

ONLINE TEACHING LEARNING AND EVALUATION: EXPECTATIONS OF STUDENTS IN GOA

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ABSTRACT

From the time of its outburst in late December 2019, the hostile COVID-19 has inflicted disaster across the world and like any other critical sector, education as well has been affected callously. The students, schools, colleges and universities have been impacted severely. However, with the support of the internet and various teaching-learning software's and applications, the education sector could to a certain extent dilute the stiff hit of the pandemic if not entirely gratify the students through its digital adoption thereby sustaining the educational system and consequently making the physical classrooms to lose its prominence as the home of learning. This research paper aims to study the expectations of the students with respect to online teaching-learning and evaluation and also as certain if there exists a significant difference between genders, degree programme and streams of the students with the select dependent variables. A sample of 156 students from the select colleges in Goa were taken by using non-probability sampling methods. The questionnaire was prepared in google form and sent to participants via emails and social networking sites. Statistical analysis of data has been done with the help of frequency tables and chi-square test. The majority of the significant differences were observed with respect to streams of the students and the other variables of the teaching learning and evaluation as compared to the gender and the degree programme of the students.

Key words: online; teaching; learning; evaluation; expectation; pandemic

INTRODUCTION

From the time of its outburst in late December 2019, the hostile COVID-19 has inflicted disaster across the world and like any other critical sector, education as well has been affected callously. The students, schools, colleges and universities have been impacted. In India, around 250 million students had been affected due to the closure of educational institutions at the onset of lockdown induced by COVID-19 pandemic posing numerous teething troubles in public and private schools which counted in an expected rise in dropouts and learning losses. Making an allowance for the prevailing pandemic induced by the COVID-19 virus, the education sector in India called in for a revolutionary adaptation in its teaching-learning and evaluation pedagogics to substitute the conventional method of face to face learning into the virtual mode of teaching-learning as partially practiced by some professional coaching and distance learning institutes for quite a few years in India. With the support of the internet and various teaching-learning software and applications, the education sector could at least to a certain extent dilute the stiff hit of the pandemic if not entirely gratify the students through its digital adoption and thereby sustain the educational system even during the pandemic.

However, COVID-19 also acted as a catalyst for digital adoption in educational setup and also tossed a question about the readiness of the systems, including teachers to address such a crisis and sustainability in education. Apprehending its features and advantages, slowly and gradually, the new system implemented out of compulsion progressed to occupy a significant place in the teaching-learning and evaluation, motivating some the educational institutions to continue with the later system at least moderately if not extravagantly.

Consequently, the physical classrooms have begun to lose its prominence as the home of learning. The internet based form of teaching has made online learning possible, and many researchers and educators are interested in online learning to enhance and improve student learning outcomes while combating the reduction in resources, particularly in higher education. Furthermore, there have also been escalations in appeal for online learning from students from all walks of life. Given this exponential growth of online education and its potential in higher education, it is imperious for the researchers to examine the effectiveness of online teaching and learning compared to traditional face-to-face method and also the expectations of online learners having experienced the same for a couple of years and decide for themselves as to what would they desire form their facilitators in the process.

Thus, this paper aims to address the question of the students' expectations with regard to the teaching-learning and evaluation from the facilitators and the educational institutions respectively.

RESEARCH PROBLEM

The education sector over the entire nation, has called in a drastic transformation induced by the COVID-19 pandemic crisis forcing the system to adopt online mode of teaching-learning and evaluation heading the conventional form of teaching-learning system to cessation. However, is the new form of online teaching-learning and evaluation conducted in a manner that contented the student satisfaction was always a question to ponder about? The deteriorating figures of students attending the online classes in various educational institutions is the trigger to conduct an introspection as to; are the facilitators delivering what the students are desirous of; from the online teaching practices followed, is the material interrogation.

RESEARCH GAP

The pandemic called into question of the readiness of the education system, including educators to address the pandemic crisis and sustainability of educational institutions at large. However, COVID-19 also acted as a catalyst for digital adoption in educational sector. Though the online-teaching and learning has gained the stimulation in the higher education sector, it is therefore pertinent for the researchers to determine the desires and expectations of the students with regard to the new teaching-learning and evaluation pedagogics as they are the ultimate beneficiaries.

OBJECTIVES OF THE STUDY

The research aims study the expectations of the students in respect of online teaching-learning and evaluation and also ascertain if there exists a significant difference between gender, programme of the students and programme of the students with select dependent variables considered for the purpose of the study.

HYPOTHESIS OF THE STUDY

H0: There is no significant difference between gender of the students and select variables considered for the purpose of the study.

H1: There is a significant difference between gender of the students and the select variables considered for the purpose of the study.

H0: There is no significant difference between degree programme of the students and select variables considered for the purpose of the study.

H1: There is a significant difference between degree programme of the students and the select variables considered for the purpose of the study.

