

# Online Teaching during Lockdown Period of COVID-19 Pandemic in India: Teachers' Perspectives

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## ABSTRACT

The COVID-19 pandemic has radically disturbed institutions, placing additional demands on teachers. This paper uses a survey data to understand the changes in teacher's lifestyle as the virus hit India. Universities and Institutes were locked down and as announcements about Online classes were made. Teachers displayed higher levels of anxiety while managing their home and work lives.

For the first time ever, Institutes in India have moved to online classrooms. It is a challenge for both the students as well as the teachers. The change in teaching methodology will not be easy for the teachers as it involves a lot of thought and preparation like how to design lessons, post content, communicate, guide discussions and responses, give useful feedback, and final assessment, etc. The teachers who are involved in those fields that require practical activities are affected mostly.

Here, Researchers concern was to know how teachers are coping with the new normal. This paper mirrors the actual changes occurred in the lives of teachers of India and their routine during lockdown. The data was collected through online survey. Several questionnaires were set and distributed to several teachers in different fields of study.

Data shows lockdown impacts on lifestyles of Teachers. The Mode of online classes, managing students through social media etc., have been a major challenge. Majority of participants accepted that Online and offline classes have a huge difference.

**Keywords:** COVID-19, Pandemic, Lockdown, Teachers, Online Classes

## INTRODUCTION

Corona virus disease outbreak started in the month of December 2019 in Wuhan which infected people worldwide and caused lot number of deaths. Due to which Indian government announced lockdown in the month of March 2020, People were asked to stay home shutting down all the Institutes, Companies, Shopping malls and many more.

The Covid-19 pandemic has affected the education sector globally. Classes have been suspended. Institutions from schools to universities have shifted to online methods of teaching and evaluation. As the numbers of cases were increasing day by day, there was no certainty about when the life would get normal. This has encouraged some sort of a deviation, if not a complete transformation, to online education.

The pandemic has radically changed the education system in the past few months. Before the pandemic, technology was considered as a means of entertainment but hereafter, virtual learning will be the new future in educational sector. For the first time ever in India there is transition from offline to online classrooms. It was struggle for both the students as well as the teachers to cope up with the new normal.

Teachers can interact with students through Whatsapp, SMS, E-mail, etc. There are various digital platforms to deliver classes online at a specific real-time through video conferencing. Some noteworthy platforms are Zoom, Google Classrooms, Skype, Google Duo, Google Meet and Microsoft Teams, etc.

In spite of the availability of the content, the real deal was how to deliver it to the students in the right manner. Most of the teachers have had to adapt to technology that they weren't familiar with, overnight. When teachers meet students physically, a connection is established and it becomes possible to deal with or clarify any situation immediately. But in other way, however the connection gets lost. But over a period of time, a teacher has to build that connection with the content delivery and also the way they interact with the student. The main challenge and the biggest one for teachers was that they were unable to see the reactions of the students.

## LITERATURE REVIEW

Teaching online presents many potential benefits. Faculty cite incentives such as professional and personal growth, reaching out to more diverse student populations, more flexible learning and teaching opportunities, and increased income (Seaman, 2009). However, teaching online is a time-consuming endeavour, especially given that the majority of online courses remain predominantly text-based (Gudea & Ryan, 2008; Garrison & Anderson, 2003).

According to Garrison and Anderson's community of inquiry framework (Garrison & Anderson, 2003), in order to teach successfully online, teachers must establish adequate amounts of teaching and social presence. Social presence is defined as "the ability of participants in a community of inquiry to project themselves socially and emotionally, as real people (i.e., their full personality), through the medium of communication being used" (Garrison, Anderson, & Archer, 2000, p28-29). Teaching presence is defined as "the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes" (Garrison & Anderson, p29, 2003).

Major barriers limiting teachers' ability to use and integrate technology into classrooms are lack of resources, time, and support (e.g., Pittman & Gaines, 2015). Ample studies have shown that teachers are prone to experience stress when they feel lack of support and time when teaching students (e.g. Kyriacou, 2010; Pithers & Soden, 1998; Travers & Cooper, 1996). In addition, teachers are also likely to experience stress if they have to use technology for which they do not feel competent enough (e.g., Al-Fudail & Mellar, 2008). During the lockdown, both conditions certainly applied. Stressors outside of work can also play a key role, such as socio- demographic factors or coping strategies. Carver, Scheier, and Weintraub (1989) distinguished between different styles of coping with stress, which could be either active or functional on the one hand or could impede activity.

## **PROBLEM STATEMENT AND RESEARCH GAP**

Teachers are the COVID warriors who is fighting for the nation and shaping the future for tomorrow. It is seen that there are many research papers focused on many other factors but very less have focused on Teachers. So, here the Researcher has tried to figure how teachers are coping with the new normal, and also to find out how they have adopted to the online platforms for teaching.

### **Objectives**

1. To study online teaching practices during the lockdown period caused by COVID-19
2. To determine the virtual platforms used as teaching platforms during the lockdown period
3. To find out how faculties have spent their lockdown period
4. To analyze the difficulties faced by the teachers during Lockdown

## Need of the study

As compared to some other countries of the world at the present time, the course of the pandemic in India is different in terms of mortality and spread of infection. Teachers play a vital role in the present context of COVID-19 as they act as a learning facilitator of the young minds. We think it's important to explore the ways, how teachers have found to cope with the pandemic situation one side with social isolation on the other side with the online classes. It is an opportunity to find how teachers are adjusting to the online platforms to take classes in lockdown period. There are N numbers of good research in the existing literature regarding the impact of corona virus imposed lockdown on teachers, which may need to be filled in overtime through the latest research.

## Research Methodology:

“Online Teaching during Lockdown Period of COVID-19 Pandemic in India: Teachers’ perspective” is a research work based on both the primary and secondary database. The survey was done from March 25 to May 10 in the year 2020.

### Research Method:

Empirical research method is followed for in depth analysis of the multiple variables of the study. To get clear inferences, descriptive research design is followed, which allows for proper investigation and helps in probing.

**Secondary data sources:** Research articles from internet, newspaper articles and journals etc. **Primary**

**Data Sources:** Using survey method, a structured questionnaire was drafted in Google form. **Sampling**

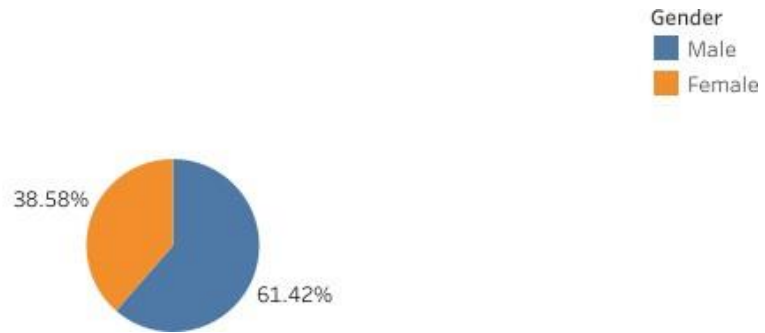
**Method:** Simple random sampling method was used.

