



A study on problems faced by teachers in online education

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Abstract

Digital activities taken by the administration of India is one of the elements filling the development of online instruction. Activities, for example, ePathshala, which has instructive web assets for instructors, understudies, guardians, analysts, and teachers, have helped the rustic populace to get acquainted with online training. For advanced education sections, the Indian government has concocted virtual labs and virtual classes to give distant admittance to labs in different orders of science and building while taking an interest in establishments. The research method followed here is empirical research. The sample size is 208 and the samples were selected through simple random sampling technique. The research problem was identified through the review of literature. Descriptive research design was adopted for the study. The sample frame taken by the researcher in public under the limit of the corporation and municipalities. Data collection included both primary and secondary resources. Primary data was collected through questionnaires. Secondary sources included published information from journals, reports and newsletters. The analysis was done by using the SPSS 21 version. The reason for diversion of the student in online education has been found to be mainly two. One is the diversions and the problems faced in family either it may be economical or emotional, etc.

Keywords: Online, education, difficulties, problems, teachers

Introduction

Conventional system of learning is effective but it has its own limitation in respect to accommodation of number of learners, time and place. The education receiving population in India is growing exponentially. Therefore, there is a need for a new system of learning which is not only effective but has more potential and can cater the entire population of the world. The e-Learning is the solution for the problem and the system is already operational. There are many institutions in the world, which offer e-Learning services. The population receiving education in India is growing exponentially and this is the main reason for exploring cost effective and qualitative alternatives. The study of the problem and prospects of e-Learning in India would be beneficial to learners, educational institutes and capitalists exploring the opportunities for a profitable venture. The study will be highly beneficial to the huge learning community of India and the world. Further, studies in this direction are highly beneficial for policymakers of today and tomorrow for creating a suitable environment for the growth of e-Learning in Indian context specifically and for the world in general. This generates the very foundation for conducting this research work. Standing on this premise, this study is confined only to the education sector in India. The education sector can be broadly classified as the Elementary Education Sector and Higher Education Sector. Looking at the broad arena available for the work under consideration, it was decided to limit this research work only to the higher education sector in India. This is justifiable in the sense that basic understanding about the role of ICT in education and exposure to use of computers is a foundational requirement for conducting studies relating to

problems and prospects of e-Learning. As the beneficiaries of elementary education figures in wide range from pre-school education to higher secondary school education, it was not feasible to focus on this segment of education. As the beneficiaries of higher education carry a better understanding of various dimensions of e-Learning, it was decided to proceed with the higher education sector in India for this research work. E-content is a very powerful tool of education. E-content is valuable to the learners and also helpful to teachers of all individual instruction systems; E-content is the latest method of instruction that has attracted more attention to gather with the concept of models. Education is to enrich the qualities of head, hand and heart. Education is one of the basic needs of men and women. The rule of education is the attainment of human excellence and perfection not just in the field of knowledge or activity but life in totality. Teaching plays a vital role in the formal education system. E-learning is a process and E-content is a product. This approach of teaching has become an answer to the complicated modern, social, economic condition and an exploding population. E-content lessons are generally designed to guide students through information or to help them perform specific tasks. An E-content package can be used as a teacher in the virtual classroom situation. Using E-content, the time and finance involved in the teaching process can be minimized. E-content is facilitating individualized instruction. Communication and interaction between students is an important part of effective online learning and this again has implications for content development and may need the involvement of special expertise to build this successfully into the online course or learning content. Technical issues play a far bigger role in

the development of online content than in traditional print-based resources. Large online content development projects typically involve team members from a variety of organizations and this increases the need for more formal methodologies. The aim of the paper is to know about the problem faced by teachers through online education in many factors.

Objectives

- To know about the problem faced by the teachers by teaching through online education.
- To analyse by comparing the stress level faced by the teachers and students to determine which is the higher level.
- To know about the online education that affects the mindset of the people.
- To know about the level of percentage in which the teachers are involved and indulged with effort through teaching in online education.

