

EFFECTS OF ONLINE LEARNING ON LEARNERS AND INSTRUCTOR DURING COVID-19 PANDEMIC

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ABSTRACT

The measures implemented during COVID-19 have changed all aspects of life. It has affected the educational system worldwide and has reshaped the way of global education. Due to the pandemic, millions of learners were affected by the way of online teaching through the institution of higher education which transits in-person classroom and campus experiences into virtual mode. From the perspectives of learners and instructors, this study explores the positive and negative elements of online teaching and learning during the COVID-19 pandemic. The current study helps to understand the perception of learners and instructors for virtual learning/teaching respectively. The purpose of this study is to identify the required changes in the life of students and teachers from online learning during COVID-19 pandemic. This paper is an analytical study on the effect of online teaching on students and educators during COVID-19 pandemic.

Keywords: COVID-19, online learning, higher education, learners' perception, instructors' perception.

1. Introduction

The world is facing an unprecedented change with the spread of COVID-19 all around the globe. Due to pandemic COVID-19, lockdown and physical distancing steps have been taken to the closures of schools, educational institutes and higher education. During the COVID-19 pandemic, various academic institutions are adopting all educational activities in the virtual mode. Education is no exception. This pandemic leads to shift the conventional teaching method into virtual learning methods. The new normal comes into existence after the pandemic. The use of online tools is increasing due to the introduction of a new normal in education. The new ways of learning are activated due to this COVID pandemic. The educational institutions put their united efforts to maintain learning continuity during this pandemic period. The major change that causes due to COVID-19 pandemic is in the teaching life of both the stakeholders: learners and instructors. Facilitators have to adapt new pedagogical approaches and modes of way and delivery of their lectures to the students. Facilitators and learners have to rely more on their own resources to continue learning virtually through the internet. The challenges faced due to rapid changes of transforming traditional teaching methods into online mode of learning has been accustomed by the

learners and educators. With the sudden change from classroom teaching to online learning in the education system in several parts of the globe affects the perception of learners and instructors. Every coin has two aspects of a tail and a head. The views of learners and instructors came into existence to adopt the way of teaching in online mode.

2. Literature Review

Various papers have been reviewed related to the online teaching and different perspectives of learners, academicians and experts on virtual learning. The review of literature is done by this study on the basis of previous literature on Teacher's online teaching during Covid-19 Lockdown available on online teaching.

- i. Implementation of online learning for all the institutions of higher education in the United Arab Emirates (UAE) became a requirement. In the academic session 2019 - 2020, around three months from March 22nd 2020 till the end of June 2020 online teaching was conducted. [United Arab Emirates, Government Portal, 2020]. [13]
- ii. Marshall and Wolanskyj (2020) stated that the various modifications and restrictions that came with COVID-19 exacerbated the challenges of quickly moving to distance learning. [9]
- iii. Saddik B., Hussian A.; et al (2020) observed in their study that the psychosocial

pressures that students and teachers have been experiencing as a result of the sudden change in pedagogies during COVID-19. [12]

iv. Carlson (2020) emphasized on Instructors and learners needed to increase networking, nurture high quality learning and enhance their catching power to understand the concepts and learning during the online classes. [1]

v. Nyer P. (2020) investigated that in spite of using traditional face to face lectures, the educators offer effective ways of online lectures in a course at Chapman University in California. [10]

vi. Mallidi S. P. (2020) shared his experiences as a student about the COVID-19 Lockdown and Unlock for student's life. He has also shared about the effect of COVID-19 on student's life with its advantages and disadvantages. [8]

vii. Mahalakshmi K. and Radha R. (2020) suggested in their study that this lockdown period, web-based learning, online learning, or e-learning, which is the most remarkable in the field of education, is exposed to a large number of people. They also emphasized the importance of e-learning methodology in education. [7]

viii. Liguori E. and Winkler C., (2020) discussed in their study how the pandemic is affecting entrepreneurship education around the world, requiring more studies and, as a result, the creation of more resources for online entrepreneurship education. [6]

ix. Eastmond (1995); Gibbson (1998); Kearsley (2000), according to the research, there is a requirement for experience and skills that students may need to handle during virtual lectures in order to give an efficient online lecture. They also emphasised the learner's ability to learn improved learning procedures, capacity to develop new terminology, and patience when discussing with the teacher. [2]

According to the preceding literature, it is necessary to identify the required changes in the lives of students and instructors as a result of online learning during the COVID-19 epidemic. After the global outbreak of COVID-19, virtual classrooms became a requirement for educational institutions. In this sense, the

study aims to examine teachers' and students' perspectives on effective teaching.

