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Teacher-Learners Relationship During Online Learning Environment

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KEYWORDS

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ABSTRACT

Due to current Covid-19 pandemic, the lockdown measures have put forth different challenges across the globe but could not dare to disgrace the zeal of teaching-learning processes. Education in India is relocating rapidly into digital media and information, the ICT becomes more and more necessary as well as its value is undoubtedly expanding. The digital learning portals and ICTs help the students not only in getting full access to the study material but also allow them to engage in online classes and interact with the teachers like the physical classroom setting. To ensure that there is no loss in the education and students get full access to classes, like before, teachers have adopted ways for online teaching. The primary objective of the current study was to investigate the relationship among teachers and learners during online learning environment and answer few queries like; how interested are teachers and learners in online teaching? Are the teachers and learners self-motivated for online teaching and learning? How happy are both of them with online teaching and learning? Are they able to easily communicate with each other during online learning? In this study, 85 B.Ed. learners and 85 B.Ed. teachers gave their responses in the form of a Google form questionnaire. Questions were related to online teaching and learning, their interest level and happiness. For interpretation of the collected data, *t-value* was calculated to test the null hypothesis. Results of the study revealed that: (i) there is no significant difference between the teachers and students in the level of interest for online classes of B.Ed. College. (ii) There is no significant difference between the teachers and students in the level of motivation for online classes (iii) There is no significant difference between the teachers and students in the level of happiness for online classes of B.Ed. colleges. (iv) There is no significant difference between the teachers and students in communication levels during online classes of B.Ed. colleges

Introduction

During the COVID-19 pandemic outbreak from March 2020 in the entire nation, the country is facing major crisis in every sector and this time one of the worst hit sectors is the education sector. Most of the educational institutions including schools, colleges, and universities are shut down, hostels are vacated; examinations at all levels, convocation ceremonies, seminar, conference, workshop, large public meetings, and many more direct contact basis institutional activities are postponed and cancelled. To bring education in its old path ICT played a crucial role. Teachers strived their best to utilize different modes of currently available technology in teaching and learning to remain in touch with their students, whether they are trained or not. ICT made possible education anywhere and at any time across the globe. The practice of providing education with the help of ICT is termed as e-education or e-learning or online-learning. These resources opened various ways for fulfilling the country's educational needs. ICT is not a new concept in education, but this lockdown period made it a novel educational approach for all teachers which encourage flexibility to participate in online teaching-learning opportunities. Additionally, the restrictions of time, space and place have been lifted. At the moment, all schools, colleges and universities are adopting new methods of online teaching-learning through government and non-government platforms. Online learning presents an entirely new learning environment for B.Ed. students. Online

learning increases volumes of information from a variety of sources to sort through. At times teacher educators may find difficulty in selecting appropriate technology or may also face problems in using the new technology. However, with the help of ICT teachers can design learning resources and environments, support the development of knowledge creation, critical thinking, and reflective thinking skills of students and promotion of better learning. Teachers are the torch bearers for the future society and being a pivot in the process of teaching learning, knowledge of ICT and the skill to use ICT has gained immense relevance for today's teacher. They are expected to infuse knowledge of ICT successfully into their subject area to make classroom learning meaningful at higher level. As we know, teacher and students share a rapport with each other in an actual teaching learning environment in a mini-society. If teachers are interested and taught happily in their class, the learners are also interested and happy. Where there is a two-way communication, the teaching learning process becomes effective and productive. In actual classroom a teacher shares a good rapport with his/her students. Does it happen in the same way in online learning environment? To answer this query, current study was designed to focus on the relationship between B.Ed. teachers and students in this lockdown period to improvise the lacking points of teaching and making online learning environment more productive. In this study, four variables of teachers and students to satisfy the queries were observed. They are Interest, Self-

motivation, Happiness and Communication and these terms according to this study are defined as given below.

Interest

When educators and learners are in a psychological state of attention and influence online learning environment and an enduring predisposition to reengage in it over time is termed as interest.

