



WEB TEACHING FOR SCHOOL LEVEL

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ABSTRACT

When we talk about education that takes place via the internet, we are referring to online teaching and learning. A sizeable number of educational institutions in India are transitioning away from the conventional in-person classrooms and towards web-based, totally online programmes based on the internet. Online education, which is sometimes referred to as web-based education or remote education, is the most recent and widely used kind of online education at the present time. In recent years, it has become an essential component of a wide variety of academic programmes. Within the scope of this work, a concise introduction to online teaching and learning is presented. The use of technology to make it possible for individuals to study whenever and wherever they choose is known as e-learning. Text, video, music, and virtual worlds are all possible components of it. E-learning may be broken down into four distinct categories: synchronous training, asynchronous training, online assistance, and knowledge databases respectively. E.

KEYWORD :- *online teaching, online learning*

INTRODUCTION

The term "e-learning" refers to the process of learning that occurs as a consequence of personal experiences and interaction within the context of the Internet. It does not have to take place on a typical school day and can take place in a number of places, such as at home, at school, or in



community places like cafés, libraries, and other places. The novel Coronavirus Disease (COVID-19) was discovered for the first time on December 1, 2019, in Wuhan, China. Since then, it has demonstrated its effects in a number of nations throughout the continents of Europe, America, and Asia (World Health Organisation [WHO], 2020a). A number of aspects of human existence, including health, the economy, and education, were negatively impacted by the COVID-19 pandemic, which was designated a worldwide pandemic by the World Health Organisation (WHO, 2020b) on March 11, 2020. According to UNESCO (2017), there are around 264 million children and adolescents who are not attending school, and this epidemic has made the situation even more alarming. As the COVID-19 epidemic continues to spread, there has been a growing trend towards teaching online. This is due to the fact that schools, colleges, and universities have been forced to close their doors for an indeterminate period of time, leaving the only choice available to them. Because of this, now is the moment to seriously rethink, overhaul, and reinvent our educational system in order to meet the extremely demanding requirements of the current scenario, which is unprecedented. In light of the research that were described before, it may be concluded that online learning is successful in specific settings. Despite this, there are still hurdles and impediments to overcome in order to successfully adopt online learning. The lack of internet connection in schools, campuses, and residential areas, the high cost of internet packages, problems with technological infrastructure, and the attitudes of students are some of the difficulties that are emphasised. In order to overcome these issues, the infrastructures that are already in place should be enhanced. In order to improve the efficiency of online learning for students. E-learning, often known as online learning, is a term that refers to any type of pedagogy that is given employing digital technology. Visual visuals, text, animations, movies, and music are all components that are included in these approaches. Furthermore, according to Wan Aziaris (2015), online pedagogy has the potential to enhance group learning as well as the aid of the teachers working within particular sectors. For the sake of this investigation, the term "online learning" refers to a teaching and learning process that takes place between instructors and students and comprises the utilisation of a variety of digital



platforms, including "Whatsapp," "Zoom," and "Google Classroom." Additionally, direct learning is not the only type of learning that is included in online learning. Online learning encompasses any and all activities and assignments that are made available by the instructor through the use of the internet. In addition, the educational capacity of a country rises in direct proportion to the advancement of technology. Educators have been encouraged by the progressions in technology to develop new ways to include technology into the course as an extension of their course outline. This is done with the intention of enhancing the learning experience for their students and fostering communication among them [1, 2]. Because of the increasing reliance on the internet, Educational Web Tools (EWT) have provided educators with a variety of options to enhance students' learning in a manner that is tailored to the students' individual preferences to study. Furthermore, this EWT may be utilised by a teacher as an innovative method to maximise learning, which forces the students to engage higher order thinking abilities in the process of learning.