3. Objectives of the study

The objectives of this study are

- a. To analyze the effects of online teaching on learners and instructors during COVID-19 pandemic.
- b. To identify the perception of learners and instructors for virtual learning/teaching respectively during COVID-19 pandemic.

4. Research Methodology

Sampling Technique: Simple Random Sampling

Sample Size: 100 learners and 100 instructors

Method of Data Collection: Primary Data has been collected through structured questionnaires.

A Questionnaire was circulated through Google form for both learners and instructors separately. Some of the questions were common for both learners and instructors in the questionnaire such as device used (Laptop/Desktop/Mobile), Platform convenient (Google meet, Webex, Zoom), internet facility (Mobile Data/Wi-Fi), Poor Network Connection, Face to Face Lecture/ Online Lecture, Usefulness of Virtual Learning versus Classroom Teaching, Teaching/ Learning become easier, effectiveness of online teaching, Online Teaching improves performance and Interaction between Teacher/learner in Online Learning. The other questions were from Learners' point of views such as delivery of study materials by teachers, ability of learning in online class, creative/innovative way of teaching, online lectures are boring, involvement and lack of interest/ Seriousness of online class, Classroom environment, Format of Internal Assessment, Face to Face Learning for Practical Subjects, Evaluation/ Result Method and Attending the classes out of compulsion. For instructors' the parameters are such as Seriousness of online class by students, Boosting Confidence, Technical Efficiency, Lack of work Satisfaction, Group Interaction in Online Class, Use of Innovative Teaching methods, Duration of Class, Technical Issues for class conduction, Internal Assessment and Evaluation Method,

Inability to monitor or assess students as they are mentally present in the class or not. The data has been analyzed using the percentage (%) method. The results are interpreted with graphical presentation.

5. Findings

The survey was done to identify the perception of instructors and learners about the virtual mode of teaching. The results are interpreted on the basis of data collected.

5.1 Perception of Instructors/ Learners about virtual Class

The survey was done from teachers' and students' point of view. Table 5.1 shows the type of device preferred by learners and students for online teaching. Figure 5.1 shows the comparative graph of the device used by the instructors and students.

Table 5.1: Types of Device used for Virtual Learning

Device Used	Laptop	Desktop	Mobile (Smart Phone)	Total Respondents
Instructors' View	65	5	30	100
Students' View	15	15	70	100

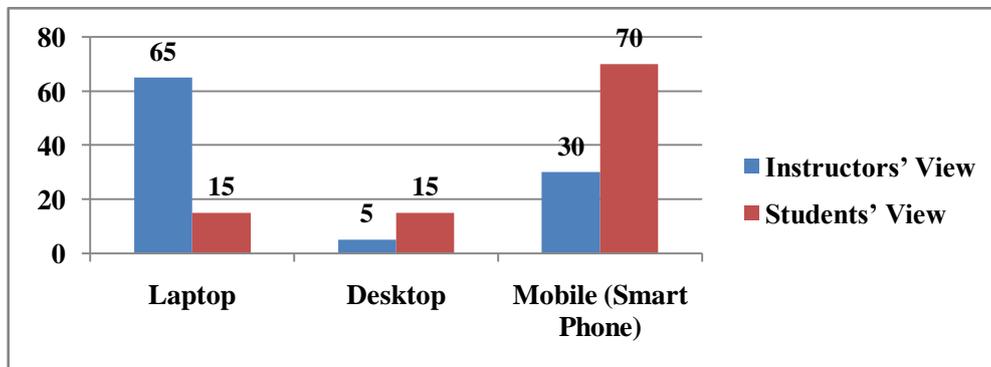


Figure 5.1: Types of Device used by Instructors and Students

Table 5.2 shows the platform which is convenient for virtual learning. Figure 5.2

shows the comparative chart of platforms convenient by the instructors and students.

