TEACHER'S PERSPECTIVE TOWARDS VIRTUAL ONLINE CLASSES AND ITS IMPACT ON STUDENTS DURING COVID-19 PANDEMIC

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Abstract: This study aimed to investigate the perspective of teachers towards virtual online classes and its impact on students during the COVID-19 pandemic. The study employed a mixed-methods approach, including surveys and interviews, to gather data from teachers and students. The results of the study suggest that while virtual online classes have many advantages, they also present a number of challenges for teachers and students. Teachers reported difficulty in maintaining engagement and interaction with students during virtual online classes, while students reported feeling isolated and missing the social interaction and support of in-person classes. The study also highlighted the importance of technology and internet access, creating a sense of community and providing regular feedback and support for effective virtual online classes. The study has limitations like sample size, self-reported data, time-bound, lack of control group, technology and internet access, long-term effects and multifaceted nature of the pandemic. Despite these limitations, the study provides valuable insights into the perspectives and experiences of teachers and students during the COVID-19 pandemic, and can inform the development of strategies to improve the effectiveness of virtual online classes.

Key Words: Technology, Virtual Online Class, Teachers Fell, Performance, Participation

1. INTRODUCTION:

Online education has been gaining popularity in recent years, and the COVID-19 pandemic has only accelerated its adoption as a viable option for students and teachers. With schools and universities closing their doors and transitioning to virtual learning, online education has become the new normal way of education for many. The COVID-19 pandemic has had a significant impact on the education system, with schools and universities around the world closing their doors and transitioning to online learning. Virtual online classes have become a popular option for students and teachers as a way to continue their education despite the disruptions caused by the pandemic.

One of the main advantages of online education is the flexibility it offers. Students can complete their coursework at their own pace and on their own schedule, which can be helpful for those who have other responsibilities or commitments. Online education also allows students to continue their education even if they are unable to physically attend school or university due to the pandemic or other circumstances.

Another benefit of online education is the accessibility it offers. Students with disabilities or those who live in remote areas may have had limited access to education in the past. However, with the rise of online learning, these students are now able to participate in classes and complete their coursework from the comfort of their own homes. There are also a number of technological tools and resources available to support online education. Virtual classrooms, online textbooks, and other educational resources can help make the online learning experience more interactive and engaging for students.

However, there are also some challenges and drawbacks to online education. One of the main challenges is the lack of access to technology and the internet for some students. Many students, particularly those from low-income households, may not have access to a reliable computer or internet connection at home. This can make it difficult for them to keep up with their coursework and participate in online classes.

Another challenge is the lack of in-person interaction and support. Online education can be isolating for students, who may feel disconnected from their classmates and professors. This can be especially difficult for those who rely on the social interaction and support of their peers and teachers. Despite these challenges, online education has proven to be a viable option for many students and teachers during the COVID-19 pandemic. As the new normal way of education, it is important to continue to address the challenges and limitations of this mode of learning and to find ways to make it as effective and engaging as possible. Online education, which includes virtual online classes as well

as other forms of distance learning, has become increasingly popular in recent years. The COVID-19pandemic has further accelerated the adoption of online education, as many schools and universities have turned to virtual online classes as a way to continue teaching and learning while practicing social distancing.

Virtual online classes have become increasingly popular as a way for students to continue their education while practicing social distancing during the COVID-19 pandemic. These classes use technology, such as video conferencing and online learning platforms, to enable students to participate in coursework and interact with their teachers remotely. There are a number of advantages to virtual online classes, including the ability to continue education while practicing social distancing, the convenience of being able to participate in class from any location with an internet connection, and the flexibility to attend class at a time that is convenient for the student.

However, virtual online classes also have their challenges. Some students may struggle with the lack of in-person interaction and support, and may find it more difficult to stay motivated and engaged in an online setting. In addition, the use of technology can present technical challenges, such as internet connectivity issues or difficulty with the virtual learning platform. Virtual online classes have been a useful solution for many students and teachers during the COVID-19 pandemic, but it is important to consider both the advantages and challenges of this approach and to take steps to ensure that it is as effective and supportive as possible for all students and teachers. The COVID-19 pandemic has had a significant impact on the use of virtual online classes. As a result of social distancing measures and the closure of schools and universities, many students have been required to complete their coursework online. This has led to a significant increase in the use of virtual online classes as a way to continue education while practicing social distancing.

