

A Study on the Problems of Online Teaching-Learning Classroom During Covid-19

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Abstract: In this era of science and technology human beings made a tremendous progress which we have never think of in the earlier days. Now we can interact with anyone without much facing difficulty by thinking about our distances. But in 2020 we human beings came into contact with a corona virus which creates sufferings in our life. It made a huge impact in all areas of human life and education sector is one of such area. Due to covid-19 outbreak we shifted our teaching-learning process from offline mode of teaching-learning to online mode of teaching-learning. In this shift we have come across with different problems which we face in the online teaching-learning classroom. So in this paper the researcher discussed in a detail manner about an empirical study which was conducted to study the problems which are faced in the online teaching-learning classroom.

Key Terms: Covid-19, Problems, Online Teaching-Learning Classroom

1. Introduction:

Human beings are a that kind of organism who are different from the other organism of the world. Human beings have emotions which enable them to feel according to the demand of the situation. At present time humans are suffers through a deadly virus namely SARS-Cov-2. The SARS-CoV-2 (Severe Acute Respiratory Syndrome Coronavirus 2) is a highly infectious disease which was taken a severe form in the Wuhan city of China. Later on it gets spread in all the continents which taken the life of millions of people and still it's devastating effect is continuing. In order to bring down the R-value of this virus, different governments initiated the process of lockdown around the world. Lockdown is a state of emergency protocol which was implement by the government authorities in order to restrict the movement of people resulting in mass quarantines at homes across the world. Our Indian government imposes lockdown from March 25, 2020 in order to control the spread of coronavirus. Due to lockdown educational institutions were closed down for many months and it hampers the learning of students. To protect the interest of the students, educational institutions shifted their teaching-learning strategy from offline to online mode. In the online teaching-learning mode students and teachers face different kind of problems which hampers the overall online teaching-learning classroom. So in this paper the researcher made an attempt to study the problems which they are facing in the online teaching learning classroom.

2. Objectives:

1. To identify the problems faced by the higher education level teachers in the online teaching-learning classroom.

2. To identify the problems faced by the higher education students in the online teaching-learning classroom.

3. Review of Literature:

Kalita (2020) conducted a study which aimed at to assess the factors which affects the students in their online learning during the lockdown period. The total sample size of the study was 80 students and data are collected through a google form. This paper gives a brief idea about different factors which affects the learning of students.

Lestyanawati and Widyantoro (2020) conducted a study which aimed at to find out the applied strategies and problems faced by the teachers in e-learning classes during the corona outbreak time. The findings of the study clearly discussed the three strategies as well as problems faced by the teachers in the online class.

Dhawan (2020) wrote a paper where the researcher has highlighted the importance, strengths, weaknesses, opportunities and challenges of e-learning modes which are used in the time of crisis. This paper also discussed the growth of EdTech start-ups which plays a major role in continuation of teaching-learning process during the pandemic time.

Ferri, Grifoni and Guzzo (2020) conducted a study which aimed at to analyse the opportunities and challenges of emergency remote teaching which arises during the covid-19 crisis. The finding of the study clearly reveals that there are mainly three challenges-pedagogical, technological and social which are faced by the students and teachers during the teaching-learning process.

Borah (2021) conducted a study which aims at to study the challenges which are faced by the teachers in digital classes which are conducted during the pandemic time. Descriptive survey research method was used for the purpose of the study. The total sample size of the study was 110 teachers. The finding of the study enlists the different kind of problems which are faced by the teachers in the digital classes which are conducted in Sivasagar district of Assam during the pandemic time.

Putri, Purwanto, Pramono, Asbari, Wijayanti and Hyun (2020) conducted a study which aimed at to identify the constraints of the online teaching-learning process during the COVID-19 pandemic. A case study method and two primary schools were selected for the purpose of this study. The paper highlighted some problems such as limited interaction, longer screen timing, lack of technology skills, high internet bills, lack of curriculum average, lack of e-resources, lack of coordination between different group of people etc. which are occurred in the online teaching-learning process.

