Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 7, July 2021: 10494 - 10511

Research Article

English Learning Outcome from Teaching-learning from Home: A Case Study on Cumilla District, Bangladesh

Md. Eunus Mia Bhuiyan[1], Ikbal Ahmed[2], Md. Shafiqul Alam Helal[3],

Prof. Dr. Oo Yu Hock[4], Jahabar Hameed[5]

[1,2,3] Ph.D. Researchers, Binary University, Malaysia
[4] Professor, Asia e University, Malaysia,
[5] Senior Lecturer, Binary University, Malaysia

Abstract

Man has been working outside the home from time immemorial. So far, the world has undergone pandemics, and Covid 19 is the most severe one. Covid 19 pandemic has emerged as a significant threat to the globe where people have to rethink their ways of life and living. Strict health rules like wearing the mask, maintaining social distance, avoiding mass gatherings, etc., have adverse effects on our social, cultural, traditional, and psychological arena. Like most countries, offline teaching-learning is an age-old tradition in Bangladesh. The education sector is the most affected sector due to pandemics, as all levels of the education sector of Bangladesh have been closed since March 17, 2020. This paper tries to show how teaching and learning can be done from staying at home. It also tries to determine whether this type of teaching and learning impacts the students' English learning and performance in this subject. This study employs a quantitative approach.

Keywords: *Teacher skill, curriculum, English-learning, online, student psychology*

1. Introduction

English is the most influential language in the world. It is the gateway of science and technology, trade and commerce, international tourism, higher education, etc. It is the most widely used language in the world. In Bangladesh, English is taught compulsorily from class one to class twelve. Despite this, the achievement of English is not satisfactory. Obtaining a poor grade in Higher Secondary School (HSC) public examination indicates this. Besides, every year a good number of students fail in the HSC public examination. The percentages of failure in English among all the failed students and English subject grade points among passed students in Cumilla Education Board during the last five years are as follows:

Table1. Results of public examination (HSC) from 2015-2019.

HSC	Passing Year	Fail Percentage	Fail Percentage in English	Subject grade point percentage in English among passed students					
				A+	A	A-	B	C	D
Do	2015	40.25	19.44	02.16	08.05	15.95	24.68	29.51	19.65
Do	2016	35.30	16.46	02.22	08.44	16.03	24.34	29.34	19.63

Do	2017	50.47	37.94	00.57	02.79	09.42	19.04	33.48	34.70
Do	2018	34.62	26.95	00.43	03.13	09.45	18.09	32.52	36.38
Do	2019	22.30	14.64	01.42	07.35	16.05	23.89	29.16	22.13

* Data taken from Cumilla Education Board website.

Today, the world's education is passing through a crucial moment. Since the first identification of the Coronavirus (Covid-19) in December 2019 in Wuhan, China, the World Health Organization (WHO) declared Covid-19 a global pandemic in March 2020 and warned people of the world about its highly contagious nature (WHO, 2020; Hossain et al., 2020). As preventive measures, countries worldwide maintained strict protocols like complete or partial lockdown, social distancing regulation, avoiding mass gathering, and curfews to slow down its speedy spread. To lessen the spread of the Corona virus, like most of the countries, in Bangladesh, educational institutions of all levels have been closed since March 17, 2020. So, as an outcome of the measures taken worldwide, more than 1.5 billion enrolled students of all ages from all around the globe experienced an interruption of education which equals nearly 90% of the global students' population (UNESCO, 2020 a; 2020 b; UNICEF). In Bangladesh, the HSC level consists of two years, where approximately 2.5 million students are enrolled. Before March 2020, students of this level were accustomed to learning English language subjects face to face. But now, because of the new normal situation, their teaching-learning is done online from home. In Cumilla District, teaching-learning activity is carried on through different apps like Zoom, WhatsApp, Facebook, etc. This study tries to show whether this type of online teaching brings forth the actual demand of the students or not. It also reveals the barriers of English learning and the English learning outcome due to online classes.

1.1 Research Objectives

1. To identify the challenges of Teaching English as a subject through the online platform.
2. To study the factors for the academic performance of English as a subject.

1.2 Research Questions

1. What are the challenges of Teaching English as a subject through online platforms?
2. What are the factors for the academic performance of English as a subject?

2. Literature Review

According to Olugbenga (2020), despite being attractive in the northern part of Nigeria, online education poses a threat to ensure education benefits. Because of technical issues like internet coverage or bandwidth, irregular power supply, the cost of internet, and computer usage, online education is hampered. It is also shown that online education depends on the maturity of the users, and parents should monitor online learning. According to Fatima (2020), one of the positive impacts of online education is students' study schedule flexibility. Students need not travel, and thus they can save money and time. But challenges are not a few. The main challenge is the adaptability of an online class to the students. To ensure credibility in online courses, a change in attitude is needed. Besides, technological literacy should be improved among students and teachers. According to Famularsih (2020), learners have both positive and negative attitudes regarding online classes. Some students opined that online learning is a user-friendly tool by which they are encouraged to interact with their teachers and peers during pandemics.

