

CHAPTER II
REVIEW OF
RELATED
LITERATURE

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2.1 Introduction

The term “Review of Related Literature” refers to the past knowledge of the studies that has been reviewed again carefully and repeatedly related to the present topic of the research. The reviews explain the previous ideas and help the researcher to borrow new ideas in the present study. The review of related literature in educational research provides us with the means of getting the information in our particular field of knowledge.

According to Wikipedia, Literature gives us clear idea about the content area through which the researcher will be able to know more about the research area. According to Galvan (2005), literature review is called as a process through which a researcher goes through a lots of related works done by other researchers. Literature means a list of documents which help the researcher to know more about the topic to be reached. According to Lawrence & McEvoy (2008), literature means a script which shows the researcher about the topic. Furthermore, Best & Kohn (1995) opined his views for the review of related literature so that effective research is built upon the past knowledge. Thus, we can say that literature means writings and a body of literature refers to all the published or unpublished writings on a particular style on a particular subject. According to W. R. Borg “The literature in any field forms the foundation upon which all future work will be built. If we fail to build this foundation of knowledge provided by the review of the literature our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else”. Therefore, *review of related literature is the basis of any research work.*

In the present study, the researcher has collected most of the relevant and reported studies related to the perception of teachers towards online teaching and learning and also studies related to SWOT analysis of online teaching and learning experienced by teachers. Keeping in view the importance of reviewing the literature, certain national and international related studies are reviewed and presented here under the following sections:

Studies conducted in India

Studies conducted abroad

2.2 Studies conducted in India

Singh (2016) in her study on Challenges for Teachers in the Era of E-learning in India found that teachers were not comfortable in handling modern gadgets and technological devices. As majority of the teachers are facing problem in adaptation with new technology hence they need some time to adjust with e- teaching-learning pattern.

Dubey and Singh (2020) have conducted a study on “Perception of teachers on online teaching in higher education during covid-19 lockdown” and from the analysis it was revealed that teachers believe that online education is actually diversifying knowledge of the teachers and increasing their technical knowledge but it also has increases the working hours of the teachers as the online connection has reduced the communication gap between the students & teachers throughout the day. The study also concludes that young teachers are more actively participating in the online education to teach the students. Overall study says that the teachers are taking online education positively and they are actively participating in shaping the future of students during COVID-19 lockdown.

Kulal and Nayak (2020) conducted a study on ‘A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District’ to analyze the perceptions of teachers and students in online classes. They found 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.

Joshi, Vinay and Bhaskar (2020) have conducted a study on “Impact of coronavirus pandemic on the Indian education sector: perspectives of teachers on online teaching and assessments”, and the study was conducted among the teachers working in the government and private universities of Uttarakhand, India through in-depth interviews to collect data regarding the barriers faced by them during online teaching and assessment. The findings revealed four categories of barriers that are faced by teachers during online teaching and assessments. Firstly, under home environment settings, a lack of basic facilities, external distraction and family interruption during teaching and

conducting assessments were major issues reported. Secondly, institutional support barriers such as the budget for purchasing advanced technologies, a lack of training, a lack of technical support and a lack of clarity and direction were also reported. Thirdly, teachers also faced technical difficulties. The difficulties were grouped under a lack of technical support, it included a lack of technical infrastructure, limited awareness of online teaching platforms and security concerns. Lastly, teachers' personal problems including a lack of technical knowledge, negative attitude, course integration with technology and a lack of motivation are identified as the fourth category to damper their engagement in online teaching and assessments.

Nambiar (2020) did a study on "The impact of online learning during COVID-19: students' and teachers' perspective" through online survey method. The result of this study indicates that face- to- face learning was perceived more positively than online learning in term of social presence, interaction, satisfaction and overall quality. Even though online classes were reported to be convenient in term of saving time, still both teachers as well as the students perceived it to be less effective and structured when compared to classroom mode of learning.