4. Research Methodology:

In this study the researcher used descriptive survey research to study the problems which are faced by the teachers and students in the online teaching-learning classroom. The total sample size of the study consists of 80 teachers and 130 students which are collected from the different degree colleges of Lakhimpur district of Assam. The researcher used simple random sampling technique for the purpose of the study. Here the researcher self-developed a questionnaire and distributed it to the different teachers and students and collected the data accordingly.

5. Analysis and Interpretation of Data

5.1. Objective No 1: To identify the problems faced by the higher education level teachers in the online teaching-learning classroom

Table 1: The Frequency and Percentage of Problems Faced by the Teachers in Online Teaching-Learning Classroom

Sl No	Statements	Yes		Partly		No	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	Do you get stressed in the online teaching-learning classroom?	9	11.25%	19	23.75%	52	65%
2	Do you feel anxiety in the online teaching-learning classroom?	10	12.5%	21	26.25%	49	61.25%
3	Do you have sufficient knowledge about digital technology?	13	16.25%	39	48.75%	28	35%
4	Do you feel lack of money is one of the constraints in the online teaching-learning classroom?	23	28.75%	28	35%	29	36.25%
5	Do you think that internet connectivity is not good in your area?	18	22.50%	19	23.75%	43	53.75%
6	Do you think that students are demotivated in the online teaching-learning classroom?	11	13.75%	21	26.25%	57	71.25%
7	Do you think that supply of electricity is not good in your area?	12	15%	25	31.25%	43	53.75%
8	Do you think that practical work gets hampered in the online teaching-learning classroom?	19	23.75%	28	35%	33	41.25%
9	Do you feel secure in the online teaching-learning classroom.	22	27.5%	24	30%	34	42.5%
10	Do you feel that lack of interaction is one of the problem of online teaching-learning process?	64	80%	9	11.25%	7	8.75%
11	Do you think that lack of	55	68.75%	12	15%	13	16.25%

	feedback from students is the another problem in the online teaching-learning classroom?						
12	Do you comfortable with the online teaching-learning process?	40	50%	23	28.75%	17	21.25%

From the above table 1, we can say that majority of the teachers are facing some problems which are discussed in a detailed manner in the following paragraphs.

In respect to item no 1, it was found that 11.25% teachers responded 'yes' that they get stressed, 23.75% teachers responded that they 'partly' feel stressed, 65% teachers responded 'No' that they didn't feel stressed in the online teaching-learning classroom. One reason behind this could be that teachers are more matured and educated in comparison to other people so they know how to deal with the stress. Though some teachers are saying they feel stressed in the online teaching-learning classroom, the reason behind this could be that teachers are working throughout the whole day which makes them feel stressed in the online classroom.

In respect to item no 2, it was found that 12.5% teachers responded 'yes' that they feel anxiety, 26.25% teachers responded that they 'partly' feel anxiety, 61.25% teachers responded 'No' that they didn't feel anxiety in the online teaching-learning classroom. One reason behind this could be that teachers have the knowledge on how to deal with the anxiety and practices different steps through which they can minimise the anxiety which they feel in the online teaching-learning classroom.

In respect to item no 3, it was found that 16.25% teachers responded 'yes' that they have sufficient knowledge about digital technology, 48.75% teachers responded that they 'partly' have knowledge about digital technology, 35% teachers responded 'No' that they didn't have sufficient knowledge about digital technology. One reason behind this could be that there are some newly appointed teachers who already know how to use different kind of technology. Another reason could be that there are some old teachers who gets less exposure and training in different kind of digital technology.

In respect to item no 4, it was found that 28.75% teachers responded 'yes' that they think lack of money, 35% teachers responded that they 'partly' feel lack of money, 36.25% teachers responded 'No' that they didn't feel lack of money is one of the problem in the online teaching-learning classroom. One reason behind this could be that, there are some teachers who gets less salary in comparison to other teachers so that they are not in a position to buy the required gadgets which they need for online teaching-learning process.

In respect to item no 5, it was found that 22.50% teachers responded 'yes' that they don't have good internet connectivity, 23.75% teachers responded that they 'partly' get good internet connectivity, 53.75% teachers responded 'No' that they get good internet connectivity which is required in the online teaching-learning classroom. One reason behind this could be that still there is a disparity in terms of internet connectivity between rural and urban areas. It is possible that most of the teachers are living in rural areas so their internet connectivity is not good.