On the contrary, excess homework given by the teachers and inadequate facilities in online education make the students bored. Rakhmanina (2020) stated that digital classrooms have emerged as a blessing for human beings during the pandemic. Students consider online classes beneficial, although they face challenges to

get the full benefit from them. It is also shown here that students face many difficulties in an online English class, especially in the Listening section, as they have poor proficiency in English. Online learning is effective, especially for preventing students from going away from home. Thus, it helps the government minimize the spread of coronavirus (Yulia, 2020). As stated by Ahmed (2020), two types of teaching-learning, such as online learning and hybrid instruction, can be fruitful during the pandemic and post Covid-19 period. The study shows that hybrid courses reduce by at least 25% of the required classroom sessions, although some classroom sessions are needed. It also shows that less than 20% of online instruction cannot be run online, according to Helal (2021), the availability and proper implementation of ICT is essential for any institution. The Education Management Information System (EMIS) usage, teacher's performance, and students' awareness and performance are significant for academic performance.

1.1 Conceptual Framework

- **Teachers' skill:** Teachers are sometimes not interested in applying new ways of teaching and learning and prefer to remain consistent with what they have been using for years - the traditional way of teaching. Nowadays, however, ICT offers a whole range of opportunities that can contribute to increasing teacher interest. Some teachers have implemented information and communications technology in their teaching process, but not in a pleasing way. Namely, many teachers do not know how to use the potentials of ICT in their teaching, or ICT is used the wrong way.
- **Online Teaching**: In the classroom, information and communication technologies (ICT) may be useful as a source of fresh instructional resources. It also enables instructors to interact with one another and form collaborative networks with other schools (Silva et al. 2019). These new digital technologies in education need the development of new teaching techniques and approaches in order to react to changes in student learning methods (Compton 2009; Al Qalhati et al., 2020). As a result, incorporating ICT into the teaching curriculum has become a critical component in training future teachers (Bahcivan et al., 2019; Javed et al., 2020). Despite the fact that online learning has been proven to be beneficial (e.g., Downing and Dyment 2018; Al Qalhati et al., 2020), the present epidemic required educators to transition from a conventional and largely comfortable face-to-face environment to a virtual one without previous planning.
- **Curriculum:** Curriculum is undeniably important in the educational system. Bangladesh's education system is now undergoing reform, which includes changes to syllabuses and curriculums, exams, textbook materials, organizational structure, and responsibilities. According to Bachman (2000), Hymes (1972), Canale and Swain (1980), and Cheng (1997), the new English curriculum developed by the NCTB as a framework for the examination makes explicit opportunities for Communicative Language Teaching (CLT) approach as the official orientation of language teaching in the country. Despite the fact that the current curriculum is communicative, there is a lack of proof that the two fundamental skills of listening and speaking are being taught. The examination does not include any listening or speaking tests.
- **Family Background:** The influence of parental education, occupation, income, family environment is excellent in learning English. In Bangladesh, English learning facilities are negligible. Highly earning families can support their issues in learning English. Besides, students of highly educated families get the home environment to learn the English language. The scenery is quite the opposite for poor earning families.

- **Students' Psychology:** In the area of education, psychologists examine how individuals learn and retain information. They use psychological science to help kids study more effectively and achieve academic achievement. During the pandemic situation, students staying at home suffer psychologically. Since they have no formal classes, no outgoing activities, no examinations, all the evil thoughts grasp their minds. They think of no hope for the future.
- **English Learning Outcome:** Learning outcomes are measurable achievements that the learner will understand after the learning is complete. English learning outcome is the capacity to learn the four language skills of English, e.g., listening, speaking, reading, and writing. Learners can achieve the ability to communicate with others in English and do necessary works in English.

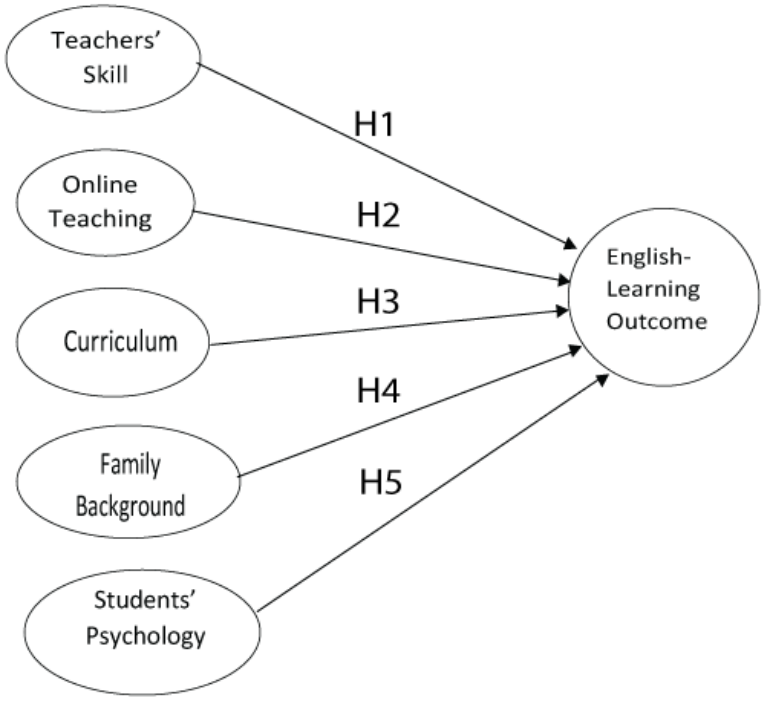


Fig: English-Learning Outcome.

