Issues Regarding Online Teaching and Assessment Faced by Teachers During COVID-19

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Abstract

The present study deals with the various issues faced by teachers in online teaching and assessment during Covid-19 pandemic. The researcher has collected data from 65 teachers who are working in Patna. The survey method was used to collect the data. The objectives of the study are to study the different technological issues, institutional barriers, assessment issues and the problems faced by the teachers in adopting the methodologies of teaching. The increasing use of technology in the field of education due to covid-19 has brought a positive attitude in teachers, students and parents. The findings of the study proved that they have positive attitude towards this new change and they believe that this new mode of teaching learning and assessment has made them more confident and techno-savvy.

Keywords: Covid-19 Pandemic, Teacher, Challenges, Online teaching

Introduction

"Change is the law of the universe. You can be a millionaire or a pauper in an instant."-
Bhagavad Gita

Change is inevitable and law of the nature. It is said that without change nothing can flourish because with change comes the positive and negative impact. One such change every one of us witnessed during COVID-19 Pandemic. It disrupted the life of people in an unimaginable way. and the repercussions of the pandemic can be easily visible until today, it is apparent that one of the most impacted sectors was education. Neither the world nor educational institutions were prepared to embrace the shift to online platforms. The teacher, who is considered as the most eminent person in students life left with no other option than to teach online. Shifting to this entirely new mode of teaching and learning was not everyone cup of tea as it changed the whole education system upside down. They need to change the entire method of teaching, lesson plan and evaluation process.

On the other hand, Online assessment during this difficult time had a great role to play as simply teaching and learning don't make any sense without the evaluation process. The worldwide closure of schools leads to the rise of online learning and teaching but another greatest question was how to evaluate the students' performance? Will the teacher be going to succeed in this? Will the students be able to understand this new method of assessment? Will they be able to make parents understand about this? Before making others understand about this assessment process, a teacher needs to be very clear with the concept of online assessment. so, this was another greatest challenge with the teacher as they

were habituated with the old techniques of taking pen- paper tests and all of the sudden they had to switch on to the completely new method of assessment without any trial and training.

Literature Review

Tandon (2021) conducted his study on Factors influencing adoption of online teaching by school teachers: A study during COVID-19 pandemic. The study reveals that performance expectancy, and facilitating conditions had a positive impact on behavioural intention as well as attitude. However, effort expectancy failed to drive teachers' adoption to online teaching. Attitude had a significant impact on behavioural intention as well as actual use. This study also contributes to the literature by presenting and validating a theory-driven framework.

Joshi Vinay & Bhaskar (2020) conducted qualitative research on Impact of coronavirus pandemic on the Indian education sector: perspectives of teachers on online teaching and assessments. The study was conducted among the teachers working in the government and private universities of Uttarakhand, India. The findings revealed different categories of barriers that are faced by teachers during online teaching and assessments. Under home environment settings, a lack of basic facilities, external distraction, personal problems, lack of training, a lack of technical support and family interruption during teaching and conducting assessments were major issues reported.

Rationale of the study:

Unlike the classroom, where students enter the class and leave once the class is over, in online teaching, teachers have to face the disconnection from students. They need to be more active and dedicate their time to students while teaching. Ensuring mental well-being of students was another stiff challenge that teachers faced. Teachers need to adapt their practices and be creative to keep students engaged as every household has become a classroom - more often than not - without an environment that supports learning. For the teachers, it wasn't an easy task. They were all not trained to use technology for the purpose of teaching. Everyone was using technology but not in this manner. In conventional teaching, activities are integrated with teaching to make complex concepts easier. In virtual classes, students have to sit in front of the device and listen to teachers speak. In wake of the COVID-19 pandemic many schools have taken up the online mode of studies and are doing fairly well. Educators unanimously feel that online classes cannot be a replacement for conventional classroom teaching.

Research Objectives:

1. To study the different technological issues teachers have witnessed during the online classes.
2. To study the different institutional barriers teachers have witnessed during the online teaching.
3. To study the different assessment issues teachers have witnessed during these online classes.
4. To study the problems teachers faced in adopting the methodologies of teaching.

