



**A STUDY OF PROBLEMS FACED BY TEACHERS STUDENTS ON ONLINE TEACHING
LEARNING DURING PANDEMIC IN DHARWAD DISTRICT**

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INTRODUCTION:

The COVID-19 pandemic has introduced new ways of education system. All around the globe, educational institutions are looking toward online learning platforms to continue with the process of educating students.

KEYWORDS : *COVID-19 pandemic*, learning platforms , educating students.

**ONLINE LEARNING:**

Online teaching: it's a new method of giving education to students on virtual platform. In this method, teaching process is going on with help of video conference, live classes, and webinars.

Online learning is a method of education whereby students learn in a fully virtual environment. In 1990 online learning was first introduced. It gives the education through the internet. And it is known as e- learning and distance learning. Online learning helps the students to attend the classes from their own house or hostel or other their convenient places.

In March 2020 online learning helped the students and teachers to break the covid 19 chain, it helped us to protect ourselves from the disease. It helped to maintain the social distancing from others.

OBJECTIVE OF THE STUDY

- To study the problems faced by the teachers with respect to their medium on online teaching of pandemic period.
- To study the problems faced by the students with respect to their medium on online learning of pandemic period.

HYPOTHESIS OF THE STUDY

- There is no significant difference among teachers working in Kannada, English and Urdu Medium secondary school with respect to problems faced in Online Teaching during Pandemic.
- There is no significant difference among students studying in Kannada, English and Urdu medium secondary schools with respect to problems faced in Online Learning during Pandemic.

VARIABLES OF THE STUDY

- Online teaching and learning.
- Problems faced by teachers working in Kannada, English and Urdu Medium on online teaching.

- Problems faced by Students studying in Kannada, English and Urdu medium on online learning.

TOOLS OF THE STUDY

Questionnaire is prepared by the researcher with the help of the guide to collect information from the sample relating online learning,

POPULATION AND SAMPLE

The study is based on the purposeful sampling method and to be conducted on a sample of 1120 secondary school students of Dharwad district.

DATA ANALYSIS AND INTERPRETATION

1. There is no significant difference among teachers working in Kannada, English and Urdu Medium secondary school with respect to problems faced in Online Teaching during Pandemic

Table: The ANOVA Test results of comparison of teachers working in Kannada, English and Urdu Medium secondary school with respect to problems faced in Online Teaching during Pandemic

	Sum of Squares	df	Mean Square	F	Sig.	S/NS	Remark
Between Groups	468.711	2	234.356	20.468	.000	S	Rejected
Within Groups	1454.066	127	11.449			($p < .05$)	
Total	1922.777	129					

From the above table it is evident that, the obtained p-value is .000 and F-value is 20.468 with 2 and 127 degrees of freedom. Here, p-value is less than .05 level of significance. Hence, Null Hypothesis is rejected and alternative Hypothesis is accepted. It indicates that, there is no significant difference among teachers working in Kannada, English and Urdu Medium secondary school with respect to problems faced in Online Teaching during Pandemic at .05 level of significance [$F = 20.468$, $p < .05$]. Further, multiple comparisons performed using Tukey Post-Hoc test procedure and reported in following table.

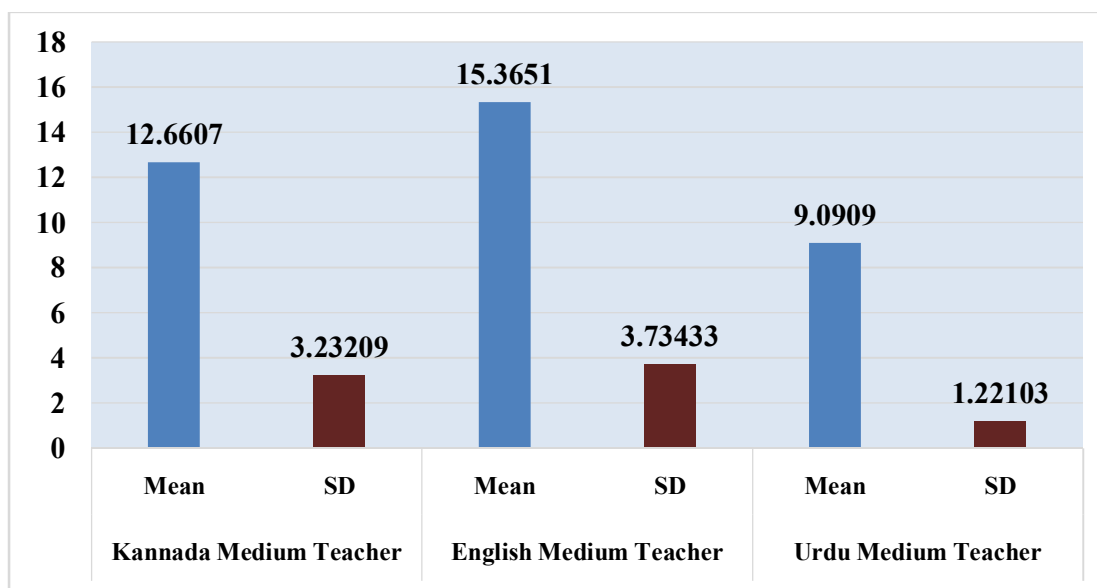
Table: Tukey Post-Hoc test for difference in mean scores of teachers working in Kannada, English and Urdu Medium secondary school with respect to problems faced in Online Teaching during Pandemic

Medium	N	Mean	SD	Medium	
				English Medium	Urdu Medium
Kannada Medium	56	12.6607	3.23209	.000 ($p < .05$)	.005 ($p < .05$)
English Medium	63	15.3651	3.73433		.000 ($p < .05$)
Urdu Medium	11	9.0909	1.22103		

From the above table, it is evident that, the obtained p-value is less for the difference in the mean scores of teachers working in Kannada medium and English medium [$p = .000$]; Kannada medium and Urdu medium [$p = .005$]; and English medium and Urdu medium [$p = .000$] with respect to problems faced in Online Teaching during Pandemic at .05 level of significance. It means,

- Teachers teaching in Kannada medium schools faced more problems in Online Teaching during Pandemic than the teachers teaching in English medium secondary school.
- Teachers teaching in Urdu medium schools faced more problems in Online Teaching during Pandemic than the teachers teaching in Kannada medium secondary school.