1.2 Research Hypothesis

With the study's specific objectives in mind, the researcher has developed the following hypotheses:

H1: There is an association between teachers' skills and English-Learning outcomes.
H2: There is an association between online Teaching and English-Learning outcome.
H3: There is an association between curriculum and English-Learning outcome.
H4: There is an association between Family Background and English-Learning outcomes.
H5: There is an association between Students' Psychology and English-Learning outcome.

2. Methodology

According to Kothari, research methodology is a technique for systematically solving research problems. According to Burns and Burch, methodology explains how the study was conducted and what methods

were used to accomplish the research goals in as much detail as possible. This chapter aims to convey the procedures, including the steps to be taken by the researcher in data collection, the methodological basis, and the reasons for the researcher's choice of research method.

2.1 Research type and approach

According to Kothari(2004), there are primarily two basic approaches to research: quantitative and qualitative approaches. Quantitative methods will be used in the study.

3.2 Data Collection

The information is gathered using the convenience sample method. The questionnaire survey is conducted entirely online. Questionnaires were distributed to respondents through email, Facebook, and WhatsApp in order to reach a sample size of 50.

3.2.1 Primary data:

Survey: The effect of the online Teaching-Learning method on English-Learning results is investigated using a quantitative approach. This indicates that the study is based on a questionnaire survey administered to a sample of the target population. Closed-ended questions were asked of respondents on the questionnaire to assess their demographic profile, and their answers on English-Learning outcomes were recorded using a Likert scale. The Likert scale is based on a five-point scale, with 1 indicating strong disagreement and 5 indicating strong agreement.

Face to Face interview: Interview using the zoom platform with many students to get the information needed to complete the report.

Observational findings: In our country, where the online teaching-learning system is continuing, observations related to some of the students' scenarios and interactions with the teachers through the online platform.

3.2.2 Secondary data

Secondary data has been drawn out from various online sources, such as the education board website, UNICEF, etc. Some articles and reports, and research journals were extracted and analyzed from the online archive.

3.3 Sample plan

Sample size: The study's sample size was set at 50.

Sampling technique: The convenience method is used in sampling. The study was based on the premise that respondents would provide honest and equitable answers pragmatically and non-biased.

Sampling description: Data was gathered and analyzed based on their socioeconomic background, including demographics such as education, age, and occupation, to understand better the respondents' essence and characteristics in this survey. This explanation reveals that the respondents in this survey come from various backgrounds, broadening the survey's reach.

3.4 Univariate Analysis

Univariate analysis is the most fundamental kind of data processing. Because "Uni" implies "one," your data consists of just one component. It does not concern with triggers or associations (unlike regression), and its main purpose is to describe; it collects data, summarizes it, and searches for patterns.

3.5 Bivariate Analysis

Bivariate tests are used to see whether there is a statistical relationship between two variables, how strong that relationship is, and if one variable can be predicted from another. Bivariate studies, for example, may be used to determine whether or not there is a connection between income and quality of life or whether the quality of life can be predicted.

3.6 Chi-square test of significance

When evaluating categorical variable correlations, the Chi-Square statistic is often employed. Because it utilizes a cross-tabulation, the Chi-Square coefficient is the most frequently employed to compute Tests of Independence (also known as a bivariate table). The intersections of the vector divisions appear in the table's cells in cross-tabulation, displaying the distributions of two categorical variables. To determine whether two factors are linked, the Test of Independence compares the observed pattern of cell responses to the pattern predicted if the variables were completely independent. The researcher may calculate the Chi-Square statistic and equal it to a crucial value from the Chi-Square distribution to show how the measured cell counts vary significantly from the anticipated cell numbers.

Null hypothesis: The categorical variables do not have any relationships. Knowing the value of one variable would not assist you in predicting the value of another.

Alternative hypothesis: The categorical variables have a relationship with one another. Knowing the value of one variable will aid in the prediction of the importance of another.

3.7 Factor Analysis

Factor analysis is a method for condensing a broad number of variables into a reduced number of factors. This method integrates the highest common variance of all the variables into a single score. We will use this score as an indicator of all variables in the potential analysis. We will use this score as an indicator of all variables in the potential analysis. Factor analysis is a form of the general linear model (GLM) based on the following assumptions: there is a linear interaction, no multicollinearity, essential variables are included in the analysis, and variables and factors have a good association.

3. Results and Discussion

This chapter contains in-depth analysis and discussions in response to the research goals that were established previously through questionnaires and interviews. First, we will discuss the univariate analysis and how to represent and interpret a frequency distribution table. Then we spoke about bivariate regression concerning various variables. We also talked about factor analysis and, finally, binary logistic regression.

3.1 Frequency analysis

A frequency analysis was used to analyze demographic data and general knowledge about study respondents. The frequency analysis results or demographic analyses are shown in Table1. This includes the respondents' age, gender, occupation, Barriers, Using time, and purpose.