Research Question

1. What were the technological issues teachers have witnessed during the online classes.
2. What were the different institutional barriers teachers have witnessed during the online teaching.
3. What were the different assessment issues teachers have witnessed during these online classes.
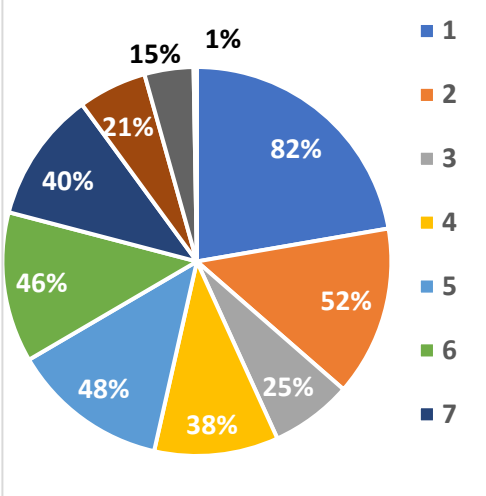4. What were the problems teachers faced in adopting the methodologies of teaching.

Questionnaire On Issues Faced by The Teachers' during Pandemic

To study the different issues faced by the teachers towards online teaching, learning and assessment during COVID-19 Pandemic the data analysis of questionnaire has been done and the obtained results are as follows:

1. What are the different technological issues you have witnessed during the online classes?

To study the different technological issues towards online teaching, learning and assessment (OTLA) during COVID-19 Pandemic among teachers of Patna, data analysis has been done and the obtained results are as follows:

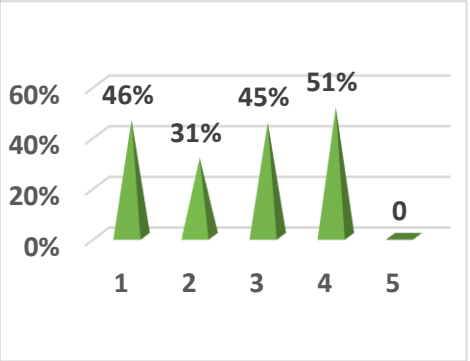**Table No1: Technological Issues Faced by The Teachers During Online Classes**

Statement	Resp No.	Resp. (%)	Plot
1.Lack of strong and stable internet connections	53	82	
2.Tough to engage students in meaningful activities via online class	34	52	
3.Difficult to store and retrieve files in all devices	16	25	
4.Lack of proper bandwidth to support video animations	25	38	
5.Many a times difficulty in link sharing and link failure	31	48	
6.Multiple entries and exist disturbances	30	46	
7.Authenticity in maintaining students' attendance	26	40	
8.File sharing and management	14	21	
9.Platform used to conduct online classes	10	15	
10.Any other, specify	1	1	

The observation from fig 1, 82% teachers faced problems of strong and stable internet connections. 52% found it difficult to engage the students in meaningful activities via online class. 25% faced difficulties in storing and retrieval of files in all devices. 38% of teachers faced difficulty in playing the video animations in online classes due to lack of proper bandwidth. 48% of teachers found it difficult to conduct online classes due to link failure. 46% of teachers faced issue in taking online classes due to multiple entry and exist disturbance of students. 40 % teachers believed that in online classes it was difficult to main authenticity in students' attendance, 21% faced issue of file sharing and management.

2. What are the different institutional barriers you have witnessed during the online teaching?

To study the different institutional barriers towards online teaching, learning and assessment (OTLA) during COVID-19 Pandemic among teachers of Patna, data analysis has been done and the obtained results are as follows:

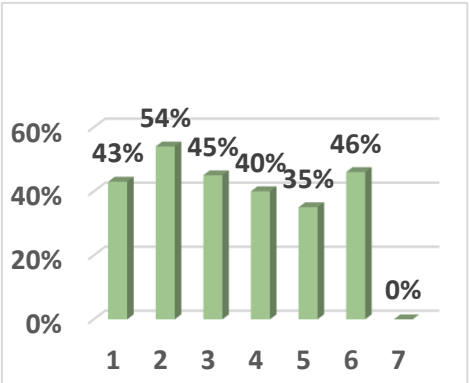**Table No2: Institutional Barriers Faced by the Teachers During Online Classes**

Statement	Resp No.	Resp. (%)	Plot
1. Lack of proper equipment's/ support materials	30	46	
2. Lack of clear directions from management side	20	31	
3. Comparison between teachers on their teacher effectiveness irrespective of their age, method of teaching	29	45	
4. Insufficient budget for purchasing advanced technologies	33	51	
5. Any other, specify	0	0	

It can be inferred from the table 2 that among the different institutions barriers faced by the teachers during online class 46% of teachers believed that they don't have proper support materials to conduct online class. 31% of teachers faced the issue of clear instruction from management side. 45% of teachers felt that the teachers are compared between teachers on their teacher effectiveness irrespective of their age, method of teaching. 51% agreed that the institution have insufficient budget for purchasing the advanced technologies.

