

ORIGINAL ARTICLE

Experience and Perception of Online Teaching among Teachers at Colleges of phect-NEPAL

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ABSTRACT

Introduction: The sudden lockdown resulted from COVID-19 immersed the need of online education worldwide which in turn resulted in the approach of e-learning. This study aimed to examine the teachers' experience and perception to the obligatory shift to distance learning at phect-NEPAL.

Methods: A descriptive cross sectional study design was used in this study with a non-probability consecutive sampling method. The population of this study was 71 teachers from Kathmandu Model Hospital School of Nursing (KAMHSN), Kathmandu Model Hospital School of Oral Health (KMHSOH) and phect-NEPAL Model Hospital School of Medical Laboratory (phect-NEPAL SMLS) are 30, 21 & 20 respectively. Data were collected using a semi-structured, self-administered online questionnaire & analyzed with descriptive statistics using SPSS version 16.

Results: This study found that almost half of the respondents felt unproblematic for operating class in online teaching system while, on the other hand teacher illustrated both negative experience and perception.

Conclusion: The findings suggest negative experience and perception among teachers regarding the online teaching, signifying a necessity of sufficient training and adequate learning resources for conducting effective online classes by boosting their confident.

Keywords: Experience, Online teaching, Perception, Teachers

INTRODUCTION

A new species termed as 2019-nCoV or COVID-19 emerged in 2019 in Wuhan, China which has come as a worldwide public health emergency.¹ That in turn, not only affected health sector but all other spheres of life including the educational field.² More than 190 countries worldwide closed all the educational institutions by keeping the health and saving lives the topmost priority for every individual as well as the inhabitants.³ To alleviate the interruption in education sector; the concept of e-learning came to the approach.⁴

In a developing country like us where online

teaching is absolutely new, this shift has arisen many challenges.⁵ The teaching profession is acknowledged as one the most demanding profession among all other professions.^{6,7} Latest studies have reported that teachers throughout the lockdown have suffered from stress from having to adopt in order to provide online classes.^{8,9} A recent study concluded that most of the teachers had a pessimistic approach towards online teaching with most of the teachers favoring classroom teaching method due to improper face-to-face interaction with pupils faced by more than half of the teachers.⁷ Likewise, teachers experienced workloads, psychosomatic problems and exhaustion

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during the pandemic.^{10,11} Several studies¹²⁻¹⁵ suggested that teacher faced many technical issues, increased workload, burden of purchasing internet, internet instability, difficulty in giving assessment, disappointing students' academic performance and even felt that there were trouble with student's learning facilitation, motivation and interaction. Both teachers and students are compelled to rely on distance education until the COVID-19 comes to an end.³

This study aimed to examine the teachers' perception to the obligatory shift to distance learning and improve their online teaching experiences by finding all related problem faced by them.

METHODS

A descriptive cross sectional study design was conducted at three different colleges of phect-NEPAL-Kathmandu Model Hospital School of Nursing (KAMHSON), Kathmandu Model Hospital School of Oral Health (KMHSOH) and phect-NEPAL-Model Hospital School of Medical Laboratory (phect-NEPAL-SMLS) among 71 teachers of all faculties i.e., PCL, BSc, PBNS, Dental Hygiene, Lab technician teaching through online platforms selected through a non-probability consecutive sampling method. A self-administered & semi-structured online questionnaire with a five-point Likert scale was developed to measure the research variable to assess the experiences and perception of teachers towards online teaching.

The instrument was pre-tested, validated by experts & reliability test was carried out. Ethical consideration of participants was preserved by taking informed consent along with safeguarding their anonymity and confidentiality. Ethical approval was sought from Institutional Review Committee (IRC) of the Public Health Concern Trust, Nepal (phect-NEPAL) with application number 2021-031. The procedure of the data collection was carried out from Bhadra 17-31, 2078. Collected data was routinely gathered and reported and analyzed using version 16 of the Statistical Package for Social Sciences (SPSS). The methods employed for data analysis were descriptive statistics and Chi-square tests.

RESULTS

Table 1. Socio-Demographic Information of Respondents (n=71)

Variable	Frequency	Percent (%)
Age group in years		
25-35	27	38.03
35-45	33	46.48
45-55	9	12.67
55-65	2	2.82
Sex		
Male	24	33.8
Female	47	66.2
Marital Status		
Single	8	11.27
Married	63	88.73
Professional Qualification		
Bachelor	19	26.76
Master	48	67.61
PhD	4	5.63
Designation		
Associate professor	6	8.45
Assistant professor	10	14.08
Senior lecturer	9	12.68
Lecturer	26	36.63
Instructor	10	14.08
Others	10	14.08
Employment Status		
Part-time work	28	39.44
Full time work	43	60.56
Academic work experience (In years)		
1-5 years	26	36.63
5-10 years	22	30.98
10-15 years	16	22.54
15-20 years	7	9.85

