

## **Problems Faced By School Students In Online Teaching During Covid – 19 Lock-Down With Reference To Coimbatore**

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### **Abstract**

Online teaching learning already exists in many developed countries before Covid – 19 Pandemic. India had the opportunity to during Covid – 19, lock down. Education is the only industry that is completely transferred to online mode in most of the countries around the world. Online learning was the best solution for continuing education during this type of pandemic. Indian school education system with 26.5 Crore students, 97 lakh teachers, 15 lakh schools is one of the largest education systems in the world says the "Report on UDISE 2019-2020". The government had taken many steps to teach through television with private channels. Normally one television may available in one house but many family having two children and time constrain also issues. There are also scenes in the remote areas where the students have to go to cities or towns for proper internet facility to continue their education. The ongoing online classes without proper training to students and teachers are now turned out towards the question of learning quality. The following are the objectives of the study. (i) to present the personal profile of the respondents, (ii) to find the problems faced by the Government school children in the study area and (iii) to offer suggestions to the respondents to go for online teaching classes. The study conducted during the month of January, February and March 2021 in Coimbatore city. One month has taken to collect the data from 165 students; researcher visited the respondents residence to collect the data. Total sample taken for this study confined with 165. Interview scheduled used for data collection, the government school children may not understand the questions, so that interview schedule used by the researcher. Researcher adopted two tools in this study, i.e. (i) percentage analysis and (ii) correlation. The study concluded that training and orientation programs about online learning, including lessons on online teaching and learning tools and strategies, need to be offered on a regular basis so that students, teachers, and staff could have the opportunity to advance their knowledge and understanding of the different aspects and nuances of online and blended learning.

***Key words:*** Online teaching, Covid-19, Lockdown, Virtual learning, Pandemic

### **Introduction**

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## PROBLEMS FACED BY SCHOOL STUDENTS IN ONLINE TEACHING DURING COVID – 19 LOCK-DOWN WITH REFERENCE TO COIMBATORE

*Online learning is not the next big thing; it is the now big thing.” - Donna J. Abernathy*

Online teaching learning already exists in many developed countries before Covid – 19 Pandemic. India had the opportunity to during Covid – 19, lock down. Education is the only industry that is completely transferred to online mode in most of the countries around the world. Online learning was the best solution for continuing education during this type of pandemic. Indian school education system with 26.5 Crore students, 97 lakh teachers, 15 lakh schools is one of the largest education systems in the world says the "Report on UDISE 2019-2020". In our country online teaching became more popular after regular schools had been shut down. Adopting online education was not only a first-time incident in student's lives but also in that of the teachers. Educational institutions have started to convert this challenge into opportunity and reached to certain notable growth with some adaptable constraint.

The transition to online learning was the only option during the situation's gravity because of the COVID-19 outbreak. This sudden transition of teaching methods to online classes made students and faculties in a confused mode. However, most schools, colleges, and universities do not use this education mode, and their staff does not know what is involved in e-learning. Digital learning is best way of learning during pandemic, which has connected people world-wide. Mobile phone played major role during this time, but many government school students' parents may not have smart phone with internet connection. Schools were closed more than one year (March end 2020 to till date) we cannot make the students ideal without education. Experts are trying to get best and continent platform to implement the digital teaching. Digital teaching is easy to learn, contact staff at any time, students can post their queries, staff may clear the students doubt at any time. Covid -19 lockdown period forces students as well as teachers to access more advanced tools and techniques in order to adopt new method of learning and teaching. It also has its own limitations, which include discussion on long hours of school students before a screen with passive teaching by the teacher, lack of face to face contact between student and teacher, technological difficulties, students were suffering from stress, depression and anxiety. The present assessment system may not suitable for this digital teaching; the authority should change the assessment system to match with this scenario. Planning to have a systematic meaningful learning is a challenge for both the faculties and students. Learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning. Keeping all these points in mind the present study conducted to find the problems faced by the students during Covid – 19 lockdown in Coimbatore city.

### Review of Literature

There were lot of studies conducted by the researchers regarding online teaching, researcher presented few reviews here, the following studies were conducted about online learning during the COVID-19 crisis and some studies related to online learning challenges and educational /technology in general.

**Tamand El-Azar (2020)** advocated that “resilience must be built into our educational systems” and also indicated three trends that would be seen in future transformations viz. Increasing educational innovations, emboldened public-private educational partnership and digital divide gap.

**Tyagi H, Malik S (2020)** made a study on Online teaching in Delhi-NCR schools India during Covid-19 pandemic and it provided valuable insight into refining the practices of online teaching and learning, a hitherto less explored field, in Indian scenario. It gives the perception of both teachers and students regarding the procedure of online teaching and finds that the pedagogy required for online teaching needs refinement.

**UGC Report (2020)** says that India's apex regulatory body of higher education, UGC, has taken the present educational scenario very seriously and put some efforts proactively to resolve the deadlock of completing courses and examinations in on-going semesters as well as issued circular regarding the academic calendar after the recommendations of one of the committees constituted by UGC itself. It has also become mandatory for all the universities in India to complete the 25% syllabus through online teaching mode and 75% face-to-face interaction.

