Online Teaching and Challenges of Teachers

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Abstract
Online teaching is a medium of teaching where the educators deliver their instruction via internet with electronic gadgets from anywhere and anytime (synchronous and asynchronous mode). Opening from the spring of 2020, COVID-19 pandemic forced all schools, colleges, and university campuses to close and therefore, compelled the teachers to initiate online teaching. The educators started teaching online without any prior experiences. Therefore, the educators are facing a lot of challenges that are very crucial for effective teaching. This paper identified some of the challenges which are faced by teachers. The study is purely based on secondary sources of data. It is descriptive, analytical, and qualitative. The results reveal that problem of time management, lack of parental cooperation, inability to adapt with new technology, lack of appropriate resources, technical problems, indiscipline, and lack of confidence are the significant challenges teachers face in online teaching. This paper will be helpful for the administrators to know various types of challenges in online teaching that teachers face. Further, the study will also assist administrators and policy makers to take action in resolving the problems faced by teachers at all levels of teaching.

Key words: Online teaching, teachers, students, challenges, remedies

Introduction

Due to the COVID-19 Pandemic outbreak, the educational institutions were closed, and learning system became out of order. In such a situation, educators are being forced to begin online teaching from home. No single smartphone was allowed in the classroom due to fright of disturbance in class but online teaching is totally based on the electronic gadgets like a smartphone which helps the teachers in taking online classes. In online teaching, there have been massive changes in teachers, content, and students. It is good that teachers teach students online as their capability allows, but it is challenging to manage the online classes. In online teaching, there is a need for many specialized experiences for teachers and students. Yet, in online teaching, lectures are entirely different from face-to-face learning environments; therefore, online courses are still imaginary (Quevillon 2020).

Majority of the teachers, mostly aged teachers, are not familiar with operating online teaching devices. The parents of learners are not cooperating in online teaching. At the time of teaching from home, the teachers are not entirely free from family jobs; therefore, they can't fully concentrate on class. Most of the teachers are inexperienced in online teaching therefore, they cannot manage the online course. Most of the students who belong to remote areas are not familiar with online teaching. Consequently, they don't

know how to use and operate new software apps for online instructions. There are massive changes in teaching-learning content, and the inexperienced teachers are unable to teach correctly. Online teaching depends on high-quality internet connection, but the good quality internet is not available everywhere. These are the significant barriers of online teaching.

Literature review

Tehrani (2009) did a case study entitled "The Results of Online Teaching: A Case Study". This exploratory investigation identified some advantages and disadvantages of distance learning. The results revealed that from the students' perspective, the best advantage of online course is its flexibility. Implications of the findings may be used to expand its infrastructure to support maximum student enrolment. Singh, (2016) in her study on Challenges for Teachers in the Era of E-learning in India argued that, majority of the teachers are facing problem in adaptation with new technology hence they need some time to adjust with e- teaching-learning pattern.

Kebritchi et al. (2017) did a qualitative study on issues and challenges in teaching at higher education level through online mode. They found that change in role of faculties, transition from traditional to online teaching, time management and teaching style all these are problems for an instructor. Wallace (2018) in a study entitled, "The Challenges of Effective Online Instruction and Student Learning" examines the professional roles in technology integration and identifies effective online instructional practices. The study concluded that teacher must shift from traditional to online environment with appropriate training.

Radha et al. (2020) in their study entitled, "E-Learning during Lockdown of COVID-19 Pandemic: A Global Perspective" concluded that E-Learning has become very popular and a most liked choice among the educators and learners all over the world, especially during the lockdown period. Seema & Nanga (2020) in their study namely "Online Teaching during COVID 19: Attitude and Challenges faced by School Teachers" found that most of the teachers are having first experience of online teaching. Therefore, they are facing lots of problems like network issues, technical glitches, lack of cooperation from parents and guardians, time management, confidence etc.

Significance of the study

In the review of the related literature, the investigators have found that most of the studies are done on online teaching and problems faced by students as well as school teachers. There is no study that identified particularly teachers' problems in taking online classes. The main aim of this study is to identify the major challenges of online teaching faced by teachers. The study will help the administrators to identify the major challenges of teachers in online teaching and the administrators may also take the steps to solve these challenges.

