

Challenges Faced by Students in Online Teaching Learning Process during COVID-19 Pandemic

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Abstract

Main purpose of this study was to find out the challenges/problems faced by students in online teaching learning process during covid-19 situation. Objective of the study was to explore technological challenges faced by students in online classes at college and university level during covid-19 pandemic. A five point Likert scale instrument was developed for data collection purposes. 300 students were selected from colleges and universities through proportionate random sampling technique. Collected data was analyzed through SPSS software. On the bases of findings it was concluded that availability of technological resources and knowledge to use technological resources were the major challenges faced by students during online teaching learning process. Majority of the students faced social isolation, lack of interaction, lack of interest, lack of conceptual learning, lack of practical knowledge at moderate level. On the bases of findings and conclusions it was recommended that there should be proper setup of funds for the provision of technological resources for better improvement in teaching learning process.

Key Words: Technological Resources, Knowledge of Technology, Covid-19, Online Teaching Learning Process.

INTRODUCTION

Teaching is a combination of multiple processes to maintain and improve the mental processes of learners. Teaching and learning are two sides of a continuum. If one side is effective the other side will also be effective. One side is in the hand of teachers while other side is in the hands of learners. Main purpose of teaching learning process is the development of children. So, the teaching learning process will be more effective if it will be live and student-centered. But in the end of 2019 and start of 2020 affected the whole world especially education system due covid-19 pandemic.

An international pandemic was declared by the World Health Organization (WHO) on March 11, 2020, and the World Health Organization (WHO) declared Covid-19 to be an urgent public health condition of safe direct-away assistance between countries on January 30, 2020, both dates in which the virus was first identified. Federal Health Chief Government Offices in Islamabad and Karachi said on February 26, 2020 that the first two Covid-19 reports in Pakistan were likely to be genuine, according to the Federal Health Chief Government Offices (Hussain, Zhu Zhang & Abidi, 2018). 165,062 cases of Covid-19 have been reported in the United States as of June 19, 2020, with 3,229 deaths reported.

In addition to having a major effect on learners, students, and educational institutions all around the world, Covid-19 has had a substantial impact on many other areas of everyday life as well, including the workplace (Mailizar, Almanthari, Maulina, & Bruce, 2020). In order to enable students to group distance steps after grouping them together, schools, colleges, and universities all over the globe were forced to shut their land and higher education association facilities as a result of the pandemic (Toquero, 2020). That being said, it could not happen immediately to move seamlessly from the general state of a common education to distance and interactive learning.

Wong (2020) defines e-learning as a mode of education in which education is given by internet as a medium of instruction. Different scholars define online learning as distance learning or blended learning or virtual learning (Adarkwah, 2020). Online learning is not a new mode of learning it is a modified form of old distance education system (DeFreitas, Morgan, & Gibson, 2015). Rasmitadila (2020) stated that distance based education system was initiated in England by university of London. The formation of world wide web is also a step towards online distant education (Kentnor, 2015).

With the transition of physical classes to virtual classes it should be necessary that teachers and students should be expert of using online learning technology .Physical class rooms teaching cannot be carried out as there is a complete ban of conductance of physical classes in all educational institutions (Stacey, Peter, Barty, 2004).

Online learning process has become alternative way of learning .At the arrived of covid-19 pandemics ,as through online classes spread of Covid -19 virus stopped to spread to students .Teachers and students both must be able to use online services Reimers (2020). States that online learning is very helpful medium of learning to overcome the problems of educational problems in the world during the Covid -19 pandemic changes in basic policy compel the education institution to conduct distance education through online classes (Rasmitadila, 2020).

According to Pakistani authorities, the shutdown of all educational institutions across the region started on March 13, 2020, in response to Covid-19. Educational institutions were required to begin preparing for distance learning modes as soon as they completed the first or elementary level of education, in line with instructions issued by the Federal Government of Pakistan (Ali, 2020). According to Wu (2020), the rapid shift to online learning became a test of an organization's ability to move quickly, with many high-level teaching professionals and expert institutions focusing their whole concentration on getting from one position to another of about education.

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All the same, it was a memory help of the existence without of resources in high-level teaching person and expert institutions and the grouping putting to one side of learners, where not enough way in and able to use of the net and the existence without of latest technology acted-on to do with organization sensitiveness and learners' amount of room to take part in by numbers, electronic learning. Feeble amount of right effect on one another with person teaching is another chief about connected with on-line learning.

