

ISSUES AND CHALLENGES OF ONLINE TEACHING AND LEARNING:
A CRITICAL ANALYSIS

*Dr. Mukhtiar Singh

ABSTRACT

This paper focuses on the issues and challenges of online teaching and learning during the COVID-19 epidemic. During COVID-19 many changes can be seen in human life. We can see a lot of change in the way of eating, living and doing all kinds of work during this phase of life. The field of education and its related work is also not untouched by it. Teachers and students are facing many types of difficulties in teaching and learning process. Students are facing a number of problems to their full participation in their course work units. Till date these difficulties remains same. It is very important to have high level of technical competence and proficiency in work, both by students and teachers. Despite many problems, each type of work has been in progress by human being. Most of the countries have adopted online teaching to avoid any type of mishap related to Covid-19. The results of this educational research are formulated on the basis of the experiences of online teaching and learning during Covid-19 pandemic. During teaching learning process main issues and challenges faced are technical difficulties, network problems, curriculum study materials and transaction, lack of student and teacher interaction and time management. The results of the study show that the majority of the students faced problems sometimes related to technical issues, connectivity, lack of electronic gadgets and lack of appropriate times of teaching and learning. However there was no problem faced by the students with regard to sharing of teaching learning material, interaction between students and teacher, meeting the requirement of online evaluation. The students preferred face to face teaching over the online mode of teaching and learning.

Keywords: online learning, online teaching, Covid-19 pandemic, curriculum, interaction, learning experience.

INTRODUCTION

We have number of technologies available today for learning. Technology has transformed the teaching learning environment for the students as well as teachers.

*Assistant Professor, Govt. College of Education, Sector-20 D, Chandigarh-160020

It has moved on from the traditional classroom and chalks and talk approach to online learning with the support of the mobile phones and other electronic media. There are numerous benefits of online and mobile learning however the traditional method of learning also has unique advantages which cannot overcome the technology. Online learning is the process of studying without physically attending the classes or lectures and the mobile learning is to help to facilitate the online learning more efficient and quickly at anywhere and anytime mode. The new and young generation relies so much on technology that it has now been included into the curriculum at school level in many institutions. Although the online learning environment can be utilized to enhance learning in the classrooms, but it doesn't mean that it will replace the traditional teaching. For successful online education the most important and essential requirement is making the availability of computers and having high speed internet connectivity. Larson and Sung (2009) viewed that the traditional or the face-to-face mode of education was more prevalent mainly due to fact that it was the only option available for students and teachers, since the high speed internet was not available in the past. On the other hand, as a result of better internet service availabilities, developed countries generally have much more equipped online education system and in contrast to the many developing countries. Of course, the students and teachers must possess essential technical skills to operate computer and to navigate the web. However, the people not so comfortable with the technology and they do not know the usage of computer and people with disabilities, criticise the online education. Possible main advantages of the online education can be convenient, flexible, cost-effective, can be customised to suit individual needs, immediate feedback mechanism, unrestricted, immediate update of information etc. However there are certain limitations as well in the online education such as gives solo effect, impersonal, require self-discipline, possible lack of control and above all it require data connections to be in touch. Research studies by Dhawan (2020) , Mishra, Gupta & Abha Shree (2020) and Muthuprasad, Aiswarya, Aditya, & Jha, G. K. (2020) highlighted the issues and challenges of the online teaching and learning.

RATIONALE OF THE STUDY

Covid-19 pandemic has not only force the institutions across the globe to shut down but also affected the day to day learning of the students. This has not only hampered the accessibility of the resources but at the same time opened new vistas of learning in this distressful

environment. Online education has emerged as the new buzzword of the learning with the comfort of home and accessing the information and sharing of the knowledge. Online education has opened the learning front which was totally unknown to the world till now. This has brought new avenues along with challenges for the learning in the changes scenario. The study was thus planned to assess the difficulties faced by the students and how the students has come up with the solution in the new environment. The investigator also conducted online classes during the pandemic and felt that certain issues come up during interaction with the students. During teaching learning process main issues and challenges observed by the investigator were technical difficulties, network problems, curriculum study materials and transaction, lack of student and teacher interaction and time management. Therefore, the study focussed on these issues to undertake an online survey about the issue and challenges of online teaching and learning of the students.

