



How Effective is Online Teaching: A Survey

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Abstract

Introduction: In this digital era, Online teaching is conducted all over the world.

Objectives: To know the views of Parents and Students towards online teaching.

Materials and Methods: Views of Parents and students towards online teaching was assessed through Questionnaire based study. Study participants were randomly selected from different zones of Northern India. Sample size taken was 200. It was divided into 2 groups, Group A and Group B.

Group A: Comprised of 25 individuals with minimum age 10 years and maximum age 12 years. Participants were under Parental supervision.

Group B: comprised of 175 individuals above 12 years of age.

Results: 100 male and 100 female participants were assessed. The results were analysed using SPSS 23.0 statistical software. Chi square test was used to assess and p value <0.05 will be significant. The study found significant correlation in some parameters.

Conclusion: Online teaching comes with diverse learning style. Further studies are required to know the effectiveness of online teaching.

Keywords: Online teaching, Advanced era

Introduction

Covid pandemic had affected education globally. Academic progress of students was affected due to closure of schools and colleges.¹ Educators, Students and all members of the educational community adapted to the crisis by shifting from traditional to online learning.² So, various online teaching methods were implemented in schools and colleges in India also. Classroom teaching was replaced by online teaching by use of various apps like Zoom, Google Meet etc. It gave us a new direction for further advancement in teaching methods.¹

The transition was a tremendous workload for teachers and students. To secure learning continuity in the new environment, teachers had to digitise teaching materials.³

Hence, the present study was designed to know the views of Parents and Students in online teaching.

Materials and Methods:

Views of Parents and Students of Northern India towards online teaching was assessed using a questionnaire consisting of 23 questions. Study Participants were randomly selected from different zones of Northern India.

The sample size taken was 200.

They were divided into 2 groups.

Group A: comprised of 25 individuals with minimum age 10 years and maximum age up to 12 years. Participants were under Parental supervision.

Group B: comprised of 175 individuals above 12 years age.

Mean age of participants: 15.96 ± 3.82(SD)

Questionnaire development:

The questions were categorised to assess: **objectives** of online teaching, **environment** of e-learning, **resources** of online teaching, **holistic development** in online learning, **demerits** of online teaching, **advances** of online learning, **practical skill** in online teaching and **student perspective** part of online teaching.

The questionnaire took 10 minutes to complete.

Data collection: The survey was carried out in February 2026 and March 2026.

The purpose of the study, confidentiality of individual information were explained to the participants prior to data collection.

Participants were asked to answer as many of the questions as they could. They could simply leave it blank, if they were not sure about the answer,

Written informed consent form was obtained from the participants.

The results were analysed using SPSS 23.0 statistical software. Chi square test was used to assess and p value <0.05 will be significant.

Results:

All participants returned Independently filled questionnaires.

A.Objectives of online teaching was categorised into:

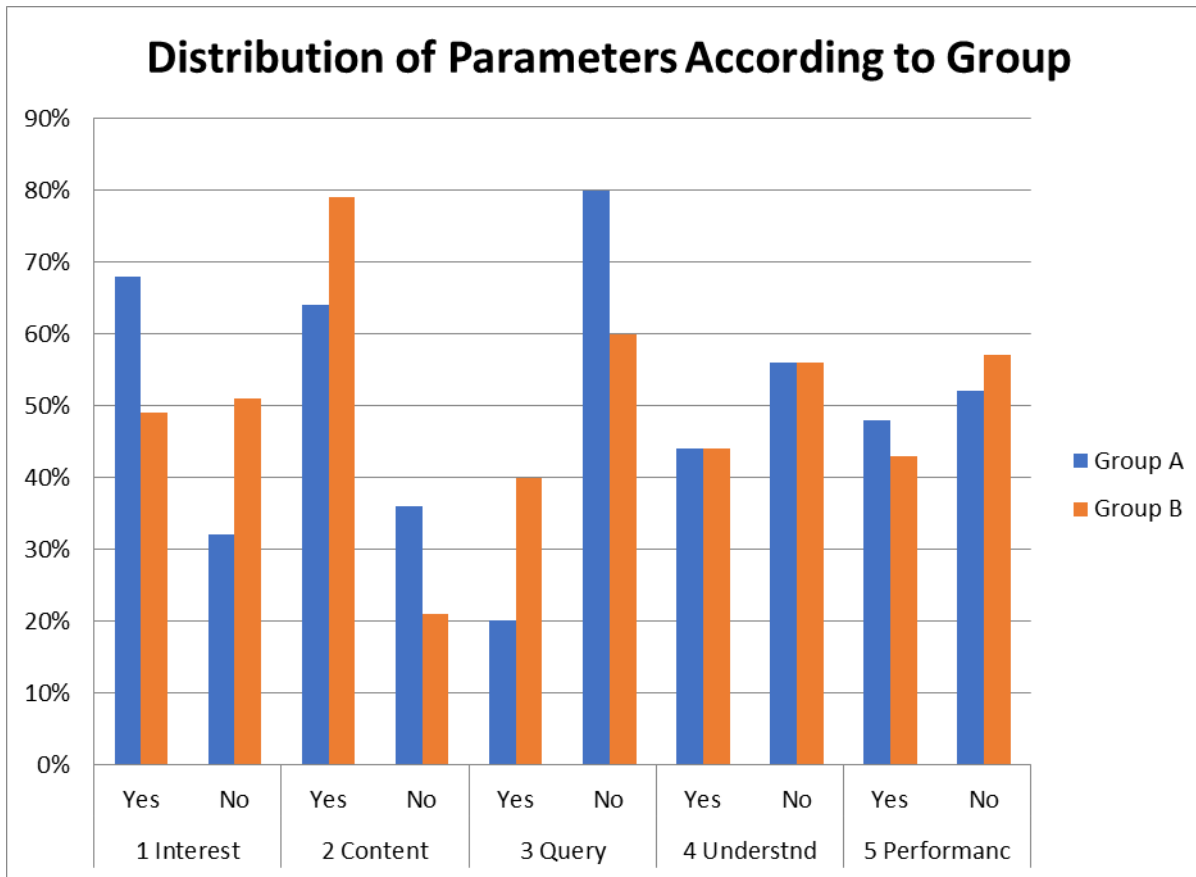
- 1.Increased interest towards subject
- 2.Organized content
- 3.Satisfaction with faculty’s response to student’s queries
4. Better understanding of subject
5. Better performance.