**Watson J., Murin A., et al. (2012)** states that the online learning is a subset of distance learning. Online learning is supported or aided by Internet that enables the web-based delivery models in a structured learning environment. In online learning environment teachers are separated from their students

**Tsai CC, Chuang SC, et al (2011)** explains that during the past decade, researchers, schools and governments around the world have advocated enhancing student learning by using digital tools, i.e. the e-learning. Students are able to gain greater control on their learning in online settings compared with traditional classroom learning When students shift their learning from traditional to online learning environments,

### **Research Gap**

After reviewing some past studies relating to adoption of online learning and teaching, researcher find a gap that, there were no studies conducted in Coimbatore. Researcher has taken this chance to fill this research gap and hence conducted this present study in this study area.

### **Statement of the Problems**

According to Jack Messman, former CEO at Novell, Cambridge Technology Partners, **“Online learning is rapidly becoming one of the most cost-effective ways to educate the world's rapidly expanding workforce”**. Sudden switchover from classroom teaching to virtual teaching forced student as well as teachers to upgrade themselves with present technologies. Private schools were utilized the information technology effectively for this teaching, students were also able to buy smart phone and are having adequate internet data facility. But government school students with low level income were can not able to do it. There are some advantages and disadvantages of online learning; the accessibility of online education globally, saving time, money, and efforts are advantages of online learning. Not all learners have good internet connectivity. Some learners suffered from network problems, lacking high-quality learning devices. Government school students and teachers living in rural areas find it inflexible to adopt this sudden switchover. They find hard to afford smart phones, adequate data and with uninterrupted network. The government had taken many steps to teach through television with private channels. Normally one television may available in one house but many family having two children and time constrain also issues. There are also scenes in the remote areas where the students have to go to cities or towns for proper internet facility to continue their education. The

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ongoing online classes without proper training to students and teachers are now turned out towards the question of learning quality. All the above points made the researcher to focus particularly the issues faced by the Government school children in the study area.

### Objectives

The following are the objectives of the study.

1. To present the personal profile of the respondents.
2. To find the problems faced by the Government school children in the study area.
3. To offer suggestions to the respondents to go for online teaching classes.

### Period of the study

The study conducted during the month of January, February and March 2021 in Coimbatore city. One month has taken to collect the data from 165 students; researcher visited the respondent's residence to collect the data.

### Sampling design

The researcher has conducted the study in Coimbatore, Tamil Nadu, India. 8<sup>th</sup> to 10<sup>th</sup> standard government school and Government aided school students were taken for this study. Convenient sampling method adopted for data collection, because of lockdown researcher find it difficult to adopt some other sampling techniques. Total sample taken for this study confined with 165. Interview scheduled used for data collection, the government school children may not understand the questions, so that interview schedule used by the researcher.

### Tools and techniques

Researcher adopted two tools in this study, i.e. (i) percentage analysis and (ii) correlation. Percentage analysis used to present the personal profile of the sample respondents and correlation used to find the relationship between the variable and problems faced by the children during the digital learning.

### Analysis and Interpretation

**Table 1 : Standard / class of the respondents**

Sl. No.	Standard/ Class	Number of Respondents	Percentage
1	8 <sup>th</sup> standard	53	32.12
2	9 <sup>th</sup> standard	63	38.18
3	10 <sup>th</sup> standard	49	29.70
	Total	165	100

*Source : Primary data*

The above table shows the standard or class of the respondents, out of one hundred and sixty five sample respondents, fifty three (32.12%) respondents are studying 8<sup>th</sup> standard. Sixty three (38.18%) respondents studying 9<sup>th</sup> standard and remaining forty nine (29.70%) respondents are studying 10<sup>th</sup> standard. 38.18% respondents are studying 9<sup>th</sup> standard.

**Table 2 : School type of the respondents**

Sl. No.	School type	Number of Respondents	Percentage
1	Government school	127	76.96
2	Government aided	38	23.04
	Total	165	100

*Source : Primary data*

The above table shows the school type of the respondents, out of one hundred and sixty-five sample respondents, one hundred and twenty-seven (76.96%) respondents are studying in government schools and remaining thirty-eight (23.04%) respondents are studying in government aided schools. Majority (76.96%) respondents are studying in Government schools.

**Table 3 : Family type of the respondents**

Sl. No.	Family type	Number of Respondents	Percentage
1	Nuclear	80	48.48
2	Joined	85	51.52
	Total	165	100

*Source : Primary data*

The above table shows the family type of the respondents, out of one hundred and sixty five sample respondents, eighty (48.48%) respondents belongs to nuclear family and remaining eighty five (51.52%) respondents belongs to joined family.

Majority (51.52%) respondents are from nuclear family.