**Sample size:** 128

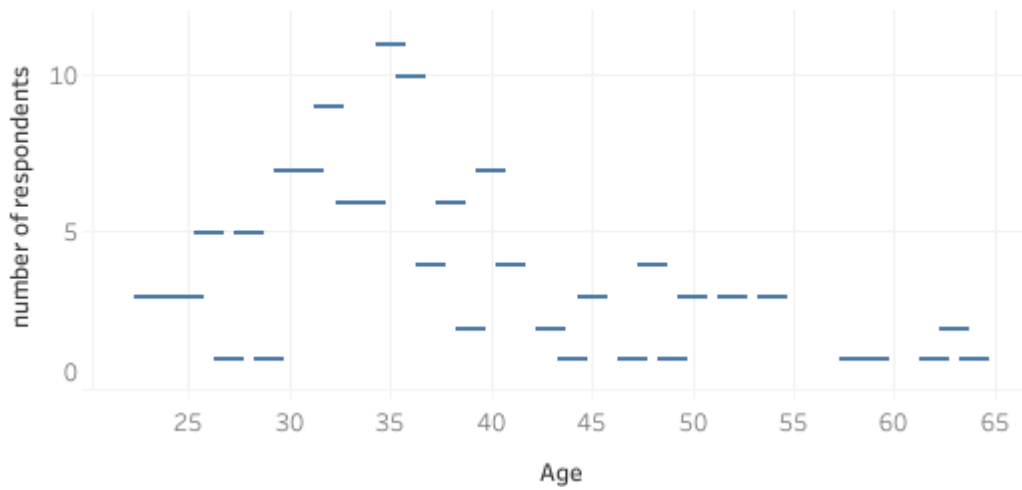
**Data Analysis tools:** SPSS Software was used for data analysis. Statistical tools such as Cross Tabulation, Pie Charts, Histogram, and Normality Test.