Response of participants of Group A and Group B towards **Objectives** of online teaching is shown in Table 1 and Figure 1.

Table 1:Distribution of responses according to Group towards Objectives of online teaching

QUESTION		Group A	Group B	Chi sq	P value
1 Interest	Yes	17 (68%)	85 (49%)	3.304	0.0691
	No	8 (32%)	90 (51%)		
2 Content	Yes	16 (64%)	139 (79%)	2.986	0.0839
	No	9 (36%)	36 (21%)		
3 Satisfaction with Faculty’s response to student’s Queries	Yes	5 (20%)	70 (40%)	3.733	0.0533
	No	20 (80%)	105 (60%)		
4 Understanding	Yes	11 (44%)	76 (44%)	0.001	0.9747
	No	14 (56%)	98 (56%)		
5 Performance	Yes	12 (48%)	75 (43%)	0.235	0.6278
	No	13 (52%)	100 (57%)		

Figure 1: Distribution of responses according to Group towards Objectives of online teaching



B. Environment of online teaching was categorised into:

1. Self-directed learning
2. Structured learning environment
3. Flexibility (anytime, anywhere) and convenience
4. Dynamic and interactive learning environment.

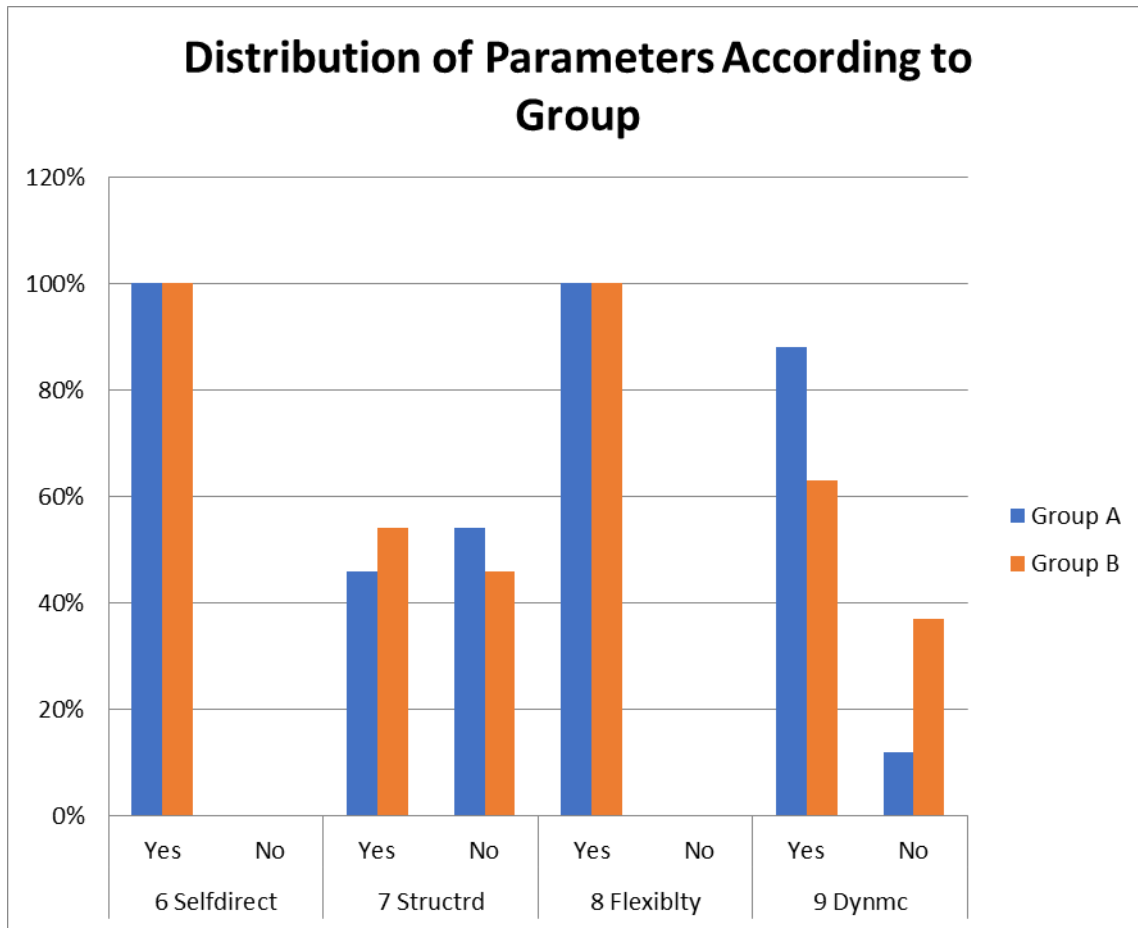
Response of participants of Group A and Group B towards **Environment** of online teaching is shown in Table 2 and Figure 2.