Table 1 illustrates the socio demographic characteristics of the respondents. Regarding age, less than half 33 (46.48%) of respondents belonged to age group 35-45 years followed by 27 (38.03%) from 25-35 years, 9

(12.67%) were from 45-55 years while just 2 (2.82%) were from 55-65 years of age. Similarly, considering the sex, more than half 47 (66.20%) of the respondents were female & remaining 24 (33.80%) were male. Concerning marital status, majority 63 (88.73%) of the respondents were married and only 8 (11.27%) were single. Likewise, considering professional qualification, more than half 48 (67.61%) of the respondents had completed masters, 19 (26.76%) completed bachelor & only 4 (5.63%) of the respondents had completed PhD.

Furthermore, regarding designation, less than half 26 (36.63%) of the respondents were lecturer followed by assistant professor & instructor which were 10 (14.08%), only 6 (8.45%) of the respondents were associate professor while 10 (14.08%) were from other designations. Also, regarding employment status, more than half 43 (60.56%) worked as full time teachers while other 28 (39.44%) worked as part time teachers. Similarly, regarding their work experience, around one-third 26 (36.63%) of respondents had worked between 1-5 years followed by 22 (30.98%) for 5-10 years, 16 (22.54%) for 10-15 years whereas only 7 (9.85%) had 15-20 years of experience.

Table 2. Information Regarding Online Teaching (n=71)

Variable	Frequency	Percent (%)
Online class duration per day		
1-2hrs	42	59.15
2-4hrs	26	36.62
4-6hrs	2	2.82
Above 6hrs	1	1.41
Tool for online teaching		
Zoom	68	95.77
Microsoft teams	1	1.41
Google classroom	2	2.82
Device for online teaching		
Laptop	57	80.28
Desktop	2	2.82
Both smart phone & laptop	12	16.9
Source of internet		
Wi-Fi	52	73.24
Both Wi-Fi & mobile data	19	26.76

Place of taking online classes		
Home	61	85.92
Office	10	14.08
Training for online classes		
No	52	73.24
Yes	19	26.76
Duration of training (n=19)		
1-3 days	9	47.36
4-7 days	8	42.11
Above 7 days	2	10.53
Previous online teaching experience		
No	56	78.87
Yes	15	21.13

Table 2 exhibits the information regarding online teaching of the respondents. Considering duration of online class per day, more than half 42 (59.15%) of the respondents took class for 1-2 hours, 26 (36.62%) for 2-4 hours, 2 (2.82%) for 4-6 hours while only 1 (1.41%) teacher for above 6 hours. Likewise, concerning the tool, majority 68 (95.77%) of the respondents used Zoom, 2(2.82%) used Google classroom while minimum 1 (1.41%) was found using Microsoft teams. Also, considering device, more than half 57 (80.28%) of the respondents used laptop, 12 (16.90%) used both smart phone & laptop while just 2 (2.82%) used desktop.

Similarly, regarding source of internet, around two-third 52 (73.24%) had Wi-Fi facility whereas 19 (26.76%) used both Wi-Fi & mobile data. Correspondingly, regarding place of taking online classes, majority 61 (85.92%) of the respondents conducted from home while rest 10 (14.08%) from office. Also, concerning the training, more than half 52 (73.24%) of the respondents didn't have any training while 19 (26.76%) had took training. Among those 19 respondents, less than half 9 (47.36%) had received training between 1-3 days followed by 8 (42.11%) for 4-7 days while minimum 2 (10.53%) had training above 7 days. Additionally, considering previous online teaching experience, more than half 56 (78.87%) had no any previous teaching experiences while 15 (21.13%) had past online teaching experiences.

Table 3. Teachers' Experience on Online Teaching (n=71)

Statement	Strongly Disagree F (%)	Disagree F (%)	Neutral F (%)	Agree F (%)	Strongly Agree F (%)
I was nervous & hesitant at the beginning of the online teaching.	16(22.54)	22(30.99)	12(16.90)	17(23.94)	4(5.63)
I feel satisfied to be able to clear students' queries during the online session.	2(2.82)	7(9.86)	15(21.13)	28(39.44)	19(26.76)
I get fair response from the students while raising questions.	7(9.58)	18(25.35)	9(12.68)	33(46.48)	4(5.63)
I feel my skills as a teacher has enhanced through the online teaching.	3(4.23)	13(18.31)	20(28.17)	27(38.03)	8(11.27)
I feel motivated for the online education as the institution provides enough support.	6(8.45)	17(23.94)	22(30.99)	24(33.80)	2(2.82)
I feel online education has become an effective way to keep students educationally active during lockdown.	2(2.82)	6(8.45)	10(14.08)	36(50.70)	17(23.94)
Lack of skill in handling technical devices makes it difficult for me to run classes effectively.	12(16.90)	26(36.62)	12(16.90)	18(25.35)	3(4.23)
I find it difficult to assemble all the students for the online class.	4(5.63)	10(14.08)	14(19.72)	29(40.85)	14(19.72)
It has been difficult to conduct online class due to inadequate accessibility of internet.	6(8.45)	6(8.45)	19(26.76)	35(49.30)	5(7.04)
I find it troublesome to conduct online class due to unstable internet connection.	4(5.63)	7(9.86)	12(16.90)	35(49.30)	13(18.31)
Online class has increased my working hours.	5(7.04)	13(18.31)	19(26.76)	20(28.17)	14(19.72)

