

ONLINE TEACHING - CHALLENGES FACED BY EDUCATORS

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Abstract

ICT has become an integral part of modern education, and its importance cannot be overstated. ICT provides various tools and resources that can aid in the teaching and learning process. For this reason, it is essential that teachers are equipped with the necessary ICT skills to effectively utilize technology in the classroom. And this need was felt greatly when the world was struck with the Covid-19 pandemic and when teachers had to shift to the online platform without any prior training. This study was conducted to throw light on the challenges faced by teachers when they had shifted their classroom teaching to the online platform. Survey method was used in the study and a questionnaire was shared with 44 in-service teachers. A descriptive analysis was done with the findings. It was found that more than 50% teachers found shifting to online teaching challenging as compared to the traditional method of teaching because of the time needed for preparation online lecture was comparatively more than the traditional approach and also because they were not trained or acquainted with many online teaching software and applications. They said they are open to learning and integrating ICT tools in their teaching as it is the need of the hour.

Keywords: *Online teaching, Covid-19.*

INTRODUCTION

When education went online for the first time due to covid 19, everyone believed that it was just a temporary glitch but who knew it would last for 2 years. Now that we are coming on track again, it is time that we try to understand the areas in which we experienced hardships and how we need to work on them to be future ready.

One of such hardships was teaching on the online platform. The teachers had the most difficult time during the pandemic as they had to shift to the online platform without any proper training or necessary devices. Teachers struggled to take their lectures on the small screen of their smartphones where they could hardly see 5 students at a time out of the 60-70 of them. They had to create creative e-content as many students had no learning resources other than their

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textbooks. Teachers had to think of different ways of assessing their student's learning. And they also had to find out different ways to conduct remedial lectures for students who needed it. While doing all these, they have faced so many challenges that were only known to the teachers.

NEED FOR THE STUDY

Teachers were one of those who had to shift their workspace from physical classrooms to the online platform in a couple of weeks. The pressure of providing good quality education to the children even during the pandemic was the aim of the teacher's day and night. The focus of this study was on understanding the various challenges faced by teachers during online teaching and their perception towards ICT training needed for teachers.

METHODOLOGY

Design/Methodology/Approach:

The research takes a quantitative approach using the survey method. A google form questionnaire was used to obtain data from a sample of 44 in-service teachers from Mumbai from Pre-Primary, Primary, Secondary, Higher Secondary, Degree and Teacher Education section. Descriptive analysis of the data was done which helped summarize the data constructively.

FINDINGS

- Out of all the respondents, 27.3% of the sample were teachers teaching in Primary Section and 25% teaching in Higher Secondary, 22.7% teachers of the total respondents teach in the Secondary Section, 9.1% taught in Degree Colleges, 11.4% were teacher educators teaching in B.Ed. Colleges and the remaining 4.6% teachers were teaching in the Pre-Primary Section.
- Out of the total respondents, 47.7% teachers had a teaching experience of more than 10 years, 22.7% teachers had 2-5 years of teaching experience, 13.6% teachers had 5-7 years of teaching experience, 11.4% had 1-2 years of teaching experience and 4.5% had teaching experience of 7-10 years.
- Out of the total sample, 50% respondents had completed their B.Ed. as per the 1 year curriculum and the remaining had done their B.Ed. as per the 2 year B.Ed. curriculum. The 2 year B.Ed. Curriculum focused more on the practical aspects of using ICT for

teaching as compared to the 1 year B.Ed. curriculum which only provided theoretical knowledge about ICT.

- 50% teachers said they had to start taking online sessions within a month or 2 from the first lockdown that happened on 22nd March, 2020 and 29.5% started within 3-6 months.
- Out of the total respondents, 20.5% teachers said they were confident enough to shift to the online platform and start teaching whereas 34.1% teachers said that they felt anxious when they had to shift to the online platform all of a sudden, because of the pandemic. However, 68.2% teachers said they were comfortable using technology for teaching.
- 84% teachers mentioned that they had appropriate devices necessary for teaching online and 61.4% teachers from the total sample used their laptops while 34% teachers used their smart phones to teach.
- Even though 56.8% teachers mentioned that teaching-learning resources were made available to them by school authorities, 41% respondents said there was lack of support from the school authorities when it came to appropriate devices needed for teaching, internet/data requirements
- 54.5% teachers said while teaching on the online mode, using the traditional lecture method was not enough to keep the students participative in the lecture. Many said they had to use YouTube videos, PPT presentations and certain software like kahoot, jamboard, nearpod, padlet, canva and other google softwares to make the teaching interesting.
- When asked about how they assessed their student's learning, most of them said they used google forms to send tests to their students. Some also used platforms like kahoot and mentimeter.
- When asked if they found the teaching online through different software challenging, 56.8% said sometimes it did. The reason they found online teaching challenging was the lack of awareness about different software apps and online teaching platform and lack of training in using technology for teaching.
- 63.6% teachers said that preparing for online lessons and teaching aids took more time as compared to preparation for lectures in physical classroom & physical teaching aids.

Because preparation took too much time and efforts, 45.5% teachers said that their personal life had got affected.

- 72.7% teachers of the total respondents said that they should have been given some additional course or training for preparing lessons using ICT during their B.Ed. and all the teachers agreed to the idea that in-service teachers should be trained at regular basis on the new developments taking place in the field of education, especially in effective use of ICT in teaching.
- When asked how prepared they were to deal with teaching online if such similar pandemic situation arises again in some years, 68.2% teachers said they are confident and are well prepared.
- The teachers were asked some questions about blended learning and flipped classroom. 65.9% teachers answered correctly about blended learning and 70.5% teachers answered correctly about flipped classroom.
- 79.5% teachers said that blended learning options should be made mandatory in all schools and 77.3% teachers said they would like to be trained on blended learning approach of teaching.

CONCLUSION

The world is rapidly becoming more digitized, and the education sector is no exception. Technology has transformed the way teachers teach, and students learn, making it vital for teachers to have a strong understanding of ICT tools and applications. Many schools and educational institutions are adopting digital platforms and online resources, such as Learning Management Systems (LMS), to facilitate teaching and learning. Without adequate ICT skills, teachers may struggle to integrate these platforms into their teaching, ultimately compromising the quality of education they deliver.

ICT training for teachers is essential in today's digital age. It is critical to equip teachers with the necessary ICT skills to effectively integrate technology into the classroom, provide students with engaging and personalized learning experiences, improve efficiency and productivity, and prepare students for the future. Therefore, schools and educational institutions must prioritize ICT training for teachers, ensuring that they are equipped with the necessary skills to meet the demands of modern education.

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