

CHAPTER IV
ANALYSIS AND
INTERPRETATION

CHAPTER 4

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4.1 Introduction

Analysis and interpretation are central steps in the research process. The aim of the analysis is to organize, classify and summarize the collected data so that they can be better comprehended and interpreted to give answers to the questions that triggered the research. Interpretation is the search for the broader meaning of findings. Analysis is not fulfilled without interpretation; and interpretation cannot proceed without analysis. So, both are interdependent.

The present chapter has been devoted to the analysis and interpretation of the data in the context of the objectives of the study. In pursuance of the objectives of the study, the obtained data were tabulated, classified and analyzed to yield meaningful interpretation of results which may eventually lead to significant findings of the study.

4.2 Data analysis and interpretation

In this chapter, the data collected from the teachers on the study conducted on “SWOT Analysis of online teaching and learning: Teachers’ Perspective” has been analysed and interpret. The data was collected using self-made questionnaires. The responses have been analysed categorically according to the specific objectives of the study. The analysis of the data was carried out using percentage and is interpreted accordingly.

4.3. Objective I: Determine various platforms and methods used by teacher in online teaching and learning.

In order to study the various platforms and methods used by teacher in online teaching and learning, the data was collected from the upper primary and secondary teachers and has been analyzed using percentage as shown in table 4.1 and table 4.2 respectively.

4.3.1 Platforms used by teacher

Table 4.1 Percentage of various platforms used by teacher in online teaching and learning

S.No	Platforms used by teacher	Percentage (%)
1	Zoom	10
2	Google Meet	41.7
3	WhatsApp	23.3
4	YouTube	11.7
5	Google Classroom	13.3

From table 4.1, it shows that a very high percentage of platforms used by teacher in online teaching and learning was Google Meet (41.7%). The percentage of online platforms used by teacher through WhatsApp is 23.3% while other platforms like Zoom, YouTube and Google Classroom are quite less.

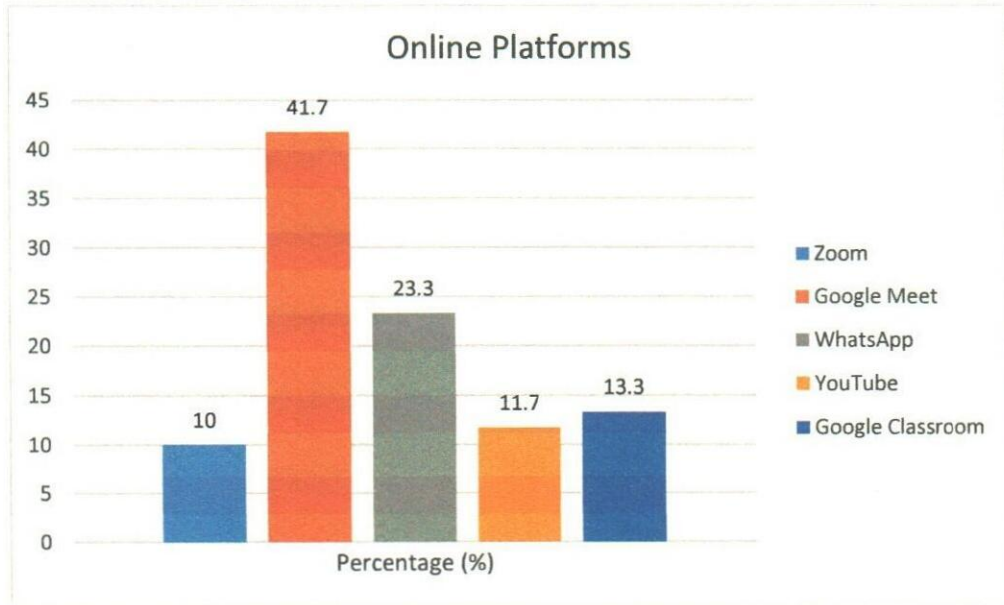


Fig. 4.1. Online platforms used by teacher

4.3.2 Methods used by teacher

Table 4.2 Percentage of various methods used by teacher in online teaching and learning

S. No.	Methods Used by Teacher	Percentage (%)
1	Online discussion	38.3
2	Chatting	15
3	PPT	30
4	Recorded Audio	6.7
5	Recorded Video	10

From table 4.2, it shows that a very high percentage of methods used by teacher in online teaching and learning was online discussion (38.3%) followed by PPT (30%). The percentage of online platforms used by teacher through other methods was quite less.