Tyagi and Malik (2020) did a survey method on the study about "Online teaching in Delhi-NCR schools in India during Covid-19 pandemic" and the results indicate that the biggest challenge the teachers face in taking virtual classes is technical snag with a whopping 69.9% mentioning it. 22.3% of teachers find that pedagogy for online instruction is different from the traditional knowledge they have for teaching. However, 80% of the teachers feel comfortable teaching online.

Seema and Nanga (2020) in their study namely "Online Teaching during COVID 19: Attitude and Challenges faced by School Teachers" found that most of the teachers are having first experience of online teaching. Therefore, they are facing lots of problems like network issues, technical glitches, lack of cooperation from parents and guardians, time management, confidence etc.

Naik et al. (2021) have conducted a study entitled Online Teaching and Learning of Higher Education in India during COVID-19 Emergency Lockdown and the results

and analysis of this study indicated that lack of facilities, infrastructure, technical tools and the internet access are the major drawback for conducting online sessions.

Kamal and Illiyan (2021) on the study School teachers' perception and challenges towards online teaching during COVID-19 pandemic in India: an econometric analysis. This research investigates the perspective and difficulties of Delhi school teachers (school teachers here means those who teach from primary to secondary level of education) regarding online teaching and the result of this research delineates teachers are confronted with many challenges in virtual classes such as online evaluation and creating digital content for students, lack of technological knowledge, etc.

Gurung (2021) have conducted a study on challenges faced by teachers in online teaching during covid-19 pandemic and the results of this study showed that maximum numbers of respondents are conducting online classes for the first time in their career of teaching due to this Covid-19 pandemic. They are ready to learn new technology and methodology of the teaching. It was found that teachers used Zoom, Google meet, Whatsapp, Google classroom for online teaching. While in online teaching respondents faced the number of challenges but among all - reaching the students in the remote area and teaching numerical subjects was the biggest challenge. Even after facing all the challenges numbers of respondents were satisfied with online teaching and ready to face many challenges to make learning feasible for the students.

Chandwani, Singh and Singh (2021) have conducted a study on "Attitude of Faculty Towards Online Teaching and Learning in Relation to Certain Variables: A Study During Coronavirus (COVID-19) Pandemic in India" to ascertain the opinion of teachers working in various colleges and universities of India and their attitude towards online teaching. In order to ascertain the attitude of teachers towards online learning, an online survey was conducted using questionnaire as data collection tool. The results of this study revealed that the problems faced by teachers was internet problem as the major obstacle in online teaching, cyber security, interaction with students, maintaining attendance record of students, technical sways, lack of smart devices with economically weaker students, not able to judge the facial expression of students, their attentiveness and interest in the subject.

Shaheen and Hoque (2021) works on the study about online Teaching and Challenges of Teachers which identified some of the challenges which are faced by teachers. The study is purely based on secondary sources of data. The results reveal that problem of time management, lack of parental cooperation, inability to adapt with new technology, lack of appropriate resources, technical problems, indiscipline, and lack of confidence are the significant challenges teachers face in online teaching. Also found that most of the teachers have no any previous experiences on online learning and they are facing a lot of problems in operating online teaching devices.

Padmapriya and Kavithaa (2021) have conducted a study on SWOT Analysis: Effectiveness Of E - Education During Covid – 19 Lockdown and this study is achieved by analysing 193 learners' responses to the online questionnaire. A large number of students complied that E - education has the strength of accessible anywhere, anytime and any pace. Amongst weaknesses, high distractions, internet connectivity, can't substitute classroom teaching and no lab sessions were reported. Students agreed the E – education provides them the opportunity to opt distant learning, its best available option during lock down like situations. However, students perceived threats like its effect on eyes and overall health issues.

