Anusandhanvallari
Vol 2023, No.1
June 2023
ISSN 2229-3388

A Study of Teachers' Perception of Online Education

[1]Kannan B, [2]Dr. R. Sengamalam Vaanathi

[1]Ph.D. Research Scholar in Education Madurai Kamaraj University Madurai

[2]Assistant Professor Department of Education, DDE Madurai Kamaraj University Madurai, Tamil Nadu

Abstract: The present study examined teachers' perception of online education. A self-constructed tool was used to assess the teachers' perceptions of online education. A total of 322 teachers participated in the study and provided their responses.The independent-samples t-test was used to examine differences between two demographic groups, while One-Way ANOVA was employed to examine differences among demographic groups with more than two categories. The findings revealed that teachers perceived online teaching as a means of enhancing their knowledge and improving their technical proficiency. However, online teaching was also found to increase teachers' workload and working hours, as online communication enabled teachers to remain connected with students beyond regular working hours. The study further revealed that younger teachers had a more favourable perception of online education than older teachers. Similarly, Science teachers showed a more favourable perception than Arts teachers. The study also revealed that there was no significant difference in teachers' perceptions of online education based on gender, locale, and type of working institution. Overall, the findings provide insight into teachers' perceptions of online education and indicate that online teaching has contributed to making the teaching–learning process more active, accessible, and continuous, enabling teachers to maintain interaction with their students beyond the limitations of conventional classroom settings.

Keywords: Perception, Online Education, e-resources

Introduction

Online education is a nature of instruction that is provided through the internet and that students can access using a variety of devices, including mobile phones, tablets, laptops, and personal computers. Either the website of the prestigious college or private websites offer the many degrees or courses. Others are offered in exchange for payment, while other courses are offered for free. An official certificate is presented to the person at the conclusion of the courses. According to the data, one in four students are choosing to pursue their education online. The field of online education has grown significantly. Many people choose online education over traditional classroom instruction for a variety of reasons, including the ability to learn at their own pace without feeling rushed, the privacy factor that comes with having their own private classroom, which some students find difficult to understand when surrounded by many other students. Another reason why students favor online learning is that they can work on it in tandem with another degree. For example, if they go to their various institutions or jobs in the morning, they can work on their online degree after they get home. The students in online education are a diverse group, including people of all ages, students, workers, wives and husbands who stay at home, and many more. Every nation aspires to lead the way in the field of online education. Daily innovation is occurring in this area, for instance: Institutions are attempting to apply virtual reality (VR) to improve the learning experience; utilizing VR, students can benefit from the classroom when seated at home and also have a better approach to studying. Following are some data regarding online learning:

- The availability of a wide variety of online courses is the first fact. Today, anyone can study anything they want with the click of a mouse. There are no restrictions, and a large range of topics are covered in various sectors; it includes anything from learning to code to mastering the guitar, from learning to speak many languages to cooking.

- Online degrees are offered at every level of education, including undergrad, graduate, master's, and, more recently, doctoral programmes. It basically means that attending a physical institution is no longer necessary because any degree may be obtained at any age or educational level. According to 51% of college administrators, there is "no difference" between traditional classroom instruction and online instruction (Source: E campus news)
- Nowadays, many organizations accept online degrees while conducting job interviews, and it has a high value for many college admissions. The acceptance rate of online degrees has significantly increased.
- Online education has the broadest appeal; you can study courses from other nations using the internet. In addition to educational institutions, businesses like Google and IBM also provide online education. Numerous websites that supply self-created online courses to students as well as serve as intermediaries for distributing courses from various businesses to students have emerged over the past year, including Coursera, Khan Academy, Udemy, and others.
- The first online education was launched in 1960 by the University of Illinois, not only recently after the internet boom. The intranet functioned similarly to way the internet does today, with a network of terminally connected computers where students might gather to listen to lectures that had been recorded in advance by the lecturers.
- The creative teaching techniques utilized in online education enable students to grasp the subject more quickly and simply. There are many different teaching techniques, such as lectures, discussions, games, demonstrations, recorded lectures, and lecture transcripts. Videos, animations, and the Lost never stop. These techniques make it simple for students to learn from their homes while also making the process enjoyable for them.
- The cost element is one of the greatest distinctions between online and traditional education. The fact that online courses cost 80 times less than offline courses—on average, an online course will cost $30,000 while an offline course will cost $80,000—is a big help (Source: E Campus News). There is such a large price difference because online students can study from anywhere, which lowers many expenditures because all they need is a computer and an Internet connection at home access to the internet. The costs associated with attending a traditional institution are completely irrelevant. Costs like clothing, travel, and others are no longer an issue.
- With 15% of all students, University of Phoenix has the highest percentage. 60% of online course participants are working adults. 39% of students in online courses are between the ages of 18 and 29. (Referring to Learndash.com)
- Some people focus only on their online education, putting their entire attention into it. If we compare it to the number of students attending traditional institutions, there are 3 million online students in the United States. David Rogier, the chief executive officer and co-founder of Masterclass, stated on Quora that education will simply be referred to as education in the near future.
- In the modern day, online schooling is crucial. Forbes notes that today's generation seeks to advance throughout their careers and changes professions an average of 13 times. Additionally, it is said that certificates from Coursera are the highest certificates sent around on Linkedin and that online degrees have a very high and powerful worth.

