Journal of Positive School Psychology http://journalppw.com
2022, Vol. 6, No. 8, 1320-1328

Perception Of College Teachers On Online Teaching During Covid 19 Pandemic In Mizoram

Prof. Lalbiakdiki Hnamte[1] , Dr. F. Lalrinzuali[2]

[1]*Director College Development Council Mizoram University.*
[2]*Assistant Professor Department of Education Mizoram University.*

Abstract:

COVID-19 has severely affected all teaching institutions all over the globe. The government has imposed lockdown many times due to fear of the spreading of the virus. This has created a lot of disruption in the education sector at all levels all over the world. The Covid-19 Pandemic changes the life of every household economically in almost all parts of the World. This pandemic also changes the education teaching-learning process to an online method. Although there are many positive impacts of online education, a huge digital divide between the rich and the poor, the privileged and the underprivileged. Many factors like lack of irregular power supply, poor internet connectivity, and non-availability of mobile phones, laptops, and computers are some of the big challenges for economically deprived students and also students who are residing in rural areas. This paper intended to study the perception of college teachers on the online teaching-learning process in Mizoram during the COVID-19 period. A total of 406 college teachers participated in this study. A self-constructed questionnaire was used for the collection of data. The findings revealed that lack of facilities; infrastructure, technical tools, and poor internet connection are the major problems and challenges faced by the teachers and students in conducting online classes. Suggestions and recommendations are provided to improve online teaching and learning.

Keywords: Online teaching-learning, COVID-19, Pandemic, Online education, Internet.

Introduction:

Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes, and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education—through various online platforms. Online learning, distance, and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and learners. The pandemic has generated changes in the teaching-learning process in higher education institutions and has affected the face-to-face interaction between teachers and students. Universities were constrained to carry out their activity with students exclusively online. In this regard, many governments took measures to avoid spreading the virus and to ensure the continuity of the educational process, and universities worldwide adopted online learning (Coman et.al 2020)

Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted "Education in Emergency" through various online platforms and are compelled to adopt a system that they are not prepared for (Pokhrel et al.,2021**).**

E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi et al., 2020). Teachers are obliged to develop creative initiatives that assist to overcome the limitations of virtual teaching. Teachers are actively collaborating at a local level to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions, and willingness to learn from others and try new tools as educators, parents,

and students share similar experiences (Doucet et al., 2020).

Online teaching has emerged as a potent tool to support students' learning remotely. To continue the wheels of learning, institutions, worldwide, are switching to online modes of teaching and learning. The practical usage of video conferencing platforms such as WebEx, ZOOM, and Google Meet, as well as learning management systems like Moodle, Blackboard, etc. have been encouraged to support students' learning in all possible manners during the lockdown. However, this abrupt and unexpected shift to the online mode of teaching, while the internet is available to only 23.8% of India's population (NSO, 2019), and in the context where large numbers of learners come from disadvantaged areas or homes, internet accessibility and unaffordable technology is more likely to make learning beyond the reach of many desirous students. (Hasan 2020)

There may be many advantages and disadvantages of online classes for both faculties and students. For teachers, online classes allow new methods of teaching with access to advanced tools and techniques involved in it and can reach many students (Appana, 2020). Inability to have a face-to-face connection with students and facilitate free conversations, discussions, and mentoring, lack of online teaching experience consumes more time and practice, technological difficulties with high-speed internet access, and get used to learning and being evaluated online are identified as major limitations. (Arasaratnam-Smith & Northcote, 2017; Claywell et al., 2016; Sun & Chen, 2016). On the positive side, an online learning environment increases access to material and offers learners the flexibility to learn at a pace, place and time suited to them (Chizmar & Walber, 1999; Smith et.al., 2005). E-learning platforms offer students multiple options to access information and communicate with peers and teachers, this flexibility and control make them self-motivated and self-regulated learners (Smith & Limniou, 2010). This study has been conducted among the college teachers of Mizoram. As per the record of the College Development Council 2020-2021, there are 40 colleges affiliated with Mizoram University, 19324 students, and 1291 teachers.