Table 2: Distribution of responses according to Group towards Environment of online teaching

QUESTION		Group A	Group B	Chi sq	P value
6 Self-directed	Yes	25 (100%)	175 (100%)	0.000	1.00
	No	0 (0%)	0 (0%)		
7 Structred	Yes	11 (46%)	93 (54%)	0.531	0.4662
	No	13 (54%)	80 (46%)		
8 Flexibility	Yes	24 (100%)	175 (100%)	0.000	1.000

	No	0 (0%)	0 (0%)		
9 Dynamic & Interactive	Yes	21 (88%)	110 (63%)	5.698	0.0169*
	No	3 (12%)	65 (37%)		

Figure 2: Distribution of responses according to Group towards Environment of online teaching



C. Resources of online teaching was categorised into:

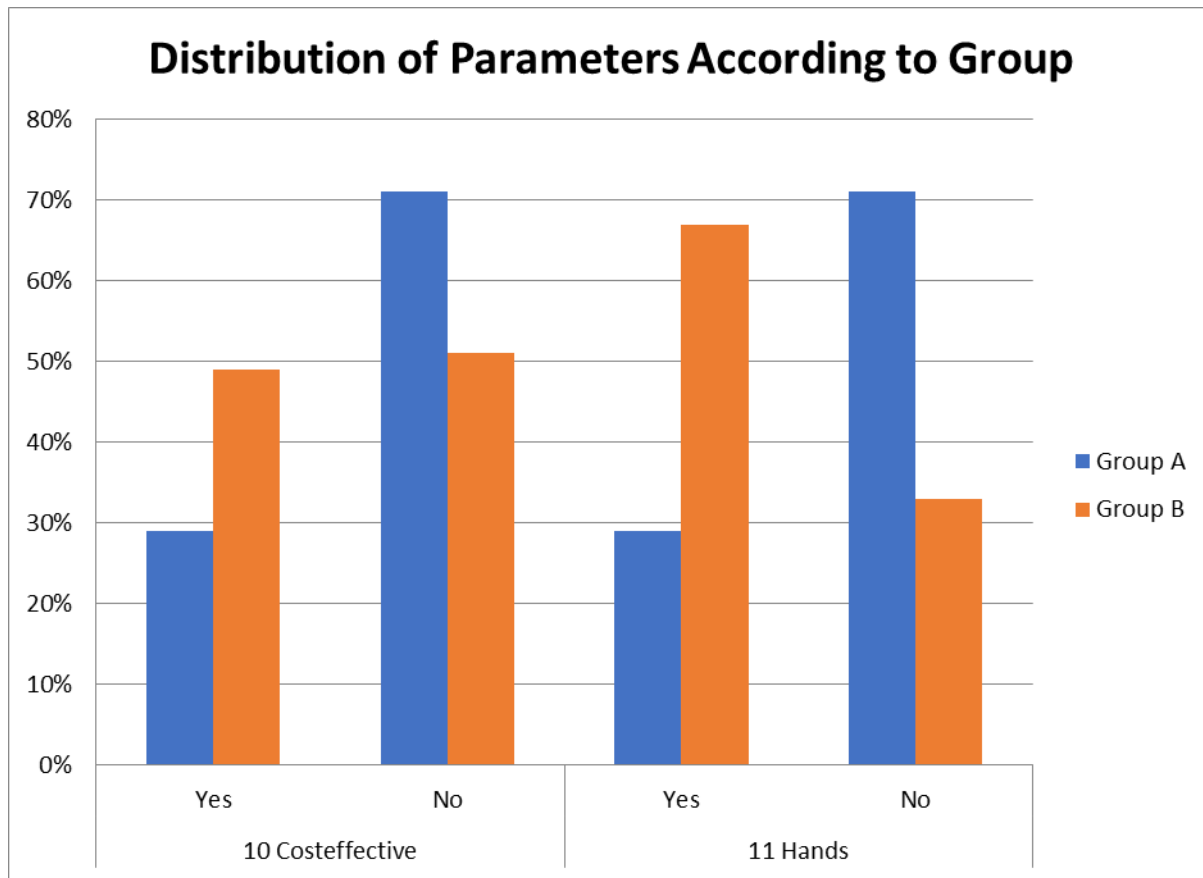
1. Cost-effective method
2. Lack of hands-on resources.

