

Perception of Faculty Members Towards Online Teaching & Learning Process (Tlp) Post-Pandemic

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Abstract

Background: Online learning has now become part of the curriculum in many institutes and universities. It is one of the modern changes that every academician has to look at.

Objectives: In this empirical study, the objective of the researcher is to find out the perception of faculty members toward online learning post-Pandemic. The researcher has identified Self-efficacy (SE), Ease of Knowledge sharing (EKS), and Efficiency & effectiveness (EE) as Independent variables (IV) and kept aside Perception(P) as a Dependent variable (DV).

Methods: The researcher has adopted the survey method with the help of a questionnaire adopted from the various review of the literature. A total of 187 samples were collected utilizing convenience sampling and the same were analyzed with the help of SPSS. The researcher has done reliability analysis, chi-square, and correlation test using SPSS and interpreted the outcomes which exhibit a positive approach toward the perception of faculty members

Results: The results of the analysis help the research to justify that there is a positive approach to the perception of Faculty members towards Teaching and learning practices (TLP).

Conclusions: Faculty members have a perception that online learning helps them to ease their sharing of knowledge. Most of the faculty members feel that they are much satisfied with handling classes in online mode. They do feel that online learning helps in bringing out the effectiveness and efficiency of an individual learner. Faculty members have a mindset that online learning helps them to stay updated in their field and provides them to attain self-efficacy.

Keywords: faculty perception, online learning, post-pandemic, knowledge sharing

1. Introduction

E-learning has made a huge impact on educational institutions in recent days. Most of the top universities and colleges has adopted this into their curriculum. E-Learning has

reduced the interaction among humans physically and made connections possible to establish even from the remote end. The focus of academicians has shifted from offline to online or blended mode. Instructors or the faculties should be provided with the opportunity to be questioned and discuss the same with their colleagues and others about the adoption of these pedagogical practices (Tayyib, 2020). Many feel online learning is efficient and say that this allows the learners to make use of learning facilities anywhere and anytime through its applications and process which include smart virtual classrooms and digital collaboration (Khamparia & Pandey, 2015)

In this current article, the focus is more on the academic faculty who are the backbone of the educational units. the researcher is keen to find out the perception of the faculties towards the Online Teaching and Learning Process (TLP) post-pandemic. To arrive at this result, the author has utilized four different constructs namely Self-Efficacy (SE), Ease of knowledge sharing (EKS), Effectiveness & Efficiency (EE), and Perception (P).

In various researches held previously it is clear that online learning had varying effectiveness and efficiency from top to bottom throughout all levels and various types of education. (Widodo et al., 2020) Understanding the role of factors may help education management to perform E-learning in an effective and efficient way (Rohayani et al., 2015). The author does feel that the perception of authors will play a significant role in carrying forward the online mode of teaching and learning process (TLP)

Lakshmidēvi in her article briefs that ICT plays a powerful role in the teaching, learning, and education innovation she also says that it can enhance the Quality and improve efficiency and effectiveness among the learners. The author of his article has highlighted that student has agreed to integrate ICT(S, 2018). Now in this current study, we will find out the perception of faculties regarding the same

