

ONLINE LEARNING DURING COVID-19: A BOON OR BANE?

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ABSTRACT:

Education is one of the major areas struck by the pandemic, disrupting the physical presence of the students and faculties in a formal space. This study aims to study the challenges and opportunities in Online learning during the Covid 19 pandemic among fifty high school and higher secondary school students from the Malappuram District of Kerala State. The current research aims to investigate the challenges and strategies implemented to overcome those challenges and the available opportunities in online learning. The study revealed that there is no association between demographic variables and the challenges of online learning. The results indicate that various strategies adopted for online learning have no association with the level of satisfaction in learning among the students, but peer learning is one of the most satisfaction deriving strategies to overcome the challenges of online learning. Garret's ranking technique identified that the major issue encountered during online learning is the delay in the delivery of information as a result of low internet signal strength. Successful students access the internet as an easy way to get learning input and not an easy way out.

Keywords: Online Learning, Pandemic, COVID 19, Challenges, Opportunities.

Introduction:

Online learning and digital classrooms are increasingly becoming a part of the global education system. When it comes to the Indian education system, the face-to-face classroom approach has always been the most popular method of imparting knowledge. The Right of Children to Free and Compulsory Education Act, also known as the Right to Education Act (RTE), is an Act of the Indian Parliament passed on August 4, 2009, that specifies the principles of free and compulsory primary education for children aged 6 to 14 in India. Learning is indispensable for all children and can be done in either a real or virtual environment. The education system around the world has recently undergone significant change as a result of the COVID-19 pandemic. This pandemic situation has directly affected every sector of people's lives, forcing all entities to shift to online channels and has also forced the physical closure of companies, schools, and sporting events all over the world. Online learning is defined as learning that takes place by the means of the internet and associated technology. In the current scenario, it is critical to gain an in-depth knowledge of students' experience with online learning during the covid-19 pandemic. The objective of the research is to determine the difficulties that students face when learning online. This study concentrated on students who took part in online learning and the challenges and opportunities connected with this learning process during the pandemic. There will be a radical shift in the post-covid-19 that will influence all establishments, especially those in the academic sector, throughout the world. This shift requires good leaders by bringing in proper recommendations for restructuring the prospect of education. Starting with education, healthcare sectors, sports, and allied fields, higher education plays a critical role in economic growth. As a result, the study attempts to comprehend the difficulties and possibilities of online learning in the present scenario.

Review Of Literature:

Azmil Hasan, and Muhammad Darwis (2021), primarily focused on their research into the obstacles and possibilities for online learning during the covid-19 outbreak. Using the randomized targeting method, this paper establishes a combination of challenges and opportunities. All data was gathered from students and teachers who offer a realistic view of their perception. Based on the findings, there are several issues and possibilities for online education during the pandemic. Ho Nhut Quang, Ha Minh Tri. (2021), investigated the challenges and prospects of online learning during the Covid-19 pandemic in their review paper. The analysis revealed a few difficulties and opportunities for e-learning. The study's objective was to pinpoint the obstacles and possibilities for online learning during Covid-19. In light of the observations, everyone should be cognizant of the various obstacles and opportunities for learning online in order to adapt to the circumstances. Abdelsalam M. Matuk et.al (2021), concentrated on their study of e-learning and the covid-19 epidemic, which provides both difficulties and possibilities for both faculty and students. The study also explored issues related to the application of online

learning and provided the upsides and downsides of e-learning methodologies. It is concluded that when comparing traditional education to online learning, there are a few challenges faced by online learning. Jessie S. Barrot (2021), drafted a paper on students' online learning challenges during the covid-19 pandemic outbreak. This study pointed out the various obstacles of web-based learning and revealed that covid-19 has influenced all institutions to learn online. The research also includes established strategies for overcoming various online learning challenges. Students confront a number of difficulties when learning online. The ability to learn and teach technology is determined to be the most difficult challenge.

