

A STUDY ON PERCEPTION OF PRIMARY SCHOOL TEACHERS REGARDING ONLINE CLASSES

Submitted in partial fulfillment of the requirements for the award of

Master of Business Administration

by

B. GAYATHRI
Register No. 39410055



SCHOOL OF BUSINESS ADMINISTRATION

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE
Jeppiaar Nagar, RAJIV GANDHI SALAI, CHENNAI - 600 119**

April - 2021



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SCHOOL OF BUSINESS ADMINISTRATION

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of B. GAYATHRI (39410055) who have done the Project work entitled **"A STUDY ON PERCEPTION OF PRIMARY SCHOOL TEACHERS REGARDING ONLINE CLASSES"** under my supervision from December 2020 to February 2021.

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Submitted for Viva voce Examination held on _____.

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External Examiner

DECLARATION

I **B. Gayathri (39410055)** hereby declare that the Project Report entitled “**A study on perception of primary school teachers regarding online classes**” done by me under the guidance of Dr. J. Rani, at Sathyabama institute of science and technology, Chennai is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

DATE:

PLACE:

B. GAYATHRI

ACKNOWLEDGEMENT

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B. GAYATHRI

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ABSTRACT

The study aims at analysing the perception of teachers about online classes. The work tries to explain the opinions of teachers as regards the impact of online classes, and the behaviour received from students in online classes along with teachers' opinions on teaching practice followed and training received for an online class. The study reveals that students are comfortable with online classes and are getting enough support from teachers but they do not believe that online classes will replace traditional classroom teaching. It also finds that teachers are facing difficulties in conducting online classes due to a lack of proper training and development for doing online classes. Technical issues are the major problem for the effectiveness of the online classes.

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CHAPTER -1

INTRODUCTION

1.1 Introduction about the study:

Online learning is the newest and most popular form of distance education today. Within the past decade it has had a major impact on postsecondary education and the trend is only increasing. In this workshop we will explore what the experience of online learning is like for students and how it has changed the role of the instructor.

The outbreak of COVID-19 Pandemic across the world has profoundly altered almost all aspects of life, including education, and it has not been an exception to these changes. The difficulty of handling the outbreak from spreading more widely has made world leaders develop super-strict rules so that the chain of the spread of COVID-19 can be broken. Some standards that the World Health Organization (2019) has recommended, such as social distancing and physical distancing, have created difficult choices for each country to implement. In all over the world, “large-scale social restrictions” were adopted in March 2020 due to the increasing number of people infected with COVID-19. These were followed by other regulations in the form of working from home for workers, praying from home, and home-schooling for students ranging from the early childhood education level to higher education.

According to the United Nations Educational, Scientific and Cultural Organization (2020), as many as 1,186,127,211 learners were affected across the globe, or about 67.7% of the total enrolled learners from 144 country-wide closures, and nations had to change their learning systems due to COVID-19.

1.2 STATEMENT OF PROBLEM:

There are numerous challenges faced by teachers in using ICT. **ICT means Information and Communication Technology**. Society demands a higher level and different set of skills than schools were ever designed to teach. ICT brings with it various challenges that teachers need to face. The basic infrastructural requirements suited for making adequate provision of ICT are required.

Another challenge is that the teachers need to develop their own capacity so as to efficiently make use of the different ICTs in different situations. They need not be apprehensive that ICTs would replace teachers.

Some of the problems primary teachers faced in online classes are

- 1) Classroom management strategy.
- 2) There is need for adequate availability of technology in the schools which includes huge costs incurred on acquiring, installing, operating, maintaining and replacing ICT's.
- 3) It is imperative to make all teachers ICT literate and effective in handling ICT tools for teaching-learning processes.
- 4) Another challenge faced by teachers is that English being the prominent language associated with modern technology. This causes problems as in many states people are not comfortable with English.

1.3 OBJECTIVE OF THE STUDY:

1.3.1 PRIMARY OBJECTIVE:

The study is to analyses the perception of teachers about online classes.

1.3.2 SECONDARY OBJECTIVE:

- 1) To examine the opinions of teachers on the impact and comfortability of online classes.
- 2) To analyses student's attentiveness during online class.
- 3) To determine the differences in online coaching and learning environment among the students.
- 4) To examine about parent's opinion towards online class observed by teachers.

CHAPTER-2

REVIEW OF LITERATURE

2.1 REVIEW OF LITERATURE:

Abdo, M., & Semela, T. (2010) The purpose of this study was to investigate the impact of working conditions at school on teachers' level of instructional media use in the primary school system of Gedeo Zone, southern Ethiopia. The survey was made on a sample of 139 (24.4 % female and male 75.6 %) teachers who were randomly drawn from 9 primary schools (four rural and five urban primary schools).

Angeline M. Barrett (2010) Evaluations, tied to specific programmes, need to be complemented by research that is more sensitive to context at the classroom level. A comparative approach may be used as a platform to move into a two-way conversation with the perspectives of practitioners in 'developing' countries and hence scrutinize internationally dominant notions of good teaching that are often assumed in applied research, such as evaluations.

Anke de Boer (2010) Teachers are seen as key persons to implement inclusive education. Positive attitudes are therefore argued as playing a considerable role in implementing this educational change successfully. The aim of this study is to examine what attitudes teachers hold towards inclusive education, which variables are related to their attitudes and if these affect the social participation of pupils with special needs in regular schools. A review of 26 studies revealed that the majority of teachers hold neutral or negative attitudes towards the inclusion of pupils with special needs in regular primary education. No studies reported clear positive results. Several variables are found which relate to teachers' attitudes, such as training, experience with inclusive education and pupils' type of disability. No conclusion could be drawn regarding the effects of teachers' attitudes on the social participation of pupils with special needs.

Anouke Bakx, maaïke Koopman, Judith de Kruijf & Perry den Brok (2015) This article reports on results of a study on pupils' perceptions on teacher quality in primary education. Pupils' perceptions of desired characteristics of good teachers in primary education were compared to results of research into teacher quality from different perspectives: (1) perception studies of ideal teaching-and-learning environments; (2) school effectiveness studies of desired teacher behaviour; (3) teachers' professional knowledge; and (4) teachers' professional identity.

Aslan, A., & Zhu, C. (2015) The objective of this study is to identify pre-service teachers' perceptions of ICT integration in teacher education and its association with their teaching practices. A stratified two-stage probability sampling design was used. Firstly, three Turkish state universities with the highest and lowest number of the pre-service teachers were chosen. Secondly, pre-service teachers from the subject domains of Turkish language, social sciences, elementary education mathematics and science were selected. A qualitative method was used in this study.

Gisbert, M., & Lázaro, J.L. (2015) This work, based on action research, provides evidence that the school itself is capable of organising and designing a training plan as part of a broader process to improve quality based on the incorporation of ICT.

Isabel Gutierrez Porln, Departamento de Didcticay Organizacin Escolar (2016) This paper presents the findings of a study carried out in the academic year 2014-2015 at the faculty of Education of the University of Murcia with first year degree students in Primary Education studying Research and ICT. The study started with the application of the DIGCOM questionnaire to analyze the digital competences of 134 students. The questionnaire served as an initial task to help students reflect on their digital competences. The subject was developed around tasks which adopted a transversal approach and used the nature of the contents itself to direct and improve students' digital competencies.

Kiper, Aydin; Tercan, Selcuk Sirri, (2012) In this research, the opinions of teachers, who have received in-service trainings on the subject of information technologies, on their levels of use of information technologies in classes are investigated. A questionnaire has been administered to all of these teachers in order for them to evaluate the in-service trainings they had participated, and semi-structured interviews have been conducted with 45 of them.

Ogbonna, C. G., Ibezim, N. E., & Obi, C. A. (2019) Word processing is a fundamental skill for efficient computer literacy. E-learning has been introduced to ensure wide dissemination of such fundamental content and skills, even beyond school. However, best methodologies need to be identified for efficient instructional delivery. This study therefore investigated the effects of synchronous and asynchronous e-learning on students' cognitive academic achievement and practical skills acquisition in word processing.

Rasmitadila, this study explores the perceptions of primary school teachers of online learning in a program developed in Indonesia called School from Home during the COVID-19 Pandemic. Data were collected through surveys and semi-structured interviews with 67 class teachers in primary schools. Data analysis used thematic analysis of qualitative data. The analysis results found four main themes, namely, instructional strategies, challenges, support, and motivation of teachers.

Stubbs, (1976) The main aim of this study was to compare both the quantity and quality of the classroom language used by two groups of teachers attending TESL courses - in-service teachers and pre-service teachers. This was to determine whether experience was a relevant variable influencing verbal behaviour among language teachers.

Sherry. L (1996) This review of literature and research into the effectiveness of distance education systems deals with a number of factors which affect their success or failure. These include the influence of distance learning theory upon instructional design and delivery, redefining the roles of partners in distance education teams, media selection, technology adoption, change implementation, methods and strategies to increase interactivity, inquiry, and active learning, learner characteristics and modes of learning, teacher mediation and learner support, operational issues, policy and management issues, and cost/ benefit trade-offs.

Susanne Schwab, frank Helmich, Gamze gorel, (2017) This study examined the psychometric properties of the German version of the Teacher Inclusive Education Self-Efficacy Scale (TIESES). Five hundred and nineteen teacher education students from Austria and 765 teacher education students from Germany participated in the study. Results of a multiple-group confirmatory factor analysis (for the two countries) confirmed a single factor structure of the scale with partial scalar measurement invariance.