H0: There is no significant difference between streams and the select variables considered for the purpose of the study.

H1: There is a significant difference between streams and the select variables considered for the purpose of the study.

RESEARCH TOOLS

Design and Sample

A survey was used to examine the online teaching learning and evaluation expectations of the students from the undergraduate and postgraduate courses. A sample of 156 students from the select colleges in Goa were taken by using non-probability sampling methods viz.; convenience sampling and snowball sampling.

Data Materials

The expectations with regard to the online teaching learning and evaluation of students were collected by means of a Google form questionnaire consisting of two sections. First section comprised of demographic details of student students and second section dealt with questions related to their expectations of online teaching learning and evaluation of their respective educational institutions and facilitators. Close ended questions were included along with check boxes and multiple choice responses.

Data Collection Procedure

The data was collected during April, 2022 when all the students had experienced a considerable time with online learning in their respective educational institutions and in a fair position to judge as to what they precisely desire from their facilitators and the educational institutions to deliver

to them in context to the online deliberations. The questionnaire was prepared in google form and sent to participants through emails and social networking sites.

STATISTICAL ANALYSIS OF DATA

The collected data was analysed quantitatively with SPSS by using chi-square test for close ended questions aerating the relationship between the independent variables such as gender, Degree Programme and the Streams of the students with the select dependent variables regarding online teaching-learning and evaluation expectations.

Gender of the Students

	Frequency	Percent	Cumulative Percent
Under Graduate	92	59.0	59.0
Post-Graduate	64	41.0	100.0
Total	156	100.0	

Source: Author's Computation

The above table demonstrates the composition of the students interviewed for the purpose of the study wherein 92(59%) students are from the undergraduate category to 64 (41%) students from post graduate degree program.

Degree Programme of the Students

	Frequency	Percent	Cumulative Percent
Male	61	39.1	39.1
Female	95	60.9	100.0
Total	156	100.0	

Source: Author's Computation

The above table demonstrates the composition of the students interviewed for the purpose of the study counting 61 (39.1%) male students to that of 95 (60.9%) students being female students.

Streams of the Students

	Frequency	Percent	Cumulative Percent
Arts	52	33.3	33.3
Commerce	46	29.5	62.8
Science	58	37.2	100.0
Total	156	100.0	

Source: Author's Computation

The above table demonstrates the composition of the students interviewed for the purpose of the study comprising 52(33.3%) students from Arts, 46 (29.5%) students from Commerce and 58(37.2%) Science.

Attendance of the Students during Online Classes

	Frequency	Percent	Valid Percent	Cumulative Percent
31% -50%	13	8.3	8.3	8.3
51%-70%	56	35.9	35.9	44.2
Above 90%	22	14.1	14.1	58.3
71%-90%	63	40.4	40.4	98.7
Less than 30%	2	1.3	1.3	100.0
Total	156	100.0	100.0	
Source: Author's Computation				

From the above table it is explained that out of the total 156 students interviewed for the purpose of the study, with regard to students' overall attendance during the online classes at their respective educational institutions, 2(1.3%) students had less than 30% attendance, 13 (8.3%) students were within 31%- 50%, 56(35.9%) had 51% -70%, 63(40.4%) had attendance of 71%-90%, whereas 22 (14.1%) ranging above 90%.

Teaching Expectation by the Students

	Frequency	Percent	Cumulative Percent
Educational content on the screen (100%)	28	17.9	17.9
Facial expression and eye contact (100%)	22	14.1	32.1
60% of Content to 40% of facial expression and eye contact	32	20.5	52.6
40% of Content to 60% of facial expression and eye contact	28	17.9	70.5
Equal combination of both	46	29.5	100.0
Total	156	100.0	
Source: Author's Computation			

The above table elucidates the expectations of students with regard to the presentation on screen by their facilitators during online classes. Out of the total 156 students interviewed for the purpose of the study, 28(17.9%) students expect only the teaching of educational content on the screen by their respective facilitators, 22(14.1%) students would have a preference towards only facial expression and eye contact of their facilitators, 32(20.5%) would expect a mixture of 60% of content to 40% of facial expression and eye contact, 28(17.9%) preferring 40% of content to 60% of facial expression and eye contact whereas 46(29.5%) desiring equal combination of both.

Schedule of Online Classes

	Frequency	Percent	Cumulative Percent
Strictly during college hours	132	84.6	84.6
Spread over full day with breaks in between	24	15.4	100.0
Total	156	100.0	
Source: Author's Computation			

The above table elucidates the expectations of students with regard to the schedule of the online classes. A substantial majority of 132 (84.6%) students would have a preference for schedule online classes strictly during the specified college hours whereas a low-slung of 24(15.4%) students would prefer the online classes to be spread over full day with prolonged breaks in between.

