

Students' Perception Towards Efficacy of Online Classes in Tirupur District

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Abstract

In the post-Covid 19 period, it is decided by the policy makers, school and college administrators, teachers, parents and students did not want to stop the learning since the institutions are shut down due to Covid 19. In order to continue the education, the educational institutions have transformed the traditional classroom teaching into online classes. Consequently, the students are able to learn the subjects simply by sitting at their homes. However, the efficiency of online classes has been debated by various stakeholders at different platforms. Under these circumstances, the present study has made a humble investigation of determinants of efficacy of online classes. Accordingly, the teachers' role, students' cooperation and contribution of pedagogy and tools have been considered as predictors and a model has been developed to identify the predictors of efficacy of online classes. The results showed that the teachers' role is prime and prominent in determining the efficacy of online classes. The students also have to realize their responsibility in extending their fullest cooperation to make the online classes effective as predicted by the model developed in this study. Apart from these living beings, pedagogy and tools also play a vital role in improving the efficiency of online classes. The researcher has offered recommendations to enhance the efficacy of online classes.

Keywords: Online classes, efficacy, teachers' role, students' cooperation, pedagogy and tools

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I. INTRODUCTION

Covid 19 has made an impact on educational sector. It has compelled the Government to impose lockdown and shutdown the schools and colleges indefinitely. In order to protect the students and teachers from the pandemic and to maintain social distance, it has become inevitable to close the educational institutions. From the health point of view, closure of institutions could be justified. But from the education point of view, the students would be affected if it is decided to shut the institutions for the sake of Covid 19. Under these circumstances an alternative solution was emerged to continue education. As a result, offline classes were switched off while online classes were switched on. However, online mode of teaching and learning is not quite familiar among the teachers and students. Only a few of them were aware of online mode even before Covid 19. However, most of them have faced difficulties initially and started following a little later. Digital divide has affected the rural students since they had less digital infrastructure and literacy. It was the major issue of conducting online classes. Affordability of buying smart phones and / computes has hit the poor students. Therefore, the participation of these students was considered as a challenge. The preparedness of teachers for digital classes was also questionable. In spite of all these issues, online classes were started. Teachers and students have started following online classes gradually.

II. LITERATURE REVIEW

Maiya, U. & Shivaprasad, K. (2014) could observe that the online examination was rated to be good. The students have

reported that they were able to get good network connectivity during the online examinations. The students have shared that they felt better comfortable while answering the questions in online examinations. The infrastructural facilities and the administration have been stated to be good by the students. The rate of acceptance of online examinations was found higher among learners above the age of 35. Both male and female learners accept the online examinations more or less equally.

Tuladhar, S.L. et al (2019) made it clear that the online classes were not distracting when the size of participants is less than 50. However, when the size is increased beyond 50, it is felt that distraction is also increased. The online classes were reported to be non effective irrespective of group size. The interaction during the classes was higher among the smaller groups than the larger groups. Online classes were little more effective for B.D.S. students than the M.B.B.S. students.

Kaur, N. et al. (2020) found that the majority of the medical students have not attended online classes prior to the pandemic situation. They were anxious about the online classes when it was introduced. The convenience of classes was stated to be somewhat less effective while skills and knowledge building was reported to be equally effective. Recorded videos were equally effective in providing better understanding to the students. Interaction level was argued to be somewhat less effective. Very poor responses were recorded by the medical students to accept that the balance between practical and theoretical experience was much more effective.

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Azhari, T. & Kurniawati (2020) disclosed that the students were not satisfied with online classes than the face-to-face classes. The students could not get clarity of lectures delivered to them unlike the regular classes. Internet connection and network speed have affected the learning experience of the students. Since the students and teachers are new to the online classes, the students are not quite satisfied with the motivation given by the teachers. They have concluded that the online classes were less effective and there was a lack of confidence and motivation among the students.

III. STATEMENT OF THE PROBLEM

The new platform of education, i.e. online mode of classes took a long time to reach all the teachers and students. Smart phones, internet connectivity, network speed, data limit were the technical determinants of successful online education. Teachers and students were the participatory components of effective online education. Under these circumstances, it is deemed relevant to assess the efficacy of online classes which has not been focused on by the previous studies.