Gupta and Sharma (2021) study on SWOT Analysis of Online Teaching During Lock Down: Blended Teaching the Way Forward and a survey was conducted using google form from students of Punjab Agricultural University, Ludhiana and 370 students responded to the developed survey. The findings revealed that initially, classes were taken through zoom app but later, most of the teachers shifted to google meet. Students agreed that online teaching has the strengths of accessing at anytime, anywhere, saves time, promotes retention of learning, and reduces cost of commuting / transportation. Among weaknesses, its highly dependency on network connection, teacher's inability to check on each and every student, failure to substitute classroom teaching, lack of transparency in conducting online examination and limited assessment and feedback were reported. A large number of the respondents complied that online learning gave them the opportunity to connect with teachers and other students from far-away places at one platform, it is best available option during lock down like situations. However,

respondents perceived threat of cybercrime while pursuing online learning.

2.3 Studies conducted abroad

Kebritchi (2017) did a qualitative study on issues and challenges in teaching at higher education level through online mode. They found that change in role of faculties, transition from traditional to online teaching, time management and teaching style all these are problems for an instructor.

Wallace (2018) in a study entitled, “The Challenges of Effective Online Instruction and Student Learning” examines the professional roles in technology integration and identifies effective online instructional practices. The study concluded that teacher must shift from traditional to online environment with appropriate training.

Yusnilita (2020) did a study on “The impact of online learning: student’s views” and the study showed that teachers faced problems during online classes due to lack of technical skills, absence of student’s interest and drop in participation. Students made a lot of excuses which were difficult for the teachers to identify the genuine reasons.

Rahayu and Wirza (2020) did a qualitative study on “Teachers’ Perception of Online Learning during Pandemic Covid-19” and this study's findings revealed that the participants showed a positive perception of the usefulness and ease of online learning systems during pandemic Covid-19, while older teachers faced problems in creating engaging content, describing and giving feedback through e-learning systems.. Still, more than half of teachers didn’t agree on its effectiveness. Even though the teachers face many online teaching process problems, they could show the right attitude toward using technology to teach online.

Fauzi and Khusuma (2020) have conducted a study on Teachers’ Elementary School in Online Learning of COVID-19 Pandemic Condition and the results of this study indicated that teachers understand the context of online learning, but in implementation there are various problems found, including 1) availability of facilities, 2) network and internet usage, 3) planning, implementation, and evaluation of learning, and 4) collaboration with parents.

Ferri, Grifoni and Guzzo (2020) have conducted a study on Online Learning and Emergency Remote Teaching: Opportunities and Challenges in Emergency Situations and the results of the study reveal several technological, pedagogical and social challenges. The technological challenges are mainly related to the unreliability of Internet connections and many students' lack of necessary electronic devices. The pedagogical challenges are principally associated with teachers' and learners' lack of digital skills, the lack of structured content versus the abundance of online resources, learners' lack of interactivity and motivation and teachers' lack of social and cognitive presence (the ability to construct meaning through sustained communication within a community of inquiry).

The social challenges are mainly related to the lack of human interaction between teachers and students as well as among the latter, the lack of physical spaces at home to receive lessons and the lack of support of parents who are frequently working remotely in the same spaces.

Rosalina, Nasrullah and Elyani (2020) did a qualitative study on teacher's challenges towards online learning in pandemic era and the findings of this research are most of the teachers agree that the challenges to applying online learning are in facilitation such as internet connection, quota, the places of home living, and the process of online learning itself such as the teacher's less in technology for designing interesting online learning activities, less communicative, lack of interaction, and fostering an effective online learning climate and for the strength and the weakness of online learning activities most of the teachers agree that the strength of online learning is flexible in time and place, thus the teaching and learning can be conducted everywhere and anytime, for the weakness the teachers agree that online learning cannot conduct maximal pedagogical process in learning activities.

Lestyanawati and Widyantoro (2020) study on the study entitled Strategies and Problems Faced by Indonesian Teachers in Conducting ELearning System During COVID-19 Outbreak and the objective of this research was to find out and describe the applied strategies and also problems faced by teachers in conducting e-learning during this COVID-19 outbreak. The findings showed that teachers' disabilities in accessing technology were found as the first arisen problem, although most of them

had a good ability in taking control of the technology, the difficulties in explaining the material, students' limitation in accessing the internet was also the problem faced by teachers.