Shengru li, shinobu yamaguchi, jun-ichi takada, (2018) In recent years, Mongolian education policies focus on student-centered education and the use of information and communication technology (ICT) in teaching and learning. This study aims to understand the factors affecting teachers' perceptions on use of ICT for student-centered education as there lacks its study in Mongolian context. Both quantitative and qualitative analysis were conducted. The study found: 1) teacher's professional competency and perception of benefits on use of ICT are significant factors affecting the use of ICT tool for student-centered education; 2) teacher cooperation is affecting teachers' perceptions on use of digital contents for student-centered education; and 3) endogenous teacher level factors such as teacher's job satisfaction and self-confidence are affecting teachers' perception on the use of ICT for student-centered education.

Yung-hsun Cheng, Chia-wen Weng, (2017) The study key conclusions are as follows: (1) a principal leadership has positive effect on student's learning achievement; (2) a principal leadership has positive effect on teacher's attitude of digital media teaching; (3) a teacher's attitude of using digital media has positive effect on student's learning achievement; (4) a teacher's attitude towards digital media teaching moderates the relationship between principal leadership and student's learning achievement; and (5) parental involvement has a positive effect on student's learning achievement.

CHAPTER-3

RESEARCH METHODOLOGY

3.1 RESEARCH METHODOLOGY:

Research methodology is the specific procedures or techniques used to identify, select, process, and analyse information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability.

3.2 RESEARCH DESIGN:

Research design is the framework of research methods and techniques chosen by a researcher. The type of research problem an organization is facing will determine the research design and not vice-versa. The design phase of a study determines which tools to use and how they are used.

3.2.1 DESCRIPTIVE RESEARCH DESIGN:

Descriptive research design is also called explanatory design. This is the one that simply describes something such as demographic characteristics.

This research study is based on DESCRIPTIVE research design to obtain the opinion of the respondents. The data required for the study is collected through primary and secondary sources of data.

3.3 SAMPLE DESIGN:

Sample design is the theoretical basis and the practice means by generalizing from characteristics of relatively few of the comprising population. It is the method by which the sample is chosen.

3.3.1 NON-PROBABILITY SAMPLING:

In non-probability sampling, the chance of any particular unit in the population being selected is unknown, since randomness is not involved in the selection process. But this does not mean that the findings obtained from non-probability sampling are of questionable value.

3.3.1.1 CONVENIENCE SAMPLING:

In this method, the sample units are chosen primarily on the basis of the convenience to the investigator. The units selected may be each person who comes across the investigator.

3.4 SOURCES OF DATA:

3.4.1 PRIMARY DATA:

The data that collected by the researcher's data directly from the general public on the personal question in questionnaire by using surveys and interviews.

3.4.2 SECONDARY DATA:

The data is for social science includes censuses, information collected by government departments, organizational records and data that was originally collected for other research purposes. And also used for reviewing the concept and supporting the finding.

3.5 AREA OF STUDY:

Area of study is Chennai.

3.6 Population:

The Respondents of this study considered of primary teachers around 30 schools, from that I have selected a small group of teachers from south Chennai areas like madipakkam, Puzhuthivakkam and kaiveli for my research work.

3.7 SAMPLE SIZE:

The sample size chosen for the study is 135.

3.8 STRUCTURE OF QUESTIONNAIRE:

Questionnaires can be classified as both, quantitative and qualitative method depending on the nature of questions. Specifically, answers obtained through closed- ended questions with multiple choice answer options are analysed using quantitative methods.

3.8.1 LIKERT SCALE QUESTION:

Likert scale questions are the “do you agree or disagree” questions you often see in surveys, and are used to gauge respondents’ opinions.

3.8.2 MULTIPLE CHOICE QUESTIONS:

A multiple- choice question is a question type where the respondent is asked to choose one or more items from a limited list of choices.

3.9 STATISTICAL TOOL:

Statistical methods are mathematical formulas, models, and techniques that are used in statistical analysis of raw research data. Statistical tools are involved in carrying out a study include planning, designing, collecting data, analysing, drawing meaningful interpretation and reporting of the research findings.

3.9.1 PERCENTAGE ANALYSIS:

Percentage's analysis refers to a special kind of ratio. Percentage's analysis is used in making comparison between two or more series of data. Percentage's analysis is used to describe relationships; it is expressed as.

$$\text{Percentage} = (\text{No of respondents} / \text{Total no of respondents}) \times 100$$

3.9.2 ANOVA:

Analysis of Variance (abbreviated as ANOVA) It is the essentially a procedure for testing the deference among different groups of data for homogeneity. The essence of ANOVA is that the total amount of variation in a set of data is broken down into two types, that amount which can be attributed to chance and that amount which can be attributed to specified causes. ANOVA consists in splitting the variance for analytical purposes.

3.9.3 CHI- SQUARE TEST:

A chi-squared test, also referred to as chi-square test or χ^2 test, is any statistical hypothesis test in which the sampling distribution of the test statistic is a chi-squared distribution when the null hypothesis is true, or any in which this is asymptotically true, meaning that the sampling distribution (if the null hypothesis is true) can be made to approximate a chi- squared distribution as closely as desired by making the sample size large enough.

The χ^2 test was first used by Karl Pearson in the year 1980. The quantity χ^2 describes the magnitude of the discrepancy between theory and observation.

It is calculated using:

$\chi^2 = \sum [(O_i - E_i)^2 / E_i]$ with **(n - 1) degrees of freedom**. Where, O_i refers to the observed frequency & E_i to the expected frequencies. χ^2 was used as a test of independence and goodness of fit.

3.9.4 CORRELATION:

Correlation analysis is the statistical tool used to measure the degree to which two variables are linearly related to each other. Correlation measures the degree of association between two variables. The Pearson product-moment correlation coefficient is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale. It is denoted by the symbol r .

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS:

TABLE NO 4.1.1

TABLE SHOWING THE AGE GROUP OF RESPONDENTS

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
20 TO 25	46	31.1
25 TO 30	42	34.1
30 TO 35	27	20.0
ABOVE 35	20	14.8
TOTAL	135	100

Source: Primary Data

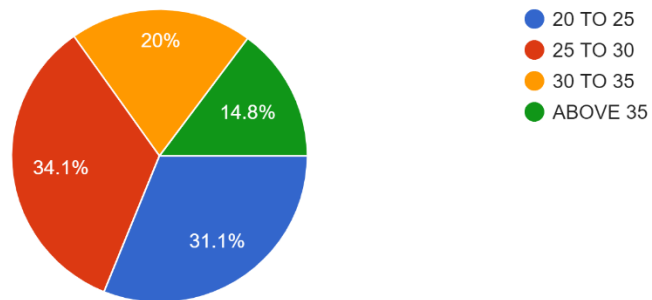


FIG: 4.1.1

FIGURE SHOWING THE AGE GROUP OF RESPONDENTS

INTERPRETATION

From the above table, out of 135 respondents, 34.1% of the respondents of teachers are 25 to 30 years of age, 31.3% of the respondents of teachers are 20 to 25 years of age, 20% of the respondents of teachers are 30 to 35 years of age, 14.8% of the respondents of teachers are above 35 years of age.

TABLE NO 4.1.2
TABLE SHOWING THE GENDER OF THE RESPONDENTS

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
MALE	20	14.8
FEMALE	115	85.2
TOTAL	135	100

Source: Primary Data

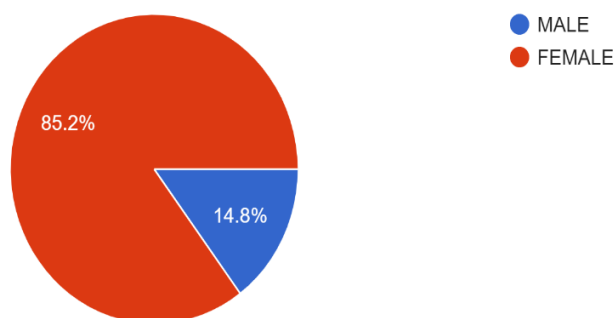


FIG: 4.1.2

FIGURE SHOWING THE GENDER OF RESPONDENTS

INTERPRETATION

From the above table, out of 135 respondents, 85.2% of the respondents of teachers are Female and 14.8% of the respondents of teachers are Male.

TABLE NO 4.1.3

TABLE SHOWING THE EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Diploma in Elementary Education	18	13.3
Under Graduate	57	42.2
Post Graduate	48	35.6
Doctorate	12	8.9
Total	135	100

Source: Primary Data

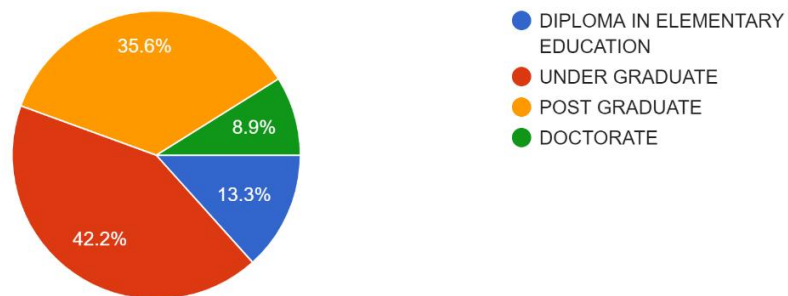


FIG: 4.1.3

FIGURE SHOWING THE EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

INTERPRETATION

From the above table, out of 135 respondents, 42.2% of the respondents of teachers are under graduate, 35.6% of the respondents of teachers are post graduate, 13.3% of the respondents of teachers are Diploma in Elementary Education, 8.9% of the respondents of teachers are Doctorate.

