



# A SURVEY ON PERCEPTION AND PARTICIPATION OF TEACHER TRAINEES TOWARDS ONLINE TEACHING AND LEARNING IN SOUTH BENGAL

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## AUTHOR'S CONTRIBUTION

The sole author designed, analyzed, interpreted and prepared the manuscript.

*Received: 05 June 2022*

*Accepted: 10 August 2022*

*Published: 23 August 2022*

*Original Research Article*

## ABSTRACT

The COVID-19 has resulted in schools shut all across the world. Globally, over 1.2 billion students are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platform. This is also true for teacher education. The purpose of this research study is to survey on perception and participation of teacher trainees towards online teaching and learning. In this research, the survey type of tool used as Google forms as a data collection instrument and the sample consists of 196 teacher trainees. The findings highlighted the need for a comprehensive view of the pedagogy of online education that integrates technology to support teaching and learning.

**Keywords:** Teacher trainees; perception; participation; online teaching and learning; COVID-19 pandemic.

## 1. INTRODUCTION

Every girl and boy in India has the fundamental right to quality education, an education one that helps them to acquire basic literacy and numeracy, enjoy learning without fear and feel valued and included irrespective of where they come from. One of the strategies for attaining this national agenda is by improving the provision of trainee teacher programs, as this is the foundation for enhancing the education system. It goes without saying that teacher education programs play a significant role in training qualified and competent future teachers for the next generation. Therefore, the effective and proper training of a trainee teacher is very important [1].

Online teaching and learning is the newest and most popular form of today's education. Within the past

decade it has had a major impact on teacher trainees and the trend is only increasing. Online learning is education that takes place over the internet. It is often referred to as "e-learning" among other terms. From March (2020), when the Novel Corona Virus escalated into a global pandemic, Nations made the difficult decision and shut the doors of their workplaces and educational institutions. Forcing an abrupt and universal shift to online teaching and learning proved disrupt for teachers, students. Online teaching and learning became the new norm due to the COVID-19. Like higher education, teacher education also switched over to online teaching.

## 2. SIGNIFICANCE OF THE STUDY

To diminish the lockdown effect, the teacher started to think of new traditions to communicate with the

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students. The educational institutions have taken the necessary steps to continue the teaching-learning process from home. As a result, e-learning strategies have gained drive as well as become an important modern-day trend in education during the lockdown [2]. But teachers and students both are facing various challenges in online classroom settings. Through this study the researcher wants to know about the perception and participation of teacher trainees towards online teaching-learning and provides some suggestions that can be fruitful for both teachers and students. By this study, teachers, students and faculty members of a teacher training institute will have knowledge about which problems are raised from online teaching-learning and which steps should be taken for making online teaching-learning process effective specially for teacher trainees.

### 3. OBJECTIVES OF THE STUDY

- a. To understand the perception of teacher trainees towards online teaching and learning.
- b. To identify devices that students used most for attending online classes.
- c. To describe teacher trainees experience about online classes.
- d. To examine the fact that online teaching-learning is helpful for teacher training or not.
- e. To find out the problems faced by the teacher trainees in the online teaching-learning process.
- f. To know about teacher trainees participation related issues in online classroom setting.

### 4. REVIEW OF RELATED LITERATURE

Gururaja, CS. [2], study on 'Teacher's Attitude towards Online Teaching'. This study showed that male teachers develop a more favorable attitude toward online teaching than female teachers and urban teachers shows more interest towards online teaching than the rural teachers. This study also shows that more experienced teachers show less interest in online teaching than less experienced teachers.

Doley, P. [3], research on 'A study on B.ed trainee's attitude towards e-learning'. In this study, it is found that the B.Ed trainees have different levels of attitudes and there is no difference in attitudes of male and female and married and unmarried trainees of Pragyajyoti B.ed. College. On the other hand it has been found that there is significance difference in the attitude of urban and rural trainees of B.ed. College.

Kulal, A., Nayak, A. [4], research on 'A study on perception of teacher and students toward online classes in Dakshina Kannada and Udupi District'. The study reveals that students are comfortable with

online classes and are getting enough support from teachers but they do not believe that online classes will replace traditional classroom teaching.

