

Impact Of Online Learning on Well-Being of Prospective Teachers During Covid -19 Pandemic

Indu K Mathew

Research Scholar, Dept. of Education (DDE), Alagappa University, Karaikudi, Tamil Nadu

Dr. Malathi S

Assistant Professor, Dept. of Education (DDE), Alagappa University, Karaikudi, Tamil Nadu

Abstract

Online education existed way back before the pandemic. But, all the institutions relied upon online education when COVID-19 broke out. The main objective of the study is to find out the sociological, psychological, technological and environmental impact of online learning on well being of prospective teachers during the Covid-19 pandemic. The study also aims to find if B.Ed syllabus is apt for online learning and to find out different innovative strategies for online learning. Descriptive survey method was adopted in the study. Convenience sampling was adopted in the study. The sample consisted of 198 prospective teachers of B.Ed colleges of Kannur district. The tool used for this study was questionnaire which had both open ended and close ended questions. The findings of the study revealed that blended learning method is more convenient for prospective teachers because they suggested that theory part can be taught online and practicals be taught offline.

Keywords: Covid-19, Impact, Online Learning, Prospective Teachers, Survey

INTRODUCTION

Due to Covid-19 schools were shut down all over the world from March 2020. So over 1.2 billion children lost their campus life. As a result, our education system has changed dramatically with the rise of online teaching-learning process. Online teaching learning process has become a new trend in education system all over the world. Integration of the learning platforms with innovative technology applications has made online teaching more flexible and convenient for both students and teachers. But, the impacts of online learning are multifaceted. So, we have to study its consequences very carefully to find out the solutions and suggestions for this.

BACKGROUND OF THE PROBLEM

Since all the institutions in the country altered their courses to online mode due to the Covid-19 pandemic, the B.Ed courses also had to be shifted to online mode. As a teacher educator, the investigator had to face a lot of challenges during this period. It was quite difficult to conduct the internship during such a time. The

poor technical skills of prospective teachers and the connectivity issues were some of the challenges faced. The ulterior reason for this study is to understand the problems faced by prospective teachers and to suggest solutions to those problems.

Well being is a complex construct. It is the state of quest for maximum human functioning that involves the body, mind and spirit (Archer and Gage,1987). It also comprises of social, psychological, technological and environmental attribute in online learning. Hence the study also focuses on the sociological, psychological, technological and environmental impact of online learning on well being of the prospective teachers.

REVIEW OF REALTED LITERATURE

Hepsiba Darius (2021) conducted a survey on the effectiveness of online teaching –learning methods for university and college students for a sample of 450 students from different colleges of South India.

Molly (2015) studied the effectiveness of e-learning model in physics based on trialogical

approach on knowledge creation, social skills and achievement of secondary school students. This study revealed that E- learning as an effective method for knowledge creation, social skills and achievement of secondary school students.

In 2016, Scaria developed a blended learning package for enhancing techno-pedagogical skills and achievement among student teachers at secondary level. This study found that Blended learning package was very effective on techno pedagogical skills and achievement in techno- pedagogy of student teachers at secondary level.

Rengarajan and Senthilnathan (2012) analysed teacher educators' attitude towards E-learning. This study has shown that the teacher educators must improve their attitude towards e-learning.

OBJECTIVES

1. To identify and analyse the sociological, psychological, technological and environmental impact of online learning on well being of prospective teachers during the Covid-19 pandemic.
2. To find out if the B.Ed syllabus is apt for online learning.
3. To find out different innovative strategies to overcome the impact of online learning on well being of prospective teachers during the Covid-19 pandemic.

HYPOTHESIS

1. Prospective teachers have many sociological, psychological,

2. technological and environmental impacts of online learning during Covid-19 pandemic
3. Ongoing B.Ed syllabus has no due importance for ICT training.
4. Prospective teachers use different innovative strategies to overcome the impact of online learning during Covid-19 pandemic.