Yustinus Budi Hermanto, and Vernika Agustini Srimulyani (2021), According to research, using an online learning system at home seems to be conceivable. The information is gathered from lower-level students to university students. Further research is being conducted to determine the positives and negatives of web-based learning during the covid-19 disease outbreak. T. Muthuprasad et.al: (2021), have published a review paper on online learning and the research examined university students' attitudes and enthusiasm for online education during the pandemic. The education was done digitally during the Covid-19 pandemic, and as a consequence of this students accepted this method of learning. The study prioritized students' positive perceptions of online learning. Upadhyay HP, et.al (2021), focuses on the learning environment of university students during the covid-19. Although this study prioritizes students' attitudes toward physical learning, research has made students of the University of Nepal graduate students. It provides a very interesting analysis that some students have a positive view of this study but others are not satisfied with it. Although the authors claim that reading online is better for theory than practical lessons.

Drs. Kuldeep Singh (2021), in the research paper, examined high school students' attitudes toward online learning and investigated the impact of gender and location on students' attitudes toward online learning. The dependency variation in this instance is the attitude toward online learning and differences independent of sexual identity and place. This study employs mathematical strategies such as definition, standard deviation, and t-tests. Where the key is an attitude toward online learning and different independent gender and location, established relationships are important. Sujata Khobragade et.al: (2021), attempted to comprehend visual methods of learning during the Covid-19 pandemic in their research paper. It provides an excellent analysis of the barriers to online learning and provides solutions for overcoming these visual learning barriers. This study focuses on medical students who have visual learning barriers and offers a solution based on the notion that comprehension of these barriers is the only way to better prepare for future challenges. Gul Ozudogru (2021), research related to distance education which is found to be a problem during the covid-19 pandemic. The data was collected from pre-service teachers during the covid-19 outbreak and examined whether the diagnostic problems were the precursors of the solutions. It identifies the problems teachers face before this remote learning. Adarsh Garg (2021), the research paper is concerned with students' perceptions of online education during the pandemic. In this study, 2895 students were chosen as the sample and identified that in the pandemic situation online learning is considered as the best learning tool.

Mohammad Mahyoob (2020), in his research paper, investigated the difficulties students face during the Covid-19 pandemic. The concept and potency of online learning are identified through the research and the researcher stated that there are various challenges associated with online learning that highlight its effectiveness. It has been determined that online learning does not provide the expected development, and many of them are dissatisfied with the prospect of continuing to study online. Deepika Nambiar (2020), has written an online reading review article to better comprehend the effects of digital learning. The study's purpose was to learn about the views of college and university teachers and students toward online learning during the pandemic. It was concluded that there are a few areas that are critical for student and teacher satisfaction in order to continue learning online. Amir et al. (2020), Reviewed about students' perceptions of class and distance learning during the Covid-19. From the perspective of students, the study prioritized comparisons between classroom learning and distance learning and research revealed significant problems that students experience in overcoming the difficulties that require them to discover new learning methods. Distance learning, in comparison, has been found to be rather more efficacious than online reading. B. Doric et.al: (2020), compiled a study on students' perceptions of online learning during the pandemic and discovered the pros and cons of online learning. Although research has shown a positive attitude toward students by teaching online, there are a few issues with this type of learning.

Mohammad S Shawaqfeh et al: (2020), the study focuses primarily on pharmacy students who used online learning systems during the covid-19 pandemic. Although there are a few barriers to online learning, the study's main purpose was to evaluate students' perceptions of this type of learning and the students also expressed a desire for online learning. Muhammad & Kainat (2020), centered on the sociological standpoint on online learning in the backdrop of the Covid-19 pandemic and emphasized the problems with online learning. According to the findings of this study, online learning may not generate the expected outcomes in Pakistan, and the primary problem students face is having access to the internet. Neetha Devan NV (2020), designed a research paper that serves as a

model for students' perspectives on online learning. The study examined the effects and potency of online learning among students in Ernakulam district Kerala. The findings illustrate the challenges students face in learning online. Shivangi Dhawan (2020), the study concentrated on the significance of online learning during the pandemic and conducted a SWOC analysis of e-learning methods. This research provides insight into Edtech's growth in the aftermath of pandemics and natural catastrophes. The study addresses issues related to online learning and paints a clear picture of potential solutions. The findings emphasize the advantages, downsides, possibilities, and difficulties, as well as recommendations for overcoming various online learning challenges. Preethi Edison Daris (2020), focuses on the efficacy of online teaching methods in the classroom. Even though this study suggests that online reading tends to work well in terms of offering a wide range of information about the educational process. Online classes work well because they offer an accurate portrayal of facts and statistics whilst also saving time.