In respect to item no 6, it was found that 13.75% teachers responded 'yes' that students are demotivated, 26.25% teachers responded that students 'partly' get demotivated, 71.25% teachers responded 'No' that students get motivated in the online teaching-learning classroom. One reason behind this could be that for students online teaching-learning process is a new experience for them which motivate them to learn more in the online classroom.

In respect to item no 7, it was found that 15% teachers responded 'yes' that they don't have good supply of electricity, 31.25% teachers responded that they 'partly' get the supply of electricity, 53.75% teachers responded 'No' that they get good supply of electricity which is required in the online teaching-learning classroom. One reason behind this could be that still there is a disparity in terms of supply of electricity between rural and urban areas. It is possible that most of the teachers are living in rural areas so the supply of electricity is not good in their area.

In respect to item no 8, it was found that 23.75% teachers responded 'yes' that they think practical work gets hampered, 35% teachers responded that they 'partly' feel that practical works gets hampered, 41.25% teachers responded 'No' that they feel practical work doesn't gets hampered in the online teaching-learning classroom. One reason behind this could be that most of the teachers are from science background so they need to conduct more practical exam which gets hampered in the online teaching-learning classroom. There are some arts teacher who needs to conduct less practical exam.

In respect to item no 9, it was found that 27.50% teachers responded 'yes' that they feel secure, 30% teachers responded that they 'partly' feel that they are secure, 42.75% teachers responded 'No' that they don't feel secure in the online teaching-learning classroom. One reason behind this could be that government is framing different rules for the safety of different online teaching-learning platforms so most of the teachers feel secure in the online classroom. But there are some hackers who can hack the system and stole the valuable data which makes the teachers to feel that they are unsecure in the online teaching-learning classroom.

In respect to item no 10, it was found that 80% teachers responded 'yes' that they feel lack of interaction, 11.25% teachers responded that they partly feel lack of interaction, 8.75% teachers responded 'No' that they don't feel lack of interaction is one of the problems of online teaching-learning classroom. One reason behind this could be that in the online teaching-learning process the teacher explains all the content which makes the students to feel that they don't need to ask question to the teacher because they well understood the content. It may happen that students get scared or demotivated from the teachers so they don't ask questions in the class.

In respect to item no 11, it was found that 68.75% teachers responded 'yes' that they feel lack of feedback, 15% teachers responded that they 'partly' feel lack of feedback, 16.25% teachers responded 'No' that they don't feel lack of feedback is one of the problem of online teaching-learning classroom. One reason behind this could be that teachers dominate the classroom by means of explaining the whole content where students gets less opportunity to express their view which hinders the motivation of students to ask question to the teachers.

In respect to item no 12, it was found that 50% teachers responded 'yes' that they are comfortable, 28.75% teachers responded that they 'partly' feel comfortable, 21.25% teachers responded 'No' that they don't feel comfortable in the online teaching-learning classroom.

One reason behind this could be that most of the teachers get flexibility in the online teaching-learning process so they feel comfortable in the online teaching-learning classroom.

5.2. Objective No 2: To identify the problems faced by the higher education students in the online teaching-learning classroom

Table 2: The Frequency and Percentage of Problems Faced by the Students in Online Teaching-Learning Classroom

Sl. No.	Statements	Yes		Partly		No	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	Do you get stressed in the online teaching-learning classroom?	23	17.69%	57	43.85%	50	38.46%
2	Do you feel anxiety in the online teaching-learning classroom?	21	16.15%	47	36.15%	62	47.69%
3	Do you have sufficient knowledge about digital technology?	29	22.31%	57	41.54%	43	33.08%
4	Do you feel lack of money is one of the constraints in the online teaching-learning classroom?	31	23.85%	49	37.69%	50	38.46%
5	Do you think that internet connectivity is not good in your area?	29	22.31%	45	34.61%	56	43.08%
6	Do you think that teachers have sufficient knowledge about different digital technology?	39	30%	54	41.54%	37	28.46%
7	Do you think that supply of electricity is not good in your area?	23	17.69%	45	34.61%	62	47.69%
8	Do you feel comfortable in the online teaching-learning classroom?	57	43.84%	43	33.08%	30	23.08%
9	Do you get support	55	42.31%	44	33.85%	31	23.84%