Self-Motivation

Self-motivation tends to have a deeper understanding of own strengths and weaknesses.

Happiness

When educators and learners experience joy, contentment, or positive well-being during online learning environment the process is termed as their happiness.

Communication

Communication is when educators and learners feel free to exchange their thoughts while teaching and learning through online mode.

Need of the study:

The teachers are assets of every nation. The quality and efficiency of education rely on the excellence of teacher education. They must play a crucial role for the development of their nation. So, they have to be ready to perform their work with full devotion in all emergency times of their native place. This lockdown period due to Covid-19 pandemic halted everybody across the world but teachers have

still managed ways to keep their pace. They are still working hard to make continuity in education for the future assets of nation. As face-to-face interaction between student and teacher is not present in online learning environments, it is increasingly important to understand the virtual relationship between student and their teachers in virtual teaching and learning environment. Present study was designed to explore the relationship among students and teachers in virtual world of online learning.

Research questions:

1. Do the B.Ed. teacher and students have same interest level for online classes?
2. Do the B.Ed. teacher and students have same motivation level for online classes?
3. Do the B.Ed. teacher and students have same happiness level for online classes?
4. Do the B.Ed. teacher and student easily communicate in online classes?

Hypothesis:

For present study, following hypothesis is framed by the researcher:

Looking at the current scenario, interests of the teachers and the needs of the students, it is hypothesized that:

1. There will be no significant difference between the teachers and students in the level of interest for online classes of B.Ed. colleges.
2. There will be no significant difference between the teachers and students in the level

of motivation for online classes of B.Ed. colleges.

- There will be no significant difference between the teachers and students in the level of happiness for online classes of B.Ed. colleges.
- There will be no significant difference between the teachers and students in the level of the communication during online classes of B.Ed. colleges.

Limitations:

This study is limited to only B.Ed. students and teacher educators only.

Research methodology and data interpretation:

For this study, the researcher made two Google form questionnaire one for students and another teacher educator and then applied descriptive statistics to test the hypothesis.

Table 1: Responses of B.Ed. teachers about online teaching- learning

Question	Disagree	Neutral	Agree
Online teaching is more interesting than traditional teaching.	58	0	27
I am self-motivated while teaching by online mode.	52	5	28
I feel happy while teaching through online mode.	69	1	15
In Online teaching process it is easy to communicate with students.	44	3	38

A graphical representation of table 1 is as follows:

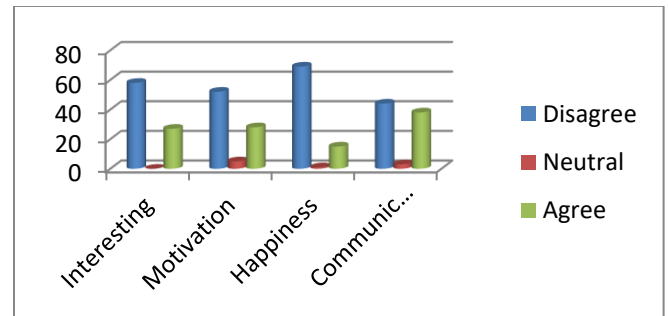


Table 2: Responses of B.Ed. students about online teaching- learning

Questions	Disagree	Neutral	Agree
It is interesting to learn from online learning environment.	15	38	32
I am self-motivated to attend classes through online mode.	17	35	33
I am happy with online learning environment.	25	34	26
By this mode of learning it is easy to communicate with our teachers.	25	33	27

A graphical representation of Table 2 is as follows:

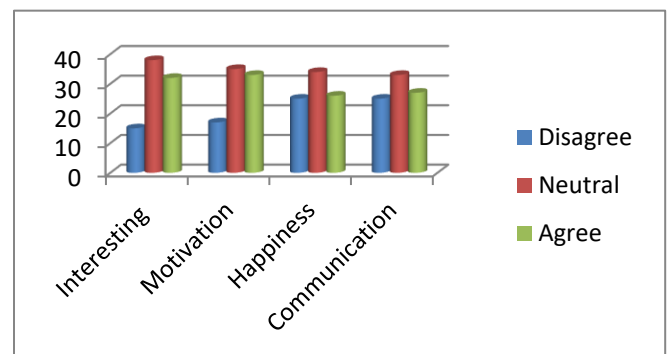


Table 3: Level of Interest of teachers and students at B.Ed. colleges calculated by t-value.