Online Teaching

There has been critical advancement in schooling, with the shift from educator focused guidance to understudy focused guidance. In educator focused training, the teacher fills in as the information source and the understudies are the ones who gain from the person in question. Understudies' commitments to the formation of information in the homeroom are underlined in understudy focused schooling, conversely. While utilizing an understudy focused strategy, instructors assume the job of "collaborators to understudies who set and maintain

their own standards". Understudies are encouraged to give extra or substitute arrangements in the wake of getting criticism from educators on their work. By using the web and other state of the art specialized devices to impart, move, and spread data, understudy focused gaining is right now profiting from various new innovations (Hancock, 2002). Because of its dependence on web stages, internet learning has coordinated itself into the 21st hundred years. To further develop learning and give clients admittance to online assets, e-learning is depicted as the utilization of online stage innovations and the Web (Ehlers and Pawlowski, 2006).

Web and schooling have met up to give individuals the capacities they'll require from here on out (Haider and Al-Salman, 2020). As per a recent report by Stec et al., there are three fundamental methods to internet instructing: upgraded, mixed learning, and online methodology. Innovation is vigorously used in improved figuring out how to offer imaginative and drawing in preparing. On the web and in-person guidance are consolidated in mixed learning. The web-based strategy means that the course material is conveyed on the web. Understudies find online training helpful since they approach materials nonstop (Harsh, 2020). Web based learning makes training more understudy focused, where students effectively partake in the educational experience and educators act as guides and counselors.

Review of Literature

This section discusses the literature that is currently accessible on online education as well as the many viewpoints held by academics and industry professionals. Despite the paucity of research on teachers' online instruction, we made an effort to contextualize our study using previously published works on the subject.

Rahayu and Wirza (2020) discovered that teachers had a favourable opinion of the value and simplicity of the online system during the Covid-19 pandemic. Ineffectiveness of online learning was also greatly influenced by poor communication, poor teacher-student interaction, poor motivation, poor parental support, poor technological infrastructure, and poor internet accessibility. Due to challenges using ICT technologies, issues creating teaching-learning materials, and evaluation issues, respondents regarded online teaching to be uncomfortable and cumbersome.

With relation to online and remote learning in higher education institutions around the world, Ali (2020) utilized a meta-analysis methodology. Findings showed that, in addition to resources, staff preparedness, motivation, and confidence are crucial elements in ICT-integrated learning.

According to Sangeeta and Tondon (2020), performance expectations and behavioral intentions can help school teachers develop a favorable attitude toward implementing online instruction. This study found that faculty members' familiarization with new technology and adoption were aided by institutional training and the use of the right equipment.

Pupil instructors demonstrated e-readiness with digital gadgets and got financial support for the same in the study by Mohalik and Sahoo (2020). Their main issues included bad peer and teacher interactions, limited access to the internet, inadequate energy, and a lack of personal space at home. Online respondents also reported experiencing a sense of loneliness, worry and low confidence.

According to Mishra et al. (2020), respondents were satisfied with the online teaching procedure since they learned more and were able to make the most of their time during the lockdown period. Researchers identified three key elements that contributed to students' happiness with online instruction, including "greater efficiency and connectivity", "better engagement and evaluation", and "efficient coverage of remote area"

According to Bordoloi, Das, and Das (2020), the mobile app was the best support system for addressing the students' educational needs during the pandemic. The majority of respondents favored e-SLM over printed study materials, according to the results, because of its timely availability and user-friendly design.

In their study, Kamal and Illiyan (2021) discovered that teachers encountered a variety of issues, including trouble taking students' attendance, difficulties with student evaluation and assessment, inadequate network access, problems with data packs, and a lack of smart phones among students. However, due of the quick and simple technique of sharing learning materials and the promptness of the response, online education was still seen favorably.

The reason for this paper is to give pragmatic suggestions to those intending to foster web-based courses so they might settle on informed choices during the execution cycle.

