

Online Teaching And Communication Problems Faced By Teachers In University Education

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ABSTRACT

Principal motive behind this research was to figure out communication/correspondence problems/challenges encountered by educators while teaching online classes at university level during Coronavirus pandemic. For information assortment a questionnaire administered on 75 instructors which were chosen from different departments of university of Narowal through proportionate sampling method. Gathered information was dissected through SPSS programming. On the foundations of results, it was reasoned that social isolation was the big challenge among instructors and there is strong shortage resources. Hence, enough resources and funds should be allocated by the government/universities to make the connectivity strong and effective two way communication so that teaching learning process may be improved. There should be incorporation of new strategies to minimize communication problems while conducting online classes.

KeyWords: online teaching, communication problems, teaching learning problem

Introduction

The role of teachers was very important during covid-19 pandemic. It was teachers that can motivate their students in learning process in online classes instead of physical classes. In all the teaching learning process in online classes the most important thing was favour of teachers for it. In distance learning method of education teachers is the main figure and his motivation is necessary for the students learning.

Few ways to move rapidly, cheap and secure, strong, ready net connections are in the way of the online learning process, particularly for those who live in the region, not a city, and put Pakistan's communities on one side (Toquero, 2020). A significant portion of what is available on the internet is not easily accessible via computer-aided telephones, which causes students who use computer-aided telephones on

the internet to be hesitant about continuing their online learning journey.

Wu (2020) notes that the abrupt switch to online learning became a gauge of a company's capacity for swift action, with multiple high-level teaching personnel and specialist institutions. Giving all of their attention they get moved from one position to another of about education what is into the by numbers, electronic World and not particularly on on-line teaching, and things took round to methods.

Zhong, (2020) characterizes e-advancing as a method of schooling in which training is given by web as a vehicle of guidance. Internet advancement is described by different scholars as distance learning, blended learning, or virtual learning (Adarkwah, 2020). Web-based education is a modified version of the traditional distance education system, not another mode of

learning (DeFreitas, Morgan, and Gibson, 2015). It is stated that the College of London established the remote education system in Great Britain. The growth of the internet is also a step toward remote online instruction (Kentnor, 2015).

We acknowledge that the adoption of ICT as one's own in higher education is unavoidable. However, there are no specific funds set aside for new technology due to the restricted payment schedule for higher education in Pakistan (Abbas, Ahmed Khalid, and Yasmeen, 2017), therefore ICT is the first technology to be integrated into the curriculum's educational component (Kayani, 2005). Following the closure of educational institutions around the nation, every entity in charge of regulating higher education in Pakistan was compelled to use learning to run, deliver online courses using machines, and put business management systems into place (Ali, 2020).

Various studies of different disciplines showed that various challenges and merits and challenges exist in the case of online platforms and e- mode of learning in different contexts. Many studies have been conducted to know the merits and demerits of online teaching learning process which reveals that there are many challenges in conductance of online classes. Some studies on online teaching learning process reveals that university faced many problems during online classes such as, communication problems, and lack of student's participation in discussion as compared to face-to-face classes (Huang & Hsiao, 2012).

For students who are touch-based participants, immersive courses can't be of concern. Another major, lost in online learning, is a popular school-room finding out a way of life in communities. Students only stay in contact with their individuals by true/false and never see actual students in person, and so having the same thoughts, information, and news offered now is not fully, partly lost from the numbers, electronic learning universe (Britt, 2006). There is nothing like the current circumstances; unlike usual numbers, electronic learning sites, locations, as some might claim, it is more precisely 8 times of great difficulty, chance learning (Pace, Pettit, & Barker, 2020).

A few observation experiments have looked at the questions and possibilities involved with learning by computers during pandemics in the near-time process of making observations. People making discoveries are seeking to look at the most possibilities and problems of near-time learning by machines first moves from the viewpoint of numerous interested organizations. Mailizar et al., (2020) suggested that the voices of students on this subject are important as a component of the potential observation process should monitor student views looking at online learning to look at the problems highlighted by students as part of the prospective observation process.

There were multiple aspects of communication problems in online classes but here in this research study six aspects were considered i.e. given in the tables below.

Table 1. Teachers having Communication issues during teaching online

Issues	Low		Moderate		High	
	N	%	N	%	N	%
Social isolation	26	28.0	37	39.8	30	32.3
Lack of interaction	34	36.6	20	21.5	39	41.9

Lack of interest	27	29.0	22	23.7	44	47.3
Lack of conceptual learning	21	22.6	19	20.4	53	57.0
Lack of practical knowledge	35	37.6	21	22.6	37	39.8
Assessment problems	10	10.8	24	25.8	59	63.4

The communication issues that teachers encountered when teaching online during the COVID-19 epidemic are shown in Table 1. Table 1 reveals that a moderate level of social isolation as a communication issue was experienced by 39.8% of instructors. However, the majority of teachers said they had severe issues with students' lack of engagement (41.9%), disinterest (47.3%),

conceptual learning (57.0%), practical knowledge (39.8%), and evaluation issues (63.4%). It demonstrates that the majority of teachers experienced social isolation at a moderate level, interaction problems at a high level, a lack of motivation in learning new concepts, a lack of practical expertise, and assessment issues at a moderate level.