Main objective of the study was to know what are the technological challenges faced by students in teaching online classes at college and university level during covid-19 pandemic? To collect information a questionnaire on five-point Likert scale for students was developed and administered on the selected sample.

The results of data analysis showed following facts and figures.

Table 1
Technological problems faced by students during online classes

Intensity of challenges	Lack of technological resources		Lack of technological knowledge	
	N	%	N	%
Low level	40	13.7	71	24.2
Moderate level	221	75.4	160	54.6
High level	32	10.9	62	21.2

The collected data on five-point Likert scale was further computed and categorized into three levels keeping in view the intensity of the problem faced. Above table 1 shows technological problems faced by students in online classes during covid-19 pandemic. Table indicates that 75.4 % students faced problems regarding technological resources at high level. In the same way, 54.6 % students mentioned that they did not even know the use of technological resources for online classes. This means that majority of the students faced shortage of necessary technological resources for online classes.

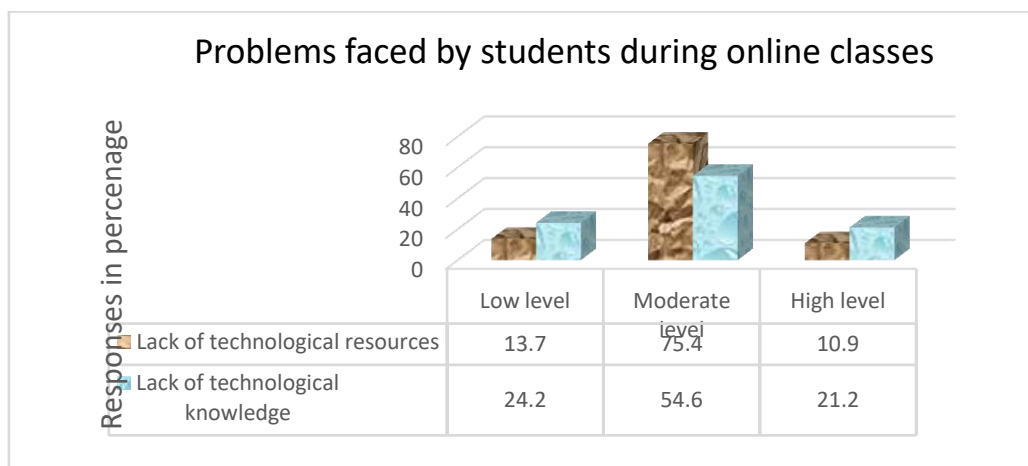


Figure I. Technological Problems faced by students during online classes

Graphical picture shows that availability of technological resources and knowledge to use technological resources were the major challenges faced by students during online teaching learning process.

Table 2
Technological problems faced by male students during online classes

Intensity of challenges	Lack of technological resources		Lack of technological knowledge	
	N	%	N	%
Low level	28	16.8	39	23.4
Moderate level	129	77.2	94	56.3
High level	10	6.0	34	20.4

Table 2 shows the responses regarding technological problems faced by male students in online classes during covid-19 pandemic. Table 2 indicates that 77.2 % male students responded that they faced problems regarding technological resources at high level. Whereas, 56.3 % male students mentioned that they had problems regarding lack of technological knowledge. This means that majority of the male students had lack of technological resources and knowledge for online classes.