Table 2. Frequency Analysis

Gender	Frequency	Percent	Age	Frequency	Percent
Male	36	72	26-35 years	24	48
Female	14	28	36-45 years	21	42
			46-55 years	2	4
			56-65 years	3	6

Males made up 72 percent of the 50 responses, while females made up 28 percent. According to the findings, 24 individuals aged 26 to 35 dominated the sample and were statistically relevant for the study's findings.

3.2 Descriptive Statistics

Table 3: Teachers' skill

Teachers' Skill	Mean Statistics	Std. Error of Mean	Std. Deviation Statistics	Variance Statistics
All the teachers are not experts in using online teaching tools.	3.84	.132	.934	.872
Teachers' ICT knowledge is a must for the teaching-learning outcome.	4.38	.085	.602	.363
Teachers fail to attract students' interest in online teaching.	3.68	.150	.150	1.120

The mean, standard deviation, and variance of 50 respondents for each item included in the Teachers' skill appeal are shown in the table above. The findings indicate that the values for each item fall between 3.68 and 4.38, resulting in a neutral to agreed answer for the items tested. The computed standard deviation and variance values also show that the English-Learning result of the teachers is effective since it shows a reduced distance from the mean.

Table 4: Online Teaching

Online Teaching	Mean Statistics	Std. Error of Mean	Std. Deviation Statistics	Variance Statistics
Students are not interested in online learning.	3.82	.148	1.044	1.089
Online teaching can't cater to the demand of the students fully.	4.02	.123	.869	.755
No or poor network hampers online teaching-learning.	4.56	.111	.787	.619
Easy access to e-device helps them addicted to opposing sides.	4.30	.132	.931	.867

Real learning can't be achieved through online teaching-learning.	3.92	.151	1.066	1.136

The table displays the mean value for each item, which ranges from 3.82 to 4.56, indicating participants' willingness to learn online. Furthermore, the significance of standard deviation and variation is very low, guaranteeing that online education has a favorable effect on English-Learning results.

Table 5: Curriculum

Curriculum	**Mean Statistics**	**Std. Error of Mean**	**Std. Deviation Statistics**	**Variance Statistics**
Prescribed curriculum can't be achieved through online teaching-learning.	3.90	.129	.909	.827
The current curriculum is not fully matched with learning English.	3.58	.149	1.052	1.106
A short syllabus may hamper students' full flourishment.	4.20	.134	.948	.898

The table indicates that the mean value for each item is between 3.58 and 4.20, indicating that the sample data is neutral to agreed upon, with a smaller standard deviation and variance, further supporting the result.

Table 6: Family Background

Family Background	**Mean Statistics**	**Std. Error of Mean**	**Std. Deviation Statistics**	**Variance Statistics**
Many parents are unable to provide online devices for the students.	4.30	.129	.909	.827
Most parents are unaware of their children's learning English.	4.26	.098	.694	.482
Many poor parents have engaged their children in livelihood activities.	4.14	.095	.670	.449

The table's mean value falls between 4.14 and 4.30, indicating that the sample respondents' answers for each item vary from neutral to agreed.

Table 7: Students' Psychology

Students' Psychology	**Mean Statistics**	**Std. Error of Mean**	**Std. Deviation Statistics**	**Variance Statistics**
Students are psychologically depressed staying at home.	4.64	.098	.693	.480
Students are losing hope in their future.	4.28	.103	.730	.532
Monotonous staying at home makes the students rude and angry.	4.54	.108	.762	.580

The table indicates that the mean value for each item is between 4.28 and 4.64, indicating that the sample data is agreeable to highly agreeable and that the standard deviation and variance are lower, further

supporting the conclusion. When compared to other factors, student psychology has the highest mean statistics. As a result, this characteristic is the most essential for students' online English-learning progress.

Table 8: English-Learning Outcome

English-Learning Outcome	**Mean Statistics**	**Std. Error of Mean**	**Std. Deviation Statistics**	**Variance Statistics**
Students' learning outcome is hampered through online teaching-learning.	3.94	.141	.998	.966
English Learning Outcome is affected through online teaching-learning.	3.86	.143	1.010	1.021
Family background is also a factor for English learning outcomes.	3.70	.149	1.055	1.112

The following table displays the mean of the study's dependent variable, English-Learning outcome, which is within the range of 3.70 – 3.94 for each item, indicating that the majority of respondents believed that student growth had a positive impact on English-Learning with a low standard deviation.

3.3 Inferential Statistics

To assess the impact of English-Learning results, an exploratory study was performed utilizing a research instrument with 21 questions. Conclusions and convincing evidence may be drawn from sample data from a population using inferential statistics (Gillet, Fouquereau, Forest, Brunault, & Colombat, 2012; Inoue, Kawakami, Tsuno, Tomioka, & Nakanishi, 2012; Rita Silva & Caetano, 2014). Using exploratory factor analysis with SPSS, several variables are reduced to the most important ones (Buyukozturk, 2007; Tavşancl, 2002). The remaining components combined to provide a trustworthy model that was utilized for reliability and validity testing as well as route analysis.