IV. OBJECTIVES OF THE STUDY

The following objectives have been framed for the current study:

1. To examine perception of students towards the role of teachers in conducting the online classes effectively
2. To analyze the students' perception about their cooperation towards the successful online classes
3. To study the perception of students on the contribution of pedagogy and tools towards effective online classes and
4. To assess the impact of teachers' role, students' cooperation and contribution of pedagogy and tools on the efficacy of online classes

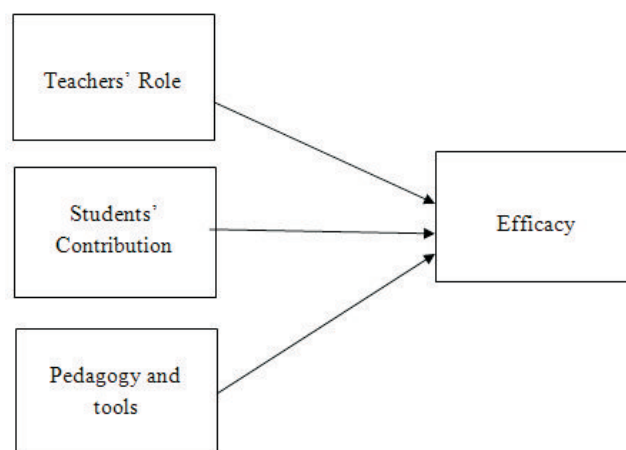
V. NEED FOR THE STUDY

This study has been initiated in order to understand the effectiveness of online classes. In this regard, the role of teachers, cooperation of students and contribution of pedagogy and tools towards making the online classes effective would be useful for the policy makers, educational institutions and students. This study would contribute more in providing quality online education to the students.

VI. METHODOLOGY

The present study is based on the primary data obtained from the under graduate students in the rural areas of Tirupur District. The data required for this study have been collected by administering a structured questionnaire among the selected respondents in this district. For the purpose of the present study, the data have been collected from 150 UG students belonging to the rural areas of the Tirupur District. The sample respondents were selected using purposive sampling method. Statistical tools like Percentage analysis, t test, ANOVA and Multiple Regression analysis have been used to analyse the data.

VII. FRAMEWORK OF ANALYSIS



VIII. RESULTS AND DISCUSSION

The analysis made in this study has been divided into three parts. The part of the analysis consists of demographic variables; the second part deals with the perception of the students on the teachers' role, students' cooperation and pedagogy and tools. The third part of the analysis comprises the study of impact of predictors on the efficiency of online classes.

Table 1: Demographic Variables

Variables	Groups	Frequency	Percent
Gender	Male	63	42
	Female	87	58
	Total	150	100
Age	16 to 18 years	53	35.3
	18 to 20 years	57	38
	20 to 22 years	28	18.7
	Above 22 years	12	8
	Total	150	100
Class	UG 1st year	35	23.3
	UG 2nd year	66	44
	UG 3rd year	49	32.7
	Total	150	100
Type of Institution	Government	55	36.7
	Government Aided	19	12.7
	Private	76	50.6
	Total	150	100

Source: Computed from the Primary data

Table 1 proclaims that 42 per cent of the sample respondents were male students while 58 per cent of them were female students. Their age ranged between 16 and 18 for 35.3 per cent of them while the proportion of students pertaining to

the age group of 18 to 20 years was found to be 38 per cent. There were 18.7 per cent of the respondents in the age group of 20 to 22 years whereas 8 per cent of the respondents were pertaining to the age group of above 22 years. It could be understood that 23.3 per cent of the sample respondents were studying in the 1st of UG degree course while 44 per cent of them were doing their 2nd of the degree course. The students studying in the 3rd of UG course represented 32.7 per cent of the total respondents. It is noted that 36.7 were studying in Government colleges; 12.7 per cent of them were students of Government aided colleges; and private college students participated in the survey constituted 50.6 per cent of the total respondents.

In order to fulfil the objectives of the study, further analysis has been made to examine the perception of the students towards teachers' role, students' cooperation and pedagogy and tools. The respondents have given responses for these statements in five point scale – strongly agree; agree; neutral; disagree; and strongly disagree.

Teachers' Role

In this regard, the following variables have been included for the study for measuring the perception of students towards teachers' role.

