

# A study on perception of dance teachers toward online classes

Dr. (Mr.) W.B.A.Vitharana

*Namibia University of Science and Technology*

**Abstract:** The purpose of this study was to investigate out more about impact of the Covid-19 outbreak on the educational system and collect data about it. Within the framework of a survey research design, quantitative and qualitative research approaches were applied in this research. Teachers out of several schools in the Colombo district constitute the study's target population. The data for this study was collected using a questionnaire with focused on three main areas: (1) teachers' understanding of the idea of online classrooms; (2) teachers' perceptions of online classes; and (3) teachers' perceptions of online classrooms. (2) Teachers' perceptions of the benefits of integrating online activities in Sri Lankan schools, and (3) Teachers' perceptions of the challenges and issues in implementing new practices in Sri Lankan schools. Frequencies and percentages were used to analyze the teachers' responses to the survey. Despite the fact that the concept of online class practices is new to Sri Lankan teachers, the analysis revealed that they are aware of the concept and have positive perceptions of online class practices. They did believe that the use of online classes could have a number of advantages, including changing traditional teaching methods, providing up-to-date subject information, improving the effectiveness of the teaching and learning process, increasing students' interest in learning, incorporating changes in the IT world, and developing teachers' skills and attitudes to come to terms with major problems. As a result of this study, it is recommended that relevant stakeholders suggest suitable steps to create online classes and ensure their maximum being used in schools.

**Key words:** perception, dance teachers, online classes

## I. INTRODUCTION

COVID - 19 (corona virus) is a devastating viral disease that has had a significant influence on human life around the world. The pandemic has had an impact not just on human life but also on education. The purpose of this study is to find out what dance teachers think about online programs from this viewpoint.

The outbreak of the COVID – 19 pandemic has wreaked havoc on schools, according to WHO (2019). The Covid-19 pandemic forced all schools, schools, and preschools to close temporarily, as it occurred in Sri Lanka. According to this context, Sri Lanka is facing challenges with its programs, particularly degree courses. Dance teachers are one of the challenges that are having practical difficulties.

Dance instructors have searched the web to teach and learn. There were numerous issues in making the rapid transition from face-to-face or traditional classroom interaction to online

interaction between lecturer and student. During teaching and learning, both the dancing teacher and the student must adapt to new ways of communicating, with the teacher trying to find new teaching practices and the student adapting to new learning styles. Despite these challenges, dance teachers and students in secondary levels are making significant progress. To successfully engage students with accessible technologies in order to continue teaching and learning As a result of the COVID –19 pandemics debacle, gaps will be created in the coming years. This study may teach you how to create effective online learning through thorough instructional design and planning, as well as a systematic design and development model (Hewagamage, 2020). Technology has transformed and will continue to transform the environment. Students in many dance programs are required to generate their own digital teaching materials Many academics have been forced to teach online and use notes that were designed for physical face-to-face interactions in the classroom due to a lack of appropriate teaching, compensation, and support structures and instruments to guide the processes of curriculum design and creation (Basic Information in Schools, 2021). As a result, there was a lack of understanding of online etiquette, such as teachers' and students' standards, keeping messages or charts brief, avoiding sarcasm or the use of terms or ideas that can irritate the reader or listener, and so on. It is predicted that when students are regarded as secondary learners in general education, they will be better able to manage their time and enhance their communication and technical skills. As a result, the researcher intended to look at the opinions of dance teachers on online teaching and learning in the context of the epidemic.

## II. LITERATURE REVIEW

### *Online learning*

Online or remote education implies that students are physically distant from the instructors and require a delivery method (Wang, Shan- none, & Ross, 2013; Wilde & Hsu, 2019).

The interaction between students and teachers is mediated by technology, and the design of learning environments can have considerable influence on learning outcomes (Bower, 2019; Gonzalez et al., 2020; Wang et al., 2013)

### Perceptions

The definition of perception in the Britannica Dictionary (2021) is quite useful: "Perception, in humans, is the process by which sensory stimulation is transformed into structured experience." That sensation, or percept, is a result of both the stimulation and the process itself."

