

From Blackboard to Broadband: The New Normal of Education

Mitesh Kadakia*

Abstract

Education is an integral part of modern civilization, infact it is the formal education which differentiates between the modern and primitive civilisation. For many decades the education has been restricted to classroom teaching where there is “one to many” communication by the teacher to the students. In past few years there was a rise in E-Education (online teaching), however it was very limited and mainly restricted to major cities and for professional courses. Now the new pandemic– COVID-19 has changed almost everything, education being no exception. As said by many it is a “Never Before, Never After Situation” faced by the world. As most of the educational institutions have decided to shift from the Blackboard (Classroom) teaching to the Broadband (Online) teaching we need to understand and analyze the impact of such paradigm shift in the education and its policies and practices. This paper attempts to identify the pros and cons of this change which for many is the New Normal. The paper is based on the primary data and tries to understand student’s perception towards E-Education in comparison to physical classroom teaching.

Keywords: Classroom Teaching, Online Teaching, E-education, Education, New Normal.

INTRODUCTION

A sound and dynamic education system is the basic ingredient in the recipe of a developing economy, for the development of any nation a good education system very essential. As we all understand that any nation would not be able to prosper until its citizens are well-educated and trained for better production and productivity. Education is the process of facilitating learning, or the acquisition of knowledge, habits, values, skills& beliefs. Educational methods include teaching, training, storytelling, discussion, etc. We all have been observing that gradually many changes have been brought in the education process; teaching-learning methods. We have witnessed the transition that has been happening in the educational methods in not totally changing the methods but by adding modern methods of teaching learning such as Online Classes-Live Classes, Video Lectures, etc to the traditional method of Classroom Teaching. Technology has played a major role too in bringing innovations in the teaching learning methods [1]. Many educational institutions around the world have shifted from traditional classroom teaching to the online teaching with one intention and that is to save a year of student’s educational life. This is due to the reason that as most of the governments had

introduced many restrictions to contain the spread of the virus it would not be possible to call the students to school/college, however technology helped in taking the schools/colleges to their homes and teach them [2].

This study is aimed at understanding the modern methods of Teaching–Learning Methodology with student as the centre of study. We would analyse the possibility of implementing the full-fledged online classes and look at it advantages and the other side of the coin.

*Author for Correspondence

Mitesh Kadakia
E-mail: mkadakia7@gmail.com

Associate Professor, Department of Commerce, Badruka
College of Commerce & Arts, Hyderabad, Telangana, India

Received Date: July 05, 2022

Accepted Date: July 11, 2022

Published Date: July 25, 2022

Citation: Mitesh Kadakia. From Blackboard to Broadband: The New Normal of Education. NOLEGEIN Journal of Management Information Systems. 2022; 5(1): 13–19p.

NEED OF THE STUDY AND RESEARCH PROBLEM

There have been various studies conducted by researchers on the efficiency of online teaching over other methods of teaching. However, it needs to be understood from the student's perspective and that too mainly in this new era of COVID-19 and Post-COVID-19 we would need to reassess the value and importance of new teaching learning methodologies.

The main purpose of the study is to understand the need and the feasibility of Online teaching and its impact on the learning of the students.

HYPOTHESIS

The study is done on the following hypothesis:

H₁: Preference of the Offline or Online teaching is not based on the level of education (Inter/UG/PG)

H₂: Preference of the Offline or Online teaching is not based on the gender of the respondent.

OBJECTIVES OF THE STUDY

1. Analyse to impact of Online teaching on students
2. Interpret the acceptance of online teaching by the student's community
3. Compare the effectiveness of online teaching and classroom teaching
4. Identify the most suitable teaching learning methodology for the best results.

RESEARCH METHODOLOGY

The study is based on the primary data collected from various respondents and some basic SPSS tools like Chi-Square along with graphs have been used to analyse the data interpret the same.

SCOPE AND LIMITATION

The scope of the research is within the geographical limits of the twin cities of Hyderabad & Secunderabad. Due to time and logistic limitations, the study is restricted to 100 respondents of various streams, age groups, gender, etc. within the said cities. The survey was done during the 10 days period from 21st June 2022 to 30th June 2022.