Mizoram is located in the northeastern part of the country and is bounded by Myanmar (Burma) to the east and south and Bangladesh to the west and the states of Tripura to the northwest, Assam to the north, and Manipur to the northeast. The capital is Aizawl, in the north-central part of the state. Mizoram shares a great education system with an exorbitant literacy rate of 91.58% which makes it the 3rd most literate state in the country. Moreover, the state offers higher education in wide-ranging fields such as medical technology, veterinary, agriculture, and many more.

Education is one of the most adversely affected areas of the Covid-19 pandemic not only in the state of Mizoram but across the globe. Prolonged school closures are affecting school children state-wide resulting in loss of learning. A recent survey shows that 241107 children have been affected by the pandemic in Mizoram. Under such a circumstance, and given the uncertainty of when the pandemic may be brought under control, it is imperative to find alternatives to the conventional system of teaching and learning. Direct teaching and interaction with students are no longer applicable in the present situation (Guidelines for education during the prevalence of covid-19 pandemic 2020). Higher education in Mizoram is resorting to online education which has been a compulsion rather than a choice. Though this new model of teaching and learning cannot replace classroom learning it has its advantages for it leaves room for a more flexible and personalized learning environment.

Need of the Study:

The sudden transition in teaching/learning methods has raised new challenges and opportunities. There is an urgent need to study the present system of online teaching and re-imagine and remodel the way teaching and learning have happened so far, and find the best alternative for delivering quality education through blended mode in all levels of education. This study focuses only on higher education i.e., at the college level, it will throw light on the challenges and problems faced by teachers when it comes to online teaching and suggestions for effective teaching-learning. At the same time, it has been observed that online education is being run in the state without proper guidelines from the appropriate

authority for the colleges to follow, which could affect the quality of education in the long run. Besides access and availability of the device, connectivity and location factors are a matter of serious concern when it comes to implementing online education.

Objectives:

1. To find out the various forms of online teaching-learning modes adopted by college teachers of Mizoram during the COVID-19 pandemic.

2. To study the perceptions of college teachers on online teaching learning during the COVID-19 pandemic.

3. To examine the challenges faced by college teachers in adapting to the online teaching-learning process during the COVID-19 pandemic.

4. To find out suggestions for improvement of online teaching and learning.

Research Approach

Methodology: The researchers used both qualitative and quantitative methods to study the perceptions of college teachers on the online teaching-learning process in the colleges. This study is delimited to degree colleges of Mizoram. All college teachers of Mizoram are the population of the study. The sample of the study constituted 406 teachers (195 male and 211 female) selected through a simple random sampling procedure. In the first phase of research, the researcher has taken permission from the Director, College Development Council (CDC), Mizoram University to pursue this study, the second phase involved the collection of teachers' mail IDs and WhatsApp groups from the Directorate of college development council. The researchers developed a questionnaire to study the perception of teachers on online teaching-learning mode. One of the researchers is the Director of CDC, and a member of the WhatsApp group of college teachers of Mizoram. So, the researcher posted the link to the questionnaire in the said group for the collection of data. The data was collected through google doc format. After cleaning only 406 respondents answer the questions properly. For the analysis of data, a simple percentage was applied to the study.

Findings:

This section presents objective-wise findings derived after percentage analysis and content analysis.

At the beginning of this study, all the teachers of colleges were included in the study. During the data collection phase, 195 male and 211 female teachers participated in the study. Among the 406 teachers 43.7%-degree college teachers were less than 10 years of teaching experience,25.4% of teachers are 10-20 years of teaching experience and 27.3% of teachers are above 20 years of teaching experience.

Table no.1: General Profile of Teachers

Male	Female	Teaching Experience			Streams of Education			
		<10 years	10-20 years	> 20 years	Arts	Science	Commerce	Others
195	211	192(43.7%)	103 (25.4%)	111 (27.3%)	**313 (77.09 %)**	**53 (13.05 %)**	**29 (7.14%)**	**11 (2.70%)**

From the above table 1, it is evident that 43.7% of the college teachers were having less than 10 years of teaching experience, 25.4% of the teachers are having 10 -20 years of teaching experience, and 27.3% of the teachers are having more than 20 years of teaching experience. Regarding streams of education majority of the teachers 77.09% belong to the arts stream, 13.05% belong to the science stream, where 7.14% were from the commerce stream and 2.7 are from other streams of education.

