

**ABSTRACT**

*Teachers have long had experience giving lectures in conventional classroom settings. When online lectures became widespread, everything changed. Educators had never encountered anything like it before. As a result, many people still struggle with online learning and frequently realize that their online lectures fall short of expectations. The education system is struggling with several issues as it tries to guarantee that students get the proper education in the wake of the COVID-19 pandemic. In this study, the researcher also examines correlation of some variables such as educational qualification and income level, age and income level, educational institution and teaching experience and educational qualification and teaching experience. The researcher also offers some insightful suggestions for teachers to deal with the challenges of online instruction. The participants of this research were School, College, University teachers from a different level of education in Tirunelveli District. The methods used in this study consisted of 6 open-ended and 25 statements questionnaires made online using Google form. The sample size of the study is 75 selected as by using convenience sampling method. The findings of this research shows that Lack of Attention, Lack of Communication, Lack of Time, Lack of Technical Know-how, Lack of Health, are some of the major challenges faced by the teachers during online teaching.*

**Keywords:** *Online teaching, Challenges, Teaching faculties Lack of Attention, Lack of Controlling, Lack of Time, Lack of Technical Knowhow, Lack of Study Tools.*

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## I. Introduction

Since the global spread of Corona Virus Disease 19 (COVID19), the teaching and learning process has undergone a significant change. One sector that strongly influences its status is education .COVID 19 changes everything in the educational system. Online platforms must take the place of in-person training and learning. Teachers experienced difficulties pertaining to internet connectivity, classroom management, and ICT skills as academic institutions moved toward digitalization. It is suggested that the education department set up training courses for teachers in order to enable them to properly manage online classes. The purpose of this study is to identify the challenges that teachers encounter while facilitating online learning and teaching.

## II. Objectives

1. To analyse the demographic profile of the online teachers
2. To identify the problems faced during online teaching

## III. Research Methodology

Primary data was collected from the respondents with the help of Google form. Secondary data was collected from different sources like magazines, journals, books, websites, newspapers, online resources blogs and published and unpublished sources. For this study, a sample of 75 respondents were selected from Gandhi Nagar in Tirunelveli district,Tamil Nadu .**Correlation Analysis** has been applied to analyses the educational qualification and income level, age and income level, educational institution and teaching experience and educational qualification and teaching experience. **Factor Analysis** has been applied to analyze the challenges faced during online teaching by the sample respondents.

## IV. Hypotheses Of The Study

**H<sub>0</sub>**: There is no association between educational qualification and income level

**H<sub>0</sub>**: There is no association between age and income level

**H<sub>0</sub>**: There is no association between educational institution and teaching experience

**H<sub>0</sub>**: There is no association between educational qualification and teaching experience

## V. Review Of Literature

**Dr. Shabnam Gurung (2021)<sup>1</sup>**, in their journal “Challenges faced by teachers in online teaching during covid19 pandemic”. This study examines the various issues experienced by teachers while teaching online classes during the Covid-19 pandemic. This also analyzes how these challenges have influenced teachers' teaching approaches. The study finds that the biggest issue for online teachers is reaching/teaching students in distant locations because there is no proper internet access, there is no consistent supply of electricity, and parents are lacking a reliable income source. The researcher comes to the conclusion that it is crucial for both teachers and students to maintain good physical and mental health. The study suggests that to motivate online learners - the learning environment should need to be designed in an attractive way and teacher should focus on critical based learning rather than knowledge-based.

**Huma Akram & et.al (2021)<sup>2</sup>**, in their journal “The Challenges of Online Teaching In Covid-19 Pandemic: A Case Study of Public Universities In Karachi, Pakistan”, This study aims to examine the challenges faculty members face with online teaching practices in public universities in Karachi, Pakistan during the COVID-19 pandemic. According to the study, ICT infrastructure is not of high quality. To enhance students' learning outcomes, universities should be equipped with the most modern techniques. The findings of this study have important implication for future research by scholars on a national or international level, as well as for decision-makers, academic institutions, teachers, and students.

**Elsa Rosalina, Nasrullah & Eka Puteri Elyani (2020)<sup>3</sup>**, in their journal “Teacher’s challenges towards online learning in pandemic era”. Since the world has been infected with Corona Virus Disease 19 (COVID19), there has been a significant change in the teaching and learning process. The purpose of this study is to identify the challenges that teachers experience while doing online teaching and learning. The researchers also examine the benefits and drawbacks of online education based on teachers' perceptions. The study came to the conclusion that there are three main areas where teachers have difficulties with online learning during the pandemic time They are the capacity, device, and other supporting facilities like an internet connection. The problems of creating a successful learning environment are then presented, including those related to student control, explanation, interaction, the generational gap between teacher and students, and the learning process itself..