LITERATURE REVIEW

1. Parvat Kumar Jena (2020) in his paper titled Impact of Pandemic COVID-19 on Education in India tried to analyse the positive and negative effects of Online teaching and the support given by the Government of India to the educational sector [2].
2. Dr Md. Akhter Ali & M. Kamraju (2020) in their paper demarcate the constrains of Online education system in India and the paper was based mainly on the secondary data collected by various online resources. The main aim of the paper was to understand the preparedness of the Indian households (Rural & Urban) for online education [3, 4].
3. Volery, T. and Lord, D. (2000), "Critical success factors in online education", International Journal of Educational Management, Vol. 14 No. 5, pp. 216–223. Have stated the study based on the students in Australia who have enrolled for online course and have focused on the needs of online education stating that in spite of all technological advances teacher is going to be the central factor in education. However the role of the teacher would change to that of a Catalyst and navigator [5].
4. Yu-Chun Kuo, Andrew E. Walker, Brian R. Belland and Kerstin E.E. Schroder, International Review of Research in Open and Distributed Learning, Volume 12, Number 1, March 2013, pp. 1-271 in their paper have done intense research on the factors that contribute to the student satisfaction in online learning. It was observed that the level of satisfaction of students depended on a lot of factors mainly based on the interaction with the teacher and other students, time spent online, etc. however it did not consider the availability of proper infrastructure (Hardware & Software) [6].

5. Jorge Larreamendy and Gaea Leinhardt (2006) in their paper tried to understand the relationship of Distance education and Online mode of education with multiple views on the prospect of Online Education. They view the online education in terms of the presentational view, the performance-tutoring view, and the epistemic-engagement view [1].

DATA ANALYSIS AND INTERPRETATION

1. Of the total respondents, 59 are males and 41 are females
2. The respondents belonged to various age groups as follows –
 <15 years = 08, 15–18 years = 64, 18–20 years = 16 & > 21 years = 12.
3. The respondents are from various levels of education as follows–
 Intermediate Students = 18, UG Students = 65, PG Students = 17
4. Based on the course (Stream of Education) the respondents are–
 Commerce = 71, Science = 29

Note: Of the 71 commerce students as respondents, 13 are also pursuing professional courses like–C.A., C.M.A. & C.S.

5. The following graph (Figure 1) reflects the respondent's preferences with regards to teaching methodology as the most suitable method to teach –

It can be observed from the Figure that the most preferred teaching method as per the respondent's is Discussion and Interaction method and the least preferred method is the peer learning [3].

The important thing to notice here is that the Discussion and Interaction method may be used in both the online and offline teaching [7–13]. One more important observation is that classroom teaching which is most common method followed is not a very preferred method as only 50% students feel it as their preferred method.

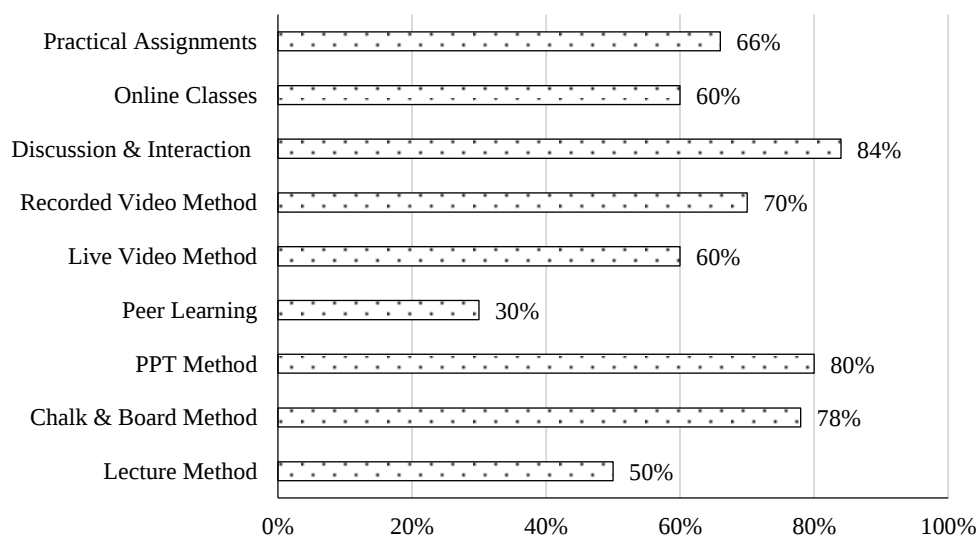


Figure 1. Teaching method preferences of students.

6. Based on the responses given by the respondents on “Which method would they like to be used by the educational institutions (Online or Classroom) for better learning experience” the following Figure is prepared:

Course Based Response:

The following Figure 2 clearly reveals that most of the Intermediate and PG students prefer online education, wherein when it comes to UG students most of them are more inclined towards classroom teaching. The data represents the information in percentage of students. There may be various reasons for the above stated results.

