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Title: Online Learning Challenges during COVID-19 Student Experiences and Implications for NEP 2020: Jammu and Kashmir Students Perspective

Shahid Ahmad Najar[1], Aaqib Farooq Sheikh[2], Dr Aasia Maqbool[3]

[1,2]Research scholar, Department of Education, University of Kashmir-190006
[3]Associate professor, Department of Education, University of Kashmir-190006

Abstract
The study investigates the transformation from offline based learning to online learning during covid-19 pandemic and explores the challenges of online learning faced by the students, the impact made on the learning process and the coping mechanism adopted by the students and the society. The research objectives were to study the extent of challenges the students experience in online learning during Covid-19 Pandemic, to study role of online learning on physical activity and social interactions of students, and to make a comparison of the academic achievement pre and post Covid pandemic. The researcher chose to conduct a qualitative -research based on the questionnaires given to assess the feeling of the respondents concerning the issues online education has faced since the start of the pandemic. The study used phenomenological research design, and primary data was collected through questionnaires and group discussions from 250 students. Statistical analysis was done using mean, standard deviation and t-test. The findings reveal that students faced various challenges such as poor internet, lack of attention, health issues and financial constraints. Physical activities and social interactions were limited. Most students were not satisfied with online learning; however, academic grades showed improvement during online assessment.

Keywords: Online Learning , COVID-19 Pandemic, Student Challenges , Phenomenological Research and Academic Achievement

1.1 Introduction:

Acquiring Knowledge amid the COVID Pandemic:

With the emergence in 2019, the COVID-19 outbreak spread worldwide, affecting almost every sector of society and education is not the exception. The disease, primarily respiratory and caused by new virus named as coronavirus, resulted in widespread disruption across various countries (World Health Organization, 2020). Millions came into contact with this virus within a short span of time, impels governments to implement special measures such as lockdowns, social distancing at 2 feet and the closure of public and private institutions (Johns Hopkins University, 2021). The education sector was severely affected. Globally students experienced significant learning challenges due to the stoppage of in-person instruction in schools, colleges, and universities (Dhawan, 2020). To ensure educational continuity, schools adopted digital platforms and online learning tools. This uneven transition accelerated the

integration of technology into educational sector while, simultaneously exposing deficiencies and difficulties in digital preparedness and accessibility (Haleem 2020). The transaction from conventional classroom instruction to online based learning presented numerous challenges. Both students and teachers faced difficulties related to technology access, digital literacy, and preparation for virtual instruction (Khalil et al., 2020). These obstacles hampered not only academic performance but also student's social interactions, motivation, and overall well-being.

Impact in Jammu and Kashmir:

In case of Union territory of Jammu and Kashmir, it was complicated since, even before the covid outbroke, there had been major disruptions to education . In the sigh of August 2019 events, communication services, including internet access, were confined, and educational institutions were closed for most of the periods. Students' capacity to participate in educational activities was severely hampered by these conditions. The situation worsened when the COVID-19 epidemic broke out. Due to low internet connectivity particularly, in isolated rural areas and distant places, the lack of accessibility to digital equipment's among socio-economically disadvantaged (SED) groups, the transition to online learning proved more challengeable (Kapasia et al., 2020). Many students were unable to engage completely in online teaching and learning . Because younger students rely largely on teachers' direct interaction, engagement, guidance, and emotional support, elementary and middle education was severely impacted. The Opportunities for social and emotional engagement, group learning, and skill development were minimized in an unstructured classroom environment. Access to educational resources like libraries, playgrounds, laboratories and school lawns which support students overall development Is A critical and valuable function of schools. Despite the fact that authorities have encouraged online teaching and learning through a number of platforms and software applications, including Zoom app Google Classroom and google meet, the success of these programs was hindered by socioeconomic disparities and infrastructure limitations (Pham & Nguyen, 2020). Similarly, many kids found it difficult to adjust to this new teaching and learning approach, raising concerns about infrastructure, equity, access, and the standard of education in the area.

Problem Statement:

Slow internet connections make online learning unreliable.