Response of participants of Group A and Group B towards **Resources** of online teaching is shown in Table 3 and Figure 3.

Table 3: Distribution of responses according to Group towards Resources of online teaching

QUESTION		Group A	Group B	Chi sq	P value
10 Cost-effective	Yes	7 (29%)	86 (49%)	3.383	0.0658
	No	17 (71%)	89 (51%)		
11 Hands-on resources	Yes	7 (29%)	114 (67%)	12.569	0.0003*
	No	17 (71%)	57 (33%)		

Figure 3: Distribution of responses according to Group towards Resources of online teaching



D. Holistic Development in online teaching was categorised into:

1. Confidence
2. Social skill development
3. Discipline
4. Learning experience
5. Communication and Interpersonal skill
6. Teamwork skill.

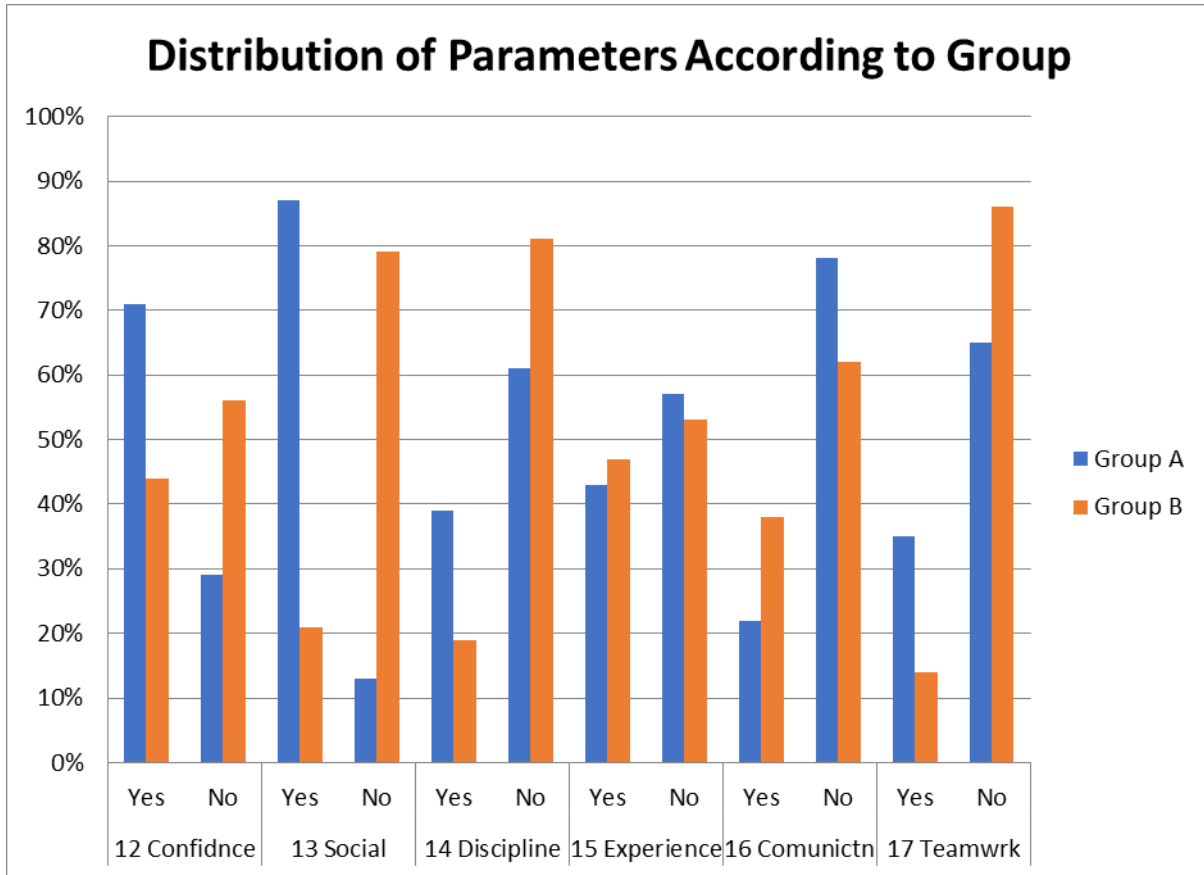
Response of participants of Group A and Group B towards **Holistic Development** in online teaching is shown in Table 4 and Figure 4.