	from your parents in the online teaching-learning classroom?						
10	Do you feel that lack of interaction is one of the problem of online teaching-learning classroom?	56	43.08%	43	33.08%	31	23.84%
11	Do you think that there is lack of opportunity in clearing the doubts in the online teaching-learning classroom?	20	15.38%	33	25.38%	77	59.23%
12	Do you get support from teachers in the online teaching-learning classroom?	60	46.15%	46	35.38%	24	18.46%
13	Do you think lack of expert teacher is one of the problem in the online teaching-learning classroom?	22	16.92%	29	22.31%	79	60.77%
14	Do you think that practical work gets hampered in the online teaching-learning classroom?	59	45.38%	38	29.24%	33	25.38%
15	Do you observe that teachers are not able to complete their syllabus on time?	9	6.92%	17	13.08%	104	80%
16	Do you think that teachers are not maintaining the regular time-table in the online teaching-learning classroom?	2	1.54%	5	3.85%	123	94.61%
17	Do you feel secure in the online teaching-learning classroom?	47	36.15%	56	43.08%	27	20.77%

From the above table 2, we can say that majority of the students are facing some problems which are discussed in a detailed manner in the following paragraphs.

In respect to item no 1, it was found that 17.69% students responded 'yes' that they get stressed, 43.85% students responded that they 'partly' feel stressed, 38.46% students responded 'No' that they didn't feel stressed in the online teaching-learning classroom. One reason behind this could be that students are not matured in comparison to other people so they don't know how to deal with this stress.

In respect to item no 2, it was found that 16.15% students responded 'yes' that they feel anxiety, 36.15% students responded that they 'partly' feel anxiety, 47.69% students responded 'No' that they didn't feel anxiety in the online teaching-learning classroom. One reason behind this could be that some students don't have the knowledge on how to deal with the anxiety and don't practices steps through which they can minimise the anxiety which they feel in the online teaching-learning classroom.

In respect to item no 3, it was found that 22.31% students responded 'yes' that they have sufficient knowledge about digital technology, 41.54% students responded that they 'partly' have knowledge about digital technology, 33.08% students responded 'No' that they didn't have sufficient knowledge about digital technology. One reason behind this could be that there are some students who already know how to use different kind of technology. Still there are some students who gets less exposure to different kind of online teaching-learning platforms.

In respect to item no 4, it was found that 23.85% students responded 'yes' that they think lack of money, 37.69% students responded that they 'partly' feel lack of money, 38.46% students responded 'No' that they didn't feel lack of money is one of the problem in the online teaching-learning classroom. There are some students who can't buy different technological gadgets as they are not engaged in any kind of employment so they think that money is essential for online teaching-learning process.

In respect to item no 5, it was found that 22.31% students responded 'yes' that they don't have good internet connectivity, 34.61% students responded that they 'partly' get good internet connectivity, 43.08% students responded 'No' that they get good internet connectivity which is required in the online teaching-learning classroom. It is possible that most of the students are living in rural areas so the internet connectivity of those areas are not good which hampers their participation in the online teaching-learning classroom.

In respect to item no 6, it was found that 30% students responded 'yes' that students think teachers have sufficient knowledge, 41.54% students responded that they 'partly' think teachers have sufficient knowledge, 28.46% students responded 'No' that they think teachers don't have sufficient knowledge about digital technology which is required in the online teaching-learning classroom. One reason behind this could be that in front of students, teachers are using these digital technologies in an effective way which makes the students to think that teachers have sufficient knowledge about digital technology.

In respect to item no 7, it was found that 17.69% students responded 'yes' that they don't have good supply of electricity, 34.61% students responded that they 'partly' get the supply of electricity, 47.69% students responded 'No' that they get good supply of electricity which is required in the online teaching-learning classroom. One reason behind this could be that

most of the students are living in rural areas and supply of electricity is not good in comparison to urban areas.

In respect to item no 8, it was found that 43.84% students responded 'yes' that they are comfortable, 33.08% students responded that they 'partly' feel comfortable, 23.08% students responded 'No' that they don't feel comfortable in the online teaching-learning classroom. One reason behind this could be that students get flexibility in their learning which is not possible in traditional teaching-learning classroom.