Table 2: Age Range of College Teachers

Age Range	No.	%
>30	53	13.95%
31-40	161	39.65%
41-50	117	28.81%
51-60	66	16.25%

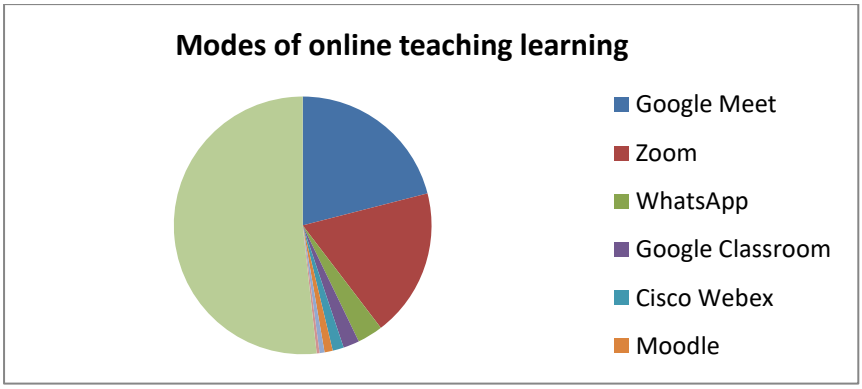
Table 2 shows the age range of college teachers, here 13.95% are below 30 years, the majority of the teachers were in the age range of 31 – 40 years and 28.81% of the teachers belong to the age group of 41- 50 years and 16.25% are of the age group of 51-60 years.

Findings related to objective one

Table 3: Different modes of online teaching used by college teachers:

S.N	Modes of online teaching-learning	No. of teachers using online teaching modes	% of teachers using online teaching modes
1	Google meet	165	40.6%
2	Zoom	146	36%
3	Google Classroom	16	3.9%
4	Cisco WebEx	11	2.7%
5	WhatsApp	25	6.2%
6	Moodle	8	2%
7	Teach mint	5	1.2%
8	YouTube	3	0.7%
9	Microsoft Teams	165	40.6%

Fig4: Modes of Online Teaching Learning



From the above table no. 3 and Fig 4 it is evident that among the college teachers 40.6% were using Google Meet for taking online classes, 36% of them were using zoom for taking online classes, and a few teachers were using Cisco WebEx, WhatsApp, Moodle, Google Classroom, YouTube and Teach mint.

Findings relating to objective two:

Table 5: Regarding IT Skills

Item	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Sufficient computer knowledge and IT skills to conduct online lectures	11(2.7%)	29 (7.1%)	66(16.3%)	204 (50.2%)	96(23.6%)
2	Confidence to use online resources.	124 (30.5%)	196 (48.3%)	43 (10.6%)	37(9.1%)	6 (1.5%)
3	Updated myself for an online lectures.	10 (2.5%)	4 (1%)	26 (6.4%)	252 (62.1%)	114 (28.1%)
4	Need to attend training on conducting an online lecture.	28 (6.9%)	96 (23.6%)	136 (33.5%)	137 (33.7%)	9 (2.2%)
5	This pandemic is an opportunity to learn and improve my skills.	2(0.5%)	13(3.2%)	36(8.9%)	248(70%)	71 (17.5%)

Regarding IT skills:

As shown in the above table majority of the teachers are having confidence in their IT skills and 96% of the teachers disagree that they need to go for training. Among the teachers, 33.7% believe that they need to attend training for conducting online lectures. 71% of the teachers see the pandemic as an opportunity to improve their IT skills

Table 6: Working Environment

Item	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Difficult to balance work and family when working from home.	29 (7.1%)	204(50.2%)	74(18.2%)	94 (23.2%)	5 (1.2%)
2	Facing distractions from other family members during online lectures.	47 (11.6%)	230 (56.7%)	48(11.8%)	76(18.7%)	5 (1.2%)

Working Environment:

It is evident from the above table that 50 percent of the teachers feel that they did not have any problem working from home. Few teachers 18% responded that they feel distracted from their family members when working from home.