Mohebi, L., Meda, L. [1], study on 'Trainee Teacher's Perceptions of Online Teaching during Field Experience with Young Children'. The study concludes that although the Covid-19 situation can be seen as a big misfortune though it provided a milestone of achievement towards attaining the country's goal of fully embedding technology in education and it is also fruitful for teacher trainees.

Nachimuthu, K. [5], research on 'Student teacher's attitude towards Online Learning during COVID-19.' According to the study, normal classroom practice does not affect attitudes of students towards online learning and there is no significant difference between the male and female attitude scores of student teachers toward online learning practice in COVID-19.

### 4.1 Online Teaching and Learning

Online teaching is the process of educating others via the internet. Various methods can be used, such as one-on-one video calls, group video calls and webinars. Online learning is the use of the internet to access learning materials; to interact with the content, instructor and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning and to grow from the learning experience [6].

Moreover, increase in the COVID-19 pandemic worldwide has also added to the importance of online. In India, there are more than 370m users who are on the internet and helping online education to grow at a fast pace. At present, more than 3bn users are using the e-learning platform [7]. According to the recent report of Coursera, one of the world's largest online education providers, out of 18m registered learners, 1.3m users are from India, making it the 3<sup>rd</sup> largest market for online learning after the US and China. Even though we witness rapid progress in e-learning, it remains at an early stage of development. In this scenario, the role played by teachers and students gains due importance as it is their perceptions and attitude, which is critical to motivation and learning [8].

### 5. RESEARCH METHODOLOGY

The present study entitled a survey on perception and participation of teacher trainees towards online teaching and learning in South Bengal falls mainly within the preview of survey research design. Exploratory descriptive survey method is used in this

study. Because descriptive survey studies are more than just a collection of data, they involve measurement, classification, analysis, comparison & interpretation. The major purpose of descriptive survey research is description of the state of affairs as it exists at present.

For the study primary and secondary data sources have been used. The data is collected through self administered, online circulated, structured questionnaire. The sample for the study consisting of B.ed students (Session 2020-2022), presently studying

in B.Ed 3<sup>rd</sup> semester in South Bengal B.ed colleges under WBUTTEPA. A Total of 196 teacher trainees responded to the questionnaire, among them 86 are male and 110 female.

### 5.1 Analysis and Interpretation of Data

The data were analyzed and interpreted according to the Google form questionnaire to know the perception and participation of teacher trainees towards online teaching and learning.

#### ❖ Did you attend any online classes before the COVID-19 Pandemic?

Table 1.

Total 196 teacher trainees			
Yes	%	No	%
62	31.63	134	68.37



Fig. 1. Graphical representation of percentage of teacher trainees attending online classes before the COVID-19 pandemic

The table and graph show that 68.37 % of teacher trainees did not attend any online classes before COVID-19 pandemic. 31.63 % of teacher trainees attend online classes.

#### ❖ Which device do you prefer for attending online classes?

Table 2.

Sl. No.	Device used for online classes	Total No.	%
1.	Laptop	58	29.59
2.	Desktop	43	21.94
3.	Smartphone	81	41.33
4.	Tablet	14	7.14

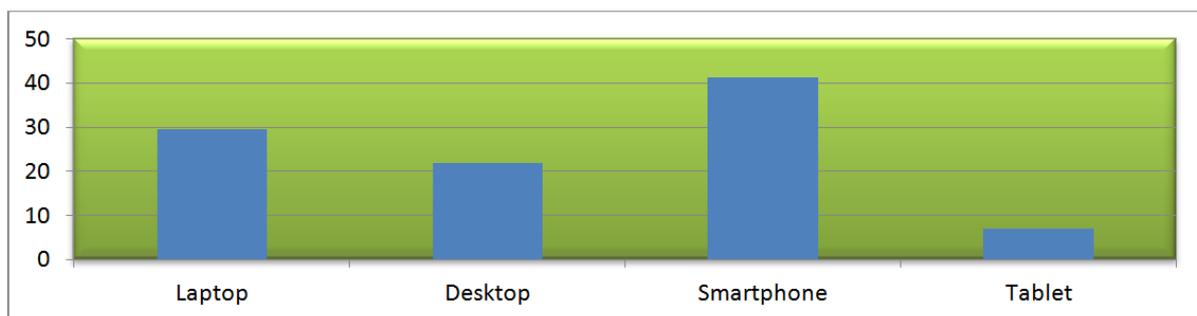


Fig. 2. Graphical representation of devices preferred by teacher trainees for attending online classes

The above table and graph represent that the most preferable device of teacher trainees for attending online classes is smart phone which is used by 41.33% of teacher trainees where 29.59%, 21.94% and 7.14% of teacher trainees use laptop, desktop and tablet respectively.

