



Challenges towards remote learning during pandemic Covid-19–A statistical analysis

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Abstract

The global education system has been grievously affected during COVID-19 pandemic. The schools, colleges and universities have to shift their classes from offline mode to online or remote learning mode. The motive of this article is to find the challenges faced by the students during this period. The population is taken from the Uttar Pradesh, India. The sample of 30 students has been drawn in the month of November through google form questionnaire. In the present study Descriptive Statistical technique and regression modal is used to analyze the data. The uncovering of the study is that, on average, the perceptions of the students towards online classes are not positive during the pandemic to maintain their academic knowledge and growth. Several challenges have been experienced by them in online classes. The findings of the study revealed that all the students has to face multiple challenges during remote learning such as device availability, network issue, problem to understand technical subject like Mathematics, Economics and Accounts, availability of peaceful environment at home especially in rural areas.

Keywords: Covid-19; pandemic; online education; remote learning; challenges; Google forms questionnaire; Descriptive statistics

Introduction

Almost all aspects of everyone's life has affected by this unprecedented crisis COVID-19. Worldwide, it is recognized as an economic and humanitarian crisis (Mohammed Arshad Khan, Tuba Kamal, Asheref Illiyan and Mohd Asif, 2020). It is acknowledged in December 2019 in Wuhan, China for the first time. After some time it is dispersed all over the world and WHO has proclaimed COVID-19 as a pandemic on 11 March 2020. The Government has to put the temporarily closure on many schools and colleges during this crises but due to this billions of students are affecting all over the world. Worldwide educational system has been struggling to find options to deal with this problem which has risen due to this pandemic. Education system has to find another way to minimize the impact of lockdown, e-learning is one of them.

Though due to technical progress, new methods and perspectives have opened to educational practice such as E-learning globally but it has multiple advantages and disadvantages. (Bączek, Zagańczyk-Bączek, Szpringer, Jaroszyński, & Wożakowska-Kapłon, 2021)

Online learning became a measure of organizational sleight due to unexpected change so that multiple institutions essentially concentrated on the digital world. They are focusing specifically on online teaching but not content delivery methods.

(Diekelmann and Mendias (1985). It was insufficiency of resources in academic organization and the stigmised students, where not sufficient access and availability of the internet, lack of latest technology & Lack of face to face interaction of teachers and students is another major concern linked with online learning. (Karademir, 2020; Zhong, 2020).

Additionally, in online learning, conventional socialization is also missing. Students can only communicate and interact with their classmates digitally, and thus the real-time sharing of lunch, books ideas and information is partially missed in the digital world.

Across the world there are several universities which are focusing on implementation on efficient e-learning (Mohammed Mohammed, Nasser Hassan Ja'ashan, 20). Despite of this online classes never take place the offline classes. But due to the pandemic covid -19, every institution has to take all possible measures to properly conduct the online classes and students have no other option to study except it during the lockdown period. Online lectures, notes, virtual classes etc. has been provided by the organizations.

Still, lack motivation towards the online classes and connectivity to the online classes of students and lack of reliability of their parents on the online classes in the society is available. Though they are trying to supporting but still there are many problems which have to face students and their parents.

Nearly 4% of rural 23% of urban households possessed computers and only 24% of the households can access internet in the country. Nearly 24% in rural areas and 56% in urban areas were able to operate a computer among students of age 15-29 years (According to the report of NSSO (July 2017 to June 2018).

In this article multiple prospective of students about online learning or remote learning is being discussed one by one and also regression model will be used to find the relation between lack of learning during online classes (as

a dependent variable) and multiple factors like, lack of connectivity, motivation, skill, knowledge etc. (as independent variables).

Objective

To analyze the challenges faced by school students in online classes during COVID-19 pandemic.

Statistical Analysis

During pandemic a cross-sectional descriptive study was conducted on the students of a management college. The small sample has been taken for the study. Through Google form a questionnaire was developed and sent to the students through whatsapp. The likert scale was taken in the questionnaire. Questionnaire Reliability (Cronbach's Alpha) was checked through SPSS which was turned as 0.669. Statistical tools in SPSS have been used to analyzing the data like descriptive statistics, Pie chart, linear regression etc.

Table 1

Reliability Statistics	
Cronbach's Alpha	N of Items
0.669	7

This section shows the responses according to of students towards online classes (obstacle or challenges) have faced by the students. These responses recorded according to the questionnaire and analysis through the SPSS. Difficulty in learning, Table 1 show that approx. 86% percent students are accepting that they are facing difficulty in learning during online classes but 13% are comfortable during online classes.