Definition of concepts

This section provides a brief overview of the significant ideas that are associated with literary sources that are pertinent to the use of the internet for the purpose of achieving student learning goals. With the World Wide Web (WWW) and the infrastructure to support email, the internet is an electronic system that consists of interconnected computer networks that constitute a worldwide network system. The purpose of this system is to facilitate the sharing and publication of vast amounts of information resources and services. According to Nyakwende (2011), globalisation presents both possibilities and problems for students in higher education who wish to place a focus on information and communication technologies (ICTs), one example of which is the utilisation of the internet. It is possible to look for information quickly and easily on the internet, which is helpful for students since it allows them to complete their tasks by simply searching for the information they need on a search engine. In addition to this, it enabled them to communicate with one another in order to share their thoughts and knowledge when they were in



separate locations at the same time. The internet is the most important information and communication technology that has led to a dramatic transformation in the information scenario all over the world. The interaction between students provides them with the opportunity to get a variety of viewpoints on a topic discussion. This is accomplished by sharing one's own learning activities with other learners in order to develop solutions for issue resolution. 2015 edition of Siraj. According to Hsieh (2011), internet-based learning improves students' overall happiness with their educational experience, which is a very significant mediating function. According to Akin Adaeamola (2014), the internet was designed to function as a platform for a variety of activities that are accessible to people of all ages in society. One of the technologies that has become an extremely important component of people's day-to-day life is the internet. According to Ngoumandjoka (2012), the internet was initially introduced to educational institutions in the middle of the 1990s as a tool to improve the academic experience of students. This was accomplished by the internet's capacity to serve as a support medium in a variety of activities that people use it for. Over the course of the past several decades, there has been a significant improvement in internet connectivity, which is now accessible in a wide variety of settings, including homes, workplaces, trips, and schools (Ellore, 2014). According to the findings of recent empirical research (Akende, 2015), students' access to information can have an effect on their academic performance. When it comes to academic research, the use of reliable online resources is of utmost significance, particularly in high-level classes that necessitate an academic assessment of the literature (Sahin, 2010). It has been determined by Kim (201) that the utilisation of internships for educational purposes is at the core of the academic accomplishment of adolescents. According to Ellore (2014), the majority of students have had access to the internet on their mobile devices, which is a testament to the widespread availability of the internet. Through this, students are able to access material from all over the world, which not only facilitates easier connection with the academic community but also allows them to widen the scope of their academic information, research, and assignments (Siraj, 2015). This extensive and varied history of online education has resulted in the production of a considerable corpus of



research that investigates many elements of online education. There have been a number of conferences and publications that have concentrated on online education and published special issues and topics. Research on online business education was initially initiated in the 1990s by Information Systems (IS) researchers such as Alavi and Leidner (Citation2001). Their primary focus was on technology-mediated learning (Alavi, Citation1994; Alavi & Leidner, Citation2001). Today, there has been a growing interest in online business education research over the course of the years.

OBJECTIVE

1. To conduct research on the beneficial effects of online education for students
2. to do research on the difficulties that students face when learning online

RESEARCH METHODOLOGY

For the purpose of this investigation, a case study approach was chosen because it is an appropriate method for gathering extensive data and information on a particular occurrence that influences the way individuals respond and alter their behaviour (Chua, 2020). In light of the rapid shift in the manner in which instruction and learning are delivered during the Conditional Movement Control Order (CMCO), it is possible that this circumstance will influence how they react and how they behave in the context of online learning environments. In point of fact, this circumstance is yet young, and there is a limited amount of proof accessible regarding its efficacy. As a result, a survey questionnaire has been utilised in this investigation in order to investigate the efficacy of online learning as well as the difficulties that it poses to the learning capabilities of students. According to Chua (2020), a survey questionnaire is useful because it allows for the collection of firsthand information from respondents on their own encounters, experiences, and perceptions of a certain subject. The following are the two components that make up the Likert scale questionnaire with five points: Both a) the investigation of students' perspectives regarding the efficacy of online learning and b) the obstacles linked to their online