❖ **Sources of Internet**

**Table 3.**

Sl. No.	Sources of internet	Total no.	%
1.	Mobile data pack	73	37.24
2.	Wi-Fi	59	30.10
3.	LAN or another network	64	32.65



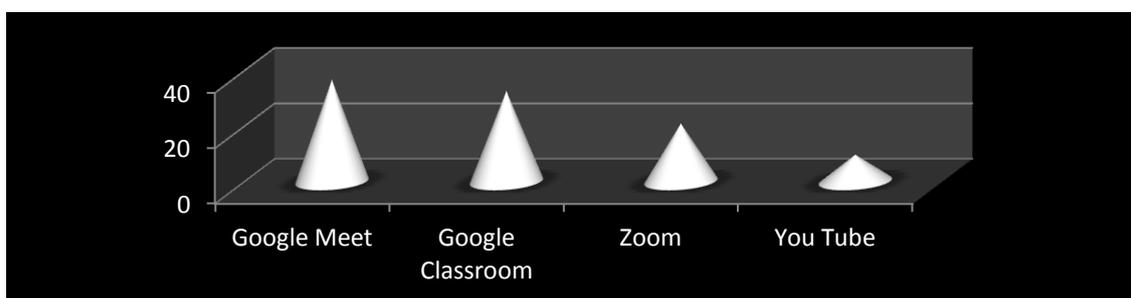
**Fig. 3. Graphical representation of sources of internet**

The above table and graph shows that the source of the internet that is mobile data pack is used by the most of the teacher trainees that is 37.24%. The rest 30.24% and 32.65% of teacher trainees use Wi-Fi and LAN or another network respectively.

❖ **Which app do you use most of the time for online classes?**

**Table 4.**

Sl. No.	Most used app for online classes	Total no.	%
1.	Google Meet	72	36.73
2.	Google Classroom	64	32.65
3.	Zoom	41	20.92
4.	You Tube	19	9.69



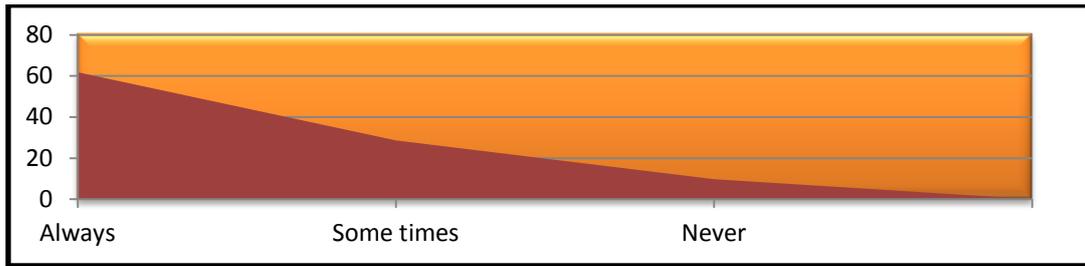
**Fig. 4. Graphical representation of most used app for online classes**

The above table and graph represent that the most used app for attending online classes is Google Meet which is used by 36.73% of teacher trainees where 32.65%, 20.92% and 9.69 % of teacher trainees use Google Classroom, Zoom and You Tube respectively.

❖ **Have you experienced any technical difficulties when participate in online classes?**

**Table 5.**

Sl. No.	Experienced technical difficulties during online classes	Total No.	%
1.	Always	121	61.73
2.	Some times	56	28.57
3.	Never	19	9.69



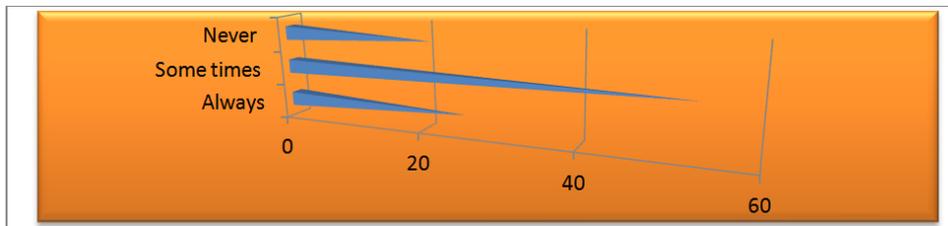
**Fig. 5. Graphical representation of technical difficulties experienced by teacher trainees during online classes**

The table and graph exhibits that 61.73 % of students always experienced technical difficulties during online classes, whereas 28.57 % of trainees sometimes felt and 9.69 % of trainees never experienced any technical difficulty.