Table 2

Difficulty in learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	20	69.0	69%	69.0
	strongly agree	5	17.2	17%	86.2
	Disagree	3	10.3	10%	96.6
	strongly disagree	1	3.4	3%	100.0
	Total	29	100.0	100.0	

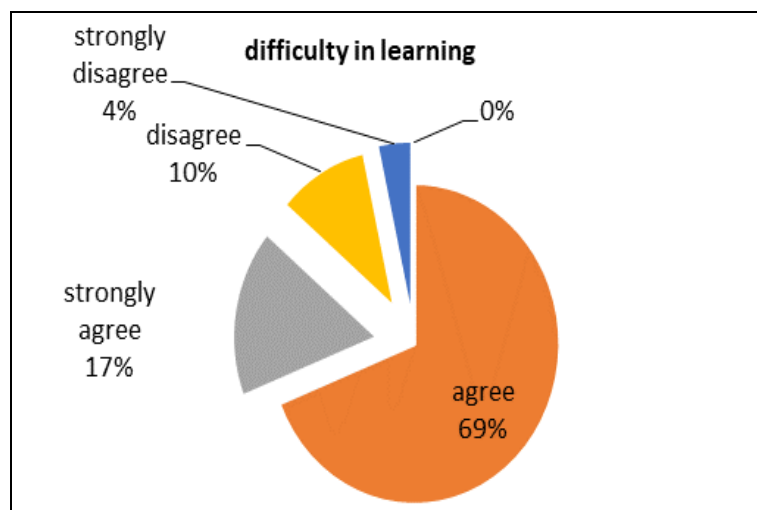


Fig 1

Students are not motivated for the online classes, Table 2 show that 76% students are agree and 14% are strongly agree that they are not motivated for online learning. Only 10% are motivated for online learning.

Table 3

The weak motivation of students to remote learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	22	75.9	76%	75.9
	strongly agree	4	13.8	14%	89.7
	disagree	3	10.3	10%	100.0
	Total	29	100.0	100.0	

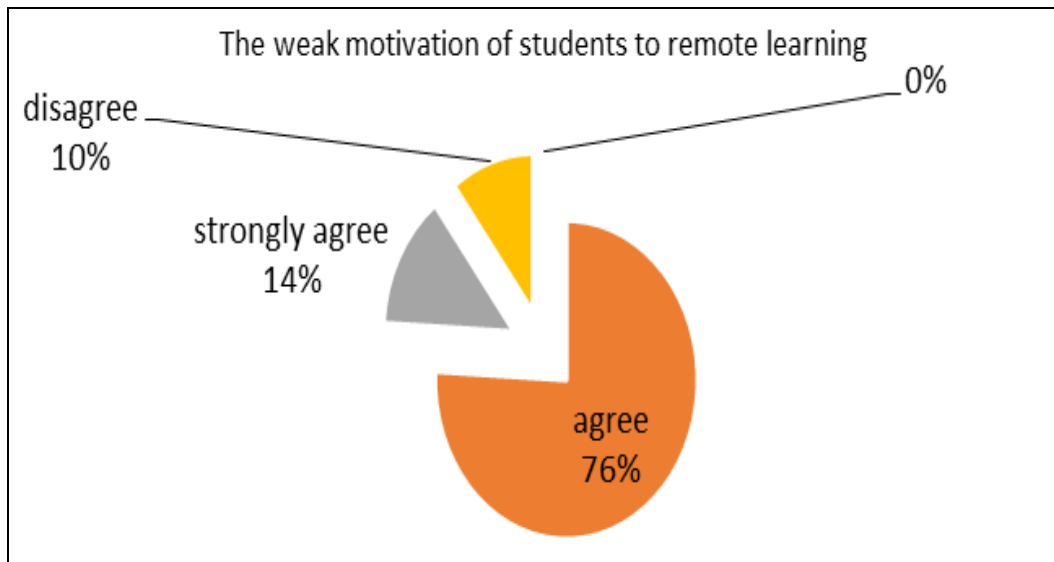


Fig 2

Students are not interested to take online learning, Table 3 show that approx. 87% students are accepting that they are not interested but 14% are taking their class properly.

Table 4

Lack of willingness to implement the remote learning system.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	17	58.6	59%	58.6
	strongly agree	8	27.6	28%	86.2
	disagree	4	13.8	14%	100.0
	Total	29	100.0	100.0	