Research Objective

The present study seeks to fulfil following objective:
   i.   To identify the challenges of teachers in online teaching.

Methodology of the study

The research methodology is a comprehensive explanation of how the study will be done competently. The present study is descriptive. In order to achieve the objectives of this study, qualitative research has been used by the investigator. It is mainly based on secondary data and is largely collected from sources like journals, papers, articles, books, and periodicals.

Analysis of the study

Currently, online teaching is very helpful in enhancing the teaching-learning process. Now it is progressing very rapidly. But from school to university, teachers at every level face a lot of challenges. The present

study targets to identify the major challenges for teachers in online teaching. The study analyses the challenges of online teaching after comprehensive literature review.

Adapting to Unfamiliar Technology
The abrupt shift of teaching from traditional to the online method within a short time is very appalling for most of the teachers. To adapt the new technology in online teaching is a very difficult task for inexperienced teachers, especially old teachers. Reena Dsouza an English Professor said that she was nervous about conducting online classes as she is not very tech-savvy. But since I had a laptop, I asked colleagues and my kids to help me navigate through the software" (Fernandes, 2020). Dr. Sareen and Nangia in their study said that 90.2% of teachers are taking online classes and among them 82.1% of the teachers had no previous experience of online teaching. They also found that the majority of teachers are taking online classes first time with familiar apps like WhatsApp, Zoom, and Web-Ex. They are not much familiar with different types of upgraded new software apps. In the view of various teachers, it is clear that teachers were not previously well-known with online teaching most of the teachers have no any previous experiences and they are facing a lot of problems in operating online teaching devices.

Lack of Appropriate Material and Resources
Due to the shutdown of educational institutions, teachers started teaching the learners from home as ordered by educational administration. Therefore, they needed lots of technical devices and appropriate teaching materials. But not every teacher and student possess a personal gadget to use for online teaching and learning. On 27th August 2020, UNICEF reported that girl students from the underdeveloped and marginalized communities lack easy access to smartphones, and even if they do, the internet connectivity is very poor (The New Indian Express). While a teacher has a gadget but every student of particular class does not have personal gadget. Many of them use gadget of their parents, sister or brother. Even they use the devices from cyber or at the market. Therefore, teachers are unable to connect to all the students at a time. Teachers mostly take class and continue online classes through smartphones but smartphone is not appropriate for taking classes.

In online teaching, the teachers can't teach directly from books. Online teaching demands very organized content to be delivered systematically. But the educational administration at all levels has not taken any action to provide organized material for teaching before ordering online teaching. Therefore, the teachers need to organize the content material from their own side. But most of the teachers are inexperienced to make such types of content materials for teaching.

Lack of Time
Online teaching is a time taking method of teaching. Dr.Sareen and Nangia studied the challenges of online teaching on 3500 school teachers and explored that nearly half of the teachers were facing problem in time management. As most of the teachers are inexperienced to operate devices and Apps which are being used in online teaching hence, they are facing challenges of time management. Sometimes network connectivity and technical problems from either teacher's side or students' side, are major barriers in time management. As online teaching is entirely different from traditional teaching, it demands very organized content material. Therefore, teachers take a lot of time to make organized content materials in order to deliver systematically. Most of the time students face problem in understanding the concept due to lack of gesture and posture of teachers. Therefore, students ask to repeat the concept, again and again, and teachers are unable to keep pace with the time frame for covering the content in allotted periods.

Technical challenges
At the initial period of COVID-19, while online teaching was started, many teachers and students were not well equipped with the high internet connection required for online teaching. Reena said that all

students do not have access to the best internet connection and a quiet space at home to attend the class (Times of India, 5th June 2020). Due to this, the teachers and students both face problems in going live for virtual teaching and learning. Although the gadgets are more or less available, but the high quality of internet connection is not available. Therefore, teachers face problems accessing all the students together during the class period. On 27th August 2020, UNICEF reported that just 24% of Indian households possess internet facilities to access online education (The New Indian Express). Sometimes the devices shutdown suddenly or get disconnected from the internet. Therefore, teachers restart their classes. In their study, Dr. Sareen and Nangia found that nearly about 82% of teachers are facing problems of low internet connectivity and other technical issues. Not only teachers but students are also facing such type of problems.