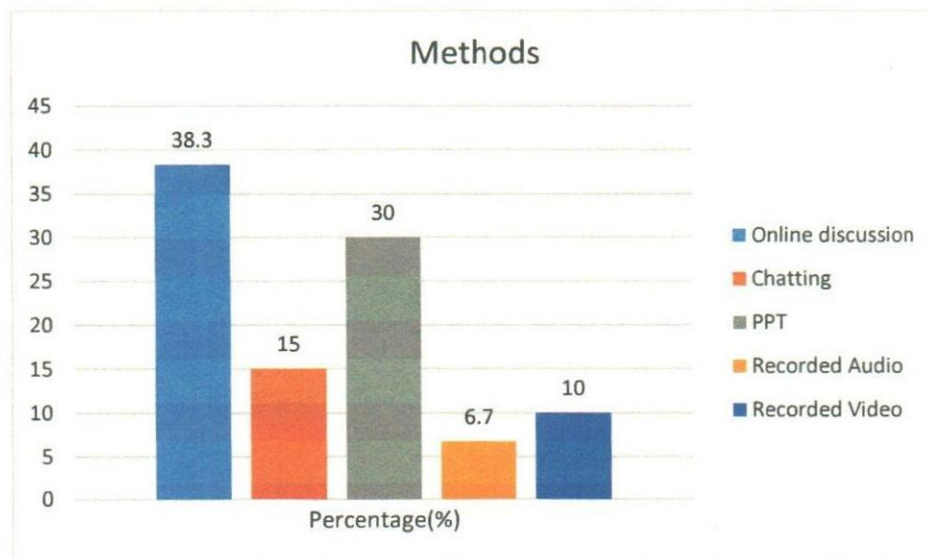


Fig. 4.2. Various methods used by teacher

4.4 Objective II: Perception of teachers towards online teaching and learning.

In order to analyze the perception of teacher towards online teaching and learning, the data was determined through the responses of the teachers collected through self-made

questionnaire which contains closed ended questions of Yes/No type and percentage of teachers were calculated item-wise as shown in table 4.3

Table 4.3: Percentage of teachers' perception towards online teaching and learning.

Sl. No.	Statements	Response in Percentage	
		Yes	No
1	I feel that online teaching learning is best suited option during pandemic situations.	88.3	11.7
2	I am ready to adapt to new changes of teaching and learning.	68.3	31.7
3	I feel that online teaching and learning is better than traditional one.	75	25
4	I can access from anywhere and at anytime through online teaching and learning.	71.7	28.3
5	I have sufficient computer knowledge and IT skills.	68.3	31.7
6	I would like to have proper guidance/training on online teaching learning.	76.7	23.3
7	I am able to attend several seminars and other meetings as well.	81.7	18.3
8	I feel myself more skilled for preparation and using variety of teaching learning materials due to online teaching and learning.	78.3	21.7
9	I feel that online teaching learning can provide lifelong learning.	85	15

10	I feel that online teaching learning has help me to learn more about ICT which is very important in today world.	95	5
11	My home environment is suitable for online teaching learning.	58.3	41.7
12	I feel that online teaching and learning is time taking.	68.3	31.7
13	I need more time in preparing course content.	71.7	28.3
14	I had experience a hard time in expressing the effective contents to the students.	80	20
15	I find that students lose interest and concentration because of unstable internet connection.	70	30
16	Household chores and kids at home due to school closure is a big challenge for me to manage online class.	66.7	33.3
17	I feel difficult without getting the attention of the students to manage online teaching and learning	85	15
18	I got disconnected at the middle of the class because of network issue.	81.7	18.3
19	I find difficult in planning and designing interest activities that attract students interest.	86.7	13.3
20	I find difficult to adopt new teaching methods that are completely virtual and technology-driven.	65	35