3. What are the different assessment issues you have witnessed during these online classes?

To study about the different assessment related issues witnessed by teachers towards online teaching, learning and assessment (OTLA) during COVID-19 Pandemic, data analysis has been done and the obtained results are as follows:

TableNo3 :Assessment Issues Witnessed by the Teachers During Online Classes

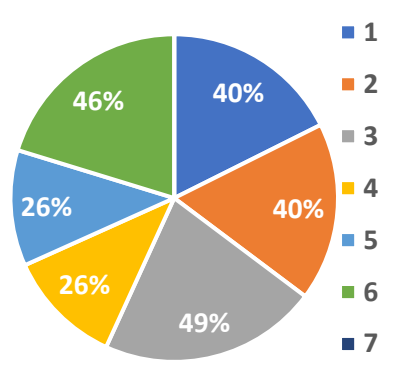| Statement	Resp No.	Resp. (%)	Plot
1. Limited number of assessment tools are available	28	43	
2. Assessing students through MCQ	35	54	
3. It is particularly an uphill task to upload or download so many answer sheets.	29	45	
4. Assessing through oral means was not so effective as child either don't turn their mic on or they simply google the answer	26	40	
5. It was difficult to provide feedback to students	23	35	

6. It was not possible to assess students learning in behavioural terms during online teaching	30	46
7. Any other, specify	0	0

It is inferred from the above table 3 that during this difficult time the teachers also witnessed assessment issues in assessing the students. 43% of teachers believed that limited number of assessment tools were available. 54% had to assess their students using MCQ questions. 45% found it an uphill task to upload or download so many answer sheets.40% found that assessing students through oral means was not so effective as child either don't turn their mic on or they simply google the answer. 35% faced difficulty in providing feedback to their students. 46% believed that was not possible to assess students learning in behavioural terms during online teaching.

4. What were the problems you faced in adopting the methodologies of teaching?

To study about the problems faced by the teachers in adopting the methodologies of online teaching during COVID-19 Pandemic, data analysis has been done and the obtained results are as follows in Table 4

Table No 4 : Problems Faced by The Teachers in Adopting Different Methodologies

Statement	Resp No.	Resp. (%)	Plot
1. It was a time taking procedure to prepare the lesson plan.	26	40	
2. It was difficult to switch on to different methods of teaching and learning.	26	40	
3. It was difficult to know whether the students are following their teachers or not.	32	49	
4. It was difficult to practice innovative way of teaching in the class.	17	26	
5. It was difficult to plan the whole period during online classes.	17	26	
6. Many a times we were not able to achieve our behavioural objectives.	30	46	
7. Any other, specify	0	0	

It is inferred from the table no 4 that 49% of teachers believed that it was difficult to know whether the students were following their teachers or not. 40% believed that it was a time taking procedure to prepare the lesson plan and was difficult to switch on to different methods of teaching and learning. 26% believed that it was difficult to practice innovative way of teaching in the class and was difficult to plan the whole period during online classes.

Population

The population for the present study is comprised parents of different schools of Patna where online classes were conducted during the COVID-19 pandemic.

Sample

In the present study, purposive sampling technique has been employed for theselectionofsample. The sample of the study consists of 65teachers.

Research tool:

As the study aims to find out the Issues Regarding Online Teaching and Assessment Faced ByTeachers During COVID-19.

The investigator has used the following tool

1. Questionnaire on different issues faced by the teachers during COVID-19 Pandemic. (self-constructed questionnaire with checklist)

Statistical techniques:

Depending upon the nature of the hypothesis and data collection, the investigator has used the following statistical techniques for analysing and interpreting the datausing Ms Excel and SPSS software.

1. Frequency and Percentage Analysis

Hypothesis Analysis:

1. 82% teachers faced problems of strong and stable internet connections. 52% found it difficult to engage the students in meaningful activities via online class. 25% faced difficulties in storing and retrieval of files in all devices. 38% of teachers faced difficulty in playing the video animations in online classes due to lack of proper bandwidth. 48% of teachers found it difficult to conduct online classes due to link failure. 46% of teachers faced issue in taking online classes due to multiple entry and exist disturbance of students. 40 % teachers believed that in online classes it was difficult to main authenticity in students' attendance, 21% faced issue of file sharing and management.

