

# ASSESSING THE AWARENESS OF MODERN PEDAGOGY AND PERCEPTION OF ONLINE TEACHING AMONG FACULTY MEMBERS IN COIMBATORE CITY, TAMILNADU

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## Abstract

The COVID-19 epidemic has interfered with online teaching instruction in a number of countries. It has put to the test whether the academic institutions are ready to handle such a sudden catastrophe. The primary mode of instruction in developing countries like India during the pandemic has switched to online learning in consideration from the traditional mode of teaching. In this regard, the study was conducted among 90 faculty members to evaluate the awareness and perception of online teaching among faculties in Coimbatore District, India. The study was to ascertain how faculty saw online learning. According to the analysis, Zoom, Microsoft Teams, which provides online interactive lessons, and WhatsApp are the most widely used online platforms in India for communicating with students outside of the classroom. Due to COVID-19, online learning can serve as a temporary solution, but it cannot take the place of in-person instruction to a larger extent. The study suggests that using online teaching is to satisfy the need of the hour but a blend of both is demanded in the learning environment.

**Keywords:** Online, learning, faculty, perception

## Introduction

The landscape of higher education has shifted due to the corona virus disease of the 2019 pandemic. Examining various educational methodologies, such as online, hybrid, and blended learning techniques, is necessary as academic institutions around the world continue to address the global health crisis even now where the widespread pandemic is lessening. Institutions in education have turned their focus to the new norm of online teaching. To tackle the disruption in teaching and learning process, the educationists revolutionized themselves changing to the new trends in teaching, they also developed a hybrid model of instruction, the readiness of faculty with little or no experience in online teaching was considered to be the key in change management.

The most esteemed quality of a faculty has historically been their level of experience in their particular field. But in recent years, there have been conversations regarding the necessity of enhancing the pedagogical knowledge and abilities of university instructors as well. As a result, training the university professors has recently gained popularity throughout several nations, thus the awareness level among them seems to be higher than ever expected. There is a clear paucity of study in this area, which prevents us from having enough proof of awareness and perception of online teaching.

## Literature Review

Boris Handal, Catherine Groenlund and Tania Gerzina (2011) explored academic teachers' attitudes about learning management systems (LMS) and eLearning technologies being used within dental education. Fifty-five educators took part in a web-based assessment and investigated their perspectives on eLearning technologies in light of their own professional training experience and teaching demands. Despite a considerable degree of self-reported technological incompetence, educators thought that the eLearning LMS (also known as WebCT Blackboard) was a medium that met their teaching - learning objectives in terms of flexibility, interaction, and accessibility. In light of these findings, the study summarised contemporary eLearning professional development programmes.

Catherine Otieno, Lindsey J. Schulz, William Tankovich, Xin Wang Dr. James Gall. (2013) investigated Primary and secondary school teachers' views towards online tools for collaborative learning and how those perceptions influence choosing and implementation of the tools in classroom teaching. To collect data, an online survey was constructed, and the snowball sampling approach was applied to attract respondents via Facebook. The findings indicated that there is no clear association between respondent perceptions and their use of instructional materials.

Agboola, Abdulhameed. (2006) looked into academic instructors' readiness for the adoption of e-learning at the International Islamic University Malaysia. The response percentage was 98%, with 324 people who replied. Early studies suggested that e-learning education and confidence were statistically significant determinants of e-learning acceptance and preparedness. The findings revealed two significant effects of e-learning confidence and e-learning education on both e-learning acceptance and e-learning preparedness, as well as a somewhat weaker influence of gender on e-learning acceptance and e-learning preparedness.

Vlachopoulos, Dimitrios; Makri, Agoritsa (2017) examined the influence of games and simulations on accomplishing certain learning objectives. Overall, the findings suggested that games and/or simulations have a favourable influence on learning objectives. When games are integrated into the learning process, the researchers identify three learning outcomes: cognitive, behavioural, and emotional.