❖ **Do you get practical knowledge about teacher training through online teaching mode?**

**Table 6.**

Sl. No.	Getting practical knowledge about teacher training	Total No.	%
1.	Always	50	25.51
2.	Some times	105	53.57
3.	Never	41	20.92



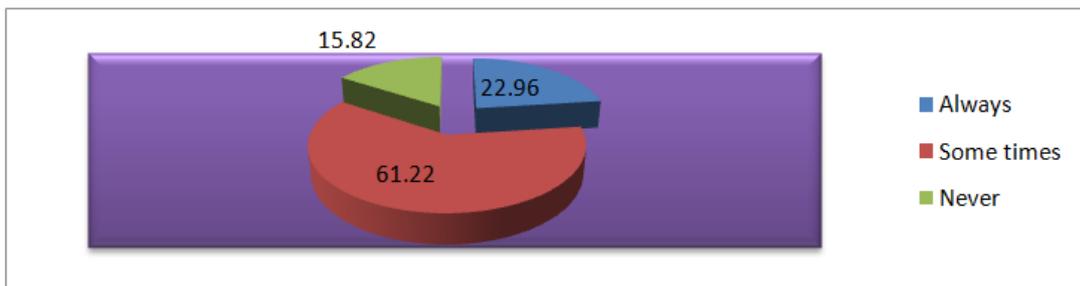
**Fig. 6. Graphical representation of getting practical knowledge about teacher training through online teaching mode**

Above table and graph shows that 25.51 % of students always got practical knowledge through online teaching mode, whereas 53.57 % of trainees sometimes and 20.92 % of trainees never got any practical knowledge from online teaching.

❖ **Do you get complete information about teaching skills through online teaching mode?**

**Table 7.**

Sl. No.	Information about teaching skills	Total No.	%
1.	Always	45	22.96
2.	Some times	120	61.22
3.	Never	31	15.82



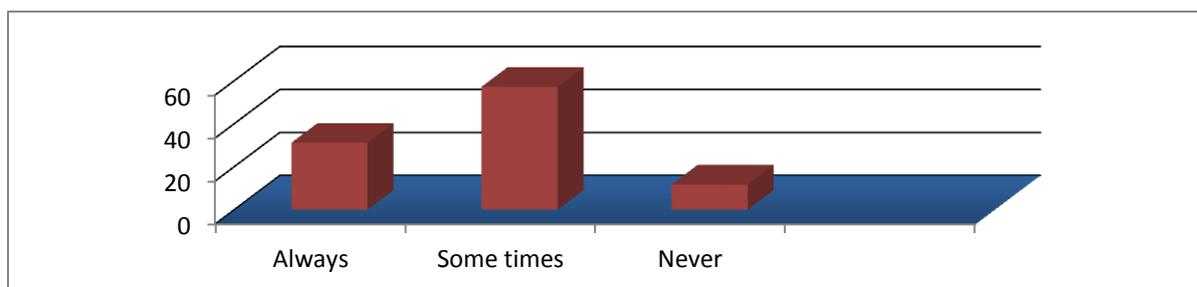
**Fig. 7. Graphical representation of getting complete information about teaching skills through online teaching mode**

As we have seen that the graph indicates that 22.96 % of teacher trainees always get proper information about teaching skills through online teaching mode, while most of the students i.e., 61.22% sometimes and 15.82% of students never gain information about concerning teaching skills through this mode.