# ANALYSIS AND INTERPRETATION

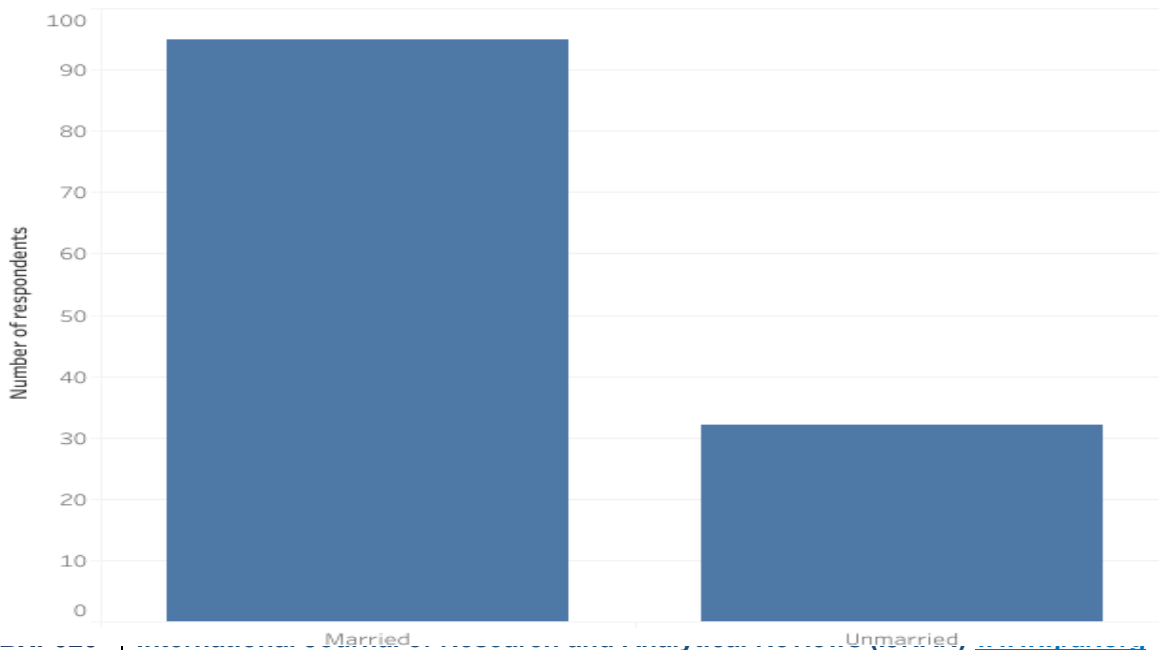
## GENDER



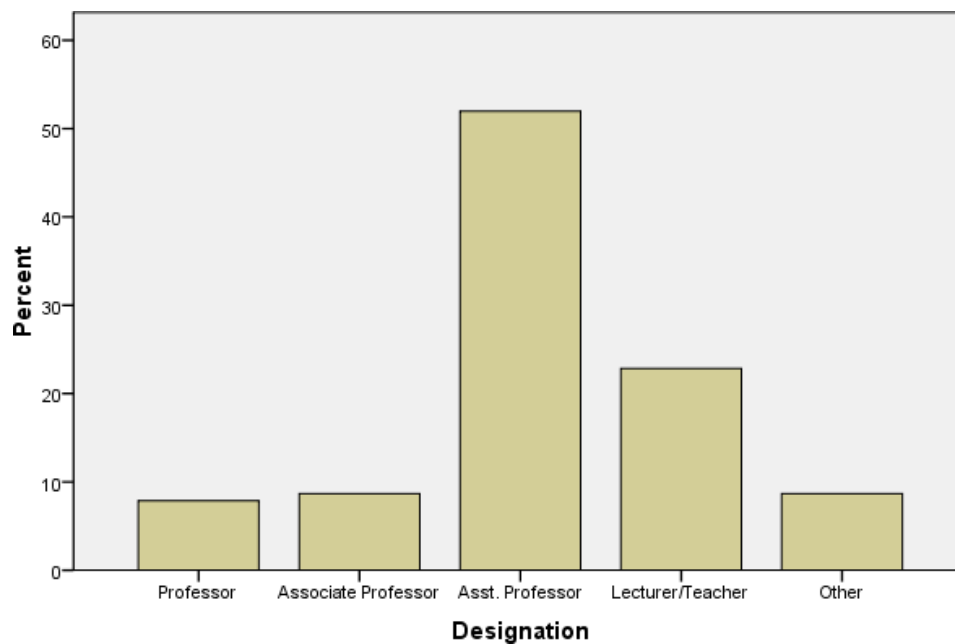
## AGE



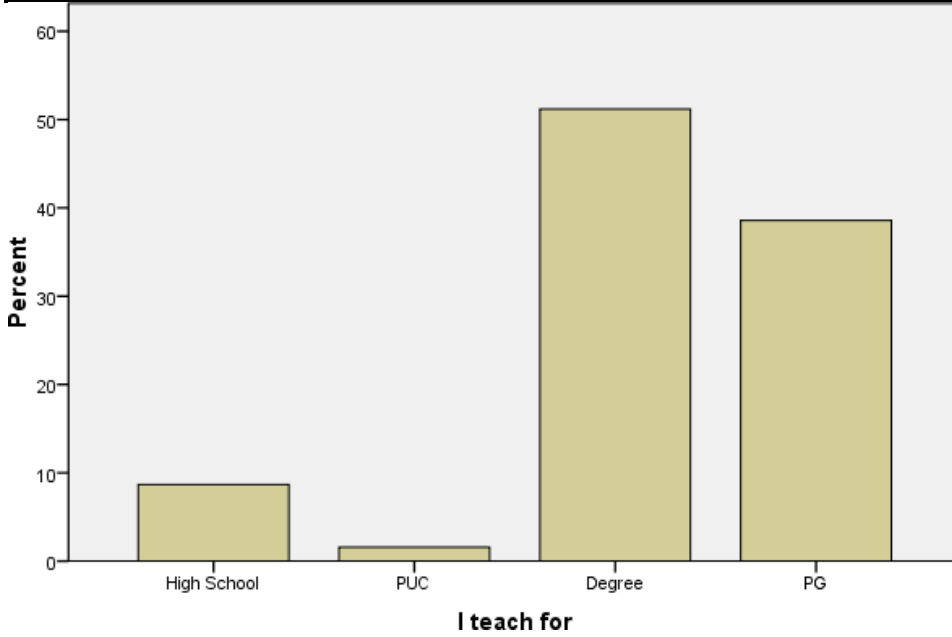
## MARITAL STATUS



Designation	Frequency	Percent	Valid Percent	Cumulative Percent
Professor	10	7.9	7.9	7.9
Associate Professor	11	8.7	8.7	16.5
Asst. Professor	66	52.0	52.0	68.5
Lecturer/Teacher	29	22.8	22.8	91.3
Other	11	8.7	8.7	100.0
Total	127	100.0	100.0	

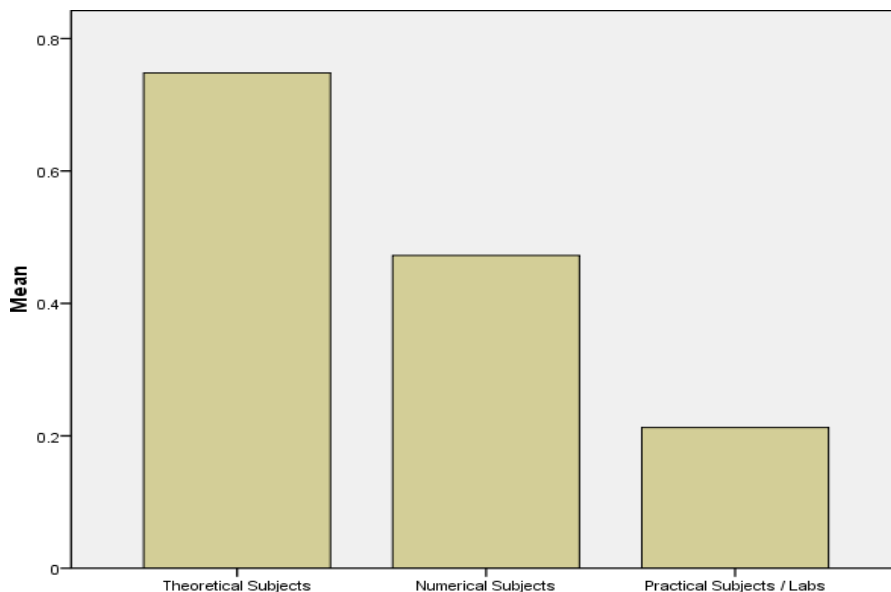


I teach for	Frequency	Percent	Valid Percent	Cumulative Percent
High School	11	8.7	8.7	8.7
PUC	2	1.6	1.6	10.2
Degree	65	51.2	51.2	61.4
PG	49	38.6	38.6	100.0
Total	127	100.0	100.0	



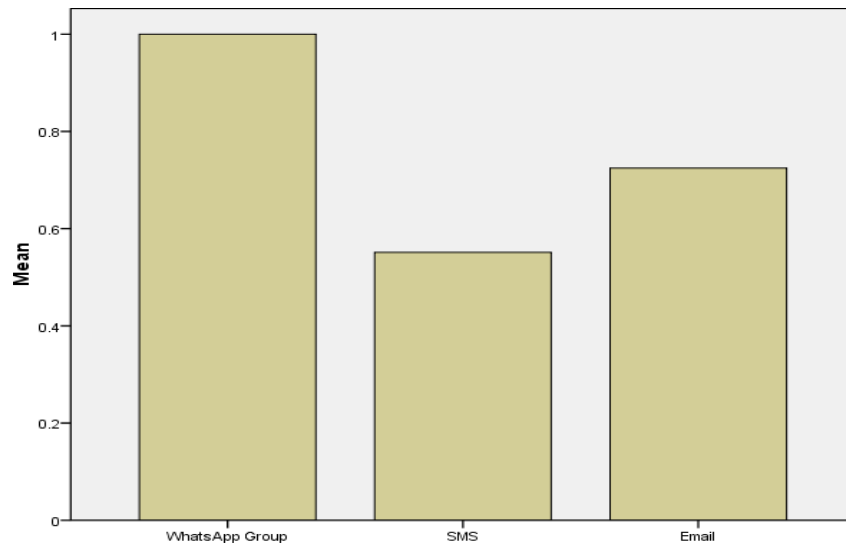
I am associated with	Responses		Percent of Cases
	N	Percent	
Theoretical Subjects	95	52.2%	74.8%
Numerical Subjects	60	33.0%	47.2%
Practical Subjects / Labs	27	14.8%	21.3%
Total	182	100.0%	143.3%

a. Dichotomy group tabulated at value 1.



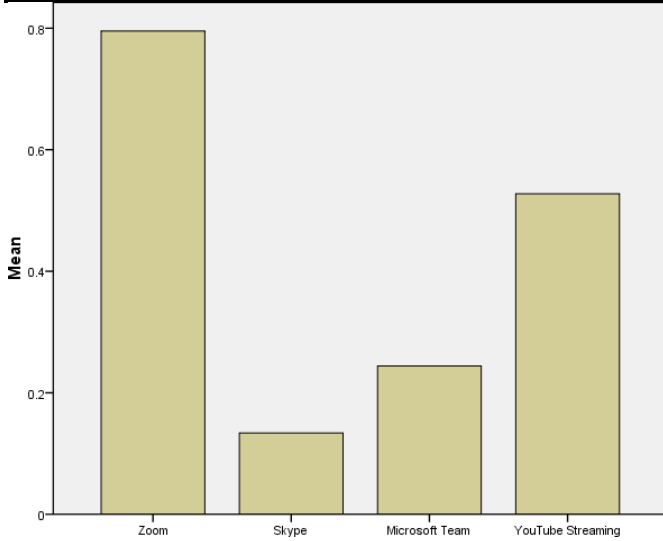
with students regarding classes	Responses		Percent of Cases
	N	Percent	
WhatsApp Group	127	43.9%	100.0%
SMS	70	24.2%	55.1%
Email	92	31.8%	72.4%
Total	289	100.0%	227.6%

a. Dichotomy group tabulated at value 1.