Objectives:

- To identify the challenges faced by students through online learning.
- To study the effectiveness and opportunities of online learning during covid-19.
- To identify the strategies to overcome different online learning challenges.

Hypotheses:

- H1: There exists a relationship between the age of the respondent and the challenges of online learning.
- H2: There is a significant relationship between the gender of the respondent and the challenges of online learning.
- H3: There is a significant relationship between strategies adopted to overcome different online learning challenges and the level of satisfaction with online learning.

Scope of the study:

This study covers online learning among school students, students of high school and higher secondary in the Malappuram district of Kerala are taken into consideration. The purpose of the study is to determine the challenges faced by students through online learning, to understand the potency and possibilities of online learning during the covid-19 pandemic, and identify the strategies to overcome different online learning challenges. The study is limited to the possibilities and challenges of online learning during covid-19. The purposive sampling technique is adopted to collect data for the study. The total number of samples taken for this study was 50 students from the Malappuram district.

Theoretical Framework:

Learning

“Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as a result of experience”

: Henry Smith

Online Learning

Online learning is an education that takes place online. It is often referred to as e-learning. Online learning is just a form of distance learning that takes place far away and not in a traditional classroom.

COVID-19

Coronavirus (covid-19) is an infectious disease caused by the SARS-CoV-2 virus that was first reported in 2019 in Wuhan, China. When an infected person coughs, sneezes, talks, or breathes, the virus can spread from their mouth or nose to tiny fluid-filled droplets. The most effective way to prevent and reduce the spread of the infection is to discover more about the disease and understand how the virus spreads. Stay at least one meter away from others, wear a well-fitting mask, and wash one's hands frequently to protect oneself and others from infection. Get vaccinated and follow local guidelines.

Challenges of Learning Online

1. Technical Problems

Technical problems are considered a major challenge for online learning that students face on social media. Sometimes students may face such difficulties because of a lack of knowledge. They may not know about technology such as how to get in, how to create and submit work, and how to communicate with teachers and friends. This problem requires technical support to fix, which causes constant disruption to the learning flow.

2. Distraction Issues at Home

Learning online is said to be challenging and creates distractions in terms of standard classroom learning. The student distractions include problems at home - with family members, roommates, friends, pets, or a neighbor.

Some of the distractions like TV, instant messaging, and social media can hinder a person from the work being done and reduce attention during an online class.

3. Causes Health Problems

Excessive use of online learning can cause health problems such as eye problems and headaches. Spending too much time in front of a screen can increase eye pressure and can cause a serious headache.

4. Lack of In-Person Interaction

The COVID-19 pandemic has compelled traditional classroom learning to online learning and consequently reduced interaction between students and teachers.

5. Lack of Electricity

Without electricity, it will be difficult for the students to study online, and cannot engage in academic activities or connect to the internet. Sometimes power supply plays an important role in online learning due to the long-term disruption. Power interruptions affect online classes are not capable of accessing online resources such as videos and classes in their online classrooms as necessary.

Opportunities for Learning Online

1. Strengthen Skills

Online courses are designed to empower students to learn technical and non-technical skills. These skills will boost student confidence.

2. Mobile Learning

Studying online using a personal mobile phone such as a smartphone, or tablet is considered mobile learning. It is flexible because it allows students to get an education anywhere anytime online. Most students have access to e-learning via mobile phones as it is portable.