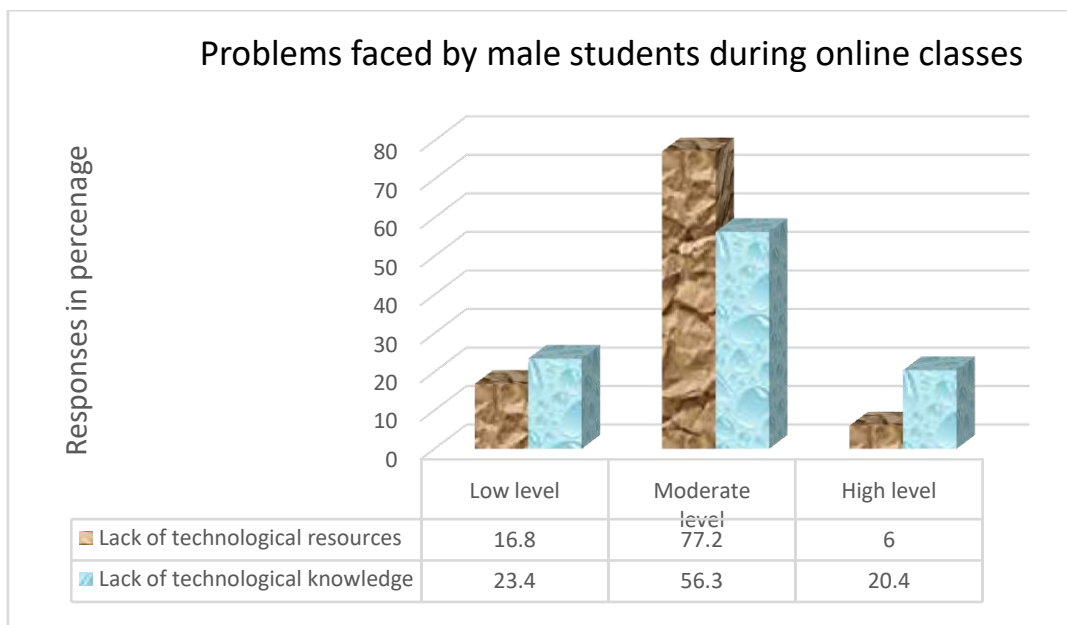


Figure II. Problems faced by male students during online classes

Graphical picture shows majority of the male students had lack of technological resources and knowledge for online classes at high level.

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Table 3
Technological problems faced by female teachers during online classes

Intensity of challenges	Lack of technological resources		Lack of technological knowledge	
	N	%	N	%
Low level	12	9.5	32	25.4
Moderate level	92	73.0	66	52.4
High level	22	17.5	28	22.2

Table 3 shows technological problems faced by students in online classes during covid-19 pandemic. Above table indicates that female students faced problems regarding technological resources (73.0 %) and lack of technological knowledge (52.4%) at moderate level for online classes. The analysis shows that mostly female teachers faced problems at moderate level regarding having access to technological resources and having appropriate technological knowledge for online classes.

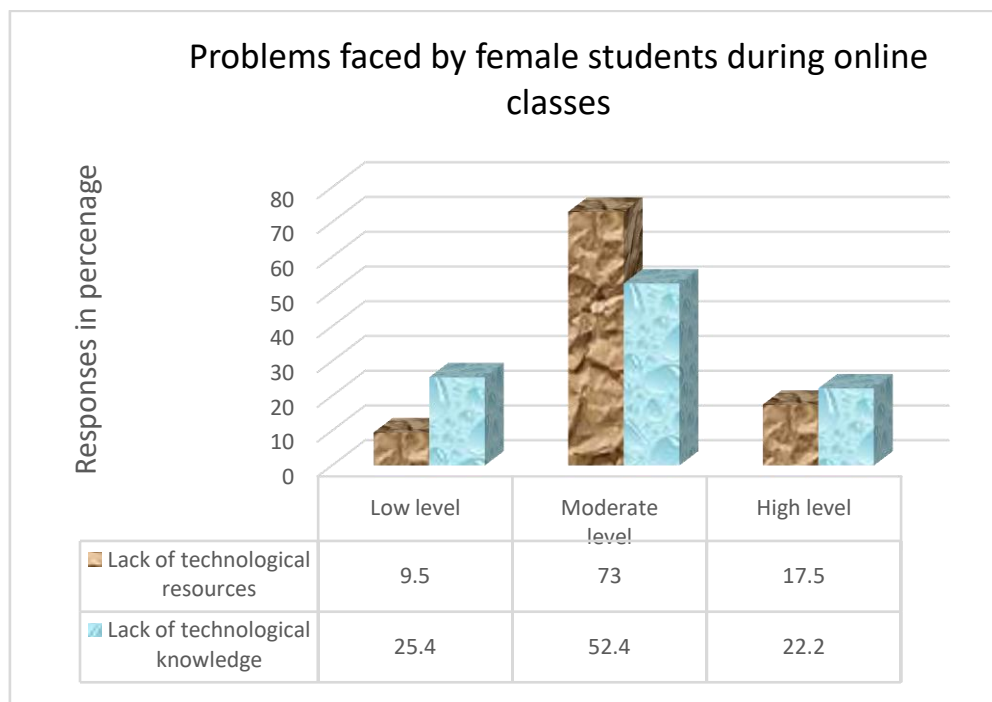


Figure III. Problems faced by female students during online classes

Graphical picture shows that mostly female teachers faced problems at moderate level regarding having access to technological resources and having appropriate technological knowledge for online classes.