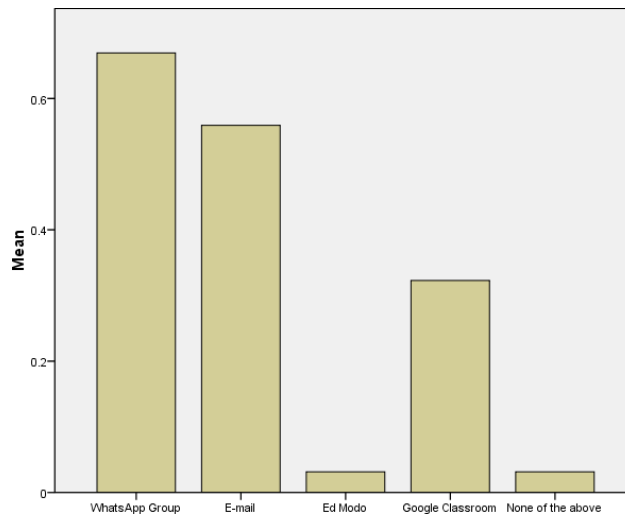
For my Online Live Teaching I use	Responses		Percent of Cases
	N	Percent	
Zoom	101	46.8%	86.3%
Skype	17	7.9%	14.5%
Microsoft Team	31	14.4%	26.5%
YouTube Streaming	67	31.0%	57.3%
Total	216	100.0%	184.6%

a. Dichotomy group tabulated at value 1.



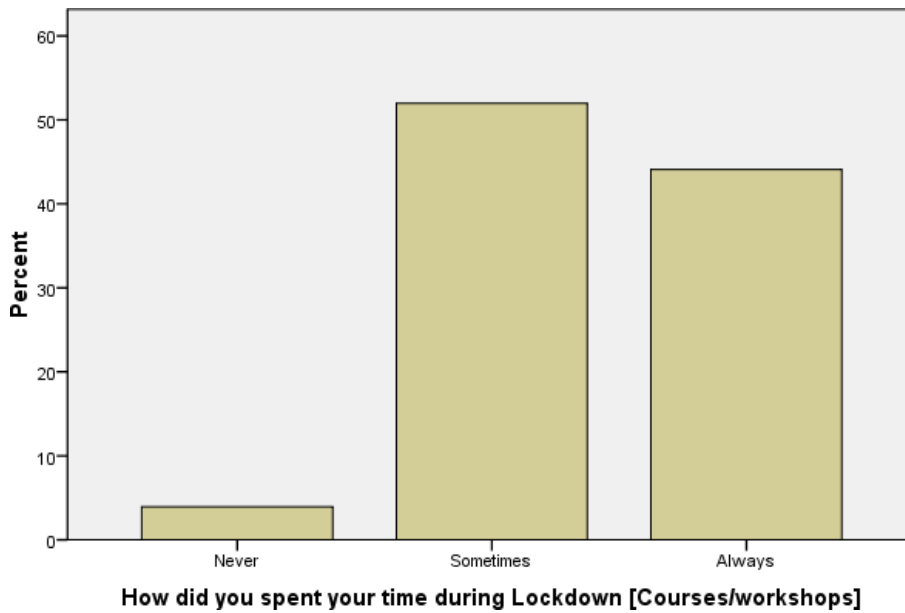
For assignment submissions i use	Responses		Percent of Cases
	N	Percent	
WhatsApp Group	85	41.5%	66.9%
E-mail	71	34.6%	55.9%
Ed Modo	4	2.0%	3.1%
Google Classroom	41	20.0%	32.3%
None of the above	4	2.0%	3.1%
Total	205	100.0%	161.4%

a. Dichotomy group tabulated at value 1.



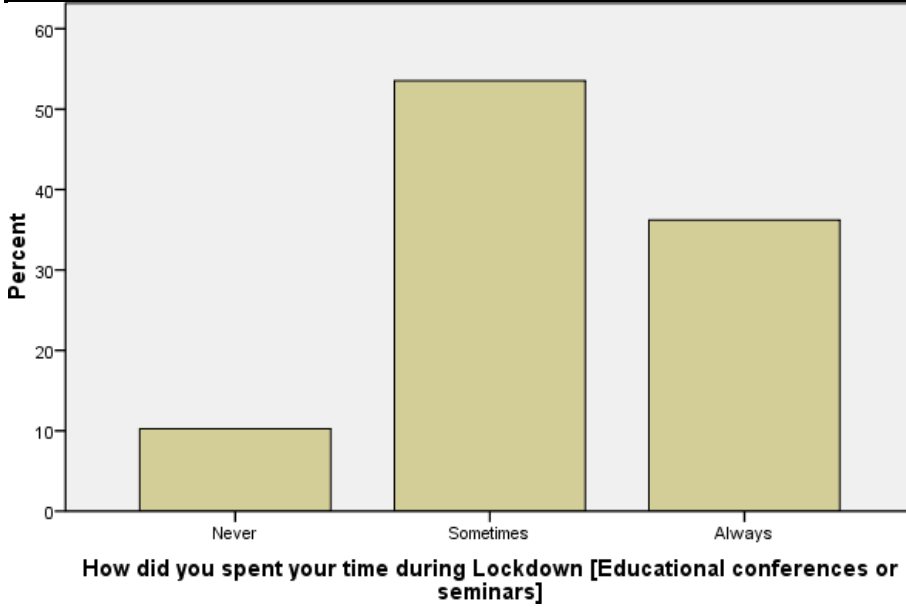
**How did you spend your time during Lockdown**

<b>Courses/ workshops</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Never	5	3.9	3.9	3.9
Sometimes	66	52.0	52.0	55.9
Always	56	44.1	44.1	100.0
Total	127	100.0	100.0	



