



Impact of online classes on the emotional quotient of teachers and students: A study on Government Degree College, Kukatpally

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Abstract

Covid 19 has flung a strange and difficult situation in front of education sector that took the aide of online classes to meet the academic requirements of students amid the lock down and post lock down periods. It in turn has shown many repercussions on teaching and learning metrics among which, the emotional quotient of teachers and students in class room is chiefly influenced due to the absence of tangible interface. The hindsight developed with teaching experience makes it obvious that emotional bondage incarnated between the teachers and students in the class room forms a prop for understanding and assessing the students, unfortunately this bolstering is lost due to the termination of offline classes for two academic years. There are many facets of teaching and learning process of higher education institutions having a direct linkage with the emotional quotient which needs to be understood to proffer endorsements whether online classes are better fostered only during the rarest circumstances like Covid pandemic, or, they can be streamlined. It is the reason why a paper titled "Impact of Online Classes on the Emotional Quotient of Teachers and Students" is proposed as a case study of Government Degree College, Kukatpally which represents a highly heterogeneous mix of students whose perceptions can be generalized to a larger extent.

Keywords: covid 19, online classes, emotional quotient

Introduction

There is hardly any sector that is not affected by the vicious tentacles of Covid 19 across the world in the past three years and induced every citizen to foster new normalcy to make the living. The standard systems winnowed after many decades of best practices in every sector are shambled amid the clusters of intangible enemy and drove the stakeholders to design new ad-hoc mechanisms to deliver the output, one such mechanism which was spasmodically seen in earlier is online teaching. The education sector which should seamlessly function to ensure the holistic development of tomorrow's citizens had to be locked down for quite some time to protect the students from virus, has shown some green shoots in the form of online teaching at all the levels (Radha Krishna 2020) ^[1]. A vast majority of teachers given for conventional class room teaching were hastened to learn the basics of online interface and connect themselves to teach the students virtually in the mode they never chartered before (Prasoon Dath (2020) ^[2]. The strange climes of online teaching helped the teachers and students to make a do, and complete the credits and semesters stipulated by the academic regulators, but at the cost of many virtues which are felt and learnt only in the conventional classroom, one such virtue missing when the classes are taught online is the emotional quotient of teachers towards their students. Emotional quotient is referred to the positive utilization of emotional intelligence and emotional bondage to better assess, understand and manage the conflicts (John Daniel 2001) ^[3] which is quintessential quality of a good teacher who goes beyond teaching and anchors himself with the students to understand their learning capabilities, receptive levels and special needs. There are scores of evidences proving the importance of emotional intelligence of teachers in mending the fortunes of students. Tutees using the emotional bondage with teachers to ventilate their personal problems and finding remedies, meeting the teachers often outside the class room to share the ideas, identification of peers in the classroom to promote collective learning and tweaking the pedagogy to meet the customized needs of the students are to name but a few, which are totally endogenous to the emotional quotient existing between the teachers and students. these benefits does not exist or remains very brittle in digital environment. Therefore, there is a need to cross check whether online classes can be streamlined, especially in the government colleges, where most of the first generation learners adore their teachers as the firm and authentic reference to fix every problem not due to the mere confidence in teachers they place but out of the emotional nexus developed between them. There are many other aspects of teacher- student relationship which shall not possess any magnitude when classes are taught online. Therefore, the available literature is reviewed to gain ground on the efficacy of online classes imparted amid the pandemic environs.