❖ **Do you think that teacher’s delivery language and way of delivering the lecture is effective?**

**Table 8.**

Sl. No.	Effectiveness of lectures	Total No.	%
1.	Always	61	31.12
2.	Some times	112	57.14
3.	Never	23	11.73



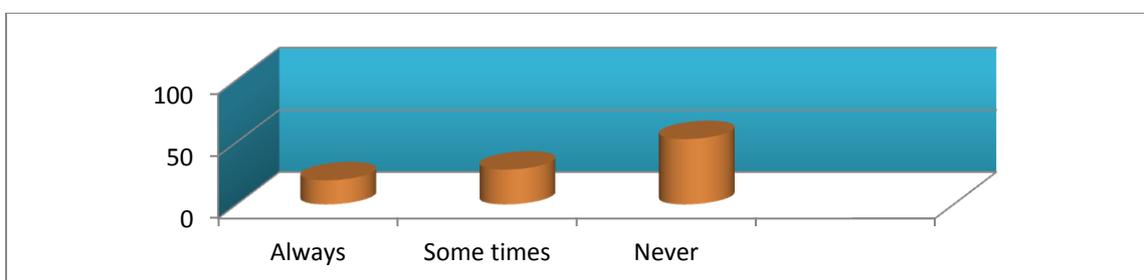
**Fig. 8. Graphical representation of opinion about teacher’s delivery language and way of delivering the lecture is effective or not**

Above graph and table tell us that 31.12 % of trainees think that teacher’s delivery language and way of delivering the lecture is always effective .But 57.14 % of trainees think that sometimes the teacher’s delivery language and way of delivering the lecture is effective and 11.73 % of trainees never get effected by the teacher’s delivery language and way of delivering the lecture.

❖ **Is it simpler for you to communicate with the teacher in an online setting than in an offline situation?**

**Table 9.**

Sl. No.	Communication in online setting	Total No.	%
1.	Always	38	19.39
2.	Some times	55	28.06
3.	Never	103	52.55



**Fig. 9. Graphical representation of communication with teacher in an online setting than an offline situation**

Table 9 and graph shows that 19.39 % of the teacher trainees always felt that it is simpler to communicate with the teacher in an online setting than an offline situation. But 28.06% of trainees realize that sometimes may be the setting of online is simpler comparison to offline situation. Although most of the trainees like 52.55 % never felt that.

❖ Do you feel that online classes should complete only the theoretical syllabus?

Table 10.

Sl. No.	Only theoretical syllabus in online classes	Total No.	%
1.	Always	65	33.16
2.	Some times	96	48.98
3.	Never	35	17.86

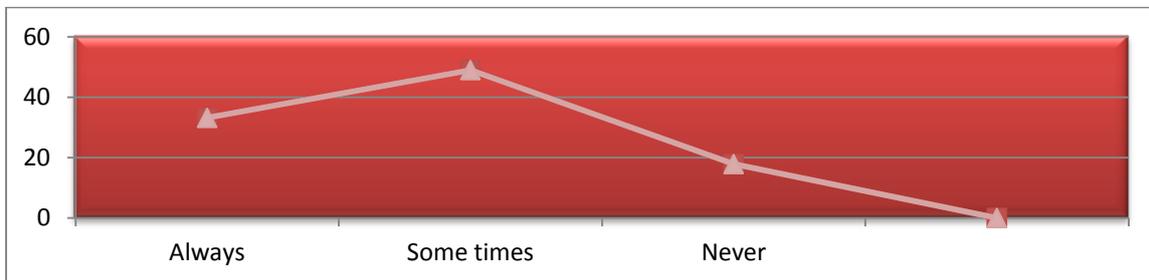


Fig. 10. Graphical Representation of the feeling about only theoretical syllabus completion in online classes

We can see that Table 10, graph indicate us that 33.16 % of trainees felt that only theoretical syllabus should complete in online classes. But most of the students that is 48.98% felt that sometimes in online classes should complete the theoretical syllabus, whereas 17.86% of students never agreed with that.

❖ Do you use your teaching-learning material effectively during online training?

Table 11.

Sl. No.	Uses of teaching –learning material	Total No.	%
1.	Always	34	17.35
2.	Some times	65	33.16
3.	Never	97	49.49