TABLE NO 4.1.4

TABLE SHOWING THE MARITAL STATUS OF THE RESPONDENTS

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Married	78	57.8
Unmarried	57	42.2
Total	135	100

Source: Primary Data

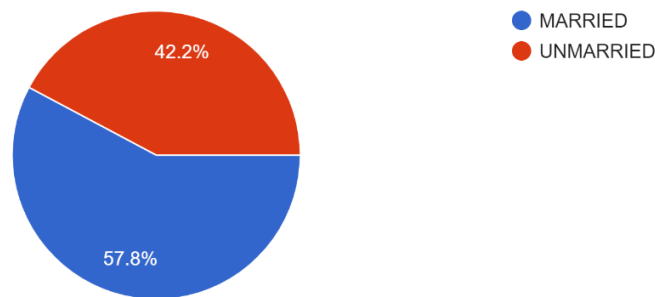


FIG: 4.1.4

FIGURE SHOWING THE MARITAL STATUS OF THE RESPONDENTS

INTERPRETATION

From the above table, out of 135 respondents, 57.8% of the respondents of teachers are Married and 42.2% of the respondents of teachers are Unmarried.

TABLE NO 4.1.5
TABLE SHOWING THE MONTHLY INCOME OF THE RESPONDENTS

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Less than 10,000	9	6.7
10,000-20,000	42	31.1
20,000-30,000	47	34.8
30,000-40,000	37	27.4
Total	135	100

Source: Primary Data

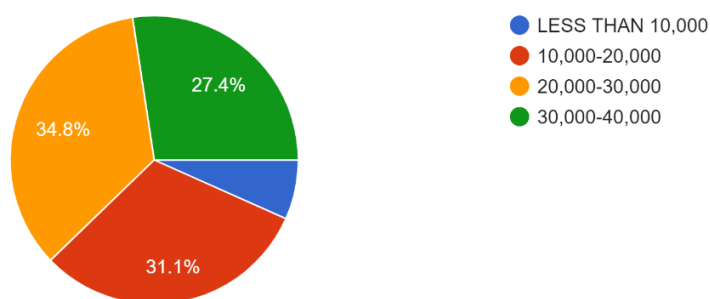


FIG: 4.1.5
FIGURE SHOWING THE MONTHLY INCOME OF THE RESPONDENTS

INTERPRETATION

From the above table, out of 135 respondents, 34.8% of the respondents of the teachers are getting between 20,000-30,000 as monthly income, 31.1% of the respondents of the teachers are getting between 10,000-20,000 as monthly income, 27.4% of the respondents of the teachers are getting between 30,000-40,000 as monthly income, 6.7% of the respondents of the teachers are getting less than 10,000 as monthly income.

TABLE NO 4.1.6

TABLE SHOWING THE EXPERIENCE OF THE RESPONDENTS

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
0-2 years	29	21.5
2-4 years	48	35.6
4-6 years	28	20.7
Above 6 years	30	22.2
Total	135	100

Source: Primary Data

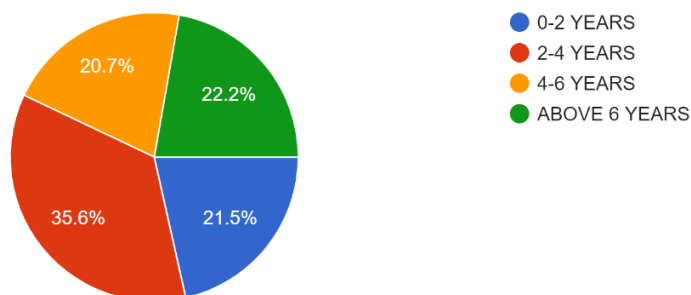


FIG: 4.1.6

FIGURE SHOWING THE EXPERIENCE OF THE RESPONDENTS

INTERPRETATION

From the above table, out of 135 respondents, 35.6% of the teachers have 2 to 4 years of experience, 22.2% of the teachers have Above 6 years of experience, 21.5% of the teachers have 0 to 2 years of experience, 20.7% of the teachers have 4 to 6 years of experience.

TABLE NO 4.1.7

TABLE SHOWING RESPONDENTS ON TEACHING REMOTELY FEEL STRESSFUL DURING PANDEMIC

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Strongly agree	29	21.5
Agree	46	34.1
Neutral	37	27.4
Disagree	18	13.3
Strongly disagree	5	3.7
Total	135	100

Source: Primary Data

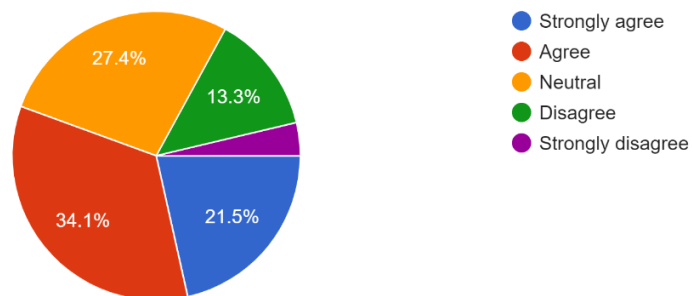


FIG: 4.1.7

FIGURE SHOWING RESPONDENTS ON TEACHING REMOTELY FEEL STRESSFUL DURING PANDEMIC

INTERPRETATION

From the above table, out of 135 respondents, 34.1% of the respondents are agree teaching remotely feel stressful, 27.4% of the respondents are neutral, 21.5% of the respondents are strongly agree, 13.3% of the respondents are disagree and 3.7% of the respondents are strongly disagree on teaching remotely feel stressful.

TABLE NO 4.1.8

**TABLE SHOWING RESPONDENTS ON TEACHING STUDENTS REMOTELY
MAKES THEM UNDERSTAND**

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Very dissatisfied	17	12.6
Not satisfied	44	32.6
Neutral	33	24.4
Satisfied	24	17.8
Very satisfied	17	12.6
Total	135	100

Source: Primary Data

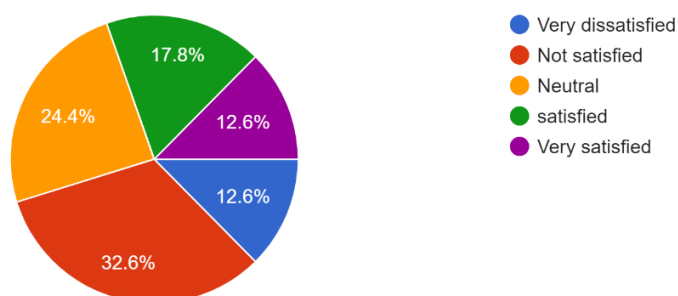


FIG: 4.1.8

**FIGURE SHOWING RESPONDENTS ON TEACHING STUDENTS REMOTELY
MAKES THEM UNDERSTAND**

INTERPRETATION

From the above table, out of 135 respondents, 32.6% of the respondents are not satisfied that teaching students remotely makes them understand, 24.4% of the respondents are neutral, 17.8% of the respondents are satisfied, 12.6% of the respondents are very dissatisfied, 12.6% of the respondents are very satisfied that teaching students remotely makes them understand.

TABLE NO 4.1.9

TABLE SHOWING RESPONDENTS OPINION FACTORS ON BELOW STATEMENTS

PARTICULARS	SA	S	N	D	SD	TOTAL
I'm committed about moving classes online.	31	49	43	8	4	135
I have been accepting the challenge about teaching in online class.	40	42	33	16	4	135
Co-workers helps during teaching from home.	36	37	40	19	3	135

Source: Primary Data

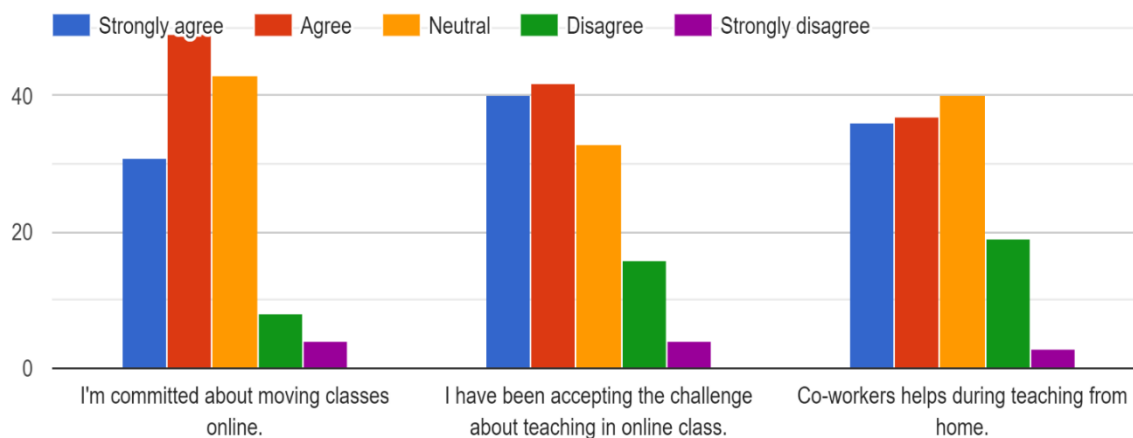


FIG: 4.1.9

FIGURE SHOWING RESPONDENTS OPINION FACTORS ON BELOW STATEMENTS

INTERPRETATION

From the above table, out of 135 respondents, 49 of the respondents of teacher are agreed that they committed about moving classes online, 43 of the respondents of teacher are neutral, 31 of the respondents of teacher are strongly agreed, 8 of the respondents of teacher are disagreed, 4 of the respondents of teacher are strongly disagreed that they committed about moving classes online.