Table 9. Reliability Analysis of Variables

Variables	**Reliability Coefficient**	**Item Number**
Teachers' skill (IV)	0.562	3
Online teaching (IV)	0.763	5
Curriculum (IV)	0.664	3
Family background (IV)	0.553	3
Students' Psychology (IV)	0.742	3
Overall Reliability	**0.887**	**17**

To determine the relevance of the data, a reliability test was performed (J. Nunnally, 1978; J. C. Nunnally & Bernstein, 1994). The reliability test numbers in the table above indicate acceptable results when all items are included. All of the variables' dependability is higher than the cut-off value of 0.70, which is an excellent result (Santos, 1999). The questionnaire's Cronbach's Alpha was 0.887 overall. This is important since it exceeds the cut-off value of 0.7. The research instrument utilized in this study assesses a variety of factors

that may affect English-Learning results, including teacher competence, online instruction, curriculum, family history, and students' psychological attractiveness.

4.3.2 Exploratory Factor Analysis

Factor analysis was used to reduce the number of variables in order to find the most important underlying variables, also known as factors. Exploratory factor analysis is a helpful technique for analyzing observable variable variability, removing variability from components, and loading it into a single factor (Terre Blanche & Durrheim, 1999). Factor analysis was used to determine the key constructs, which included teachers' skills, online teaching, curriculum, family background, students' psychology, and English-Learning result, due to the exploratory character of the research. The instrument was reduced to 19 items after item reduction, with four items for each component. The instrument used to have 20 pieces before item reductions. Students' psychology was made up of three components, but only two of them loaded on the factor at first. Teachers' abilities, online teaching, curriculum, and family history in English learning, on the other hand, were all consistent with the initial three assertions placed on the factor. Factor analysis was used to determine the most important constructs, which included teachers' skills, online teaching, curriculum, family background, students' psychology, and English-Learning result, due to the exploratory character of the research.

It's also necessary to evaluate the sample size's appropriateness. KMO is a sample adequacy test that is provided in SPSS. This exam has a minimum acceptable score of 0.5. (Kaiser, 1974). With the same cut-off criteria, this statistic may be computed for each item. If the sample size is smaller than 300, the average commonality of the kept items is also worth considering. According to MacCallum et al. (1999), for samples of fewer than 100, an average value over 0.6 is acceptable, while for samples of 100 to 200, an average value between 0.5 and 0.6 is appropriate. The sample size in this research is 50, and the KMO and Bartlett's Test results are both 0.711. As a consequence, the final value is more than 0.6, which is acceptable.

Table 10. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.711
Bartlett's Test of Sphericity	Approx. Chi-Square	510.173
	df	190
	sig	.000

Table 11. Rotated Component Matrix

Latent Variable	Item Label	Item Description	Initial	Extraction
Teachers' skill	TS1	Teacher Expertise	.639	.619
	TS2	ICT Knowledge	.480	.439
	TS3	Attract Students’	.638	.614
Online Teaching	OT1	Students’ interest	.676	.746
	OT2	Cater the demand	.632	.646
	OT3	Poor Network	.765	.778

	OT4	Access to e-device	.747	.708
	OT5	Real Learning	.697	.523
Curriculum	C1	Prescribed curriculum	.583	.507
	C2	Present Curriculum	.677	.473
	C3	Short Syllabus	.709	.647
Family Background	FB1	Parent's unavailability	.663	.548
	FB2	Parent's awareness	.677	.747
	FB3	Poor Parents	.659	.440
Students' Psychology	SP1	Psychological depression	.783	.832
	SP2	Losing hope	.446	.292
	SP3	Staying at home	.801	.742
English-Learning Outcome	ELO1	Learning outcome	.701	.722
	ELO2	English learning	.644	.748
	ELO3	Family Background	.291	.227

The standardized factor loading for each item is shown in the table above, as well as the relationship between individual items and the extract construct. Each item's factor loading indicates a moderate to a strong connection with the underlying concept. (i.e., for each factor loading, a value higher than 0.4).

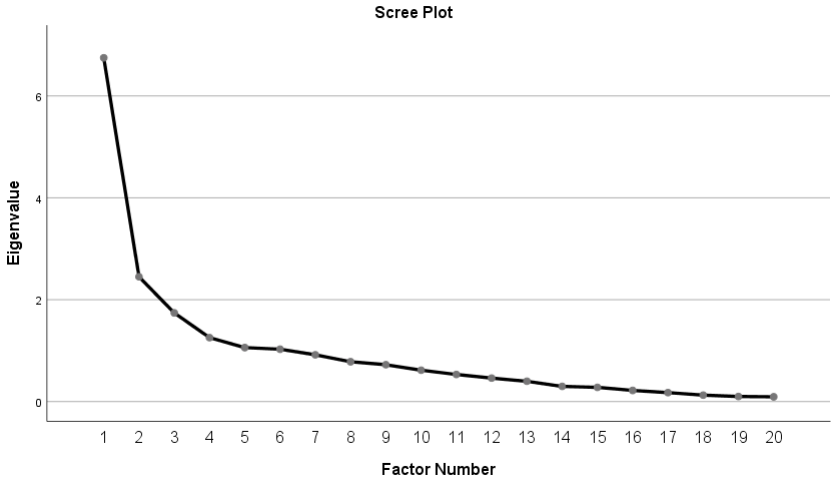
Table 4.1 Factor Loadings from Principal Axis Factor Analysis with Varimax Rotation for a Six-Factor Solution for English-Learning Outcome Questions (N =50)