- Teachers teaching in Urdu medium schools faced more problems in Online Teaching during Pandemic than the teachers teaching in English medium secondary school.
- Overall mean comparison indicates that, teachers teaching in Urdu medium school faced more problems with respect to Online Teaching during Pandemic and followed by teachers teaching in Kannada and English medium school respectively indicated less problems. The findings also reported in the following graph.



Graph: Comparison mean and SD of teachers working in Kannada, English and Urdu Medium secondary schools with respect to problems faced in Online Teaching during Pandemic

2. There is no significant difference among students studying in Kannada, English and Urdu medium secondary schools with respect to problems faced in Online Learning during Pandemic.

Table: The ANOVA Test results of comparison of students studying in Kannada, English and Urdu medium secondary school with respect to problems faced in Online Learning during Pandemic

	Sum of Squares	df	Mean Square	F	Sig.	S/NS	Remark
Between Groups	2181.247	2	1090.623	42.519	.000	S	Rejected
Within Groups	28651.553	1117	25.650			($p < .05$)	
Total	30832.800	1119					

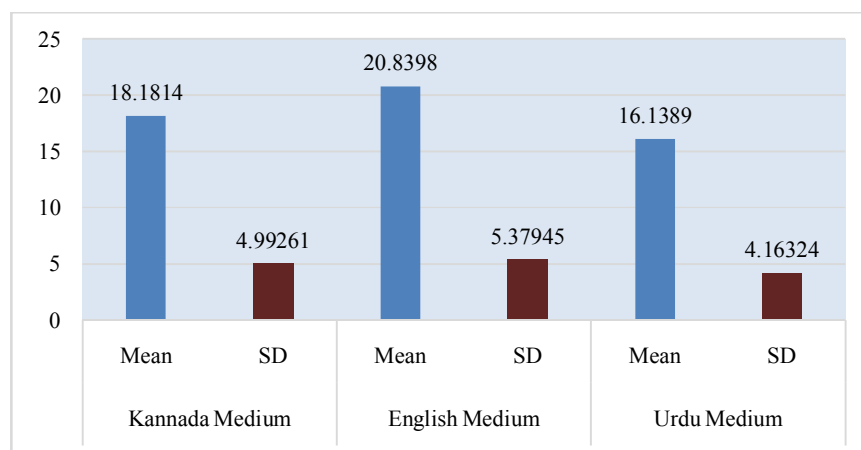
From the above table it is evident that, the obtained p-value is .000 and F-value is 42.519 with 2 and 1117 degrees of freedom. Here, p-value is less than .05 level of significance. Hence, Null Hypothesis is rejected and alternative Hypothesis is accepted. It indicates that, there is a significant difference among students studying in Kannada, English and Urdu medium secondary school with respect to problems faced in Online Learning during Pandemic at .05 level of significance [$F = 42.519$, $p < .05$]. Further, multiple comparisons performed using Tukey Post-Hoc test procedure and reported in following table.

Table: Tukey Post-Hoc test for difference in mean scores of students studying in Kannada, English and Urdu medium secondary schools with respect to problems faced in Online Learning during Pandemic

Medium	N	Mean	SD	Medium	
				English Medium	Urdu Medium
Kannada Medium	711	18.1814	4.99261	.000 ($p < .05$)	.003 ($p < .05$)
English Medium	337	20.8398	5.37945		.000 ($p < .05$)
Urdu Medium	72	16.1389	4.16324		

From the above table, it is evident that, the obtained p-value is less for the difference in the mean scores of students studying in Kannada medium and English medium school [$p = .000$]; Kannada Medium and Urdu Medium school [$p = .003$]; and English Medium and Urdu medium school [$p = .003$] with respect to problems faced in Online Teaching during Pandemic at .05 level of significance. It means,

- Students studying in Kannada medium school faced more problems in Online Teaching during Pandemic than the students studying in English medium secondary school.
- Students studying in Urdu medium school faced more problems in Online Teaching during Pandemic than the students studying in Kannada medium secondary school.
- Students studying in Urdu medium school faced more problems in Online Teaching during Pandemic than the students studying in English medium secondary school.
- Overall mean comparison indicates that, students studying in Urdu medium schools faced more problems with respect to Online Teaching during Pandemic and followed by students studying in Kannada and English medium schools respectively indicated less problems. The findings also reported in the following graph.



Graph: Comparison of students studying in Kannada, English and Urdu medium secondary school with respect to problems faced in Online Learning during Pandemic

9. RESULT

Teachers teaching in Urdu medium school faced more problems with respect to Online Teaching during Pandemic and followed by teachers teaching in Kannada and English medium school respectively indicated less problems.

Students studying in Urdu medium school faced more problems with respect to Online Teaching during Pandemic and followed by students studying in Kannada and English medium school respectively indicated less problems.

10. CONCLUSION

The most common word used after the pandemic is the term 'new normal'. The new normal increased use of online learning tools. Online learning was the most essential part of teaching-learning process at the time of pandemic situation. Urdu medium teachers and urdu medium students faced more problems in online teaching and learning than the kannada and English medium teachers and students.. Anyway in some places it is used effectively to teach and learn the content..

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