Table 4: Distribution of responses according to Group towards Holistic Development in online teaching

QUESTION		Group A	Group B	Chi sq	P value
12 Confidence	Yes	17 (71%)	77 (44%)	6.097	0.0135*
	No	7 (29%)	98 (56%)		
13 Social Skill	Yes	20 (87%)	37 (21%)	42.951	<0.0001*

	No	3 (13%)	138 (79%)		
14 Discipline	Yes	9 (39%)	34 (19%)	4.641	0.0312*
	No	14 (61%)	141 (81%)		
15 Learning Experience	Yes	10 (43%)	83 (47%)	0.127	0.7216
	No	13 (57%)	92 (53%)		
16 Communication	Yes	5 (22%)	67 (38%)	2.405	0.1209
	No	18 (78%)	108 (62%)		
17 Teamwork Skill	Yes	8 (35%)	24 (14%)	6.659	0.0099*
	No	15 (65%)	151 (86%)		

Figure 4: Distribution of responses according to Group towards Holistic Development in online teaching



E.Demerits of online teaching was categorised into:

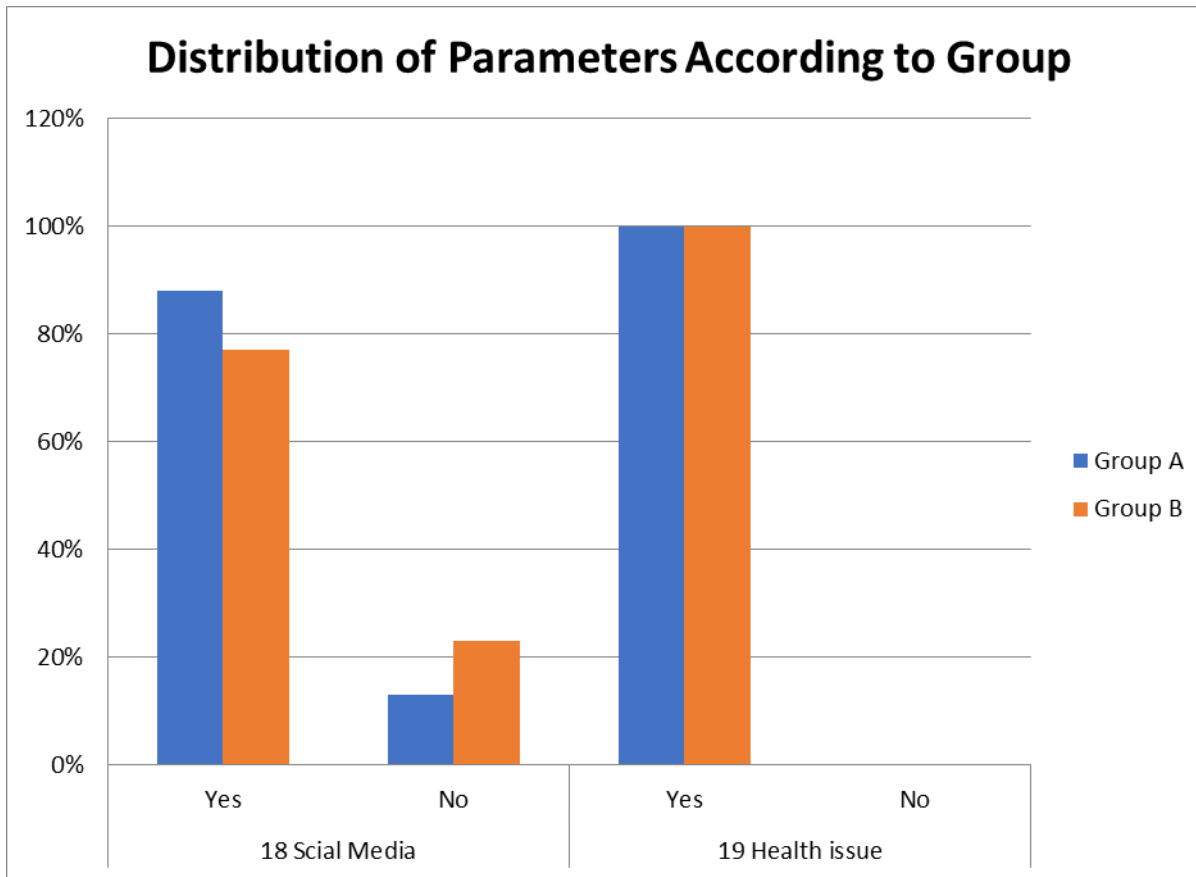
- 1.Social media Distraction
- 2.Health issue (e.g., strain in eyes, poor posture).