Curtailment of Portion during Online Classes

	Frequency	Percent	Cumulative Percent
Not at all be curtailed	42	26.9	26.9
Be curtailed up to 10%	30	19.2	46.2
Be curtailed up to 20%	44	28.2	74.4
Be curtailed up to 30%	40	25.6	100
Total	156	100	
Source: Author's Computation			

The expectations of the students with regard to the curtailment of academic portion during the online classes are as exemplified in the above table. 42 (26.9%) of the students would not want any curtailment of academic portion during the online classes whereas 30 (19.2%) students would want it to be curtailed up to 10%, 44 (28.2%) opined to be curtailed up to 20% and 40 (25.6%) expect it to be curtailed up to 30%.

Preferred forms of online classes

	Frequency	Percent	Cumulative Percent
Recorded videos	15	9.6	9.6
Live Online Lectures	41	26.3	35.9
Equal Combination of Both	45	28.8	64.7
40% recorded to 60% live	32	20.5	85.3
60% recorded to 40% live	23	14.7	100.0
Total	156	100.0	
Source: Author's Computation			

The above table demonstrates the expectations of students with respect to preferred forms of online classes. 15(9.6%) students would favour only recorded videos over live classes whereas 41 (26.3%) students the vice-versa. 45(28.8%) students would prefer an equal combination of both to that of 32 (20.5%) students preferring 40% recorded to 60% live classes and the remaining 23(1.7%) favouring 60% recorded to 40% live classes.

Training Effect on Quality of Online Teaching

	Frequency	Percent	Cumulative Percent
Up to10%	29	18.6	18.6
11%-25%	56	35.9	54.5
26%- 40%	47	30.1	84.6
Above 40%	24	15.4	100.0
Total	156	100.0	
Source: Author's Computation			

The above table demonstrates the opinions of the students with respect to the output effect of quality of online classes if their respective facilitators were provided with specialised training to handle the latest online teaching tools and devices. Out of the total 156 students, 29 (18.6%) believe that the training could have improved the online teaching quality up to 10%. 56 (35.9%) believe it to have enhanced from 11-25%, 47 (30.1%) anticipated an increase ranging 26%-40% whereas 24 (15.4%) opining above 40%.

Preferred Mode of Examination

	Frequency	Percent	Cumulative Percent
100% Subjective	15	9.6	9.6
100% Objective	31	19.9	29.5
40% Subjective and 60% Objective	45	28.8	58.3
Online Personal Interviews	13	8.3	66.7
60% Subjective and 40% Objectives	52	33.3	100.0
Total	156	100.0	
Source: Author's Computation			

The above table demonstrates the expectations of students with respect to preferred mode for conduct of exams in respect of syllabus covered through online teaching. 15 (9.6%) students feel the exams should be 100% subjective to that of 31 (19.9%) contradicting the previous favouring 100% objective evaluations. 45 (28.8%) would prefer an amalgam of 40% subjective and 60% objective whereas 52(33.3%) going for 60% subjective and 40% objectives and remaining 13(8.3%) calling for online personal interviews.

Continuity of Online Classes after Pandemic

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all be continued	62	39.7	39.7	39.7
Up to 10%	34	21.8	21.8	61.5
Up to 25%	21	13.5	13.5	75.0
Up to 40%	25	16.0	16.0	91.0
40% and above	14	9.0	9.0	100.0
Total	156	100.0	100.0	
Source: Author's Computation				

The above table reveals the opinions of the students with respect to the continuity of online classes in their respective educational institutions even after the end of the pandemic. As many as 62 (39.7%) students wouldn't want online classes at all to be continued. Whereas 34 (21.8%) students will be content if continued up to 10% to that of 21 (13.5%) at comfort up to 25%, 25 (16%) students having no issues up to 40% and 14 (9%) comfortable with even above 40%.

Significant at 5% Level

Relationship between Gender and Online Teaching Learning Evaluation Variables

Variables	P Value	Relationship
Gender and Attendance of Students during Online Classes	0.142	Not Significantly different
Gender and Teaching Expectation by the Students	0.032	Significantly different
Gender and Schedule of Online Classes	0.529	Not Significantly different
Gender and Curtailment of Portion during Online Classes	0.609	Not Significantly different
Gender and Preferred Forms of Online Classes	0.866	Not Significantly different
Gender and Training Effect on Quality of Online Teaching	0.532	Not Significantly different
Gender and Mode of Examination	0.045	Significantly different
Gender and Continuity of Online Classes After Pandemic	0.336	Not Significantly different

The above table exemplifies the result of the chi square test in respect of gender with the select dependent attributes of the study. The test reveals that the significant difference relating to gender is noted only with respect to teaching expectation by the students and the Mode of examinations to be conducted.