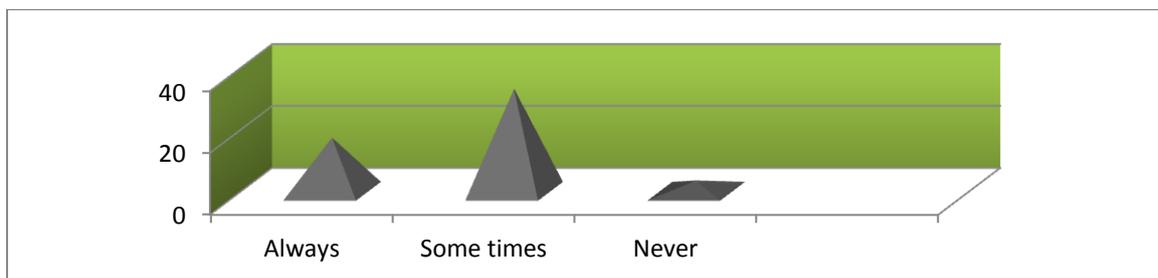


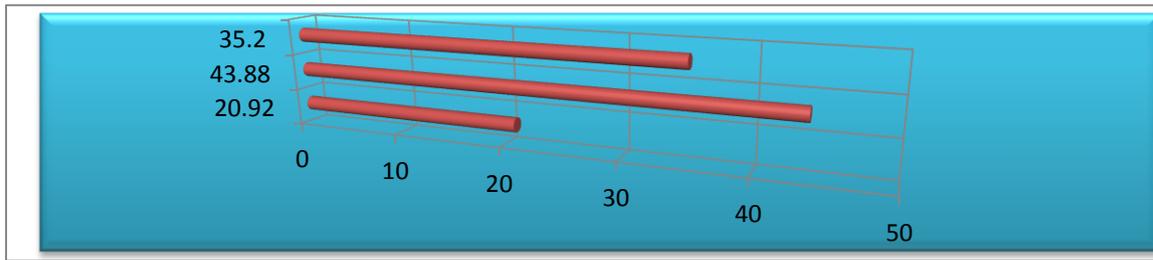
Fig. 11. Graphical representation of using teaching –learning material effectively during online training

Above graph mentions us that 17.35 % of trainees always use teaching –learning material effectively during online training, whereas 33.16 % of trainees sometimes use the material in online training. But 49.49 % of trainees never use these materials in online training.

❖ Listening the class consciously

Table 12.

Sl. No.	Listening the class consciously	Total No.	%
1.	Whole class	41	20.92
2.	More than 30 minutes	86	43.88
3.	Only starting time	69	35.20



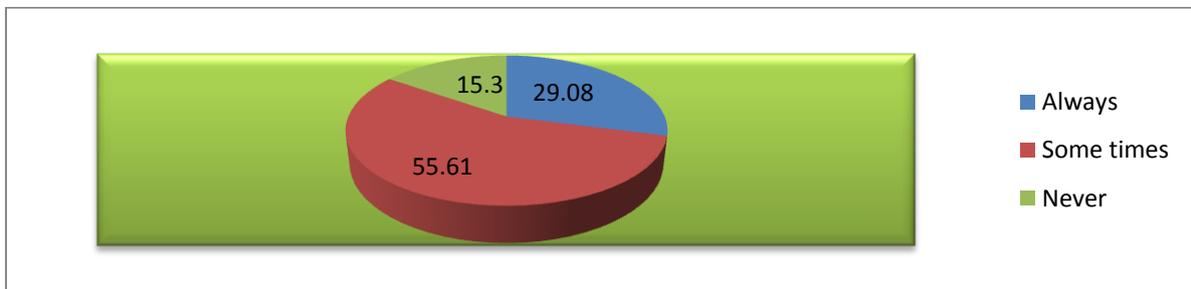
**Fig. 12. Graphical representation of percentage of listening online classes consciously**

The above graph tell us that 20.92 % of students are listening the whole class consciously, 43.88 % and 35.20 % of students are consciously listening more than 30 minutes and only starting time in the class respectively.

❖ **Do you feel comfortable when you participate in online classes?**

**Table 13.**

Sl. No.	Comfortableness in online classes	Total No.	%
1.	Always	57	29.08
2.	Some times	109	55.61
3.	Never	30	15.3