3. New Courses

Today, there are a variety of courses offered in online mode. The most popular online learning courses are related to Information Technology but, in the future, the need for different online courses may grow in unexpected courses.

4. Scope for Innovation

New educational innovations encourage students to explore research and help students develop their skills to discover new things. It incorporates various aspects of problem-solving and improves problem-solving ability. So, there is a range to turn to learn into what it should be.

5. Increased Quality of Interaction

Interaction is important in online learning as this allows students to share their ideas, and get to know about different aspects from other's points of view. Social interaction in online learning will help improve student performance.

The advantages of learning online:

- Learning online is easy and offers flexibility.
- Builds confidence among learners.
- Interaction session or student engagement
- Reduced costs
- Teach self-control.
- Learning online brings the comfort of education to home
- Easy presence compared to classroom learning.
- Ability to work full-time at home while studying classes.

The disadvantages of learning online

- No actual session for practicals.
- Not suitable for the whole topic
- It requires self-discipline.
- Lack of trust between the students and teachers
- It requires good time management skills.
- Spending too much time in front of a screen creates health problems.
- Technical difficulties
- Lack of technical knowledge
- Lack of problem-solving skills.

Strategies to Overcome the Challenges of Online Learning

➤ Self-study

Self-study is a great way to improve the learning experience. Self-study can be seen as a form of learning where students learn at their own pace, outside the classroom, without direct supervision. Self-study does not involve interpersonal communication and is very suitable for people who choose to take their time and do it for themselves.

➤ Resource management and utilization

In order to achieve the goals of online learning, it is necessary to manage the use of resources effectively. Therefore, we must consider essential resources such as human resources, learning resources, financial resources, and physical resources. And these resources must be properly managed to achieve the goals. Utilization of resources measures performance and effort over time.

➤ Technical aptitude enhancement

Aptitude is intended for a person's ability to acquire knowledge. The technical aptitude helps to reach candidates with problem-solving skills and critical thinking. Students are progressively trained on aptitude from the very beginning.

➤ Goal setting

Setting a goal starts with students' learning journey until they achieve the desired outcome. By setting goals, students can measure the effectiveness of their study methods. When setting a goal, it is important to consider the 'why' behind it. Why is it important to work together, to whom does this principle reflect the ideas and priorities, and who has ignored it? No one enjoys being forced to score goals. We feel honored and respected when we feel we have no control over the principles and processes by which we were created.

➤ Peer learning

Peer education is a learning process that enhances collaboration and collaboration to gain knowledge. Indeed, it is the students who should, from a different point of view and knowledge, respond to the problem without the intervention of the teacher. Each student is a recipient and an information provider.

➤ Help-seeking

Seeking assistance differs from other self-control strategies in that it involves other people, making it both a learning strategy and a social interaction. Obtaining assistance in the classroom is a social behaviour that includes peer interactions, group discussions, faculty or expert suggestions, and so on. Students may be concerned that seeking assistance in the classroom will affect how others perceive them.

➤ Concentration and focus

This strategy requires students to focus on the right thing. Tips to stay focused while studying online to create an effective learning environment, stay on track, write a daily to-do list, take notes, use a timer, minimize phone interruptions, and get enough sleep.

➤ Time management

Time management can be said to be a major challenge for online learning. It is easy to go to online classes and complete assignments in a timely manner. Students who use effective time management can complete a task in less time. Making good use of time reduces stress in their learning process. Therefore, it is said that one of the keys to student success is completing online courses with effective time management skills.

Results and Discussions:

The research is both descriptive and analytical in nature. The research method encompasses primary and secondary data, as well as their systematic analysis. The primary data is gathered through a survey using a questionnaire. Secondary data were gathered from various journals, websites, and other sources.

Chi-Square Test

H1: There is exists a relationship between the age of the respondent and the challenges of online learning.

TABLE – 1 TECHNICAL ISSUE

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.284 ^a	6	.772
Likelihood Ratio	3.377	6	.760
Linear-by-Linear Association	.535	1	.465
N of Valid Cases	50		

6 cells (50.0%) have expected count less than 5. The minimum expected count is .30.