Table 3 represents teachers' experience on online teaching. Regarding nervousness and hesitancy at the beginning of online teaching, 22 (30.99%) of respondents disagreed & also 26 (36.62%) disagreed that lack of skill in handling technical devices made them difficult to run classes effectively. On the contrary, 28 (39.44%) agreed to the statement "I feel satisfied to be able to clear students' queries during the online session". Similarly, 33 (46.48%) also agreed that they get fair answer from the students while raising questions. Also, to the statement "I feel my skills as a teacher has enhanced through the online teaching" 27 (38.03%) agreed. Furthermore, 24 (33.80%) agreed that they felt motivated for online education due to enough institutional support.

Additionally, 36 (50.70%) agreed that they felt online education has become an effective way to keep students educationally active during lockdown. Also, to the statement "I find it difficult to assemble all the students for the online class" 29 (40.85%) agreed. Likewise, same number of respondents 35 (49.30%) agreed on the statement "It has been difficult to conduct online

class due to inadequate accessibility of internet" and "I find it troublesome to conduct online class due to unstable internet connection". Similarly, 20 (28.17%) agreed that online class has increased their working hours.

More than half 36 (50.71%) of respondents have negative experience whereas 35 (49.29%) of them have positive experience. Therefore, the statistical analysis shows negative experience among teachers towards online teaching.

Table 4. Association between Demographic Variables and Experience (n=71)

Description	Value X ²	P value
Age	95.267a	0.331
Marital Status	29.975a	0.661
Working Hour	100.866a	0.204

*P <0.05 statically significant @ 5% level >0.05 no significant

Table 4 illustrates the association between demographic variables and experience of the respondents. Since p value of age, marital status and working hour is 0.331, 0.661 & 0.204 respectively which is greater than level of significance 0.05, there is no association between age, marital status & working duration with experience.

Table 5 indicates teachers' perceived challenges encountered with online teaching. To the statement "Maintaining discipline is very tough in online learning" less than half 30 (42.25%) of respondents agreed. Similarly, 35 (49.30%) also agreed that controlling group interaction during online classes was tough. Also, 31 (43.66%) agreed to the statement "Online teaching is tough as it is unable to read face & mood of students". Likewise, less than half 29 (40.85%) agreed to unsatisfactory response from students in online class. In contrast, 30 (42.25%) disagreed that technology of online classes is difficult to handle. Additionally, less than half 34 (47.89%) agreed to the

statement "Connectivity issues affect the flow and pace of online teaching".

Similarly, exactly same number of respondents with 38 (53.27%) agreed to the statements "It is tough to examine the student's assignments and assessment" & "It is difficult to run online classes for longer duration". Furthermore, more than half 39 (54.93%) of respondents agreed that it was tough for them to maintain a strong internet connection all over the session. Also, 24 (33.80%) agreed that online education compels a financial burden due to amplified internet expenses. Likewise, to the response on the statement "Online teaching arise health issues in teachers" 27 (38.03%) agreed.

More than half 37 (52.11%) of respondents showed negative perception while 37 (47.89%) had positive perception towards online teaching. Thus, the statistical analysis shows negative perception among respondents towards online teaching.

Table 5. Teachers' Perceived Challenges Encountered with Online Teaching (n=71)