The Chi-Square test of independence was performed to examine the relation between the level of education and preference of mode of teaching. The relation between these variables was significant, $X^2(1, N = 100) = 9.1832$, $P = .010137$ as the value of $P < .05$ UG students are more likely to prefer classroom teaching.

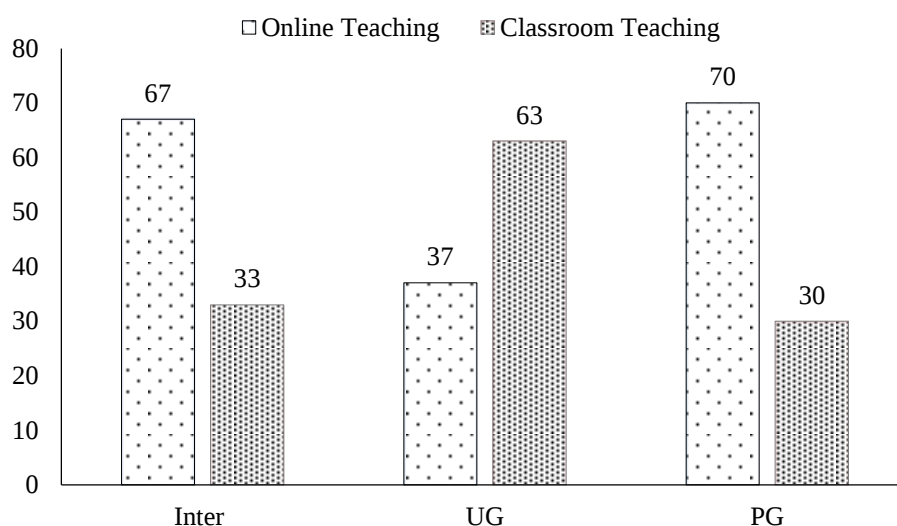


Figure 2. Preference of intermediate, UG and PG Level students.

The Hypothesis (H_1) doesn't stand true as UG students are more likely to prefer classroom teaching over the other two groups of students. Therefore, H_1 is Null Hypothesis.

7. The gender-based response on the preference of online or classroom (offline) teaching by the respondents can be seen from the following Figure:

The Figure 3 clearly shows that a greater number of male respondents are interested in offline teaching as compared to their female counterparts. Almost 70% of female students are in favour of online classes as compared to that only 36% of male students preferred online classes. The reasons may be understood at different aspects, however one thing that is clear from this part is that most of the males would prefer to have regular classes over online classes.

The Hypothesis (H_2) doesn't stand true as Male students are more likely to prefer classroom teaching over female students. Therefore, H_2 is Null Hypothesis.

8. Respondents were asked to identify various reasons as to why would they prefer online class over regular classroom teaching and the results of this are reflected in the following Figure 4:

The most common reason selected by the respondents is that they can have the convenience of home and it is closely followed by the most important factor i.e. time saving [6]. Surprisingly

least number of respondents feel that online teaching is more interactive. (Respondents were allowed to select more than one option).

9. Respondents were asked to state few reasons as to why would they not prefer online class over regular classroom teaching and the results of this are deciphered in the following Figure 5:

Most of the respondents feel that the opportunity to meet the friends is the main reason for preferring regular classroom teaching over online teaching. It is also observed that many students feel that they get the feeling of personal contact in offline class as compared to online class. (Respondents were allowed to select more than one option).