1. Teachers explain the lessons well as in the traditional classes (T1)
2. Contents delivered are motivating the students (T2)
3. The way of delivering the contents is inspiring (T3)
4. Teachers help the students to follow the online classes (T4)
5. Teachers evaluate the performances of students and take measures for improvement of their performances (T5)

Table 2: Perception of Students Towards Teachers' Role

(N=150)

Variables	Mean	Std. Deviation	Std. Error Mean	t value	p value	Result
T1	2.670	1.403	0.115	23.277	0.000	**
T2	3.520	1.436	0.117	30.012	0.000	**
T3	2.940	1.406	0.115	25.614	0.000	**
T4	2.870	1.478	0.121	23.760	0.000	**
T5	2.470	1.450	0.118	20.887	0.000	**

Source: Computed from the Primary data ** Significant @ 1%

It is evident from the Table 2 that there has been significant difference in the perception of the students towards teachers' explanation of lessons as that of traditional classes. The perception of the students towards the 'contents delivered is motivating the students' are significantly different among the respondents. It is well implied from the results that there exists a significant difference in the perception of the UG students about 'the way of delivering the contents is inspiring'. It could be understood that the students had

significant difference in their perception towards 'teachers help the students to follow the online classes'. The students' perception towards 'teachers evaluate the performances of students and take measures for improvement of their performances' is significantly different among them.

Students' Cooperation

The students' perception on their cooperation towards the effectiveness of online classes has been measured with the following statements:

1. Students are attentive (S1)
2. Students interact with teachers more than the regular classes (S2)
3. Students follow the schedules properly (S3)
4. Students submit the assignments as per instructions (S4)
5. Students understand their role and attend the classes sincerely (S5)

Table 3: Perception Of Students Towards Teachers' Role

(N=150)

Variables	Mean	Std. Deviation	Std. Error Mean	t value	p value	Result
S1	2.760	1.304	0.106	25.923	0.000	**
S2	2.650	1.341	0.109	24.232	0.000	**
S3	3.050	1.192	0.097	31.382	0.000	**
S4	2.530	1.408	0.115	22.038	0.000	**
S5	2.690	1.254	0.102	26.242	0.000	**

Source: Computed from the Primary data ** Significant @ 1%

According to the Table 3, there was a significantly different perception among the students about their attentiveness. They have recorded significantly different perception towards 'Students interact with teachers more than the regular classes'. The perception given by the students about 'Students follow the schedules properly' is significantly different. There has been a significant difference in the perception of students towards submission of assignments as per the instructions. The students had different perception with reference to their understanding of their role and attending the classes sincerely.

Contribution of Pedagogy and Tools

Apart from the teachers' role and students' cooperation, yet another factor is considered to be important in determining the efficacy of online classes – contribution of pedagogy and tools. The following statements have been considered for the current study:

1. Schedules for classes are informed well in advance (P1)
2. Classes are conducted according to the schedule (P2)
3. Teaching aids used are attractive (P3)
4. Lesson materials are very useful (P4)
5. Recorded videos help the students to learn repeatedly (P5)

Table 4: Perception of Students Towards Teachers' Role
(N=150)

Variables	Mean	Std. Deviation	Std. Error Mean	t value	p value	Result
P1	3.010	1.240	0.101	29.704	0.000	**
P2	2.530	1.202	0.098	25.809	0.000	**
P3	3.270	1.284	0.105	31.214	0.000	**
P4	3.410	1.285	0.105	32.459	0.000	**
P5	2.890	1.383	0.113	25.560	0.000	**

Source: Computed from the Primary data ** Significant @ 1%

From the Table 4, it is inferred that the students have perceived in a significantly different manner towards 'Schedules for classes are informed well in advance'. When asked about the 'Classes are conducted according to the schedule', the students have expressed different responses. They have opined differently regarding 'Teaching aids used are attractive'. 'Lesson materials are very useful' has been perceived in a significantly different way by the students. The sample respondents were of the different opinion about 'Recorded videos help the students to learn repeatedly'.

IX. EFFICACY OF ONLINE CLASSES

In this study, a model has been developed to measure the efficacy of online classes with the predictors – teachers' role, students' cooperation and contribution of pedagogy and tools. In order to test the model, multiple linear regression method has been used with the effectiveness of online classes as the dependent variable.