Zafarullah Sahito, Sayeda Sapna Shah<sup>1</sup> and Anna-Marie Pelser (2022)<sup>4</sup>, in their article “Online teaching during covid-19: exploration of challenges and their coping strategies faced by university teachers in Pakistan”. The issues faced by teachers and students, as well as potential solutions to be used during and after COVID-19 at Pakistan's higher education institutions, are explored in this study using multiple intelligence and constructivist theoretical frameworks. This study was conducted using a qualitative research methodology. The study reveals some typical issues that students have encountered into, like losing internet or data while enrolling in an online course, being unable to load content, and experiencing poor audio or video during lectures due to slow internet. Even some of the students' homes lacked internet connectivity. Many times, students needed to travel a short distance to other locations in order to receive adequate and powerful signals in order to attend their classes and submit their online homework. This study also reveals that teachers adopt a student-centered approach, involving online debates, presentations, seminars, and group projects. The study suggests that indicates that teachers conduct online classes using a variety of techniques to encourage learners.

## VI. Result and Discussion

### A. Demographic Profile of the Respondents

**Table 1 Demographic profile of the respondents**

<b>Variables</b>	<b>Frequency</b>	<b>%</b>	<b>Cumulative %</b>
<b>Gender</b>			
Male	23	31	31
Female	52	69	100
<b>Total</b>	<b>75</b>	<b>100</b>	
<b>Age</b>			
21-30 yrs	12	16	16
30-40 yrs	30	40	56
40-50 yrs	24	32	88
Above 50 yrs	9	12	100
<b>Total</b>	<b>75</b>	<b>100</b>	
<b>Educational Qualification</b>			
Graduate with B.Ed	11	15	15
Post Graduate with M.Phil	8	10	25
Post Graduate with Ph.D	56	75	100
<b>Total</b>	<b>75</b>	<b>100</b>	
<b>Educational Institution</b>			
School	11	15	15
College	57	76	91

University	7	9	100
<b>Total</b>	<b>75</b>	<b>100</b>	
<b>Income Level</b>			
Below Rs.10,000	12	16	16
Rs.10,000 - 30,000	16	21	37
Rs.30,000 - 60,000	9	12	49
Above Rs.60,000	38	51	100
<b>Total</b>	<b>75</b>	<b>100</b>	
<b>Teaching Experience</b>			
Below 10 yrs	20	27	27
10-20 yrs	39	52	79
Above 20 yrs	16	21	100
<b>Total</b>	<b>75</b>	<b>100</b>	

Source: Primary Data

Table 1 clearly shows that out of 75 respondents, majority 69 percent of the respondents are female followed by male 31 percent, most of them 40 percent 30-40 age group. With regards to the education, 75 percent of them holding Post Graduate with Ph.D and 76 percent are working in the college, 51 percentage of them having above Rs.60,000 their monthly income, 52 percent of them have 10-20 years of teaching experience.

## B. Correlation Analysis

Table 2 Result of correlation

Correlations			
		Educational Qualification	Income Level
Educational Qualification	Pearson Correlation	1	.583**
	Sig. (2-tailed)		.000
	N	75	75
Income Level	Pearson Correlation	.583**	1
	Sig. (2-tailed)	.000	
	N	75	75
		Age	Income Level
Age	Pearson Correlation	1	.739**
	Sig. (2-tailed)		.000
	N	75	75
Income Level	Pearson Correlation	.739**	1
	Sig. (2-tailed)	.000	
	N	75	75
		Educational Institution	Teaching Experience
Educational	Pearson Correlation	1	.348**

<b>Institution</b>	Sig. (2-tailed)		<b>.002</b>
	N	75	75
<b>Teaching Experience</b>	Pearson Correlation	<b>.348**</b>	1
	Sig. (2-tailed)	<b>.002</b>	
	N	75	75
		<b>Educational Qualification</b>	<b>Teaching Experience</b>
<b>Educational Qualification</b>	Pearson Correlation	1	<b>.381**</b>
	Sig. (2-tailed)		<b>.001</b>
	N	75	75
<b>Teaching Experience</b>	Pearson Correlation	<b>.381**</b>	1
	Sig. (2-tailed)	<b>.001</b>	
	N	75	75

Source: Derived

Table 1.6.2 identifies that there is a **positive correlation** between educational qualification and income level, age and income level, educational institution and teaching experience, educational qualification and teaching experience at **1 percentage level** of significance and the analysis concludes that there is a significantly close association between educational qualification and income level, age and income level, educational institution and teaching experience, educational qualification and teaching experience of the sample respondents.