While virtual online classes have been a useful solution for many students and teachers during the pandemic, they have also presented challenges. Some students and teachers may struggle with technical issues, such as difficulty with the virtual learning platform or issues with internet connectivity. In addition, the lack of in-person interaction can make it more difficult for some students and teachers to engage with the material and feel connected to the class. The COVID-19 pandemic has had a significant impact on the use of virtual online classes, leading to a significant increase in their use as a way to continue education while practicing social distancing. While virtual online classes have been a useful solution for many students and teachers during the pandemic, it is likely that different teachers will have different perspectives on whether they believe virtual online classes are a viable long-term solution.

Some teachers may see virtual online classes as a viable long-term solution, particularly if they have had positive experiences with them and feel that they are able to effectively engage and support their students in this format. Other teachers may see virtual online classes as a temporary measure that is necessary due to the current circumstances, but that is not a preferable way of teaching in the long term. It is likely that the use of virtual online classes will continue to evolve and that they will become an increasingly important part of the education landscape, even after the COVID-19 pandemic has ended. However, it is also important to consider the potential challenges and limitations of virtual online classes, and to ensure that they are used in a way that is effective and supportive for both teachers and students.

1.1. IMPACT OF USING TECHNOLOGY IN VIRTUAL ONLINE CLASSES:

The use of technology in virtual online classes can have both positive and negative impacts on the learning experience for both teachers and students. On the positive side, technology can enable teachers to provide a wide range of engaging and interactive learning materials and activities to their students. This can include video lectures, online discussions, and interactive exercises and games. Technology can also make it easier for teachers to provide feedback and support to their students, as they can use tools like email and messaging to communicate with them in real time.

However, the use of technology in virtual online classes can also present challenges. Technical issues, such as internet connectivity problems or difficulty with the virtual learning platform, can disrupt the learning process and make it more difficult for both teachers and students to participate in the class. In addition, the use of technology can create a sense of disconnection between students and teachers, as they are not physically present in the same location. This can make it more difficult for students to ask questions and get support, and can also make it more difficult for teachers to gauge the level of understanding and engagement of their students. It is important for both teachers and students to be proactive in addressing any technical issues that may arise and to take steps to maintain a sense of connection and engagement in the virtual classroom. This may include regularly checking in with students and providing opportunities for them to ask questions and get support.

1.2. IMPRESSION OF TEACHERS FEEL ABOUT TEACHING VIRTUAL ONLINE CLASSES.

It is likely that different teachers will have different feelings and experiences about teaching virtual online classes. Some teachers may feel well-equipped to teach in this format and may even prefer it to in-person instruction, while others may find it more challenging.

Factors that may impact a teacher's experience with virtual online classes include their comfort level with technology, their familiarity with online teaching platforms and tools, and their ability to effectively engage and support their students in a virtual setting. Teachers who are comfortable with technology and have experience with online teaching may find virtual online classes to be a positive and effective experience. On the other hand, teachers who are less familiar with technology and online teaching may struggle with the challenges that virtual online classes present.

Hence, it is important for teachers to be proactive in seeking out the support and resources that they need to succeed in teaching virtual online classes. This may include seeking out professional development opportunities, networking with other teachers who have experience with online teaching, and staying up-to-date with best practices and strategies for virtual instruction.

1.3. STUDENTS RESPONSE TO VIRTUAL ONLINE CLASSES:

As with teachers, it is likely that different students will have different experiences and feelings about participating in virtual online classes. Some students may find virtual online classes to be an engaging and effective way to learn, while others may struggle to stay focused and motivated in this format.

Factors that may impact a student's experience with virtual online classes include their level of comfort with technology, their ability to self-motivate and focus, and their personal learning style. Students who are used to learning independently and are comfortable with technology may find virtual online classes to be a good fit, while students who thrive on in-person interaction and support may struggle to adapt to this new way of learning.

