

# A Survey on Online Teaching and Learning during Covid-19

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## ABSTRACT

The study is based on two objectives such as, to identify the facilities and understanding capabilities of students through online teaching and learning, and to analyse the facilities understanding capabilities of students through online teaching and learning. A study is conducted to among school students of selected schools from India and Malaysia. Quantitative research method is used in this study. Data are collected from the school students using a well-structured questionnaire with a set of 25 elements. Further, descriptive analysis method was used in the study. The collected data are then entered into the MS Office programme for analysis. The teaching and learning process held through the online platforms during the pandemic Covid-19. The study reveals that students from the selected schools of Malaysia and India are provided facilities to learn various subjects or lessons through online classes. Moreover, the study finds out that students have understanding ability when they learnt through online.

**KEYWORDS:** Online teaching-learning, facilities, understanding ability, online class, technology

## I. INTRODUCTION

Covid19, a virus shook the whole world. World Health Organisation announced it as a pandemic in 2020. It changed all the fields including education. Education provides knowledge and discipline to the learners. Usually, learners learn from the classroom. But, this situation has changed due to the pandemic. Many countries across the globe introduced online teaching and learning in their educational institutions. Moreover, many universities introduced different methods in teaching and learning. Teaching and learning plays an important role in education. Education provides knowledge and discipline to the learners. Education can be differentiated into two aspects such as administrative and teaching. In these two, teaching takes place in classroom. Classroom is a place

where usually teaching and learning takes place. A classroom consists of a teacher and students who belong to various backgrounds to teach and to learn a subject or a course. Classroom can be defined as, different types of skills and techniques used by the teachers, to keep students well organized, disciplined, focused, attentive and academically productive inside a classroom. Gavin (2000) defines classroom as, it is a place where teaching and learning takes place using models or approaches or techniques usually happens in a closed indoor. But situation changed due to the pandemic Covid19. The teaching and learning process interrupted throughout the world. In some countries like Malaysia, India, etc. introduced online teaching and learning with new methods. The new methods include synchronous and asynchronous methods which can be used with the technology. Chinnery (2006) says about technology that, 'Technology is the branch of knowledge which deals with the creation or invention and the use of techniques and approaches'. The word 'technology' means 'science of craft' in Greek language. Technology intruded into all the disciplines including education. Because of this, the teaching and learning shifted from the traditional methods to online using technology.

## II. PROBLEM STATEMENT

The world was shocked and everything was stopped due to the Covid-19. Government projects, educational institutions, shopping malls, cine theatres, etc. are closed in the initial stage of the pandemic. This created a huge challenge to all the areas especially to education systems. The development of education systems moved towards computer and information technology. The process of teaching and learning in education opened the eyes of teachers and students by the introduction of online classes due to the advancement of technology. Several institutions came forward to offer online teaching and learning during the pandemic situation throughout the world. They

stated to use zoom, google class, google meet, classdojo, whatsapp, etc. to have teaching and learning process. The schools in India and Malaysia are not an exception and started online teaching and learning through various online platforms (google meet, zoom, webex, etc. TV channels), using new methods. Teachers and students started teaching and learning through online. The issue arises whether students have understood and the about the teaching of courses or subjects. The whole world had issues related to understanding the lessons taught and the will students' score like usual classroom teaching and learning. Daniel, John (2020), tells that even skilled institutions in distance learning (online) have issues in designing students' assessment. Moreover, Wargadinata and et.al. (2020) have mentioned in their study conducted at the initial stage of pandemic, students are finding difficult to understand through online learning (teaching and learning process). Angdhiri (2020) says normal classes may be difficult, but having friends make less stressful, but in online classes, it makes the student stuck alone with less understanding the lessons and more stressful due to assignments. Hence, the understanding capability of the students through the online teaching method and assessments of scoring marks or grades are the major issues due to the pandemic Covid-19.

### III.OBJECTIVES

The study is based on two objectives which are stated below:

- To identify the facilities and understanding capabilities of students through online teaching and learning.
- To analyse the facilities understanding capabilities of students through online teaching and learning.

### IV. LITERATURE REVIEW

At present, various studies have been carried out in the teaching and learning process through online during the Covid-19 situation.

Ahmed Khan, Rehan and Jawaid, M (2020) have carried out a study on, 'Technology Enhanced Assessment (TEA) in COVID 19 Pandemic'. In this study, they have mentioned the importance of assessment which is safe, valid, reliable, acceptable, feasible and fair. For this they have described, different formats of online assessment and their application in formative and summative assessments during and after the COVID 19 pandemic. Through this work, the present researchers received ideas related to assessments.

Moreover, Giorgi Basilaia and David Kvavadze (2020) have conducted a study on the 'Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia'. Here, they have mentioned about the closure of education institutions due to the Pandemic Covid-19 in Georgia. Later, Google Meet platform was implemented for online education. Through this study, they have given the first week effect of the online education process. The researchers claim that, the results of the study confirm that the quick switch over to the online form of education was successful. Also, they claim that it gained many experiences which can be used in the future, may be after Covid-19. Further, they have recommended, 'The experience and studies can be useful for other countries that have not found the ways of transition yet.'