Response of participants of Group A and Group B towards **Demerits** of online teaching is shown in Table 5 and Figure 5.

Table 5: Distribution of responses according to Group towards Demerits of online teaching

QUESTION		Group A	Group B	Chi sq	P value
18 Social Media Distraction	Yes	21 (88%)	136 (77%)	1.309	0.2525
	No	3 (13%)	40 (23%)		
19 Health issue	Yes	24 (100%)	169 (100%)	-----	-----
	No	0 (0%)	0 (0%)		

Figure 5: Distribution of responses according to Group towards Demerits of online teaching



F. Advances of online teaching was categorised into:

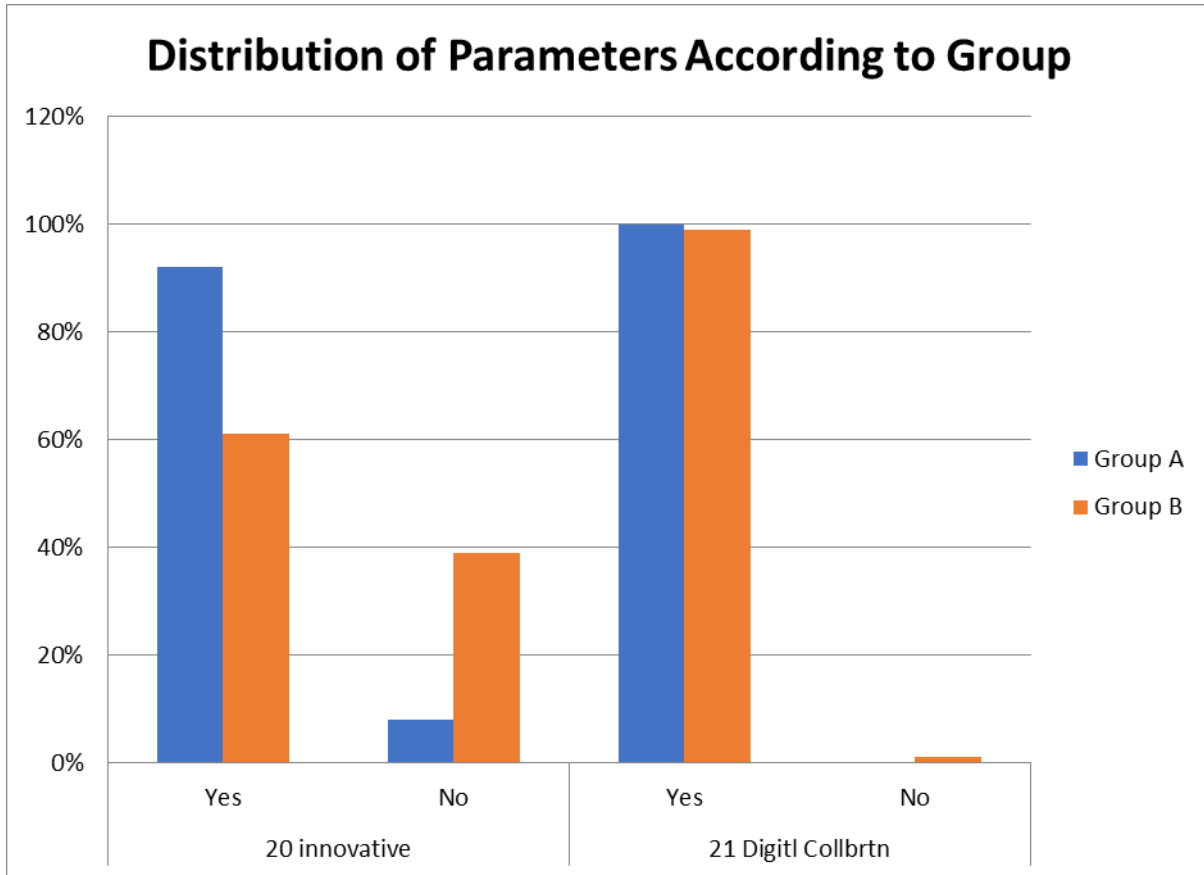
1. Innovative teaching methods
2. Digital Collaboration.

Response of participants of Group A and Group B towards **Advances** of online teaching is shown in Table 6 and Figure 6.