From the above table, out of 135 respondents, 42 of the respondents of teachers are agreed for being accepting the challenge about teaching in online class, 40 of the respondents of teachers are strongly agreed, 33 of the respondents of teachers are neutral, 16 of the respondents of teachers are disagreed, 4 of the respondents of teachers are strongly disagreed for being accepting the challenge about teaching in online class.

From the above table, out of 135 respondents, 40 of the respondents of teachers are neutral for co-workers helps during teaching from home, 37 of the respondents of teachers are agreed, 36 of the respondents of teachers are strongly agreed, 19 of the respondents of teachers are disagree and 3 of the respondents of teachers are strongly disagreed for co-workers helps during teaching from home.

TABLE NO 4.1.10

TABLE SHOWING RESPONDENTS OPINION ON PEACEFUL ENVIRONMENT AT HOME WHILE TEACHING

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
STRONGLY AGREE	34	25.2
AGREE	40	29.6
NEUTRAL	37	27.4
DISAGREE	22	16.3
STRONGLY DISAGREE	2	1.5
TOTAL	135	100

Source: Primary Data

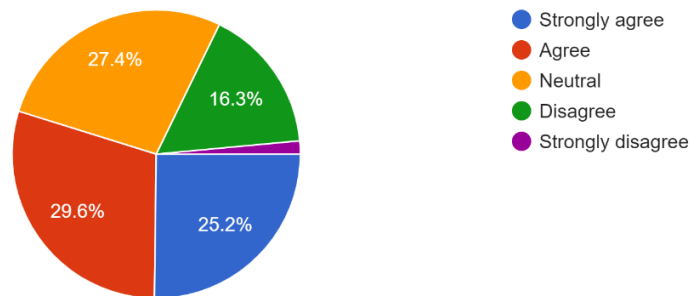


FIG: 4.1.10

FIGURE SHOWING RESPONDENTS OPINION ON PEACEFUL ENVIRONMENT AT HOME WHILE TEACHING

INTERPRETATION

From the above table, out of 135 respondents, 29.6% of the respondents of teachers are agreed on opinion of peaceful environment at home while teaching, 27.4% of the respondents of teachers are neutral, 25.2% of the respondents of teachers are strongly agreed, 16.3% of the respondents of teachers are disagreed and 1.5% of the respondents of teachers are strongly disagreed on opinion of peaceful environment at home while teaching.

TABLE NO 4.1.11

TABLE SHOWING RESPONDENTS OPINION ON STUDENTS HAVE ADAPTED IN ONLINE CLASS

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Strongly agree	32	23.7
Agree	52	38.5
Neutral	28	20.7
Disagree	16	11.9
Strongly disagree	7	5.2
Total	135	100

Source: Primary Data

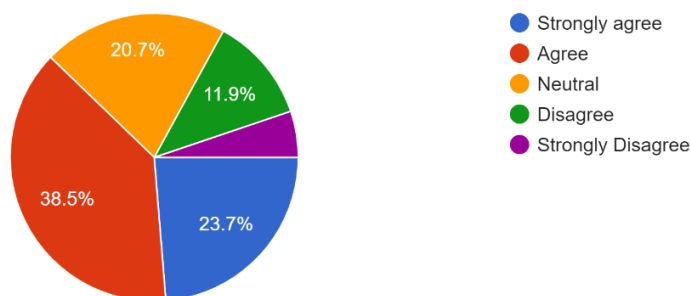


FIG: 4.1.11

FIGURE SHOWING RESPONDENTS OPINION ON STUDENTS HAVE ADAPTED IN ONLINE CLASS

INTERPRETATION

From the above table, out of 135 respondents, 38.5% of the respondents agreed that students have adapted in online class, 23.7% of the respondents are strongly agreed, 20.7% of the respondents are neutral, 11.9% of the respondents are disagreed, 5.2% of the respondents strongly disagreed that students have adapted in online class.

TABLE NO 4.1.12

TABLE SHOWING RESPONDENTS OPINION ON CHALLENGES AND MEASURES TO ATTRACT ATTENTION OF STUDENTS DURING VIRTUAL CLASS

PARTICULARS	SA	A	N	D	SD	TOTAL
Broken audio and video due to poor internet connect.	26	69	31	7	2	135
One-directional teaching methodology.	27	51	42	11	4	135
Lack of an interactive environment.	23	64	36	5	7	135
Attendance and involvement.	38	47	35	12	3	135
Assignments and assessment.	39	43	31	16	6	135

Source: Primary Data

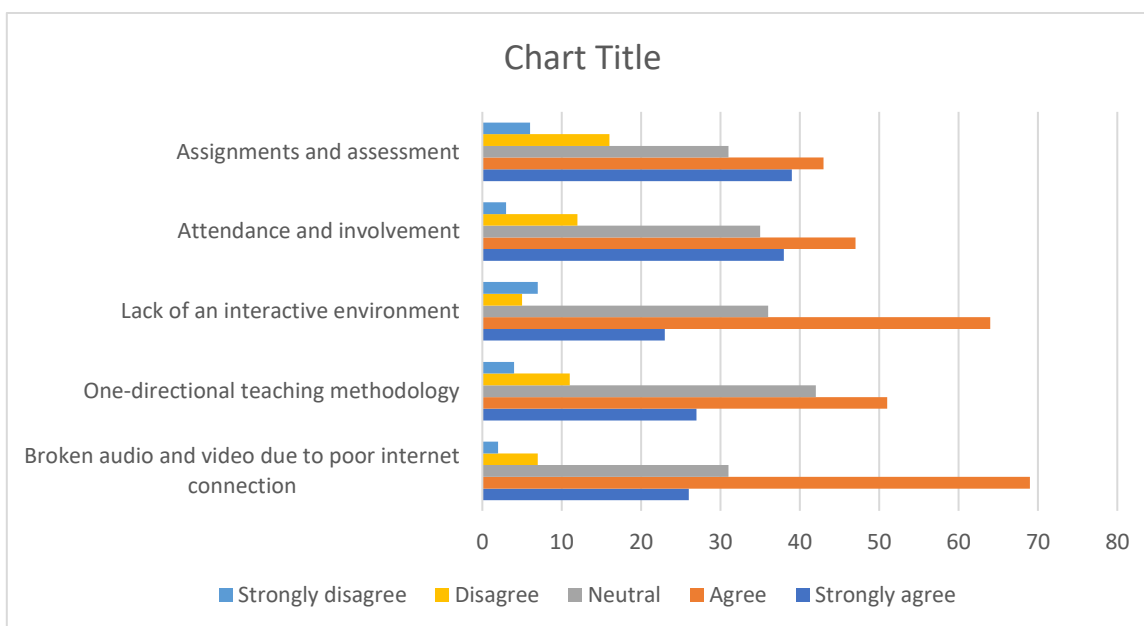


FIG: 4.1.12

FIGURE SHOWING RESPONDENTS OPINION ON CHALLENGES AND MEASURES TO ATTRACT ATTENTION OF STUDENTS DURING VIRTUAL CLASS

INTERPRETATION

From the above table, out of 135 respondents, 69 of the respondents agreed that broken audio and video due to poor internet connection, 31 of the respondents are neutral, 26 of the respondents are strongly agreed, 7 of the respondents are disagreed and 2 of the respondents are strongly disagreed that broken audio and video due to poor internet connection.

From the above table, out of 135 respondents, 51 of the respondents agreed that have opinion on one-directional teaching methodology, 42 of the respondents are neutral, 27 of the respondents are strongly agreed, 11 of the respondents are disagreed and 4 of the respondents are Strongly disagreed that have opinion on one-directional teaching methodology.

From the above table, out of 135 respondents, 64 of the respondents agreed that having lack of an interactive environment, 36 of the respondents are neutral, 23 of the respondents are strongly agreed, 7 of the respondents are strongly disagreed and 5 of the respondents disagreed that having lack of an interactive environment.

From the above table, out of 135 respondents, 47 of the respondents agreed that getting attendance and involvement, 38 of the respondents are strongly agreed, 35 of the respondents are neutral, 12 of the respondents are disagreed and 3 of the respondents strongly disagreed that getting attendance and involvement.

From the above table, out of 135 respondents, 43 of the respondents agreed that opinion on assignments and assessments, 39 of the respondents are strongly agreed, 31 of the respondents are neutral, 16 of the respondents are disagreed and 6 of the respondents strongly disagreed that opinion on assignments and assessments.

