CHALLENGES OF ONLINE LEARNING IN TODAY'S SCENARIO FOR SCHOOL STUDENTS (WITH SPECIAL REFERENCE TO RANIPET DISTRICT)

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ABSTRACT

In today's modernized India, despite innumerable developments in various fields, education remains backward only because it is not modernized. In this century, the greatest revolution in education can be considered due to the pandemic. Although the direct education of the student community is affected, various new ideas have been discovered to bring education to the students and it can be said that education has been improved in a new way. This development has become a major challenge for the students who are behind in technology. The stratified random sampling technique was used. Totally 127 respondents (Students) were participated in this research. The statistical tools were used in the data, and finally findings, suggestions and conclusion were given for betterment of student online education system. So, this study talks about major challenges faced by students from Ranipet district in online education. Also, the study will provide recommendations to educational institutions to identify and promote online teaching methods that better serve their community of students.

Keywords: *Online learning system, Methods in online mode education,*

Online learning Challenges.

I. Introduction

The proverb " Education is the expresses of the country" states the importance of education, Thirukkural says, "Learning is the supreme wealth that no one destroys; nothing else brings happiness to man. So education is the main wealth for all. Equal education for all is the greatest gift we got from the British. We grew after independence. Although India is in the list of countries, the quality of education is far behind, because education is denied and imposed in some parts of our country. It is not an exaggeration if Indians work in different countries but work for low wages due to lack of technological development in their education level.

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The era of covid and the quest for online education

Education has become the talking point of various researchers after the Covid pandemic. Infrastructure in various schools in India is still lagging behind. In this situation, when online education was introduced, it is an undeniable fact that the online facilities required for that education were not provided in many schools, especially in government schools. It is questionable what growth online education has brought among students in the absence of technology, because online education is introduced without bringing an understanding among students and is considered as a program. In the Indian education system, students can be divided into three categories: those coming from urban areas, those coming from rural areas, and those coming from the area between the two i.e. semi-urban.

As India is a country with urban and rural structure, the mentality of students is seen to depend on the area they live. An online teaching and learning platform includes many processes. This online education is a new initiative created to help students continue their studies in the time of covid. The first step is teaching. Next teachers post regular assessments and homework to students through an online process.

After the teachers prepare and give the question paper through online process of testing for students, this process ends with their assessment process for the teacher community, so the teacher, student in the online learning process and its end and it starts the next process for online classes. It is no exaggeration to say that online education requires some new concepts and strategies for students.

Both the process of learning and teaching play a vital role online. In this the teacher's practice of teaching ends with a certain set of parameters. But learning is a continuous process with students. In this learning student have a complex process of taking notes on their syllabus, understanding it, preparing for exams and giving their results to parents and school. Because of this learning is a complicated process for students. Students' understanding plays a vital role in this.

Regarding this, in this research, various questions were asked to the students at various levels and especially in Ranipet district of Tamil Nadu, India, this research was carried out to address their problems and shortcomings regarding online education among the students of classes 9, 10, 11, 12.

The figure 1 shows online teaching and learning process includes as follows,
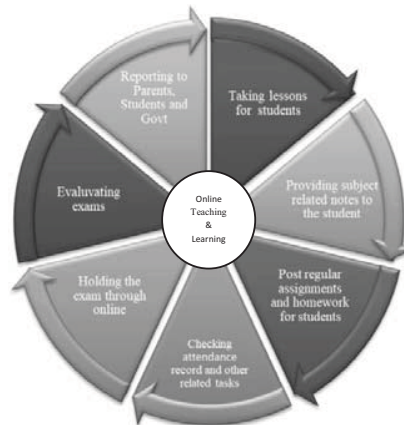
Figure 1 online - teaching and learning

II. Review Of Literature

Cetina luliana, Goldbach and Manea (2018) have done a comparative analysis between Udemy and other online learning platforms. With the introduction of online education, they describe the change in traditional education and the advantages of this online learning such as ease of access, flexibility, handiness, time saving, multitasking, connectivity, special approaches etc. Sareen S, Nangia state that their lack of prior experience in teaching and lack of on-the-job training make online teaching difficult for teachers. According to Guasch T, Alvarez I, Espasa A (2018) the notion that online learning requires new skills and the roles that online teachers play in educational contexts suggest ways to explore them. Cho MH, Tobias, Kreber C, Kanuka H (2006) states that Students' interest and needs in online learning are changing more and more.