## Objective of the study

- To assess the awareness of modern pedagogy and usage of online teaching tools among faculty members in Coimbatore city
- To study the perception of technology based pedagogical usage in teaching and learning among faculty members in Coimbatore city.

## Methodology

This study investigated faculty members' awareness and perceptions of online teaching technologies in Coimbatore, Tamil Nadu. This study's participants were faculty members from Coimbatore. The sample size was chosen using simple random sampling techniques. The sample size comprises 90 faculty members from various academic areas such as arts, science, business, and humanities. To collect the data, a well-structured questionnaire was created. After creating a questionnaire, pilot research was done and the questionnaire was assessed to determine its viability. Participants were given questionnaires using Google Forms, and they were notified that their responses would be kept anonymous. The data were gathered and recorded in a systematic manner before being analysed with the Statistical Package for Social Science (SPSS) version 20. Statistical tools like descriptive analysis, mean rating, ANOVA were used to analyze the data.

## Findings

The data was analysed and presented in the table below:

Table No. 1 Demographic Variables

Variable	Groups	Frequency	Percent
Age	<25 years	3	3.3
	25-35 years	44	48.9
	36-45 years	38	42.2
	>45 years	5	5.6
	Total	90	100.0
Gender	Male	40	44.4
	Female	50	55.6
	Total	90	100.0
Designation	Assistant Professor	42	46.67
	Associate Professor	21	23.33
	Professor	19	21.11
	Head & Professor	8	8.90
	Total	90	100.0

Source: Primary Data

From the above table 1 it is found that 48.9% of the respondents are in the age group of 25-35 years, more than 50% of them are female and 46.67% of them belong to assistant professors.

**Objective 1: To assess the awareness of modern pedagogy and usage of online teaching tools among faculty members in Coimbatore city**

Table No. 2 MEAN RATING FOR AWARENESS OF TEACHING PEDAGOGY AMONG FACULTY MEMBERS

Descriptive Statistics					
Teaching Pedagogy	N	Minimum	Maximum	Mean	Std. Deviation
Lecture	90	3	5	4.59	.645
Lecture Outline And Handouts	90	1	5	4.17	.867
Guest Speaker	90	1	5	3.65	1.076

Game-Based Learning	90	1	5	3.72	.992
Flipped Classroom	90	1	5	3.81	.993
Video Case	90	1	5	3.88	.993
Case Analysis	90	1	5	4.02	.910
Simulation	90	1	5	3.87	1.009
Group-Based Learning	90	3	5	4.08	.719
Academic Readings	90	2	5	4.23	.721
Seminar	90	1	5	4.13	.908
Homework	90	1	5	4.01	.956
Role-Play	90	1	5	4.00	.870
Field Trips	90	1	5	3.54	1.182
Interactive White Board	90	1	5	4.34	.859
Problem-Based Learning	90	1	5	4.24	.805

Source: Primary Data

From table no 2 it is found that the faculty uses lecture as a pedagogy for communicating with the students has a higher mean rating of 4.59, followed by interactive white board, a modern ICT tool, with a mean rating of 4.34 and the next being problem based learning with a mean rating of 4.24, where the younger generation are made to understand the problems on a prior hand to make them come out with various solutions. A low mean rating of 3.54 was given for the field trips tool since it has a disadvantage of cost and especially with the pandemic culture, it is not found to be that effective as there are heavy protocols in the industries for allowing third parties inside the organisation.

Table No. 3 Online Platforms used during COVID for teaching and learning

Variable	Groups	Frequency	Percent
Online Platforms	Zoom	20	22.22
	Whatsapp	23	25.56
	Microsoft Teams	22	24.44
	Free Conference Call	6	6.67
	Google Meet	15	16.67
	Whiteboard	2	2.22
	Easy class	1	1.11
	Cisco Webex	1	1.11
	Total	90	100.0

Source: Primary Data

From the above table 3, it was found that WhatsApp was considered to be the medium of communication during covid times, next being Microsoft teams and Zoom meeting was used as an online platform for teaching among the faculty members.