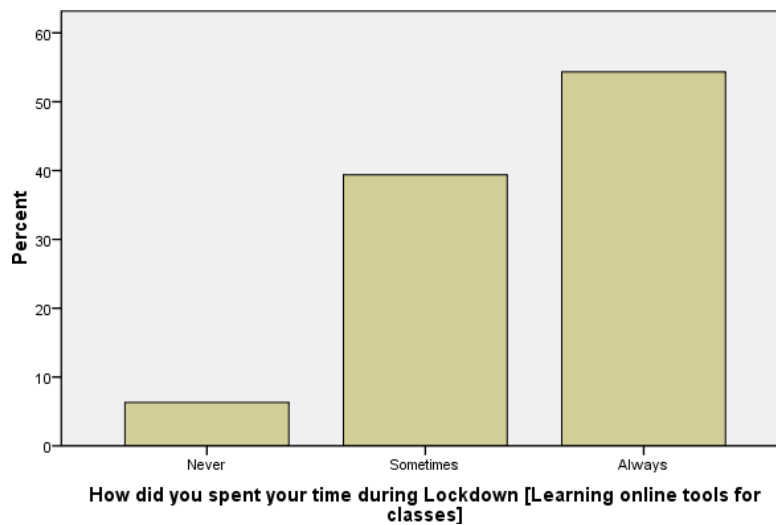
**How did you spend your time during Lockdown**

<b>Educational conferences or seminars]</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Never	13	10.2	10.2	10.2
Sometimes	68	53.5	53.5	63.8
Always	46	36.2	36.2	100.0
Total	127	100.0	100.0	



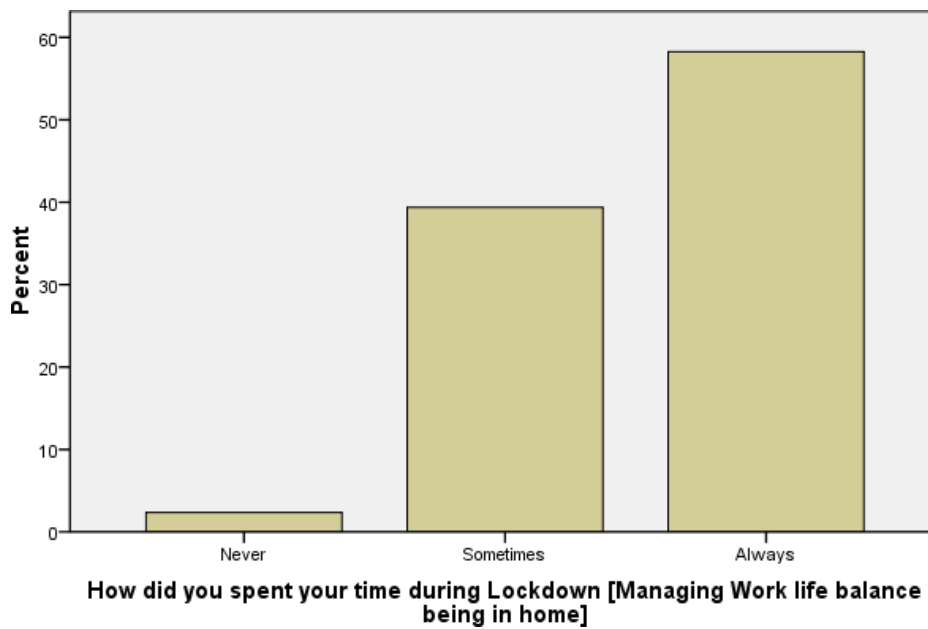
**How did you spend your time during Lockdown**

Learning online tools for classes	Frequency	Percent	Valid Percent	Cumulative Percent
Never	8	6.3	6.3	6.3
Sometimes	50	39.4	39.4	45.7
Always	69	54.3	54.3	100.0
Total	127	100.0	100.0	



**How did you spend your time during Lockdown**

Managing Work life balance being in home	Frequency	Percent	Valid Percent	Cumulative Percent
Never	3	2.4	2.4	2.4
Sometimes	50	39.4	39.4	41.7
Always	74	58.3	58.3	100.0
Total	127	100.0	100.0	



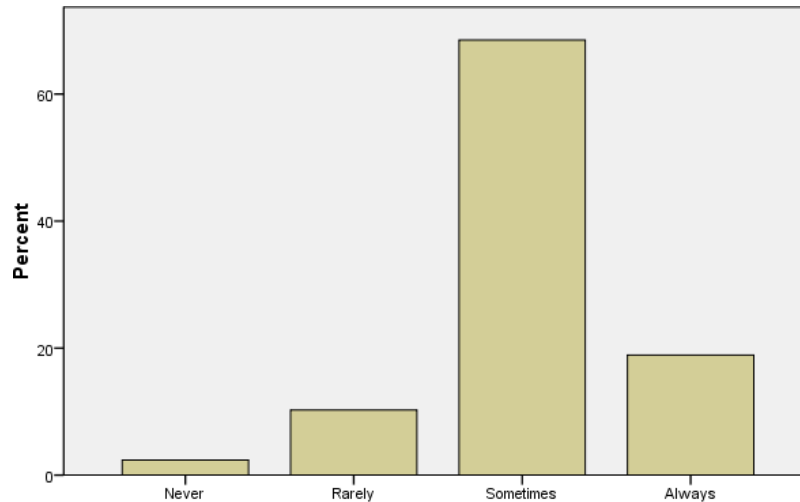
**How did you spend your time during Lockdown**

House chores (Household works)	Frequency	Percent	Valid Percent	Cumulative Percent
Never	3	2.4	2.4	2.4
Sometimes	62	48.8	48.8	51.2
Always	62	48.8	48.8	100.0
Total	127	100.0	100.0	



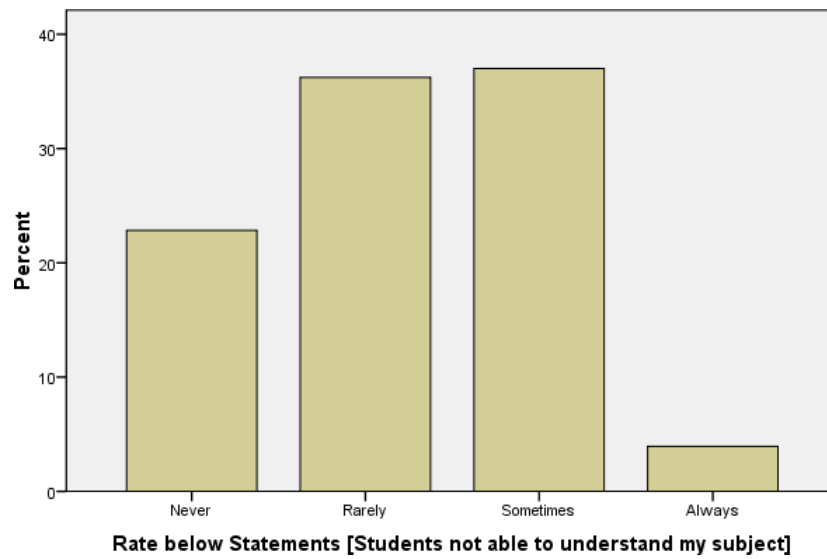
**Rate below Statement**

Students are facing network problem	Frequency	Percent	Valid Percent	Cumulative Percent
Never	3	2.4	2.4	2.4
Rarely	13	10.2	10.2	12.6
Sometimes	87	68.5	68.5	81.1
Always	24	18.9	18.9	100.0
Total	127	100.0	100.0	