Yet another study was conducted by Bozkurt and Sharma (2020) entitled, 'Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic'. Here, the researchers have mentioned about the essential of teaching during the pandemic situation. They have also mentioned about the delivering content which is not only the issue of concern but also caring and supporting learners at such times is also important. Since the teaching takes place during the pandemic situation, the teaching in these times can have secondary importance. Also, the teacher should keep in mind that students will remember not the educational content delivered, but how they felt during these hard times. This study provides information about, what type of method used to deliver the content of the lesson, to the study.

### V. RESEARCH METHODOLOGY

The study is carried out with the quantitative method. Survey method is used in this study. Data are collected through interview with appropriate questionnaire. The questionnaire contains a set of questions which is based on the learning through online. 100 students from Malaysia and India are included in this study. Students are from various schools of Malaysia and India, and all these students are included as informants in the proposed study. The names of the schools are not mentioned because of the restricted rules. The study is limited two schools each from India and Malaysia.

Instrument: Questionnaire is used as instrument for this study. A set of elements in a well-structured questionnaire is prepared for the students. The questionnaire is used to identify the learning capacities of the students.

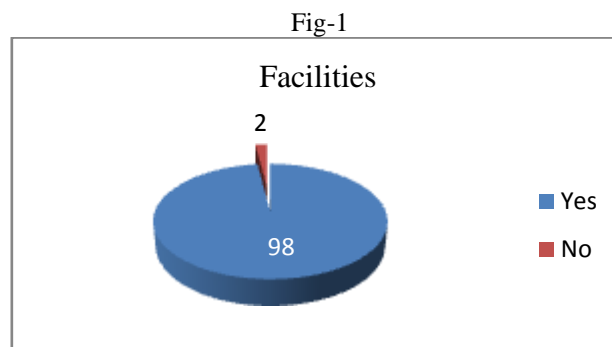
**Data Collection:** Data are collected with the well designed and structured questionnaires. The questionnaire consists of 25 elements. The facilities and understanding capacity are tested.  
**Analysis:** Each and every data are analysed using MS Office Excel software. Statistical information are provided according to the data collected. Moreover, charts and tables are provided wherever necessary.

## VI. ANALYSIS

100 respondents are selected and data are collected. The collected data are analyzed and appropriate tables and figures are provided.

### a. IDENTIFYING THE FACILITIES

Out of the selected 100 informants, 98 responded that they have all the facilities to learn through online. Only 2 informants responded negatively and this can be seen in the figure-1 (Fig-1) given below:

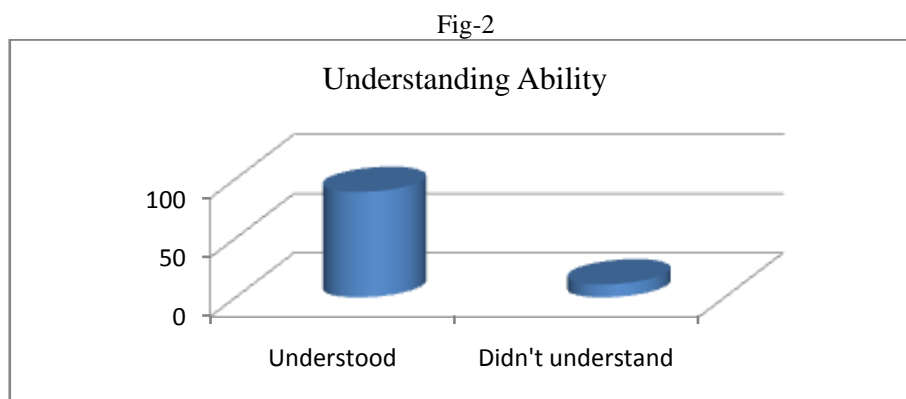


To identify the facilities, a questionnaire is used. It consists, a set of 18 elements. The elements include details like, use of laptop, internet, venue, timings, and many more.

### b. IDENTIFYING THE UNDERSTANDING ABILITY

To identify the understanding ability of the selected informants, 10 elements are used. Classwork, home work, assessments, examinations,

scores, etc. are some of the elements included in the questionnaire. 89 respondents informed that they understood the teaching through online and 11 informed they didn't understand the concepts of the lessons taught through online classes. These 11 students who didn't understand will either contact the teacher or their classmates to clear their doubts. The following figure-2 (Fig-2) shows the details of the responses.



### c. ANALYSE THE FACILITIES

18 elements are analysed to know the facilities of the online teaching and learning. Of these two are given here due to time constraint. The first is about the devices used in the online class, the second is about the room and table provided to attend online class.

### d. WHICH OF THE FOLLOWING DEVICES DID YOU USE FOR YOUR ONLINE LEARNING?

In order to respond to this, 4 choices are provided for the informants to select. They are a. Laptop, b. Desktop computer, c. Smartphone and d.

