HOW SHIFT IN THE ROLE OF TEACHERS IN THE TEACHING-LEARNING PROCESS IMPACTED LEARNERS DURING THE COVID-19 PANDEMIC?

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Abstract
This paper focuses on the shift that was witnessed by teachers due to their teaching - learning process on students' education. The Online platform hit hard all the students who initially took everything less seriously. The main issue that is discussed here is the change in behaviour pattern and attitude towards learning. Casualness has entered and discipline has disappeared. The solutions to the problem identified is mentioned at the end of the paper.
Keywords: pedagogy, retention, WFH, Response

Introduction

Martin Weller, the author of 'Delivering Learning on the Net' would have not anticipated the number of online learners in the years that passed by. The book that was first published in 2002 talked about distance learning and the benefits of it. Weller says that the net has increased the 'verbosity of the world'. Change -from 2002 to 2020, the world witnessed an entire transformation
- courtesy COVID -19. Online learning became the rage as offline had to stop so that the coronavirus spread is decreased. The outcome of online learning was a drastic impact on learners who had to learn in a condition with virtual teachers and computerised net-oriented feelings.

There has been many statistical data about the effect of online studies on students due to the change in the role of the teaching of a teacher. This research will focus on the Online learning of students in the interior of India. The quantitative research will hypothetically generalise the fact that learners all over the country faced the similar problem, thereby facing challenges in the consecutive years.

The teaching -learning process which was impacted on the learners during the Covid -19 pandemic will concentrate on the changes that occurred in the behaviour, social, psychological and educational transitions that was, and is seen in learners in Covid -19. The reading and understanding of this paper will minimise challenges in teachers and students who ought to come out of the situation and lead to a normal education. Only acceptance, certain changes in self and ways to plan out the problem can pave the path to a more scholarly way of learning in both - Offline and Online. The results provided in this paper will thoroughly ensure the treatment towards Online learning, which has now taken up a prominent role in pedagogy in education.

Theory

On reading a few sites and books on Literature review- like Bawa P. Retention in Online Courses: Exploring Issues and Solutions—A Literature Review., Wu, X., He, Z., Li, M., Han, Z., & Huang,

C. (2022), An effective blended online teaching and learning strategy during the COVID-19 pandemic it is understood as a generalised fact that Online learning had a drastic impact on students not only for the lower grade learners but also for the higher and professional course seekers. The effect of learning-on-learning disability students was a complete disaster. Online studies were not helpful to them. The atrocities that the grammar, vocabulary, solving sums and trying to understand concepts was completely ruled out in their cases. In another review the retention rates of students were seen as an issue that was worrying. Yet another review focused on the games that students played during the Online sessions.

However, the gap that remains prominent is the challenges faced by students. The set changes that were seen in behaviour, social, physical and intellectual changes brought about a gap in learning. Knowledge that was once in the classroom, was soon disturbed by the atmosphere of home for some students (parents WFH {work From Home}, siblings online learning) and for other students the challenges was the blended or hybrid mode of learning.

Thus, the objective to satisfy the research topic, a questionnaire was used.

Methodology

This Research paper is expository in nature. It is data based and has used the survey method. A structured questionnaire was made and sent to a school where 14 respondents were received from teachers as research samples or piloting the study. The study was administered in Chhindwara district, in Madhya Pradesh, by sharing the Google form link with closed ended questions. The study formulated 17 questions (6 questions / statements were personal details including e-mail, Name, Age, Gender, Town/City/Country and teaching in specific category) and descriptive statistics to draw the insights from the respondents, used in the study questionnaire.

Result and Discussion:

Following is the table which will give an idea of the piloting survey done in Chhindwara . Questions 1 to 6 were personal details of the respondents

Sr.no	Questions	Option	No of Respondents	Percentage
1. (7)	Did you face any of these problems?	A) arranging a device immediately	3	21.4
		B) extra expense on Wi-Fi, gadgets and other tech related items	6	42.85

		C) power cut / load shedding	5	35.71
	Total		14	
2. (8)	Tick the problem/s below if you have faced it?	A) interaction with students was difficult	12	85.71
		B) providing fake reasons to avoid a situation was more in Online	2	14.28
	Total		14	
3. (9)	Which platform did you use to teach Online sessions?	A) Microsoft Team	0	
		B) Google Meet	12	85.71
		C) Zoom	1	7.14
		D) Other	1	7.14
	Total		14	

