

CHALLENGES FACED BY B.ED. STUDENT-TEACHERS IN ONLINE CLASSES DURING COVID-19 IN NADIA AND MURSHIDABAD DISTRICT OF WEST BENGAL

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ABSTRACT:

The purpose of this present study is to analyze the various challenges faced by B.Ed. student-teachers of Nadia and Murshidabad district in online classes during Covid-19 pandemic. The investigator has collected the data from 126 participants, who are studying at B.Ed. 4th semester at various B.Ed. institute. These participants were selected by the purposive sampling technique. The researcher selected a few questions for collecting the relevant information regarding the challenges of online classes. For example, the challenges of internet connectivity, maintaining concentration, technical issues, time management issues, lack of motivation during online classes. In most of the cases, participants faced those challenges. Though they faced challenges during online classes, they were satisfied with online classes.

Keywords: Online class, B.Ed. students, Challenges, Covid-19 pandemic

INTRODUCTION:

Covid-19 brings a lot of changes to our education system. From physical, traditional classrooms we have moved towards an online education system throughout the world. The method of teaching has completely changed. During the Covid-19 pandemic, we should follow the physical distancing, so at this moment there is no opportunity other than online classes. So, we should accept online classes as our teaching method. We all know that some basic requirements are required for online classes. Minimum a device like a smartphone or a computer etc, and adequate internet connection on it. In Nadia and Murshidabad district a huge number of people are living under the condition below poverty level. They may not be able to meet their minimum requirements for online classes there. In addition, many times the internet connection in rural areas becomes a big obstacle for online classes. Since many students are taking classes online for the first time in their lives, there are many obstacles they can face like, motivational issues, student-teacher interaction issues, time management issues, etc. so, the researcher identified some challenges for online classes and tried to find out how it affects online classes.

SIGNIFICANCE OF THE STUDY:

Online classes in the present situation are new normal. Almost every level of the education system has moved towards online classes during the covid-19 pandemic. In the present situation without online classes, it is not possible to continue our education system. So, online education or online classes are necessary for this situation. In West Bengal, since March 2020 almost every education institute has closed. So, in this period all the physical classes were also have hampered.

Like other educational sectors, B.Ed. institutes are also closed. So, B.Ed. student-teachers rely on online classes for taking their classes. During their online classes, as they are taking mostly first time, they had faced various challenges. The researcher tried to find out the various challenges and identified what percent of students are faced those challenges. So, this study can make various contributions regarding the challenges of online classes. Online teachers should be aware of these challenges and make their classes enjoyable, student-friendly. This data will help educationists, policy-makers regarding various challenges of online classes. And finally, for removing the challenges of online classes this study will help.

STATEMENT OF THE PROBLEM:

The present study is concerned with identifying the various problems and challenges of B.Ed. student-teachers in online classes during covid-19. Hence it is further specified as

“Challenges Faced by B.Ed. Student-teachers in Online Classes During Covid-19 in Nadia and Murshidabad District of West Bengal”.

OBJECTIVES OF THE STUDY:

- a) To identify the challenges faced by B.Ed. student-teachers in online classes during the Covid-19 pandemic in Nadia and Murshidabad district.
- b) To measure the gadget used by B.Ed. student-teachers in online classes during the Covid-19 pandemic in Nadia and Murshidabad district.
- c) To know the level of participation of B.Ed. student-teachers in online classes during the Covid-19 pandemic in Nadia and Murshidabad district.
- d) To identify the overall satisfaction level of B.Ed. student-teachers in online classes during the Covid-19 pandemic in Nadia and Murshidabad district.

METHODOLOGY:

As the present study aims to analyze the problems and challenges of B.Ed. student-teachers in Nadia and Murshidabad districts during online classes. So, the researcher has employed a cross-sectional survey research method for this study.

According to Creswell, “In a cross-sectional survey design, the researcher collects data at one point in time”. (p. 377, 2012)

According to Gay, Mills & Airasian, “A cross-sectional survey is one in which data were collected from selected individuals at a single point in time”. (pp. 184-185, 2012)

POPULATION AND SAMPLE OF THE STUDY:

The present study targets all the B.Ed. student-teachers, who are studying now at B.Ed. 4th semester in the Nadia and Murshidabad districts of West Bengal (India). For this purpose of the present study, the researcher has selected a sample of 126 B.Ed. 4th-semester students through purposive sampling technique and pertinent information were collected from these participants.