The above table 4.3 show that 88.3% respondents said yes online teaching and learning is best suited option during pandemic situations, 68.3% of the respondents are ready to adapt to new changes of teaching and learning, 75% felt that online teaching and learning is better than traditional one, 71.7% said yes on this statement, 'I can access from anywhere and at anytime through online teaching and learning', 68.3% of the respondents are having sufficient computer knowledge and IT skills, majority of the teachers (76.7%) said yes on this statement, 'I would like to have proper guidance/training on online teaching learning', 81.7% of the respondents are able to attend several seminars and other meetings as well, 78.3% felt themselves more skilled for preparation and using variety of teaching learning materials due to online teaching and learning, 85% of the respondents said yes on this statement, 'I feel that online teaching learning can provide lifelong learning', majority (95%) of them felt that online teaching learning has help them to learn more about ICT which is very important in today's teaching learning process. Only 58.3% of them said yes on this statement, 'My home environment is suitable for online teaching learning', 68.3% of them felt that online teaching and learning is time taking, 71.7% of the respondents need more time in preparing course content, majority (80%) of them had experience a hard time in expressing the effective contents to the students, 70% of them found that students lose interest and concentration because of unstable internet connection, 66.7% said yes on this statement, 'Household chores and kids at home due to school closure is a big challenge for me to manage online class', 85% of them felt difficult without getting the attention of the students to manage online teaching and learning, 81.7% responded yes on this statement, 'I got disconnected at the middle of the class because of network issue', majority (86.7%) responded yes I find difficult in planning and designing interest activities that attract students interest and 65%of them find difficult to adopt new teaching methods that are completely virtual and technology-driven.

4.5 Objective III: To do SWOT Analysis of online teaching and learning.

In order to do SWOT analysis of online teaching and learning, the data was collected from the teachers through self-made questionnaire via google form and it has been analysed by percentage. From the data, it can be interpreted as follows:

4.5.1. Major Strengths of Online Teaching and Learning

Based on the statement, 'I feel that online teaching and learning is convenient and flexible' majority of the teachers said yes i.e., 73.3%. Thus it is clear from this statement that online teaching and learning is convenient and flexible.

Based on the statement, 'I have gain more knowledge and experience about handling and operating technological tools by using various online tools in online teaching learning' 93.3% of the teachers responded yes on this statement. Thus it is clear that online teaching and learning provides more knowledge about technology.

Based on the statement, 'I am able to access to variety of resources through online teaching and learning' 95% responded yes on this statement. Thus it is clear that availability of multiple online and open resources, makes the teacher easy access to variety of resources.

Based on the statement, 'I feel that that online teaching and learning is easy and quick in sharing reading materials', most of the teachers responded yes (96.7%) on this statement. Thus it is clear from this statement that online teaching and learning is easy and quick in sharing reading materials.

Based on the statement, 'I feel that online teaching and learning saves time and money', 91.7% responded yes on this statement. Thus, it is clear that the strength of online teaching and learning is it saves time and money.