In respect to item no 9, it was found that 42.31% students responded 'yes' that they get support from parents, 33.85% students responded that they 'partly' get support from parents, 23.84% students responded 'No' that they don't get support from parents in the online teaching-learning classroom. One reason behind this could be that parents know the importance of their children's education so they support them in every possible way so that their learning should not get hampered in any way.

In respect to item no 10, it was found that 43.08% students responded 'yes' that they feel lack of interaction, 33.08% students responded that they 'partly' feel lack of interaction, 23.84% students responded 'No' that they don't feel lack of interaction is one of the problem of online teaching-learning classroom. One reason behind this could be that in online teaching-learning classroom the teacher mostly explains all the things where student gets less opportunity to interact.

In respect to item no 11, it was found that 15.38% students responded 'yes' that they think that lack of opportunity in clearing the doubts, 25.38% students responded that they 'partly' think that lack of opportunity in clearing the doubts, 59.23% students responded 'No' that they think there is opportunity in clearing the doubts in the online teaching-learning classroom. One reason behind this could be that students get scared from the teachers so they ask less questions to clear their doubts in the online teaching learning classroom.

In respect to item no 12, it was found that 46.15% students responded 'yes' that they get support from teachers, 35.85% students responded that they 'partly' get support from teachers, 18.46% students responded 'No' that they don't get support from parents in the online teaching-learning classroom. One reason behind this could be that teachers have a great aspiration that their students should achieve something in their life so they provide support in every possible way.

In respect to item no 13, it was found that 16.92% students responded 'yes' that they feel lack of expert teacher, 22.31% students responded that they 'partly' feel lack of expert teacher, 60.77% students responded 'No' that they don't feel that lack of expert teacher is one of the problem in the online teaching-learning classroom. One reason behind this could be that teachers are unable to clear the doubts of students which ultimately make the students to think in that direction.

In respect to item no 14, it was found that 45.38% students responded 'yes' that they think practical work gets hampered, 29.24% students responded that they 'partly' feel that practical works gets hampered, 25.38% students responded 'No' that they feel practical work doesn't get hampered in the online teaching-learning classroom. One reason behind this could be that most of the students belongs to science stream so they get a lot of practical works which is not the case of arts stream students.

In respect to item no 15, it was found that 6.92% students responded 'yes' that they think teachers are not able to complete their syllabus on time, 13.08% students responded that they 'partly' think teachers are not able to complete their syllabus on time, 80% students responded 'No' that they think teachers are able to complete their syllabus on time in the online teaching-learning classroom. One reason behind this could be that some students are frequently get absent in the online class so that they are not aware of how much portion is completed by their teachers on time.

In respect to item no 16, it was found that 1.54% students responded 'yes' that they think teachers are not maintaining their regular time table, 3.85% students responded that they 'partly' think teachers are not maintaining their regular time table, 94.61% students responded 'No' that they think teachers are able to maintain their regular time table in the online teaching-learning classroom. One reason behind this could be that teachers are professional in nature so they never miss their regular time table which is allotted to them. Sometimes it also happens that due to some technical issue the teacher fails to maintain the regular time table in the online teaching-learning process.

In respect to item no 17, it was found that 36.15% students responded 'yes' that they feel secure, 43.08% students responded that they 'partly' feel that they are secure, 20.77% students responded 'No' that they don't feel secure in the online teaching-learning classroom. One reason behind this could be that government strictly formulate different laws which need to follow by different online teaching-learning platforms so students feels secure in the online teaching-learning classroom. It was also possible that due to unawareness, some students feels insecure in the online teaching-learning classroom.

Conclusion:

In this pandemic period, everyone must learn to live and survive with this crisis. In future we can not neglect the importance of digital technology in education sector. We need to develop a that kind of teaching model where course content need to link with the advance digital technology so that we can deal with any kind of problem. To achieve the objective, our government need to ensure the availability of all the resources which are required to convert our education system from traditional mode of teaching-learning process to blended mode of teaching-learning process. At last the teachers need to try their best in order to overcome of the problems which they are encountered during the online teaching-learning process in the era of crisis.

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