Table 7: Benefits of Online Education

Item	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Gained of new experience from conducting online lectures.	2(0.5%)	5(1.2%)	33(8.1%)	271 (66.7)	95 (23.4%)
2	Students are motivated during online lectures.	6 (1.5%)	108(26.6 %)	173 (42.6%)	107 (26.4%)	6 (1.5%)
3	The attendance of students in an online class is satisfactory.	7(1.7%)	80 (19.7%)	55(13.5%)	218(53. 7%)	46 (11.3%)
4	Satisfied with the student-teacher interaction during online teaching & learning.	17(4.2%)	183(45.1 %)	77(19%)	118(29. 1%)	17 (4.2%)

5	Students ask questions or clear doubts during online lectures.	6(1.5%)	75(18.5%)	77(19%)	223(54.9%)	25(6.2%)
6	Students interact nicely with me during online lectures.	6(1.5%)	82(20.2%)	116 (28.6%)	180 (44.3%)	22(5.4%)
7	By involving the students I try to make my class as interactive as possible	Nil	9 (2.2%)	53(13.1%)	283(69.7%)	61(15%)
8	It is better to keep your class short or as a series of short sessions in online class	2(0.5%)	44(10.8%)	92(22.7%)	238(58.6%)	30 (7.4%)
9	Teachers have to be more creative in an online classroom than in the traditional classroom.	2(0.5%)	33(8.1%)	49(12.1%)	247(60.8%)	75(18.5%)

Benefits of online lectures:

The above table indicates that 66% of the teachers agreed that they have gained a lot of new experience from conducting online lectures. Also, 53.7 % of the teachers agree that the attendance of their students is satisfactory. Regarding the involvement of students, 69.7% of teacher tries to make their class as interesting as possible by involving the students. The majority of the teachers, 60% believes that they have to be more creative in online lecture than in the traditional classroom.

Table 8: Limitation of Online Class

Item	Statement	Strongly disagreed	Disagree	Neutral	Agree	Strongly agree
1	It may be difficult to get immediate feedback on what was being taught.	3(0.7%)	67(16.5%)	102(25.1%)	224(55.2%)	10(2.5%)
2	Online lectures are more effective than traditional/live classroom lectures.	60(14.8%)	244 (60.1%)	81(20%)	15(3.7%)	6 (1.5%)
3	Online lecture in one way communication	17(4.2%)	105(25.9%)	67(16.5%)	197(48.5%)	20 (4.2%)
4	An online environment simply takes more time than a face-to-face class to effectively transact the lesson.	6(1.5%)	82 (20.2%)	67(16.5%)	224(55.2%)	27(6.7%)
5	The online lecture will continue to be an important mode for the teacher even after the pandemic is over.	22(5.4%)	93(22.9%)	84(20.7%)	175(43.1%)	32(7.9%)
6	There is a problem interacting with my students through online classes.	20(4.9%)	141(34.7%)	94(23.2%)	146(36%)	5(1.2%)
7	Quality of teaching will be hampered through an online class.	11(2.7%)	65(16%)	106(26.1%)	190(46.8%)	34(8.4%)
8	The present online exam is not fair enough to evaluate the quality of the students.	4(1%)	12(3%)	29 (7.1%)	207 (51%)	154(37%)

Limitations of online lectures:

As shown from the above table 8, 55.2% of the teachers agree that it is difficult to get immediate feedback on what was being taught in online lectures. The majority of the teachers 60.1% disagree that online lecture is more effective than the traditional face-to-face classroom. It is also evident that 36% of the teachers are facing problems while interacting with the students through online classes. Also, 46.8% of the teachers feel that the quality of teaching will be hampered through an online class. A huge majority 88% of the teachers agreed that the present online exam is not fair enough to evaluate the quality of the students.