Table 5.2: Platform Convenient for Virtual Learning

Platform Used	Google Meet	Zoom	Webex	Others	Respondents
Instructors' View	72	8	15	5	100
Students' View	86	6	2	6	100

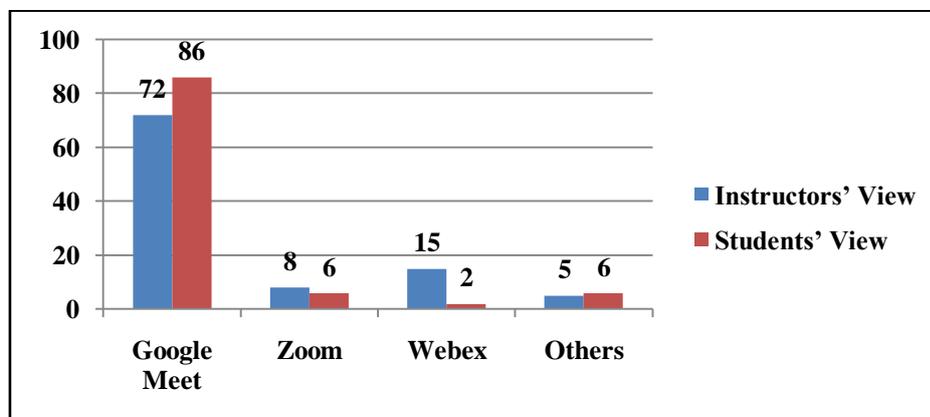


Figure 5.2: Platform Convenient for Virtual Learning

Table 5.3 shows internet connection available to the instructors and students. Figure 5.3

shows the Internet Facility used by Instructors and Students for online teaching.

Table 5.3: Internet Connection available for Online Learning

Internet Connection	Wi-Fi	Mobile Data	Total Respondents
Instructors' View	38	62	100
Students' View	18	82	100

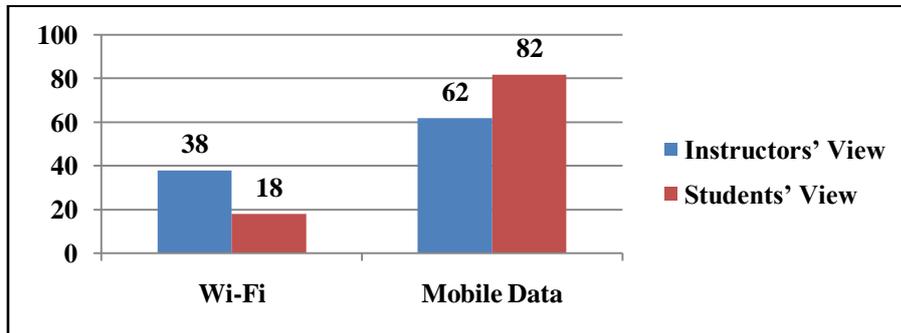


Figure 5.3: Internet Facility used by Instructors and Students

Table 5.4 shows the convenient mode of teaching preferred by educators and students. Figure 5.4 shows the graphical representation

Table 5.4: Mode of Teaching

Convenient way of Teaching	Online	Traditional	Respondents
Instructors' View	22	78	100
Students' View	14	86	100

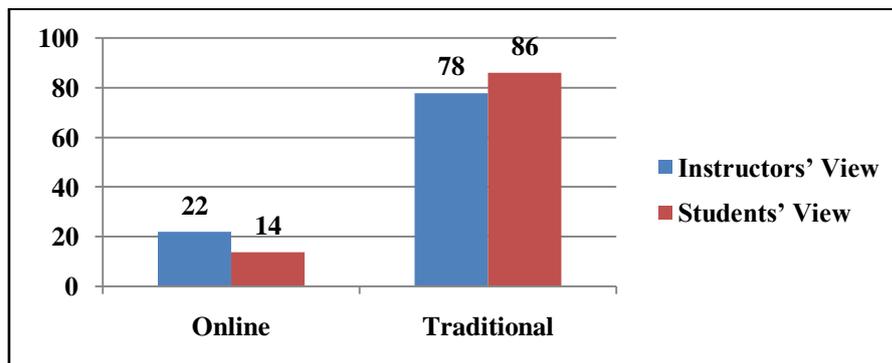


Figure 5.4: Mode of Teaching

Table 5.5 shows the instructors' and students' view about the usefulness of virtual learning. Figure 5.5 shows the graphical representation

Table 5.5: Usefulness of Virtual Learning

Usefulness of Virtual Learning	Yes	No	Can't Say	Respondents
Instructors' View	82	13	5	100
Students' View	74	19	7	100

