

Teachers Reflection - Do You Enjoy Online Teaching? : A Mixed Method Study

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Abstract

The purpose of this mixed methods study was to examine the perceived reflection of teachers towards online teaching. The quantitative phase was an experiment examining the friendliness of online teaching to the undergraduate and graduate level students. Results indicated that teachers really missing face-to-face interaction and teachers need to be more creative in terms of online platform, resource management for online course. The qualitative phase involved teachers' perceptions towards online teaching. Findings suggested that several new IT tools, pedagogical methods, and has upgraded overall skills, while at the same time, has affected bonding with students that was taken for granted in the physical classroom. This study adds special contribution to the mixed method research in the area of online teaching.

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Key Words : Survey Method, Mixed methods, Analysis of Education, Online platform, Teachers' reflections

JEL Classification: C83, I21

I. INTRODUCTION

There exists paradigm shift in the way of teaching at university level specific to graduate and undergraduate students for a decade in many higher-level academic institutions in Nepal. The shifting from almost black-board to whiteboard and handwritten or printed note to PowerPoint slides using projector has changed the teachers teaching lifestyle and made a different habit. The attack of COVID-19 and the pandemic situation forced to academic sectors experience with online mode. Many academic institutions faced resistance to change the new way of online teaching method in Nepal due to completely unfamiliar with the system.

It is evident that online teaching practice have been followed almost all the academic institutions world-wide during the COVID-19 pandemic period. Clearly stating the contribution of online teaching, that helped almost all academic institutions for the continuation of academic activities. This survey research tried to find the effectiveness of online teaching method for university and college students specific to graduate and undergraduate level by conducting an online survey. A questionnaire has been specially designed and

deployed among college teachers. About 48 students from various colleges who have been teaching at graduate and/or undergraduate level taken part in the survey and submitted responses.

Being a graduate and/ or undergraduate faculty, one important question for you, 'do you really enjoy online teaching? Online teaching practice was in use once online education is sought as an alternative to face-to-face teaching and learning during crises of Covid-19 pandemic. Initially, the friendly platform, familiar environment, internet and network issue, and practicality are questionable in the context of Nepal. Specific to the graduate and undergraduate university level education, online platform was established after training to the teachers via online platform. Educationists advocated it as a paradigm shift in learning delivery mode. However, do all teachers enjoy online mode is the primary concern of this study. Many teachers do not have adequate training in online teaching and its platform; so, this can mean the requirement of sufficient training especially on-the-job specific to online teaching familiar with the platform. It is important to note the technical support and awareness to both faculty and student is essential for online mode or blended learning (Hilliard, 2015). Specific to the faculties who need the support of mathematical calculations have special acquaintance with the data analytics tool (Moussavi, 2020) to improve the online mode delivery.

Darius et al. (2021) find the effectiveness of online teaching-learning methods for university and college students in South India showed the various ways of making effective online learning such as keeping animations, video lectures, online quiz, two-way interactions and digital collaborations with peers.

One of the most persistent challenges that faculty need to overcome before agreeing to teach online is the still wide-spread perception, both inside and outside academic circles, that online learning is a less worthy form of education (Seaman, 2009; Adams & Defleur, 2005).

The central objective of this research is to explore the teachers' reflections towards online mode of teaching specific to graduate and undergraduate level students in Nepal.

II. USE OF MIXED METHODS

Overall method of the study is mixed in nature connecting both the quantitative and qualitative segment. The study aimed to highlight the central issues of teachers' reflection on entertaining the online class. Survey respondents were limited to those teaching at least one fully online course in a graduate or undergraduate level and those who had prior face-to-face teaching experience. The survey was designed specifically for this research naming the title of this survey was "Do You Enjoy Online Teaching: A Survey Research" and included 24 items including one open ended opinion for qualitative inquiry. A structured questionnaire was designed in a 5-point Likert scale format (Strongly agree, agree,) in google form. Selected teachers from Chitwan college database was taken for the study who were engaged in online mode of teaching in graduate and undergraduates' level. Teachers were assured of their confidentiality and were promised that their names would not appear in the document. All sample teachers were sent an invitation email and reminders and inviting their participation. Teachers who were experienced in fuse-classroom platform and/or google meet / MS Team or ZOOM were found using online platform were selected as the respondents for the study.

The survey introduction was:

"Dear Respected Faculties,

Boston Research Department is conducting an online survey of all faculties of BIC relevant to the experience of online teaching. We kindly welcome you in this survey and request you to spend around 10 minutes for answering. The results of this study will be kept confidential and an aggregate form of report shall be / may be used as an output of the survey.

Please note that questionnaire are of Likert scale ranging from 1 to 5 (1 = Strongly disagree, 2= disagree, 3=Neutral, 4= Agree & 5= Strongly agree).

Thank you.

Research Department

Boston International College”

III. RESULTS

The overall results can be classified as quantitative and qualitative findings.

Quantitative findings

The result obtained from likert type scale is presented in a separate eleven findings based on the different aspects of online mode of teaching and perspective of respondents’ side.