Statement	Strongly Disagree F (%)	Disagree F (%)	Neutral F (%)	Agree F (%)	Strongly Agree F (%)
Maintaining discipline is very tough in online learning.	2 (2.82)	7 (9.86)	11 (15.49)	30 (42.25)	21 (29.58)
It is tough to control group interaction during online classes.	1 (1.41)	5 (7.04)	16 (22.54)	35 (49.30)	14 (19.72)
Online teaching is tough as it is unable to read face & mood of students.	1 (1.41)	4 (5.62)	13 (18.31)	31 (43.66)	22 (30.99)
There is unsatisfactory response from students in online classes.	1 (1.41)	10 (14.08)	24 (33.80)	29 (40.85)	7 (9.86)
The technology of online classes is difficult to handle.	7 (9.86)	30 (42.25)	12 (16.90)	19 (26.76)	3 (4.23)
Connectivity issues affect the flow and pace of online teaching.	-	7 (9.86)	10 (14.08)	34 (47.89)	20 (28.17)
It is tough to examine the student's assignments and assessment.	2 (2.82)	6 (8.45)	8 (11.27)	38 (53.27)	17 (23.94)
It is tough to maintain a strong internet connection throughout the session.	2 (2.82)	7 (9.86)	12 (16.90)	39 (54.93)	11 (15.49)
Online education imposes a financial burden because of increased internet expenses.	5 (7.04)	13 (18.31)	18 (25.35)	24 (33.80)	11 (15.49)
Online teaching arises health problems in teachers.	3 (4.23)	15 (21.13)	18 (25.35)	27 (38.03)	8 (11.27)
It is difficult to run online classes for longer duration.	2 (2.82)	5 (7.04)	9 (12.68)	38 (53.27)	17 (23.94)

Table 6. Association between Demographic Variables and Perception (n=71)

Description	Value X ²	P value
Age	73.210a	0.342
Marital Status	17.806a	0.708
Working Hour	77.224a	0.233

*P <0.05 statically significant @ 5% level >0.05 no significant

As seen in Table 6, there is no any association between perception with age, marital status & working duration.

DISCUSSION

A cross section descriptive study was conducted to assess the experience and perception of online teaching among the teachers at colleges of Public Health Concern Trust. To achieve the objectives of the study, descriptive cross-sectional study was adopted using total enumerative sampling technique. The data was collected from 71 respondents via semi structured self-administered questionnaire. The collected data were thoroughly analyzed through statistical analysis and interpreted on the terms of finding and presented in tabular form. Chi-square test was done to find if there is association between experiences & perception with marital status, working hour, handling of technical devices.

This study revealed socio demographic data of respondents. Regarding the age, almost half 33 (46.48%) of respondents belonged to the age group 35-45 years which is contradicts to the study by Sokal et al, among 1062 teachers, age group between 41-50years were 352 (32.9%).¹¹ Considering the marital status, majority 63 (88.73%) of respondents were married where remaining were single. This study is similar to article published by Dambhare et al which concluded that 82 (75.7%) were married. In this study, regarding the designation, less than half 26 (36.03%) were lecturer which is parallel to the study by Dambhare et al which revealed that 43 (40.2%) were designated as lecturers.¹⁶

Likewise, the present study illustrates that more than half 42 (59.15%) of respondents took online class for 1-2 hours which contradicts to the study by Klapproth

et al, which showed only 37 (9.7%) took virtual class lasting for 2 hours.¹⁷ Similarly, this study exhibits that around two-third 52 (73.24%) had no any training while remaining 19 (26.76%) had received training for conducting online classes. On the contrary to the study by Mathew et al among 20 teachers where 14 (70%) had attended training courses.¹⁸

Similarly, regarding the students' response during the online classes, present study indicates 31 (43.66%) agreed whereas the article by Dambhare et al revealed that 24% strongly disagreed. However, this study's findings regarding the difficulty in examining the student's assignments & assessments with 37 (52.11%) agreement is similar to the same article which was 41.6 %.¹⁶

Furthermore, in this present study, less than half 32 (45.07%) agreed that it was easy for operating class in online teaching system. This result is parallel to the study conducted by Rahayu et al that indicated among 102 respondents 66 (65%) agreed.⁵ In addition, this study reveals less than half 24 (33.80%) agreed to that the interaction with the students on online teaching is clear & understandable which is similar to same study which showed that more than half 58 (57%) agreed.¹⁹ Likewise, regarding the online teaching helping in using innovative teaching methods, present study exhibits that more than half 42 (59.15%) agreed. This result is similar to the study by Nambiar D, India (2020) where 35 (50%) agreed.²⁰ Similarly, this study concludes among 71 respondents more than half 37 (52.11%) of respondents had negative perception whose result is similar to the study by Priyadarshani et al done among 40 teachers more than half 20 (51.29%) had also perceived online teaching negatively.²¹

In Nepal's context, online platform is completely new which could be the reason for teachers' negative experience and perception. In addition, lack of proper training and insufficient supplies might other contributing factors.

CONCLUSION

This study represents that majority of the respondent were married exhibiting almost half of the respondents felt unproblematic for operating class in online teaching

system. In addition, the present study illustrates both negative perception and experience among teachers towards online teaching but showing no association between demographic variables-age, marital status and working hours with experience and perception. Hence, this study concludes that teachers experience & perception regarding online teaching is not satisfactory suggesting related academic institution must provide sufficient training and adequate learning resources for conducting effective online classes by boosting their confident.

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