Table 6: Distribution of responses according to Group towards Advances of online teaching

QUESTION		Group A	Group B	Chi sq	P value
20 Innovative teaching methods	Yes	22 (92%)	101 (61%)	8.727	0.0031*
	No	2 (8%)	65 (39%)		
21 Digital Collaboration	Yes	24 (100%)	171 (99%)	0.14	0.7082
	No	0 (0%)	1 (1%)		

Figure 6: Distribution of responses according to Group towards Advances of online teaching



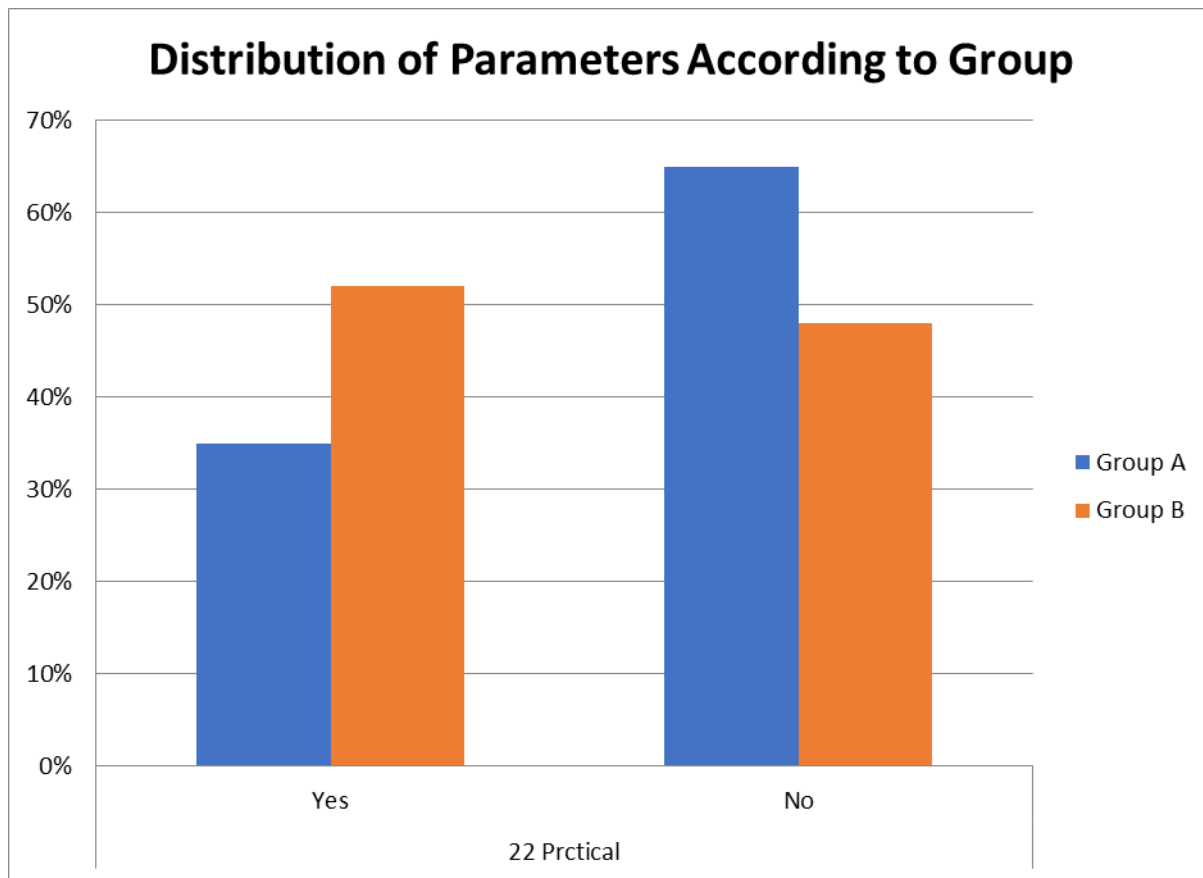
G. Learning of Practical skill in online teaching.

Response of participants of Group A and Group B towards **Learning of Practical skill** in online teaching is shown in Table 7 and Figure 7.

