

An Empirical study on drawbacks of online teaching among secondary school students

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ABSTRACT: The purpose of this study was to investigate the effectiveness of online teaching among secondary school students. Results showed that most of the respondents were exposed to teaching and among the reasons they preferred to learn via online teaching was it provided them greater flexibility to select self-study courses and enabled them the flexibility to learn at any place and time. They also agreed that one of the disadvantages of online teaching would reduce the need for face to face interaction with their friends. Some fundamental questions which need to be answered before course developers and facilitators can transform involving, classroom experiences to a totally computer based learning environment, as happens when adopting the Internet as a teaching medium. Recognizes that instructors face nice quick process with the arrival of Internet based education and emphasizes that the online environment must be created in such a way that learning can and will take place. Several potential drawbacks are also found in online learning by the students, the instructors and the tenured faculty.

I. INTRODUCTION

The significant increase in the number of students studying online has not been associated with corresponding advances in the preparation of educators to teach online, in method of online learning, or in other efforts directed toward improved learning outcomes and the overall quality of the online educational experience. Research efforts in this area to date have concentrated on students and instructional strategies. As a result, we now have a better understanding of the way that online learning changes learners and learning, as well as teaching practices. What is lacking, however, is an understanding of the way that online teaching and its attendant technologies, are changing faculties. The central objective of this research is to explore how online learning is changing both teachers and the teaching profession in higher education. As part of this research, I

investigated the impact of online teaching on the professional identity of nineteen teachers who have transitioned to the online classroom. I also considered the role played by technology in this process. Prior research has shown that developing a stable teaching identity is a key element in teacher retention as well as a critical contributor to success and effectiveness in the classroom. I contend that a stable teaching identity is equally important for online faculties. The existing literature on faculty preparation to teach online mainly identifies practical barriers to a successful transition to the virtual classroom. However, very little attention has been paid to the internal changes that teachers need to experience before changing their teaching practice, and little attention has been paid to the impact of such changes on faculties professional identity. The existing literature on faculty preparation to teach online mainly identifies practical barriers to a successful transition to the virtual classroom. However, very little attention has been paid to the internal changes that teachers need to experience before changing their teaching practice, and little attention has been paid to the impact of such changes on faculties professional identity. This research focuses on the interplay between faculties beliefs and their teaching practice, but also considers the influence of the socio-cultural contexts in which faculties are implanted. By considering not only internal and external factors influencing the transition online, but also the ways in which these factors interconnect, this systematic approach offers a more comprehensive impact of online teaching on the teaching profession and faculties identity.

Online education: education includes the various forms of study at all levels which are not under the continuous, immediate supervision of faculties present with their students in lecture rooms or same premises, but which, never-the-less benefit from the planning, guidance and tuition of a tutorial organization.

Face-to-face learning: Course with no online technology used. Zero percent of the course is delivered online in traditional learning environments.

Online learning: A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Identity, Teaching identity and online identity

Identity: Identity has been the object of intellectual exploration since at least the beginning of the 20th century. It is a complex concept to discuss, in part because it is shared across a variety of academic disciplines –sociology, anthropology, philosophy, psychology and education. Scholars in each field, and even within a given field, appropriate, define and use this concept at times in different ways, which complicates agreement on a single definition. Identity is the way we make sense of ourselves and the image of ourselves we present to others. It is culturally embedded.

Teaching identity: Success as a teacher is attached to a professional identity that integrates emotional and physical aspects of faculty's life as well as taking on the subjectivities of a "teacher". It means being able to combine what I call the core identity or personal beliefs and sense of self with a professional identity that is in our culture narrowly and rigidly defined. A teaching identity is a type of social identity developed and negotiated over time by teachers as they move through their careers. As it integrates elements of the personal and professional self, it is unique and complex. As new personal and professional experiences arise, teachers engage in reconciliation work in order to integrate these experiences. A final aspect of teaching identity is its temporal and changing nature. Internal and external factors cause teaching identities to constantly evolve and experience phases.

Online identity: Having made the decision to teach online, faculties are faced often alone and unprepared, with the challenge of functioning in an entirely technology-mediated environment, where rules and behaviours are radically different. There is no history or tradition for this strange half-real, half-fantasy learning space. There are no routine governing virtual interaction that students have absorbed as they have made their way through years of schooling. There is no history or tradition for this strange half-real, half-fantasy learning space.

Practical Barriers on online teaching

1.Adequate time: The study found that instructing and learning in the online format appeared to be

time consuming. This was mainly due to the large amount of reading discussion forums is required. On giving detailed information time varies depending on how the online discussions were handled. New lecturer who is not having experience needed extra time and training. Students also perceived interacting online as time consuming. However, for the lecturer this interaction occurred at the expense of efficiency because mediated one-to-one interactions, such as e-mail interchanges, were easily initiated by students and were very time-consuming.

2.Technical support: As with any real-time event, time zone differences are a concern especially with existing classrooms. The wider the student demographics, the more complicated the problem becomes. Additionally, technical problems are always facing trouble in the case of video conferencing and virtual meetings. Issues such as sound and video quality can be affected by network traffic, improper set up, and other technical parameters. Infrastructure differences among students can also come into play, both in terms of local hardware and connection speeds. Further, not everything can be easily updated. Audio and video plug-ins can be major time consumers as well as a strain on the budget.