(source: software package, primary data)

The table shows that the test value of the chi-square value is 3.284 with a degree of freedom of 6 and a significance value of 0.772. Since the p-value is above 0.05 the null hypothesis is accepted which states that there is no significant relationship between the age of the respondent and the technical issue as a challenge of online learning.

TABLE 2 - DISTRACTION ISSUES AT HOME

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.945 ^a	8	.154
Likelihood Ratio	12.381	8	.135
Linear-by-Linear Association	3.697	1	.054
N of Valid Cases	50		

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is 1.20.

(Source: software package, primary data)

The test value of the chi-square is 11.945 with a degree of freedom of 8 and a significance value of 0.154. Since the p-value is above 0.05 the null hypothesis is accepted which states that there exists no significant relationship between the age of the respondent and the distraction issue as challenges of online learning.

TABLE 3- TECHNOLOGY COST

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.156 ^a	6	.524
Likelihood Ratio	4.866	6	.561
Linear-by-Linear Association	.836	1	.361
N of Valid Cases	50		

a. 9 cells (75.0%) have an expected count less than 5. The minimum expected count is 2.40.

(Source: software package, primary data)

The test value of the chi-square value is 5.156 with a degree of freedom of 6 and a significance value of 0.524. Since the p-value is above 0.05, accept the null hypothesis which states that there is no significant relationship between the age of the respondent and the technological cost as challenges of online learning.

TABLE 4 - HEALTH ISSUES

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.381 ^a	8	.397
Likelihood Ratio	9.341	8	.314
Linear-by-Linear Association	1.624	1	.203
N of Valid Cases	50		

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .30.

(Source: software package, primary data)

From the above table, shows that the test value of the chi-square value is 8.381 with a degree of freedom of 8 and a significance value of 0.397. Since the p-value is above 0.05, accept the null hypothesis which states that there is no significant relationship between the age of the respondent and the health issue as challenges of online learning.

TABLE 5- LACK OF IN-PERSON INTERACTION

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.228 ^a	8	.836
Likelihood Ratio	4.661	8	.793
Linear-by-Linear Association	.269	1	.604
N of Valid Cases	50		

9 cells (60.0%) have an expected count less than 5. The minimum expected count is .30. (Source: software package, primary data)

The table depicts that the test value of the chi-square value is 4.228 with a degree of freedom of 8 and a significance value of 0.836. Since the p-value is above 0.05 as such the null hypothesis is accepted which states that there is no significant relationship between the age of the respondent and the lack of in person interaction as challenges of online learning.

TABLE 6- LACK OF POWER SUPPLY

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.595 ^a	8	.295
Likelihood Ratio	12.010	8	.151
Linear-by-Linear Association	.304	1	.581
N of Valid Cases	50		

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is 1.50.

(Source: software package, primary data)

The above table shows that the test value of the chi-square value is 9.595 with a degree of freedom of 8 and a significance value of 0.295. Since the p-value is above 0.05 the null hypothesis is accepted which states that there is no significant relationship between the age of the respondent and the lack of power supply as challenges of online learning.

MANN-WHITNEY TEST

The Mann-Whitney test is a nonparametric test of the null hypothesis that a randomly selected value from one population is equally likely to be less than or greater than a randomly selected value from a second population, and it can be used to determine whether two independent samples were drawn from populations with the same distribution.

H1: There is a significant relationship between the gender of the respondent and the challenges of online learning.

TABLE 7 - CHALLENGES OF ONLINE LEARNING

Group	Mean Rank	Mann Whitney U Test	P Value
Male	27.98	250.500	.226
Female	23.02		

(Source: software package, primary data)

From the above table, shows that the test value of the Mann-Whitney test is 250.500 with a significance value of 0.226. Since the p-value is above 0.05 the alternative hypothesis is not accepted which indicates that there is no significant relationship between the gender of the respondent and the challenges of online learning.