Effective online teaching is the result of meticulous instructional design and planning, which has been researched for decades (Hodges et al., 2020). Among the various theories about how individuals learn, this study focuses on the usage of online learning components integrated into the study's dancing. Blended Learning theory suggests that learning is promoted or enhanced (1) when students are actively involved in the learning, (2) when assignments reflect real-life contexts and experiences, and (3) when critical thinking or deep learning is promoted through applied and reflective activities (Bransford, Brown, & Cocking, 2000; Driscoll 2002). Each of these aspects of learning are briefly reviewed, with a subsequent discussion of how the online learning components integrated in the dancing is chosen with these dimensions in mind.

According to study, A complete transition to online learning is quite tricky. However, we cannot ignore the benefits derived from e-learning. As such, there is a need to understand the obstacles that come in the way of accepting online learning and take corrective measures to overcome it. (Kulal, Naya, 2020)

As per study, this external shock could be a catalyst for creating more open mindsets and attitudes toward blended learning if Sri Lanka continues to build on the lessons learned in this crisis (Hewagamage et al, 2020).

As per findings, (Kugamoorthy, 2019). The revision of teacher education curricula also should be based on systematic research conducted by the institutions themselves. The universities have to consider the current trends in teacher education in the global context and the local needs, opportunities and constraints as well for revising the existing curricula. (Sethunga et al, 2014).

### III. RESEARCH METHODOLOGY

#### *Objectives of the Study*

The major goal of this study was to find out how dance teachers felt about online programs. The following particular objectives were created to help achieve the overall goal.

1. Evaluate whether or if teachers are aware of the notion of online education.
2. To observe teachers' perceptions of the advantages of combining online and traditional education. In the teaching-learning process, there are a variety of strategies to consider.

3. To investigate teachers' perceptions of the problems and concerns associated with incorporating online classes into teaching-learning processes.
4. To elicit proposals for bettering the integration of online education in Sri Lankan schools.

Within the framework of a survey research design, quantitative and qualitative research methodologies were used in this study. The teachers who teach the dance subject composed the study's population. Teachers from 1AB, 1C, and two type schools in the Colombo area make up the study's target population. The sample for this study was chosen from among the 150 teachers who were present when the researcher finally returned on a particular day. A questionnaire was used to collect primary data for this study. The questionnaire was structured and aimed to gather data. Frequencies and percentages were used to analyze the responses of the teachers to the questionnaire. Open-ended data were analyzed qualitatively with the help of codes and categories, as well as basic quantitative approaches like percentages.

### IV. RESULTS AND DISCUSSION

The survey's results are shown below. The majority of performance indicators are centered on the subjects' perceptions of the online units. All of the participants (N=150) were graduates who taught in a variety of schools around the Colombo district. There were 75 percent ladies and 25 percent males among them. Sixty percent of the respondents had less than eight years of teaching experience, twenty percent had six to ten years, and just twenty percent had more than ten years.

According to the percentage analysis of the coded comments in the Teachers Perception of Online Classes, more than 60% of the responding teachers believe that information communication technology plays a major role in online class practices. The majority of them have given their opinion about ICT facilities such as classrooms with ICT facilities (77%), teaching practices conducted with the integration of electronic equipment (64%), classrooms that help to provide up-to-date information by using ICT facilities (59%), and classrooms that help to enhance students' technological knowledge (59%). (71 percent). It has been stated that teachers have recognized the value of online class activities. More than 70% of teachers had a favorable impression of the school. They believe that online class practices can assist students in meeting the problems of a rapidly changing environment.

(52%) and (56%), respectively, have a clear understanding of online class practices and believe that these online classes will help to keep up with changes in the world of education; additionally, 54 percent of respondent teachers believe that smart classroom practices will reduce the traditional teaching-learning process and will facilitate modern teaching (54 percent).