With respect to the teaching expectations by the students, more proportion of male students prefer presentation of facial expression and eye contact by their respective facilitators over display of mere academic content on the screen during online teaching learning process compared to female students. As far as the mode of the examination is concerned, relatively a

higher male proportion prefer the examination to be conducted in online mode over female students preferring subjective examination.

Relationship between Degree Programme of Students and Online Teaching Learning Evaluation Variables

Variables	P Value	Relationship
Degree Programme and Attendance of Students during Online Classes	0.119	Not Significantly different
Degree Programme and Teaching Expectation by the Students	0.022	Significantly different
Degree Programme and Schedule of Online Classes	0.051	Not Significantly different
Degree Programme and Curtailment of Portion during Online Classes	0.041	Significantly different
Degree Programme and Preference to Forms of Online Classes	0.194	Not Significantly different
Degree Programme and Training Effect on Quality of Online Teaching	0.515	Not Significantly different
Degree Programme and Mode of Examination	0.913	Not Significantly different
Degree Programme and Continuity of Online Classes After Pandemic	0.634	Not Significantly different

Significant at 5% Level

The above table exemplifies the result of the chi square test in respect of degree programme with the select dependent attributes of the study. The test reveals that the significant difference is only with respect to teaching Expectation by the students and the curtailment of academic portion covered during online classes.

With respect to the Presentation Expectation by the Students, in comparison to undergraduate students more post graduate students would expect presentation of facial expression and eye contact by their respective facilitators over display of mere academic content on the screen during online teaching learning process. Secondly, a higher proportion of Post Graduate students have a negative inclination towards curtailment of academic portion during online teaching and learning process in comparison to that of the undergraduate students.

Relationship between Streams of the students and Online Teaching Learning Evaluation Variables

Variables	P Value	Relationship
Streams and Attendance of Students during Online Classes	0.536	Not Significantly different
Streams and Teaching Expectation by the Students	0.000	Significantly different
Streams and Schedule of Online Classes	0.000	Significantly different
Streams and Curtailment of Portion during Online Classes	0.185	Not Significantly different
Streams and Preferred Forms of Online Classes	0.047	Significantly different
Streams and Training Effect on Quality of Online Teaching	0.000	Significantly different
Streams and Mode of Examination	0.341	Not Significantly different
Streams and Continuity of Online Classes After Pandemic	0.005	Significantly different

Significant at 5% Level

The above table exemplifies the result of the chi square test in respect of degree with the select dependent attributes of the study. The test highlights that the significant difference relating to the streams of the students is noted only with teaching expectation by the students, schedule of online classes, preferred to the forms of online classes, training effect on quality of online teaching and continuity of online classes after pandemic.

In comparison to other programs, a higher proportion of student from Arts streams prefer presentation of facial expression and eye contact of the facilitator whereas a bulky proportion from Science Streams prefer Educational content on the screen whereas the students from Commerce Streams would prefer a blend of both during online teaching and learning process. Relatively higher proportion of Arts students would prefer the online classes be spread over the entire day with multiple breaks in between over specific college hours timing. Students from Arts Streams would also prefer more of live online classes over recorded videos whereas majority of Science students have an inclination for a blend of both in comparison to the students from other Streams. Comparatively, most proportion of the Science students opined that the quality of the online teaching and learning could be better if their facilitators are provided specialised training with regard to handling online teaching tools contradicting the views of a large proportion of the Arts students. Last of all, most of the students from Arts Streams have a very high negative inclination towards the continuity of online classes after the end of pandemic contradicting the views of Science students to a certain extent in comparison to the Commerce students.

Conclusion

The study 'Online Teaching Learning and Evaluation: Expectations of Students in Goa throws light on some of the expectations of online teaching learning and evaluation from the students' perspective. Facial expression and eye contact while teaching the students is an important element and facet of both; the offline as well as the online teaching and learning and especially, the Post Graduate male students from Arts Streams have been expecting more from their

facilitators. A substantial majority of students would have a preference for schedule online classes strictly during the specified college hours however the students from Arts Streams have exposed a paradox to the above-mentioned views of the other students. Curtailment of portion during online classes is relatively more voiced by the Under Graduate degree students in contrast to the Post Graduate degree students. The general inclination of the students towards the preferred forms of online classes is the live online classes over the recorded videos and it is more evidently observed from the reactions of the Arts students. The general views of the students opined that the quality of the online teaching and learning would have had seen an enhanced quality if their facilitators were offered specialised training to handle the latest online teaching tools and devices and the same is relatively more articulated by the students in Science Streams. The general inclination of the students with respect to the mode of examination to be conducted for the syllabus covered during online teaching was a little prejudiced towards objective form of evaluation especially from the male students as compared to female students. Lastly, with regard to the continuity of online classes after the end of pandemic, the study expressed a negative outlook of the students towards the same having more of such students from Arts Streams, however the views of Science students to a certain extent were slightly positive in favour of online teaching in comparison to the Commerce students.

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