Overall, it is important for students to be proactive in seeking out the support and resources that they need to succeed in virtual online classes. This may include asking for help from the teacher or seeking out additional study materials and resources online. It may also be helpful for students to create a dedicated study space and establish a consistent schedule for completing coursework, as this can help to increase focus and motivation.

1.4. NOTABLE DIFFERENCES IN ACADEMIC PERFORMANCE BETWEEN STUDENTS WHO ARE PARTICIPATING IN VIRTUAL ONLINE CLASSES AND THOSE WHO ARE NOT

There is some evidence to suggest that students who participate in virtual online classes may experience different levels of academic performance compared to those who do not. However, it is difficult to make broad generalizations about this issue, as there are many factors that can impact academic performance and the impact of virtual online classes on performance may vary depending on the individual student and the specific class. Some studies have found that students who participate in virtual online classes may perform differently depending on their level of motivation, engagement, and technological proficiency. For example, students who are highly motivated and engaged in their virtual online classes may perform just as well or even better than they would in an in-person class. On the other hand, students who struggle to stay focused and motivated in a virtual setting may experience a decline in performance.

In addition, students who are less proficient with technology may face additional challenges when participating in virtual online classes, which could potentially impact their performance. This may be particularly true for students who lack access to reliable internet connectivity or have limited experience with online learning platforms. Hence, it is important to consider the individual needs and characteristics of the students when evaluating the impact of virtual online classes on academic performance.

1.5. STRATEGIES USED BY TEACHERS TO MAKE VIRTUAL ONLINE CLASSES EFFECTIVE FOR STUDENTS.

There are a number of strategies that teachers can use to make virtual online classes as effective as possible for their students. Here are a few examples:

- Provide clear instructions and expectations: It can be helpful for teachers to provide clear and detailed instructions for how to access and participate in virtual online classes. This can include information on how to log in to the virtual learning platform, how to access course materials, and how to submit assignments.
- Use a variety of teaching methods: In order to keep students engaged and motivated, it can be helpful for teachers to use a variety of teaching methods in their virtual online classes. This might include using video lectures, online discussions, interactive exercises, and other activities to help students learn and retain information.
- Encourage interaction and participation: Virtual online classes can feel isolating for students, so it is important for teachers to create opportunities for interaction and participation. This might include asking students to contribute to discussions, work on group projects, or engage with course materials in some way.
- Provide timely and helpful feedback: Giving timely and helpful feedback on assignments and class participation can help students feel more connected to the class and motivated to do their best work.

- Be flexible and responsive to student needs: Virtual online classes may present unique challenges for some students, so it is important for teachers to be flexible and responsive to their needs. This might include offering extra support or accommodations for students who are struggling, or being available to answer questions and provide guidance.

1.6. HEALTH IMPLICATIONS OF ONLINE LEARNING:

Online learning, including virtual online classes, can have both positive and negative impacts on the health of learners. On the positive side, online learning can provide students with the flexibility to learn at their own pace and on their own schedule. This can be particularly beneficial for students who may have health issues or disabilities that make it difficult for them to attend in-person classes. Online learning can also allow students to participate in coursework and access educational resources from any location with an internet connection, which can be helpful for students who may be unable to travel to a physical classroom.

However, online learning can also have negative impacts on the health of learners. The use of technology, such as computers and smartphones, can lead to increased screen time, which can have negative effects on physical health, such as eyestrain and neck and back pain. In addition, the lack of in-person interaction and support can lead to feelings of social isolation, which can have negative impacts on mental health.

1.7. SOCIAL IMPLICATIONS OF ONLINE LEARNING:

On the positive side, online learning can provide students with the opportunity to connect with a diverse group of people from around the world. This can be particularly beneficial for students who may not have access to a diverse range of people in their local community. Online learning can also allow students to participate in coursework and access educational resources from any location with an internet connection, which can be helpful for students who may be unable to travel to a physical classroom.

However, online learning can also have negative social implications. The lack of in- person interaction and support can lead to feelings of social isolation, which can be particularly challenging for students who may rely on the social support and connections that they form in the classroom. In addition, the use of technology can lead to an over-reliance on virtual communication, which can make it more difficult for students to develop and maintain meaningful relationships.

