DIFFICULTIES FACED BY TEACHERS AND THEIR PERCEPTION ABOUT ONLINE CLASSES DURING COVID-19 PANDEMIC

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Abstract:

COVID-19 pandemic affected more than 63 million teachers, 1.5 billion students and huge number of education sector. It is a sector where huge number of people i.e. students and teacher has to meet with each other and teaching and learning happens. Teachers use to think that teaching cannot happen virtually. But sudden entry of corona virus and then becoming pandemic disturbed the life of the people around the globe. Actually work from home was not new concept for many companies but it was for schools, colleges and universities. Thus the new word which become a buzz word is 'Online'. Initially everybody connected to education sector was reluctant to accept online mode for teaching and learning. The present research aims to examine the challenges faced by the teachers in adopting to the online mode of teaching and conducting classes in COVID-19 pandemic and also to know the perception of teachers about student's learning and participation in online class during COVID-19 pandemic. Questionnaire designed to collect responses from the teachers through online mode like e-mail, Whats App etc. Google form was created and send to the teacher. The study reveals that More than 60% teachers are facing difficulty in handling online e-learning technology. 75% teachers responded that online teaching during COVID-19 pandemic is stressful. Various difficulties were faced by the teachers while conducting online classes like poor internet connectivity, lack of technical knowledge, lack of interest of students, non-availability of device etc. More than 70% teachers are facing poor internet connectivity problem while more than 60% teachers found lack of interest among the students.

Keywords: Teachers, Online classes, COVID-19, difficulties, Impact

Introduction:

COVID-19 pandemic spread not only affected the occupational or professional life of the people but the educational even. The worldwide lockdowns, closures and quarantine are increases due to COVID-19 pandemic. And there affected more than 63 million teachers, 1.5 billion students and huge number of education sector. It is a sector where huge number of people i.e. students and

teacher has to meet with each other and teaching and learning happens. Teachers use to think that teaching cannot happen virtually. But sudden entry of corona virus and then becoming pandemic disturbed the life of the people around the globe. For fighting against it required to take various precautions like social distancing, using mouth mask and frequently washing hands etc. Even though various steps from the government to control the spread of the COVID-19, it found difficult and then finally decided to conduct maximum activities related to business and education sector from home. Actually work from home was not new concept for many companies but it was for schools, colleges and universities. Thus the new word which become a buzz word is 'Online'. Initially everybody connected to education sector was reluctant to accept online mode for teaching and learning. As it was need of an hour, one after another started working on this. Various difficulties were faced by teachers and students while transforming from traditional to virtual mode of education.Schools as well as colleges required to develop system for effective conduction of online classes to assessment of the students. Majority of the schools from rural or semi urban areas commenced their academic year latethrough online/ virtual mode.

The present research aims to examine the challenges faced by the teachers in adopting to the online mode of teaching and conducting classes in COVID-19 pandemicand alsoto know the perception of teachers about student's learning and participation in online class during COVID-19 pandemic.

Literature review:

Evangelin (2020) examined Impact of Students on E- Learning during COVID'19. Author concluded that most of the faculties are unaware of the online teaching mode. It recommend that the instructors should equip themselves with new technological changes and improve the quality of the teaching.Coman et al. (2020) in their paper titled Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective focused on identifying the various ways adopted by the Romanian universities for online teaching and learning in short period during pandemic situation.It has examined the e-learning platforms, its effectiveness, benefits and downsides. They found that students did not found difficulties while using tools offered by online platform.Sareen and Nangia (2020) conducted study on Online Teaching during COVID 19: Attitude and Challenges faced by School Teachers. They found that in spite of several difficulties, but teachers are confident enough to conduct online classes. Jena (2020) in his paper on Impact of Pandemic COID-19 on Education in India, discussed the various steps taken by the government of India concerning to education sector. Further author highlighted positive and negative impact of COVID-19 on education sector. He suggested that the Indian policies must develop strategies for sustainable access to the education to all children.

Ali and Kaur (2020) focused on the various aspects related to emergency transition to online and blended learning during COVID pandemic, in their paper on Mediating Educational Challenges Amidst Covid-19 Pandemic. Further study reveals that the teachers are trying to adopt the online learning.Jain and Agarwal (2020) in their paper on impact of corona crisis on education sector in India discussed the problems and challenges of COVID-19 in education sector. Further author presented strategies for building resilient education system such as developing inclusive learning solutions for marginalized and vulnerable people.