Table 4
Technological problems faced by urban students during online classes

Intensity of challenges	Lack of technological resources		Lack of technological knowledge	
	N	%	N	%
Low level	22	13.3	30	18.1
Moderate level	118	71.1	98	59.0
High level	26	15.7	38	22.9

Table 4 shows responses of urban students regarding technological problems faced by urban students in online classes during covid-19 pandemic. Results indicates that urban students faced problems at moderate level regarding technological resources (71.1 %) and lack of technological knowledge (59.0 %) for online classes. The above analysis described that majority of urban students faced problems at moderate level regarding having appropriate technological resources and knowledge for conduct of online classes.

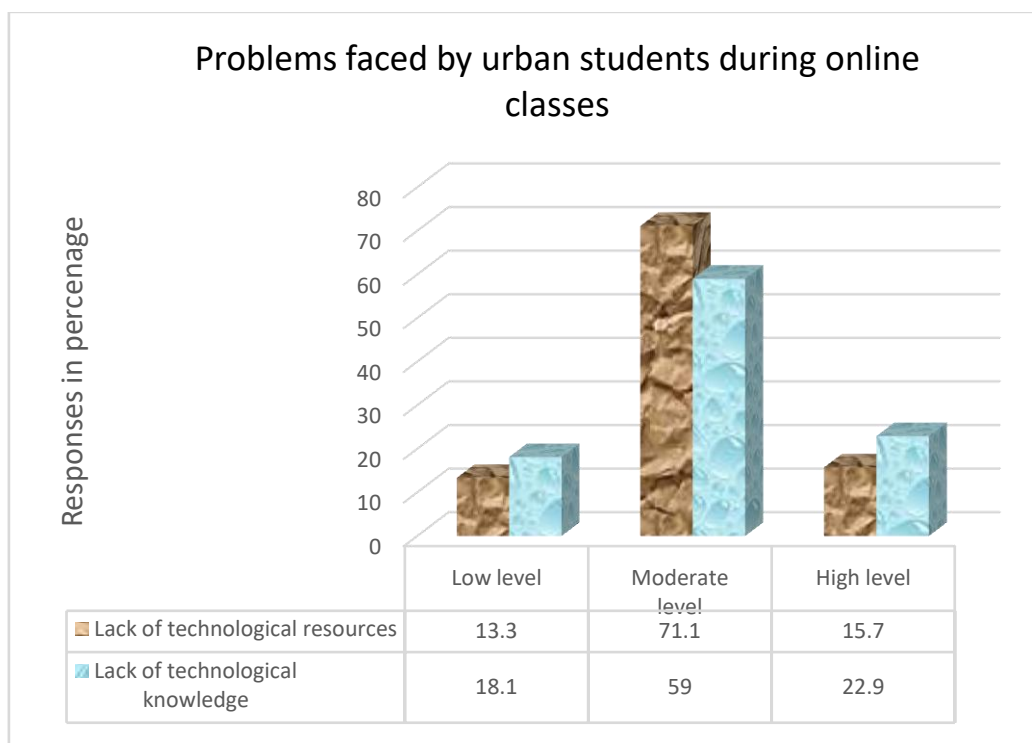


Figure IV. Problems faced by urban students during online classes

Graphical picture shows that majority of urban students faced problems at moderate level regarding having appropriate technological resources and knowledge for conduct of online classes.

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Table 5
Technological problems faced by rural students during online classes

Intensity of challenges	Lack of technological resources		Lack of technological knowledge	
	N	%	N	%
Low level	18	14.2	41	32.3
Moderate level	103	81.1	62	48.8
High level	6	4.7	24	18.9

Table 5 shows analysis of responses of rural students regarding technological problems faced by rural students in online classes during covid-19 pandemic. Table indicates that 81.1 % rural students faced problems regarding technological resources at high level. In the same way, 48.8 % rural students mentioned that they did not even know the use of technological resources for online classes. This means that majority of the rural students faced shortage of necessary technological resources and knowledge for online classes.