Table 5: Variables Entered

Model	Variables Entered	Variables Removed	Method
1	Pedagogy, Students Cooperation, Teachers Role (b)	.	Enter

a Dependent Variable: Effectiveness

b All requested variables entered.

Table 5 reveals that all the requested variables (pedagogy, students' cooperation and teachers' role) have been entered in the model and no variable is removed from the model.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.720 (a)	0.519	0.509	2.22

a Predictors: (Constant), Pedagogy, Students Cooperation, Teachers Role

It is divulged from the Table 6 that the correlation between dependent variable and predictors was positive and high as indicated by the coefficient of correlation of 0.720. The overall of influence made by the predictors on the effectiveness of online classes is determined by the R square value of 0.519. It implies that 51.9 per cent of the

effectiveness of online classes has been influenced by the selected predictors. Hence, the proposed model is considered to be holding good. However, there are certain other variables influencing the efficacy of online classes to the extent of 48.1 per cent.

In order to understand the significance of overall influence of the predictors – pedagogy, students' cooperation and teachers' role on efficiency of online classes, analysis of variance has been performed.

Table 7: Efficiency Of Online Classes - Anova

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	775.88	3	258.627	52.473	0.000 (b)
	Residual	719.593	146	4.929		
	Total	1495.473	149			

a Dependent Variable: Effectiveness

b Predictors: (Constant), Pedagogy, Students Cooperation, Teachers Role

According to the Table 7, the computed value of stating the relationship between predictors and dependent variable is found to be 52.473 with the p value of 0.000. Since the p value is less than 0.01, it is concluded that the effectiveness of online classes has been determined by the predictors – pedagogy, students' cooperation and teachers' role.

Table 7: Coefficients

Model		Unstandardized Coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.403	1.052		1.334	0.184
	Teachers Role	0.325	0.061	0.338	5.346	0.000
	Students Cooperation	0.298	0.044	0.407	6.800	0.000
	Pedagogy	0.242	0.063	0.244	3.826	0.000

a Dependent Variable: Effectiveness

It is depicted from the Table 7 that the efficiency of online classes has been determined by 32.5 per cent of the teachers' role; 29.8 per cent of the students' cooperation; and 24.2 per cent of the pedagogy and tools. These predictors have significant influence on the efficiency of online classes. From the model developed in this study, it could be understood that the teachers' role is more important than any other variables in determining the efficacy of online classes followed by students' cooperation and the contribution of pedagogy and tools.

X. RECOMMENDATIONS

The present study has made an attempt to identify empirically the factors influencing the efficacy of online classes. In this regard, the researcher has developed a model with the teachers' role, students' cooperation and contribution of pedagogy and tools as predictors and efficiency of online classes as the dependent variable. The results have given interesting facts. On the basis of the findings observed, the following suggestions have been offered for enhancing the efficacy of online classes:

It is recommended that the teachers should redesign the evaluation of performances of the students such that the students will be satisfied with the marks awarded for their performances. Teachers should explain the lessons in a lucid manner with more living examples in order to enhance the learning experiences of the students.

It is suggested that the students should submit the assignments given to them strictly according to the instructions given. They have to prepare as directed and submit within the specified time. They have to interact with the teachers as in the traditional classes.

The efficacy of online classes could be improved if the classes are conducted strictly according to the schedules given to the teachers and students. The recorded videos would be immensely helpful for the students for repeated watching. The students having network problem could easily watch the video later. It would be beneficial for the students, particularly those who are hailing from rural areas and remote areas.

XI. CONCLUSION

Online classes have been widely accepted as an alternative to the traditional classes during the pandemic period. The teachers and the students were not aware of the methods and materials of online classes at the beginning. As the lockdown was prolonged due to the control of Covid 19, it has become necessary to adopt the online mode of teaching and learning. The results of the study showed that the teachers play a crucial role in making the online classes effective. The contents delivered to the students have been found to be motivating and the way of delivery by the teachers was also inspiring. Students follow the schedule of classes properly like the regular classes. It is observed that useful materials are provided and attractive teaching aids are used. The students feel that the online classes are effective except the experience of being together in the regular classes.

XII. REFERENCES

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