Rotated Factor Matrix

	Loading Factor					
	1	2	3	4	5	6
OT3	.820					
OT4	.775					
SP3	.749					
SP1	.707		.538			
FB1	.611					
C3	.546	.429				
TS1		.676				
TS2		.622				
C2		.534			.304	
FB3		.465				
ELO3		.410				
TS3			.612			
C1			.567			

OT5			.455			
ELO2				.834		
ELO1	.418			.643		
FB2		.410			.733	
OT2					.644	
OT1						.634
Eigenvalues	6.397	2.029	1.425	.875	.687	.584
% of variance	31.98	10.14	7.125	4.375	3.433	2.922

The underlying structure for the 20 questions of the English-Learning Outcome Questionnaire was assessed using principal axis factor analysis with varimax rotation. (The independent sampling assumption was satisfied.) The assumptions of normality, linear connections between pairs of variables, and modest correlation between the variables were all verified.) The questions were intended to index three constructs: teachers' ability, online teaching, curriculum, students' psychology, and English-Learning result. Thus six variables were sought. The first component accounted for 31.98 percent of the variation after rotation, followed by the second factor at 10.14 percent, the third factor at 7.125 percent, the fourth factor at 4.375 percent, and the fifth factor at 3.433 percent. The sixth component was responsible for 2.922 percent of the total. The items and factor loadings for the rotated factors are shown in Table 4.1, with loadings smaller than 0.40 removed for clarity.



The first Eigenvalues are shown in the Scree Plot. The eigenvalues and the scree plot both support the conclusion that these twenty variables may be reduced to six components. The scree plot flattens out six times in total.

4.3.3 Confirmatory Factor Analysis Using Amos

AMOS was used to conduct confirmatory factor analysis. Factor analysis was used to minimize a large number of variables in order to identify the most underlying variables, referred to as a factor. Confirmatory factor analysis is a useful technique for examining the variability of observable variables, extracting variability from items, and loading it into a single factor. Factor analysis was used to determine the key

constructs, which included teachers' competence, online teaching, curriculum, family background, students' psychology, and English-Learning result, due to the exploratory character of the research.