Research Methodology

Well-structured questionnaire designed to collect responses from the teachers through online mode like e-mail, WhatsApp etc. Google form was created and sends to the teacher, to know about the challenges and problems faced by rural and semi urban area. Total 128 responses collected from teachers residing nearby vicinity. Out of 128, 60% were male and 40% were female.Researcher collected data from teachers teaching at various levels of education like primary school, high school, under graduate, Post graduate and any other like diploma or certificate course etc. Out of 128, maximum i.e. 45.3% are teacher at undergraduate program , 23.4% teachers are teaching to the primary school students, 16.4 % teaching at high school, 8.6% are teaching at Post graduate program and remaining 6.3% are teaching diploma and certificate courses.

Data Analysis:

Table 1 exhibits the information about teaching platform and device used by the teacher during online teaching. It can be seen that42.2% teachers useZoom app for conductingonline classes, 28.1% teachers are using Microsoft team and 27.3% use google meet. While for sharing educational contents, reading material with students most that is 88.3% teachers preferred WhatsApp and 40.6% sent through email. Teacher used various devices for conducting online classes like Laptop, Smart Phone, Tablet or Personal computer. 73.4% teachers use Smart phone and 64.1% teachers conduct online classes through Laptop.

Table 1: Information about Teaching

Variables	Choice	Percentage
Platform used for conducting lectures	Zoom App	42.2
	Google Meet	27.3
	Microsoft Team	28.1
	Other	2.4
Platform used for sharing	Email	40.6
	WhatsApp	88.3

educational contents to the students	Google Classroom	20.3
	Microsoft Team	20.3
	Other	14.8
Device used for online teaching	Laptop	64.1
	Smart Phone	73.4
	Tablet	7.8
	Personal Computer	7

Table 2: Information about online teaching

Question	Choice	Frequency	Percentage	Valid percentage	Cumulative percentage
Do you have high speed of internet at home?	Yes	85	66.4	66.4	66.4
	No	43	33.6	33.6	100
	Total	128	100	100	
Are you satisfied with the technology & software you are using for online teaching?	Yes	93	72.7	72.7	72.7
	No	35	27.3	27.3	100
	Total	128	100	100	
Do you find any difficulty to handle online E-learning technology?	Yes	82	64.1	64.1	64.1
	No	46	35.9	35.9	100
	Total		10	10	
How stressful to teaching online during COVID-19 pandemic?	Stressful	64	50	50	50
	More Stressful	32	25	25	75
	Less Stressful	32	25	25	100
	Total	128	100	100	

Above table explain the information related to online class. Out of 128 respondents 66.4% teachers are having high speed of internet at home.72.7% teachers are satisfied with the technology and software which they are using for online teaching and 27.3% teachers are not satisfied. 64.1% teachers responded that they face problem while using e-learning technology. It can be seen from Table 2 that 50 % teachers find the online teaching stressful,25% teachers responded that it is more stressful and 25% teachers said that it is less stressful.

Table 3: Problems faced by Teacher

Question	Choice	Frequency
What are the problems you face in online teaching?	Poor Internet Connectivity	72.7
	Lack of Technical Knowledge	21.1
	Unavailability of Device	14.1
	Lack of Interest of Students	62.1
	Time Constraints	36.7
	All of Them	4.7

Table 3 shows the various types of problems faced by the teacher while conducting online classes. 72.7% responded that poor internet connectivity is the major problem they face in online class. 62.1% teacher said that lack of interest of students is another important problem they face while conducting online classes. Then 36.7% and 21.1% responded the time constraint and the lack of technical knowledge respectively also affecting on the online classes.