Literature review

1. The paper (information Technology, the Humanities and the Library) reviewed some current computer-based projects in humanities research and teaching and considered the implications for the future development of library and information services to humanities scholars and for the professional education of librarians. It is concluded that the penetration of information technology into humanities research and teaching activities and the development of the concept of the electronic campus justify increased emphasis on information technology, particularly online searching and familiarization with a range of the software packages currently being used by researchers and teachers in the humanities, in the professional education of academic librarians. The humanities resources option on the MA Librarianship programme at the department of information studies, University of Sheffield, was described. (Mahasneh)
2. The entitled teaching Information Technology to Human Service Students: Meeting the Needs of the Future specifies the knowledge and skills needed by human service professionals to utilize the potential of IT for better case delivery. A holistic integrative approach is suggested for computerization of the human service agency. A course for graduate students that incorporates this concept is described. ("Problems Faced by Elementary School Teachers in Curriculum 2013 Implementation")
3. A study entitled "Information Technology in the Preservice Social Studies Methods Course." This paper describes how the author has used technology in a preservice social studies methods course, in order to demonstrate how technology supports teacher planning and how technology can magnify teacher effectiveness. The steps for curriculum integration are outlined. The conditions on the extent to which students can benefit from technology use in the preservice methods are also assessed. (Shah)
4. A study on "The Use of Information Technology by Scientists in British and Saudi Arabian Universities." They compared the use of IT by faculty members and post graduate students in British & Saudi Arabian Universities in the departments of chemistry, Biology and Engineering. A questionnaire survey method was used to collect data. The results indicated a rapid growth and diversification of information technology activities in the UK. It showed that British users have used online and offline data banks two times more than the Saudi Arabian users. 70.2% of the British users used e-mail while none of the Saudi Arabian. The users of the two countries used word processing, data analysis software and graphics. Half of the users in both countries used IT with the purposes of information seeking, communicating and doing research works (Agrawala and Agarwal)
5. An electronic survey to document what academic library and computer centre professionals are doing to instruct users about the Internet tools and resources and to determine whether they are working together or independently in this area. She also claims that the Internet is changing traditional ways of accessing and exchanging information among scholars and researchers. (Al-Hiary *et al.*)
6. Mobile devices are recognized as an emerging technology with the potential to facilitate teaching and learning strategies that exploit individual learners' context; this has initiated the educational paradigm to shift from the traditional one-size-fits-all approaches to the context aware adaptive and personalized learning approach. (Liando)
7. A situation-aware framework and mechanism which takes into account such as time, place, user knowledge, user activity, user environment and device capacity for adaptation to the user. (Daphine *et al.*)
8. A system prototype to present educational resources to the learners by transforming the format, the type and the dimensions of educational resources based on the type of learner's mobile device, the learning style and the learner's preferences such as location, time available for learning, concentration level, etc. A prototype context-aware mobile learning system has been developed by Gómez *et al.*, (2012), which semi-automatically adapt individual learning activities based on the dimensions of learner's contextual information and describes a tool for delivering adaptive and context-aware educational scenarios via mobile devices. (Razzak and Akhtar)
9. The student attitudes toward the Internet and web based courses can influence the future use of the web based instructional materials and how educationally beneficial web based resources are for students. Instructor attitudes toward web-based instruction also affect student's experiences with web-based courses. (Afiah)
10. Synchronous transmission modes provide two-way interaction between the teacher and student through a medium. This level of participation allows a wider range of participation by the student, leading to an increased state of engagement, and an enhanced learning environment. (Fatima *et al.*)
11. Student engagement is critical to student motivation during the learning process. Numerous factors influence student motivation including parental involvement, teacher motivation and skills, and effective use of technology. Technology can be utilized to create a motivating classroom environment where students are engaged in learning. An environment where technology