3.Crisis Management: The successful resolution of an emotional crisis in cyberspace is challenging. Limited feedback and the lack of identifying information complicates the assessment and referral process.

4. Differing Stages of Group Development: Groups are open continuously to new membership. Addition to new members joining an established group, other online members may log on or log off at any time during a session. Such fluctuations in membership make it difficult for online groups to engage in the typical group phases of warm-up, action, and closure or to maintain the working stage of group development for extended periods. This drawback reduces the efficacy of online support groups as a sole support source for some members.

5.Student Readiness: Presence and expansion of online distance education are one of the characteristics of the information society by which we can estimate the level of its development. Student readiness poses great impact upon the success of an online course or program. Students must have the necessary technology available to them before they can benefit from this type of program. In this way, some costs are transferred from the institution to the learner, as the learner must now provide for his or her own learning tools. In addition, as with other forms of distance and distributed education, students must be self-

directed learners. Students participation and completion of online courses is entirely up to them. Online students have the additional burden of dealing with technical delays and difficulties that may occur.

6. Members with Limited Language Skills: Members with an expressive or receptive learning disability or with language limitations (such as English as a second language) may be frustrated by the rapid pace and multiple dialogues, and consequently, may be frustrated by text-based communication. Furthermore, members may be challenged in communicating feelings and thoughts clearly to others based on cultural perceptions. Orienting the non-traditional student, becoming aware of cultural reluctance about seeking assistance, providing personal feedback, handling issues related to language conventions, implanting important cues, clues and reminders in course materials, and offering other essential supportive methods of instructions are recommended for online programs.

7. Team Effort: Developing effective online learning requires a concerted team effort should the instructor lack the online course development skills. Traditional teaching relies on the instructor to develop their material. When faculty prepare for online lessons, life becomes far more complicated, at least initially. It requires the instructor to be totally up to date on web design, and so forth, software to make an effective web-based course. The major limitation to developing online courses is the experience and knowledge of the faculty.

8. Costs: The cost of upgrading systems and programs may be viewed as heavy by faculties interested in distance education. Cost factors are divided into capital and recurrent costs, production and delivery costs, and fixed and variable costs. In the field of synchronous learning, though there may be an advantage for capability of interactive instruction, the initial cost and running cost, being high, are the main problems. On the other hand, in the asynchronous learning though there may be an advantage of spatial and temporal flexibility for the learners, cost for producing the contents is the main disadvantage. Programs may be delayed if costs are viewed as prohibitive.

9. Ability to Access Course Materials: To reach all students, tenured faculty will need to design the course by taking into account the availability of software and hardware to students. If students live in smaller centres or remote parts of the countries, they may not have access to or be able to afford new computer equipment. There is a significant impetus to put computers in elementary and college classrooms, but not all classrooms have them and

many do not have a sufficient number of machines for the number of students served, many learners on all levels may have insufficient knowledge of technology in the learning environment and is severely restricted. The computers are present in most learning environments, but in many cases the number of machines is simply insufficient. Many students may not have computers at home and do not have access to them in their community. This lack of access sets the stage for learners, child and adult, who do not have access to computer and electronic technology outside of the classroom would be a challenge compared to those who contact advanced technology in a number of different settings.

10. Difficulty Staying in Contact with teacher: If learners ever have trouble with assignments, or questions about a lecture while in a traditional class it's generally quite simple to talk to the instructor before or after class or schedule meetings online at a different time. When students are learning online however, they are going to have more difficulty getting in touch with their instructor. Though they can send an email, it's definitely not going to get them the immediate response they would get if they were able to sit down with their teacher.

11. No Social Interaction: Learners will often be studying alone and so they may feel isolated and miss the social physical interaction that comes with attending a traditional classroom. Moreover, they don't have the chance to practice the lessons verbally. The lack of physical interaction in the education process may cause many problems, such as a great degree of flaming and isolation. Though students can interact through chat rooms, emails and video conferencing, the experience cannot be compared to an offline teaching.

12. High Chances of Distraction: With no faculty around for face-to-face interaction and no classmates who can help with constant reminders about pending assignments, the chances of getting distracted and losing track of deadlines are high. Online teaching is not a good idea if you tend to delay and can't able to complete in given time. Moreover, if you have any doubt then you have to clear yourself without taking help from your faculty or friends since you cannot talk to friends and other colleagues that you do in a normal college class. It requires student to be self-motivated and focused to be able to complete a course successfully.

II. CONCLUSION

In order to teach online effectively and in a professionally fulfilling students, faculties need to make several adjustments to the way in which they



conceive of the teaching and learning transaction. Online education can appear to be an impersonal exercise, which leads students to feel exceptional from instructional staff and classmates. Online interactions lack the nonverbal cues that are a component of face-to-face contact, and this may reduce the extent of the communication that occurs. Online learning systems may make it difficult to control participation of the students. The faculty must have a way of checking that each student is actively participating. The faculty should be willing to accept the fact that online learners are subject to

many opportunities for distraction. These may come in the nature of work, family, or social commitment. Before posting marks and performance results to a forum that is accessible, it is advisable to seek permission of all students. Some people are sensitive to such practices and may view it as invasion of their privacy. Much online conversation occurring at a same time, with substantial delays in receiving a reply. This may have both advantages and disadvantages for the participation of students.



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