

Impact of Online Teaching on Higher Education Institutions in the Context of Covid- 19

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Abstract

Education Sector has begun to mitigate against the risks posed by Covid -19, indicating a complete shut-down of physical face to face teaching. It is responding to quarantine with a shift to Online Teaching on an unprecedented scale. Covid-19 has forced academic institutions around the world to shift towards the digital platform for teaching. The present study was conducted to understand the opportunities and challenges of online teaching and also to study the impact of online teaching on higher education institutions in the context of the outbreak of Covid -19.

Keywords: Online Teaching, Higher Education, Covid-19, opportunities,challenges.
JEL Classification:I23, I29

Introduction

Covid -19 outbreak has a drastic change on the Education system creating uncertainty regarding the implications for higher education. As necessity is the mother of invention Covid 19 pandemic encourage the whole system to embrace online learning and virtual. The drastic shift from physical classroom to online teaching was a biggest question mark for higher education institutions. Wondering whether this crisis situation will continue or what would be the impact of this on higher educationssystem. However, the teaching fraternity is still trying to maintain the same kind of classroom environment. Online teaching method has made many more interesting and techno friendly in making the students to engage themselves teaching learning process.

Online teaching has become a challenging task for faculty. The higher education system in these turbulent times is trying to provide students to continue their studies online. Both students and teachers are under the pressure of not losing the academic time and are trying to re-design the teaching-learning techniques by changing it to an online mode, which is the only possible alternative at the moment (The Hindu, April 14, 2020).

The outbreak of Covid - 19 has been working as a catalyst for the higher educational institutions to grow and opt for digital platforms which they haven't used before. The shift from physical teaching to digital platforms has become a challenging task to the teachers.

Literature Review

This section focuses on different studies conducted on online teaching during pandemic.

According to Fein & Logan, (2003) Osika, Johnson, & Buteau, 2009, many face-to-face instructors are not interested in teaching online. One of the major issues is that these instructors have been teaching face-to-face for years and do not feel comfortable switching to the online format. Fein and Logan (2003) explained about the challenges faced by the faculty with online education. According to Hislop & Ellis (2004) and Lacritz (2004) teaching online becomes a significant workplace stressor leading to burnout symptoms. Anderson, Indieke, and Standerford, (2011) has studied about the disconnect between the way teachers were taught to teach and how the course content must be delivered in an effective online classroom.

(Bates & Sangra, 2011; Guri-Rosenblit, 2010; Guri-Rosenblit & Gros, 2011). found that the challenging demands of online teaching is associated with the responsibility of education in any given course into discrete tasks undertaken by an array of academic, technical, and administrative staff. Vieira and Vieira (2014), has viewed higher education as essential for individual and social development. According to Gossenheimer, Bem, Carneiro, and de Castro (2017) online teaching increases accessibility to education. Barnard-Ashton, Rothberg & McInerney, (2017) has examined that the Online teaching can be overwhelming for students with limited computer literacy skills and challenges with internet connectivity. Furnes, Kvaal & Høye, 2018, has attempted to study that, online teaching provides a teaching medium that can deal with the needs of society and students to improve the standard of education regardless of the challenges and demands.

Objectives of the study

1. To understand the Impact of Covid – 19 on Higher Education institutions
2. To find out the opportunities and challenges faced by higher education institutions faculty in Covid – 19 with reference to online teaching.
3. To analyse the Impact of Online Teaching in higher education institutions in the context of Covid - 19.

Research Methodology

The purpose of the present study is to analyse the impact of online teaching in higher educational institutions confronted during the transition to online mode due to the outbreak of COVID-19 pandemic.

Sample Design

An online survey has been conducted through questionnaires from different higher education institutions consisting of faculty members. The questionnaire is forwarded to different business management faculty, Law faculty, Commerce faculty fraternity located at Hyderabad. Simple random sampling is used for sample design. 120 questionnaires were served, 118 were received back and were finalized for the analysis.

The questionnaire has been divided into section A & section B. Section A pertains to respondent profile includes demographic data such as age, gender etc. Section B consists of 14 statements about various variables covering opportunities and challenges on higher education. Likert scale has been used for rating questionnaires.

Analysis and Discussion

The first research objective serves as the starting point from essential right for students and it is the duty of the education system of the country to treat the existing literature on impact of C.ovid- 19 on higher education institutions. Education is an es as a priority and respond to the emergency situation. The sea change to adapt online learning has increased stress among faculty members' -learning methods were developed to have effective teaching methodology. The curriculum, content has been remodified to overcome challenge of online teaching

The second objective is to find out the opportunities and challenges faced by higher education faculty fraternity through online teaching.