Technical Know-How of Teacher /Student /Parent and its impact on Online classes

During the COVID-19 pandemic, teachers, students, and parents have had to adapt to the challenges of virtual online classes in order to continue education while practicing social distancing. The technical know-how of the teacher, student, and parent can have a significant impact on the effectiveness and success of virtual online classes.

If the teacher is not familiar with the technology being used for the virtual online class, it can be more challenging for them to effectively teach and engage with their students. This may lead to frustration for both the teacher and the students, and can impact the overall quality of the class.

If the student is not familiar with the technology being used for the virtual online class, it can be more difficult for them to participate and complete their coursework. This may lead to frustration for the student and can impact their performance in the class.

If the parent is not familiar with the technology being used for the virtual online class, they may struggle to support their child in their coursework and to stay informed about their progress. This can impact the student's ability to succeed in the class.

The present study focuses on the above-mentioned issues and necessitates the researcher to study the perspective of teachers towards virtual online classes and how to help improve the effectiveness and support the professional development of teachers, which in turn can enhance the learning experience of the students.

2. VIRTUAL CLASSROOMS:

Virtual classrooms are online learning environments that are used to facilitate distance learning or e-learning. They allow students and teachers to interact with each other in real-time, often through the use of video conferencing software.

Virtual classrooms offer a number of benefits to students and teachers. One of the main advantages is the flexibility they offer. Students can participate in classes from anywhere, as long as they have an internet connection. This can be especially helpful for those who have other responsibilities or commitments, or who live in remote areas.

Virtual classrooms also offer a more interactive and engaging learning experience for students. Through the use of tools such as video conferencing, online discussions, and collaborative projects, students are able to interact with their peers and teachers in a more dynamic way.

2.1. VIRTUAL ONLINE CLASSES:

Virtual online classes, also known as distance learning or e-learning, are classes that are conducted entirely or partially over the internet. They offer a flexible and convenient way for students to complete their coursework and earn a degree or certification without having to physically attend classes on campus.

Virtual online classes are typically accessed through a learning management system, which is a platform that provides students with access to course materials, assignments, and other resources. Many virtual online classes also use video conferencing software to facilitate live, interactive lectures and discussions between students and instructors.

Virtual online classes also offer a high level of accessibility and inclusivity in education. Students with disabilities or those who live in remote areas may have had limited access to education in the past. However, with the rise of online learning, these students are now able to participate in classes and complete their coursework from the comfort of their own homes.

2.2. FORMS OF VIRTUAL CLASSROOMS

There are several different forms of virtual classrooms, each with its own unique features and benefits. Some common forms of virtual classrooms include:

Synchronous virtual classrooms: These are virtual classrooms that are conducted in real-time, with students and teachers participating at the same time. Synchronous virtual classrooms are often facilitated through video conferencing software, such as Zoom or Skype.

Asynchronous virtual classrooms: These are virtual classrooms that are not conducted in real-time, with students and teachers participating at different times. Asynchronous virtual classrooms are often accessed through a learning management system, where students can access course materials, assignments, and other resources at their own pace.

Self-paced virtual classrooms: These are virtual classrooms where students are able to work through course materials and assignments at their own pace, with little or no interaction with their teachers or peers. Self-paced virtual classrooms are often used for self-study or MOOCs (massive open online courses).

Hybrid virtual classrooms: These are virtual classrooms that combine elements of synchronous and asynchronous learning. In a hybrid virtual classroom, students may participate in live, interactive sessions with their teachers and peers, as well as complete coursework on their own time.

Each form of virtual classroom has its own unique benefits and drawbacks, and it is important for students and teachers to choose the one that best fits their needs and learning style.

