



Problems Experienced By The College Teachers During Online Classes

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Abstract

COVID-19 has created impact in all spheres of human life globally. It has introduced new normal life terminologies namely lockdown, confinement zone, quarantine, work from home and online teaching and learning. Among the teaching fraternity online classes created a boon through google meet, zoom meet and so on. All the conventional methods were overtaken by teaching through online platform. It makes the teaching possible without having in person presence and the classroom ambience with fun and joy between the teacher and the ward. Online teaching paves ways to keep the continuity of educational services. Keeping all these positive aspects of online education aside, there are problems and apprehensions faced by the teachers like technical hiccups, reduced salary, spending more time with technical gadgets, less interaction and so on. This descriptive study is focusing on the problems and challenges faced by the college teachers during online classes. 50 college teachers working in private colleges by using convenient sampling method were included as sample in this study. The data were collected from them by using a self-prepared questionnaire. The findings of the study will be discussed in the full paper.

Key words: college teachers, online classes, challenges and problems.

Introduction

In a person's experience, education is an ongoing and continual process. For both educators and pupils, learning is crucial. The importance of learning is that it enables a person to acquire vital skills and information by wisdom and education in order to reach his or her intended life objectives. Today, the entire world is dealing with the Covid-19 pandemic, which is wreaking havoc on all sectors of the economy. India is classified as a developing country. In April 2020, the government lets some areas to operate, but the education system, which comprises schools and institutions of higher learning, was not one among them. Higher education institutions were closed for some time. Many people's lives are harmed by Covid-19, and a lot of money is lost. Organizations in both the secondary and service sectors have faced financial losses as a result of the disruption. In the distribution channel the farmers are having difficulty selling their agricultural products to end users for a variety of reasons. However, despite all the negative aspects, Covid-19 has brought about fresh dynamic improvement in the entire sphere of Indian Education system. Corona Pandemic has carried with it a slew of benefits and drawbacks. This New normal has completely altered the working environment and occupational climate. The Indian education system is a complicated one.

The way students are taught in the classroom has radically altered. Conducting online classes is a time-consuming process. Teachers were instructing pupils from the comfort of their own homes via the internet. Teachers, on the other hand, to achieve the goal of teaching and learning, they must overcome numerous obstacles. It's a huge challenge for teachers who have been doing classroom instruction for a long time. This pandemic has given the opportunity to educators to use information technology in their teaching methodology. While adopting the new methodology of teaching and learning - the teachers have to overcome many challenges. For some teachers conducting online classes is itself a great challenge because they are habitual of conducting classroom teaching from many years. The most important challenge faced by teachers in online teaching is to reach/teach students of remote areas because there is unavailability of strong internet access, no continuous supply of electricity, lack of income source of parents who cannot afford to buy a laptop or android mobile for their children. Problems faced by teachers during online classes include; engaging students during online class, time commitment issue in online learning, assessment challenge in online learning, teacher feedback during online class, online learning challenges – learning management systems, lack of proper teaching methods in online learning, online learning challenges – fear of cheating, technical issues for teacher during online classes and comprehensive course content issue in online learning.

Methods and Materials

Aim of the study

To study the problems and challenges faced by college teachers during online classes.

Research Design

The researcher adopted the descriptive research design concerned with describing the various characteristics of the study population pertaining to their personal details, problems and challenges encountered by them during online classes and the lessons learnt by them.

Universe

The universe of this study constituted of women college teachers working in Trichy.

Sampling technique:

Though the universe is finite, the researcher has adopted the convenient sampling technique to select the respondents from the universe because of the sensitive nature of the study. 50 respondents who were willing to participate in the study were used for data collection.

Sample size:

50 respondents constituted the sample to provide primary data. Willingness to provide information was the only criterion used to select the respondents.

Tools for data collection:

A self- prepared questionnaire was used to collect data covering personal variables, occupational details, problems and challenges encountered while handling online classes and the lessons learnt were covered.

Pre-test:

Pre-test is defined as a study, which is done in the initial stage of the project in order to find the reliability of the interview schedule based on the respondent's response. The tool of this study is administered with 5 teachers in the selected press to know its suitability. After pre-test there was no change taken place in the tool. Hence the pre-tested respondents were included in the sample.

Findings and discussion

Personal details

Regarding the personal details of the respondents, it was revealed that 45% of the respondents were at the age group of 31-40 years, 35% of the respondents belonged to 41-50 years of age. 15% of them were below 30 years of age and only 5% of them were above 50 years of age. 3/5 of the respondents belonged to arts faculty and the remaining were from science faculty. 35% of the respondents had 6-10 years of experience, 30% of them had 11-16 years of service, 1/4th of the respondents had above 15 years of experience and the remaining respondents have below 5 years of experience.

Nearly 3/4th of the respondents used mobile phone for taking online class, 1/5th of the respondents used laptop and the remaining 10% of them used computers for the same. With regard to the domicile of the respondents it was revealed that 70% of the respondents were residing from urban community and the remaining were from rural community. A vast majority of the respondents were married and the remaining were unmarried. Among the married respondents almost all of them have children.

Occupational details

All the respondents had salary reduction during lockdown, they had taken online classes through work from home basis, they were given with deducted salary. Exactly half of the respondents took 1-3 hours class per day and the remaining took above 4 hours a day. Only 5% of the respondents opined that students' response was good during online classes and the vast majority of the respondents felt that students' response during online class was not up to the mark and hence it was not good.

Regarding online examination, exactly half of the respondents expressed that there must be some other alternative strategy like timebound objective type exams might have been thought of by constituting special committees. 30% of the respondents were of the opinion that the online exams with open books disables the students' academic ability and 1/5th of the respondents opined that the online exams are timely initiative to maintain the continuity of academic process.

Problems and challenges during online class

100% of the respondents encountered problems and challenges during online classes. They have listed out various problems like network issues, poor students' interaction, physical strain like head ache and eye strain, difficulty in assessing the students' understanding of the concepts, restlessness, mobile charging and data recharge issue, lack of one to one interaction, audio-video problem, students' flexible entry and exit during classes, no face to face communication, irregular attendance, lack of students' attentiveness and response, lack of motivation in both the ends among teachers and students and difficulty in reaching out the students who are hailing from remote rural areas.

The respondents also felt that poor attendance of the students, less class participation in teaching learning process, difficulty in time management, lack of clarity in concepts, students' distraction due to home ambience like television and using social media in between, unable to assess understanding and perceptual ability of the receiving end, poor job satisfaction, one way communication most of the time and no regular practice of continuous assessment mechanisms. These are the problems expounded by the respondents while engaged in online classes.

Lessons learnt

The respondents expressed that they came to know and apply the modern technology for teaching, they familiarized with modern ICT tools, use of google classroom for assignment submission and study materials sharing, use of teaching planners and calendars and cost cutting technological support were the highly appreciable part of handling online classes.

Conclusion

COVID-19 has created impact in all spheres of human life globally. It has introduced new normal life terminologies namely lockdown, confinement zone, quarantine, work from home and online teaching and learning. Among the teaching fraternity online classes created a boon through google meet, zoom meet and so on. All the conventional methods were overtaken by teaching through online platform. It makes the teaching possible without having in person presence and the classroom ambience with fun and joy between the teacher and the ward. Online teaching paves ways to keep the continuity of educational services. Keeping all these positive aspects of online education aside, there are problems and apprehensions faced by the teachers like technical hiccups, reduced salary, spending more time with technical gadgets and less student- teacher interaction. The academicians came across lot of problems during online classes along the benefits of applying modern technology in teaching, familiarized with ICT tools.

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