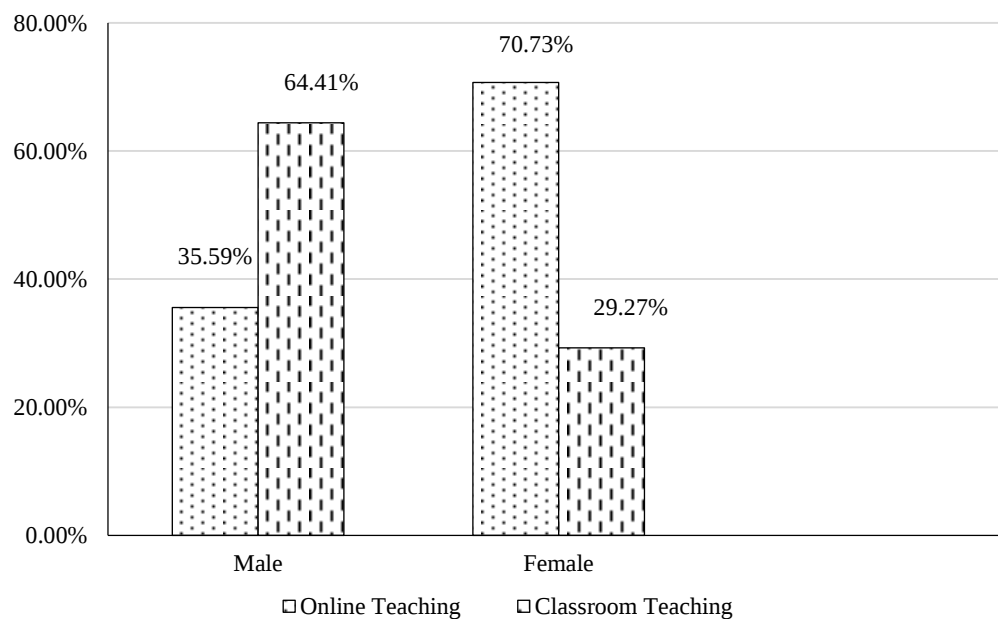
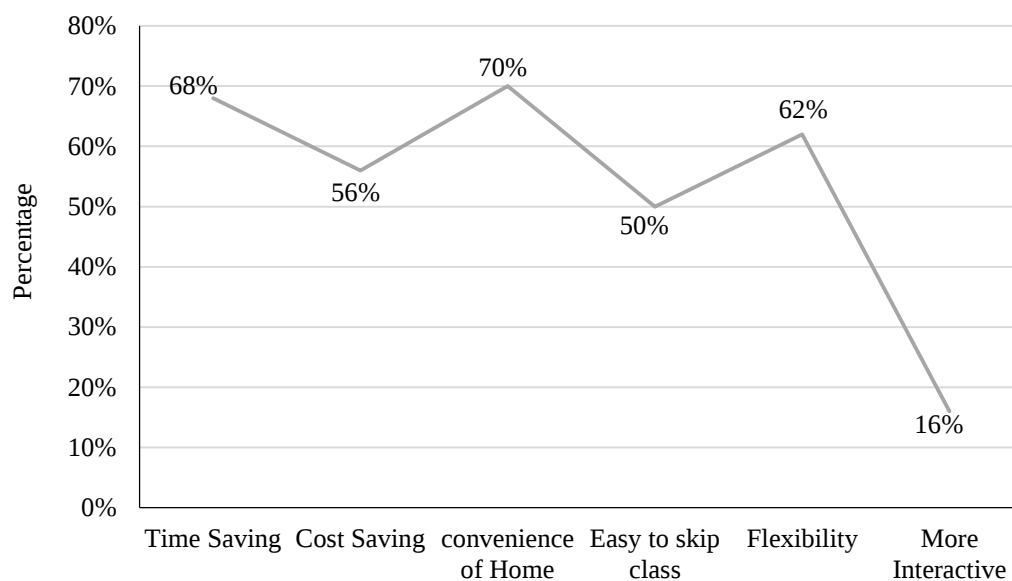


Figure 3. Gender-based response on the preference of online or classroom.



Reasons Figure 4

Figure 4. Reasons for students preferring online class over offline.

SUGGESTIONS AND CONCLUSIONS

By analysing the data collected from the respondents in form of a structured questioner it can be observed that even though it's been 6 months since the institutions are conducting online classes still students feel that they would prefer to have offline classes as they are habituated to teaching in classroom. Even though most of the respondent students have cited various reason for their preference of offline classes over online classes and one prominent reason is the opportunity to meet their friends shows that learning mainly in the UG level is not only restricted to education but also to other attributes as students want to have fun along with studies.