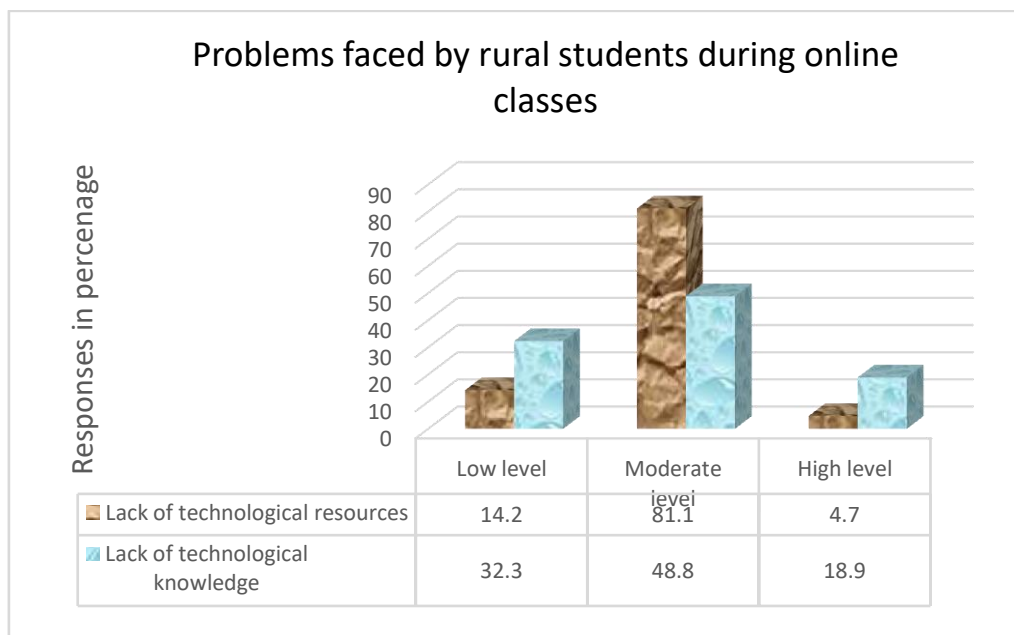


Figure V. Problems faced by rural students during online classes

Graphical picture shows that availability of technological resources and knowledge to use technological resources were the major challenges faced by rural students during online teaching learning process.

Table 6
Technological problems faced during online classes by students having weak IT skills

Intensity of challenges	Lack of technological resources		Lack of technological knowledge	
	N	%	N	%
Low level	4	14.8	7	25.9
Moderate level	19	70.4	15	55.6
High level	4	14.8	5	18.5

Above table 6 shows technological problems faced by students having weak IT skills in online classes during covid-19 pandemic. Results indicate that students having weak IT skills faced problems regarding technological resources (70.4%) and lack of technological knowledge (55.6 %) at moderate level. This means that majority of the students having weak IT skills faced problems at moderate level regarding availability of technological resources and having technological knowledge for online classes.