### C. Factor Analysis – Challenges faced during online teaching

**Table 3 kmo and bartlett's test for challenges faced during online teaching**

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		<b>.711</b>
Bartlett's Test of Sphericity	Chi-Square	1.5753
	df	300
	Sig.	.000

Source: Derived

**Table 4 Rotated factor matrix for challenges faced during online teaching**

<b>Statements</b>	<b>Component</b>				
	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>F4</b>	<b>F5</b>
Students find it challenging to adhere to a strict schedule when taking classes online.	.773				
Lack of immediate feedback	.761				
Your conversations with the students may be disrupted by outside noise coming from their residences or even from a small number of classmates.	.712				

Teachers find it challenging to engage students in online learning	.707				
It is challenging to assign grades since students often write tests improperly.	.682				
Quickly distracted and students lose their concentration even during the live sessions.	.594				
Students often find it difficult to apply what they have learned in online classes	.552				
Like the classroom one cannot simply hand over pieces of paper or draw as well as what they are used to on the whiteboard.	.548				
The teaching and learning process cannot be adjusted for pupils with disabilities, especially those who have hearing impairments.		.774			
Online course materials are challenging to design and ensure whether it is understandable to them.		.757			
To completely understand the new content, students require lots of instructions.		.728			
It is challenging to compile and analyse homework and assignments.		.725			
The problem papers are challenging to teach and explain.		.675			
It is really challenging to stare at the camera constantly when speaking with your students		.619			
There is a greater likelihood of audio delays when teaching online, making it impossible to converse as you would in a physical classroom.		.590			
When students come up with questions to be answered, they find it difficult to connect with you.			.768		
When students ask questions and express doubts, live chat can be challenging to manage.			.737		
Faced difficult in completing the syllabus as per the curriculum			.737		
Lack of technical knowledge			.730		
Students cannot connect themselves with the materials that they learned previously			.518		
Schools and colleges are unable to offer teachers with basic resources like a computer, internet connectivity, and other relevant items that would make their jobs easier.				.688	
Since the pupils are present physically but not intellectually in the lesson, it is impossible to expect them to respond correctly.				.530	

Online classes have considerably higher rates of absenteeism, lateness, and indiscipline than traditional classroom settings.				.527	
Being physically anxious while teaching online, especially when it results in back pain, headaches, blurry vision, loss of sleep, and an increase in blood pressure					.724
Mostly poor internet connection					.584

**Source: Derived**

The above table exhibits the rotated factor loading for the Twenty-five statements (variables) of respondent's opinion about problems faced during online teaching it is clear from table that all the twenty five statements have been extracted into five factors.

**Table 5 Challenges faced during online teaching – factor wise analysis**

Factors No	Name	Eigen Value	% of variance	Cumulative % of variance
F1	Lack of Attention	9.580	38.319	38.319
F2	Lackof Communication	2.822	11.289	49.608
F3	Lack of Time	1.964	7.858	57.466
F4	Lack of Technical Know-how	1.542	6.170	63.635
F5	Lack of Health	1.250	5.002	68.637

**Source: Derived**

### **Factor 1 - Lack of Attention**

Lack of Attention consists of eight statements namely, “Students find it challenging to adhere to a strict schedule when taking classes online 0.773, Lack of immediate feedback 0.761, Your conversations with the students may be disrupted by outside noise coming from their residences or even from a small number of classmates 0.712, Teachers find it challenging to engage students in online learning 0.707, It is challenging to assign grades since students often write tests improperly 0.682, Quickly distracted and students lose their concentration even during the live sessions 0.594, Students often find it difficult to apply what they have learned in online classes 0.552, Like the classroom one cannot simply hand over pieces of paper or draw as well as what they are used to on the whiteboard 0.548”. They are all significantly loaded.

### **Factor 2 - Lack of Communication**

Lack of Communication consists of seven statements namely, “The teaching and learning process cannot be adjusted for pupils with disabilities, especially those who have hearing impairments 0.774, Online course materials are challenging to design and ensure whether it is

understandable to them 0.757, To completely understand the new content, students require lots of instructions 0.728, It is challenging to compile and analyse homework and assignments 0.725, The problem papers are challenging to teach and explain 0.675, It is really challenging to stare at the camera constantly when speaking with your students 0.619, There is a greater likelihood of audio delays when teaching online, making it impossible to converse as you would in a physical classroom 0.590". They are all significantly loaded.

### **Factor 3 - Lack of Time**

Lack of Time consists of five statements namely, "When students come up with questions to be answered, they find it difficult to connect with you 0.768, When students ask questions and express doubts, live chat can be challenging to manage 0.737, Faced difficult in completing the syllabus as per the curriculum 0.737, Lack of technical knowledge 0.730, Students cannot connect themselves with the materials that they learned previously 0.518." They are all significantly loaded.

