

# Changes And Challenges In Teaching Learning Process Due To Covid -19

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## Abstract

The concept of e- learning or online teaching is not new, though it has seen a sudden global demand and use due to the Covid-19 pandemic. Across nations and beyond boundaries, education sector has seen a quick adaptation of some form of internet-based teaching-learning system from various communicating platforms to internet based educational applications to well-designed Learning Management System (LMS) such as White Board, Black board, Canvas etc. The main moto being continuation of education and keeping students engaged in learning.

Online teaching is challenging in its technological variety and relative novelty to most teachers who have been practicing conventional (synchronous) teaching so far. Teaching staff of all backgrounds and ages have had to prepare and deliver their classes from home, with all the practical and technical challenges this entails, and often without proper technical support (Hodges et al. 2020).

This paper will present a brief overview of the Covid-19 pandemic, discusses the impacts on teaching and learning process due.

**Keywords:** Teaching pedagogy, Corona Virus; Education; Institution; Online Classes; Pandemic, Coronavirus, COVID-19 disease, SARS-CoV-2 infection, health anxiety coronavirus

## Introduction

China reported an outbreak of a type of pneumonia with unclear aetiology in December 2019. The outbreak had escalated into a global public health emergency. The US Centers for Disease Control and Prevention (CDC) identified a seafood market in Wuhan as the suspected centre of the outbreak in early January 2020, and the market has remained closed since then. This new virus has been designated as a novel coronavirus, 2019-nCoV, or COVID-19 for the time being. On January 25, 2020, the first COVID-19 case in Malaysia was confirmed, involving three Chinese residents who entered Johor Bharu, Malaysia, via Singapore on January 23, 2020. Malaysia recorded 6002 COVID-19 infection cases and 102 deaths as of the end of April, out of a total population of 32 million.

With unprecedented pandemic condition, the teachers and student got back to complete digital teaching and learning set up backed by technical support from e-learning unit.

As recent studies have shown (e.g. Ocak 2011; Ching et al. 2018), some of the main difficulties reported by university teachers with respect to web-based courses arise from the complexity of the instructional situation and shortcomings in planning and organisation. (Rapanta, C, 2020).

Practicing online teaching involves flexibility in quickly learning and adapting to new technological applications and great amount of creativity for content and time management on part of teacher. A lot of issues are attached to online education

The teachers raised some concerns on communication, practical education instruction, teaching content management and dissemination and assessment in online pedagogy which need a discussion.

## Background of the Study

Students' health-related worry may aggravate cyberchondria and internet addiction (IA), especially during pandemics such as the Coronavirus disease 2019 (COVID-19). However, the associations of students' demographic and academic characteristics with cyberchondria, anxiety, and IA have not yet been examined.

Most of the online platforms had already experienced online teaching via different apps like Udemy, LinkedIn etc. but in this pandemic student could learn online only. However, students could meet the teacher on other campus or during planned schedules on campus. Besides teachers and students were not thrown far apart as in social distancing. The student accessed various facilities on campus such as library and Labs, administrative support, academic guidance, availed study material. Yet, the teachers and students found a gap in teaching and learning process. Later direct on campus teaching learning resumed with a sigh of relief for all. The e-learning unit on campus was functional by now.

## Objective of the Study

In the given scenario, the researcher attempts to find out the gaps and losses that raised during the teaching process. Thus, the objective of this research is to find out

- I. The immediate issues and losses faced the teachers on the campus during online teaching
- II. The implementation of the research is to find practical and feasible solutions to remove the gaps that may have arisen in the immediate shift to online pedagogy

## Research Methodology

The researcher has taken into consideration the qualitative aspects of the research study. The study is descriptive and tries to understand the gap that has arisen from lack of technological awareness and immediate placement in a digital teaching and learning environment. The research tool, questionnaire was developed based upon several reports presented by various Campus units, course instructors and unstructured discussions.

## Issues in Online Teaching

### Communication

1. The absence direct face-to-face communication with students is one negative aspect of distance education.
2. Traditionally instructors thrive on face-to-face communication which allows more opportunities to gauge student reactions, obtain feedback, and modify