Table 7: Distribution of responses according to Group towards Learning of Practical skill in online teaching

QUESTION		Group A	Group B	Chi sq	P value
22 Learning of Practical Skill	Yes	8 (35%)	88 (52%)	2.42	0.1197
	No	15 (65%)	81 (48%)		

Figure 7: Distribution of responses according to Group towards Learning of Practical skill in online teaching

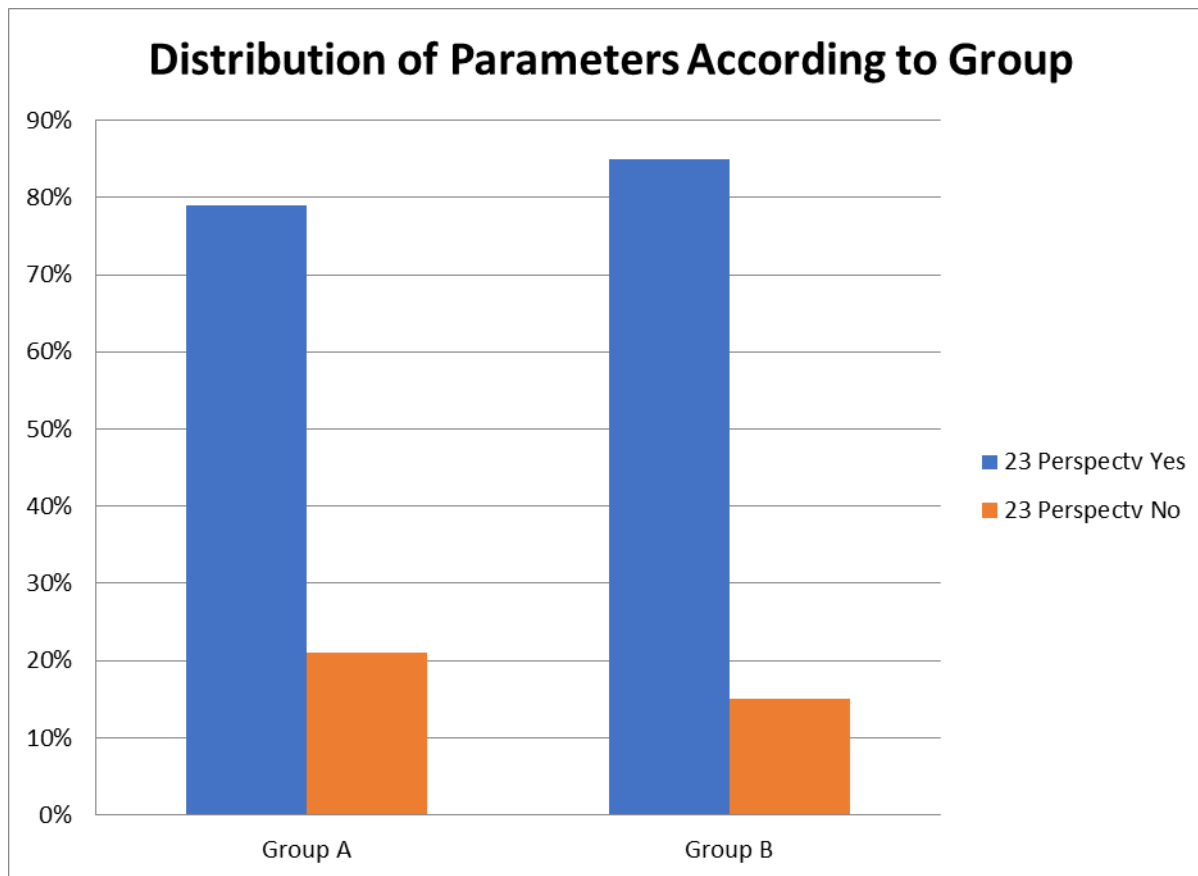


H. Student perspective part of online teaching.

Response of participants of Group A and Group B towards **Student perspective** part of online teaching is shown in Table 8 and Figure 8.

Table 8: Distribution of responses according to Group towards Student perspective part of online teaching

QUESTION		Group A	Group B	Chi sq	P value
23 Student Perspective	Yes	19 (79%)	148 (85%)	0.457	0.4990
	No	5 (21%)	27 (15%)		

Figure 8: Distribution of responses according to Group towards Student perspective part of online teaching**Discussion:**

A growing number of students favor online courses. This is due to flexibility in online course, the convenience, and a host of other factors.⁴ Participants in our study showed 100% response towards flexibility and convenience of online teaching.

In study by Kumari *et al*, majority of students found the lectures and assignments difficult to understand in online teaching.⁴ In our study, 56% of participants from group A and group B found understanding of subject difficult in online teaching.

Palak Sharma *et al* conducted a study in which only nine teachers were 100% satisfied with online teaching methods.¹ Satisfaction level was found to be only 20% in Group A and 40% from Group B in our study.

At the student's level, Online teaching requires discipline, so learning by online methods differ from student to student.¹ In the present study, Only 39% participants from Group A and 19% from Group B found that online teaching enhances discipline.

In our study, 65% participants from Group A and 48% from Group B told that we cannot learn practical skill in online teaching. It is similar to a study by Mishra *et al*.²⁰²⁰⁵

Conclusion:

In today's digital era, online teaching comes with a comprehensive educational experience that accommodates diverse learning style. Embracing life-long learning is essential for personal development and achievement. Further studies are required to assess the effectiveness of online classes.

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