Online education during covid-19 pandemic among prospective teachers: a study

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Abstract

The present study investigates tried to study the online education during pandemic among prospective teachers. The investigators have selected 110 prospective teachers from St. Xavier's College of Education (Autonomous), Palayamkottai as the sample. Survey method was used to collect the data with the help of the tool namely 'Online Education during Pandemic among Prospective Teachers' developed and validated by the investigators in the year 2021. The findings revealed that, there is no significant difference between male and female, UG and PG qualified, arts and science subject and smart phone and laptop/desktop using prospective teachers in online education during pandemic.

Keywords: Online Education, Pandemic and Prospective Teachers

Introduction

Education is defined as a learning process for the individual to attain knowledge and understanding of the higher specific objects. The knowledge gained formally resulting individual has a pattern of thought and behavior in accordance with the education they have gained (Big Indonesian Dictionary, 1991). The spread of COVID-19 around the globe impact a drastic change in the structure and function of education, due to the suspended face to face classes. Thus, as an alternative educationist moved to a new norm called online education. Here the teacher and the students are meeting in a specific platform using a link and the instruction will be carried out with the support of various ICT facilities. At present, the government and the educationists support this online education in order to provide education without wasting the time till the restoration of normal teaching i.e., offline teaching. However, a developing country like India, this online education encounters a number of problems such as unavailability of quality infrastructure for online education, poor network connectivity, low speed internet, various physical problems based on the individual body conditions.

Review of Related Literature

Rasmitadila and et.al. (2020) conducted a study to explore the perceptions of primary school teachers of online learning in a program developed in Indonesia called School from Home during the COVID-19 Pandemic. The analysis results found four main themes, namely, instructional strategies, challenges, support, and motivation of teachers. The findings of this study indicated that teachers, as well as learning designers, should design online learning frameworks that consider student backgrounds, especially family economic backgrounds, as well as students' learning experiences and needs in implementing the national curriculum during the COVID-19 Pandemic.

Muhammad Adnan, & Kainat Anwar (2020) conducted a study to examine the attitudes of Pakistani higher education students towards compulsory digital and distance learning university courses amid Corona virus (COVID-19). The findings of the study highlighted that online learning cannot produce desired results in underdeveloped countries like Pakistan, where a vast majority of students are unable to access the internet due to technical as well as monetary issues. The lack of face-to-face interaction with the instructor, response time

and absence of traditional classroom socialization were among some other issues highlighted by higher education students. Apart from technical and monetary issues students also reported a few other difficulties like lack of interaction with the instructor, response time and absence of traditional classroom socialization. The lack of on-campus socialization has caused difficulties for students to do group projects in distance learning mode as reported by 42.9% of students. The result of this study also indicated that educational organizations need to improve their curriculum and design appropriate content for online lectures.

Pinaki Chakraborty and et.al. (2021) conduct a study to find the opinion of students on online education during the COVID-19 pandemic. The study results revealed that the students felt that they learn better in physical classrooms (65.9%) and by attending MOOCs (39.9%) than through online education. The students, however, felt that the professors have improved their online teaching skills since the beginning of the pandemic (68.1%) and online education is useful right now (77.9%). The students felt that online education was stressful and affecting their health and social life. They found that the students considered online education a viable alternative under the current circumstances.

Significance of the Study

Education is essential tool for individual development and social upliftment. But the present pandemic condition creates a number of challenges and hurdles in the process of education. Until March 2020, Indian teachers and students were hardly aware about the online platforms for teaching and learning, but within a short span of time they switch over to various online modes of education due to the demanding need. After the introduction online education, it is facing a number of criticisms and still a leading debatable title. Since, there is no other go in this pandemic, online education will be the only possible way to carry out education. On the other side the quality of education have to be considered and it should not be compromised even if it is in online. So at present, researchers and educationists around the globe are carrying out a number of research studies about online education, about its effectiveness, challenges, problems and how to enhance it in their context. The present investigation intended to study the online education among the prospective teachers from St. Xavier's College of Education (Autonomous), Palayamkottai, one of the pioneer teacher education institutions in south India.