- pedagogy. This tends to focus on delivering information (Dennen, 2005).
3. WhatsApp turned out to be one of the most used communication sources, it was to just be sharing information. Getting feedback on students' understanding of course content, empathy with the learning process could not be achieved.
  4. The course material used in direct mode of instruction was continued on digital platform. Using the instructional material on a digital platform in terms of organizing and designing the content, technically administering it is referred to as PCK, Pedagogical Content knowledge.
  5. The teachers lagged greatly in this and this left in them a sense of dissatisfaction. Though, the Blackboard as LMS supported well, the teachers still felt restricted.
  6. Another concern was the barrier faced to teach clinical practical courses which demand real life demonstration and tactile methods.
  7. Teachers were also concerned about few copyright issues in sharing and accessing course material.
  5. On campus instruction is also important to explain practical know-how and for training in those courses. It is also essential for testing and measuring higher level skills.
  6. Merge of e-learning and direct education with the necessity of social distancing and taking precautionary measures.
  7. Provide alternative systems for virtual classrooms in the event of increasing pressure on the current systems such as (Zoom - Webex - Microsoft Teams).
  8. Teachers, students and teaching platforms must be aware of copyright infringement and laws on legitimate use of intellectual content shared digitally.
  9. Expanding the training of the faculty members on teaching and e-learning strategies to make them well equipped in technical know-how and establish successful communication through various electronic and social media to motivate students besides managing various activities during the virtual classes.
  10. To manage teaching content and develop it.
  11. To improve assessment methods, certain measures can be carried out such as specialized computer labs facility on campus.
  12. Developing electronic testing mechanisms to measure students' thinking level and ensure their impartiality, transparency.
  13. Adapting international standards for electronic tests, which move away from direct questions that depend on memorization. These also reduce any kind of plagiarism or fraud.
  14. There are programs that allow to create question banks or question pools that administer each student different questions to ensure that there is no cheating.
  15. Also, adopting modern programs for electronic follow-up and monitoring, the student performance, recording the duration of time spent by student in front of the camera or computer, and biometric system which record face or eye print when the test is taken.

### Technical know how

Teachers, who lack technical skills, did not have much time to train in the techniques needed to teach in e-learning during this pandemic. The e-learning unit was supportive throughout but, it stressed out the teachers to focus to use technology in instruction and physical absence of learner.

1. **Assessment:** Uneven distribution of weightage of marks, such as more marks were given to attendance, affected the overall student result.
2. Evaluation methods did not ensure fairness and validity of assessment. Besides they were not in sync to measure learning outcomes.
3. Allotting 24 hours for a final exam helped students to score high marks.
4. e-learning and virtual classes have become a necessity, but direct on campus (synchronous) instruction and face-to-face communication between the university professor and students are indispensable.

**MATERIAL AND METHODOLOGY:** The study was conducted to bring out the impact of online classes among the students during the pandemic situation. The questionnaire was framed out with 30 open and closed end questions and a pilot study was conducted among 50 students attending online classes regularly. The pilot studies among the students have resulted in addition and eviction of few questions and options from the questionnaire. Finally the questionnaire was uploaded into a Google form and the link for responding the questionnaire has been shared in mail, WhatsApp, telegram and other mode of social media among the students attending the online classes. The questionnaire has been shared to students with no regard to their discipline, gender or locations the response of the students has been checked for its completeness and has been taken for the evaluation. The data collected from the students are fed into an excel sheet and finally transferred to the SPSS (24.0) software and statistically analysed.

## RESULT AND DISCUSSION:

**Table 1. Demographic prospect of Students:**

S.No	Demographic Factor	Particulars	Frequency (N)	Percentage (%)
1	Gender	Male	493	70.4
		Female	207	29.6
2	Age	Below 18 Years	271	38.7
		18 to 20 Years	339	48.4
		Above 20 years	90	12.9
3	Course Undergoing	School & Intermediate Courses	192	27.5
		Undergraduate & Diploma Courses	347	49.5
		Post Graduate Courses	161	23.0
4	Students Residence Location	Rural	187	26.7
		Semi-Urban	249	35.5
		Urban	264	37.8

## Component for Online Classes:

On the next page, you will find a list of the necessary supporting components needed by students to participate in the online classes.

The questionnaire has been sent to 1030 students with no regard to any demographic factors among the responses 1000 responses has been considered for analysis considering the completeness in responding the questionnaire by the students.

## Demographic prospects of the students:

This study's participants have no other knowledge beyond the fact that they are taking online programs. Among the students in the study, Table 1 shows the demographics of those who participated. 70% of pupils are men, while 29% are women. 38.7 percent are under the age of 18, 48.4 percent are between the ages of 18 and 20, and 12.9 percent are over the age of 20. A total of 27.5 percent of the students who responded are in their final year of education and intermediate courses, while 49.5 percent are in their final year of high school, and 23 percent are post-graduate students. Rural students make up 26.7% of the student body, while semi-urban students make up 35.5%, and urban students make up 37.8%.

According to the responses of the students, smart phones (37.0 percent) and laptops (31.1 percent) are the devices that are being utilized, and Google Meet has been identified as the

most desired platform for both teachers and students while participating in online classes. WhatsApp has been the most popular app for sharing links and information about online

classes, and it continues to be the most popular. Students have relied on mobile data (35.6 percent) to access the internet in order to participate in their online programs.