Finding 1: Comfortable feeling during online class

The first question was ‘During online class in fuse classroom / Google meet, I felt comfortable when I teach online’. The majority of the teachers replied agree (14 out of 48) followed by strongly agree (10 out of 48). The mean value 3.38 showed above neutral which means that online platform was experienced comfortable.

Finding 2: Desire to return to face-to-face mode

The second statement was ” Initially, I felt like: I would rather prefer to return to my regular mode of teaching – the face-to-face mode”. Since the mean value is 3.19, it shows that comfortable number of faculties still want to switch to face-to-face mode of online teaching.

Table1

Respondents Desire to Move for Physical Mode

Statements
During online class in fuse classroom / Google meet, I felt comfortable when I teach online.
Initially, I felt like: I would rather prefer to return to my regular mode of teaching – the face-to-face mode.
The experience during the initial hours of online teaching, I felt teaching challenges and also sense of who I am as a teacher
During the initial hours of online teaching, that makes me feel like inexperienced teacher.

Note . Adopted from Primary Data Sheet

Finding 3: Challenge of online teaching

The statement ”The experience during the initial hours of online teaching, I felt teaching challenges and also sense of who I am as a teacher” showed the real challenge experienced by the teacher. The results 3.4 is indicates that teachers really felt challenges during the initial hours of online mode of teaching.

Finding 4: Difficult to teach via online

Respondents were asked ”During the initial hours of online teaching, that makes me feel like inexperienced teacher” so as to identify the state of difficulty in online mode of teaching. The result showed that majority of respondents (14 out of 48) replied strongly agree and average score lies above 3.4 with the given statement stating clearly that comfortable amount of confidence is lacking during initial hour of online teaching mode.

Finding 5: Online Teaching Training from Experts

Table 2

Respondents Reflection towards Online Teaching Training

Statements	Rank	Rank
I had interest in learning the best way of online teaching from experts so as to give best format of teaching	1 7	2 2

Note . Adopted from Primary Data Sheet

It is evident from respondents' opinion that teachers need sufficient training from experts relevant to best way of online teaching. The agreed response (16 out of 48) and strongly agree response (13 out of 48) and overall average score for this statement 3.54 are the true evidence for this aspect.

Finding 6: Online Teaching Environment

Table 3

Respondents Reflection towards Online Teaching Environment

Statements

I observed that "The level of my interactions with students in the online course is higher than in a traditional face-to-face class".
The online environment is important to me as it has given me flexibility of teaching.
I found my students are actively involved in their learning during my online class

Note . Adopted from Primary Data Sheet

The majority of respondents didn't agree with the statement:

I observed that "The level of my interactions with students in the online course is higher than in a traditional face-to-face class"

Whereas, there is mixed agreement and disagreement on the statements:

..... The online environment is important to me as it has given me flexibility of teaching. I found my students are actively involved in their learning during my online class ".

Finding 7: Online Mode Needs More Teaching Resources

As per the statement " I felt, I have provided more resources of learning to my students when teaching an online course as compared to physical mode of teaching", majority of teachers agreed (16 out of 48) and also strongly agreed (14 out of 48) which concludes that online teaching adds more work for preparing resources.

Table 4

Respondents Opinion on Online Mode Resource Requirement

Statements

I felt, I have provided more resources of learning to my students when teaching an online course as compared to physical mode of teaching.

Note . Adopted from Primary Data Sheet

Finding 8: Right use of online platform

Table A8: Right Use of Online Platform

Table 5

Respondents Reflection towards Right Use of Online Platform

Statements	Rank	Rank	Rank	Rank
	1	2	3	4

Statements	Rank	Rank	Rank	Rank
The fuse classroom / Google meet platform provided to us for online teaching is reliable.	3	7	7	20

Note . Adopted from Primary Data Sheet

The statement relevant to the right choice of online platform specific to fuse classroom and google meet which was found used platform for online teaching to the respondents. The results showed affirmative response i.e. 3.60 out of 5 for the reliable platform.

Finding 9: Feeling of Higher Workload

Table 6

Respondents Reflection towards Feeling of Higher Workload

Statements	Rank	Rank
	1	2
I felt that, there is a higher workload when teaching an online course as compared to the physical mode.	3	9

Note . Adopted from Primary Data Sheet

The mean value of the respondents' opinion and the comfortable number of agreed and strongly agreed (i.e. 10 and 14, out of 48 respectively) responses showed the feeling of higher workload during the online mode of teaching as compared to physical mode.

Finding 10: Spirit of Teaching

The response on the statement " I felt, really missing face-to-face interaction with my dear students during online teaching" and the mean value 4.21 having 0 agreed and 21 strongly agree out of 48 responses, showed that teachers felt missing the real spirit of teaching with students. And regarding the discipline aspect of students, teachers' opinion was mixed with the statement " I felt, students were not under discipline during online environment".