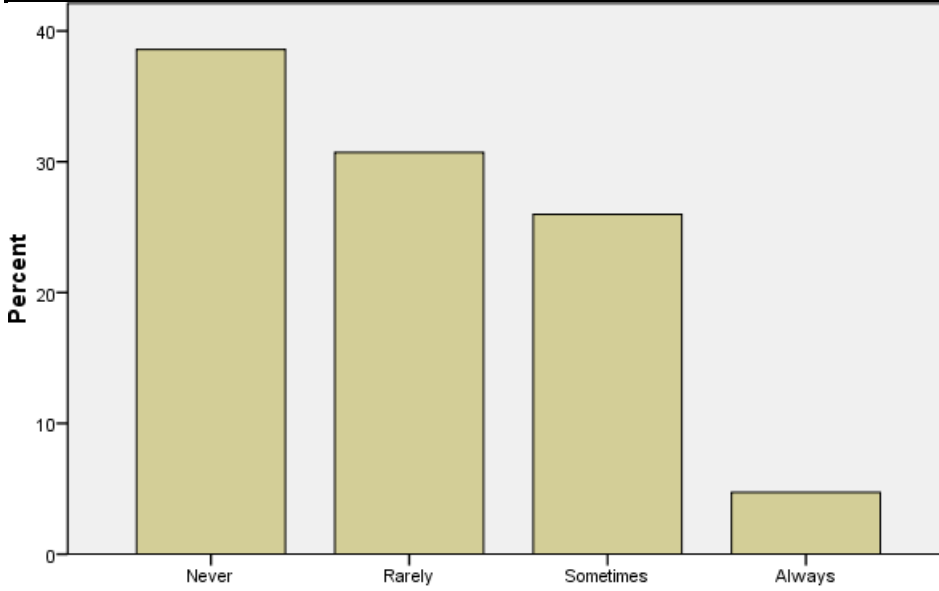
**Rate below Statement**

<b>Students not able to understand my subject</b>	Frequency	Percent	Valid Percent	Cumulative Percent
Never	29	22.8	22.8	22.8
Rarely	46	36.2	36.2	59.1
Sometimes	47	37.0	37.0	96.1
Always	5	3.9	3.9	100.0
Total	127	100.0	100.0	



**Rate below Statement**

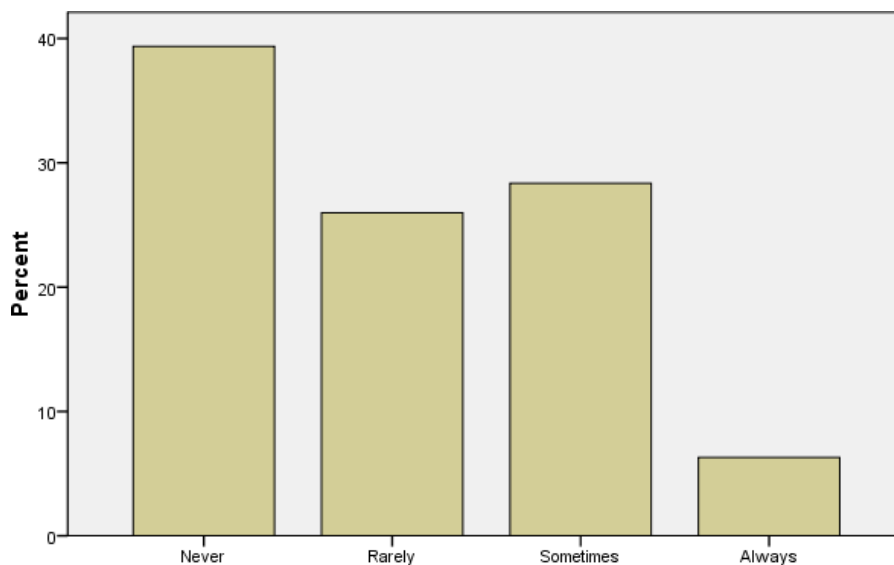
<b>I get complaints with mode of my teaching</b>	Frequency	Percent	Valid Percent	Cumulative Percent
Never	49	38.6	38.6	38.6
Rarely	39	30.7	30.7	69.3
Sometimes	33	26.0	26.0	95.3
Always	6	4.7	4.7	100.0
Total	127	100.0	100.0	



Rate below Statements [I get complaints with mode of my teaching]

Rate below Statement

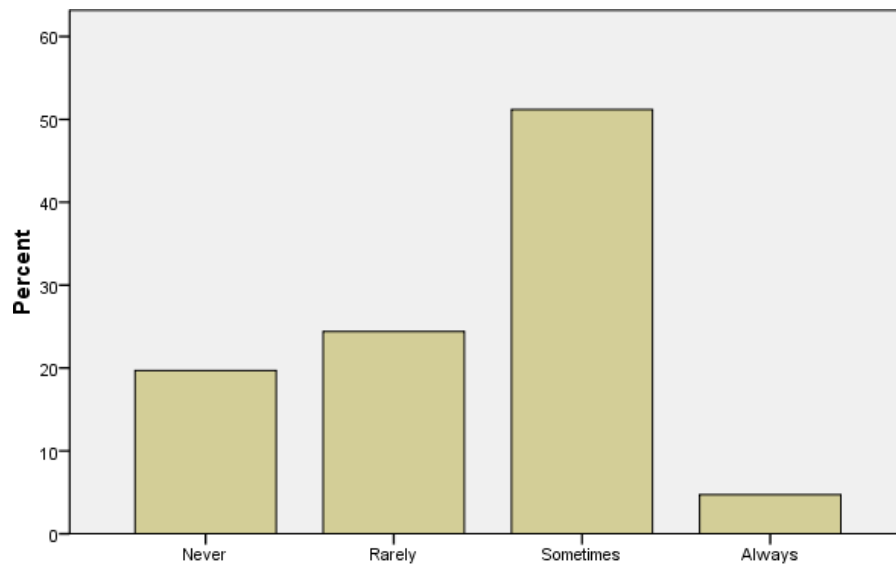
I get complaints regarding timing of classes	Frequency	Percent	Valid Percent	Cumulative Percent
Never	50	39.4	39.4	39.4
Rarely	33	26.0	26.0	65.4
Sometimes	36	28.3	28.3	93.7
Always	8	6.3	6.3	100.0
Total	127	100.0	100.0	



Rate below Statements [I get complaints of timing of classes]