### **Factor 4 - Lack of Technical Know-how**

Lack of Technical Know-how consists of three statements namely "Schools and colleges are unable to offer teachers with basic resources like a computer, internet connectivity, and other relevant items that would make their jobs easier 0.688, Since the pupils are present physically but not intellectually in the lesson, it is impossible to expect them to respond correctly 0.530, Online classes have considerably higher rates of absenteeism, lateness, and indiscipline than traditional classroom settings 0.527". They are all significantly loaded.

### **Factor 5 - Lack of Health**

Lack of Health consists of two statements namely "Being physically anxious while teaching online, especially when it results in back pain, headaches, blurry vision, loss of sleep, and an increase in blood pressure 0.724, Mostly poor internet connection 0.584". They are all significantly loaded.

## **VII. Suggestion**

**1. Engaging Students:** One of the challenges teacher's faces is keeping students' attention during online lessons. By implementing new tools and platforms like blogs and videos, teachers may engage their students. A range of assessment techniques, such as online tests, drag-and-drop

activities, dialogue simulations, online polls, and game-style activities, can help students stay interested by reducing boredom and increasing their level of participation.

**2. Passive Students:** One of the most common online teaching challenges faced by teachers is that online teaching can turn students into passive learners. However, they frequently struggle to put what they have learned into practise in practical situations. Furthermore, they are unable to apply what they have already learned. The only approach your students will interact with the course materials is that if they find them to be beneficial, so as a teacher, you should be aware of this. It is best to ensure that the course materials are available online even after they have completed their final exams. They can then review their online core curriculum and put it to use in practical situations.

**3. Communication Challenges:** One of the challenges of online classes both for teachers and students is communication. Both students and teachers should communicate with each other. The students should be able to communicate to the teachers easily on the same day. They can then raise their relevant questions to get them answered. They can then raise their relevant questions to get them answered. By adhering to some communication standards on both sides, this challenge can be overcome without difficulty. To get a good interaction with the students ask them to unmute microphone only when they speak. When talking to your students alone, it is preferable to look into to the camera so that they will all feel that teachers are speaking to them. Additionally, when you do this, your kids will be able to tell that teacher are only staring at them and not anywhere else. After the teacher finishes talking, take a short break. Similarly, it is advisable to wait a few seconds before responding if one of the students asks a question. In general, audio delays are more common while coaching students online. Teachers are not able to interact like you do in your physical education lessons. Make it a habit to pause after each session so that all students understand what you are saying.

**4. Lack of Tech Knowledge:** One of the problems faced by teachers in online teaching is a lack of tech knowledge. Of course, lack of computer knowledge is not an issue for young teachers. But for teachers, especially those in their 45s, 50s, and 55s, this is one of the greatest challenges towards distance learning. To empower their teachers, schools should take control to adopt user-friendly platforms like Ken42. Ken42 offers educational institutions a single, integrated platform from which

to serve all of their changing needs. With the aid of this platform, your management will be able to provide students with better learning outcomes, promoters with better insights, administrators with automated time-consuming duties, and teachers with a better teaching experience. Schools can also provide teachers with essential tools like a PC, web access and related stuff to make things easier for teachers.

**5. Time Challenge:** Students' poor time management is yet another difficulty in online education. They are aware that they must arrive at the school by a certain hour when they have schools. They are aware that they will receive punishment or a fine if they disobey. But in online learning, there isn't any set timetable. Trying to make sure that a teacher's time commitment is set is essential. It's not necessary to treat students badly in order to maintain time discipline. To speak with them and establish rapport, maintain a friendly approach. For projects and assignments, you can set reminders. A week before the due date for submission, the teacher can remind the students.

## VIII. Conclusion

This study makes a substantial contribution to our understanding of the key obstacles to and driving forces behind the usage of online learning during the COVID-19 epidemic. Based on the research findings and discussion, it can be concluded that the teachers' challenges toward online teaching is divided into five factors. This study contributes to the significant challenges and influencing factors for e-learning used during the time of the COVID-19 pandemic. Such usage and process cover the challenges of digitalization that were not examined previously. The study's findings are supported by empirical data that outlines the difficulties university professors, school teachers and college teachers faced while teaching online. This current research identifies the challenges in general based on the teacher's perspective in Tirunelveli District. The shift toward digitization, however, presented issues for teachers in the areas of connectivity, classroom management, and ICT competence. It is advised that universities, colleges, and schools administrations put up training programmes for teachers so they can properly manage online classes.

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