The details of sample size are given below:

Table No.-1: Demographic details of participants

Particulars		No. of Participants	% of Participants
B.Ed. Category	Fresher	121	96
	Deputed	5	4
Total		126	100
Gender	Male	57	45
	Female	69	55
Total		126	100
Locality	Rural	78	62
	Urban	48	38
Total		126	100

INSTRUMENT USED AND COLLECTION OF DATA:

The investigator has prepared and used a self-made instrument for this present study. The instrument was consisting of a close-ended questionnaire. The validity of all the items in the questionnaire was ensured by one of the faculty members of the department of education of the University of Kalyani. The researcher collects the data himself via google form from all the 126 participants by sending the questionnaire to their WhatsApp.

DATA ANALYSIS AND INTERPRETATION:

GADGET USED FOR CLASSES:

Table No.-2: Gadget used for classes

Particulars	No. of Respondent	Percentage (%)
Smartphone	95	75
Laptop (Computer)	3	2.5
Both	28	22.5
Any Other	0	0

As we can find, 75% of participants have used smartphones for their classes, 2.5% of students were used laptop (computer) for their classes, and 22.5% of students were used both smartphone and computer for their classes. So, we can conclude that majority of B.Ed. students (75%) used smartphones for their online classes.

STUDENTS PARTICIPATION IN ONLINE CLASSES:

Table No.-3: Students participate in online classes

Particulars	No. of Respondent	Percentage (%)
I attended all the classes.	40	32.5
Usually, I participate in every class	54	42.5
Usually, I cannot participate in some classes for many reasons.	32	25

The above table shows that 32.5% of participants were attended all the online classes, 42.5% of participants usually participated in every online class, and 25% of participants were usually cannot participate in some online classes for many reasons.

PROBLEMS FACED BY B.ED. STUDENTS IN ONLINE CLASSES DURING COVID-19:

1. I have lack of familiarity with digital technology.

For online classes, we first need to know about digital technology. If a student does not have proper knowledge of technology, he/she will have difficulty during an online class. So, one of the barriers to online classes is the lack of familiarity with digital technology.

Table No.-4: Lack of familiarity with digital technology.

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No. of Respondent	13	21	25	35	32	126
Percentage (%)	10	17.5	20	27.5	25	100

Analysis & Interpretation: Out of 126 participants 10% students were strongly agreed that they had a lack of familiarity with digital technology, 17.5% of the students were agreed, 20% students were neither agreed nor disagreed, 27.5% students disagreed, and 25% students were strongly disagreed to consider that they had lack of familiarity with digital technology.

We can conclude that 27.5% of participants were felt that they were not properly familiar with digital technology, 20% of participants were neutral, and 52.5% of participants were felt that they were familiar with digital technology. So, most of the participants (52.5) were thought that lack of familiarity with digital technology is not a challenge for online classes.

2. I had faced the problem of internet connectivity and thus classes went with frequent interruptions.

Internet connectivity is often a major barrier to online classes. There are still many places in the countryside where a proper internet connection is not available. For this many times, students are forced to move from one place to another to take classes.

Table No.-5: The problem of internet connectivity.

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No. of Respondent	35	53	19	13	6	126
Percentage (%)	27.5	42.5	15	10	5	100

Analysis & Interpretation: Out of 126 participants, 27.5% students were strongly agreed, 42.5% students agreed that had faced the problem of internet connectivity and thus classes went with frequent interruptions, 15% of students were neither agreed nor disagreed, 10% of students disagreed, and only 2% students were strongly disagreed that they had faced the problem of internet connectivity.

We can conclude that 70% of participants were felt that they had faced the problem of internet connectivity, 15% of participants were neutral, and 15% of students were felt that they did not face the problem of internet connectivity. So, the majority of the participants (70%) were thought that the issue of internet connectivity is a challenge for online classes.

3. I had problems maintaining concentration during online classes.

Students do not have to be very active in online classes, they often become inactive. They are as active in traditional classrooms but not as active in online classes. This is why students often fail to maintain concentration in online classes.

Table No.-6: Problems maintaining concentration during online classes.

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No. of Respondent	22	47	38	16	3	126
Percentage (%)	17.5	37.5	30	12.5	2.5	100

Analysis & Interpretation: Out of 126 participants, 17.5% students were strongly agreed, 37.5% students were agreed that they had faced the problem of maintaining concentration during online classes, 30% of students were neither agreed nor disagreed, 12.5% students disagreed, and only 2.5% students were strongly disagreed to this problem.

We can conclude that 55% of participants were felt that they had faced the problem of maintaining concentration during online classes, 30% of participants were neutral, and 15% of participants were felt that they did not face the problem of maintaining concentration. So, the majority of the participants thought that maintaining concentration during online classes is a challenge for online classes.

4. I have faced various technological issues during online classes.

Since online classes are completely dependent on technology, sometimes technical errors can disrupt online classes. For example: If there is no electricity, it often hinders us from taking classes. In the case of online classes, these become challenges.

Table No.-7: Various technological issues during online classes.