Table 2. Male teachers having Communication issues during teaching online

Issues	Low		Moderate		High	
	N	%	N	%	N	%
Social isolation	16	29.6	21	38.9	17	31.5
Lack of interaction	12	22.2	10	18.5	32	59.3
Lack of interest	11	20.4	13	24.1	30	55.6
Lack of conceptual learning	16	29.6	3	5.6	35	64.8
Lack of practical knowledge	17	31.5	17	31.5	20	37.0
Assessment problems	6	11.1	18	33.3	30	55.6

The comments of male teachers to questions about communication issues they encountered when teaching online during the COVID-19 epidemic are presented in Table 2. Table 2 demonstrates that the majority of male teachers (38.9%) experienced social isolation as a

communication problem at a moderate level. Male teachers had communication issues with lack of interaction (59.3%), lack of enthusiasm (55.6%), conceptual learning (64.8%), lack of practical expertise (37.0%), and evaluation issues (55.6%). It demonstrates that the majority of male teachers experienced social isolation at a

moderate level, as well as a lack of engagement, interest, conceptual learning, practical expertise, and evaluation issues at a high level.

Table 3. Female teachers having Communication issues during teaching online

Issues	Low		Moderate		High	
	N	%	N	%	N	%
Social isolation	10	25.6	16	41.0	13	33.3
Lack of interaction	22	56.4	10	25.6	7	17.9
Lack of interest	16	41.0	9	23.1	14	35.9
Lack of conceptual learning	5	12.8	16	41.0	18	46.2
Lack of practical knowledge	18	46.2	4	10.3	17	43.6
Assessment problems	4	10.3	6	15.4	29	74.4

The communication issues that female teachers encountered when teaching online during the COVID-19 epidemic are shown in Table 3. Table 3 reveals that a moderate level of social isolation as a communication issue was experienced by 41.0% of female teachers. 56.4% of female teachers reported having low levels of communication problems due to lack of interaction. 41.0% of female teachers reported having a low level of communication issues due to a lack of enthusiasm. 46.2% of female teachers reported having serious communication issues

due to a lack of conceptual learning. 46.2% of female instructors reported having a low level communication issue with a lack of practical expertise, while 74.4% of female teachers reported having a high level communication issue with evaluation issues. It demonstrates that the majority of female teachers experienced social isolation at a moderate level, lack of interaction, conceptual learning gaps, and practical knowledge gaps at a low level, lack of enthusiasm and evaluation issues at a high level.

Table 4. Urban teachers having Communication issues during teaching online

Issues	Low		Moderate		High	
	N	%	N	%	N	%
Social isolation	18	29.0	26	41.9	18	29.0
Lack of interaction	22	35.5	14	22.6	26	41.9

Lack of interest	20	32.3	11	17.7	31	50.0
Lack of conceptual learning	16	25.8	13	21.0	33	53.2
Lack of practical knowledge	19	30.6	18	29.0	25	40.3
Assessment problems	6	9.7	12	19.4	44	71.0

The communication issues that urban teachers encountered when teaching online during the COVID-19 epidemic are shown in Table 4. Table 4 reveals that 41.9% of urban instructors experienced social isolation as a moderately severe communication issue. For 41.9% of urban teachers, a major communication issue was a lack of interaction. For 50.0% of urban teachers, a major communication issue was a lack of interest. 53.2% of urban instructors reported having

serious communication issues due to a lack of conceptual learning. 40.3% of urban instructors cited a lack of practical expertise as a major communication barrier, while 71.0% cited evaluation issues as a major barrier to communication. It demonstrates that the majority of urban teachers experienced social isolation on a moderate to high level, as well as a lack of interaction, conceptual learning, practical knowledge, interest, and evaluation issues.

Table 5. Rural teachers having Communication issues during teaching online

Issues	Low		Moderate		High	
	N	%	N	%	N	%
Social isolation	8	25.8	11	35.5	12	38.7
Lack of interaction	12	38.7	6	19.4	13	41.9
Lack of interest	7	22.6	11	35.5	13	41.9
Lack of conceptual learning	5	16.1	6	19.4	20	64.5
Lack of practical knowledge	16	51.6	3	9.7	12	38.7
Assessment problems	4	12.9	12	38.7	15	48.4

The communication issues that rural teachers encountered when teaching online during the COVID-19 epidemic are shown in Table 5. According to Table 5, the majority of teachers in rural areas had communication issues at a high

level with relation to social isolation (38.7%), a lack of engagement (41.9%), a lack of interest (41.9%), a lack of conceptual learning (64.5%), and evaluation issues (48.4%). Additionally, it was shown that most teachers (51.6%) at lower levels had issues with a lack of practical

knowledge. It demonstrates that the majority of urban teachers experienced low levels of practical knowledge, high levels of social isolation, low levels of interaction, low levels of conceptual learning, low levels of interest, and low levels of evaluation issues.

Main Conclusions

1. The majority of teachers experienced moderate levels of social isolation, moderate levels of interaction, moderate levels of interest, moderate levels of conceptual learning, moderate levels of practical knowledge, and high levels of evaluation issues.
2. Male teachers experienced moderate communication issues, such as low levels of interaction, interest, conceptual learning, practical knowledge, and assessment issues.
3. The majority of female teachers encountered moderate-level issues, such as low levels of interaction, conceptual learning, and interest, as well as assessment issues.
4. The majority of urban instructors reported moderate levels of social isolation, while high levels of lack of interaction, conceptual learning, practical knowledge, motivation, and evaluation issues.
5. The majority of urban instructors experienced a low level difficulty with a lack of practical expertise, whereas high level issues included social isolation, a lack of engagement, a lack of conceptual learning, a lack of enthusiasm, and assessment issues.
6. Teachers with poor IT skills experienced social isolation at a moderate level, and high levels of lack of engagement, interest, conceptual learning, practical knowledge, and evaluation issues.

It is advised that solutions be put in place to reduce communication issues when running online classes based on the findings and conclusions. To continue the sandwich programme, policymakers should create a mix of in-person and online sessions.

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