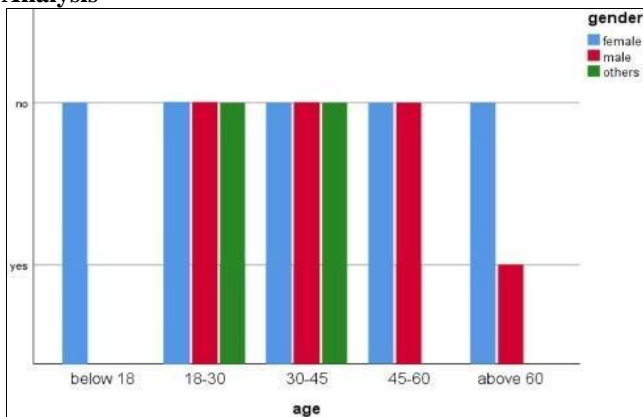
- is used in innovative ways leads to improved learning and teaching. (Sharma)
12. Web accessibility is an important factor for distance education students. Suitable knowledge on uses of technology to present distributed learning courses and ways to improve interaction with remote students, for instructors has been recommended. Timely reply to students' email queries by the instructors helps students to complete the course in time. (Boone and Boone, "An Assessment of Problems Faced by High School Agricultural Education Teachers")
 13. The quest for new humanism and peace and in total integration of culture and technology a new stage has come in the evolution of education which is supposed to act as an agent of change in the development of individual personality, in assuring greater element of equity and access, transcending social, economic and geographical barriers and in the enhancement of knowledge and culture. (Boone and Boone, "Problems Faced by High School Agricultural Education Teachers")
 14. The distinction between distance education and campus education is a myth, if one considers the convergence between the two already happening in the major universities. When technology is integrated into formal educational processes and used for the 'distributed education' for both on and off campus students, the distinction between them gets blurred. This appears to be the general intention of UGC in diverting enormous funds for ICT ultimately to promote distributed education in the traditional dual mode university. (Nurlaily and Nurlaily)
 15. The concept of quality of life needs some conceptual analysis first in order to acknowledge the vast effect of changing global events in different walks of life. He added that the revolution in the field of information technology and mass media has brought marked changes in the life of individuals. Education must be interlinked with healthy values, proper utilization of human energy and a satisfying life and social well being. Let us make full utilization of knowledge management and mass media techniques in imparting open learning to the needy people. (Kato and Ogasahara)
 16. That distance education in the country got a big push during the seventies, more and more universities took distance education as an alternative mode of education and the educational administrators realized to make an experiment to test the efficiency of the correspondence education system at post graduate level thereby generating a path for state open university system in the country. (Gavilán-Martin *et al.*)
 17. The state open university came into existence in response to social need for designing innovative educational structures, which could overcome the limitations of the conventional system of education. Open learning is a mode for the acquisition of knowledge and skills through mediated information and instructions, encompassing all technologies for learning anywhere at any time. The Open University System mainly concentrates on non-conventional courses to meet the changing needs of society. (Varghese *et al.*)
 18. The role of the Federal government in promotion of Instructional Technology during the 1980s. The study identified that the Federal governments had promoted Instructional Technology in their states and localities to improve educational achievement. The study also had surveyed a brief history of federal support for educational research and its consequences. A critical analysis of strengths and weaknesses of Instructional Technology, and uses of instructional designs in computer-based instruction development was another highlight of the study. (Martin)
 19. Outlined the necessary components to meet the computer literacy needs to inservice and preservice teachers. A model plan for teachers' computer literacy inservice training programme was also designed as part of the study. The study evaluated the existing computer education programmes for teachers and identified the training needs of teachers. Perceived computer training needs of teachers showed significant differences in the content of courses currently offered. (Dziuban *et al.*)
 20. The importance of Instructional Technology in the scenario of education. The study also prompted the whole teacher community to acquire knowledge about new instructional tools and technologies derived as part of Instructional Technology. The technology demanded a higher level of awareness and skills from the part of teachers. The study predicted that in future computers would be able to assist in remedial work and higher still work, record keeping, and monitoring of students' progress. (Kidd and T.)
 21. Tried to answer certain issues about Instructional Technology and application in education, with a special orientation to Information Technology. The study analysed the question of how technology can be used to improve education by helping each individual to become increasingly responsible for his or her learning. The study derived a conclusion that Technology should not determine the goals of education but it can be used to achieve them. (Ocde and Organisation for Economic Co-operation and Development).

Research Methodology

The research method followed here is empirical research. The sample size is 208 and the samples were selected through simple random sampling technique. The research problem was identified through the review of literature. Descriptive research design was adopted for the study. The sample frame taken by the researcher in public under the limit of the corporation and municipalities. Data collection included both primary and secondary resources. Primary data was collected through questionnaires. Secondary sources included published information from journals, reports and newsletters. The analysis was done by using the SPSS 21 version. The independent variable is Age, gender, place of residence, educational qualification. The dependent variable in which among the age group people are more aware about unemployment and also many of the pros and cons they have been faced by the people in the society. Data was analysed using graphical representation through bar charts. Comparisons were done across the demographic

variables using these bar charts and the mean value of the ratings received.