**Objective 2: To study the Perception on technology based pedagogical usage in teaching and learning among faculty members in Coimbatore city.**

**Hypothesis**

Ho: There is no significant difference between age and perception on technology based pedagogical usage in teaching and learning among faculty members.

Table No. 4 Age and perception on technology based pedagogical usage in teaching and learning among faculty members

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Modern Pedagogy helps to assist in teaching management students	Between Groups	1.860	3	.620	1.457	.232
	Within Groups	36.595	86	.426		
	Total	38.456	89			
Teachers support modern pedagogy outside class time	Between Groups	.453	3	.151	.303	.823
	Within Groups	42.836	86	.498		
	Total	43.289	89			
The use of modern pedagogy for teaching and learning is encouraging	Between Groups	1.439	3	.480	1.328	.271
	Within Groups	31.061	86	.361		
	Total	32.500	89			
Modern pedagogy helps to interact with anyone easier	Between Groups	2.232	3	.744	1.655	.183
	Within Groups	38.668	86	.450		
	Total	40.900	89			

Modern pedagogies help to interact effectively with colleagues and students	Between Groups	1.840	3	.613	1.310	.276
	Within Groups	40.260	86	.468		
	Total	42.100	89			
Feel confident in learning new computer skills	Between Groups	2.202	3	.734	1.502	.220
	Within Groups	42.020	86	.489		
	Total	44.222	89			
Find easier to teach by using modern pedagogy	Between Groups	2.536	3	.845	1.744	.164
	Within Groups	41.686	86	.485		
	Total	44.222	89			
Aware of the great opportunities that modern pedagogy offers for effective teaching	Between Groups	1.111	3	.370	.849	.471
	Within Groups	37.511	86	.436		
	Total	38.622	89			
I think that modern pedagogy supported teaching makes learning more effective	Between Groups	1.778	3	.593	1.209	.312
	Within Groups	42.177	86	.490		
	Total	43.956	89			
The use of modern pedagogy helps teachers to improve teaching with more updated materials	Between Groups	1.917	3	.639	1.502	.220
	Within Groups	36.572	86	.425		
	Total	38.489	89			
I think the use of modern pedagogy improves the quality of teaching	Between Groups	1.329	3	.443	.854	.468
	Within Groups	44.627	86	.519		
	Total	45.956	89			
I think the use of modern pedagogy helps to prepare teaching resources and	Between Groups	.549	3	.183	.463	.709
	Within Groups					
	Total					

materials	Within Groups	33.940	86	.395		
	Total	34.489	89			
The use of modern pedagogy enables the students' to be more active and engaging in the lesson	Between Groups	2.362	3	.787	1.347	.264
	Within Groups	50.260	86	.584		
	Total	52.622	89			
I have more time to cater to students' need if modern pedagogy is used in teaching	Between Groups	2.286	3	.762	.906	.442
	Within Groups	72.336	86	.841		
	Total	74.622	89			
Feel continually and comfortably learn new modern technology tools to enhance my teaching skills	Between Groups	1.281	3	.427	.861	.465
	Within Groups	42.674	86	.496		
	Total	43.956	89			

Source: Primary Data

The above table no 4 depicts that, the significant value for all the variables of perception on technology based pedagogical usage in teaching and learning were greater than 0.05. Hence null hypothesis was accepted. Therefore, there is no significant difference between age and perception on technology based pedagogical usage in teaching and learning among faculty members.

## Conclusion

It can be understood from the study that in a teacher's perspective, they are learning new things every day and one such change management strategy is online teaching so that the teaching is done without any interruption. The first concern was to make the students comfortable and fearless was a tough job for the faculties. Faculties responded with a level of positive satisfaction in online teaching. Teachers were also aware of the modern pedagogies that are effective in teaching and feel that they are comfortable in most times using a modern pedagogy for teaching. However, the challenges were felt for teachers who taught practical classes to the students. Online teaching can be used as a tool to keep the students going without a stop but still the emotional bonding lies with the close interaction among the students and teachers for which a blended learning is always the best tool for teaching and learning at all times.

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