**Rate below Statement**

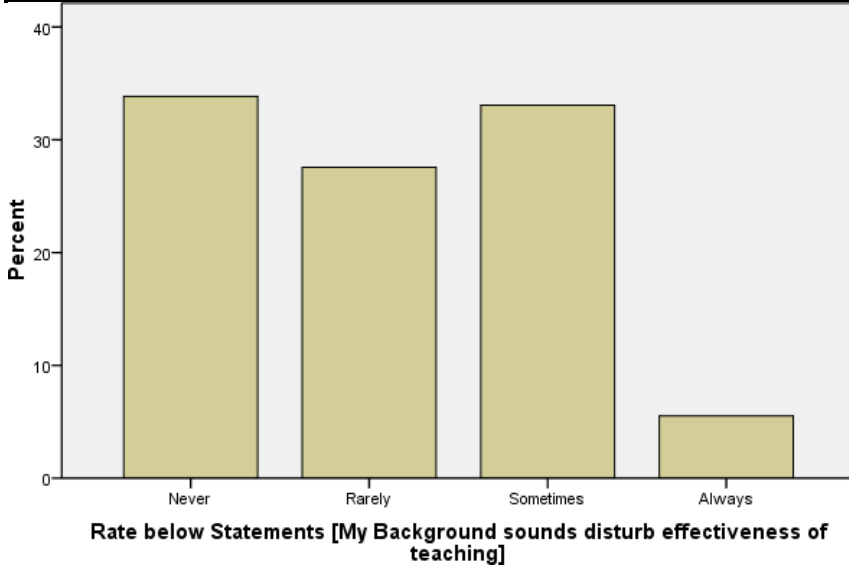
<b>Students smartphone/laptop occupied by Siblings</b>	Frequency	Percent	Valid Percent	Cumulative Percent
Never	25	19.7	19.7	19.7
Rarely	31	24.4	24.4	44.1
Sometimes	65	51.2	51.2	95.3
Always	6	4.7	4.7	100.0
Total	127	100.0	100.0	



**Rate below Statements [students smartphone/laptop occupied by Siblings]**

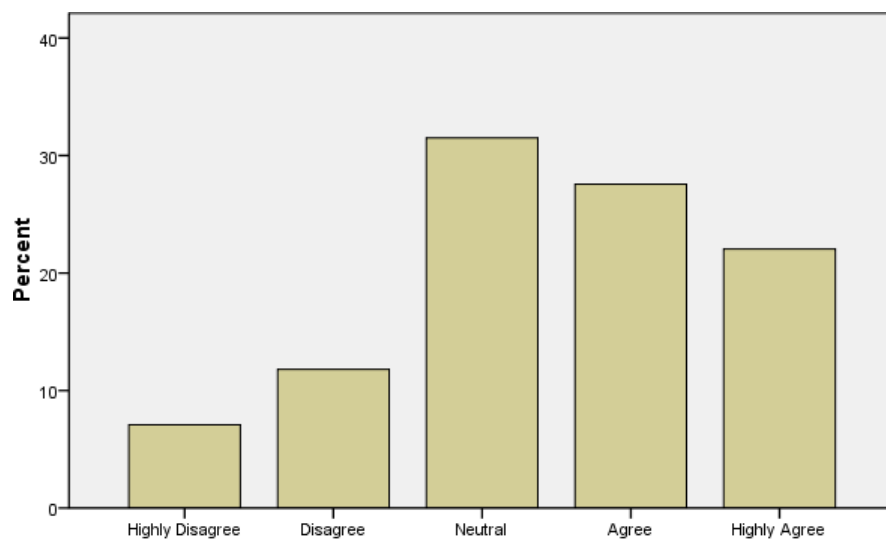
**Rate below Statement**

<b>My Background sounds disturb effectiveness of teaching</b>	Frequency	Percent	Valid Percent	Cumulative Percent
Never	43	33.9	33.9	33.9
Rarely	35	27.6	27.6	61.4
Sometimes	42	33.1	33.1	94.5
Always	7	5.5	5.5	100.0
Total	127	100.0	100.0	



**Turning teaching materials into digital format at short notice has been a challenge**

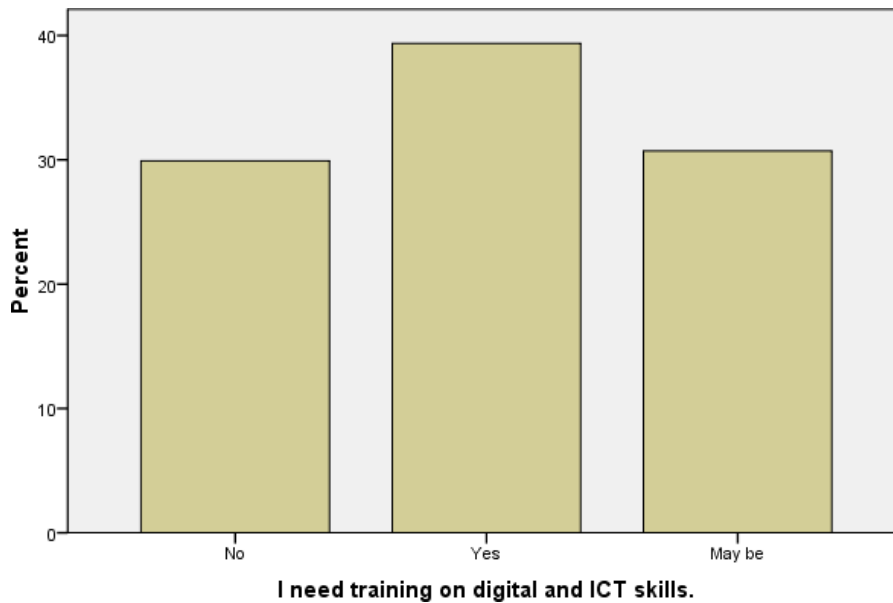
	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Disagree	9	7.1	7.1	7.1
Disagree	15	11.8	11.8	18.9
Neutral	40	31.5	31.5	50.4
Agree	35	27.6	27.6	78.0
Highly Agree	28	22.0	22.0	100.0
Total	127	100.0	100.0	



**Turning teaching materials into digital format at short notice has been a challenge**

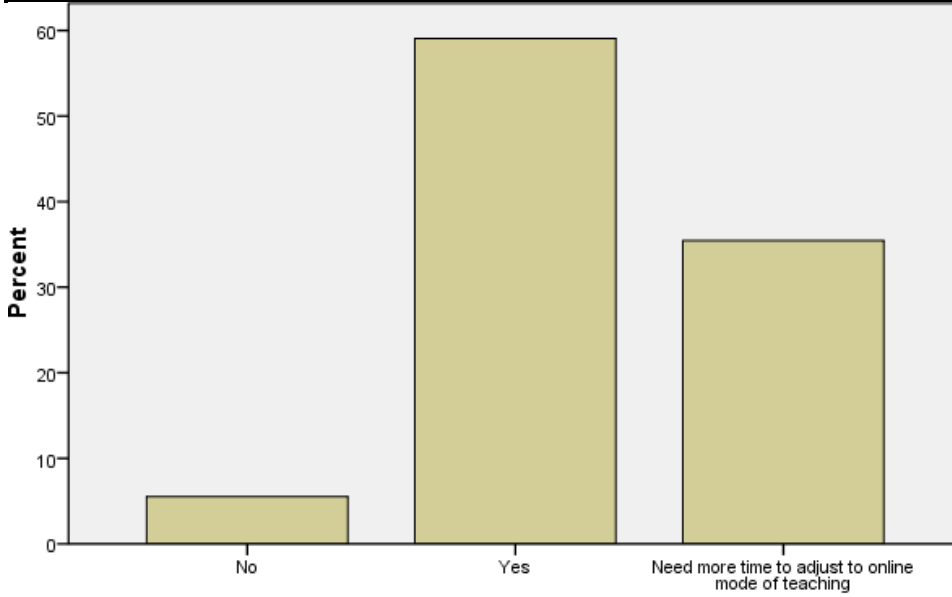
**I need training on digital and ICT skills.**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	38	29.9	29.9	29.9
Yes	50	39.4	39.4	69.3
May be	39	30.7	30.7	100.0
Total	127	100.0	100.0	