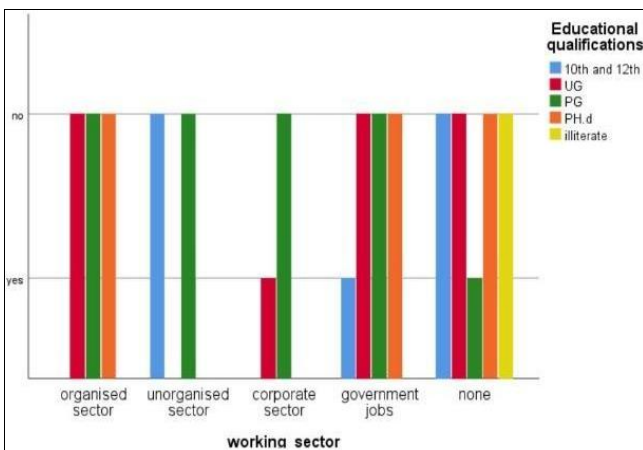
Analysis



Graph 1.1

Legend

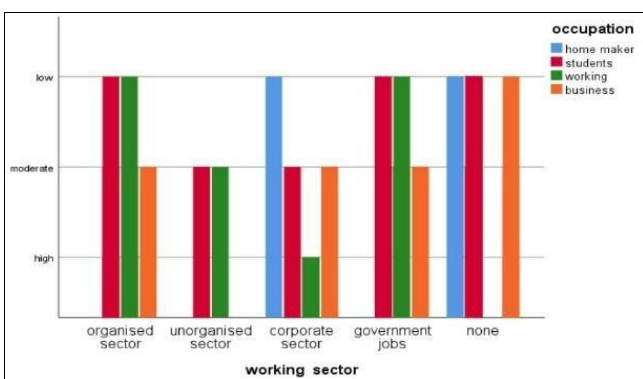
In the graph 1.1., the comparison has been made between the age and the gender for the response regarding their own perspective regarding the online education that affects the mindset of teachers.



Graph 1.2

Legend

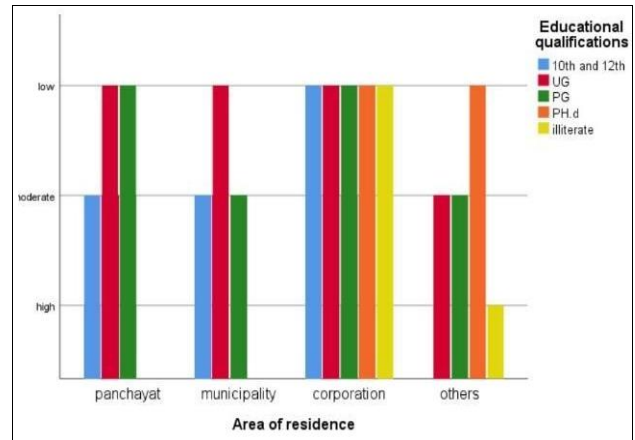
In the graph 1.2., the comparison of the working sector with the educational qualification of the people giving the response by their own perspective regarding the online education that affects the mindset of teachers.



Graph 1.3

Legend

In graph 1.3., the comparison of the working sector with the occupation of the people giving the response by their own perspective relating to the comparison of the stress level faced more by the teachers than the students.



Graph 1.4

Legend

In graph 1.4., shows the comparison of the area of residence with the educational qualification of the people giving the response by their own perspective relating to the comparison of the stress level faced more by the teachers than the students.

Result

In the graph 1.1., the comparison has been made between the age and the gender for the response regarding their own perspective regarding the online education that affects the mindset of teachers. The maximum rating in the age group of 18-30 and 30-45 have been rated to the same extent and also to the higher extent in case of both male and the female they have rated to the higher extent. The age group of above 60 in females have rated to the higher extent and the age group of the male with the age of above 60 have rated to the lower extent when compared to the other age group categories. The age group of both male and the female in the group of 18-30&30-45 have rated 80-90% and the male of the age group above 60 have rated to the extent of the lower with 5-10%.

In the graph 1.2., the comparison of the working sector with the educational qualification of the people giving the response by their own perspective regarding the online education that affects the mindset of teachers. In which the working sector of the class organised, unorganised, government jobs of the educational qualification have rated to the higher extent for no and to all of the same level they have made their opinions. The working sector of the class corporate and the government jobs with the education of UG and the 10th&12th have rated the yes to the lower extent. Thus, the working sector of all UG, PG, PH. D have rated to the same extent with the range of 70-80% and the corporate sector and the government jobs people of the ug and the 10&12th have rated to the lower extent with the range of 10-20%.

In graph 1.3., the comparison of the working sector with the occupation of the people giving the response by their own perspective relating to the comparison of the stress level faced more by the teachers than the students. In which the

working sector of the class the organised, unorganised, corporate, government in which the students ,home makers, working class people have rated to the low at the higher extent and the working sector of the class the organised, unorganised, corporate, government in which the students ,home makers, working class people have rated to the moderate to the medium level and the working sector of the class the organised, unorganised, corporate, government in which the students ,home makers, working class people have rated to the high at the lower extend and thus the higher extent is of range 40-50%, and the moderate is of range 20-30% and the lower is of range 5-10% with these ranges the people have responded.