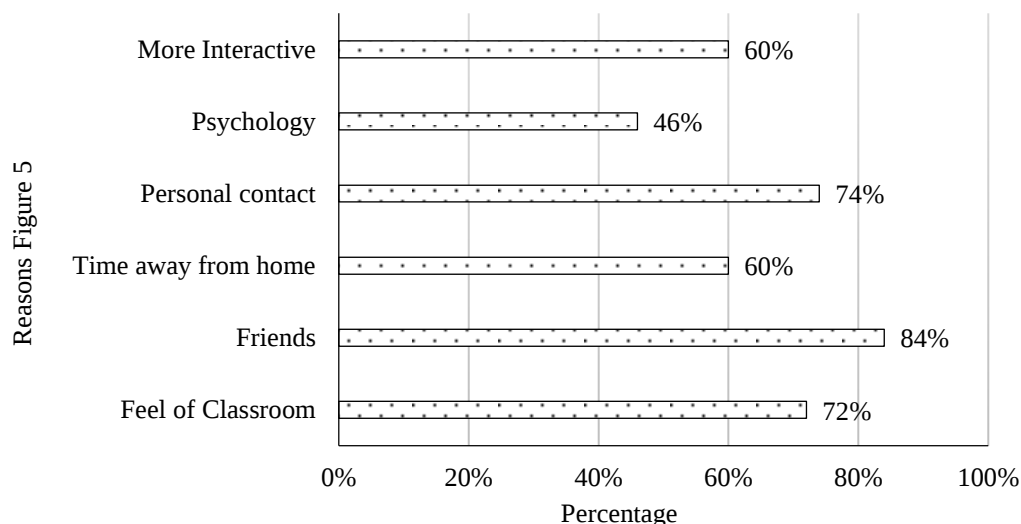


Figure 5. Reasons for offline class over online.

One thing I observed during the period of preparing this paper is that most of the teachers are not properly trained to take online classes and lack the knowledge and the willingness to handle online tools to the best of their ability. If the teachers are trained well in online teaching it would make learning a good experience for the students as a good combination of Audio-Visual methods of teaching can be used to make students understand the topic in a simpler and faster way.

Also, the lack of proper infrastructure including the network connectivity the speed of internet and the available hardware to take the classes and to attend the classes may be a major cause for the gap between the expectations and the reality.

So, it could be concluded that though online teaching has its own benefits but out of the virtue of the habit of the students it would be difficult to shift totally from an offline (Classroom Teaching) to online teaching.

It is suggested that the teaching institutions may plan to use the combination of both these methods in a planned manner to enhance the learning experience of the students. It would be simple to run the online classes for few days a week and then hold a recap session for a day or two every week on the same subject. A teaching plan created in this way could result in a situation where everyone wins, including the students and the educational institutions.

It would give an opportunity to students to come to the school/college and quench their thirst for classroom teaching and also help them save travelling time and cost for few days each week.

As an institution this arrangement would reduce their infrastructure cost by a great extent as only a few classrooms would be enough to take care for the needs of physical teaching. Every batch will

only be coming for a couple days per week, which would by approx. only be 40% of the total strength.

We need to remember, “Tradition is a guiding star, Modernisation is the Future” – MK.

REFERENCES

1. Larreamendy-Joerns J, Leinhardt G. Going the Distance with Online Education. Review of Educational Research. 2006; 76 (4): 567–605.
2. Parvat Kumar Jena (2020), Impact of Pandemic COVID-19 on Education in India, International Journal of Current Research (IJCR), Vol-12, Issue-7, Page 12582–12586
3. Dr Mohd Akhter Ali & M. Kamraju (2020) Constrains of Online Education in India, International Journal of Engineering Applied Sciences and Technology, 2020 Vol. 5, Issue 1, ISSN No. 2455-2143, Pages 399–402
4. Durgesham, G., and M. Kamraju. "A Study on Educational Status and School Related Abilities in Model High School, Osmania University, Hyderabad."
5. Volery T, Lord D. Critical success factors in online education. International journal of educational management. 2000 Sep 1.
6. Kuo YC, Walker AE, Belland BR, Schroder KE. A predictive study of student satisfaction in online education programs. International Review of Research in Open and Distributed Learning. 2013; 14 (1): 16–39.
7. Internet and Mobile Association of India report 2019
8. NSO Report 2018
9. Anil K. Dimri, Amit Chaturvedi (2010), Analysis with learner Input of students support services in India, Asian Journal of Distance Education, ISSN 1347-9008, vol.7, no 2 (2010).
10. AvaniTrivadi and Kalpana Gupta (2010), Quality Issues for counselling in open and Distance Learning in India., Asian Journal of Distance Education, ISSN.1347-9008.Vol.8, no.2 (2010).
11. Lalita Rajasingham (2011), New challenges facing universities in the Internet-driven global environment, European Journal of Open, Distance and E-learning, ISSN: 1027-5207, (2011).
12. Michael E. Ward, Gary Peters, Kyna Shelley (2010), Student and faculty perceptions of the quality of online learning experiences, The International review of research in Open and Distributed Learning (ISSN: 1492-3831), Vol 11, No. 3 (2010).
13. Sharon L. Peterson, Louann Bierlein Palmer (2011), Technology confidence, competence and problem-solving strategies: Difference within face-to-face and online formats, Journal of Distance Education, (ISSN: 0830-0445), Vol 25, No 2 (2011)