TABLE NO 4.1.13

**TABLE SHOWING RESPONDENTS OPINION ON ATTENDING ONLINE CLASS
AND GIVING ATTENDANCE ON TIME**

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Strongly agree	38	28.1
Agree	43	31.9
Neutral	32	23.7
Disagree	17	12.6
Strongly disagree	5	3.7
Total	135	100

Source: Primary Data

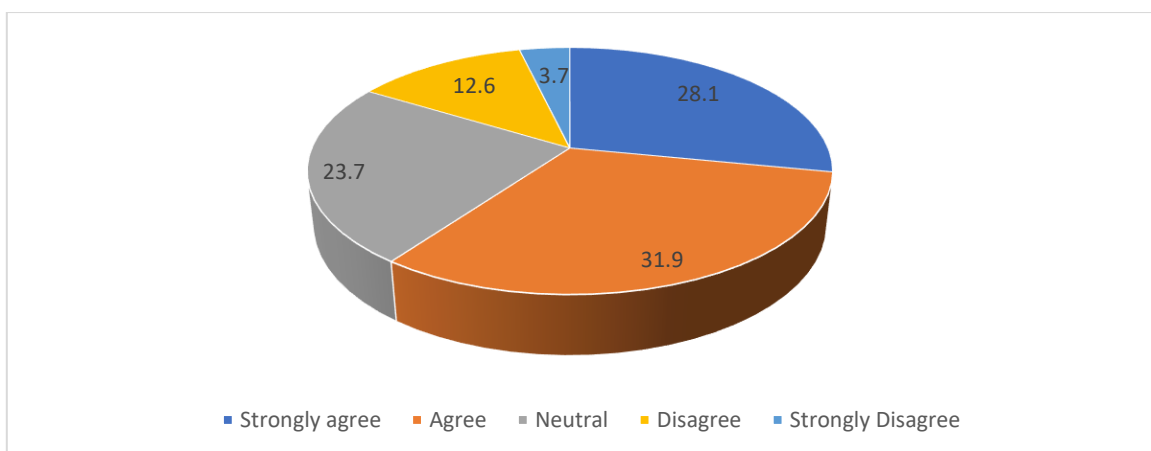


FIG: 4.1.13

**FIGURE SHOWING RESPONDENTS OPINION ON ATTENDING ONLINE CLASS
AND GIVING ATTENDANCE ON TIME**

INTERPRETATION

From the above table, out of 135 respondents, 31.9% of the respondents agreed that students are attending online class and giving attendance on time, 28.1% of the respondents are strongly agreed, 23.7% of the respondents are neutral, 12.6% of the respondents are disagreed and 3.7% of the respondents strongly disagreed that students are attending online class and giving attendance on time.

TABLE NO 4.1.14

**TABLE SHOWING STUDENTS ENJOY LEARNING REMOTELY FROM
RESPONDENTS**

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Strongly agree	30	22.2
Agree	47	34.8
Neutral	35	25.9
Disagree	19	14.1
Strongly Disagree	4	3.0
Total	135	100

Source: Primary Data

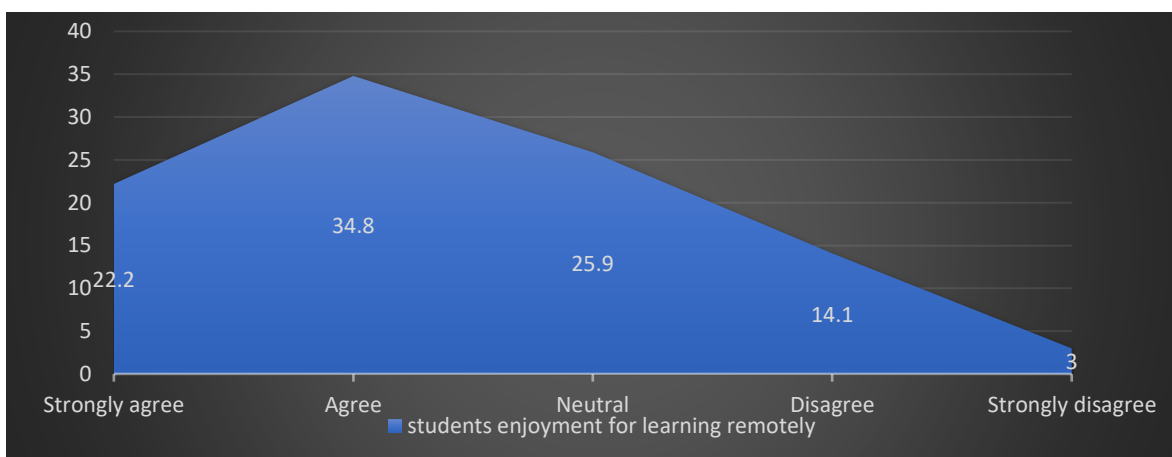


FIG: 4.1.14

**FIGURE SHOWING STUDENTS ENJOY LEARNING REMOTELY FROM
RESPONDENTS**

INTERPRETATION

From the above table, out of 135 respondents, 34.8% of the respondents agreed that students being enjoy learning remotely, 25.9% of the respondents are neutral, 22.2% of the respondents are strongly agreed, 14.1% of the respondents are disagreed and 3% of the respondents strongly disagreed that students being enjoy learning remotely.

TABLE NO 4.1.15

TABLE SHOWING SPENDING LESS TIME IN ONLINE CLASSES COMPARED TO NORMAL CLASSES

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Strongly agree	23	17.0
Agree	55	40.7
Neutral	41	30.4
Disagree	11	8.2
Strongly disagree	5	3.7
Total	135	100

Source: Primary Data

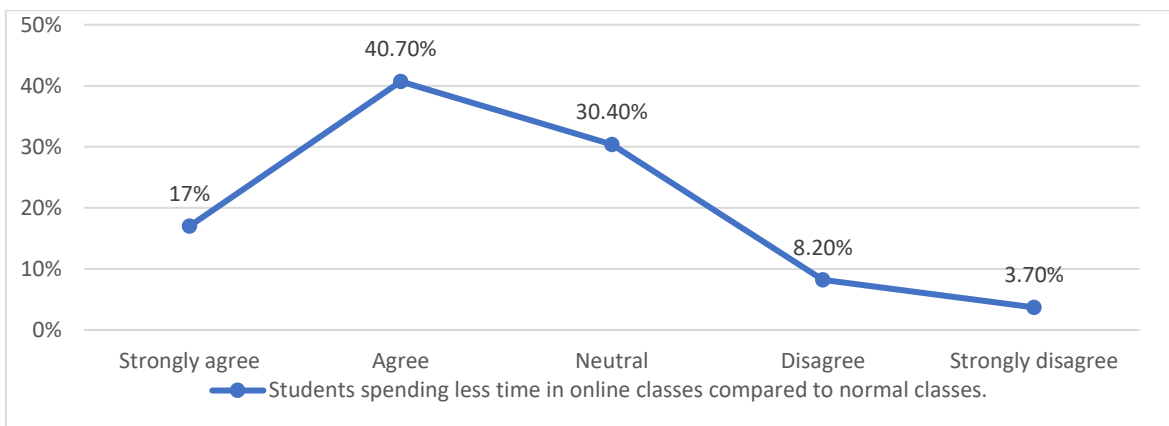


FIG: 4.1.15

FIGURE SHOWING SPENDING LESS TIME IN ONLINE CLASSES COMPARED TO NORMAL CLASSES

INTERPRETATION

From the above table, out of 135 respondents, 40.7% of the respondents agreed that students spending less time in online classes compared to normal classes, 30.4% of the respondents are neutral, 17% of the respondents are strongly agreed, 8.2% of the respondents are disagreed and 3.7% of the respondents strongly agreed that students spending less time in online classes compared to normal classes.

TABLE NO 4.1.16

TABLE SHOWING RESPONDENTS OPINION ON USING MOBILE PHONES AND LAPTOPS STUDENTS ARE GETTING AFFECTED

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Strongly agree	27	20.0
Agree	60	44.4
Neutral	28	20.7
Disagree	15	11.1
Strongly disagree	5	3.8
Total	135	100

Source: Primary Data

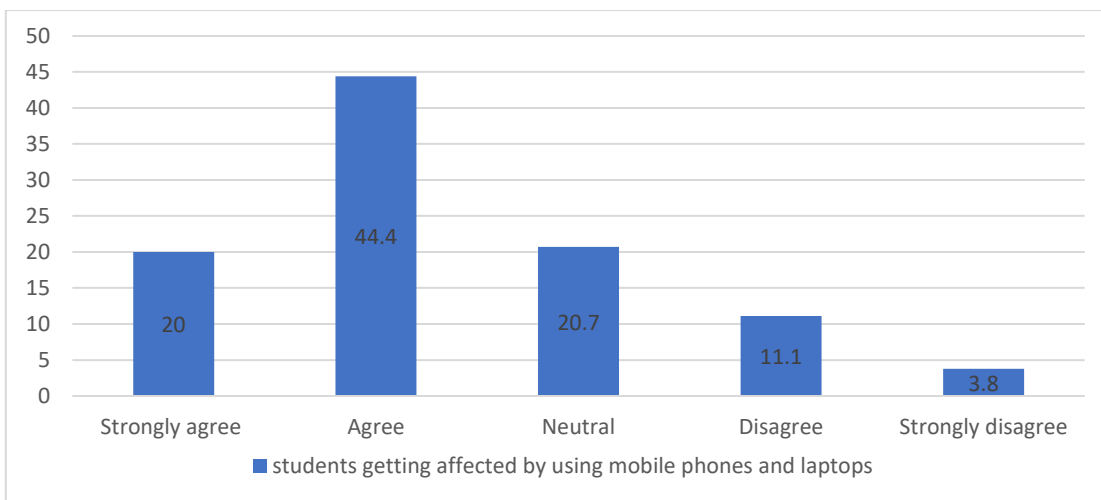


FIG: 4.1.16

FIGURE SHOWING RESPONDENTS OPINION ON USING MOBILE PHONES AND LAPTOPS STUDENTS ARE GETTING AFFECTED

INTERPRETATION

From the above table, out of 135 respondents, 44.4% of the respondents are agreed, 20.7% of the respondents are neutral, 20% of the respondents are strongly agreed, 11.1% of the respondents are disagreed and 3.8% of the respondents strongly disagreed that students getting affected by using mobile phones and laptops.