Objectives of the Study

1. To assess the level of teachers' perception towards online education.
2. To examine the influence of selected demographic variables on teachers' perception towards online education.

Hypotheses of the Study

1. There is no significant difference in the level of teachers' perception towards online education.
2. There is no significant difference in the teachers' perception towards online education with respect to the following demographic variables:

- Gender
- Age
- Locale
- Nature of Working Institution
- Teaching Subject
- Mode of Communication (with the students)

Sample of the study

This investigation holds with survey method with simple random sampling techniques. 322 teachers were participated in the study who are working in private and government institutions.

Tool for the Study

A self-constructed tool was used to collect the data for this study. It consists of 30 statements followed a Likert scale format, with all positive statements with the weightage of 5, 4, 3, 2 and 1 of "to a great extent, to a substantial extent, to some extent, to marginal extent, and not at all" responses. Thus, the maximum score will be 150 and minimum score is 30.

Analysis and Interpretation

Table 1 Level of Teachers' Perception on Online Education

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Perception towards Online Education	42	13.04	191	59.32	89	27.64

Table 1 presents the level of teachers' perception towards online education. The table shows that 42 teachers (13.04%) had a low level of perception, 191 teachers (59.32%) had a moderate level of perception, and 89 teachers (27.64%) had a high level of perception towards online education. The findings indicate that the majority of teachers (59.32%) had a moderate level of perception towards online education. This was followed by 27.64% of teachers who had a high level of perception, while only 13.04% had a low level of perception.

It can therefore be understood that most of the teachers had a moderate perception towards online education. This suggests that teachers generally have a reasonably favourable but not highly positive perception of online education. The relatively high percentage of teachers with a high level of perception (27.64%) indicates that a considerable proportion of teachers are comfortable with or recognize the usefulness of online education. However, the presence of teachers with a low level of perception (13.04%) suggests that some teachers may still experience difficulties or have reservations regarding online teaching and learning.

Table 2 Significance of Differences in Teachers' Perception towards Online Education based on Demographic Variables

Variable	Sub-Variable	N	Mean	SD	df	t-value	Remarks
Gender	Male	133	116.32	10.38	320	1.623	NS
	Female	189	115.24	9.22			
Age	Less than 30	164	118.38	9.88	320	4.022*	S*
	More than 30	158	114.24	10.45			
Locale	Rural	196	116.78	9.65	320	1.080	NS
	Urban	126	117.04	9.78			
Nature of Working Institution	Government/ Aided	210	118.61	9.66	320	1.068	NS
	Private	112	119.14	10.02			
Teaching Subject	Science	143	119.45	10.25	320	3.045*	S*
	Arts	179	116.49	9.82			

*significant @ 0.05 level.

The table 2, presents the significance of differences in teachers' perception towards online education based on selected demographic variables. The mean perception score of male teachers (M = 116.32, SD = 10.38) is slightly higher than that of female teachers (M = 115.24. SD = 9.22). The obtained t-value was 1.623. It is found that there is no significant difference in Teachers' perception on online education. Teachers aged less than 30 years obtained a higher mean perception score (M = 118.38, SD = 9.88) than teachers aged more than 30 years (M = 114.24, SD = 10.45). The obtained t-value is 3.822 with df = 320, thus, the difference is statistically significant. Hence, there is a significant difference in teachers' perception towards online education based on age. Younger teachers showed a more favourable perception towards online education than older teachers. The mean perception score of urban teachers (M = 117.04, SD = 9.78) is slightly higher than that of rural teachers (M = 116.78, SD = 9.65). The obtained t-value is 1.080. Thus, there is no significant difference in difference in teachers' perception towards online education based on locale of the sample. Teachers working in private institutions obtained a slightly higher mean perception score (M = 119.14, SD = 10.02) than those working in government/aided institutions (M = 118.61, SD = 9.66). The obtained t-value is 1.068. Thus, there is no significant difference in difference in teachers' perception towards online education based on working institution. Science teachers obtained a higher mean perception score (M = 119.45, SD = 10.25) than Arts teachers (M = 116.49, SD = 9.82). The obtained t-value was 3.045, the difference is statistically significant. Therefore, there is a significant difference in teachers' perception towards online education based on their teaching subject, with Science teachers showing a more favourable perception than Arts teachers.