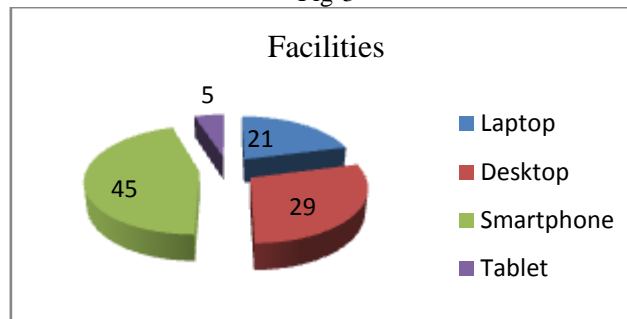
Tablet. Of these, 21 chose laptop, 29 desktop, 45 smartphone and 5 tablet. This shows that most of the informants use smartphone in the online teaching and learning. The number of respondents,

percentage, variance ( $s^2$ ) and standard deviation (sd) are calculated and provided in Table-1. The details of elements and respondents are also provided in Fig-3.

**Table-1**

Sl. No	Elements	No of respondents use	Percentage	Variance	Standard deviation
1	Laptop	21	21%	3120.5	55.861436
2	Desktop	29	29%	2520.5	50.204581
3	Smartphone	45	45%	1512.5	38.890873
4	Tablet	5	5%	4512.5	67.175144
	Total	100	100%		

Fig-3

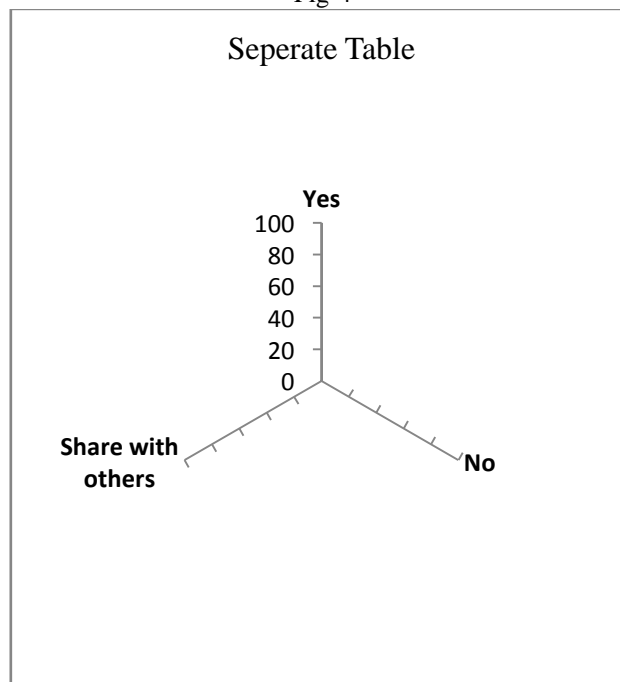


**e. HAVE YOU BEEN PROVIDED SEPARATE TABLE TO ATTEND ONLINE CLASSES?**

This element is related to Yes or No. To identify the facilities provided, this element is included. Apart from Yes or No options, shared

with others is another option provided for the respondents to select. All the 100 respondents selected Yes option. This data show that separate table is provided for all the informants to attend online class. This is shown in Fig-4.

Fig-4



#### f. ANALYSE THE UNDERSTANDING ABILITY

Out of the 25 elements in the questionnaire, 10 elements are regarding the understanding ability through the online teaching and learning. Only one is provided here due to time constraint. It is the preferred method to clear the doubt on online class.

#### g. WHAT WAS YOUR MOST PREFERRED METHOD TO CLEAR YOUR DOUBT THROUGH ONLINE LEARNING?

Three choices are provided for the informants to select for this element. They are a. Ask questions after the class, b. Type and post the question in the chat box and c. Call and ask the teacher. Of these, most of the informants chose ask the question after the class. This shows that, majority of the students who learn through the online, wish to clear their doubts after the class is over. 74 informants went for choice a, 21 b and only 5 informants selected choice c. The number of respondents, percentage, variance ( $s^2$ ) and standard deviation (sd) are calculated and provided This is shown in the following table-2.

Table-2

Sl. No	Elements	No of respondents use	Percentage	Variance	Standard deviation
1	Ask questions after the class	74	74%	338	18.384776
2	Type and post the question in the chat box	21	21%	3120.5	55.861436
3	Call and ask the teacher	5	5%	4512.5	67.175144
Total		100	100%		

#### VII. CONCLUSION

Even during the pandemic Covid-19, teaching and learning process held through the online platforms. This study reveals that students from the selected schools of Malaysia and India are provided facilities to learn various subjects or lessons through online classes. Moreover, it finds out that students have understanding ability when they learnt through online. 74% of the total students responded that they clear their doubts after the class is over. This seems similar to the usual or regular (offline) class. It is a custom in schools that, students raise their questions or clear their doubt at the end of the class. The researchers couldn't find much difference in online and offline learning. Hence, it can be concluded that during the pandemic Covid-19, students learnt with various facilities, understood the concepts taught in the online class without much issues and scored good grades or marks.

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