Major Findings and Discussion:

This paper intended to study the perception of college teachers on the online teaching-learning process during the COVID-19 pandemic. The majority of the teachers were having confidence in their IT skills and 96% of the teachers disagreed that they need to go for training. When asked about the working environment at home 50 percent of the teachers felt that they did not have any problem working from home. Only a few teachers felt distracted when working from home. From the findings, it can be seen that 66% of the teachers agreed that they have gained a lot of new experience from conducting online lectures. 53.7 % of the teachers also agreed that the attendance of their students is satisfactory. 69.7% of teacher tries to make their class as interesting as possible by involving the students. 60% of the teachers believe that they have to be more creative in online lectures than in the traditional classroom. Regarding the effectiveness of online lectures, 55.2% of the teachers agreed that it is difficult to get immediate feedback on what was being taught in an online lecture. The majority of the teachers 60.1% disagree that online lecture is more effective than the traditional face-to-face classroom. 46.8% of the teachers feel that the quality of teaching will be hampered through an online class. A huge majority 88% of the teachers agreed that the present online exam is not fair enough to evaluate the quality of the students. These findings are in agreement with the findings of L. Mishra, T. Gupta, and A. Shree (2020) in their study 'Online teaching-learning in higher education during lockdown period of COVID-19 pandemic, which reported that at the very onset of the lockdown, teachers intended to use WhatsApp, Email and telephonic conversation for imparting teaching. But gradually, as the lockdown period went on being extended from time to time, WhatsApp, email, and telephonic conversation proved inadequate. Teachers were given training on MZU-LMS and were made to transact teaching. In due course, other online platforms were explored. Teachers and students started installing online learning platforms such as Zoom, Google meets, Telegram, LinkedIn learning, Solo Learn, Udemy, and many more to widen their academic exposure and understanding.'

The biggest challenge that was visible from almost all the teachers' response was a poor internet connection, due to this the students as well as the teachers are facing many problems and cannot take proper classes and test on a scheduled time. Irregular power supply especially in the villages. 'The students face major hurdles with remote learning as face-to-face communication is more conducive to the learning process, presenting a better opportunity to sharing knowledge and asking for help, "easier" and more interactive' (Miliszewska, 2007). This creates lots of hurdles for an effective online class. The majority of the teachers also pointed out that online classes are not motivating enough for the students and the learning environment is not satisfactory for effective teaching-learning, proper interaction cannot take place between the teacher and the taught. Regarding online tests and examinations, cheating is prevalent which is very difficult for the teachers to invigilate and prevent, this is a huge problem that can hamper the quality of the students as well as our education system in the future. Among the senior teachers, they are facing difficulty due to a lack of IT skills in conducting online classes and tests as an online class needs more time in preparing PowerPoint presentations. Another challenge pointed out by teachers is the digital divide among college students; this creates a huge problem in taking classes effectively and maintaining discipline among the students. For some teachers working from home is also a big challenge as there is no proper teaching-learning environment at home due to the structure of the house or the size of the family, the same goes for the students.

Conclusions and Suggestions:

The COVID-19 pandemic has severely affected the economy and education of India. Thus, a responsible government across nations including India emphasized and encouraged the use of online resources to support students' learning. Education through online teaching becomes a new normal for India though it is fairly a very new concept for the majority of students and teachers. The paradigm shift from traditional face-to-face teaching method to online teaching poses technical difficulties that affect the efficacy of the Teaching-Learning process. The present study showed that the teachers were facing many challenges when it comes to online classes which affected the quality of classes to a great extent. The biggest challenge faced by teachers and students was poor internet connectivity and irregular power supply in the villages and remote areas of Mizoram.

Many suggestions were given by the teachers for effective online teaching and learning which includes good internet connectivity the suggestions given by almost all teachers to have an effective online class. The teachers think that service providers should be requested to provide a good internet connection and competent authorities must take necessary measures to ensure that students from all corners of the region have sufficient internet connection. Both students and teachers should be well versed with basic online teachings and learning aides and encourage students to participate in the class by allotting time for discussion/interaction and teachers must be more serious and concentrated. Teachers must try to learn to make their class more attractive and motivating and always try to improve their online mode of teaching. Regarding interaction in online teaching, it is suggested to integrate multiple media presentations and different activities to make learning more participative for students. Undoubtedly, the major challenge is to make students involved and motivated to learn online where the social presence of teachers and peers is lacking. (Hasan 2020). Regarding online examinations, it was suggested that open-book exams should be practiced to ensure the integrity of the university exam and the quality of the teaching/learning evaluation and also increase the weightage for internal marks to maintain the quality of the teaching-learning process.

Declaration of Competing Interest

The authors declare that they have no competing interests.