2. The different institutions barriers faced by the teachers during online class 46% of teachers agree that they don't have proper support materials to conduct online class. 45% of teachers felt that the teachers are compared between teachers on their teacher effectiveness irrespective of their age, method of teaching. 51% agreed that the institution have insufficient budget for purchasing the advanced technologies

3. 43% of teachers believed that limited number of assessment tools were available. 54% had to assess their students using MCQ questions. 45% found it an uphill task to upload or download so many answer sheets.40% found that assessing students through oral means was not so effective as child either don't turn their mic on or they simply google the answer. 35% faced difficulty in providing feedback to their students. 46% believed that was not possible to assess students learning in behavioural terms during online teaching.

4. 49% of teachers believed that it was difficult to know whether the students were following their teachers or not. 40% believed that it was a time taking procedure to prepare the lesson plan and was difficult to switch on to different methods of teaching and learning. 26% believed that it was difficult

to practice innovative way of teaching in the class and was difficult to plan the whole period during online classes.

Interpretation and Discussions of the Findings on the Issues Regarding Online Teaching and Assessment Faced by Teachers During COVID-19

Research Findings:

1. The present study reveals that teachers faced problems due to weak internet connectivity. It was difficult to engage the students in meaningful activities via online class. Teachers also faced issue in taking online classes due to multiple entry and exist disturbance of students.

a. The study also reveals that different institutions barriers faced by the teachers that they don't have proper support materials to conduct online class. Teachers felt that the teachers are compared between teachers on their teacher effectiveness irrespective of their age, method of teaching. The institution doesn't have sufficient budget for purchasing the advanced technologies

2. The different institutions barriers faced by the teachers during online class 46% of teachers agree that they don't have proper support materials to conduct online class. 45% of teachers felt that the teachers are compared between teachers on their teacher effectiveness irrespective of their age, method of teaching. 51% agreed that the institution have insufficient budget for purchasing the advanced technologies.

3. Teachers believed that limited number of assessment tools were available. 54% had to assess their students using MCQ questions. For them it was an uphill task to upload or download so many answer sheets. Assessing students through oral means was not so effective as child either don't turn their mic on or they simply google the answer. Lastly it was not possible to assess students learning in behavioural terms during online teaching.

4. The study reveals that it was difficult to know whether the students were following their teachers or not and it was a time taking procedure to prepare the lesson plan and was difficult to switch on to different methods of teaching and learning.

The above study highlights the different issues faced by the teachers during COVID-19 towards online teaching-learning and assessment. It was found that seeing no alternative of physical classroom the schools had to adopt the online mode of teaching. The teachers agree that they had to face several issues in switching to the online mode. As the teachers in the school was habituated to the traditional mode of teaching and learning they felt they were newbie in teaching online. The data of study analyse that majority of the teachers were comfortable in conducting online classes and they felt that the biggest barrier they faced while teaching online was the problem of poor internet connectivity. This is because the present system of education was not prepared for the innovative way of teaching. There has been certain schools and colleges that was practicing some courses in online mode but still it was not used in full-fledged mode before pandemic. For the smooth functioning of the education the system needs to be updated with the current methodologies and trend. When the system will be updated then the teachers will be updated. The school should encourage the teachers to adopt for the new changes that are on the way. The NEP, 2020 also laid stress on online teaching and learning and encouraging teachers to prepare for new initiatives.

Conclusion:

This study contributes to the findingof different issues regarding Online teaching and Assessment faced by Teachers during COVID-19.Such usage and process cover the challenges of digitalization that were not examined previously. The results of this research are based on empirical evidence, which identifies the challenges of online classes faced by university teachers. However, the university, policymakers, designers, and producers of the universities can benefit from the findings, which provide a true picture of the current learning system in the times of COVID-19.

The increasing use of technology in the field of education due to covid-19 has brought a positive attitude in teachers, students and parents. However, the teachers had to face certain difficulties due to unpreparedness for this new method. But the findings of the study proved that they have positive attitude towards this new change and they believe that this new mode of teaching learning and assessment has made them more confident and techno-savvy.

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