Title of the Problem

The problem under investigation is entitled as, "Online Education during Pandemic among Prospective Teachers: A Study."

Operational Definitions of the Key Terms

Online Education during Pandemic

The usage of information and communications technologies in education to help the development and acquisition of knowledge among the learners from different remote locations is known as online education. It uses the internet and video, audio, text, graphic and animations technologies and software to create the learning environment. For the present study online education during pandemic refers to the pattern, mode and impact of online education provided to the prospective teachers in teacher education institution.

Prospective Teachers

Prospective teachers refer to the students those who are pursuing two year Bachelor of Education degree course from the colleges of education or any other recognized institutions of higher education.

Objectives

- To find out the level of online education during pandemic among prospective teachers.

- To find out whether there is any significant difference in online education during pandemic of prospective teachers with respect to their gender, qualification, subject and gadget used for online education.

Null Hypotheses

- There is no significant difference in online education during pandemic of prospective teachers with respect to their gender, qualification, subject and gadget used for online education.

Methodology

The population for the present study consists of the prospective teachers pursuing their Bachelor of Education degree programme from St. Xavier's College of Education (Autonomous), Palayamkottai. A sample of 110 prospective teachers were selected randomly from St. Xavier's College of Education (Autonomous), Palayamkottai. The data was collected using the tool 'Online Education during Pandemic among Prospective Teachers' constructed and validated by the investigators in the year 2021.

Analysis of Data

The raw data were analyzed using the statistical techniques percentage analysis and t-test and presented in the following tables.

Table 1 - Percentage Analysis of Online Education during Pandemic

Variable	Level	Frequency	Percent
Online Education during Pandemic	Low	15	13.6
	Moderate	80	72.7
	High	15	13.6
	Total	110	100.0

It is inferred from the table (1) that 13.6%, 72.7% and 13.6% of prospective teachers have low, moderate and high level in Online Education during Pandemic.

Table 2 - Difference in Online Education during Pandemic with regard to the Selected Demographic Variables

Demographic Variables	Sub Categories	N	Mean	SD	t-value	p-value	Remarks
Gender	Male	23	55.74	7.092	0.685	0.495	N. S.
	Female	87	54.61	7.025			
Qualification	UG	61	53.87	6.073	1.640	0.104	N. S.
	PG	49	56.06	7.946			
Subject	Arts	40	56.13	7.858	1.452	0.149	N. S.
	Science	70	54.11	6.442			
Gadgets Used	Smartphone	89	54.65	6.852	1.148	0.266	N. S.
	Laptop/Desktop	21	57.71	9.340			

It is inferred from the table (2) that there is no significant difference between male and female prospective teachers, UG and PG qualified prospective teachers, arts and science subject prospective teachers and prospective teachers using smart phone and laptop/desktop for online education during pandemic, since the p value is greater than 0.05.

Findings and Interpretations

Percentage analysis showed that majority i.e., 72.7% prospective teachers fall under the moderate category of online education during pandemic. No significant difference was found between male and female, UG and PG qualified, arts and science subject and smart phone and laptop/desktop using prospective teachers in their online education during pandemic. This may due to the reason that prospective teachers are the future teachers and they possessed at least a minimum UG qualifications, so they may able to realize the changes and challenges because of the pandemic due to COVID-19. As the matured individuals, they may consider online education as the need of the hour; otherwise they have to sacrifice unknown number of years till the end of this pandemic. So they may approach online education in matured and positive manner, as they are in the training course for the teacher preparation.

Conclusion

Prospective teachers being the future teachers must be well trained in all domains, including the technological skills as they are going to teach the z-generation students, who are well versed in technology. After the

pandemic we have to face a new norm in education where online instruction will be an integral aspect of education. Till the end of COVID-19 pandemic situation or in other words till the day where we are going to have the real face to face normal classes, we have to go along with the online education. So the teacher education institutions as well as the prospective teachers must develop a positive attitude towards online education, as it is the unavoidable need of the hour.

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