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No. of Respondent	16	70	25	9	6	126
Percentage (%)	12.5	55	20	7.5	5	100

Analysis & Interpretation: Out of 126 participants, 12.5% students were strongly agreed that they had faced various technological issues during online classes, 55% of students were agreed, 20% students were neither agreed nor disagreed, 7.5% students disagreed, and 5% students were strongly disagreed that they had faced the technological issues during online classes.

We can conclude that 67.5% of participants were felt that they had faced various technological issues during online classes, 20% of participants were neutral, and 12.5% of participants were felt that they did not face technological issues. So, the majority of the participants were thought that technical error is a challenge for online classes.

5. Time management for online classes is a serious issue for me.

Time management (class schedule) for online classes may be another challenge to students. Time management of online classes is not as easy as in a normal classroom. Online classes require a little more time than a normal classroom. So, if there are many classes in a row, time management can be a problem for the students.

Table No.-8: Time management for online classes.

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No. of Respondent	28	50	28	13	7	126
Percentage (%)	22.5	40	22.5	10	5	100

Analysis & Interpretation: Out of 126 participants, 22.5% students were strongly agreed that they had faced the challenges related to time management for online classes, 40% of students were agreed, 22.5% of students were neither agreed nor disagreed, 10% students disagreed, and 5% students disagreed to this problem.

We can conclude that 62.5% of participants were felt that they had faced the time-management issue for online classes, 22.5% of participants were neutral, and 15% of participants were felt that they did not face the time-management issue for online classes. So, the majority of participants have thought that time management is a challenge for online classes.

6. Often, I had undergone a lack of motivation during online classes.

One of the important challenges of online classes is the lack of self-motivation of students towards online classes. If students find difficulty in the online class, students may lose their hope. Self-motivation is needed to make online classes successful.

Table No.-9: Lack of motivation during online classes.

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No. of Respondent	22	38	44	9	13	126
Percentage (%)	17.5	30	35	7.5	10	100

Analysis & Interpretation: Out of 126 participants, 17.5% students were strongly agreed that they had faced the problem of motivation during online classes, 30% of students were agreed, 35% of students were neither agreed nor disagreed, 7.5% of students disagreed with this problem, and 10% students were strongly disagreed to this problem.

We can conclude that 47.5% of participants were felt that they had faced the motivational issue during online classes, 35% of participants were neutral, and 17.5% of participants were felt that they did not face the motivational issue during online classes. So, the majority of the participants were thought that lack of motivation is a challenge during online classes.

7. I had faced home-based distraction (external disturbance) during online classes.

We know there are many differences between the school environment and the home environment. Since students are taking classes at home, they have to face some home-based distractions (external disturbance) while taking classes. Which hinders them from taking classes. Because of these distractions, they often cannot concentrate in class.

Table No.-10: Home-based distraction (external disturbance) during online classes.

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No. of Respondent	16	41	28	22	19	126
Percentage (%)	12.5	32.5	22.5	17.5	15	100

Analysis & Interpretation: Out of 126 participants, 12.5% students were strongly agreed, 32.5% students were agreed that they had faced home-based distraction during online classes, 22.5% of students were neither agreed nor agreed, 17.5% students disagreed, and also 15% students were strongly disagreed related to this problem.

We can conclude that 45% of participants were felt that they had faced home-based distraction (external disturbance) during online classes, 22.5% of participants were neutral, and 27.5% of participants were felt that they did not face home-based distraction. So, the majority of the participants were thought that during online classes home-based distraction (external disturbance) is a challenge.

8. There is almost no opportunity for providing feedback during online classes.

Many times, only teachers are active in online classes, and students are not allowed to participate in that way. Then education becomes teacher-centered only. Students rely on feedback to know the progress of their learning. And teachers can also find out through feedback how much students have learned. But it is not possible to use the feedback in the online class.

Table No.-11: No opportunity for providing feedback during online classes.

Particular	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
No. of Respondent	19	31	22	38	16	126
Percentage (%)	15	25	17.5	30	12.5	100

Analysis & Interpretation: Out of 126 participants, 15% students were strongly agreed that they had faced the problem of minimum or no opportunity for providing feedback during online classes, 25% of students were agreed, 17.5% students were neither agreed nor disagreed, 30% students disagreed, 12.5% students were strongly disagreed to this problem.

We can conclude that 40% of participants were felt that they did not get opportunities for providing feedback during online classes, 17.5% were neutral, and 42.5% of participants felt that they got opportunities for providing

feedback. So, the majority of the participants were thought that providing feedback during online classes is not a challenge for online classes.