Opportunities in Online Education

The transition for physical teaching to online teaching has created many opportunities to higher education institutions during outbreak of covid 19 .

1. Online teaching helps the teachers to get acquainted with the new software platforms and helps them to improve their digital skills
2. Online teaching creates a fearless communication environment between teachers and students which enhances the collaboration between them.
3. The opportunities of online teaching are regarded as Flexible, interactivity, more collaboration.
4. Online teaching is a learning environment which is considered opportunity for using the digital platform.

Challenges in Online education

Shifting from the traditional physical mode of teaching to online teaching is not so easy for teaching fraternity. There were many challenges faced by teachers to adapt to new mode of teaching which are listed below.

1. Individual student care is not possible through online teaching
2. Long hours of online teaching leads to physical and mental exhaustion
3. Most of the time there is an issue with internet connectivity
4. Creativity and innovation among the students is lacking in online teaching
5. Increase in Student absenteeism for online classes
6. Increasing Cost of data for online classes
7. Social interaction is missing among students.

Therefore, the opportunities and challenges for online teaching during this crisis period have impacted both positively and negatively on higher education institutions. But teaching fraternity with their skills and hard work used challenges as opportunities.

To achieve the third objective a structured questionnaire was developed and administered to higher education institution facultyfraternity. Using the data obtained, the Multiple Regression model is used to analyse the data .

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.985 ^a	.971	.967	.084

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.124	14	1.723	242.318	.000 ^b
	Residual	.732	103	.007		
	Total	24.856	117			

a. Dependent Variable: Online teaching

b. Predictors: (Constant), P14, P10, P9, P4, P2, P7, P8, P3, P11, P6, P5, P13, P12, P1

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Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.212	.214		.990	.324
	P1	-.012	.051	-.013	-.231	.818
	P2	-.012	.015	-.015	-.828	.410
	P3	-.032	.032	-.019	-.990	.324
	P4	-.023	.020	-.026	-1.143	.256
	P5	.005	.024	.007	.215	.830
	P6	.089	.027	.106	3.285	.001
	P7	.009	.021	.008	.442	.660
	P8	.057	.019	.066	3.036	.003
	P9	.001	.010	.003	.142	.887
	P10	.011	.018	.012	.611	.543
	P11	.022	.025	.027	.877	.383
	P12	-.001	.029	-.001	-.020	.984
	P13	.838	.033	.863	25.412	.000
P14	-.001	.059	-.001	-.010	.992	

a. Dependent Variable: Online teaching

The above table describes the multiple regression analysis of the online teaching impact on higher education during the Covid-19 outbreak 0.971 is the R square value, which displays an optimistic association of the effects of online teaching on higher education during the period Covid-19.

0.967 is the adjusted R-square value as the P-value (0.000) is lower than the value 0.00, and it is significant at the 1% level. Therefore, the multiple regression equation would be $Y = .212 - .012P_1 - .0121P_2 - .032P_3 - .0023P_4 + .005P_5 - .089P_6 + .009P_7 + .057P_8 + .001P_9 + .011P_{10} + .022P_{11} - .001P_{12} + .838P_{13} - .001$

When there is an increase of 1%, active involvement of students towards learning leads to .838% of amplified online teaching, online teaching was increased by .057% by considering the 1% increase in secured feeling. Online teaching was affected by .089% because of a 1% increase in technical glitches out of the considered variables' involvement is the most influencing variable to adopt online teaching. In the present Pandemic situations, online teaching played a crucial role in gaining knowledge from the teaching staff; through this learning, teaching staff feels secure of their health conditions, but at some point in time, Technical issues disturbed the online teaching. Hence it is clear that online teaching is a boon to the students to healthy and secured learning without disturbing their health conditions.

Conclusion

Outbreak of covid 19 has created lot of chaos and tensions for Higher education institutions. A New way of rethinking and redesigning should be considered for teaching. It is also the need of hour for educators to refine, realign, and reconnect. Higher education Institutions has to adapt to the Online teaching a digital platform to survive in these crucial circumstances. Shifting from traditional face to face classroom teaching is not so easy for faculty fraternity but to sustain in this critical situation higher education institutions has to take emergency step of online teaching.

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