KRUSKAL-WALLIS TEST

Kruskal-Wallis test is conducted to study the relationship between strategies adopted to overcome the online learning challenges among the students and their level of satisfaction. The online learning strategies identified are Self-study (Variable 1), Resource Management and Utilization (Variable 2), Technical Aptitude and Enhancement (Variable 3), Goal Setting (Variable 4), Peer Learning (Variable 5), Help-Seeking (Variable 6), Concentration and Focus (Variable 7), Time Management (Variable 8).

H1: There is a significant relationship between strategies adopted to overcome different online learning challenges and the level of satisfaction.

TABLE 8 STRATEGIES ADOPTED TO OVERCOME DIFFERENT ONLINE LEARNING CHALLENGES

	Variable 1	Variable 2	Variable 3	Variable 4	Variable 5	Variable 6	Variable 7	Variable 8
Chi-Square	.402	5.739	3.069	8.365	9.670	5.767	1.100	3.410
Df	4	4	4	4	4	4	4	4
Asymp. Sig.	.982	.220	.546	.079	.046	.217	.894	.492

(Source: software package, primary data)

The test value of the Kruskal-Wallis test Since the p-value is above 0.05 except for peer learning, therefore the hypothesis is not accepted which indicates that there is no significant relationship between strategies adopted to overcome different online learning challenges and the level of satisfaction.

GARRETT'S RANKING TECHNIQUE

Garrett's ranking technique was used to determine the most important factor influencing the respondent. According to this method, respondents were asked to rank all factors, and the results of such ranking were converted into score values using the following formula:

$$\text{Percent position} = 100 (R_{ij} - 0.5) / N_{ij}$$

Where R_{ij} = Rank given for the i th variable by j th respondents

N_{ij} = Number of variables ranked by j th respondents The Percent Position and Garret Value

The Garret ranks were calculated by using the appropriate Garret Ranking formula. Based on the Garret ranks, the garret value was calculated.

TABLE 9 PERCENT POSITION AND GARRET VALUE

Rank	$100(R_{ij}-0.5)/N_{ij}$	Garrett value from table	Percent position
1	$100 (1 - 0.5) / 6$	8.33	77
2	$100 (2 - 0.5) / 6$	25	63
3	$100 (3 - 0.5) / 6$	41.66	54
4	$100 (4 - 0.5) / 6$	58.33	46
5	$100 (5 - 0.5) / 6$	75	37
6	$100 (6 - 0.5) / 6$	91.66	23

(Source: own processing)

The estimated percent position is converted into scores using Garrett's Table. The scores of each individual are then added for each factor, and the total value of scores and mean values of the scores are calculated. The factor with the highest mean value is regarded as the most important.

TABLE 10 ISSUES ENCOUNTERED DURING ONLINE LEARNING

Rank	Percentile position	Internet speed	Online exams	No lab sessions	Difficulty in hearing	Problem of electricity	Difficulty in understanding the content
1	77	38	1	2	2	5	2
2	63	6	17	2	7	15	3
3	54	3	13	9	10	15	0
4	46	1	11	14	12	5	7
5	36	1	4	15	13	8	9
6	23	1	4	8	6	2	29
Total		50	50	50	50	50	50

(Source: own processing)

Rank	Internet speed	Online exams	No lab sessions	Difficulty in hearing	Problem of electricity	Difficulty in understanding the content
1	2926	77	154	154	385	154
2	378	1071	126	441	945	189
3	162	702	486	540	810	0
4	46	506	644	552	230	322
5	36	144	540	468	288	324
6	23	92	184	138	46	667
Total	3571	2592	2134	2293	2704	1656

The highest value is internet speed (3571), most of the people are giving 1st rank to internet speed, followed by the problem of electricity, online exams, difficulty in hearing, no lab sessions and difficulty in understanding the content.