Table 3 Mean and SD of Teachers' Perception towards Online Education based on Mode of Communication

Groups	N	Mean	SD
Phone/WhatsApp	135	119.23	9.66
e-mail/Institution website	97	118.37	10.24
Google classroom	90	117.66	9.87

Table 4 One-Way ANOVA - Teachers' Perception towards Online Education based on Mode of Communication

Source of Variation	SS	df	MS	F	p-value
Between Groups	136.753	2	68.378	0.698	0.498
Within Groups	31240.724	319	97.933		
Total	31377.477	321			

*significant @ 0.05 level.

From the table 4, it is found that, $p > 0.05$, the difference among the three groups is not statistically significant. There is no significant difference in teachers' perception towards online education based on the mode of online communication/platform used (Phone/ WhatsApp, e-mail/Institution website, and Google Classroom). Therefore, the corresponding null-hypothesis is accepted.

Results and Discussion

The findings reveal that teachers' perception towards online education diverse significantly with respect to age and teaching subject, whereas no significant differences are found based on gender, locale, type of working institution and mode of communication. The absence of a significant gender difference suggests that male and female teachers have broadly similar perceptions towards online education. Although male teachers obtained a slightly higher mean score, the difference is not large enough to be statistically meaningful. This may indicate that exposure to and experience with online education are not substantially influenced by gender. A significant difference is observed based on age, with teachers below 30 years showing a more favourable perception towards online education than teachers above 30 years. Younger teachers may be more familiar with digital technologies, online platforms and technology-supported teaching practices, which may contribute to their greater acceptance of online education. Similarly, a significant difference is found based on teaching subject. Science teachers demonstrated a more favourable perception towards online education than Arts teachers. This difference may be associated with the greater use of digital resources, simulations, multimedia applications and technology-supported learning materials commonly incorporated into science teaching. In the same way, there is no significant difference found based on locale. Although urban teachers have a slightly higher mean score than rural teachers, the difference is statistically insignificant. This suggests that teachers from both urban and rural settings may have relatively similar perceptions towards online education. Likewise, the difference between teachers working in private and government/aided institutions is not statistically significant. Although private-school teachers obtained a slightly higher mean perception score, the difference is insufficient to establish a meaningful difference between the two groups. The finding indicates that the three groups from the mode of communication have broadly similar levels of the variable under study. The differences observed in their mean scores may be attributed to random variation rather than to a meaningful difference between the groups. Therefore, the grouping variable does not appear to have a significant influence on the variable being studied.

Conclusion

It may be concluded that teachers generally have comparable perceptions towards online education irrespective of their gender, locale type of working institution and mode of communication. However, age and teaching subject are found to significantly influence teachers' perception towards online education. Younger teachers and Science teachers demonstrated more favourable perceptions than their respective counterparts. Thus, the findings suggest that technological familiarity and the nature of the teaching subject may play an important role in shaping teachers' perceptions towards online education. Appropriate digital training and professional development programmes may therefore be useful, particularly for teachers who require additional support in adopting online teaching practices.

References

[1] Allen, I. E., & Seaman, J. (2017). *Digital learning compass: Distance education enrollment report 2017*. Babson Survey Research Group.

[2] Anderson, T. (Ed.). (2008). *The theory and practice of online learning* (2nd ed.). AU Press.

[3] Bates, A. W. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning* (2nd ed.). Tony Bates Associates Ltd.

[4] Berge, Z. L., & Collins, M. P. (Eds.). (1995). *Computer-mediated communication and the online classroom*. Hampton Press.

[5] Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., Egorov, G., Lambert, S. R., Al-Freih, M., Pete, J., Olcott, D., Jr., Rodes, V., Aranciaga, I., Bali, M., Alvarez, A. V., Roberts, J., Pazurek, A., Raffaghelli, J. E., Panagiotou, N., de Coëtlogon, P., ... Paskevicius, M. (2020). A global outlook to the

interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education, 15*(1), 1–126. https://doi.org/10.5281/zenodo.3878578

[6] Hrastinski, S. (2008). Asynchronous and synchronous e-learning. *EDUCAUSE Quarterly, 31*(4), 51–55.

[7] Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. U.S. Department of Education.

[8] Moore, M. G. (1993). Theory of transactional distance. In D. Keegan (Ed.), *Theoretical principles of distance education* (pp. 22–38). Routledge.

[9] Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Wadsworth.

[10] Picciano, A. G. (2017). *Theories and frameworks for online education: Seeking an integrated model*. Online Learning, 21(3), 166–190. https://doi.org/10.24059/olj.v21i3.1225

[11] Richardson, J. C., & Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks, 7*(1), 68–88.

[12] Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning, 2*(1), 3–10.

[13] Simonson, M., Smaldino, S., Zvacek, S., & Albright, M. (2012). *Teaching and learning at a distance: Foundations of distance education* (5th ed.). Pearson.