	Scor es (Agr ee)	N	Me an	S.D	S.E dm	t- valu e
Teachers	27	85	0.3 17	1.70	0.5 23	0.11
Students	32		0.3 76	1.86		

The t-value is 0.11 which is smaller than 1.96 (0.05 level of significance) and also smaller than 2.58 level of significance so, we retain the first null hypothesis and conclude that both the teachers and students at B.Ed. colleges are interested in online classes.

Table 4: Level of Motivation of teachers and students at B.Ed. colleges calculated by t-value.

The t-value is 0.12 which is smaller than 1.96 (0.05 level of significance) and also smaller than 2.58 level of significance so, we retain the second null hypothesis and conclude that both the teachers and students at B.Ed. colleges are self-motivated for online classes.

	Motiv ation (Agr ee)	N	Me an	S.D.	S.Ed m	t- valu e
Teachers	28	85	0.3 3	3.02	0.51	0.1 2
Students	33		0.3 9	3.56		

Table 5: Level of Happiness of teachers and students at B.Ed. colleges by calculated by t-value.

	Happi ness (Agr ee)	N	Mea n	S. D	S.E dm	t- valu e
Teachers	15	85	0.18	1.6 2	0.3 5	0.37
Students	26		0.31	2.8 0		

The t-value is 0.37 which is smaller than 1.96 (0.05 level of significance) and also smaller than 2.58 level of significance so, we retain the third null hypothesis and conclude that both the teachers and students at B.Ed. colleges are happy to attend online classes.

Table 6: Level of Communication of teachers and students at B.Ed. colleges calculated by t-value.

	Comm unicati on (Agr ee)	N	Mea n	S. D	S.E Md	t- valu e
Teachers	38	85	0.45	4. 06	0.54	0.2 4
Students	27		0.32	2. 91		

The t-value is 0.24 which is smaller than 1.96 (0.05 level of significance) and also smaller than 2.58 level of significance so, we retain the fourth null hypothesis and conclude that both the teachers and students at B.Ed. colleges are easily communicate with each other during online classes.

Major Findings:

1. There is no significant difference between the teachers and students in the level of interest for online classes of B.Ed. colleges.
2. There is no significant difference between the teachers and students in the level of motivation for online classes of B.Ed. colleges.
3. There is no significant difference between the teachers and students in the level of happiness for online classes of B.Ed. colleges.
4. There is no significant difference between the teachers and students in the level of the communication during online classes of B.Ed. colleges.

Conclusion:

The findings of this study do not claim to be representative as they present the experience of a limited number of respondents. However, these results show relatively positive indicators of relationship between teacher and students during online learning environment. This is an exploration of the specifics of the B.Ed. learners and examination of the educator's competence to foster the social aspects of online teaching and learning which could help teachers to teach in a more robust professional

way. Moreover, these results warrant to conduct a larger study across diverse learning environments to understand the better portrait of online learning.

The researcher presented the summary of suggestions provided by the respondents:

1. Facing difficulty while connecting with online classroom; sometime link of online classes won't open.
2. Sometimes audio and even video was not clear.
3. Good network connectivity on both the ends.
4. Well planned and well executed class is the need of an hour.
5. Online classroom becomes more interactive if educators could provide presentations and recorded video clips also.
6. Time limit of class should be more.
7. Topics to be done in the online class should be informed to the student in advance.
8. Clarity on topics should be made by the teacher and doubts should be addressed in the class after a brief and clear introduction of the topic.
9. An appropriate online platform should be used by educators.
10. An online training period or workshop should be organized for educators and pupil-educators should also be part of it.

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