learning facilities were prepared and delivered with the assistance of the instructor of the class. The method of convenience sampling was used to choose a total of 99 students, all of whom were between the ages of 15 and 16, from a single secondary school located in Jasin, Melaka. This is due to the fact that the purpose of this study is not to test a research hypothesis that can be generalised to the entire population, but rather to acquire an understanding (Chua, 2020) of the perspectives that students have regarding the efficiency of online learning and the obstacles that are associated with their online learning facilities. It was found that out of a total of 99 students that participated in this survey, 63 were female and 36 were male responders. As a result of the CMCO, which was re-implemented from November 9, 2020 to December 6, 2020, each and every one of the respondents was participating in full-time online learning arrangements.

DATA ANALYSIS

Following the completion of the survey, the results were evaluated by use the software programme Microsoft Excel to compute the percentage and frequency. The interpretation of these data was based on the proposal that Nurul and Suziyani (2018) made regarding the interpretation of percentage scores. This was due to the fact that this study identified frequency and % for each item in the questionnaire. If an item had a percentage score that fell between 0% and 49%, the degree of agreement on the item statement was seen as being poor. This information is shown in Table 1. On the basis of the conventional norm, a score of fifty percent is regarded to be the mean score, whilst a score of seventy-five percent or above is deemed to be inside the highest quartile.

Table 1. Interpretation of percentage scores

Percentage score	Score interpretation
75% to 100%	High
54% to 74%	Moderate
0% to 49%	Low

Source: Nurul & Suzivani (2018)



FINDINGS

Of the 99 people who participated in the survey, 52.1% were between the ages of 15 and 16 (n = 51), and 47.9% were between the ages of 16 and 17 (n = 48). Additionally, 39.8% of the students (n = 39) were from rural regions, whereas 60.2% of the students (n = 61) resided in metropolitan areas throughout their lives.

Students' perceptions about the effectiveness of online learning

Here is a summary of the replies that students gave on the efficiency of online learning, which comes in Table 2. The results of the survey showed that 92.9% of the respondents (n=92) agreed (moderately agree; agree; strongly agree) that they felt comfortable and eligible to use electronic devices for online learning. Additionally, it was discovered that they were in complete agreement that they felt at ease when utilising electronic communication equipment (93.9%, n=93 members).

Table 2. Pupils' Perspectives of Online Learning

No.	Item	Frequency					Total of agreement (MA, A and SA)	Interpretation
		SD	D	MA	A	SA		
1.	I feel I am eligible to use the computer.	2 (2.0%)	4 (4.0%)	26 (26.3%)	38 (38.4%)	28 (28.3%)	92 (92.9%)	High
2.	I am comfortable using electronic communication equipment.	1 (1.0%)	4 (4.1%)	24 (24.2%)	33 (33.3%)	36 (36.4%)	93 (93.9%)	High
3.	Effectiveness – there is no difference between online	28 (28.3%)	33 (33.3%)	25 (25.3%)	9 (9.1%)	4 (4.0%)	38 (38.4%)	Low



4.	I am motivated when using online learning compared with conventional learning.	24 (24.2%)	34 (34.3%)	31 (31.3%)	8 (8.1%)	2 (2.1%)	41 (41.5%)	Low
5.	I can complete group assignments using online learning.	12 (12.1%)	21 (21.2%)	36 (36.4%)	22 (22.2%)	8 (8.1%)	66 (66.7%)	Average
6.	Conventional or face-to-face learning with teachers is important.	2 (2.0%)	0 (0%)	8 (8.1%)	27 (27.3%)	62 (62.6%)	97 (98.0%)	High

SD=Strongly Disagree; D=Disagree; MA=Moderately Agree; A=Agree; SA=Strongly Agree

On the other hand, when it comes to efficiency, the respondents said that traditional learning, which involves face-to-face interaction, is of utmost significance (98%, n=97). It is interesting to note that 98 percent of respondents (n=97) said that learning in person is more beneficial than learning about something online. Additionally, it was discovered that they did not agree with the assumption that there is no difference between traditional learning and online learning in terms of how successful it is. It was determined that the degree of agreement was low (38.4%, n=38), which is the reason for this. In addition, the number of respondents who reported feeling inspired towards their work was just 41.5% (n=41), according to the statistics. Studying using the internet. When compared to traditional classroom learning, this reveals that online learning is not particularly successful. The degree of agreement was moderate (66.7%, n=66) with regard to people's capacity to complete group assignments through the use of online learning.