Farah and Frayha (2021) have conducted a study on “Lebanese Teachers’ Perceptions of Online Learning” and this research aims to examine teachers’ views of online teaching. It serves to highlight Lebanese teachers’ views of their own abilities to impact students during the pandemic-induced shift to full online education. It also aims at estimating the percentage of teachers who believe that they are efficient in delivering online instruction. The participants of the study consisted of Lebanese teachers in two private schools in Mount Lebanon District. Data collection was done through a survey questionnaire that explored teachers’ perspectives on current online teaching practices. Results of the study revealed that teachers seem to have a high sense of comfort with online teaching, particularly with their impact on their students’ learning. Even though teachers seem to give more value to face to face instruction, they believe they are efficient in creating positive learning environments and that actual learning took place in their online classes.

Jacques, Ouahabi and Lequeu(2021), did a study on “Remote knowledge acquisition and assessment during the covid-19 pandemic” and the result revealed that teachers put a lot of effort and time to create successful online classes as compared to conventional classes. Subsequently, at certain times, teaching which includes practical and project work and using specific laboratory tools are not well suited for virtual learning’.

Tsegay, Ashraf, Perveen and Zegegerish (2021) works on the study entitled online teaching during COVID-19 Pandemic: Teachers’ Experiences from a Chinese University found that majority of the participants were not confident about their skills in using the ICTs and pedagogies required to teach online classes. Moreover many of the participants highlighted their lack of knowledge and training in online teaching and learning and its delivery methodologies.

Izhar, Yahya, Al-dheleai and Kew Si Na (2021) have conducted a study on Teaching in the Time of Covid-19: The Challenges Faced By Teachers in Initiating

Online Class Sessions whereby one hundred ninety-two public secondary school teachers responded to this research through open-ended questions. Teachers were asked what the challenges are that they face in preparing, planning, and designing the online lessons and the results of the study was teachers reported that they lacked knowledge and skills to convert offline (hardcopy) materials into online (softcopy) materials and share them on online platforms, no internet access, difficult in planning and designing interesting activities that attract students interest, difficult for teachers to know whether or not students understood the content matter or enjoyed the class, as traditionally and home environment is not conducive due to kids at home.

Bhuana and Apriliyanti (2021) have conducted a study on Teachers' Encounter of Online Learning: Challenges and Support System. A descriptive qualitative method was used through an open-ended questionnaire. An observation and interview were also used to triangulate the data. Twenty-one teachers from sub-urban areas in Cimahi and Bandung were selected as the participants. The findings revealed three issues becoming teachers' challenges, namely, technology, course content, and students. The first issue was related to the Internet connectivity as the classical problem of online learning. The second problem was that the teachers had obstacles in making adjustments to design and to deliver the materials. Then, the last issue was the students' participation as well as technological access.

Ustabulut (2021) did a qualitative study on SWOT Analysis for the Distance Education Process of Lecturers Teaching Turkish as a Foreign Language and the results of the study revealed that the strength of teaching Turkish as a foreign language in distance education is "flexibility in time and place" with a ratio of 58%. Again, "flexibility in time and space" was evaluated as an opportunity with a rate of 42%. The weakest aspect of teaching Turkish in distance education seems to be "technical problems" with a rate of 29%. The instructors rated the "lack of the classroom environment" as the biggest threat with 30%.

2.4 Conclusion

From the above discussion of review of related literature, the researcher find that there are many researches conducted to study about the challenges of online teaching

learning during Covid-19, perception of teachers and students towards online teaching learning. Also there are few research conducted on SWOT Analysis of online learning during lockdown from students perspective. However, there is no single study about SWOT Analysis of online teaching learning from teachers' perspectives though there are also Strengths, Weaknesses, Opportunities and not only Challenges in online teaching learning.