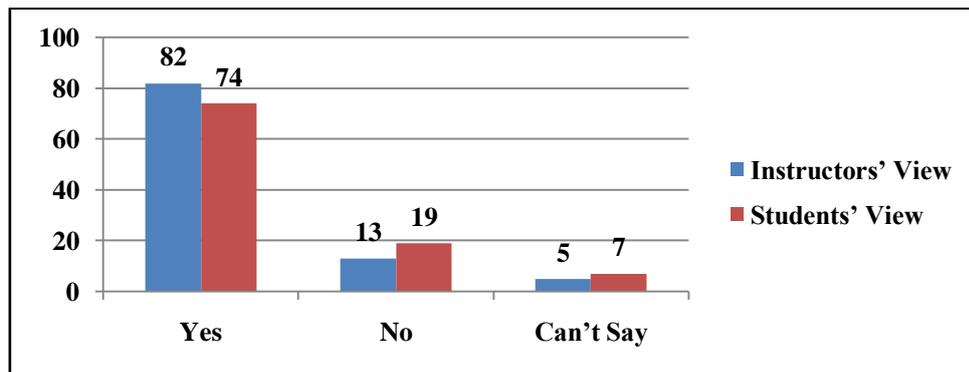


Figure 5.5: Usefulness of Virtual Learning

Table 5.6 shows the instructors' and students' perception that the teaching and learning in online classes become easier. Figure 5.6 shows

the graphical representation of the instructors' and students' perception that the teaching and learning in online classes become easier.

Table 5.6: Teaching/Learning become easier

Teaching/ Learning become easier	Yes	No	Can't Say	Respondents
Instructors' View	86	8	6	100
Students' View	73	23	4	100

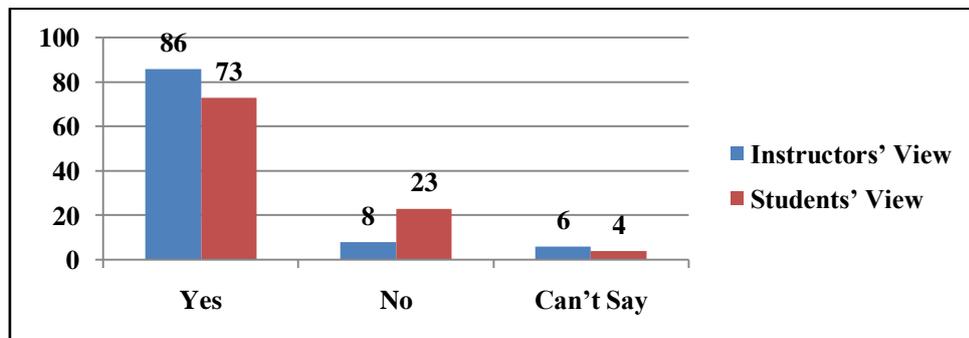


Figure 5.6: Teaching/Learning become easier

Table 5.7 shows that online teaching is more effective than classroom teaching from the instructors' and students' views. Figure 5.7

shows that online teaching is more effective than classroom teaching from the instructors' and students' views.

Table 5.7: Effectiveness of Teaching (Online versus Classroom)

Online Teaching is more effective than classroom teaching	Yes	No	Can't Say	Respondents
Instructors' View	23	70	7	100
Students' View	22	73	5	100

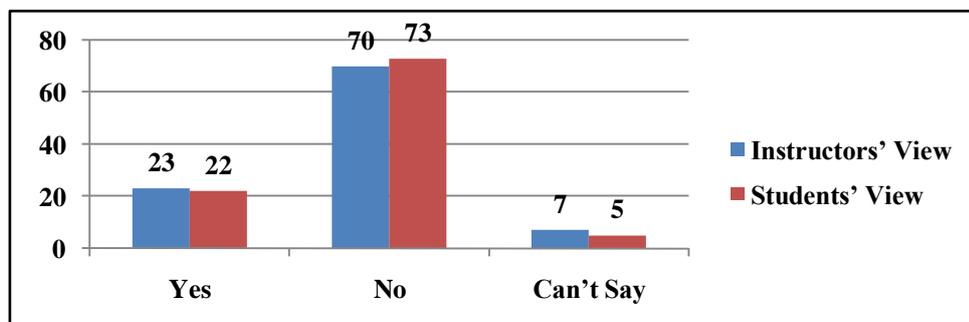


Figure 5.7: Effectiveness of Teaching (Online versus Classroom)

Table 5.8 shows that online teaching improves the performance of students. Figure 5.8 shows

online teaching improves the performance of students.