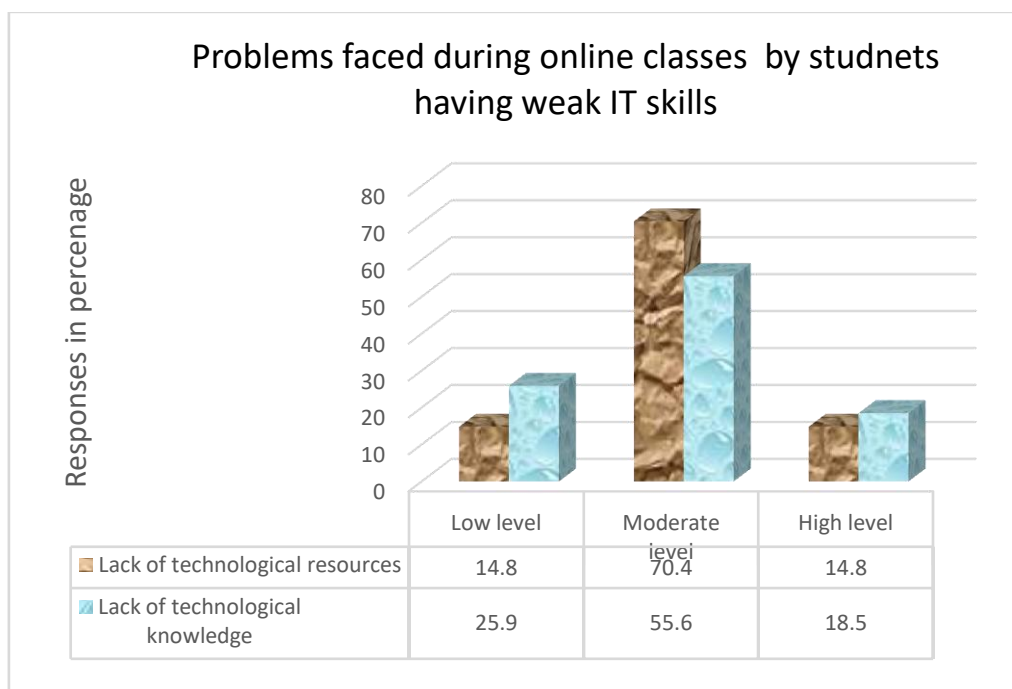


Figure VI. Technological problems faced during online classes by students having weak IT skills

Graphical picture shows that majority of the students having weak IT skills faced problems at moderate level regarding availability of technological resources and having technological knowledge for online classes.

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Table 7

Technological problems faced during online classes by students having normal IT skills

Intensity of challenges	Lack of technological resources		Lack of technological knowledge	
	N	%	N	%
Low level	32	14.1	51	22.5
Moderate level	172	75.8	128	56.4
High level	23	10.1	48	21.1

Above table 7 shows responses of students regarding technological problems faced by students having normal IT skills in online classes during covid-19 pandemic. Table indicates that 75.8 % students having normal IT skills responded that they faced problems regarding technological resources at moderate level. In the same way, 56.4 % students having normal IT skills mentioned that they faced problems regarding lack of appropriate technological knowledge for online classes. The analysis described that mostly students having normal IT skills faced shortage of necessary technological resources and knowledge for online classes at moderate level.

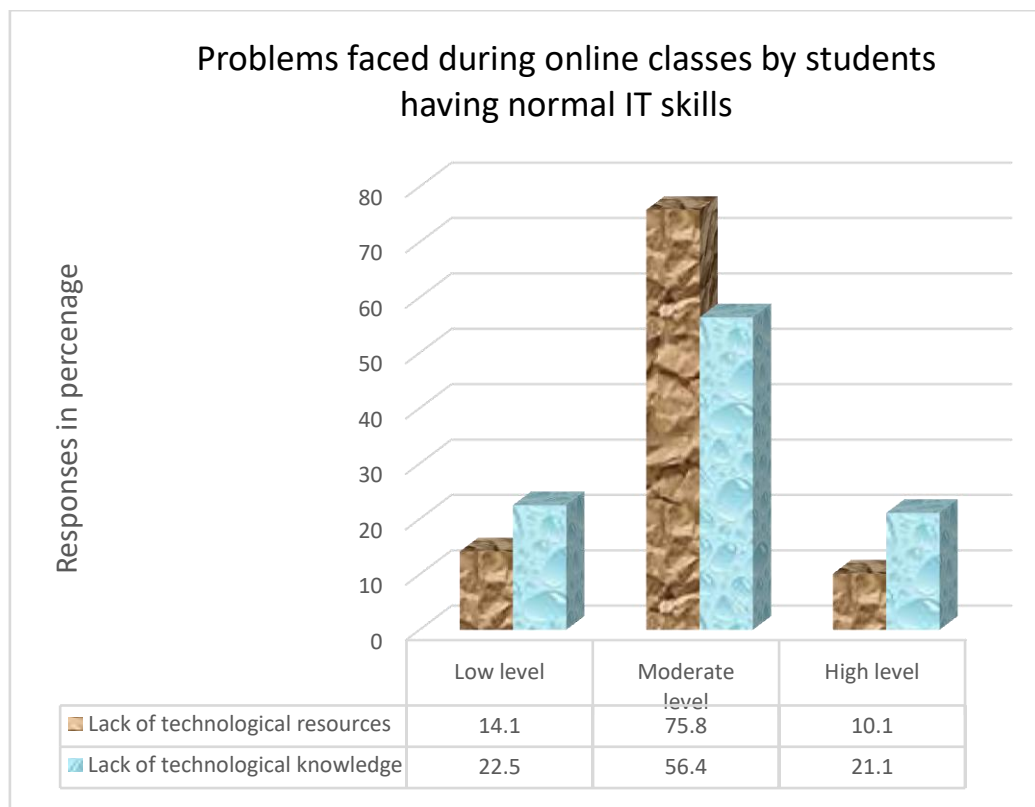


Figure VII. Technological problems faced during online classes by students having normal IT skills

Graphical picture shows that mostly students having normal IT skills faced shortage of necessary technological resources and knowledge for online classes at moderate level.