TABLE NO 4.1.17

TABLE SHOWING PROBLEMS FACED WHILE TEACHING

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Lack of bonding with students	33	24.4
Network issue	46	34.1
Students' absence	32	23.7
Time management	24	17.8
Total	135	100

Source: Primary Data

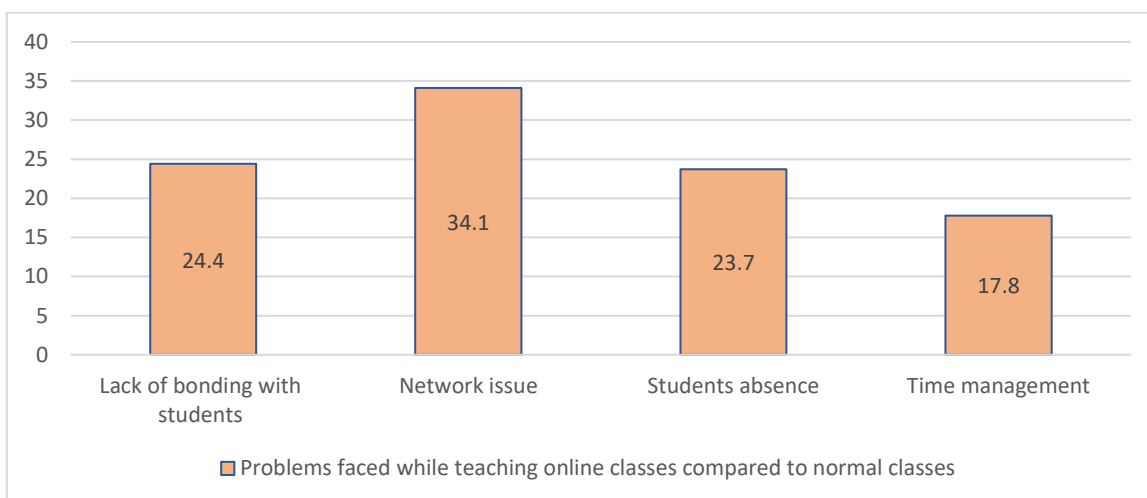


FIG: 4.1.17

FIGURE SHOWING PROBLEMS FACED WHILE TEACHING

INTERPRETATION

From the above table, out of 135 respondents, 34.1% of the respondents having the problem on network issues, 24.4% of the respondents having the problem on lack of bonding with students, 23.7% of the respondents having the problem on student's absence and 17.8% of the respondents having the problem on time management while teaching online classes compared to normal classes.

TABLE NO 4.1.18

TABLE SHOWING RESPONDENTS OPINION ON PARENTS ARE SUPPORTIVE FOR CONDUCTING ONLINE CLASSES

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Strongly agree	35	25.9
Agree	40	29.6
Neutral	34	25.2
Disagree	15	11.1
Strongly disagree	11	8.2
Total	135	100

Source: Primary Data

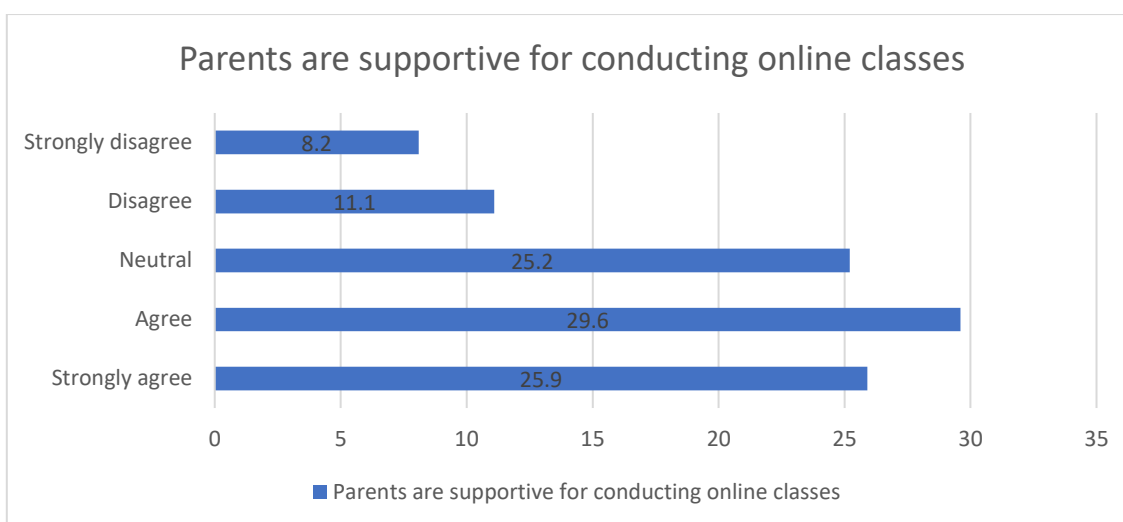


FIG: 4.1.18

FIGURE SHOWING RESPONDENTS OPINION ON PARENTS ARE SUPPORTIVE FOR CONDUCTING ONLINE CLASSES

INTERPRETATION

From the above table, out of 135 respondents, 29.6% of the respondents are agreed, 25.9% of the respondents are strongly agreed, 25.2% of the respondents are neutral, 11.1% of the respondents are disagree and 8.2% of the respondents strongly disagree that parents are supportive for conducting online classes for the students.

TABLE NO 4.1.19

TABLE SHOWING RESPONDENTS OPINION ON PARENTS ARE AFFORD THE COST OF ONLINE CLASSES

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Strongly agree	24	17.8
Agree	58	43.0
Neutral	21	15.5
Disagree	25	18.5
Strongly disagree	7	5.2
Total	135	100

Source: Primary Data

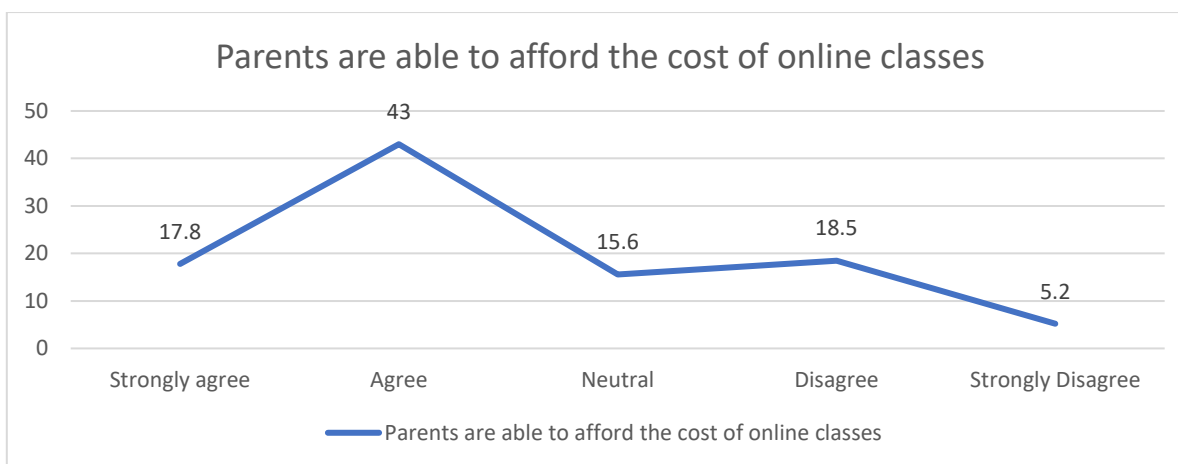


FIG: 4.1.19

FIGURE SHOWING RESPONDENTS OPINION ON PARENTS ARE AFFORD THE COST OF ONLINE CLASSES

INTERPRETATION

From the above table, out of 135 respondents, 43% of the respondents are agreed, 18.5% of the respondents are Disagree, 17.8% of the respondents are strongly agreed, 15.6% of the respondents are neutral and 5.2% of the respondents strongly disagreed that parents are able to afford the cost of online classes by buying the mobile phones and laptops for students.

TABLE NO 4.1.20

**TABLE SHOWING RESPONDENTS ON VIRTUAL LEARNING MAKE
UNCOMFORTABLE FOR PARENTS**

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Yes	49	36.3
No	46	34.1
Maybe	40	29.6
Total	135	100

Source: Primary Data

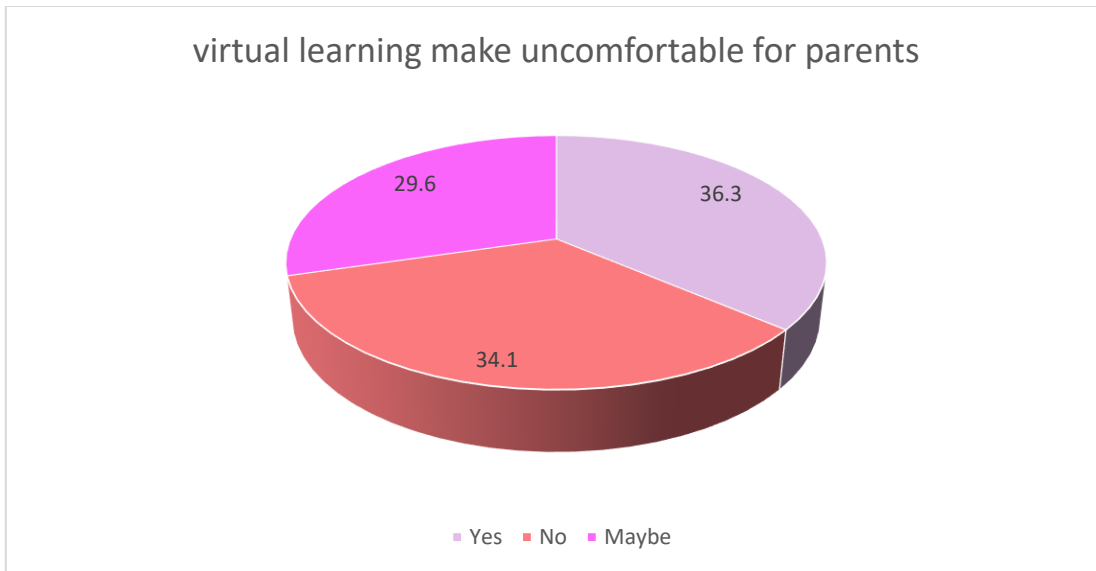


FIG: 4.1.20

**FIGURE SHOWING RESPONDENTS ON VIRTUAL LEARNING MAKE
UNCOMFORTABLE FOR PARENTS**

INTERPRETATION

From the above table, out of 135 respondents, 36.3% of the respondents said yes for virtual learning make uncomfortable for parents, 34.1% of the respondents said no and 29.6% of the respondents said maybe for virtual make uncomfortable for parents.