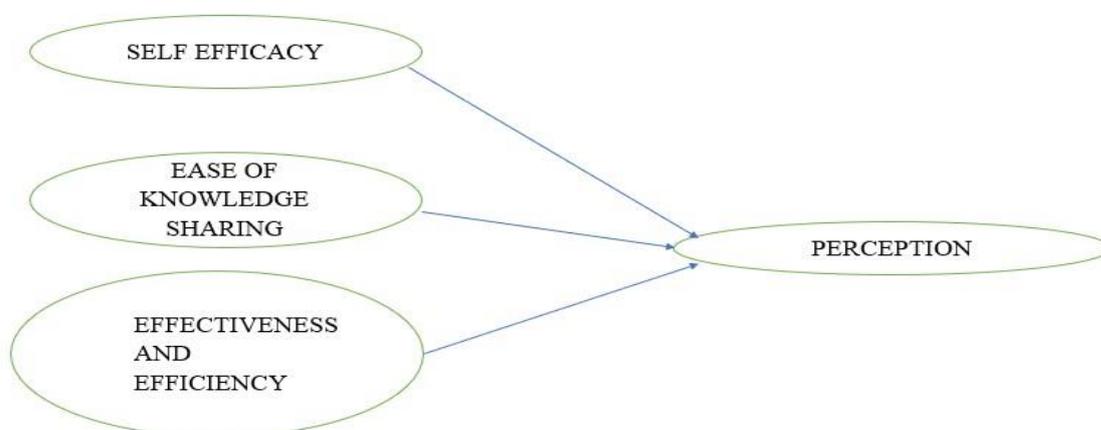
Bhardwaj and his colleagues in their article have stated that E-learning has now been integrated with teaching-learning practices. Their prime objective is to find out the opinion of faculty towards existing online practices. Their findings clearly indicate that majority of teaching fraternities are interested in online learning. Their works are much more effective to prove and strengthen the fact that online learning makes teaching, and learning practice more viable. (Bhardwaj et al., 2015)

Vivek Agarwal and his colleagues in their research paper gave insight into the perception of students from UP universities. In their study, they reflected on six main factors namely Supportive factors, System quality, learner's perspective, instructor perspective, information quality, and service quality. All of these play a major role in factors contributing to E-learning development. (Agrawal et al., 2016)

Arry and Cindy in their research article discussed the readiness level of organizations toward E-learning. They have adopted three different factors for the readiness for online learning. They are readiness according to the organization itself, the readiness of learners, and the readiness of educators. The authors strongly believe that if these three sides are not ready then the E-learning process will end up in failure(Arman & Wiyono, 2016)

Stella Lee and her colleagues in their research article have worked on a Learner-directed model. Their research model is based on an exploration of two educational theories Experimental Learning Theory (ELT) and Self-Regulated Learning (SLR) theory. The results of the study have revealed that there is a statistically significant higher level of overall learning experience and better learning attitudes compared to Control Group students who studied with e-learning components that are linear in nature and are without explicit associations with educational theories. (Lee et al., 2016)

Arun and Deepali in their research article have validated the existing belief about e-learning quality which is said to be a multidimensional construct and the authors believe that this is one of the crucial factors towards the success of e-learning. The authors also mentioned that a fair amount of literature was dealt for identifying various factors which support e-learning (Agariya & Singh, 2012)



Proposed research model

2. Objectives

- To find out the perception of faculty members towards online teaching and learning practices
- To study the influence of Self Efficacy, Ease of knowledge sharing, Effectiveness and efficiency on Perception of faculty members towards online teaching and learning practices

3. Methods

The study was done with the help of a survey questionnaire where a sample of 187 respondents across different regions in Tamil Nadu has been collected with the help of a convenience sampling technique.

A short questionnaire with 5 sections was designed with the help of an extended literature review. Section 1 consists of a few demographic questions including the respondent's name, age, designation, gender, and institution where they work were collected. Section 2,3,4 consists of independent constructs Self Efficacy, Ease of knowledge sharing, Effectiveness, and

Efficiency. Section 5 consists of dependent construct perception. Each had 4 questions on 5 points Likert scale. Once the data is collected it is coded into IBM SPSS 25 and further analyses were carried forward with the same.

4. Results

TEST OF RELIABILITY

Reliability Statistics	
Cronbach's Alpha	N
.944	19

Table1: Reliability statistics of the data

Reliability Statistics is done with the motive to check how far the collected data set is reliable. The expected Cronbach's Alpha is set to be more than 0.50. As shown in table 1 the Cronbach's Alpha is 0.944 which is set to be excellent. (Gliem & Gliem, 2003). This table allows the researcher to proceed with further analysis as the data exhibits the reliability value which is considerably noted as excellent.