**Was it convenient for you to teach through online classes?**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	7	5.5	5.5	5.5
Yes	75	59.1	59.1	64.6
More time to adjust to online mode of teaching	45	35.4	35.4	100.0
Total	127	100.0	100.0	



Was it convenient for you to teach through online classes?

**Crosstabulation**

		I am associated with			Total
		Theoretical Subjects	Numerical Subjects	Practical Subjects	
I get complaints with mode of my teaching	Never	38	26	10	49
	Rarely	30	16	13	39
	Sometimes	23	15	3	33
	Always	4	3	1	6
Total		95	60	27	127

		I am associated with			Total
		Theoretical Subjects	Numerical Subjects	Practical Subjects	
Students not able to understand my subject	Never				
	Designation Professor	2	1	0	3
	Associate Professor	4	3	1	5
	Asst. Professor	13	9	3	17
	Lecturer/Teacher	4	1	0	4
Total		23	14	4	29
Rarely	Designation Professor	1	2	0	3

	Associate Professor	3	2	0	3
	Asst. Professor	19	13	9	23
	Lecturer/Teacher	9	7	2	13
	Other	3	1	2	4
	Total	35	25	13	46
Sometimes Designation	Professor	2	1	0	3
	Associate Professor	2	1	0	3
	Asst. Professor	18	12	5	25
	Lecturer/Teacher	10	1	3	10
	Other	4	2	1	6
	Total	36	17	9	47
Always Designation	Professor	0	1	0	1
	Asst. Professor	0	1	0	1
	Lecturer/Teacher	1	1	1	2
	Other	0	1	0	1
	Total	1	4	1	5

## RESULT AND DISCUSSION

In this research it is observed that 52% of populations surveyed are asst. Professor. It

is observed that majority (51.2%) of respondents teach for degree students.

It is found that 52.2% of respondents were associated with theoretical subjects and 33% were associated with Numerical subjects.

It is observed that all the Respondents use Whatsapp to communicate with students regarding classes. It

is observed that almost half of the Respondents use Zoom for online live teaching.

It is evident that for assignment submissions equal number of the respondents has used whatsapp group and e-mail.

It is observed that 44% of respondents spent their lockdown attending courses/workshops, 36.2% spent their lockdown attending Educational conferences/seminars, 54.3% spent their lockdown Learning online tools for classes, 58.3% spent their lockdown Managing Work life balance being home and 48.8 % of respondents spent their lockdown doing House chores (Household works).

It is observed that 68.5% of respondents feel that the Students are sometimes facing network problem, 37% of respondents feel that Students sometimes are not able to understand their subject, 26% of the respondents sometimes get complaints regarding their mode of teaching whereas 28.3% of them sometimes get complaints regarding their class timing.

It is observed that 31.5% of respondents are neutral and 27.6% of respondents agree with the statement **“Turning teaching materials into digital format at short notice has been a challenge”**

50 respondents need training on digital and ICT skills.

Facts in the study indicated that Majority of respondents (59.5) were convenient to teach through online classes while 35.4% needed more time to adjust to online mode of teaching.

## CONCLUSION

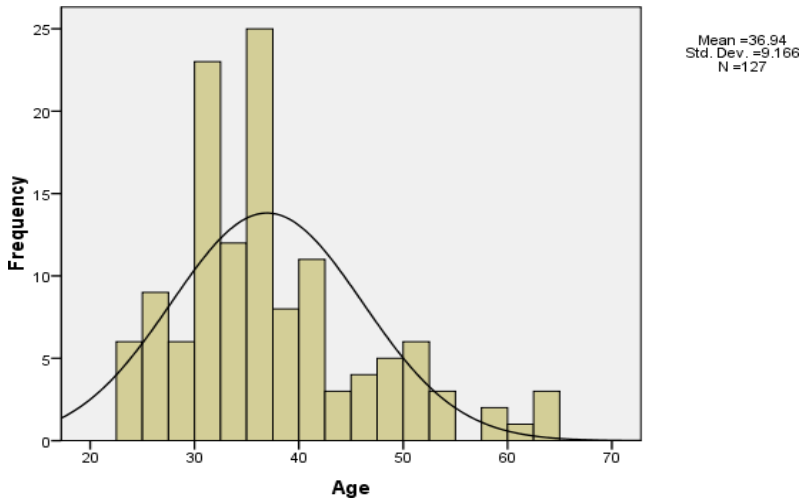
The virus COVID-19 has spread across the world, including India. This pandemic of the coronavirus has drastically affected all markets, along with the education market, impacting people's socio-economic conditions and the educational systems which eventually lead to the implementation of online classes.

Considering that the online classes is likely to continue for weeks, little is known about factors that contributed to difficulties of teachers so there is need to monitor and gather research data to assess the impacts caused by COVID on lifestyle and daily routine of teachers and how they coped up with the new normal.

The study has revealed that the respondents spent their lockdown wisely by attending online courses/workshops, Educational conferences/seminars, learning online tools for classes, Managing Work life balance being home and doing House chores (Household works). Sufficient leisure time has made them explore the world through sources like social media, website, online courses, and digital libraries of the globe.

In the tough times of Covid-19, teachers too are playing their role as fighters along with doctors, police and sanitary workers. They have now started understanding and utilizing the vast material available. Undoubtedly Covid-19 lockdown created this required environment which has quickened the teachers to go that extra mile to teach the learners. In online classes, teachers hold a massive responsibility to create particular processes and structures than in face-to-face classes.

## NORMALITY TEST



## RELIABILITY TEST

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.846	.842	6

### Item Statistics

	Mean	Std. Deviation	N
Students are facing network problem	3.04	.622	127
Students not able to understand my subject	2.22	.844	127
I get complaints with mode of my teaching	1.97	.917	127
I get complaints of timing of classes	2.02	.968	127
Students smartphone/laptop occupied by Siblings	2.41	.858	127
My Background sounds disturb effectiveness of teaching	2.10	.941	127

## REFERENCES

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