TABLE NO 4.1.21

TABLE SHOWING RESPONDENTS OPINION ON PARENTS ARE ATTENTIVE TO THEIR CHILDREN DURING EXAMS GOING THROUGH ONLINE

PARTICULARS	RESPONDENTS	PERCENTAGE (%)
Strongly agree	47	34.8
Agree	28	20.7
Neutral	33	24.4
Disagree	21	15.6
Strongly disagree	6	4.5
Total	135	100

Source: Primary Data

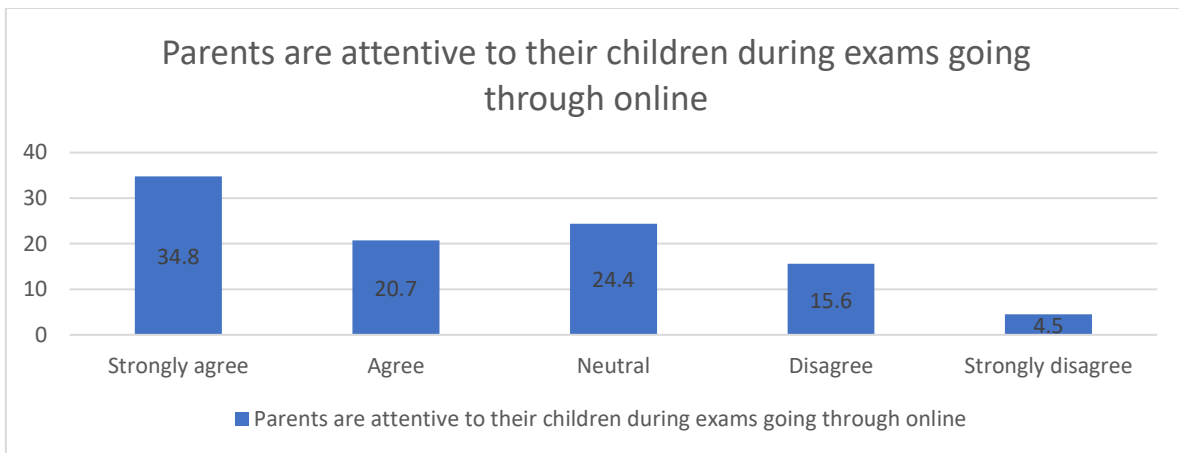


FIG: 4.1.21

FIGURE SHOWING RESPONDENTS OPINION ON PARENTS ARE ATTENTIVE TO THEIR CHILDREN DURING EXAMS GOING THROUGH ONLINE

INTERPRETATION

From the above table, out of 135 respondents, 34.8% of the respondents are strongly agreed, 24.4% of the respondents are neutral, 20.7% of the respondents are agreed, 15.6% of the respondents are disagreed and 4.5% of the respondents are strongly disagreed that parents are attentive to their children during exams going through online.

4.2 ONE – WAY ANOVA

Hypothesis:

Null Hypothesis (H_0): There is no significant difference between age of respondents and their opinion on teaching remotely feel stressful during pandemic.

Alternative Hypothesis (H_1): There is significant difference between age of respondents and their opinion on teaching remotely feel stressful during pandemic.

TABLE NO 4.2.1

TABLE SHOWING AGE OF RESPONDENTS AND THEIR OPINION ON TEACHING REMOTELY FEEL STRESSFUL DURING PANDEMIC.

Descriptive

AGE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Strongly agree	29	2.21	1.082	.201	1.80	2.62	1	4
Agree	46	2.13	.909	.134	1.86	2.40	1	4
Neutral	37	2.03	1.067	.175	1.67	2.38	1	4
Disagree	18	2.28	1.127	.266	1.72	2.84	1	4
Strongly disagree	5	3.40	.894	.400	2.29	4.51	2	4
Total	135	2.19	1.038	.089	2.01	2.36	1	4

ANOVA

AGE

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.610	4	2.153	2.061	.090
Within Groups	135.760	130	1.044		
Total	144.370	134			

INTERPRETATION

From the result it is interpreted that significant (2-tailed) value is .090 which is greater than 0.05. So H₀ is accepted and H₁ is rejected. There is no positive difference between age of respondents and their opinion on teaching remotely feel stressful during pandemic.

4.3 CHI-SQUARE TEST

Hypothesis:

Null Hypothesis (H₀): There is no significant difference between experience and their problems faced while teaching online classes compared to normal classes.

Alternative Hypothesis (H₁): There is significant difference between experience and their problems faced while teaching online classes compared to normal classes.

TABLE NO 4.3.1

TABLE SHOWING EXPERIENCE AND THEIR PROBLEMS FACED WHILE TEACHING ONLINE CLASSES COMPARED TO NORMAL CLASSES.

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.417	.005
	Cramer's V	.241	.005
N of Valid Cases		135	

**EXPERIENCE * PROBLEMS FACED WHILE TEACHING ONLINE CLASSES
COMPARED TO NORMAL CLASSES. Crosstabulation**

			PROBLEMS FACED WHILE TEACHING ONLINE CLASSES COMPARED TO NORMAL CLASSES.				Total	
			Lack of bonding with students	Network issue	Students' absence	Time management		
EXPERIENCE	0-2 YEARS	Count	7	17	3	2	29	
		Expected Count	7.1	9.9	6.9	5.2	29.0	
	2-4 YEARS	Count	12	20	10	6	48	
		Expected Count	11.7	16.4	11.4	8.5	48.0	
	4-6 YEARS	Count	5	6	9	8	28	
		Expected Count	6.8	9.5	6.6	5.0	28.0	
	ABOVE 6 YEARS	Count	9	3	10	8	30	
		Expected Count	7.3	10.2	7.1	5.3	30.0	
	Total		Count	33	46	32	24	135
			Expected Count	33.0	46.0	32.0	24.0	135.0

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.457 ^a	9	.005
Likelihood Ratio	25.289	9	.003
Linear-by-Linear Association	6.859	1	.009
N of Valid Cases	135		

a. 1 cells (6.3%) have expected count less than 5. The minimum expected count is 4.98.

INTERPRETATION

From the result it is interpreted that significant (2-tailed) value is 0.005 which is lesser than 0.05. So H₀ is rejected and H₁ is accepted. There is positive difference between experience and their problems faced while teaching online classes compared to normal classes.

4.4 CORRELATION

Null Hypothesis (H_0): There is positive relationship difference between experience of the respondents and opinion on the students have adapted in online class.

Alternative Hypothesis (H_1): There is negative relationship difference between experience of the respondents and opinion on the students have adapted in online class.

TABLE NO 4.4.1

TABLE SHOWING EXPERIENCE OF THE RESPONDENTS AND OPINION ON THE STUDENTS HAVE ADAPTED IN ONLINE CLASS.

Correlations

		EXPERIENCE	STUDENTS HAVE ADAPTED IN ONLINE CLASS
EXPERIENCE	Pearson Correlation	1	.185*
	Sig. (2-tailed)		.032
	N	135	135
STUDENTS HAVE ADAPTED IN ONLINE CLASS	Pearson Correlation	.185*	1
	Sig. (2-tailed)	.032	
	N	135	135

*. Correlation is significant at the 0.05 level (2-tailed).

$r = 0.185$

INTERPRETATION

Since r is positive, there is null hypothesis which has positive relationship difference between experience of the respondents and opinion on the students have adapted in online class.

CHAPTER-5

FINDING, SUGGESTIONS AND CONCLUSION

5.1 FINDINGS

- Most of the respondents age is between 25 to 30.
- Majority of the respondents are Female.
- Most of the respondents are under graduate.
- Majority of the respondents are married.
- Most of the respondent's monthly income is between 10,000 to 20,000.
- Most of the respondents Experience is between 2 to 4 years.
- Most of the respondents are agreed that teaching remotely feel stressful during pandemic.
- Majority of the respondents are not satisfied with teaching their students remotely makes them understand.
- Most of the respondents are agreed that they committed about moving classes online.
- Most of the respondents are agreed that they have accepting the challenge about teaching in online class.
- Majority of the respondents said neutral that co-workers help during teaching from home.
- Majority of the respondents say agree that there is a peaceful environment at home while reaching.
- Most of the respondents are agreed with their students have adapted in online class.
- Majority of the respondents are agreed with the problem faced to attract attention of students during virtual class.
- Majority of the respondents say agree for students are attending online class and giving attendance on time.

- Most of the respondents say agree that their students enjoy learning remotely.
- Most of the respondents agreed with students spending less time in online classes compared to normal classes.
- Majority of the respondents choose agreed for using mobile phones and laptops students are getting affected.
- Majority of the respondents faced problems while teaching online classes compared to normal classes is network issue.
- Most of the respondents choose agreed for parents are supportive for conducting online classes for the students.
- Majority of the respondents are agreed that parents are able to afford the cost of online classes by buying the mobile phones and laptops for students.
- Majority of the respondents say yes that virtual learning makes uncomfortable for parents.
- Most of the respondents are agreed that the parents are attentive to their children during exams going through online.