Lack of cooperation from the Parents
There is another burning problem faced by teachers at the time of the class period. The parents also attend the classes and note down the teacher's lecture as well as throw the questions. Parents who belong to the uneducated family are unfamiliar with the online teaching. Consequently, they join the class for entertainment. Those who belong to an educated family join the class to help their child. Mallikka said that, I have seen parents are helping out their children during online classes, claiming that their wards are slow and need help to catch up with the class (Fernandes, 2020). In their study, Dr. Sareen and Nangia revealed that nearly about 2300 out of 3550 teachers were facing the problem of cooperation with parents. Due to a lack of cooperation from the parents, the teachers face difficulties in continuing their online teaching.

Challenges of family job
During the physical classroom teachers enter an educational institution and are free from the essential tasks of home and hence, they take their class with full attention. As the teachers teach from home in the online mode, they are not free from the family job. The environment of the house is not the same as an educational institution. Even during the class hours teachers face challenges of family job. Female teachers face such type of challenges more than the male teachers. Female teachers need to maintain their family job like child caring, cooking, housekeeping, cleaning, etc. Female as well as male teachers also help their family members in household work while maintaining their online classes. Therefore, they are not in a position to give full attention in their teaching from home.

Problems in class management
Online teaching lacks face to face interaction. Hence, the management of class discipline is another a big problem for teachers. In the initial days, some students did not mute themselves, so most of the teachers would have faced the challenges in conversation. The background noise of the kitchen, television, etc. disturb the entire class. A number of students are addicted to various types of games, chatting, and different types of video even during the class hours. Many students avoid classes and engage in entertainment. Mallikka said that taking online classes became feasible since it was only for classes eight and above (Fernandes, 2020).

Lack of In-service Training
Without training nothing is done appropriately. In-service training fulfils various gaps in problems. However, the notion of online teaching is not new. After lockdown online teaching is a new concept for several teachers. In their study, Dr Sareen and Nangia found that nearly about 50% of teachers are not facing much problem as they have already been trained, consequently it is no major problem. The rest of the teachers are facing several issues due to a lack of in-service training. Most of the teachers are not familiar with the use and operation of new gadgets and software Apps used in online teaching. The operating language of software Apps is in English. Therefore a few teachers face language problems at the time of operation. As discussed earlier, online teaching is not like traditional teaching. The content needs to be very

organized and the teacher should be well-trained. S/he must have good confidence to deliver the organized content material very systematically. After the lockdown due to COVID-19, online teaching started suddenly; therefore, the administration cannot provide any in-service training. Without any in-service training, most of the teachers face challenges during teaching through online mode.

Discussion and Conclusion

UNICEF informed that at least a third of the world's school children "460 million children globally" could not access remote learning for shutting their school. In India, over 1.5 million schools have been closed which affected 286 million children from pre-primary to secondary levels and 6 million students who were already out of school (The New Indian Express). Majority of the students, about 79% use smartphones to study online as per a survey (India Lockdown Learning report by Vidyasaarathi). From the above information, it is clear that now a days the education system in the world and India is in a very crucial situation. Although the educational administration has taken action and teachers started online teaching, it is just like a dream. The teachers are facing a lot of challenges which are very critical challenges to continue the online classes. Now the administration should take appropriate action to resolve the major challenges of teachers in online teaching. Now every state should take appropriate action as soon as possible. Yasmin Ali Haque, an Indian representative of UNICEF, called for blended approaches involving communities, parents, and volunteers to reach children to support their learning in this challenging time. Every educational administration should take immediate action against every challenge of teachers as well as students in online teaching. The administration should provide appropriate knowledge of online teaching, proper training, suitable resource materials, and high internet connection. Every teacher should be interested in online teaching and should take appropriate training from the administrator. Nowadays, some state government has taken some steps to resolve the challenges of teachers. The government of Indian state of West Bengal has decided that a sum of rupees 10000 will provided to every student studying in class 11th and 12th.

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