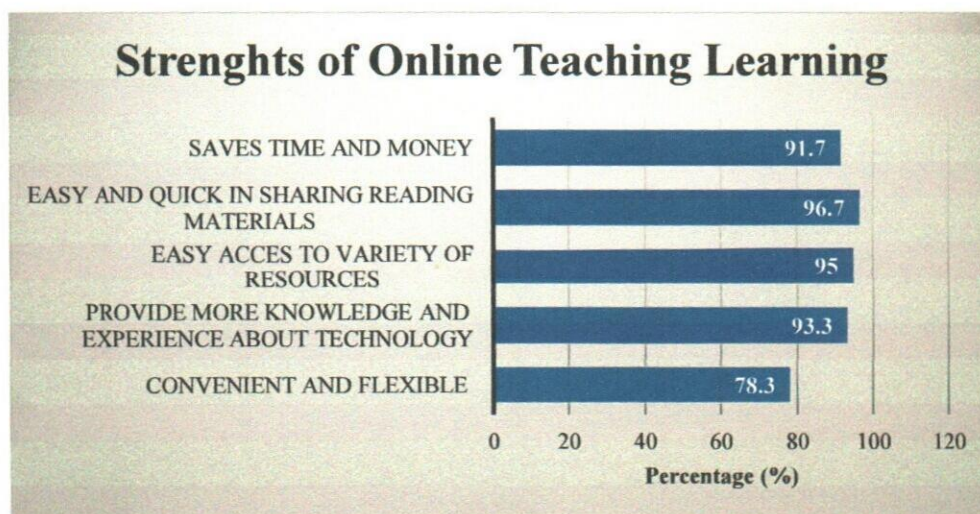


Fig. 4.3. Strengths of online teaching learning

4.5.2. Major Weaknesses of Online Teaching and Learning

Based on the statement, 'I have poor connectivity at home', 78.3% of the respondents have said yes. Thus, it is clear that majority of the teachers have suffered from poor connectivity in online teaching and learning.

Based on the statement, 'I am facing lack of communication and interaction with the students', 86.7% of the respondents said yes on this statement. Thus, it is clear that majority of the teachers cannot communicate and interact well with students in online teaching and learning.

Based on the statement, 'I find difficult to reach students who belong to rural localities who have little or no access at all to technology and no electricity', majority of the respondents (90%) have said yes on this statement. Thus, it is clear that the weakness of online teaching and learning is difficult to reach students in rural areas.

Based on the statement, 'I am not able to get an immediate feedback on what was being taught', majority of the respondents (81.7%) have said yes. Thus, it is clear that teachers are not able to get an immediate feedback on what was being taught which the weakness in the online teaching learning becomes.

Based on the statement, 'I find difficult to observe the students because I cannot look out their facial expression, behaviour and body movement as face-to-face, hence it is difficult to know whether or not students understood the content matter and enjoyed the class, 96.7% of the respondents have said yes on this statement. Thus, it is can be concluded that the weakness of online teaching learning is difficult to observe learners understanding.

Based on the statement, 'I find difficult to teach practical subjects, to conduct activities and practical', 95% have responded yes on this statement. Thus it is clear that in online teaching learning it is difficult to teach practical subjects and provide hands on activities.

Based on the statement, 'I feel difficult to manage the time properly from home', 80% of them felt difficult to manage time from home. Thus it is clear that in online teaching learning it is difficult to manage time due to many reasons like fluctuation connections, students join late, etc.

Based on the statement, 'I find that online teaching learning depend totally in technology', majority (98.3%) of them have responded yes. Thus it is clear that online

teaching learning is highly dependent in technology whereby if any failure in technology occurs, it will totally stops the teaching learning process.