**Table 4 : Number of School going children in a family**

Sl. No.	Number of school children	Number of Respondents	Percentage
1	One	43	26.06
2	Two	115	69.70
3	Above two	07	4.24
	Total	165	100

*Source : Primary data*

The above table shows the number of school going children in a family, out of one hundred and sixty five sample respondents, forty three (26.06%) respondents' family has only one children. One hundred and fifteen (69.70%) respondents' family has two children and remaining seven (4.24%) respondents' family has above two children. 69.70% of the respondent are having two children in their family.

**Table 6 : Residence of the respondents**

Sl. No.	Residence	Number of Respondents	Percentage
1	Rural	73	44.24
2	Urban	51	30.91

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3	Semi-urban	41	24.85
	Total	165	100

*Source : Primary data*

The above table shows places of residence of the respondents. Out of one hundred and sixty-five respondents, seventy-three (44.24%) respondents are staying in rural. Fifty-one (30.91%) respondents are staying in urban and remaining forty one (24.85%) respondents are staying in semi-urban areas.

**Problems faced**

The researcher has find out the following problems which are listed hereunder. (i) Television issues ; (ii) Channel issues ; (iii) Power issues ; (iv) Television availability issues and (v) Teaching effectiveness.

**Table 7 : Level of problems faced by the respondents**

Sl. No.	Issues	Low	Medium	High	Total
1	Television Issues	12 (7.27%)	54 (32.73%)	99 (60.00%)	165
2	Channel issues	17 (10.30%)	48 (29.09%)	100 (60.61%)	165
3	Power issues	19 (11.52%)	68 (41.21%)	78 (47.27%)	165
4	Television availability issues	11 (6.67%)	58 (35.15%)	96 (58.18%)	165
5	Poor Teaching	26 (15.76%)	49 (29.70%)	90 (54.55%)	165

*Source : Computer data*

The above table shows the level of problems faced by the respondents, ninety-nine (60.00%) respondents had faced television issues while learning. One hundred (60.61%) respondents had faced channel issues while learning. Seventy eight (47.27%) respondents had power issues while learning. Ninety six (58.18%) respondents had television availability issues and ninety (54.55%) respondents had faced poor teaching. In all the above five issues majority of the respondents had high level of issues while digital learning.

**Correlation**

The relationship between issues of digital learning and class which the students are studying at present.

**Table 8 : Correlation between the variables**

Sl. No.	Issues	Correlation	Result
1	Television issues	0.975**	Positive and Significant
2	Channel issues	0.263	-
3	Power issues	0.673*	Positive and Significant
4	Television availability	0.704**	Positive and Significant

	issues		
5	Poor teaching	0.812*	Positive and Significant

The above table shows the correlation output, the relationship between standard and issues in digital learning. Television issues (0.975) and television availability issues (0.704) has positive and significant relationship with standard at 1% significant level.

Power issues (0.673) and poor teaching (0.812) has positive and significant relationship with standard at 5% significant level.

### **Findings**

The following are the findings of the study which derived from analysis.

1. 38.18% respondents are studying 9<sup>th</sup> standard.
2. Majority (76.96%) respondents are studying in Government schools.
3. Majority (51.52%) respondents are nuclear family members.
4. Majority (69.70%) of the respondents' family has two children.
5. 44.24% of the respondents are staying in rural areas.
6. (i) Television issues ; (ii) Channel issues ; (iii) Power issues ; (iv) Television availability issues and (v) Teaching effectiveness issues, majority of the respondents had high level of issues while digital learning.
7. Television issues (0.975) and television availability issues (0.704) has positive and significant relationship with standard at 1% significant level.
8. Power issues (0.673) and poor teaching (0.812) has positive and significant relationship with standard at 5% significant level.

### **Suggestions**

The following are the suggestions presented by the researcher.

1. Government should select best television channel to telecast the classes, audio and video should be clear.
2. The timing of the telecast should be pre intimated to the students and parents, the timing may intimate by various television channels and FM radios.
3. After regular classes, the feedback from the students and question and answer session should arrange by the teachers through the media.
4. Weekly once schools may open and invite limited students in rotation basic may interact and clear their doubts.

### **Conclusion**

The present study conducted by the researcher to find the problems faced by the school students while digital learning. This study conducted in Coimbatore, taken 165 sample school children for this study. Applied percentage analysis and correlation test to find the output from the data which collected from the students. Online learning during COVID-19 has obviously brought about many challenges for educators, students, school administrators, and parents, among other stakeholders support and investment are needed. This pandemic may or may not solve, but we are adopting digital learning. Online teaching providing many advantages, like

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reducing travelling time, reducing expenses, could meet people worldwide, could contact them and interact, solve our doubts and many more. It is a great opportunity to move next level learning. Government and Aided school children had only one source to learn during covid – 19 pandemic. To overcome the problems faced by Government School students, educational institutions and government together need to invest in developing and improving existing online learning platforms as well as expanding the provision of internet access to students living in remote areas. Training and orientation programs about online learning, including lessons on online teaching and learning tools and strategies, need to be offered on a regular basis so that students, teachers, and staff could have the opportunity to advance their knowledge and understanding of the different aspects and nuances of online and blended learning.

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