In graph 1.4., shows the comparison of the area of residence with the educational qualification of the people giving the response by their own perspective relating to the comparison of the stress level faced more by the teachers than the students. In which the area residence of the people who lives in the panchayat, municipal, and the corporation with the educational qualification of 10&12th , UG, PG, PH.d and the illiterate have rated to the higher to the utmost lower extent, people who lives in the panchayat, municipal, and the corporation with the educational qualification of 10&12th , UG, PG, PH.d and the illiterate have rated to the moderate to the lower level , people who lives in the panchayat, municipal, and the corporation with the educational qualification of 10&12th , UG, PG, PH.d and the illiterate have rated to the the high to low at the higher level and thus the higher extent is of range 50-60%, and the moderate is of range 10-20% and the lower is of range 2-5% with these ranges the people have responded.

Discussion

In the graph 1.1., the comparison has been made between the age and the gender for the response regarding their own perspective regarding the online education that affects the mindset of teachers. The age group all people's have responded to the same extend except the age group of people with age of above 60 in the gender of male as because all the persons would be included with some of the employment so in which they might know the workloads and the mindset which the thing has been done through the online so that they have responded to the option negatively because as they were also the parents of the children they might know the difficulties faced so that the mindset of the teachers through online education affects the mindset of the teachers and the age group of above 60 have responded postivately because they might be the person under the retired category so that they feel like the education teaches through online affects the mindset of the teachers.

In the graph 1.2., the comparison of the working sector with the educational qualification of the people giving the response by their own perspective regarding the online education that affects the mindset of teachers. In which the working sector of the class organised, unorganised, government jobs of the educational qualification have rated to the higher extent for no and to all of the same level they have made their opinions. The working sector of the class corporate and the government jobs with the education of Ug and the 10th&12th have rated the yes to the lower extent because they might think like the mindset of the students are been more affected than the teachers who are attending the online education, and some person who have rated the

positive may be the person under the field of the teaching so that they had rated to this option.

In graph 1.3., the comparison of the working sector with the occupation of the people giving the response by their own perspective relating to the comparison of the stress level faced more by the teachers than the students. In which the working sector of the class the organised, unorganised, corporate, government in which the students ,home makers, working class people have rated to the low at the higher extent because they might think like the education are taken by the teachers but observed by the students so that the stress level are more than the teachers to the students and working sector of the class the organised, unorganised, corporate, government in which the students ,home makers, working class people have rated to the moderate to the medium level they think like they might be in the neutral state as because they have stated to the option moderate the working sector of the class the organised, unorganised, corporate, government in which the students ,home makers, working class people have rated to the high at the lower extend because they might have listed the notification like the students are facing more stress level than the teachers in the online education because they might think like the teachers are giving work but the students are the person who are doing the work so that they have responded to this option.

In graph 1.4., shows the comparison of the area of residence with the educational qualification of the people giving the response by their own perspective relating to the comparison of the stress level faced more by the teachers than the students. In which the area residence of the people who lives in the panchayat, municipal, and the corporation with the educational qualification of 10&12th , UG, PG, PH.d and the illiterate have rated to the higher to the utmost lower extent because they think the teachers are in the position in which they need to give the activities and assign task to the students so that they facing more difficulties than that of the students people who lives in the panchayat, municipal, and the corporation with the educational qualification of 10&12th , UG, PG, PH.d and the illiterate have rated to the moderate to the lower level they are in the neutral level in which they think like they teachers and students are both in the same state of suffering from the stress people who lives in the panchayat, municipal, and the corporation with the educational qualification of 10&12th , UG, PG, PH.d and the illiterate have rated to the the high to low at the higher level in which the students are the position who are facing more stress than that of the teachers through the online education which are been conducting for the learning process and so that they have responded that the stress level are faced more by the students dp than that of the teachers through online education.

Conclusion

In the present situation of a pandemic, the education of the students, particularly the school students who are younger generation suffers a lot without learning in a direct education. But in a substitute for that a new concept of online classes and online education has prevailed in this lock down period which has been taken by every teacher to all groups of students not only school but also for the colleges. Through this online system of teaching the teachers have struggled to make the teachers teach and make them understand the topics which are by the basis of order

and also made them learn through online education without any of the disturbances and difficulties in learning on their own. If the students have not understand any of the particular topics by the live and the effective evidence classes they make them to understand the topics very clearly and easily, through this mode of the online education by teaching through the web and the specific app for the live conversation this has affected most of the teachers by mentally and also by their health factors. This have made many of the house makers who are been working as the faculties, teachers in schools and colleges have overburdened their work by which they need to take if the family and also at the same time they need to do their academics activities, in that the met issues and the online notification issues and the diversions of the students etc. there are been many factors for the problems faced by the teachers by teaching through online education.

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