Review of Literature

Ramakanth (2020) ^[4] has found in his study that online courses do not establish the strong alumnus relation among the students though the institutions offering online courses creates an alumni network. He strongly argued in his paper that the absence of personal rapport leads to the absence of the fruits reaped from alumni or any other association, because, the benefits of alumni are derived from interpersonal and emotional relation but not from the institutional efforts. Ramakanth has conducted a study on two hundred students who completed their courses through online mode before the outbreak of Covid and offered his suggestions. Of course, this paper was drafted not in the backdrop of Covid, but very much attributable to the online classes initiated during the peak waves of Covid. Paidi Raju (2021) ^[5] has examined the receptive levels of the subject taught online on five hundred school children in Andhra Pradesh, a southern state of India to find the costs and benefits of online classes in rural areas. He states that online teaching is not as effective as conventional class room teaching. Raju also found in his study that sixty percent of the students were distracted to a larger extent during the online instruction period and could not submit the assignments imposed by the teacher. This paper also gathered an expert opinion of academia and concluded that online classes may be helpful to the proactive learners, especially to those who perceive their career and add on courses simultaneously. Anmol Karande (2021) ^[6] has studied the implications of online classes at universities and offered that there must be blended learning system at higher level of education of which online classes and MOOCs can be considered along with the traditional mode of teaching. Karande has collected the primary data from two state universities of Maharashtra and assessed the impact of online classes on the learning levels of students during the academic year 2020- 21 when Covid was at its heights. He drew a conclusion from his study that online classes at universities cannot be discarded altogether even after relaxing the Covid protocols as students have become more prone to digital environment in the past two years which could be used to provide additional benefits along with the traditional classes. Parag & Aswin (2021) ^[7] have examined the importance of online classes at higher level of education in providing the synergies to teachers and students, and suggested that online classes can be of great aid when proper teaching resources are not available to teach the subjects, especially for the rare subjects chosen by the students under new bucket system of papers, online classes shall stand as a major source of learning. This paper also suggests that universities should streamline digitally taught courses to consider the credits earned by the students. Bhanu Mehatha (2021) ^[8] has studied various pedagogies adopted by teachers to conduct online courses and found that the students could not be engaged in digital classes with the present methods of teaching. He also found in his study that most of the teachers have been asking the students to mute their audio and visual faculties of online interface while classes are taught which makes teaching a complete monologue. Mehatha, therefore advises in his paper to adopt more interactive methods and gamifying tools to engage the students online and entice them to learn the subject.

Gaps in Literature

There is a very scant amount of literature on the merits and demerits of online classes taught in the backdrop of Covid, as only two years is lapsed ever since the outbreak of unforeseen pandemic, and yet few authors have rendered a great degree of contribution on the learning tenets like the receptive levels of students and feasibility of continuing online classes in long run to offer more benefits to the learners. Unfortunately, there is hardly any evidence studying the impact of online classes on the emotional quotient of teachers, especially at government degree colleges in the states like Telangana where novel experiments are being made with respect to the adoption of digital platforms of teaching. Therefore, this paper proposes to conduct a case study of one government Degree College in the state of Telangana with the following two objectives.

Objectives of the Study

Studying the merits and demerits of online classes at government degree colleges. Analysing the perceptions of students on online classes at Government Degree College, Kukatpally. Assessing the impact of online classes on the emotional quotient of teachers and students at Government Degree College, Kukatpally.

Research Methodology

The first objective of this paper is accomplished with the help of secondary data published on the premise of expert opinions in the past two years ever since the outbreak of Covid pandemic. The second objective is tested with help of weighted average mean of five point Likert's scale used to collect primary data. On the other hand, third objective requiring a relation between the emotional quotient and online classes is tested with the help of McNamer test, a non-parametric test that is applied on the following hypothesis. The second and third objectives of this paper make it a case study for which Government Degree College, Kukatpally is considered where heterogeneous mix of students coexists in the city of Hyderabad.

Null Hypothesis H₀: there is no significant association between the online classes and emotional quotient among the teachers and students at Government Degree College, Kukatpally.

Alternative Hypothesis H₁: there is a significant association between the online classes and emotional quotient among the teachers and students at Government Degree College, Kukatpally.

Sample Size: The primary data required to test the second objective of this paper is collected from 150 respondents of Government Degree College, Kukatpally which forms ten percent of the total population of the college. The respondents are selected using the random cluster sampling method, such that the total population of the college is divided into three clusters i.e. Science, Commerce and Arts. The following table illustrates the cluster wise proportion of respondents selected randomly from all the three clusters.

Table 1: construction of sample frame

S No	Cluster	Cluster population(i)	Proportionate respondents*(n)
1	B. Com	721	72
2	B.Sc	482	49
3	BA	283	29