Respondents' online learning facilities: The challenges

For responders to be able to study online, they need to have the appropriate facilities, which include a smartphone, a computer device, and connection to the internet. In order



to acquire knowledge, this is the initial obstacle that must be overcome. The survey participants' online learning facilities are detailed in Table 3, which contains information on such facilities. The statistics show that 93.9% of respondents (n=93) had access to the internet, which is a positive indicator; nevertheless, 61.1% of respondents (n=61) had a restricted internet connection or a poor signal. This is most likely because of the degree of infrastructure that is available. In the meanwhile, 14.7% of the participants (n=14) couldn't afford a better or more reliable internet connection, which meant that they had restricted access to the internet due to the high expense of providing it.

Table 3. Online Learning Facilities

No.	Item	Frequency	Total	Interpretation
Online learning challenges: internet access at home.				
1.	Broadband Internet line	30 (30.6%)		
			93 (93.9%)	High
2.	Smartphone Internet data line	63 (63.3%)		



3	None	6 (6.1%)	6 (6.1%)	Low
Online learning challenges: computer facilities.				
4	My own	29 (29.3%)	77 (77.8%)	High
5	Use with Family	48 (48.5%)		
6	None	22 (22.2%)	22 (22.2%)	Low
Online learning challenges: smartphone facilities.				
7	My Own	77 (77.8%)	97 (98%)	High
8	Use with family	20 (20.2%)		
9	None	2 (2.0%)	2 (2.0%)	Low



Online learning challenges: I get limited internet access for the following reasons.				
1 0 .	High financial cost	14 (14.7%)	14 (14.7 %)	Low
1 1 .	Signal problems/internet access limitations	61 (61.1%)	61 (61.1 %)	Moderate
1 2 .	Other reasons	24 (24.2%)	24 (24.2 %)	Low

Furthermore, the data reveals that 6.1% of students (n=6) did not have access to the internet at their residence, while 22.2% of students (n=22) did not have access to computer facilities at their residence. Among the individuals who shared technology with their family members, only 29.3% (n=29) had their own personal computer, whereas 48.5% (n=48) did so. Twenty-two percent of respondents (n=20) shared cellphones with their family members, which included their parents or siblings. The majority of respondents (77.8%, n=77) owned their own smartphone device. On the other hand, just two percent of the participants (n=2) did not have cellphones, although the vast majority of them believed that they would utilise computers for online learning. The vast majority of respondents between the ages of 15 and 17 who were surveyed had either a smartphone or a personal computer at their residence, according to the statistics about the infrastructure difficulties. Because of this, they were able to participate in online learning. On the other hand, they did have restricted internet access at home due to connectivity issues (61.1%; n=61 respectively). One of the factors that students are



unable to influence or alter is the arrangement of the infrastructure, which is primarily responsible for this situation.

Conclusion

When the concerns that were presented before are taken into consideration, the viewpoint on how e-education may develop in Indian institutions begins to broaden. It is very evident that the question to be asked is not if it will occur, but rather when and how it will occur. Keeping this in mind, it is time to discover some answers in order to ensure that e-learning and e-teaching are supported and recognised in the new global schoolhouse. It is The lack of internet connection in schools, campuses, and residential areas, the high cost of internet packages, problems with technological infrastructure, and the attitudes of students are some of the difficulties that are emphasised. As a result, a survey questionnaire has been utilised in this

investigation in order to investigate the efficacy of online learning as well as the difficulties that it poses to the learning capabilities of students.

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