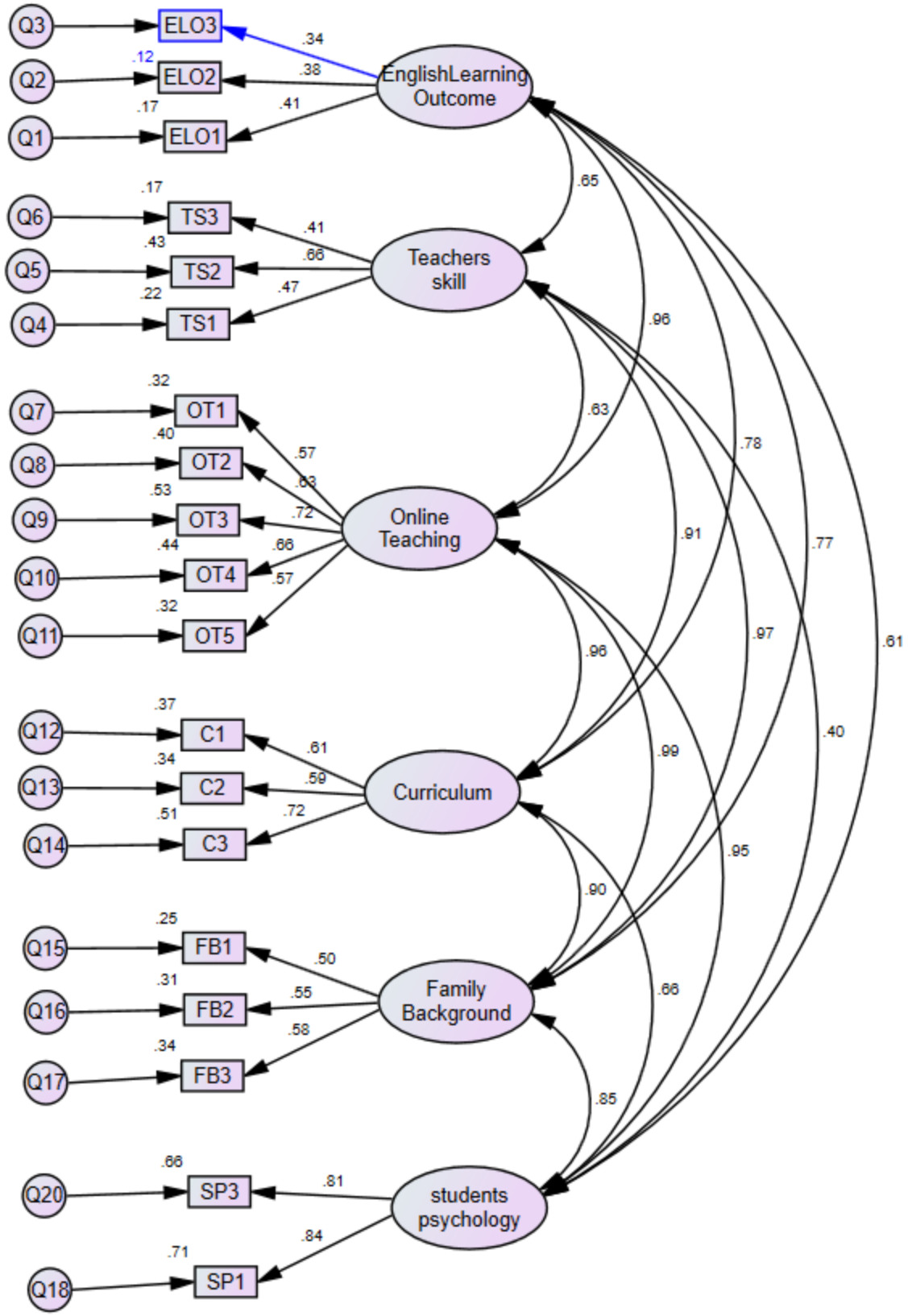

Q3
Q2
Q1
ELO3
ELO2
ELO1
.34
.12
.38
.17
.41
EnglishLearning Outcome
Q6
Q5
Q4
TS3
TS2
TS1
.17
.41
.43
.66
.22
.47
Teachers skill
Q7
Q8
Q9
Q10
Q11
OT1
OT2
OT3
OT4
OT5
.32
.57
.40
.63
.53
.72
.44
.66
.57
.32
Online Teaching
Q12
Q13
Q14
C1
C2
C3
.37
.61
.34
.59
.51
.72
Curriculum
Q15
Q16
Q17
FB1
FB2
FB3
.25
.50
.31
.55
.58
.34
Family Background
Q20
Q18
SP3
SP1
.66
.81
.84
.71
students psychology
.65
.96
.63
.78
.91
.77
.97
.61
.96
.40
.99
.95
.90
.66
.85

Table 17. Standardized Regression Weights

Latent Variable	Item Label	Item Description	Standardized Factor Loading	Squared Multiple Correlations
Teachers' skill	TS1	Teacher Expertise	.470	.221
	TS2	ICT Knowledge	.659	.434
	TS3	Attract Students'	.413	.170
Online Teaching	OT1	Students' interest	.566	.321
	OT2	Cater the demand	.632	.399
	OT3	Poor Network	.725	.525
	OT4	Access to e-device	.663	.439
	OT5	Real Learning	.568	.323
Curriculum	C1	Prescribed curriculum	.609	.371
	C2	Present Curriculum	.585	.343
	C3	Short Syllabus	.715	.512
Family Background	FB1	Parent's unavailability	.496	.246
	FB2	Parent's awareness	.553	.305
	FB3	Poor Parents	.580	.336
Students' Psychology	SP1	Psychological depression	.840	.705
	SP3	Staying at home	.810	.657
English-Learning Outcome	ELO1	Learning outcome	.409	.168
	ELO2	English learning	.379	.144
	ELO3	Family Background	.341	.117

The standardized factor loading for each item is shown in the table above, as well as the relationship between individual items and the extract construct. Each item's factor loading indicates a moderate to a strong connection with the underlying concept.

4.3.4 Chi-Square Test

Hypothesis:

H1: There is an association between teachers' skills and English-Learning outcomes.

Table 12. p-Value for H_1

	Value	df	p-value
Pearson Chi-Square	63.344	16	.000
Likelihood Ratio	22.680	16	.123
Linear-by-Linear Association	10.569	1	.001
N of Valid Cases	50		

With sixteen degrees of freedom, the chi-square value is 63.344, and the p-value is .000. A P-value of less than 0.05 is considered necessary. As a result, the null hypothesis is rejected, indicating a connection between a teacher's skill with English-Learning outcome.

Hypothesis:

H2: There is an association between online Teaching and English-Learning outcome.

Table 13. p-Value for H_2

	Value	df	p-value
Pearson Chi-Square	22.215	12	.035
Likelihood Ratio	21.590	12	.042
Linear-by-Linear Association	4.629	1	.031
N of Valid Cases	50		

The chi-square value with twelve degrees of freedom is 22.215, and the p-value is .035. A P-value of less than 0.05 is considered necessary. As a result, the null hypothesis is ruled out. This suggests that the English-Learning outcome is linked to the online teaching system.

Hypothesis:

H3: There is an association between curriculum and English-Learning outcome.

Table 14. p-Value for H_3

	Value	df	p-value
Pearson Chi-Square	15.911	16	.459
Likelihood Ratio	13.673	16	.623
Linear-by-Linear Association	.259	1	.611
N of Valid Cases	50		

With sixteen degrees of freedom, the chi-square value is 15.911, and the p-value is .459. The P-value is more than 0.05. As a result, the null hypothesis is accepted, indicating no connection between English-Learning outcome and prescribed curriculum, which can't be achieved through online teaching-learning.

Hypothesis:

H4: There is an association between Family Background and English-Learning outcomes.

Table 15. p-Value for H_4

	Value	df	p-value
Pearson Chi-Square	31.466	12	.002
Likelihood Ratio	14.963	12	.243
Linear-by-Linear Association	.008	1	.929
N of Valid Cases	50		

The chi-square value for twelve degrees of freedom is 31.466, and the p-value is .008. It's called essential if the P-value is less than 0.05. As a consequence, the null statement will no longer be accepted. This indicates a connection between English-Learning outcome and the family status of the students.