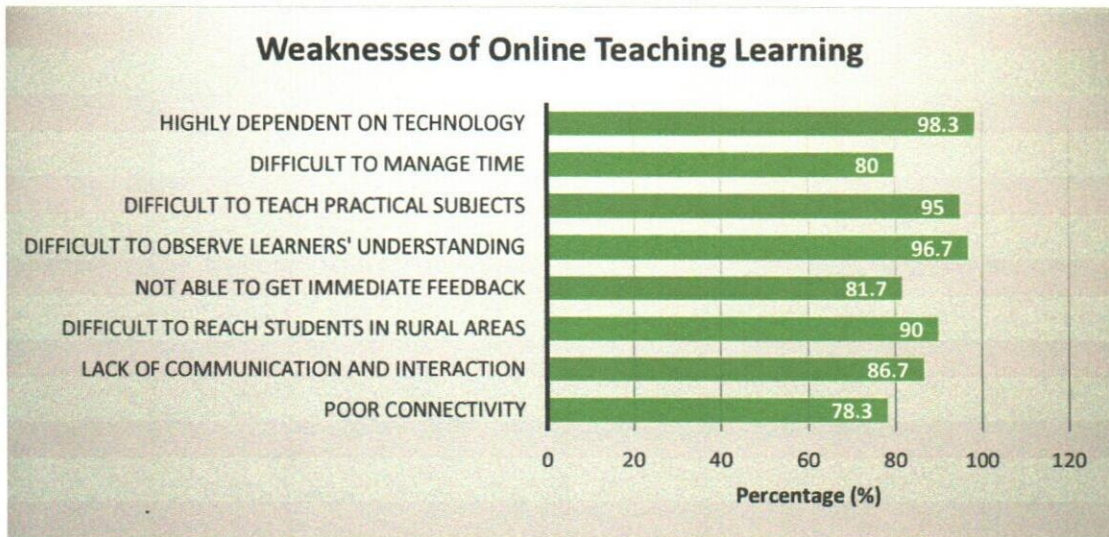


Fig. 4.4. Weaknesses of online teaching learning

4.5.3. Major Opportunities of Online Teaching and Learning

Based on the statement, 'I feel that online teaching learning have paved new way of methodology in the teaching learning process', majority (95%) of them have responded yes. Thus it is clear that online teaching learning has provided new teaching methods for them.

Based on the statement, 'I feel that online teaching learning help me to use innovative teaching methods', 88.3% have said yes on this statement. Thus it can be concluded that online teaching learning has provided opportunities for innovations in the teaching learning process.

Based on the statement, 'I feel that online teaching and learning has strengthening my skills like technological skills, problem solving and critical thinking', majority (93.3%) of the respondents have said yes on this statement. Thus, it is can be concluded that online teaching learning has strengthening skills.

Based on the statement, 'I feel that online teaching and learning gives opportunity for effective collaboration', most of the respondents (85%) have said yes. Thus it is clear that online teaching learning allows an effective collaboration between teachers and students and among students themselves.

Based on the statement, 'I feel that there is no requirement of formalities in online teaching learning', 91.7% have responded yes. Thus it is clear that there is no requirement of formalities in online teaching learning unlike face-to-face.

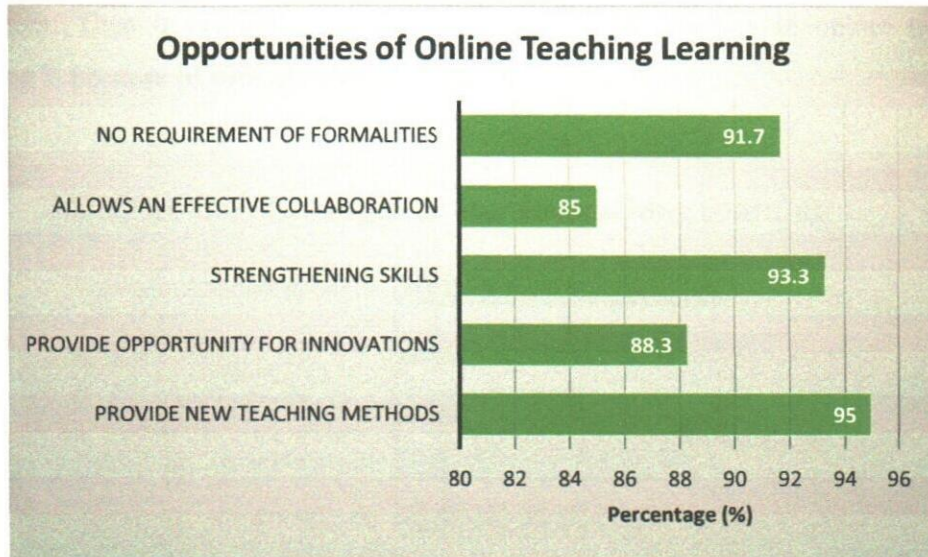


Fig. 4.5. Opportunities of online teaching learning

4.5.4. Major Threats/Challenges of online teaching and learning.

Based on the statement 'I feel that doing online teaching learning affects my eyes and overall health', majority (96.7%) have responded yes. Thus it is clear that, online teaching learning can affects eyes and overall health due to longer period on the screen.

Based on the statement 'I face distractions from other family members during online teaching', 85% have said yes. Thus it is clear that distractions is a threat for online teaching learning.

Based on the statement 'I find that student avoid communication during online class', 88.3% of them have responded yes. Thus it is clear that in online teaching learning, students mute themselves and avoid communication.

Based on the statement 'I find that there is lack of motivation among students to attend online class' 81.7% have said yes on this statement. Thus, it is clear that the threat for online teaching learning is lack of motivation.

Based on the statement 'I feel that online teaching and learning makes me difficult to assess students' learning', most of them i.e., 95% said yes. Thus, it can be concluded