$$*n = \sum i/k \times 150$$

Merits and Demerits of Online Classes

This paper does not advocate to completely set aside online classes even after restoring the normal conditions owing to few merits it offers to teachers and students, mainly, online classes serves as a big fulcrum of proactive learners who seek to think beyond the syllabus and help the students with new courses, such courses often occasions the changes in academic calendars to adjust the workload but this necessity does not arise when online classes are adopted with flexible timings. Online classes also helps providing co-curricular synergies in the form of simulated learning and makes it easy for the teachers to effectively integrate audio -video tools to embrace the students. Another advantage online Classes offer is the establishment of a strong interface between the premier and other institutions. For instance, the Government Degree College Kukatpally which is taken as a case study to pen this paper offers varied courses with the help of IIT, Bombay through online mode. It explicitly reveals the game changing role that online interface can herald at higher level of education. The academic regulators have empowered the students to choose any combination of subjects under choice based credit system that has unveiled rare combinations of subjects, and such combinations might not find teachers at every institution, for which online classes or MOOCs shall stand as an impeccable remedy. These are only few merits cited to illustrate the importance of online classes in the present situation. On the other hand, online classes are fraught with innumerable demerits directly impacting the thought process of both teachers and students. The emotional quotient required to understand and assess the students shall be very weak unless the traditional class room atmosphere is restored. The other factors like effectively communicating the subject, enabling the dialogue in class room, promoting the participation of students in various creative assignments and encouraging the students to engage in inter departmental activities shall also stands at stake when classes are taught online. Therefore, there is a need to weigh and balance the merits and demerits of online classes before streamlining them in long run.

Perceptions of Students

The responses of students selected as shown in table 1 are used to calculate weighted average mean on five point scale such that, any mean value less than three rejects the statement, three implies the neutrality and more than three indicates the acceptability of the statement given on Likert's Scale.

Table 2: perceptions of students on online classes.

S.No	Statement	1	2	3	4	5	mean
1	Online classes establishes better emotional bondage	101	14	5	16	14	1.85
2	Online classes establishes better interaction	80	31	7	22	10	2.006
3	Online classes enabled you to communicate your problems with ease	111	10	0	20	9	1.71
4	Online classes were included with extracurricular activities	99	14	0	20	17	1.72
5	Online classes were as effective as normal classes	118	20	5	7	0	1.34
6	Online classes established good rapport with your teachers	81	21	3	22	23	2.22
7	Your teachers have addressed your queries effectively during the online classes	51	35	8	25	31	2.66
8	You could discuss your personal issues with teacher through online mode	132	0	1	17	0	1.35
9	There was a good online career counselling during the pandemic.	85	14	0	13	32	2.16
10	Online classes helped exchanging ideas with your friends.	72	19	18	25	16	2.29

It is evident from table 2 that none of the statements designed to assess the emotional and interpersonal rapport between the students and teachers during the online classes could fetch a weighted average mean of more than 3, which means students could not favour online classes in the backdrop of emotional quotient with their teachers. However, it needs more corroboration through a hypothesis to form any concrete opinion.

Testing of Hypothesis

The questionnaire administered to the students had two parts such that, part one consists of Likert's Statement and Part Two asking simple questions whether the emotional quotient was impaired during the online courses

and how it remained in the offline mode, the responses are tabulated in the following table with which McNamer Test is conducted.

Table 3: Responses on EQ levels in both online and offline modes

Emotional Quotient in offline mode	Emotional quotient in online mode	
	Remained strong	Remained weak
Remained strong	132	38
Remained weak	18	112

The above data is non parametric in nature and reflecting the data before and after the implementation of online classes. It can be effectively tested with the help of McNamer Test at 95 % confidence levels. The degrees of freedom (D.E.F) under MC Namer test is (C-1) (R-1)-1 Where C and R represent number of columns and rows respectively, Thus D.E.F = (2-1) (2-1)=1

MCNemar test

$$X^2_{cal} = (IA-DI-1)^2/A+D$$

Where A=132 and D= 112 (from table 3)

$$\text{Thus } X^2_{cal} = ((132-112)-1)^2/132+112= 1.479$$

$$X^2_{tab} = 3.84$$

The critical value is less than the table value at the given degrees of freedom (1.479<3.84) hence the null hypothesis H_0 could not be rejected, which means “there is no significant association between the online classes and emotional quotient among the teachers and students at Government Degree College, Kukatpally.

Conclusion

The statistical evidence of this paper makes it explicit that the emotional quotient of teachers towards their students is not affected due to the implementation of online classes, but it is not feasible to generalise this interpretation as the residual values obtained mirrors only one college, but at the same time, this paper does not proffer to discard online classes altogether even in the post pandemic period owing to the absolute best merits they tender to the students and teachers. Therefore, it concludes that the blended system of teaching which weighs the merits of both online and conventional class room must be adopted to reap the maximum benefits.

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