III. Methodology of the study

The sample was collected through a well-structured questionnaire which consisted of two parts, part 1 demographic variable and part 2 yes or no type questions with 15 statements given. The sample for this study was collected from the students of participating government, aided and private schools in Ranipet region. 25 questionnaires were equally distributed to six taluks (Arcadu, Walajahpettai, Kalavai, Sholingur, Arakkonam, and Nemilli,) of Ranipet district. The stratified random sampling method was used in this study. Some were incomplete and finally 127 people were taken for the study.

a. Objectives of the study

1. To Identifying Challenges Students Face in Online Teaching.

2. To find online teaching opportunities in schools.

3. To creating features that improve the learning process of online classes

IV. Analysis

Table 1 Demographic profile of the school students

DEMOGRAPHIC PROFILE	CATEGORIES	FREQUENCY (N = 127)	PERCENT (%)
AGE GROUP (IN YEARS)	13-15 (8th & 9th std)	28	22
	16-17 (10th std)	43	34
	18-19 (11th &12th std)	56	44
GENDER	Boys	69	54
	Girls	58	46
SCHOOL TYPE	Govt	34	27
	Aided	52	41
	Un Aided (Matric & Private schools)	41	32
PARENT INCOME LEVEL (MONTLY)	Below 5000	23	18
	5000-10,000	29	23
	10,000-20,000	31	24
	20,000-50,000	37	29
	Above 50,000	7	6
SIBLINGS	No sibling	23	18
	1	87	69
	2	17	13
FATHER'S QUALIFICATION	Un educated	34	27
	Up to 12th	42	33
	Graduate	51	40
MOTHER'S QUALIFICATION	Un educated	53	42
	Up to 12th	25	20
	Graduate	49	39
MEDIUM OF INSTRUCTION	Tamil	72	57
	English	55	43

Table 1 shows the demographic variable, 11th and 12th class students accounted for greater part of the research 44%. Of these, 69 were male, 41% government aided and 33% unaided students participated in the research. Parent income is minimum 5000 to 10000 monthly salary 23% parents earn so how they bought mobile for online class is contemplated. At the same time 69% of students have a sibling, so if parents have to buy mobile phones for online classes, they can only buy two mobile phones for both children so that both of them can learn. 20% of fathers 42% of mothers are

illiterate, 57% of Tamil medium students and 43% English medium students participated in this research.

Table 2 Reliability Statistics

Cronbach's Alpha	No. of Items
.659	14

The reliability statistics was measured in this study. Cronbach's alpha has been used to assess the internal consistency of a scale by determining the inter-correlations of variables (Cronbach, 1951).

a. Factor Analysis

To determine whether the data are appropriate for factor analysis, the strategy used in this case is to consistently look at correlations between model ability measures and items. Common evaluations of this methodology include the Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) metric. To evaluate model fit for principal component analysis, KMO is always calculated. For principal component analysis, a sample is considered suitable if its value is at least 0.5. (Kline, 1994). The correlation between a scale's items is tested using Bartlett's test of sphericity. It evaluates the claim that all items' correlation matrices are identity matrices, hence validating the existence of any correlation between them. The above hypothesis is disproved and the link is confirmed by significance at (p .01).

Table 3 KMO and bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.646
Bartlett's Test of Sphericity	Chi-Square value df	757.139 91
	P value	< 0.001**

Note: ** Denotes significant at 1% level

The P value of 0.001 in Bartlett's test of sphericity indicates that the data are multivariate normal. KMO is higher than 0.5, and Bartlett's Test of Sphericity is significant below at.01, so this relationship exists. Therefore, it can be said that the data are suitable for factor analysis in terms of sampling appropriateness and inter-correlations. The factors were extracted using Principal Component Analysis with Varimax Rotation.

The four factors of a total of fourteen statements, which describe the data and account for 67.003 percent of the overall variance, are displayed in the SPSS result. The first component accounts for 17.914% of all observed variability, the second factor accounts for 17.406%, the third factor

accounts for 16.551% of all observed variability, and the fourth factor accounts for 15.132% of all observed variability. All of the assertions have factor loadings above 0.50, which suggests practicality (Hair et.al. 2010).

Table 4 Factor loading, eigen value and percentage of extraction using principle component method

Factor	Statements	Factor Loading	% of variance	Cumulative %
Organizational barriers	Does your school always provide proper guidance in online classes?	.806	17.914	17.914
	Does your school's online academic policy support your academic development?	.782		
	Your teacher's approach in online class is satisfactory in all respects (grading, clearing doubts, giving hints etc.).	.768		
II Technological Barriers	Is Social Marketing, Media Advertising Too Disturbed During Online Classes?	.768	17.406	35.320
	Was the teacher's presentation, voice quality and other aspects of learning good?	.752		
	Have you had signal problems with an online class?	.726		
	Does your mobile support all kinds of online class software platform?	.704		
III Psychological Barriers	Is your mobile personal data security under threat?	.812	16.551	51.872
	Do you prefer online education?	.786		
	Have you ever felt panicked and confused about the subjects during online education?	.676		
	during Ever felt fear and reluctance to ask doubts online education?	.503		
IV Personal Barriers	We struggled with online classes as we did not have enough money in our household to buy a new mobile phone.	.902	15.132	67.003
	Have you been able to follow proper time management during your online?	.835		
	Have you felt that your health and mental health have been affected during online education, for example, headaches, eye pain, ear pain, etc. due to constant wearing of headphones and do you think this has affected your academic performance?	.606		

Organizational impediments were the first factor, which was value composed of three statements. With the maximum of 0.806, the question "Does your school always provide proper help in online classes" is loaded. Technical hurdles are the second factor, which is loaded with four assertions. The most weighted statement, with a rating of 0.768, is "Is Social Marketing, Media

Advertising Too Disturbed during Online Classes?" The third element, titled "Psychological obstacles," was composed of four assertions. With a highest score of 0.812, the question "Is the security of your mobile personal data at risk?" The fourth component, titled "Personal obstacles," is composed of three assertions. With a highest value of 0.902, the sentence is "We struggled with online lessons since we didn't have enough money in our household to acquire a new mobile phone."