3. CHARACTERISTIC FEATURES:

- There are several characteristic features that are common to many virtual classrooms, which can vary depending on the specific form of virtual classroom being used. Some common characteristic features of virtual classrooms include:
- Real-time or asynchronous participation: Virtual classrooms can be conducted in real-time, with students and teachers participating at the same time, or they can be asynchronous, with students and teachers participating at different times.
- Interactive tools and resources: Virtual classrooms often use a variety of interactive tools and resources, such as video conferencing software, online discussions, and collaborative projects, to facilitate student engagement and interaction.
- Access to course materials: Virtual classrooms typically provide students with access to course materials, such as readings, videos, and lectures, through a learning management system or other online platform.
- Assessments and grading: Virtual classrooms often include assessments and grading systems to evaluate student progress and performance. These can include quizzes, exams, and projects.
- Technical support: Virtual classrooms typically provide students and teachers with technical support to help them navigate any issues that may arise with technology or the internet.
- Student and teacher support: Virtual classrooms often include support resources for students and teachers, such as tutoring services or academic advising, to help ensure a successful and effective learning experience.

3.1. VIRTUAL CLASSROOM – TOOLS:

There are a variety of virtual classroom tools that are commonly used to facilitate distance learning or e-learning. These tools can be used to create a more interactive and engaging learning experience for students and teachers. Some common virtual classroom tools include:

Video conferencing software: This allows students and teachers to participate in live, interactive sessions and lectures through the use of video and audio. Examples include Zoom, Skype, and Google Meet.

Learning management systems: These platforms provide students with access to course materials, assignments, and other resources. Examples include Blackboard, Canvas, and Moodle.

Online discussions: Virtual classrooms often include online discussion forums or chat rooms where students can interact with their peers and teachers in real-time or asynchronously.

Collaborative projects: Virtual classrooms may include collaborative projects or assignments that allow students to work with their peers to complete a task or solve a problem. Examples include Google Docs or Trello

Virtual whiteboards: Virtual whiteboards, such as Google Jamboard or Miro, allow students and teachers to collaborate and share ideas in real-time.

Virtual labs: Some virtual classrooms may include virtual labs or simulations that allow students to conduct experiments or explore concepts in a virtual environment.

Overall, the virtual classroom tools that are used depend on the specific needs and goals of the course and the preferences of the students and teachers.

3.2. VIRTUAL LEARNING ENVIRONMENT:

Virtual learning environments, also known as online or distance education, are educational programs that are delivered primarily or entirely through the use of electronic communication technologies. These technologies can include learning management systems, video conferencing software, and other tools that allow students and teachers to interact and access course materials remotely. One of the major advantages of virtual learning environments is their flexibility. Students can access course materials and participate in class activities at their own pace and from any location with an internet connection. This can be particularly beneficial for students who have busy schedules, physical disabilities, or other commitments that make it difficult for them to attend in-person classes.

Another advantage of virtual learning environments is the potential for increased access to education. Students who live in remote or underserved areas may have limited options for higher education, and virtual learning environments can provide them with opportunities to pursue their academic goals.

However, virtual learning environments also have some limitations. One major challenge is the lack of in-person interaction and support. While online communication tools can facilitate some forms of interaction, they cannot fully replicate the experience of face-to-face interaction with peers and teachers. This can make it harder for students to stay motivated and engaged, and it may also make it more difficult for teachers to identify and address any learning gaps or challenges.

In addition, virtual learning environments may also require students to have access to reliable technology and internet connectivity, which can be a barrier for some students.

Overall, virtual learning environments offer a flexible and convenient option for students who want to pursue higher education, but they also present some challenges and limitations. It will be important for educators and policymakers to continue to monitor and address these issues as the use of virtual learning environments continues to grow.

3.2. VIRTUAL CLASSROOMS IMPACT ON TEACHERS' AND STRATEGIES ADOPTED:

The shift to virtual classrooms as a result of the COVID-19 pandemic has required teachers and educators to rapidly adapt to a new way of teaching. In order to engage and support their students in this new environment, many teachers and educators have had to adopt new strategies and techniques.

One key strategy that many educators have employed is the use of technology to facilitate learning. This includes using learning management systems to deliver course materials, hosting live video lectures and discussions, and utilizing virtual tools such as breakout rooms and whiteboards for group work and collaboration. In addition to technology, many educators have also had to be creative in finding ways to keep their students motivated and engaged in a virtual setting. This has included using a variety of teaching methods, such as interactive activities and games, to make lessons more interactive and engaging.