5.2 SUGGESTIONS:

This study proved that e-learning has a more significant role to play in the future, but it cannot be a replacement to traditional face-to-face classroom learning. A complete transition to online learning is quite tricky. However, we cannot ignore the benefits derived from e-learning.

This includes strengthening infrastructure facilities, improvement in Internet connectivity, development of rural areas, bringing changes in the attitude of students and teachers, etc. Colleges and other educational institutions are required to provide excellent training and support to both student and teachers regarding the usage of online classes that helps in increasing their comfortability. “No Smartphones or Laptop” is one of the major problems of rural students, and Network issues also add to the problem for rural teachers and students. One of the major problems faced by students from a rural area is teachers need to observe the transition in their roles, i.e., from merely being a transmitter of knowledge to the designer of the educational process. As such, there is a need to understand the obstacles that come in the way of accepting online learning and take corrective measures to overcome it.

5.3 CONCLUSION:

School from Home during the COVID-19 Pandemic has impacted the educational systems of all countries across the globe significantly. In response to this crisis, countries have applied different rules and methods for dealing with changes in the learning system. Within a few months, national educational systems turned to solutions like online methods (using online applications, TV, radio and offline methods including printed books and modules. Along with these changes, alterations have been necessary for instructional strategies, technological readiness to implement online learning and providing support and motivation to all concerned parties. While the great hope is that the situation soon returns to normal, in the meantime, changes in national curricula must be made to increase flexibility, and technological readiness must be accelerated. Lastly, education must be viewed as collaborative community effort among government, teachers, parents, and schools to increase the efficacy of teaching-and-learning methods that have been adversely affected and ensure that students do not fall behind.

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APPENDIX – I (QUESTIONNAIRE)

DEMOGRAPHIC DETAILS:

1) NAME _____

2) AGE

- ☐ 20 to 25
- ☐ 25 to 30
- ☐ 30 to 35
- ☐ Above 35

3) Gender

- ☐ Male
- ☐ Female

4) Education qualification

- ☐ Diploma in elementary education
- ☐ Under graduate
- ☐ Post graduate
- ☐ Doctorate

5) Marital status

- ☐ Married
- ☐ Unmarried

6) Monthly income

- ☐ Less than 10,000
- ☐ 10,000-20,000
- ☐ 20,000-30,000
- ☐ 30,000-40,000

7) Experience

- ☐ 0-2 years
- ☐ 2-4 years
- ☐ 4-6 years
- ☐ Above 6 years

8) Teaching remotely feel stressful during pandemic.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

9) Do you satisfied teaching your students remotely makes them understand?

- ☐ Very dissatisfied
- ☐ Not satisfied
- ☐ Neutral
- ☐ Satisfied
- ☐ Very satisfied

10) Please indicate your level of agreement for the below statements.

(Strongly agree to strongly disagree)

- ☐ I'm committed about moving Classes online.
- ☐ I have been accepting the challenge about teaching in online class.
- ☐ Co-workers helps during teaching from Home.

11) Do you agree that there is a peaceful environment at home while teaching?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

12) Do you agree your students have adapted in online class?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

13) Please indicate your problems faced to attract attention of students during virtual class.

(strongly agree to strongly disagree)

- ☐ Broken audio and video due to poor internet connection.
- ☐ One-directional teaching methodology.
- ☐ Lack of an interactive environment.
- ☐ Attendance and involvement.
- ☐ Assignments and assessment.

14) Do you agree students are attending online class and giving attendance on time?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

15) Do students enjoy learning remotely?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

16) Students spending less time in online classes compared to normal classes.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

17) By using mobile phones and laptops students are getting affected?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

18) Any problems faced while teaching online classes compared to normal classes.

- Lack of bonding with students
- Network issue
- Students' absence
- Time management

19) Parents are supportive for conducting online classes for the students.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

20) Parents are able to afford the cost of online classes by buying the mobile phones and laptops for students.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

21) Does virtual learning make uncomfortable for parents?

- Yes
- No
- Maybe

22) Do you agree parents are attentive to their children during exams going through online?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

APPENDIX- II (Article)

A STUDY ON PERCEPTION OF PRIMARY SCHOOL TEACHERS REGARDING ONLINE CLASSES

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ABSTRACT

The study aims at analysing the perception of teachers about online classes. The work tries to explain the opinions of teachers as regards the impact of online classes, and the behaviour received from students in online classes along with teachers' opinions on teaching practice followed and training received for an online class. The study reveals that students are comfortable with online classes and are getting enough support from teachers but they do not believe that online classes will replace traditional classroom teaching. It also finds that teachers are facing difficulties in conducting online classes due to a lack of proper training and development for doing online classes. Technical issues are the major problem for the effectiveness of the online classes.

INTRODUCTION

Online learning is the newest and most popular form of distance education today. Within the past decade it has had a major impact on postsecondary education and the trend is only increasing. In this workshop we will explore what the experience of online learning is like for students and how it has changed the role of the instructor. The outbreak of COVID-19 Pandemic across the world has profoundly altered almost all aspects of life, including education, and it has not been an exception to these changes. The difficulty of handling the outbreak from spreading more widely has made world leaders develop super-strict rules so that the chain of the spread of COVID-19 can be broken. Some standards that the World Health Organization (2019) has recommended, such as social distancing and physical distancing, have created difficult choices for each country to implement. In all over the world, "large-scale social restrictions" were adopted in March 2020 due to the increasing number of people infected with COVID-19.

REVIEW OF LITERATURE

Angeline M. Barrett (2010), Evaluations, tied to specific programmers, need to be complemented by research that is more sensitive to context at the classroom level. A comparative approach may be used as a platform to move into a two-way conversation with the perspectives of practitioners in 'developing' countries and hence scrutinize internationally dominant notions of good teaching.

Anke de Boer (2010), Teachers are seen as key persons to implement inclusive education. Positive attitudes are therefore argued as playing a considerable role in implementing this educational change successfully. The aim of this study is to examine what attitudes teachers hold towards inclusive education, which variables are related to their attitudes and if these affect the social participation of pupils with special needs in regular schools. A review of 26 studies revealed that the majority of teachers hold neutral or negative attitudes towards the inclusion of pupils with special needs in regular primary education. No studies reported clear positive results. Several variables are found which relate to teachers' attitudes, such as training, experience with inclusive education and pupils' type of disability. No conclusion could be drawn regarding the effects of teachers' attitudes on the social participation of pupils with special needs.

Aslan, A., & Zhu, C. (2015), The objective of this study is to identify pre-service teachers' perceptions of ICT integration in teacher education and its association with their teaching practices. A stratified two-stage probability sampling design was used. Firstly, three Turkish state universities with the highest and lowest number of the pre-service teachers were chosen. Secondly, pre-service teachers from the subject domains of Turkish language, social sciences, elementary education mathematics and science were selected. A qualitative method was used in this study.

RESEARCH METHODOLOGY

This research study is based on DESCRIPTIVE research design to obtain the opinion of the respondents. The primary source of data required for the study is collected through primary and secondary sources of data. The data that collected by the researcher's data directly from the general public on the personal question in questionnaire by using surveys and interviews. The secondary source of data is for social science includes censuses, information collected by government departments, organizational records and data that was originally collected for other research purposes. Statistical methods are mathematical formulas, models, and techniques that are used in statistical analysis of raw research data. In order to analyze descriptive data analysis and statistical tools used such as percentage method, chi-square and ANOVA.

OBJECTIVE

- To examine the opinions of teachers on the impact and comfortability of online classes.
- To determine the differences in online coaching and learning environment among the students.

DATA ANALYSIS AND INTERPRETATION

ANOVA

Hypothesis:

Null Hypothesis (H_0): There is no significant difference between age of respondents and their opinion on teaching remotely feel psychological stressful during pandemic.

Alternative Hypothesis (H_1): There is significant difference between age of respondents and their opinion on teaching remotely feel psychological stressful during pandemic.

ANOVA

AGE

	Sum Squares	of Df	Mean Square	F	Sig.
Between Groups	8.610	4	2.153	2.061	.090
Within Groups	135.760	130	1.044		
Total	144.370	134			

INTERPRETATION

From the result it is interpreted that significant (2-tailed) value is .090 which is greater than 0.05. So H_0 is accepted and H_1 is rejected. There is no positive difference between age of respondents and their opinion on teaching remotely feel psychological stressful during pandemic.

CHI-SQUARE

Hypothesis:

Null Hypothesis (H_0): There is no significant difference between experience and their problems faced while teaching online classes compared to normal classes.

Alternative Hypothesis (H_1): There is significant difference between experience and their problems faced while teaching online classes compared to normal classes.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.457 ^a	9	.005
Likelihood Ratio	25.289	9	.003

Linear-by-Linear Association	6.859	1	.009
N of Valid Cases	135		

a. 1 cells (6.3%) have expected count less than 5. The minimum expected count is 4.98.

INTERPRETATION

From the result it is interpreted that significant (2-tailed) value is 0.005 which is lesser than 0.05. So H0 is rejected and H1 is accepted. There is positive difference between experience and their problems faced while teaching online classes compared to normal classes.

FINDINGS

- There is no positive difference between age of respondents and their opinion on teaching remotely feel psychological stressful during pandemic.
- There is positive difference between experience and their problems faced while teaching online classes compared to normal classes.

CONCLUSION

The study reveals that there is no positive difference between age of respondents and their opinion on teaching remotely feel psychological stressful during pandemic while it comes to age, but there is positive difference between experience and their problems faced while teaching online classes compared to normal classes since problems faced through experience.

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