



A STUDY ON PERCEPTION OF PRIMARY SCHOOL TEACHERS REGARDING ONLINE CLASSES

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ABSTRACT

The study aims at analysing the perception of teachers about online classes. The work tries to explain the opinions of teachers as regards the impact of online classes, and the behaviour received from students in online classes along with teachers' opinions on teaching practice followed and training received for an online class. The study explains that students are getting enough support from teachers but they are not believing that online classes will replace normal classroom teaching. It also explains the problems that teachers are faced in online classes. Technical issue and some errors are the major problem of the online classes.

I. INTRODUCTION

Online learning is a new teaching method to teach on online method. It has been a major impact on post-secondary education and now it is trending. To examine the experience of online learning for students and how it has been changed for teachers also. The difficulty of handling the outbreak from covid more and developed strict rules so that the spread of COVID-19 can be broken. Some rules that the World Health Organization WHO (2019) has recommended, such as social distancing and wearing mask have created difficult choices for each country. In all over the world, "social restrictions" were adopted in March 2020 due to the increasing number of people infected with COVID-19.

II. REVIEW OF LITERATURE

Anke de Boer (2010), The aim of study is to examine what attitudes teachers are holding towards inclusive education, which type of variables are related to their attitudes and if these affect the social participation with special needs in regular schools.

Aslan, A., & Zhu, C. (2015), The objective is to identify teachers' perceptions and problems of ICT in teacher education and its association with their teaching practices.

III. RESEARCH METHODOLOGY

This research study is based on DESCRIPTIVE research design to obtain the opinion of the respondents. The primary source of data required for the study is collected through primary and secondary sources of data. The data that collected by the researcher's data directly from the general public on the personal question in questionnaire by using surveys and interviews. The secondary source of data is for censuses, information collected by government departments records, organizational records and data originally collected for other research purposes. In order to analyze descriptive data analysis and statistical tools used such as percentage method, chisquare and ANOVA.

IV. OBJECTIVE

- To examine the opinions of teachers on the impact and comfortability of online classes.
- To determine the differences in online coaching and learning environment among the students.

V. DATA ANALYSIS AND INTERPRETATION

1.ANOVA Hypothesis:

Null Hypothesis (H_0): There is no significant difference between age of respondents and their opinion on teaching remotely feel psychological stressful during pandemic.

Alternative Hypothesis (H_1): There is significant difference between age of respondents and their opinion on teaching remotely feel psychological stressful during pandemic.

ANOVA

AGE

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.610	4	2.153	2.061	.090
Within Groups	135.760	130	1.044		
Total	144.370	134			

INTERPRETATION

From the result it is interpreted that significant (2-tailed) value is .090 which is greater than 0.05. So H_0 is accepted and H_1 is rejected. There is no positive difference between age of respondents and their opinion on teaching remotely feel psychological stressful during pandemic.

2.CHI-SQUARE Hypothesis:

Null Hypothesis (H_0): There is no significant difference between experience and their problems faced while teaching online classes compared to normal classes.

Alternative Hypothesis (H_1): There is significant difference between experience and their problems faced while teaching online classes compared to normal classes.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.457 ^a	9	.005
Likelihood Ratio	25.289	9	.003
Linear-by-Linear Association	6.859	1	.009
N of Valid Cases	135		

a. 1 cells (6.3%) have expected count less than 5. The minimum expected count is 4.98.

INTERPRETATION

From the result it is interpreted that significant (2-tailed) value is 0.005 which is lesser than 0.05. So H₀ is rejected and H₁ is accepted. There is positive difference between experience and their problems faced while teaching online classes compared to normal classes.

VI. FINDINGS

- There is no positive difference between age of respondents and their opinion on teaching remotely feel psychological stressful during pandemic.
- There is positive difference between experience and their problems faced while teaching online classes compared to normal classes.

VII. CONCLUSION

The study reveals that there is no positive difference between age of respondents and their opinion on teaching remotely feel psychological stressful during pandemic while it comes to age, but there is positive difference between experience and their problems faced while teaching online classes compared to normal classes since problems faced through experience.

VIII. REFERENCE

- Anke de Boer, Regular primary school teachers' and their attitudes towards inclusive education, **International journal of inclusive education**, volume 15,2011-issue 3, page no:331-353, published on online:2010.
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