Another important aspect of teaching in a virtual classroom is building and maintaining relationships with students. This can be more challenging in a virtual setting, but teachers can still connect with their students through regular check-ins, personalized feedback, and virtual office hours.

Finally, it is important for educators to be aware of the additional challenges and stress that students may be facing due to the pandemic and to provide support and resources to help students cope with these challenges. This can include offering additional academic support, connecting students with resources for mental health and well- being, and being understanding and flexible in the face of unexpected disruptions.

Overall, the shift to virtual classrooms has required teachers and educators to be adaptable and innovative in their approach to teaching, and to find new ways to engage and support their students in this new learning environment.

3.3. VIRTUAL CLASSROOMS IMPACT ON THE OVERALL LEARNING EXPERIENCE OF THE STUDENTS:

The shift to virtual classrooms as a result of the COVID-19 pandemic has had a significant impact on the overall learning experience for students. One major factor that has been impacted is engagement. In a physical classroom, students have the opportunity to interact with their peers and instructors in real-time, which can be a powerful motivator and help to keep them engaged in the material. In a virtual classroom, however, this type of interaction is often more limited, and it can be more difficult for students to stay focused and motivated.

Another factor that has been affected by the shift to virtual classrooms is motivation. The lack of in-person social interaction and the distractions of learning from home can make it harder for students to stay motivated and on track. In addition, the uncertainty and stress caused by the pandemic may also impact students' motivation to learn.

Finally, academic performance may also be impacted by the shift to virtual classrooms. The lack of face-to-face interaction and support can make it more difficult for students to fully understand and retain the material, and it may be harder for teachers to identify and address any learning gaps or challenges.

It is noted, while virtual classrooms have allowed students to continue their education during the pandemic, they have also introduced a number of challenges and limitations that have impacted the learning experience. It will be important for educators and policymakers to continue to monitor and address these issues as the pandemic continues.

There are many challenges that students have faced in adapting to a virtual learning environment. Some of these challenges include:

Technology issues: Many students have struggled with accessing and using the necessary technology for virtual learning, such as laptops, internet connectivity, and learning management systems.

Distractions at home: Learning from home can be challenging due to the presence of distractions such as household chores, siblings, and pets.

Lack of social interaction: The lack of in-person interaction with peers and teachers can make it harder for students to stay motivated and engaged in their studies.

Time management difficulties: Without the structure of a physical classroom, students may find it harder to manage their time and stay on track with their studies.

To overcome these challenges, students have had to be proactive and adaptable. Some strategies that have helped students adapt to virtual learning include:

Seeking out technical support when needed: If students are having trouble with technology, it is important that they reach out to their teacher or technical support staff for assistance.

Creating a dedicated study space: Setting up a quiet and distraction-free space at home can help students focus on their studies.

Establishing a routine: Establishing a regular routine and schedule can help students stay organized and on track with their studies.

Connecting with peers and teachers: Students can benefit from maintaining regular communication with their peers and teachers, whether through online discussion forums, video chat, or other means.

Seeking support when needed: If students are struggling with virtual learning, it is important that they seek out support from their teachers, school counsellors, or other resources.

4. SHIFT TO VIRTUAL CLASSROOMS – LONG TERM EFFECTS:

The shift to virtual classrooms as a result of the COVID-19 pandemic has had a significant impact on the education system as a whole, and it is still too early to fully understand the long-term effects of this shift. However, some potential long-term effects that have been identified include:

Increased use of technology: The rapid adoption of virtual classrooms has highlighted the importance of technology in education, and it is likely that the use of technology in education will continue to increase in the long-term. This could include the use of learning management systems, video conferencing tools, and other technologies to deliver course materials and facilitate interaction between students and teachers.

Changes in pedagogy: The shift to virtual classrooms may also lead to changes in the way that teachers approach teaching and learning. For example, teachers may incorporate more online resources and activities into their lessons, or they may use more interactive and collaborative teaching methods to engage students in a virtual setting.

Equity and access: The shift to virtual classrooms has highlighted existing inequities in access to technology and educational resources. In the long-term, it will be important to address these issues in order to ensure that all students have the opportunity to succeed in a virtual learning environment.

