleland, Jennifer, et al. "Adapting to the impact of COVID-19: Sharing stories, sharing practice." *Medical Teacher* 42.7 (2020): 772-775.
7. <https://www.brookings.edu/blog/education-plus-development/2020/05/14/covid-19-in-india-education-disrupted- and-lessons-learned/>
8. <https://www.deccanherald.com/opinion/comment/covid-19-higher-education-a-pile-of-questions-827698.html>
9. <https://www.indiatoday.in/education-today/featurephilia/story/covid-19-4-negative-impacts-and-4-opportunities-created-for-education-1677206-2020-05-12>
10. <https://www.latestlaws.com/articles/impact-of-covid-19-on-education-system-in-india/>
11. <https://yourstory.com/mystory/impact-covid-19-education-sector>
12. <https://en.unesco.org/covid19/educationresponse>