TEST OF CORRELATION

H1: There is a relationship between self-efficacy and Perception

H2: There is a relationship between Ease of Knowledge sharing and Perception

H3: There is a relationship between Efficiency & Effectiveness and Perception

The correlation analysis is generally carried out to find out whether there exists any relationship between the Independent variable and Dependent Variable. Normally the value of correlation may range between -1 to +1. (TAYLOR, 1990)

In the above given table we can find that there is a positive correlation where the value of SE & P has the highest positive correlation with values **0.813** which shows strong correlation between the observed variables and the minimum positive correlation exist between EKS & P with values of **.626** which shows moderate correlation between the observed variables.(Schober & Schwarte, 2018). Based on the afore mentioned values it is clear that all null hypothesis H0 is rejected. The Alternate Hypothesis **H1:** There is a relationship between self-efficacy and Perception which is accepted with 0.813 strong positive correlation. Similarly, **H2:** There is a relationship between Ease of Knowledge sharing and Perception which is accepted with 0.626 moderately positive correlation. **H3:** There is a relationship between Efficiency & Effectiveness and Perception which is accepted with a 0.796 strong positive correlation(Schober & Schwarte, 2018)

		SELF	EASE	EFFECIENCY	PERCEPTION
SELF	Pearson Correlation	1	.686**	.777**	.813**
	Sig. (2-tailed)		.000	.000	.000
	N	187	187	187	187
EASE	Pearson Correlation	.686**	1	.625**	.626**
	Sig. (2-tailed)	.000		.000	.000
	N	187	187	187	187
EFFECIENCY	Pearson Correlation	.777**	.625**	1	.796**
	Sig. (2-tailed)	.000	.000		.000
	N	187	187	187	187
PERCEPTION	Pearson Correlation	.813**	.626**	.796**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	187	187	187	187

** . Correlation is significant at the 0.01 level (2-tailed).

From the above table, it is also visible that correlation is significant at a 0.01 level which means we can say that the correlation of the extracted data set has a 99% accepted significance level. (TAYLOR, 1990)

TEST OF CHISQUARE

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.225 ^a	3	.007
Likelihood Ratio	12.369	3	.006
Linear-by-Linear Association	3.772	1	.052
N of Valid Cases	187		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.73.

Table 3: Chi-square test output

H1: There is an association between Gender and Designation of the respondents

From the table 3 we can clearly state that the value of Pearson Chi-square (X) is 12.225 and P value is 0.007. This clearly indicates that there is no statistically significant

association between Gender and Designation of the respondents. Hence, we can reject the null hypothesis (H₀) There is no association between Gender and Designation of the respondents and accept the alternate hypothesis (H₁) There is an association between Gender and Designation of the respondents with 0.05 level of significance.

5. Discussion

Cronbach Alpha score is more than **0.944** which means the questionnaire used by the researcher is considered **Excellent** and highly **reliable**

Frequency Distribution table shows that **89.3%** of the respondents have said that **updated learning material can be shared quickly with the help of an online mode**. Similarly, **82.3%** of the respondents have agreed that they **feel confident in using online tools**. Also, **79.1%** and **75.9%** have shared that they can **make students use resources effectively in the online mode and improved collaboration and interactivity is possible through TLP practices**

Chi-square results indicate that there is no statistically significant association between Gender and Designation of the respondents as the value of **P** is Less than **0.05**

Correlation Table shows that there is a positive correlation where the value of **SE & P** has the **highest positive correlation** with values **0.813** which shows a **strong correlation** between the observed variables and the minimum positive correlation exists between **EKS & P** with values of **.626** which shows the **moderate correlation** between the observed variables. It is also visible that correlation is significant at a **0.01** level which means we can say that the correlation of the extracted data set has a **99% accepted significance level**.

The researcher has considered only selected constructs for measuring the perception of the faculties towards other online teaching and learning practices other factors may be explored by the future researchers

Future researchers can narrow down the group of respondents furthermore to understand the perception of faculties based on streams and departments

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