Acknowledgment

The authors thank all participating teaching faculty and students of Mizoram University.

Funding

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

References:

1. All India Survey on Higher Education (AISHE). (2019). Ministry of Human Resource Development. New Delhi: Government of India. file:///C:/Users/lalri/OneDrive/Desktop/Online%20Teaching%20Learning/aishe_eng.pdf
2. Appana, S. (2008). A review of benefits and limitations of online learning in the context of the student, the instructor and the tenured faculty. International Journal on E-learning, 7(1), 5-22. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/p/22909
3. Arasaratnam-Smith, L. A., & Northcote, M. (2017). Community in Online Higher Education: Challenges and Opportunities. Electronic. Journal of e-Learning, 15(2), 188-198. Retrieved from https://files.eric.ed.gov/fulltext/EJ1141773.pdf
4. Chizmar, J.F., & Walber, M.S. (1999). Web-based learning environments guided by principles of good teaching practice. Journal of Economic Education, 248-264. https://www.tandfonline.com/doi/abs/10.1080/00220489909595985
5. Claywell, L., Wallace, C., Price, J., Reneau, M., & Carlson, K. (2016). Influence of nursing faculty discussion presence on student learning and satisfaction in online courses. Nurse educator, 41(4), 175-179. https://doi.org/10.1097/NNE.0000000000000252
6. Coman, C., Tîru, L. G., Schmitz, L.M., Stanciu, C., & Bularca, M.C. (2020). Online Teaching and Learning in Higher

Education during the Coronavirus Pandemic: Students' Perspective. Sustainability. https://www.mdpi.com/2071-1050/12/24/10367

7. Doucet, A., Netolicky, D., Timmers, K., & Tuscano, F. J. (2020). Thinking about pedagogy in an unfolding pandemic (An Independent Report on Approaches to Distance Learning during COVID-19 School Closure). Work of Education International and UNESCO. https://issuu.com/educationinternational/docs/2020_research_covid-19_eng
8. Education In Mizoram 2021: Check College Details Here. https://www.embibe.com/exams/education-in-mizoram/
9. Govt. of Mizoram, (2001), Mizoram Information Booklet, Dept. of Information & Public Relations, Mizoram.
10. Hasan, N. (2020). Online Teaching-Learning during Covid-19 Pandemic: Students' Perspective. The Online Journal of Distance Education and e-Learning. https://tojdel.net/journals/tojdel/articles/v08i04/v08i04-03.pdf
11. Limniou, M., & Smith, M. (2010). Teachers' and students' perspectives on teaching and learning through virtual learning environments. European Journal of Engineering Education, 35(6),645–653 https://www.tandfonline.com/doi/abs/10.1080/03043797.2010.505279?journalCode=ceee20
12. L. Mishra, T. Gupta & A. Shree (2020) Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. International Journal of Educational Research Open. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7832355/
13. Miliszewska, I. (2007). Is it fully 'on' or partly 'off'? The case of fully-online provision of transnational education. Journal of Information Technology Education, 6, 499–514.
14. NSO [National Statistical Office] (2019). Sample survey on Household Consumption on Education in India. http://www.mospi.gov.in/sites/default/files/publication_reports/KI_Education_75th_Final.pdf
15. Pokhrel, S. & Chhetri, R., (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. Higher Education for the Future https://journals.sagepub.com/doi/pdf/10.1177/2347631120983481
16. Smith, P., Coldwell, J., Smith, S.N., & Murphy, K. (2005) Learning through computer-mediated communication: a comparison of Australian and Chinese heritage students, Innovations in Education and Teaching International, 42(2), 123–134. https://www.tandfonline.com/doi/abs/10.1080/14703290500062441
17. Subedi, S., Nayaju, S., Subedi, S., Shah, S. K., & Shah, J. M. (2020). Impact of e-learning during COVID-19 pandemic among nursing students and teachers of Nepal. International Journal of Science and Healthcare Research, 5(3), 9. https://ijshr.com/IJSHR_Vol.5_Issue.3_July2020/IJSHR0012.pdf
18. Sun, A., & Chen, X. (2016). Online education and its effective practice: A research review. Journal of Information Technology Education, 15, 157-190. https://doi.org/10.28945/3502