METHODOLOGY

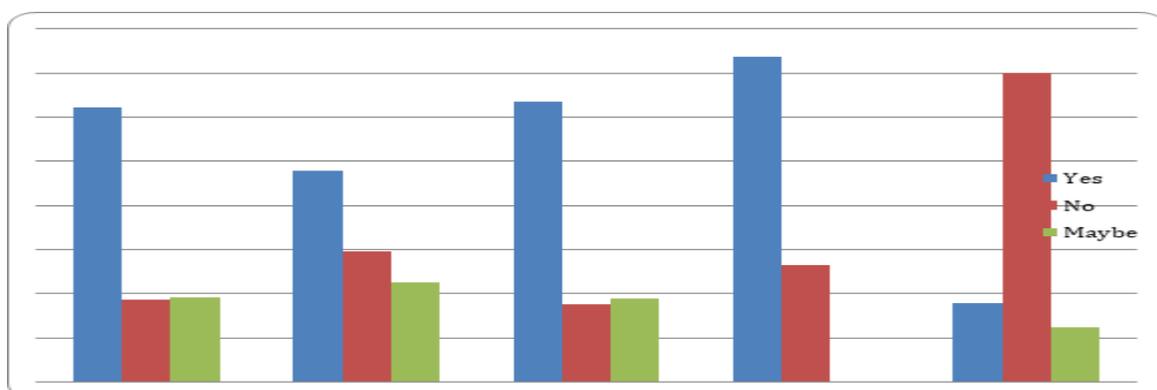
Descriptive survey method was used for the collection of data for conducting quantitative and qualitative analysis. A questionnaire drafted in Google forms with 44 questions was used for the study. The questionnaire contained 34 closed questions and 10 open ended questions. This tool was made available to the prospective teachers via Whatsapp group and the responses were collected.

From among the 11 B.Ed colleges in Kannur district, Kerala, the investigator chose 3 self - financing colleges and one aided college according to the investigator's convenience. Hence Convenience sampling method was used for the selection of the college. The sample consisted of 198 prospective teachers were randomly selected from the above said colleges based on the accessibility. Percentage analysis was used to analyse quantitative data.

RESULTS AND DISCUSSIONS

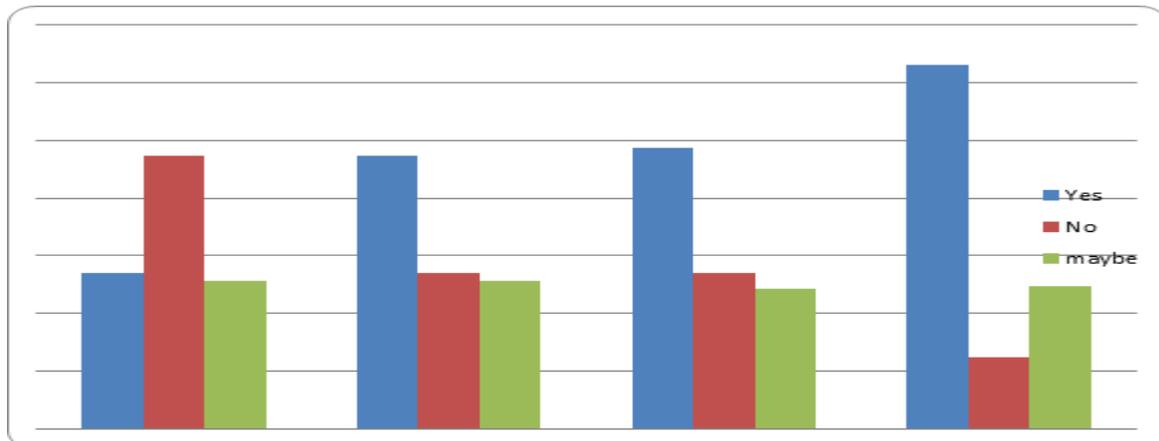
QUANTITATIVE DATA ANALYSIS

Graph-1: Sociological impact



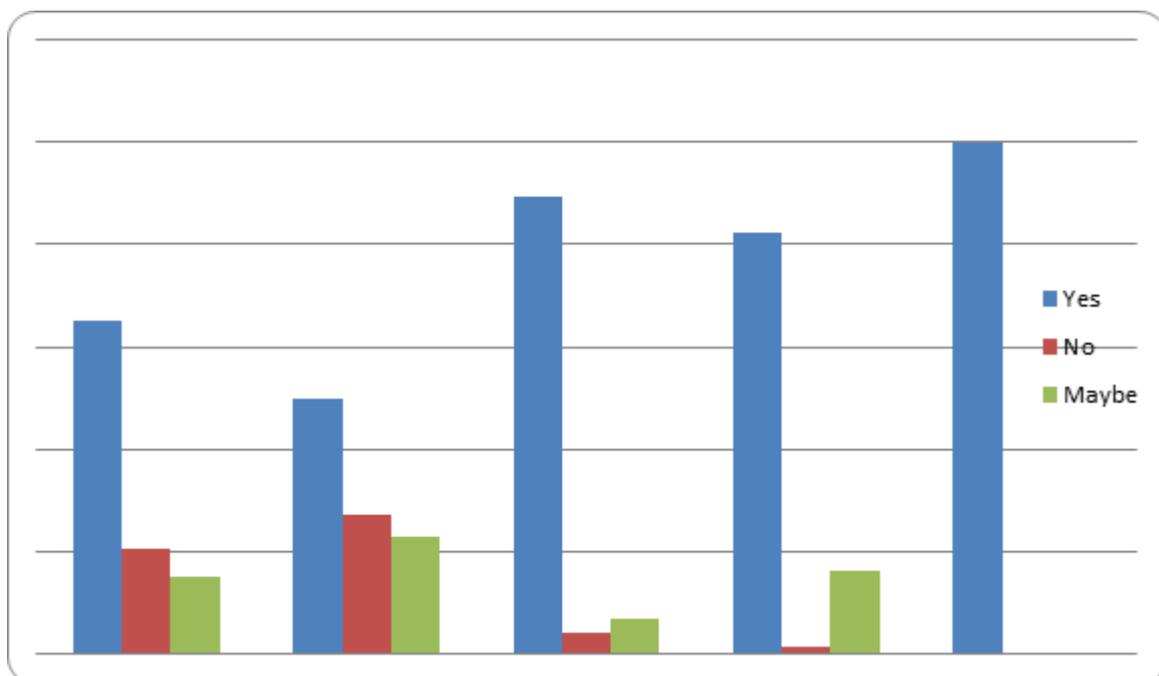
Prospective teachers felt that their social life was lost (62.3%) because of the online learning. We can also observe that majority suffered from various health issues (47.9%) due to increased screen time (increased use of mobile phones and other devices). Many suffered from poor eyesight, loss of appetite, back pain, neck pain, headache etc. Some of them reported that their family’s poor financial setup contributed to certain technical issues(17.8%). They were not able to buy the proper gadgets for the classes because of this. Online classes contributed to an increase in their expenditure since they had to recharge data frequently.