Table 4: Perception about Online teaching and student's learning

Questions	Choice	Frequency	Percentage	Valid percentage	Cumulative percentage
Do you encourage students for using E-learning content?	Yes	120	93.8	93.8	93.8
	No	8	6.3	6.3	6.3
	Total	128	100	100	100
Online method of teaching is good?	Yes	10	7.8	7.8	7.8
	No	118	92.2	92.2	100
	Total	128	100	100	
Do you think student actively participate in online mode?	Yes	50	39.1	39.1	39.1
	No	75	58.6	58.6	97.7
	Maybe	3	2.3	2.3	100
	Total	128	100	100	
How was the response of the students towards online	Poor	37	28.91	28.91	28.9
	Fair	50	39.06	39.06	68.0

teaching?	Good	40	31.25	31.25	99.2
	Excellent	1	0.78	0.78	100
	Total	128	100	100	
How was your experience of teaching students form home as compared to teaching at School/College?	Better	15	11.7	11.7	11.7
	Best	3	2.3	2.3	14.0
	Good	64	50	50	64.0
	Not Good	40	31.3	31.3	95.3
	Hectic	6	4.7	4.7	100.0
	Total	128	100	100	

Table 4 focus on the perception of the teachers related to online teaching and student's learning. 93.8% teacher encourage students for using e-learning content. 92.2% teachers are said online platform is good platform and 7.8% teachers are not agreed with this.39.1% teachers perceive that student actively participate in online mode while 58.6% teachers perceive that student are not actively participating. 28.9% teacher responded that student's response is poor in online teaching and 31.25% teacher said student's response in online class is good. Out of 128 respondents,50% teacher's experience is good.31.3% teachers experience is not good to teaching students form home as compared to teaching at school/college.

Findings:

From the survey conducted and responses received from the teachers, researcher found some positive and negative impact of COVID-19 Pandemic on the education sector.

Positive impact of COVID-19 on education sector:Educational institutions like school, Colleges and Universities accepted the challenges created by COVID-19 and tried to overcome. They got an opportunity for transformation of education system from traditional system to a new era.

1. Enhanced Digital literacy among the teachers and students not only from urban area but also semi urban and rural areas also.
2. Commercialization of education.
3. Increase in the professional development of teachers and educators, also skills and quality of the students.
4. Increased use of electronic media for sharing information.
5. Worldwide exposure and Better Time Management.

Negative Impact of COVID-19 on Education Sector: Due to sudden entry of COVID-19, various educational institutions, teachers and students from rural and semi urban areas had negative impact. Such as:

1. Educational activities got hampered, teachers were unprepared for online teaching.

2. Increased burden onteachers concern with knowing about various platforms for online teaching, sharing reading material, take follow up of the educational activities, making interactive sessions and so on.

3. Online mode of teaching increasedteacher'sfinancial burden, as they required to purchase smart phone or laptop or any device for conducting online classes and an indirect impact of their family as well as personal life.

4. Teachers are teaching but they found difficulty concern with student's learning, their attendance, active participation in online class, improving skills etc.

The study reveals that there are 42.2% teachers are using Zoom app for conducting online class. Most of the teachers are using WhatsApp for sharing reading material or educational contents with the students. More than 60% teachers are facing difficulty in handling online e-learning technology. 75% teachers responded that online teaching during COVID-19 pandemic is stressful. Various difficulties were faced by the teachers while conducting online classes likepoor internet connectivity, lack of technical knowledge, lack of interest of students, non-availability of device etc. More than 70% teachers are facing poor internet connectivity problem while more than 60% teachers found lack of interest among the students. Therefore, more than 90% teachers are of the opinion that offline platform is good compared with online. Out of 128, More than 50% teachers perceive that students are not actively participating in the online class.

Conclusion:

During COVID-19 pandemic every country in the world faced many challenges not only in the health sector and economic sector but also in the education sector. The sudden change from offline or traditional teaching to online teaching was a radical step because nobody was prepared or ready for such a drastic change, including teachers, students and educational institutions. Among these challenges, some schools, colleges or educational institute specifically from rural and semi urban areas suffered infrastructure problems such as computer, internet connectivity and technical knowledge as well. There was absence of ready material suitable for teaching online. Though there are many problems/ difficulties teachers are facing while conducting online classes, they continuously striving hard for giving quality education to the students and expect more active participation from the students. Many educational institutions are taking efforts for giving training to their teachers in upgrading their technical skills. Still there are some problems the system has do deal

with, for example the conducting exams and its assessment and thereby ensuring the student learning, the ultimate aim of the education.

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