Table 5.8: Performance of Students in Online Class

Online Teaching improves performance of students	Yes	No	Can't Say	Respondents
Instructors' View	69	20	11	100
Students' View	76	12	12	100

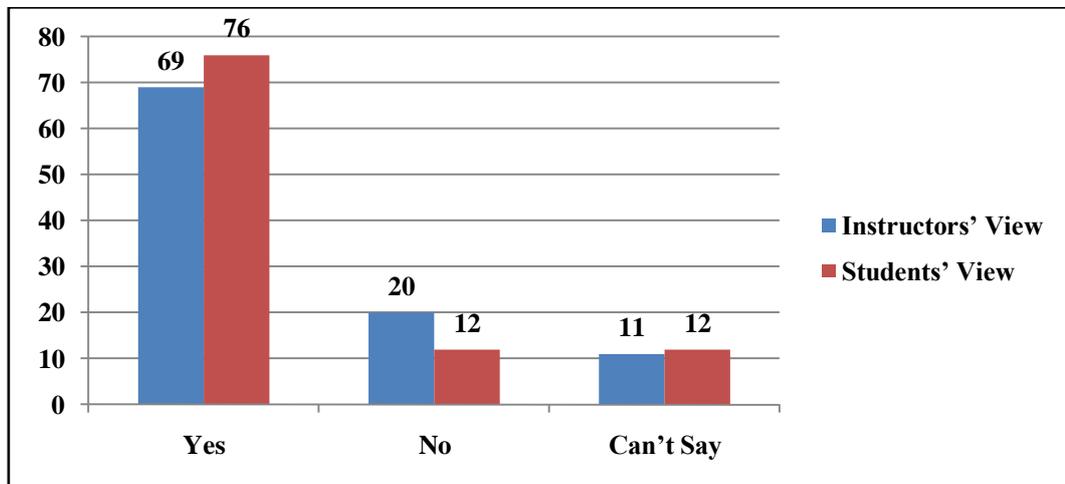


Figure 5.8: Performance of Students in Online Class

Table 5.9 shows the lack of interaction between educators and learners in online classes. Figure 5.9 shows the lack of

interaction between teacher and learner in online classes.

Table 5.9: Lack of Interaction in Online Class

Lack of Interaction between Teacher/learner in Online Learning	Yes	No	Can't Say	Respondents
Instructors' View	89	7	4	100
Students' View	82	12	6	100

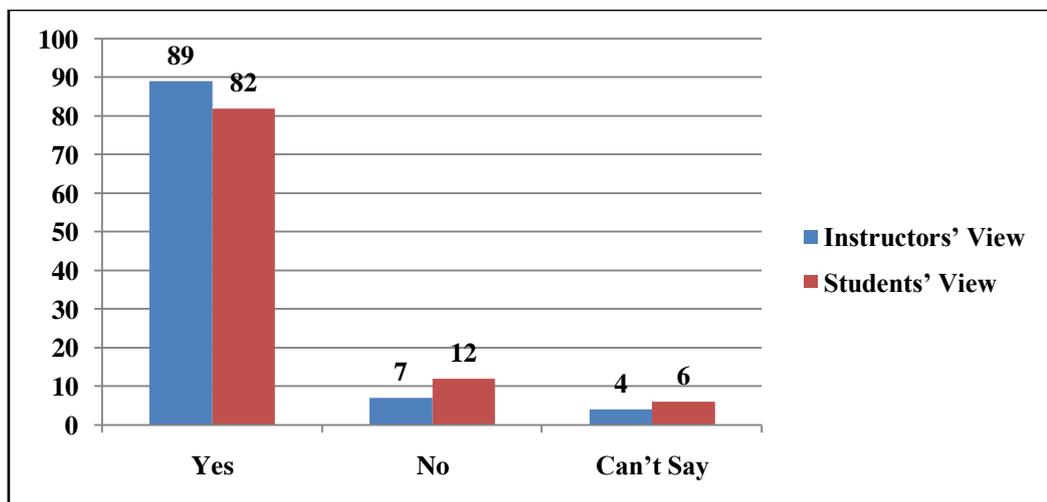


Figure 5.9: Lack of Interaction in Online Class

5.2 Perception of Instructors about virtual Class

The survey was done from teachers' point of view. The results of factors which are involved

in virtual learning and perceived by instructors are shown in table 6.