Table 8
Technological problems faced during online classes by students having good IT skills

Intensity of challenges	Lack of technological resources		Lack of technological knowledge	
	N	%	N	%
Low level	4	10.3	13	33.3
Moderate level	30	76.9	17	43.6
High level	5	12.8	9	23.1

Table 8 indicates the responses of students regarding technological problems faced by students having good IT skills in online classes during covid-19 pandemic. Figures indicate that 76.9 % students having good IT skills faced problems regarding technological resources at moderate level. As well as, 43.6 % students having good IT skills mentioned that they did not even know the use of technological resources for online classes. This means that majority of the students having good IT skills faced at moderate level, the shortage of necessary technological resources and knowledge for online classes.

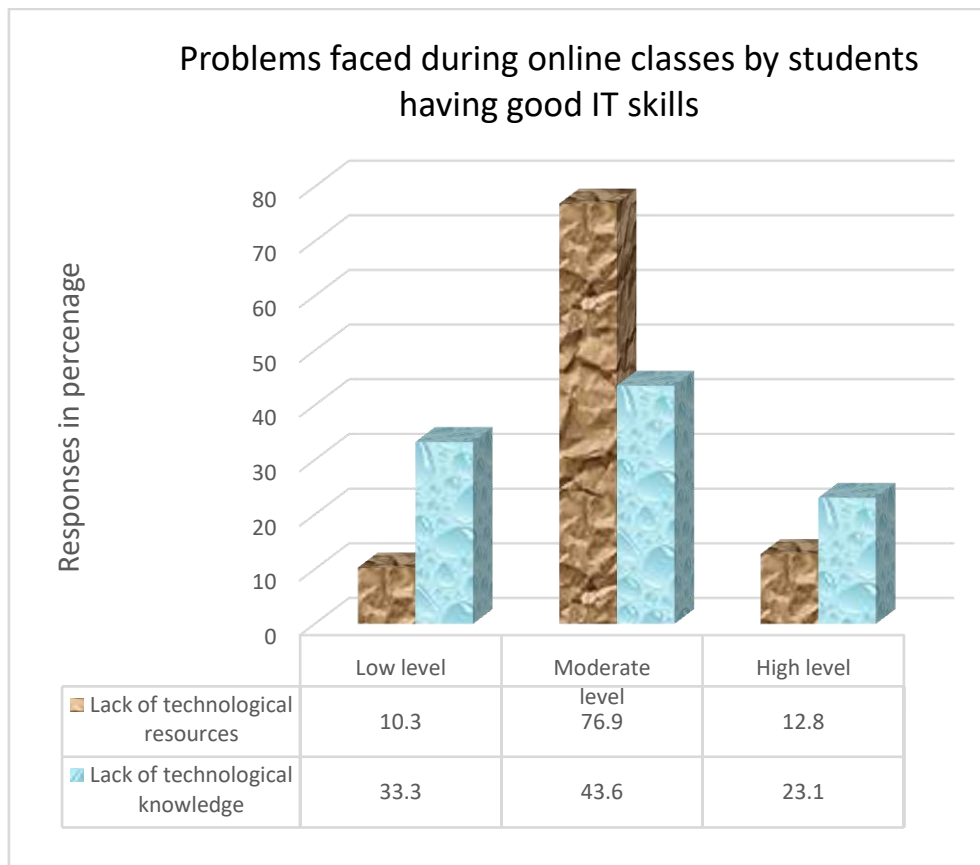


Figure VIII. Technological problems faced during online classes by students having good IT skills

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Graphical picture shows that that majority of the students having good IT skills faced at moderate level, the shortage of necessary technological resources and knowledge for online classes.

Overall analysis showed that majority of the students faced more shortage of necessary technological resources required for online classes as compared to technological knowledge. Majority of the male students faced lack of technological resources and knowledge of technological apparatus at moderate level during online classes. On the bases of conclusion it is recommended that there should be proper setup of funds to arrange the technological resources for better improvement in teaching learning process.

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