9. I am quite disappointed with the virtual interaction with the teacher.

We can say the interaction between teacher and student in the online classroom a virtual interaction. In this case, also the students face some problems. If there are too many students in a class, there may be problems with interaction sometimes. So, this is also a major problem in the case of online classes.

Table No.-12: Virtual interaction with the teacher.

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No. of Respondent	16	38	35	28	9	126
Percentage (%)	12.5	30	27.5	22.5	7.5	100

Analysis & Interpretation: Out of 126 participants, 12.5% of students were strongly agreed that they had faced quite a disappointment with the virtual interaction with the teacher, 30% of students were agreed, 27.5% of students were neither agreed nor disagreed, 22.5% of students disagreed, and only 7.5% students were strongly disagreed to this problem.

We can conclude that 42.5% of participants were quite disappointed with the virtual interaction with the teacher, 27.5% of participants were neutral, and 30% of participants were satisfied with the virtual interaction with the teacher. So, the majority of the participants were not satisfied with the virtual interaction with the teacher.

OVERALL SATISFACTION WITH ONLINE CLASSES:

Though our study is concerned with various problems and challenges of online classes of B.Ed. teacher trainee, we were tried to know how much students were satisfied with online classes.

Table no.-13: Overall satisfaction with online classes

Particular	No. of Responses	Percentage (%)
Very Satisfied	26	20
Partly Satisfied	82	65
Partly Unsatisfied	9	7.5
Very Unsatisfied	9	7.5

Analysis & Interpretation: Out of 126 participants, 20% of students were very satisfied with online classes, 65% of students were partly satisfied with online classes, 7.5% of students were partly unsatisfied, and also 7.5 students were very unsatisfied with online classes.

FINDINGS OF THE STUDY:

1. Due to the covid-19 pandemic, 75% of the student-teachers use a smartphone during their online classes.
2. Though there are various challenges for online classes, 75% of the B.Ed. student-teachers regularly participate in most of the classes.
3. 52.5% of the B.Ed. student-teachers were found that a lack of familiarity with digital technology is not a challenge for online classes.
4. 70% of the B.Ed. student-teachers have faced the problem of internet connectivity during online classes and it is a challenge for online classes.
5. Majority 55% of B.Ed. student-teachers believed that they had faced challenges of maintaining concentration during online classes.
6. According to 67.5% B.Ed. student-teachers, various technical issues are one of the main challenges for online classes.
7. 62.5% of the B.Ed. student-teachers found that time management for online classes is a major challenge during online classes.
8. According to 47.5% of B.Ed. student-teachers found lack of motivation is one of the main challenges for online classes.
9. 45% of B.Ed. student-teachers agreed that home-based distraction (external disturbance) during online classes is a challenge for online classes.
10. 42.5% of the B.Ed. student-teachers found that feedback exchange between students and teachers is not a challenge for online classes.
11. Majority 42.5% of the B.Ed. student-teachers found that healthy virtual interaction not possible during online classes, and it is a major challenge.

12. Though B.Ed. student-teachers found the various challenge of online classes, 85% of the total participants are satisfied with online classes.

SUGGESTIONS:

- a. It is the responsibility of our government and concerned authorities for improving the problem of internet connectivity, to make better connectivity in the village areas. (Borah, B. 2021)
- b. The teacher should take the responsibility of motivation for their students. Teachers can use a creative and enjoyable way of teaching.
- c. Colleges or Universities should make a flexible schedule for removing the time management issues. If all the teachers take their classes after a break, then it might be not an issue.
- d. Parents should try not to disturb their children during their online classes. And they also aware that any other home-based distractions do not affect their classes.
- e. Teachers should give enough time to their students for good interaction and give feedback to their students. Good feedback and interaction can make teaching-learning enjoyable.

LIMITATION:

- I. The total participants were only 126 B.Ed. student-teachers.
- II. The participants were selected through the purposive sampling technique.
- III. Only a limited number of questions are asked to the B.Ed. student-teachers for collecting the research data.
- IV. Data are analyzed through percentages only.

CONCLUSION:

The covid-19 pandemic has changed the education system all over the world. It emphasizes the online teaching method. It is a costly method as compared to the traditional ones. As a developing country, in India the online classes at this moment may face various challenges. Our study aims at B.Ed. student-teachers' challenges in online classes during covid-19. As B.Ed. course is a training course, the students have faced various challenges during their online training. In this study, a few challenges were identified and the researcher analysed these problems from student perspectives. The result shows that most of the students face these challenges during their online classes. But they are satisfied with online classes. During the online classes, teachers should aware of these problems. And all the stakeholders of education such as teachers, parents, policymakers, administrators should work effectively to overcome the challenges of online classes (Das, G, 2020). So, when we could remove these challenges, online education would be one of the effective teaching methods. In the near future, online education would be a major method of teaching

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