An open-ended question was given to get teachers' perspectives on the benefits of online class methods. The

open-ended question allows professors to express any view they want about the advantages of online classrooms. The benefits are divided into three categories based on their responses: teaching, learning, and inventive improvements.

Nearly half of the respondent instructors (58 percent) agreed that online class practices would help them improve their traditional teaching methods, and they also stated that online class practices would help them display real-world circumstances and experiences in the classroom (49 percent). Furthermore, they stated that online class practices will provide opportunities to integrate ICT techniques into the teaching process. As a result, 45 percent of the respondent teachers believed that they could easily conduct the teaching process by using appealing teaching methods (55 percent), developing innovative teaching aids (53 percent), and also perceived that they could give a high-quality education. However, it really should be mentioned that just 28% of teachers believe they can beautifully create the classroom environment. Most teachers may find it appealing to construct a teaching-learning environment because the facilities in smart classrooms are insufficient to meet the demands of all students.

An open-ended question was given to obtain the teachers' thoughts on the obstacles and concerns that the school and teachers might experience in implementing online class methods. Teachers stated that smart classrooms are not properly structured, that there is insufficient equipment, that there is no proper maintenance system, that there is no official person to maintain the electronic equipment, and that there is no official person to maintain the electronic equipment. Because of a lack of space and resources, Creating a schedule for all classes to use the smart classroom, which is open to the entire school, The equipment must be protected.

According to the obstacles and difficulties identified by the dancing teachers, schools in Sri Lanka have problems, particularly in terms of infrastructure for online classes. There could be two reasons for this discovery.

First, the practice of integrating online classes is still in its development, as the Ministry of Education is considering implementing online classes in Sri Lankan schools. Second, in Sri Lankan schools, online classes are an ongoing process that still needs to be improved.

Subject teachers' perceptions of challenges include: not having enough IT knowledge, not having enough knowledge to work with digital types of equipment, challenges from students who have more knowledge of using digital equipment, only allowing a small number of teachers to use online classes, and giving only a small number of teachers the opportunity to use online classes. There are no facilities for preparing lessons electronically at home. The number of students in one class is also too large for the available equipment, and there isn't adequate training on how to operate digital equipment. It is necessary to devote more time to educate students how to

operate the equipment rather than to deal with students who are practicing with digital equipment at a rapid pace.

Teachers' perceptions of the following obstacles and concerns indicate that they lacked confidence in their ability to implement online class strategies. The absence of possibility to undertake teaching-learning processes in online classes may be the main cause of this situation. Because 80% of the teachers who responded said they had no experience teaching online classes. As a result, the Ministry of Education in Sri Lanka should pay more attention to the design of online classrooms and provide training programs for teachers to get expertise with new ICT-based equipment and processes in order to improve their involvement in online class practices.

## V. CONCLUSIONS AND RECOMMENDATIONS

Despite the fact that the teaching and learning methods of online classrooms are new to Sri Lankan instructors, this study found that they are well-informed about the concept of online classrooms and have favorable attitudes toward them. According to the theory of blended learning, teachers recognize the importance of interactions and recognize that online classroom practices can help to improve interactions by integrating digital devices into the teaching-learning process. They also believed that online classes will bring about new improvements in the Sri Lankan educational system and help students develop the ability to employ ICT approaches to cope with the rapid changes in the information technology world. They have identified a number of obstacles and concerns relating to infrastructure and the utilization of online classrooms in their teaching methods. It is possible that the Ministry of Education and other parties involved in the implementation of online class practices should be consulted. More and more effort are needed to establish online classes in schools with the necessary equipment. In addition, additional steps should be done to improve the effectiveness of online class procedures. The correct methodology for monitoring and maintaining the electronic equipment must be identified. Organize workshops for teachers to learn how to manage and practice with digital equipment.

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