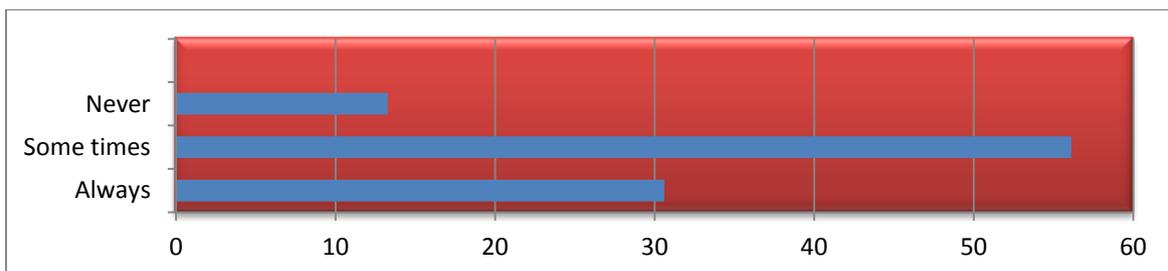
**Fig. 13. Graphical representation of comfortableness towards participation in online classes**

As we can see the graph exhibits that 29.08% of students always felt comfortable to participate in online classes. Although 55.61% of students sometime realize that they are comfortable with online classes. Whereas 15.3% of students never felt comfortable to participate in online classes.

❖ **Do you get satisfactorily answers from your educator about your doubts?**

**Table 14.**

Sl. No.	Getting answers about doubts	Total No.	%
1.	Always	60	30.61
2.	Some times	110	56.12
3.	Never	26	13.27



**Fig. 14. Graphical representation of getting answers from educator for any doubts**

Above graph helps us to know that 30.61% of trainees always get answers from educator for any doubts, whereas 56.12% of trainees sometimes get and 13.27 % of trainees never get answers for any doubts.

❖ **Do you actively participate on your online classes?**

**Table 15.**

Sl. no.	Active participation in online classes	Total No.	%
1.	Always	39	19.90
2.	Some times	101	51.53
3.	Never	56	28.57



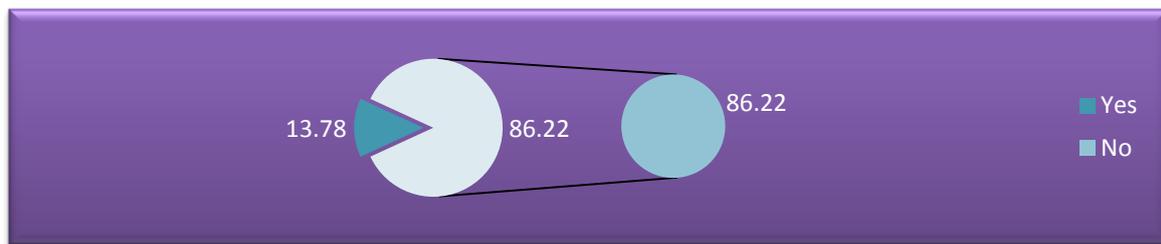
**Fig. 15. Graphical representation of actively participation of teacher trainees in online classes**

As we see the graph and the table we can say that 19.90% of students always actively participate in online classes, whereas 51.53% of trainees sometimes actively participate on their classes and 28.57% of trainees never actively participate in online classes.

❖ **Do you think that after COVID-19 Pandemic online classes should be continued?**

**Table 16.**

Total 196 teacher trainees				
Yes	%	No	%	
27	13.78	169	86.22	



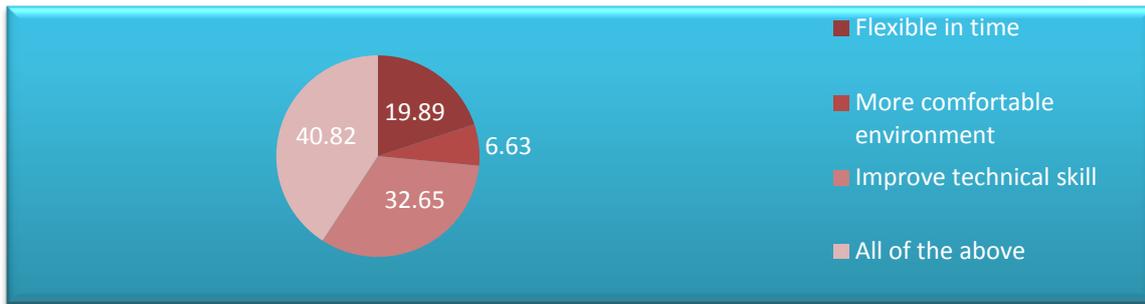
**Fig. 16. Graphical representation of opinion about after COVID-19 online classes should be continued or not**

The table and graph show that 13.78% of teacher trainees think that after COVID-19 pandemic online classes should be continued. 86.22% of teacher trainees did not think that.