STATEMENT OF THE PROBLEM

To analyse the issues and challenges in online teaching and learning process

OBJECTIVE OF THE STUDY

To study the challenges faced by the students during online teaching and learning process

HYPOTHESIS OF THE STUDY

The following null hypothesis was formulated for the study:

Challenges faced by the students in online teaching and learning process

RESEARCH METHODOLOGY

The study was carried out by following survey descriptive research. Online survey was carried out with the help of a questionnaire prepared by incorporating important issues that plagued the teaching learning process during the covid-19 pandemic. The survey link was shared among all the students of the Government College of Education Sector-20 D, Chandigarh. The survey was volunteered and the 68 students from class B.Ed., M.Ed. and PGDGC course responded to the questionnaire. The data so collected was analysed and interpreted in the analysis and interpretation of the results section on the basis of the questionnaire prepared.

TOOLS OF THE STUDY

Self prepared questionnaire to assess the challenges faced during online teaching learning process.

ANALYSIS AND INTERPRETATION OF DATA

The analysis and interpretation of the data is as follows:

- A. The students responded that there were issues related to the technical know-how of the online teaching learning as depicted in the table 1 and in the pie chart below in figure1.

Table1: Technical issues faced during online teaching learning

Response	Yes	No	Sometimes
Numbers	8	14	46
Percentage	11.76	20.59	67.65

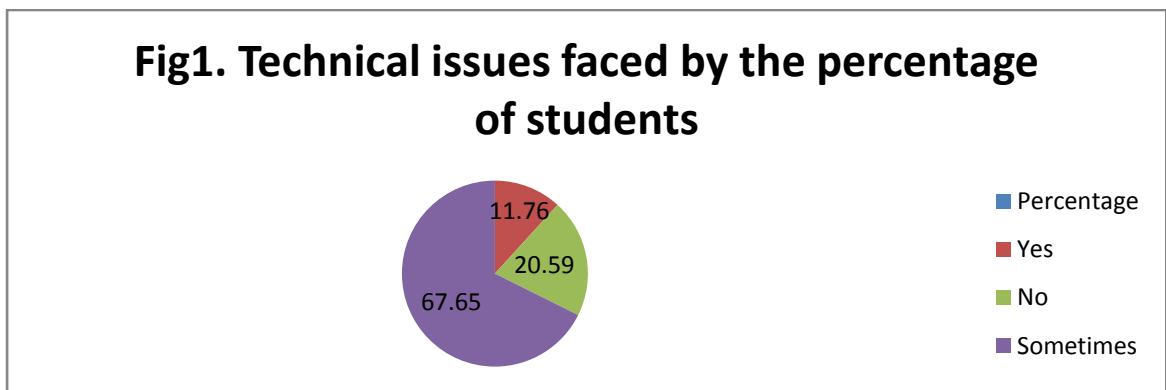


Table 1 and figure 1 show that the majority of the students faced technical problems sometimes during the online teaching learning classes held during Covid-19 pandemic.

- B. The students responded that there were issues related to the connectivity during the online teaching learning as depicted in the table 2 and in the pie chart below in figure2.

Table 2: Problems related to the network connectivity

Response	Yes	No	Sometimes
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Numbers	10	15	43
Percentage	14.71	22.06	63.24

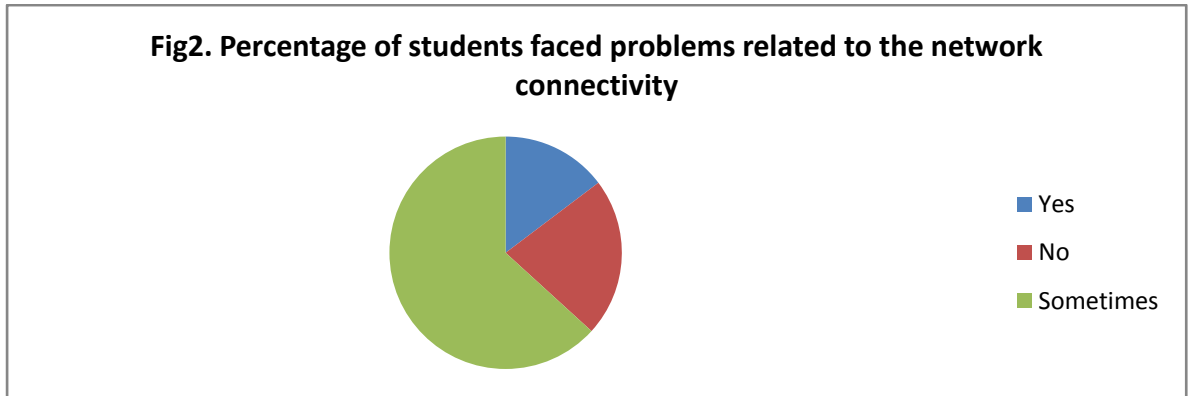


Table2 and figure2 show that the majority of the students faced problems related to connectivity sometimes during the online teaching learning classes held during Covid-19 pandemic.