Hypothesis:

H5: There is an association between Students' Psychology and English-Learning outcome.

Table 16. p-Value for H_5

	Value	df	p-value
Pearson Chi-Square	21.739	12	.041
Likelihood Ratio	13.270	12	.350
Linear-by-Linear Association	4.522	1	.033
N of Valid Cases	50		

With twelve degrees of freedom, the chi-square value is 21.739, and the p-value is .041. A P-value of less than 0.05 is considered necessary. As a result, the null hypothesis is ruled out. This indicates that the English-Learning outcome of the students and students' psychology is linked to the development of the English course for the students.

4. Conclusion and Future Scope

During this Covid-19 pandemic situation, we can't help thinking continuation of education without an online platform. This paper tries to find out whether online English learning is fruitful or not. By doing a mean statistics test, it is found that the respondents highly supported that the students are being depressed psychologically for staying at home. So, they don't want to learn. Besides, poor or no network hampers online teaching-learning. That's why they don't find interest in online classes. Teachers' expertise in online teaching is also responsible for English learning outcomes. Many teachers fail to attract students' interest in online teaching. By performing the chi-square test, it is found that teachers' skills, online teaching, family background, and students' psychology are associated with English learning outcomes, whereas curriculum has a negligible association with the online English learning system. Parents' poverty is a great factor for an online platform. Poor and illiterate parents fail to understand the importance of the English language. So, they are unaware of their children's learning English. In addition, students are not interested in online learning.

This study has been carried out only in Cumilla district, Bangladesh. The respondents were fifty EFL teachers from Non-government colleges. Any researcher can take a larger area and more respondents to determine the effectiveness of English learning outcomes through an online platform.

Reference:

1. Al Qalhati, N., Karim, A. M., Al Mughairi, B., Al Hilali, K., & Hossain, M. I. (2020). Technology and HR Practices in Educational Sector in Sharqiya Governate of Oman. International Journal of Academic Research in Business and Social Sciences. 10(10), 435-443.
2. Al Qalhati, N., Karim, A. M., Al Mughairi, B., Al Hilali, K., & Hossain, M. I. (2020). Study on Job Satisfaction among Teachers in Sultanate of Oman. International Journal of Academic Research in Business and Social Sciences. 10(10), 422-434.
3. Bachman, Lyle. (2000). Modern language testing at the turn of the century: assuring that what we count counts. Language Testing. 17. 1-42.
4. Burns, R.B (1997). "Introduction to Research Methods. 3rd Edition, Addison Wesley Longman Australia", South Melbourne.

5. Fatima, Nuzhath, English Language Teaching During the Times of COVID-19- Challenges and Opportunities: A Brief Study of GFP Students in Muscat College (October 4, 2020). Journal for Research Scholars and Professionals of English Language Teaching, 2020,
6. Helal, M. S. A., Ahmed, I., & Bhuiyan, M. E. M. (2021). Impact of Education Management Information System (EMIS) on Teaching-Learning Development. 10(2), 948–956.
7. Hossain, M. I., Polas , M. R. H., Rahman, M. M., Islam, T., & Jamadar, Y. (2020). An Exploration of COVID-19 Pandemic and its Consequences on FMCG Industry in Bangladesh. Journal of Management Info, 7(3), 145-155. https://doi.org/10.31580/jmi.v7i3.1484
8. Hymes, D. (1972). On Communicative Competence. In J. Pride, & J. Holmes (Eds.), Sociolinguistics (pp. 269-285).
9. Ikbal Ahmed, Md Eunus Mia Bhuiyan, Md Shafiqul Alam Helal and Nayan Banik (2020). Hybrid Instruction: Post COVID-19 Solution for Higher Education in Bangladesh", International Journal for Modern Trends in Science and Technology, 6(10): 20-25.
10. Javed, M., Hock, O. Y., & Asif, M. K., Hossain, M. I. (2020). Assessing the Impact of Emotional Intelligence on Job Satisfaction among Private School Teachers of Hyderabad, India. International Journal of Psychosocial Rehabilitation. 24(4). 5035-5045
11. Kothari, C.R.(2004). Research Methodology: Methods and Techniques, India.
12. Nunnally, J. (1978). Psychometric methods. New York: McGraw-Hill
13. Olugbenga, Michael & Qiu Phd, Allison. (2020). Prospects and Challenges of Online Education in Secondary Schools in Northern Nigeria. 8.
14. Rakhmanina, L., Martina, F., Halolo, F. B., Syafryadin, S., & Noermanzah, N. (2020). Students' Perception on Online English Learning during Covid-19 Pandemic Era. Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing, 3(2), 428-439.
15. Santos, J. A. R. (1999). Cronbach's Alpha: A Tool for Assessing the Reliability of Scales. Journal of Extension, 37, 1-5.
16. Sari Famularsih. (2020). Students' Experiences in Using Online Learning Applications Due to COVID-19 in English Classroom. Studies in Learning and Teaching, 1(2), 112-121.
17. Terre Blanche, M., & Durrheim, K. (1999). Social constructionist methods. Research in practice: Applied methods for the social sciences, 147–172.
18. Yulia, Henny. (2020). Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia. ETERNAL (English Teaching Journal), Vol.11, No.1