Graph:2 –Psychological impact



They felt stressed and anxious (47.3%) due to online classes. It affected them both physically and mentally. Continuous use of smartphones and earpods caused several health issues like headache, ear ache, poor eye sight, back pain and neck pain (48.6%). Emotional support and emotional balance are very important for mental satisfaction. Some of them (63%) did not enjoy this satisfaction. They were unable to cope with household activities and their learning activities at the same time (27%). Family background made it difficult for some of them to participate actively in the online classes.

Graph 3: Technological Impact.

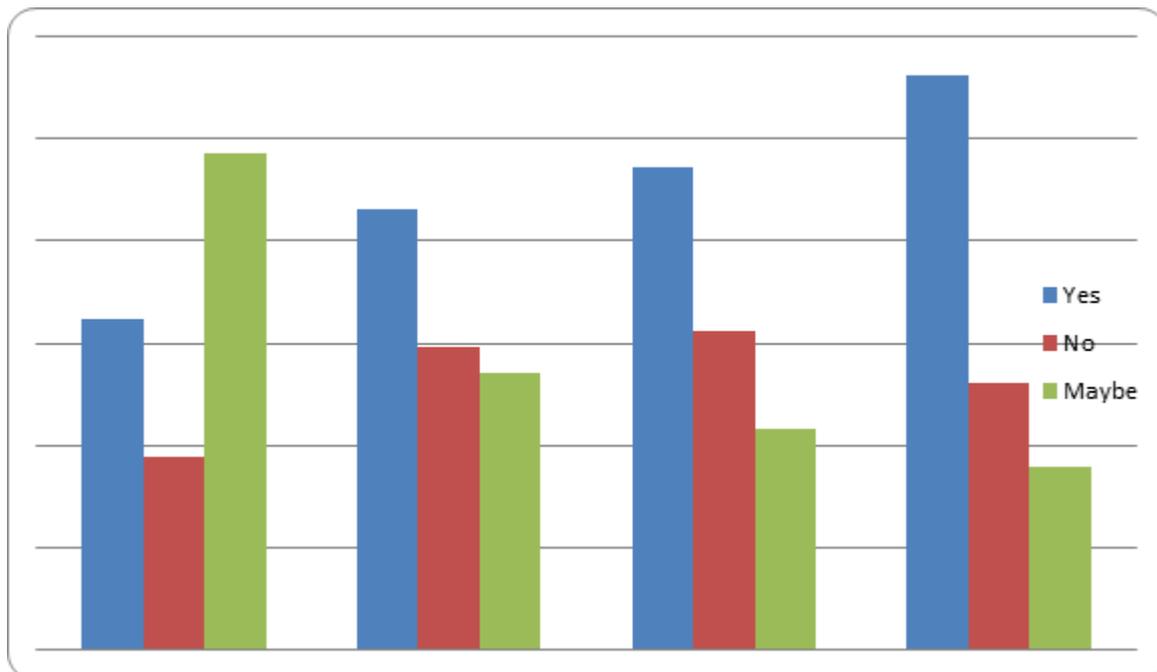


Majority of prospective teachers had good awareness about online classes(64.9%). But some of them were unfamiliar online classes(20.3%). They did not have enough technical skills to handle the classes properly.