TABLE 11 STRATEGIES TO OVERCOME DIFFERENT ONLINE LEARNING CHALLENGES

Rank	100(Rij-0.5)/Nij	Garrett value from table	Percent position
1	100 (1 – 0.5)/ 8	6.25	79
2	100 (2 – 0.5)/ 8	18.75	68
3	100 (3 – 0.5)/ 8	31.25	60
4	100 (4 – 0.5)/ 8	43.75	53
5	100 (5 – 0.5)/ 8	56.25	47
6	100 (6 – 0.5)/8	68.75	41
7	100 (7 – 0.5)/8	81.25	32
8	100 (8 – 0.5)/ 8	93.75	20

(Source: own processing)

Rank	Percentile position	Self study	Resource management & utilization	Technical aptitude enhancement	Goal setting	Peer learning	Help seeking	Concentration & focus	Time management
1	79	13	1	0	25	0	1	3	7
2	68	9	9	1	8	1	2	13	7
3	60	8	7	2	5	5	3	12	8
4	53	8	8	6	3	7	4	7	7
5	47	4	12	9	6	6	7	1	5
6	41	4	3	11	1	6	15	5	5
7	32	1	6	7	2	18	9	5	2
8	20	3	4	14	0	7	9	4	9
Total		50	50	50	50	50	50	50	50

(Source: own processing)

Rank	Self study	Resource management & utilization	Technical aptitude enhancement	Goal setting	Peer learning	Help seeking	Concentration & focus	Time management
1	1027	79	0	1975	0	79	237	553
2	612	612	68	544	68	136	884	476
3	480	420	120	300	300	180	720	480
4	424	424	318	159	371	212	371	371
5	188	564	423	282	282	329	47	235
6	164	123	451	41	246	615	205	205
7	32	192	224	64	576	288	160	64
8	60	80	280	0	140	180	80	180
Total	2987	2494	1884	3365	1983	2019	2704	2564

(Source: own processing)

The highest value is goal setting (3365) so most people prefer goal setting, followed by self-study, concentration & focus, time management, resource management & utilization, help-seeking, peer learning, and technical aptitude enhancement.

Findings:

From the research analysis, it is identified that most of the respondents prefer smartphones as a tool for online learning during the COVID-19 outbreak. Most of the respondents fall under the category of 16-18 age. About 54% of the respondent's preference for applying for attending online classes is google meet. It is found that 66% of respondents source of internet is mobile data rather than Wi-Fi. During the pandemic, it is found that 42% of respondents had spent 2-4 hours on online classes. Every respondent has problems during online classes during the pandemic. 30% of samples have experienced stress during the learning and not experienced stress during learning. 34% of respondents have more time to review materials on or before group discussion. Regarding the opportunities of online learning, 46% opined that online learning strengthens the skills of learners, 40% of samples agree that this is an opportunity for mobile learning, 50% sample says that there is an opportunity for new courses, 40% of respondents agree that online learning provides scope for innovation, 34% of respondents believe that there is increased quality of interaction in online learning. The study result indicates the relationship between strategies adopted to overcome different online learning challenges and the level of satisfaction is not positive except for the strategy of peer learning. Most of the respondent's strategies to overcome different online learning challenges is goal setting. According to the garret ranking technique, most of the respondent's major issues encountered during online learning is the internet speed.

Conclusion:

With the unexpected arrival of covid-19, academic activities are shifted to the electronic platform. The paper tries to identify and explore the challenges faced by students through online learning. These challenges included mainly technical issues, distraction issues at home, technology cost, causes health issues, lack of in-person interaction, and lack of power supply. The study indicates that students spend time in front of the screen for long hours and that creates several problems for them. The current study revealed that most students reported that they encounter several issues in online learning, but keeping this apart they are getting self-paced videos and content that they can utilize for their study. The results of the research show that there are several opportunities for online learning when the learning is done via online mode. The study revealed that there exists no relationship between gender and age in the challenges encountered in online learning. The analysis also reveals that there is no significant relationship between strategies adopted to overcome different online learning challenges and the level of satisfaction with online learning. There are several challenges regarding online learning and there are several strategies to overcome different online learning challenges. The findings of the study will help to assess these strategies and students can implement them to overcome the challenges that are faced through online learning.

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