❖ **Benefits of online classes**

**Table 17.**

Sl. No.	Benefits	Total No.	%
1.	Flexible in time	39	19.89
2.	More comfortable environment	13	6.63
3.	Improve technical skill	64	32.65
4.	All of the above	80	40.82



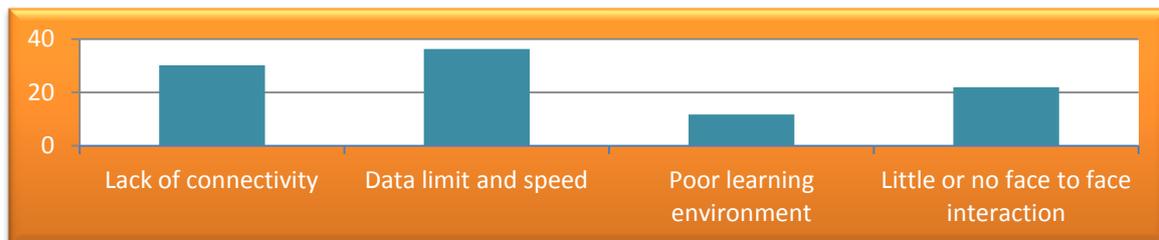
**Fig. 17. Graphical representation of benefits of online classes**

Above table and graph indicates that 19.89% of students think that flexible in time is the benefit of online classes, while 6.63 % of students take the online classes for more comfortable environment. 32.65% think that improvement of technical skill is the big benefit of online classes. Although most of the students likely 40.82% considered that all of this are the benefits of the online classes.

❖ **Drawbacks of online classes**

**Table 18.**

Sl. No.	Drawbacks	Total no.	%
1.	Lack of connectivity	59	30.10
2.	Data limit and speed	71	36.22
3.	Poor learning environment	23	11.73
4.	Little or no face to face interaction	43	21.94



**Fig. 18. Graphical representation of drawbacks of online classes**

As we can see in the graph we can say that 30.10% of teacher trainees believe that the lack of connectivity is the drawback of online classes. In another way 36.22% of trainees think that data limit and speed is the main drawback, 11.73 % thought that poor learning environment as a drawback and 21.94 % said that the little or no face to face interaction is the drawback or limitation of online classes.

**6. CONCLUSION**

In this pandemic situation offline classes are not possible, as a result online teaching and learning becomes the alternative one .Inconformity with few students they have a positive attitude towards online teaching and learning, they happily participate to their online classes because this online classes save their

time and money as well as it improves their technical knowledge and skills. But most students have a negative perception towards online learning and they are just being forced to participate in online classes. Because they are the future teacher of the nation but in online learning they faced many problems related to their training skills, besides internship does not happen .Also many students live in remote area where they have many network issues. So for this it can be said that in this situation online learning may be the alternative but after this pandemic they happily want to get back to their traditional offline method of learning. This study shows that practical learning areas such as learning design need more attention. Also, more attention needs to be directed towards pedagogical issues of teaching and learning [9-13].

## SUGGESTIONS

After all this *discussions* the researcher identifies some measures to improve teacher trainee's perception and participation towards online teaching and learning. Although proper use of these strategies a teacher can make his/her online class effective and more fruitful. These are –

- **Provide proper motivation to students:** Motivation is a key to effective learning, therefore, a teacher's responsibility is that, they always motivate their students properly.
- **Build a good connection with students:** Teacher tries to give their best to build a good connection to his/her students.
- **Make discussions meaningful:** In online learning whether a discussion takes place orally, or by text make sure that the discussion genuinely contributes to students learning.
- **Increase student engagement:** Give students opportunities to actively participate during the online class, for example, by asking them to respond to a question.
- **Present clear, organized learning material:** Teachers are always trying to present clear and organized learning material to their students in an online setting.
- **Be flexible:** A good teacher always is flexible toward his/her attitude, teaching materials, methods used in an online class.
- **Guide to improve students technical skill:** During the online class many students faced technical problem, therefore, teachers are playing the role as a proper guide for them to improve their technical skill.
- **Create a supportive learning environment:** Even when teacher is learning in online setting, it is important to create a supportive learning environment.

## COMPETING INTERESTS

Author has declared that no competing interests exist.

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