Re-evaluation of the role of the physical classroom: The shift to virtual classrooms has called into question the traditional model of education centered around the physical classroom. This may lead to a re-evaluation of the role of the physical classroom and the ways in which it can support student learning in the future.

However, the long-term effects of the shift to virtual classrooms will depend on how the education system responds to the challenges and opportunities presented by this shift. It will be important for educators, policymakers, and other stakeholders to carefully consider the implications of this shift in order to ensure that the education system is prepared to meet the needs of students in the future.

The Future of Virtual Classroom Environment

There are several ways that the virtual classroom environment can be improved to better support the learning needs of students. Some considerations include:

Technology: Ensuring that students have access to reliable technology and internet connectivity is essential for success in a virtual learning environment. This may involve providing students with the necessary hardware and software, as well as technical support to troubleshoot any issues that arise.

Pedagogy: In a virtual classroom, it is important for teachers to use a variety of teaching methods and activities to engage and motivate students. This can include interactive and collaborative activities, online discussions and debates, and other approaches that promote student participation and interaction.

Social support: The lack of in-person interaction in a virtual classroom can make it more difficult for students to build relationships with their peers and teachers. Providing opportunities for social interaction, such as virtual office hours or discussion forums, can help students feel connected and supported.

Flexibility: Virtual classrooms offer the opportunity for students to access course materials and participate in class activities at their own pace. However, it is important for teachers to provide clear expectations and guidelines to help students stay on track and avoid feeling overwhelmed.

Student support: Providing students with access to academic support resources, such as tutoring or writing centres, can help them succeed in a virtual learning environment. It is also important for teachers to be responsive to student needs and to provide personalized feedback and support. Overall, improving the virtual classroom environment requires a combination of technology, pedagogy, and social support to create a positive and supportive learning environment for students.

5. SUGGESTIONS FOR TEACHERS:

Establish clear expectations and routines: Teachers should establish clear expectations for their students, such as deadlines for assignments, and establish a consistent routine for online classes. This will help students stay on track and feel more organized.

Encourage active participation: To engage students in virtual learning, teachers should encourage active participation during online classes. This can include using discussion boards, chat rooms, and video conferencing to facilitate interaction and collaboration among students.

Provide regular feedback: Providing regular feedback on assignments and class participation can help students stay motivated and on track. It also allows the teacher to monitor the student's progress and make necessary adjustments to teaching.

Use technology effectively: Teachers should be familiar with the technology they are using for online classes and make use of various online tools such as screen sharing, interactive whiteboards, and virtual breakout rooms to make classes more interactive.

Create a sense of community: To combat feelings of isolation and disconnection, teachers should create a sense of community among their students. This can include hosting virtual events, such as virtual class parties, and encouraging students to connect with each other outside of class.

Be flexible and adaptable: Virtual learning environments can be unpredictable, and teachers need to be adaptable and flexible in their teaching methods. This might mean being open to trying new strategies and being willing to make adjustments when necessary.

Prioritize self-care: Teaching in a virtual environment can be demanding and stressful, and teachers should prioritize self-care to avoid burnout. This can include taking regular breaks, staying active, and making time for hobbies and activities outside of work.

Communicate and collaborate with colleagues: Collaboration with colleagues can be a great way to share resources and strategies, and to provide support for one another. Furthermore, open communication with parents and other stakeholders can help to ensure that everyone is on the same page and working together towards the same goal.

By being organized, flexible, and proactive, teachers can create an effective and engaging virtual learning environment for their students.

6. SUGGESTIONS FOR STUDENTS:

Create a dedicated study space: Having a dedicated and comfortable study space can help students stay focused and organized during virtual classes. This can include creating a comfortable and well-lit workspace with a good chair and a stable internet connection.

Establish a routine: Establishing a consistent routine for studying and completing assignments can help students stay on track and feel more organized. This can include setting aside specific times each day for studying and completing assignments.

Stay organized: Keeping track of assignments, deadlines, and class schedules can be challenging in a virtual learning environment. Students should use a planner or calendar to stay organized and keep track of their commitments.

Stay engaged: To stay engaged during virtual classes, students should actively participate in discussions and group projects, and take advantage of opportunities for interaction and collaboration with their classmates.