Table 7

Respondents Reflection towards Spirit of Teaching

Statements	Rank	Rank	Rank	Rank
	1	2	3	4
I felt, really missing face-to-face interaction with my dear students during online teaching		4	3	20
I felt, students were not under discipline during online environment	6	13	15	9
If another phase of pandemic be there, I feel comfortable teaching my next online course.	1	5	13	11

Note . Adopted from Primary Data Sheet

The response " If another phase of pandemic be there, I feel comfortable teaching my next online course" evident that majority of teachers are agreed to accept the online mode of teaching comfortably.

Finding 11: Two-way Communication

There exist mixed opinion relevant to students activeness during the online class. Respondents also clarify that teachers need to present more creativeness also resource management for the online course.

Table 8

Respondents Reflection towards Two-way Communication during Online Teaching

Statements	Rank	Rank
I experience that students are very active in communicating with me regarding online course	1	2
I felt that I need to be more creative in terms of online platform, resource management for online course.	7	8
	2	2

Note . Adopted from Primary Data Sheet

Finding 12

Table 9

Respondents Reaction on Technical Issues

Statements	Rank	Rank	Rank	Rank	Rank	Total
	1	2	3	4	5	
Sometimes, I felt frustrating because of internet and computer issues.	7	7	10	12	12	48

Note . Adopted from Primary Data Sheet

Technical issue is common in Nepalese context specific to internet and computer problems. Teachers opined mixed agreement for frustrating behavior for this special case.

Finding 13: Overall Feedback

Majority of the respondents agreed on availing better feedback to their students regarding the performance shown during the online classroom. However, online teaching is not at par as compared to physical mode to tune of satisfied level of teaching. More importantly, they also opined that students were passive while contacting to course related issues, level of participation is lower as compared to physical mode.

Table 9

Respondents Reaction on Overall Feedback on Online Teaching

Statements
I believe, I was able to provide better feedback to my students on their performance in the course during online classroom t
I am more satisfied with teaching online as compared to physical mode.
Sometimes, I felt that majority of students are somewhat passive when it comes to contacting the lecturer regarding course
The class participation level of my students in the class discussions in the online setting is lower than in the physical mode
My students use a wider range of resources in the online setting than in the physical mode.
I never felt worry during internet or computer issues during online teaching.

Note . Adopted from Primary Data Sheet

There is mixed response on use of wider range of resources during the online teaching. Finally, Comfortable number of teachers have built up the high level of confidence for online teaching.

Qualitative Findings

Table 9

Qualitative Responses Concerning Online Method of Teaching

This table presents the actual information obtained from the qualitative inquiry from 48 teachers who were the key respondents for the study. All the respondents were having experience of teaching graduate and/or undergraduate level both the physical mode and also online mode of teaching. The edited qualitative information is first tabulated and separated based on the respective theme such as teaching-method, learning, comparison, experience and challenge.

Code

The online mode of teaching seemed to be effective as it was next best alternative for continuing teaching learning activities
Resourceful techniques, creative and artistic teaching.
I felt online learning and teaching methods are best way to grab knowledge however, students need to be interactive and be
Need to change the way of online teaching.
Online teaching can only be the next best alternative during pandemic.
Online learning has taught us several new IT tools, pedagogical methods, and has upgraded our overall skills, while at the s
Physical classes let you know your students personally rather than online class if you are interacting with new students.
The physical mode of teaching is, of course, better than the online mode. However, in the case of pandemic (when the phys
I had different experience while teaching different set of students, so the questions presented here will have different answers
Its wonderful experience. The online teaching and also learning environment was awesome.
I enjoyed online teaching.
For theory portion, it was easy to explore ideas but during practical due to lack of technology (laptop/desktop) with studen
Flexibility of time
The students were not very interactive. No matter how much we try, they never focused on their course content.
It was difficult to conduct classwork and check them.

Note . Adopted from *Primary Data Sheet*

IV. DISCUSSION

Quantitative results indicated teachers' agreement score on various statements relevant to online method of teaching is closure to neutral state which signifies that the level of feeling comfortable via online method of teaching is not similar to the physical mode of teaching. Whereas, the qualitative phase revealed the online mode of teaching showed the next best alternative for continuing teaching learning activities and also reflected the best alternative during the pandemic.

Truly, a teacher as an instructor during the online mode of teaching too, does not degrade the pivotal role of quality delivery (Garrison & Anderson, 2003). On the same ground, researchers have also opined that dealignment of faculty acceptance of online mode (Allen & Seaman, 2010)

Teachers reflection adding the importance of new learnings such as the advancement of IT tools and new pedagogical methods that supported to upgrade the way of teaching. Respondents also stated that the physical mode of teaching is, of course, better than the online mode.

The study has given special contribution to the mixed method research connecting the state of agreement relevant to online method of teaching with qualitative inquiry. For instance, quantitative result reflected the comfortable percentage showing "During online class in fuse classroom / Google meet, I felt comfortable when I teach online ". Whereas, in qualitative inquiry showed "it was difficult to conduct classwork and check them. " This mixed result can be interpreted and also observed the true picture of teachers' reflection towards the online method of teaching and judge the level of enjoyment during online method.

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