Table 6: Factors involved in Virtual Learning by Instructors

Questions	Yes	No	Can't Say
Students are serious about the online classes	45	40	15
Boosting Confidence among Instructors	82	16	2
Technical Efficiency	62	26	12
Lack of work Satisfaction	75	20	5
Group Interaction in Online Class is difficult	78	12	10
Use of Innovative Teaching methods	84	14	2
Duration of Class should not be longer	88	10	2
Technical Issues for class conduction	75	20	5
Internal Assessment and Evaluation Method is difficult	85	12	3
Inability to monitor students	67	28	5

5.3 Perception of Students about virtual Class

The survey was done from students' point of view. The results of factors which are

involved in virtual learning and perceived by students are shown in table 7.

Table 7: Factor involved in Virtual Learning by Students

Questions	Yes	No	Can't Say
Delivery of study materials by teachers are appropriate	75	20	5
Ability of learning in online class	82	16	2
Creative/Innovative way of teaching in online class	72	26	2
Online lectures are boring	45	60	5
Involvement and lack of interest/ Seriousness of online class	68	22	10
Classroom Environment is missing in online class	84	14	2
Format of Internal Assessment is appropriate	78	20	2
Face to Face Learning for Practical Subjects is difficult	75	20	5
Evaluation/ Result Method is not correct	85	12	3
Attending the classes out of compulsion	55	40	5

6. Results and Discussions

This research's findings are based on the collecting of primary data which analyzes the effects of online teaching on students and educators during COVID-19 pandemic.

Instructors felt that online classes were convenient but they are less effective when compared with classroom teaching. It is observed that 86% of the learners preferred classroom teaching methods more than virtual learning methods. Only 14% were suggested for online classes. It is also observed by the study that there is lack of interaction between educators and learners, difficult to manage group interaction in online class, no longer duration of class, students are not serious about their studies and technical issues were found. Educators also agreed that a new method of teaching is introduced due to this COVID-19 pandemic. They have gained confidence and have been able to explore and use innovative methods as a result of conducting classes through online mode. However, 75% of instructors are not satisfied with online classes.

It has been observed by the study that students are comfortable with virtual modes of teaching and are getting enough support from instructors but they do not believe that online classes will replace traditional classroom teaching.

It has also been observed that during study that 62% of the instructors are not technically efficient. No major difference has been found on the parameter lack of student interest and involvement from the point of view of instructors. The biggest issue that instructors had during online sessions was that students presented several reasons for not being able to attend classes owing to network and connectivity issues, poor audio and video quality, and mobile data usage restrictions. The study also looked into which online platforms teachers favoured for taking lessons and assigning assignments.

7. Conclusion and Suggestions

Mahalakshmi, K and Radha, R. (2020) stated in their study that the vision of Digital India is to "Transform India into a digitally empowered

society and knowledge economy” by the Government of India. [7]. Due to pandemic COVID-19, the only way to teach students is to transform classroom teaching into online learning. Many learners were affected due to the closing of educational institutions in COVID-19 pandemic, which resulted in online teaching. While conducting online class, instructors must be able to innovate in their pedagogical techniques and in their study materials. To make teaching more effective, instructors have to use blended learning in all modules and disciplines. They need to be trained to manage their online classes efficiently. Creativity in teaching is the key to a teacher's success to be able to motivate students to keep their interest and enthusiasm in learning online and not become boredom. The use of various applications such as Google meet, Skype, Zoom App, Webex App in online learning is beneficial for teachers in this learning process. Instructors must save their time by providing recorded lectures in the form of video, study material in the form of doc/ppt/pdf.

Teachers need to enhance their expertise in online teaching tools and require more professionals to increase their skills in creating the effectiveness of online learning. Learning can be made more interactive and interesting

by using different techniques such as presentation by students, group assignments by instructors for students to be performed online, role play, motivating students by organizing quizzes/ competitions and students' learning experience can be enhanced by organizing participatory workshops.

Due to the epidemic, student engagement is a critical component of the successful adoption of online classrooms in the current educational system. The majority of students believe that an online class will have a significant impact on the educational system. Both learners and instructors benefit from the usage of the internet to teach and learn. Online learning techniques are becoming increasingly important for the development of a student's skills. Virtual learning is beneficial to students.

To maintain the classroom environment in online classes, a learner-centric environment has to be implemented in online classes where self-motivated and self-directed students are required. Educational institutions and educators must make every effort to change students' perceptions. To achieve this objective, institutions have to organize training and development programs for students and teachers on a regular basis.

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