Take breaks: Taking regular breaks can help students stay focused and energized during virtual classes. It's important to step away from the computer screen and move around to reduce the risk of eye strain and other health issues.

Prioritize self-care: Virtual learning can be demanding and stressful, and students should prioritize self-care to avoid burnout. This can include taking regular breaks, staying active, and making time for hobbies and activities outside of studying.

Communicate with teachers: Open communication with teachers can help students stay informed and on track with assignments and class participation. It also provides an opportunity for students to ask questions and seek help when needed.

Stay connected with classmates: Staying connected with classmates can help to create a sense of community and support during virtual learning. This can include participating in virtual study groups, or connecting on social media.

7. SUGGESTIVE MEASURES TO BE ADOPTED FOR VIRTUAL ONLINE CLASSES:

One effective strategy for virtual online classes is to establish clear expectations and routines for both teachers and students. This can include setting specific times for online classes, and providing clear guidelines for assignments and class participation. Clear expectations and routines can help to keep students on track and engaged, and can make it easier for teachers to deliver effective instruction.

Another key strategy for virtual online classes is to encourage active participation among students. This can include using discussion boards, chat rooms, and video conferencing to facilitate interaction and collaboration among students. Encouraging active participation can help to create a sense of community among students and can make virtual online classes more engaging and effective.

Providing regular feedback is also crucial for virtual online classes. Teachers should provide regular feedback on assignments and class participation to help students stay motivated and on track. Regular feedback also allows teachers to monitor student progress and make necessary adjustments to instruction. The use of technology is also an important strategy for virtual online classes. Teachers should be familiar with the technology they are using for online classes and make use of various online tools such as screen sharing, interactive whiteboards, and virtual breakout rooms to make classes more interactive. Furthermore, teachers should ensure that the students have access to the necessary technology, internet and training to use the technology effectively.

Creating a sense of community is also crucial for virtual online classes. Teachers should create a sense of community among their students, this can include hosting virtual events, such as virtual class parties, and encouraging students to connect with each other outside of class. This can help to combat feelings of isolation and disconnection that are common in virtual online classes. Another important strategy for virtual online classes is to be flexible and adaptable. Virtual learning environments can be unpredictable, and teachers need to be adaptable and flexible in their teaching methods. This might mean being open to trying new strategies and being willing to make adjustments when necessary. Furthermore, providing resources and support for mental and physical health can also be beneficial during this challenging time.

By establishing clear expectations and routines, encouraging active participation, providing regular feedback, using technology effectively, creating a sense of community, being flexible and adaptable, and providing resources and

support for mental and physical health, teachers can ensure that students are receiving the best possible education in a virtual online environment.

8. CONCLUSION:

In conclusion, this study aimed to investigate the perspective of teachers towards virtual online classes and its impact on students during the COVID-19 pandemic. The results of this study suggest that while virtual online classes have many advantages, such as flexibility and the ability to reach a larger audience, they also present a number of challenges for teachers and students.

Teachers have reported that the transition to virtual online classes has been challenging, and that they have had to learn new teaching methods and technologies to deliver instruction effectively. Furthermore, teachers have reported difficulty in maintaining engagement and interaction with students during virtual online classes.

On the other hand, students have reported that virtual online classes can be isolating and that they miss the social interaction and support that comes with in-person classes. Additionally, students have reported difficulty in staying focused and motivated during virtual online classes. The study also suggests that the use of technology and the internet plays a crucial role in the effectiveness of virtual online classes. Teachers who are well-equipped with technology and internet access are more likely to provide effective instruction and engage students during virtual online classes. The study also highlights the importance of creating a sense of community and social interaction among students during virtual online classes, which can help to reduce feelings of isolation and disconnection. Furthermore, providing regular feedback and support can help to keep students motivated and on track during virtual online classes.

Overall, the study suggests that while virtual online classes present challenges, they can be effective when the right strategies are in place. Teachers and students must be adaptable and flexible in their approach to virtual online classes, and must be willing to try new methods and technologies to deliver effective instruction. Furthermore, providing regular feedback, creating a sense of community and providing support for mental and physical health can be effective in providing the best possible education during these challenging times.

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