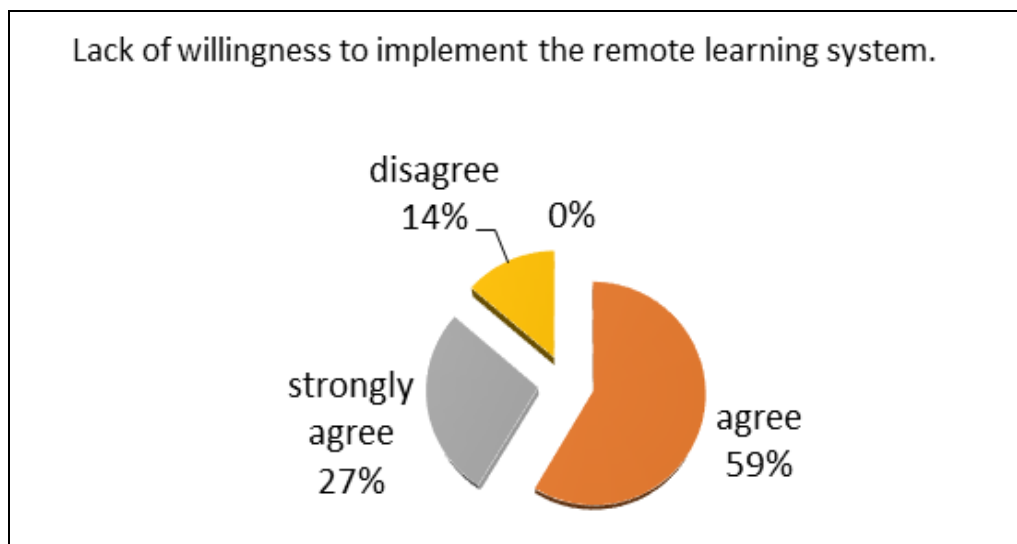


Fig 3

Table 5: show that approx. 83% students are accepting that they are not having distracting free environment at home during online classes but 17% are having proper environment to study at home.

Lack of distraction free environment during online classes.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	11	37.9	38%	37.9
	strongly agree	13	44.8	45%	82.8
	disagree	5	17.2	17%	100.0
	Total	29	100.0	100.0	

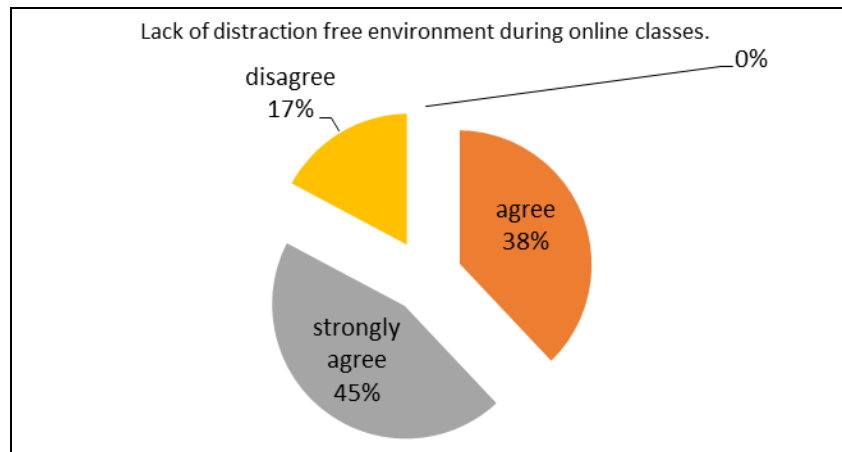


Fig 4

Table 6: show that approx. 86% having network issues at home but 13% are having proper network at home.

weak internet flow					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	7	24.1	24%	24.1
	strongly agree	18	62.1	62%	86.2
	disagree	3	10.3	10%	96.6
	strongly disagree	1	3.4	3%	100.0
	Total	29	100.0	100.0	

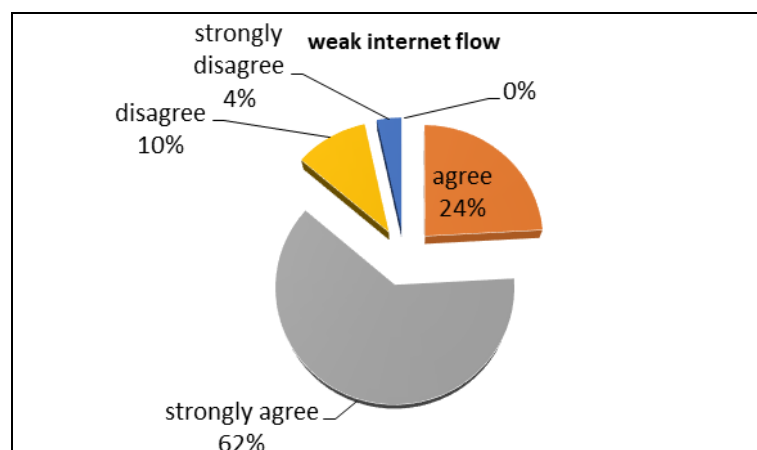


Fig 5

Table 6 shows the relationship between difficulty during online class and difficulties faced by students in the online classes by Chi-Square analysis. The calculated value of Chi-Square was $X^2 (, N = 29) = 73.75$ and $p < 0.05$, means significant relation between the variables. It is observed that students having more struggle during the online classes as compared to offline classes.

Table 7

Perception	Chi square Value	p
The weak motivation of students to remote learning	13.35	0.037
Lack of willingness to implement the remote learning system.	9.17	0.164
Lack of distraction free environment during online classes.	9.10	0.168
Weak internet flow	31.08	0.001
Multiple electronic media and the absence of uniform controls between all.	11.05	0.074

Conclusion

This study shows that there are many challenges faced by the students which are mentioned above in e-learning/ remote learning in a management institute of Uttar Pradesh. Most of the students have same opinion towards the e -learning that there is a significant difference between the virtual class and challenges which comes during virtual class. Although students want recorded classes for revision but they prefer online classes. They want face to face interaction to their teachers and friends.

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