C. The students responded that there were issues related to sharing of teaching learning material during the online teaching learning as depicted in the table 3 and in the pie chart below in figure3.

Table3: Problem related to sharing of teaching learning material

Response	Yes	No	Sometimes
Numbers	8	44	16
Percentage	11.76	64.71	23.53

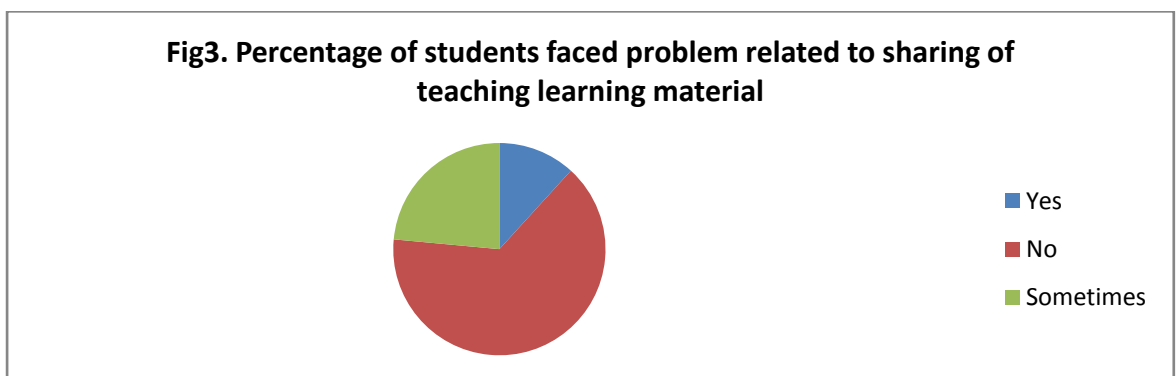


Table 3 and figure3 show that the majority of the students faced no problem related to sharing of teaching learning material during the online teaching learning classes held during Covid-19 pandemic.

D. The students responded that there were issues related to sharing of teaching learning material during the online teaching learning as depicted in the table 4 and in the pie chart below in figure4.

Table4: Lack of interaction between students and the teacher

Response	Yes	No	Sometimes
Numbers	19	34	15
Percentage	27.94	50.00	22.06

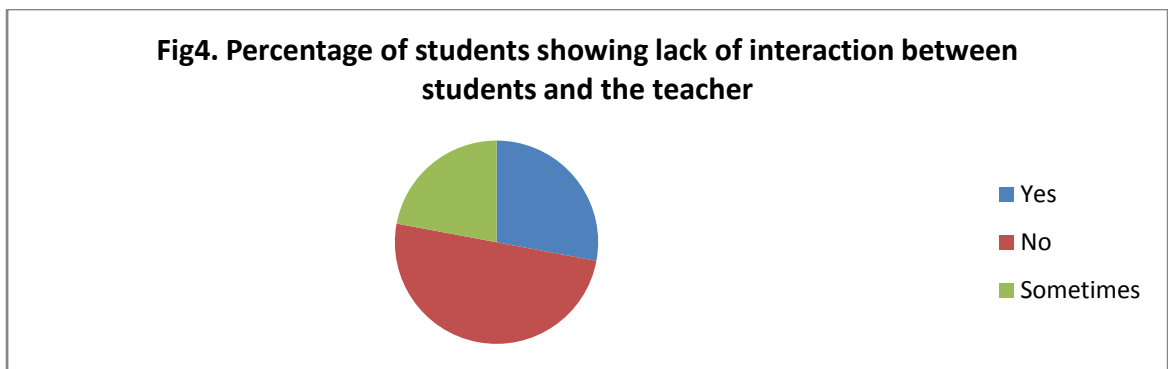


Table 4 and figure4 show that the majority of the students faced no problem related to interaction between students and teacher during the online teaching learning classes held during Covid-19 pandemic.

E. The students responded that there were issues related to lack of appropriate time for class during the online teaching learning as depicted in the table 5 and in the pie chart below in figure5.

Table5: Lack of appropriate time for class

Response	Yes	No	Sometimes
Numbers	10	44	14
Percentage	14.71	64.71	20.59

Fig5. Percentage of students showing lack of appropriate time for class



Table 5 and figure5 show that the majority of the students faced problem sometimes related to lack of appropriate time for class during the online teaching learning classes held during Covid-19 pandemic.

F. The students responded that there were no issues faced related to lack of electronic gadgets for online learning class during the online teaching learning as depicted in the table 6 and in the pie chart below in figure6.