Prospective teachers reported technical issues like poor network coverage, loss of power supply, poor quality of audio and video,login issues etc.(50%)

89.2% were skilled enough to handle online classes with the help of ICT and 100% prospective teachers were aware about the innovative learning strategies like ppt, videos, images, slido quizzes, kahoot etc. and they all used it for taking classes during their internship.

Graph 4: Environmental Impact



48.6% of prospective teachers liked blended classes. 32.4% chose online learning and 18.9% opted for offline classes. They reported that the theory concepts were cleared during online classes (43.2%) and 29.7 % of them perceived concepts very poorly. The report revealed that online classes were time saving as well as flexible for 48.7% and 27% of prospective teachers had good internet connection where 26% of them did not have proper internet connection.

QUALITATIVE DATA ANALYSIS

The prospective teachers were directed to answer 10 open ended questions for the collection of data for qualitative analysis.

Based on sociological impact, they felt that they became isolated from the society and they lost social interaction. Equipments for the online classes were not available and accessible for the prospective teachers from financially poor background. They used different other social media during the class time, it caused many problems in their personal life.

Based on psychological impact, they failed to maintain balance between college and home activities. So, it gave huge amount of emotional disturbance, stress, depression, anxiety etc. They lost their mind set up and feel boredom. They felt lack of emotional support and bonding between classmates and teachers.

Based on the technological impact, they shared the problems that they faced during the online classes like technical issues, poor connectivity, poor failure, poor quality of audio and video, login problems,

problems with the app. They all required high speed network connection, which was not affordable due to the financial setup.

Based on the environmental impact, they felt that online classes were very flexible and student friendly. Theoretical concepts were cleared using innovative strategies which support online classes like videos, PPT, images etc. But, the results showed that online classes made them lazy and majority opted for blended learning.

FINDINGS AND SUGGESTIONS

The result of this study shows that blended learning was perceived more effectively than offline learning. Blended learning method is more convenient for the prospective teachers because they suggested that the theory part can be taught online and the practical part be taught offline.

Sociological, psychological, technological and environmental impacts of online learning were analysed and found out some solutions like awareness programmes, some types of games, and many innovative strategies like ppt, videos, images, slido quizzes, kahoot etc. played a vital role to improve the quality of online classes and reduce the boredom of students.

The prospective teachers felt emotionally drained and experienced boredom to a great extent. They were not able to maintain their friendships properly. Though the prospective teachers felt isolated, depressed, stressed and anxious due to the online learning, they preferred blended learning.

The prospective teachers felt a lot of connectivity issues and were not able to afford sufficient gadgets for online learning. It was found that the prospective teachers need to be more educated in technical skills since they lack them.

To overcome the sociological and psychological impact of online learning on the prospective teachers, it is essential that they are trained in life skills. It will help them to find positive things even in the darkest of times. Thus, they will set a great example for their students. Their sociological and psychological well being will also be ensured in such a way.

CONCLUSION

Despite of some sociological, psychological, technological and environmental impacts, the prospective teachers could learn to adjust to the online learning methods. But the majority of prospective teachers agreed blended learning that combined offline and online classrooms were very much comfortable. However, this Covid-19 pandemic changed our attitude towards technology and the prospective teachers learned to utilize technology effectively in B.Ed course with the innovative strategies like ppt, videos, images, slido quizzes, kahoot etc. and it will enlighten the pedagogic strategies in the future. This study revealed that blended learning ensures good satisfaction, self - motivation and performance on the well being of the prospective teachers.

REFERENCES

1. Adnan ,M .,&Anwar, K.(2020). Online learning and the COVID 19 pandemic: students' perspectives. *Journal of Pedagogical Sociology and Psychology*, 2(1),45-51.
2. Hepsiba Darius et al (2021). A survey on the effectiveness of online teaching learning methods for university and college students; *Article of professional interests*.
3. Lao,T.,&Gonzales,C.(2005). Understanding online learning through a qualitative description of professors and students' experiences. *Journal Of Technology and Teacher Education*, 133,459-474.
4. Molly, Alie .(2017). Effectiveness of an e-learning model in physics based on trialogical approach on knowledge creation, social skills and achievement of secondary school students.mguthesis.in

5. Nambiar,Deepika.(2020). The impact of Online learning during Covid-19; students' and teachers' perspectives. *The International Journal Of Indian Psychology*,ISSN2348-5396-(e) Vol-8,pg 783-793.
6. Rengarajan .P and Senthilnathan (2012) Teacher Educators' Attitude Towards E-Learning. *Journal of Edutracks Vol.12. No.1*
7. Scaria,M , Sunny.(2016). Developing a blended learning package for enhancing techno pedagogical skills and achievement among student teachers at secondary level. mguthesis.in