Table 5 Descriptives statics

PARENT INCOME LEVEL (MONTLY)	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Below 5000	23	4.25	.886	.313	3.51	4.99	3	5
5000-10,000	29	4.29	.694	.113	4.06	4.52	3	5
10,000-20,000	31	4.24	.663	.103	4.03	4.45	3	5
20,000-50,000	37	3.73	1.015	.185	3.35	4.11	2	5
Above 50,000	7	4.13	.991	.350	3.30	4.95	2	5
Total	127	4.13	.823	.074	3.98	4.27	2	5

Based on mean scores,' 5000-10000 income group' (4.29) is the most important challenges facing, followed by 'below 5000 income group respondents' which is psychological barriers (4.25) and least. The mean score was above '20000-50000' (3.73). Because the s respondents were not issues to buy the smart phones. This is the main problem they identify compared to other barriers.

Table 6 Income level of Parent Group Of Respondents And Able To Buy The Smart Phone For Online Classes

ANOVA	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.334	4	1.583		
Within Groups	77.618	120	.647	2.448	.043
Total	83.952	124			

F value is 2.448 and p-value is.043 (less than.05.) according to the aforementioned ANOVA test. We can infer from this that different income groups have varied approaches to providing their kids with smart phones for their online lessons. Considering that there is no other method to learn throughout the pandemic phase.

chi-square test

The chi-square test is a non-parametric test used for two distinct purposes: (a) to test the idea that there is no correlation between two or more groups, populations, or criteria (checking for independence between two variables); and (b) to assess how well the observed data distribution matches the expected distribution (ie, to test goodness of fit). It is used to examine categorical data (such as male or female, smokers and non-smokers, etc.), but not continuous or parametric data (eg height measured in centimeters or weight measured in kilograms). The link between demographic characteristics and the hurdles to online learning is determined using the Chi-square test.

Table 7 Crosstab association between the school type of respondents and fear of asking doubts during online classes

School type	Ever felt fear and reluctance to ask doubts during online education		Total
	Yes	No	
Govt	32	2	34
Aided	35	17	52
Un Aided (Matric & private Schools)	7	34	41
Total	74	53	127

In the cross-tabulation analysis, the table shows the extent to which students are afraid of asking doubts related to the subjects during the proper academic time. Apart from some other reasons according to this process schedule, they say that majority of government students are afraid to ask subject-related questions in online classes. Compared to government students, private school students are more interested in asking their doubts. This table shows about comprehension during online classes. Hence, this fear is more evident among government school students who are less technology-savvy during online education.

Table 8 Chi square test association between the school type of respondents and fear of asking doubts during online classes

Test Statistics	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.290a	16	.038
Likelihood Ratio	22.163	16	.138
Linear-by-Linear Association	.002	1	.963
N of Valid Cases	127		

The above chi-square test shows value as 21.290 and p-value as .038 which is less than .05 so null hypotheses is rejected. It is concluded that respondent of the different school type has different ways to handle the difference of opinion in the family. There is a significant association between students' demographic variables and psychological variables because psychological barriers always include their self-confidence and fear about lifestyle and language communication etc., so psychological barriers depend on demographic variables and students'

V. Findings

- Majority of students were boys.
- Majority of the respondents from tamil medium.
- The major factors affecting their online learning were psychological barriers.
- The associations between the demographical variable and technical barriers were not significant.

VI. Suggestions and Recommendations

Since villages are the backbone of the country, efforts should be made to bring educational technology to every village. By introducing technology in education through various schemes of the government, students can overcome various problems and challenges in education. Students can be educated effectively through government special programs, special evening classes, special summer camps etc. Government school students in online education mode are found to be less in their technical knowledge than other school students. Therefore the government should come forward to teach various technical skills to the students of government or government affiliated schools. It is no exaggeration to say that by teaching such technology to the teachers before that, the education will easily penetrate among the students. Because technology has become so easy to manipulate, online education has become so easy. It will once again become easier, better and more useful such educational system brings in unexpected times like Covid. It is an undeniable fact that government school students can improve the quality of their education greatly by learning technology, or prepare for competitive exams, and excel in their higher education.

VII. Conclusion

In order to cope with various favorable situations such as unemployment, lack of productivity and poverty due to the explosion of Indian population, it is very necessary for the government to modernize education and make it available to all classes of people, i.e. students studying in poor villages, free of cost and quality. It would not be an exaggeration to say that these educational programs should be aimed at alleviating their fear of online education learning system.

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