Table 6: Issues related to lack of electronic gadgets

Response	Yes	No	Sometimes
Numbers	8	46	14
Percentage	11.76	67.65	20.59

Fig6. Students response for the lack of electronic gadgets in class



Table 6 and figure6 show that the majority of the students faced problem sometimes related to lack of appropriate electronic gadgets for class during the online teaching learning classes held during Covid-19 pandemic.

G. The students responded that they faced no difficulty in meeting the requirement of online evaluation during the online teaching learning as depicted in the table 7 and in the pie chart below in figure 7.

Table7: Issues related to lack of electronic gadgets

Response	Yes	No	Sometimes
Numbers	10	42	16
Percentage	14.71	61.76	23.53

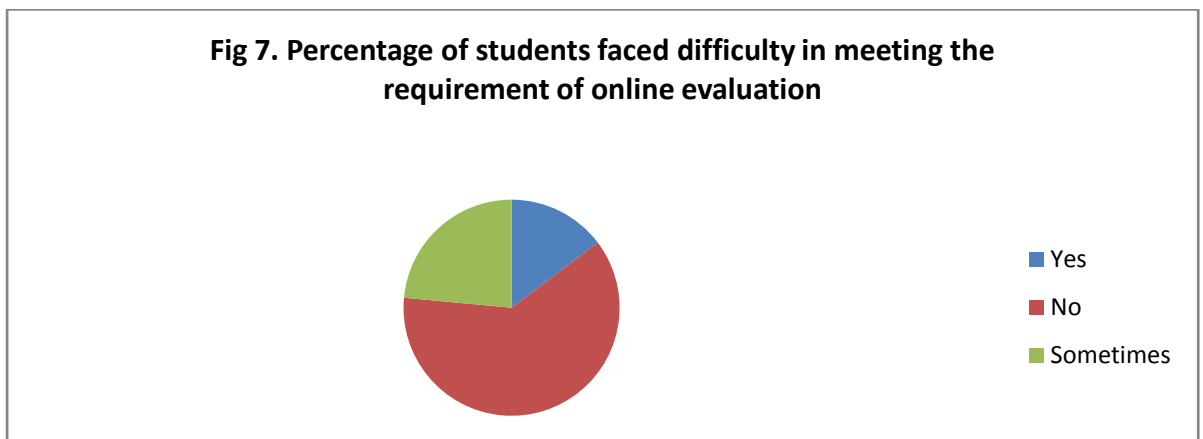


Table 7 and figure 7 shows that the majority of the students faced no problem faced in meeting the requirement of online evaluation during the online teaching learning classes held during Covid-19 pandemic.

H. The students responded that the most appropriate mode of learning during the online teaching learning as depicted in the table 8 and in the pie chart below in figure 8.

Table8: Issues related to difficulty in meeting the requirement of online evaluation

Response	Cannot Say	Face to Face mode	Online Mode
Numbers	17	30	21
Percentage	25.00	44.12	30.88

Fig 8. Percentage of the students opting for most appropriate mode of learning



Table 8 and figure 8 show that the majority of the students preferred face to face mode of learning over the online mode of learning.

DISCUSSION OF THE RESULTS AND CONCLUSION

Thus the data shows the mixed response of the students for the online teaching learning mode of learning.

Table 1 and figure 1 show that the majority of the students faced technical problems sometimes during the online teaching learning classes held during Covid-19 pandemic.

Table2 and figure2 show that the majority of the students faced problems related to connectivity sometimes during the online teaching learning classes held during Covid-19 pandemic.

Table 3 and figure3 show that the majority of the students faced no problem related to sharing of teaching learning material during the online teaching learning classes held during Covid-19 pandemic.

Table 4 and figure4 show that the majority of the students faced no problem related to interaction between students and teacher during the online teaching learning classes held during Covid-19 pandemic.

Table 5 and figure5 show that the majority of the students faced problem sometimes related to lack of appropriate time for class during the online teaching learning classes held during Covid-19 pandemic.

Table 6 and figure 6 show that the majority of the students faced problem sometimes related to lack of appropriate electronic gadgets for class during the online teaching learning classes held during Covid-19 pandemic.

Table 7 and figure 7 shows that the majority of the students faced no problem faced in meeting the requirement of online evaluation during the online teaching learning classes held during Covid-19 pandemic.

Table 8 and figure 8 show that the majority of the students preferred face to face mode of learning over the online mode of learning.

Therefore the results show that the online teaching learning can be best utilised along with the face to face mode for better learning provided there are adequate facility of digital resources accessible to all the students. It is also clear from the discussion that online teaching and learning cannot replace the face to face mode of learning rather online teaching learning supplement the offline learning i.e. blended mode of learning is the best possible method to impart instruction.

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