**Table 2: Components for Online Classes:**

S.No	Components	Particulars	Frequency (N)	Percentage (%)
1	Device Used for Online Classes	Smart Phone	259	37.0
		Tablet	142	20.3
		Laptop	218	31.1
		Personal Computer	81	11.6
2	Platform Used	Google Meet	177	25.3
		Zoom	136	19.4
		Youtube	93	13.3
		Google Classroom	99	14.1
		Coursera	74	10.6
		Microsoft Teams	62	8.9
		Cisco Webex	41	5.9
		Tv Channels and Radio	18	2.6
3	Internet Network	Broadband WiFi	241	34.4
		Mobile Data 4G	249	35.6
		Mobile Data 3G	92	13.1
		Optic Fiber Network	118	16.9

#### **Student's opinion on Online Classes:**

Students from different disciplines have been polled to find out what they think about the online classes they are taking. Table 3 displays the perceptions of students, and it reveals that the use of online classes prior to the covid epidemic was very low (36.1 percent), with the majority of students from higher levels of study having had prior experience with online classes. The majority of students (50.9 percent) believe that online classes are more effective than traditional classroom instruction. It also

reduces the degree of partiality among students (45.2 percent) and saves the students time and money by allowing them to travel from their homes to educational institutions (70.7 percent). Approximately 43.4 percent of students believe that online classes are superior to traditional classroom instruction. In addition to these, students have expressed their concerns that online classes make them sluggish or dull (42.4 percent) and that they cause physical ailment such as eye issues, back pains, mental stress, and so on (69.7 percent).

S.No	Particulars	Opinions of Students	Frequency (N)	Percentage (%)
1		Yes	63.9	447

	Usage of Online Classes before Covid Period	No	36.1	253
2	Online Classes able draw a close concept	Agree	59.1	414
		Neutral	17.5	123
		Disagree	32.4	164
3	Online Education Makes Student Sluggish or dull	Agree	42.4	297
		Neutral	22.1	155
		Disagree	35.5	249
4	Does the Online Education reduces the degree of Partiality	Agree	49.2	345
		Neutral	21.5	151
		Disagree	29.2	204
5	Online Classes saves travelling time and money	Agree	79.7	558
		Neutral	14.3	100
		Disagree	6.0	42
6	Online classes are optionally better than Classroom	Agree	43.4	304
		Neutral	15.2	106
		Disagree	41.5	290
7	Online classes creates physical illness like eye problems, back pain etc	Agree	69.7	488
		Neutral	11.1	78
		Disagree	19.3	135

#### Issues that have arisen as a result of online classes include:

1. One of the most significant social issues is that there is a lack of contact among students. Another is that there are no group discussions. A third issue is that online learning is too indirect, which causes learners to feel alone.
2. Student eye strain, fatigue, and boredom are all common side effects of digital study. a) Digital study causes a lot of eye strain on students, as well as fatigue and boredom.
3. High blood pressure, diabetes, vision loss, and joint troubles in teenagers and young adults are all consequences of excessive screen time. Lack of mobility leaves them physically weak, making them more susceptible to quick joint pain, back pain, and other ailments.
4. Lack of clear learning expectations from lecturers.
5. Inadequate instructors to assist in lesson delivery
6. Lower quality of materials available online
7. Lecturers or instructors who are not trained to teach
8. Time-bound assignments are marked by the quick performance of students, but they do become a source of stress since the assignments are time-bound.
9. The personal interaction of the teacher in the online mode is ineffective in terms of disseminating knowledge.
10. In addition, there is a dearth of a friendly motivating force to help kids cope with the pressure.

#### Conclusions

The use and growth of online education had already reached a significant level prior to COVID-19 (Erickson & Siau, 2003). Since COVID-19, there has been a considerable increase in the number of people who use language applications, virtual tutoring, video conferencing tools, and online learning software. Online learning has abolished the barriers of studying space and time, and it is available to everybody, regardless of where they live or what time it is. It is also more convenient to learn online because you can set your own schedule and use your own free time, but there are certain drawbacks to doing so. Example: It is difficult to establish a sense of belonging in an online type that is not meant to develop collective recognition by promoting individual activities and instead focuses on individual activities. Because of the ease with which students can be distracted and attracted by social media, news, and games, the learning approach necessitates that learners exercise strong self-control while participating in it. Between instructors and students, as well as among students, there is a lack of emotional engagement.

The learning method requires learners to have high self-control due to the fact they can be effortlessly distracted and attracted through social chats, news, and games and lack of emotional engagement between instructors and students, and between students.

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