4. (10)	Was using videos and slide shares an effortless way of teaching?	A) Agree	11	78.57
		B) Disagree	3	21.4
	Total		14	
5. (11)	Were the students able to learn better with the videos, ppts, websites or online exercises?	A) Yes	5	35.71
		B) No	9	64.28
	Total		14	
6. (12)	Was students' attendance a problem?	A) Yes	13	92.85
		B) No	1	7.14
	Total		14	

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7. (13)	Did students ask for clarification after the session got over?	A) Yes	6	42.85
		B) No	1	7.14
		C) sometimes	7	50
	Total		14	
8. (14)	Were you satisfied with the result in every Online exam?	A) Yes	7	50
		B) No	7	50
	Total		14	
9. (15)	Did you suspect plagiarism or malpractices from the students end?	A) Yes	4	28.57
		B) No	10	71.42
	Total		14	

10. (16)	What behavioural changes did you observe in students during your online sessions?	A) not willing to answer when asked a question	6	42.85
		B) bothered about what the other students will say	0	
		C) asking questions which are not in the syllabus	0	
		D) camera shy	7	50

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		E) speaking with arrogance	1	7.14
	Total		14	
11. (17)	Did your students whole heartedly participate in the co-curricular activities?	A) Yes	10	71.42
		B) No	4	28.57
	Total		14	

The responses that were received had similar facing problems.

R7-1 asked about the problems the teachers faced during the shift in their teaching - learning process in Covid 19 which had an impact on the learners.42.85% teachers faced a problem with devices, Wi-Fi, and gadgets- arranging it initially and later learning to master the skills of Online teaching. A small district like Chhindwara faces shortage of electricity which is another hindrance to teach. Learners though willing to learn also faced problems that are grave and hampered learning.

R8-2-85.7% agreed to this. Students away from school in Chhindwara could not join the online Google Meet platform due to data issues and connectivity. Students suffered with this condition and were at a loss of proper academics.

R9 -3-85.71% joined through G Meet a platform that is does not charge anything from its user. Maximum students availed this service due to their financial status and the faith in it.

R10- 4- 85.7% agreed that the sessions were easy for the teachers when the students watched educational ppt's and videos and played quizzes.

R11-5 Online learning might not be a viable choice for the students in Chhindwara as 64.28.% learners did not enjoy the ppt's and videos shared by the teachers.

R12 -6 -92.85% students remained unattended in Online sessions. Thus, it will be seen as a major loss

R13 -7 -50&% students asked the doubts after the sessions which is fairly a decent number but the others cannot be ignored as the reasons may vary and cannot be thought as students who do not wish to learn.

R14 -8-Teachers had a neutral reply for the results of students.

R15 -9- 71.42% teachers suspected plagiarism. This shows the students inclination towards vices over virtues during Online learning.

R16- 10- Some students were camera shy and so 50% of the students according to teachers did not open up themselves.

R17 - 11- A figure of 71.42% students participated in the extracurricular activities Online. It might be the National festivals or competitions that were arranged by the school

Teachers agreed that the attendance was a problem and the shift of teaching - learning process to Online was easier for learners for escapism. Avoiding interactions by not enabling the camera was a common condition. Attendance was a ubiquity being ubiquitous.50% of the students did

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not bother to clarify their doubts during or after their online classes. Though it was a neutral response for the exam result on the online platform [the 71.4% plagiarised or malpractice in their examination]. To add up, not willing to answer in the online sessions was a neutral number.

Feedback and suggestion-

From the overall responses it is observed that certain changes in Online learning can create a major difference in -

- Facility provided to learners- ample of resources will make their education easy and chances of more scholars in the future for the country is inevitable
- Interaction with teachers need to be taken seriously with intervention of the guardian or the parent in Online learning, especially if the learner is an introvert.
- To draw in attendance into online learning the students need to be under the vicinity of parents and they need to be oriented very often about the progress of the learner.

Conclusion -

The overall effect of teaching Online has been a paradigm shift in the field of education. The students learning affected so much that they are unable to write notes in the class, they suffered from boredom, they have nothing to fidget so they became restless. Their habits and behaviour have changed. Getting irritated, arrogance and certain health issues added up to the problem. Rural areas had an entirely different situation. Though the students were ready to learn they could not get enough resources. To curb the existing problem the government should take the onus of finding loop holes and try to fund schools in rural areas where support for the Online platform is provided. Apart from the gadgets they should also be provided with a teacher who is really good in computer skills. If the rural area is ignored then the future of the country, its children and adults will be devoid of professionals.

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