1. Ongoing online education could only be made possible for those with reliable internet connectivity.
2. The Internet was unable to reach some places.
3. The number of pupils with internet access will be restricted.
4. Parents with low incomes cannot afford internet access, gadgets, or cell phones.
5. Students might be forced to go outside to buy loads or pay for Wi-Fi and contract the virus. • Due to a lack of funding, the government was no longer able to support online education for the underprivileged.
    - A welcoming atmosphere at home allows students to feel at ease. "You never change your life until you step out of your comfort zone; change begins at the end of your comfort zone," goes a famous saying. Children dealt with a lot of issues on their own when they were in school. Additionally, they can communicate directly with their lecturers if they have any difficulties in their study.
    - Practice-based learning is lacking in online learning courses, which primarily concentrate on the theoretical aspects. Theories, facts, and reasoning are the key components of theory-based knowledge. Conversely, practical knowledge is grounded on real-world duties and experiences.

- Lack of motivation: teaching new pupils online would be engaging and participatory. However, the findings contradict this theory. When the students started taking classes online, they were inundated with multiple-choice questions, homework assignments, and texts. Nevertheless, this causes pupils who must return to the learning portal to become unmotivated.

1.2 Operational definition of terms:

The following definitions are given for the sake of this study, using the terms as intended, since the meanings of terms may differ depending on the context.

1. **Students**: People who are enrolled in a school or university.
2. **COVID-19**: A coronavirus-induced acute respiratory disease that can produce severe symptoms and, in certain situations, death.
3. **Online learning**: Among related concepts, online based learning is the term used to describe instruction delivered via the internet by the usage of online teaching and learning applications.

1.3 Research Objectives:

- To study and determine the extent of challenges the students face in online learning during Covid Pandemic.
- To study role of online learning on physical activity and social interactions of students
- To make a comparison of the academic achievement pre and post Covid pandemic.

1.5 Research Question:

- What are the challenges, issues and difficulties students encountered while integrating online classes during Covid?

1.6 Rationale of the study:

Electronic devices and online courses became an essential support system during the closure. Learners were allowed to stay involved in the educational process even if their were limited to our houses. However, the lockdown prevented pupils from interacting with the outside worldwide, which resulted in a discernible lack of exposure. In this situation, switching to online instruction was crucial for preserving students' academic coherence and mental interest. In order to prevent learning from being disrupted, teachers worked hard to develop new educational settings that were appropriate for virtual platforms and alternative methodologies. To keep students actively engaged in the teaching and learning process, curricula were restructured, instructional strategies were changed, and lots of activities were added, with very little time for preparedness. Learning through the internet has thus grown into a major trend in the worldwide educational system. Students may now easily access study materials through digital platforms and they can easily store and organize information without any physical damage. Students don't have to panic about losing important documents because they can access their notes, material and homework with a single click. This method of teaching and learning has become easier and more convenient, interesting, and participatory to teachers and students due to advancement in technology. In addition to providing a numerous benefits, technology-enabled learning has increased student engagement by making subjects more engaging and dynamic. Because academic materials and information are readily available anytime and anywhere it gives students the freedom to attend lectures from anywhere anytime at round the corner. The effectiveness of online teaching and learning for students as well as teachers has improved by the integration of academic platforms with recent interactive tools and devices it allows for more engagement and real-time idea and information sharing. With the help of timely periodic reminders, students have also grown more accountable for turning and submission of assignments on time, and teachers can more readily keep an eye on completion of tasks. Furthermore, before students reach working and real-life situations

virtual instructions and learning have encouraged them to enhance their capacity for self-directed and self-enhanced learning. Students' expose to a variety of digital tools during online lectures boosted their learning capacities and helped them gain new competencies and insights. While most of the students adjust to this new and collaborative system, others may still need ongoing assistance, help, guide and encouragement. Online learning platforms like Zoom application, Google Learning app, and google classroom have been effectively welcomed by a number of public and private organizations and educational institutions, while many others still face minor challenges. Online learning raises a number of indefinite and varied problems. Even though online learning was crucial and important during the wake of the global crises as epidemic, its drawbacks cannot be altogether disregarded. Access to online education is still uneven due to limited access to technologyical instruments like laptops, smartphones, and dependable internet connectivity While, Students from low- and middle-income families with limited resources have been disproportionately affected which could accelerate financial and social inequalities in access to good and high-quality education. The major difficulties experienced by students is maintaining attention and concentration during prolonged and excess screen time. In addition to availability of various online distractions often diverts students' attention away from learning activities. To address this challenge teachers have made considerable efforts to design classes that are concise, engaging, and interactive in order to sustain student concentration and sustained attention. Nevertheless, online learning is highly dependent on stable internet connectivity, which is not consistently reliable in all regions due to geographical locations. Although access to the internet has improved over time, issues related to speed and stability still persist low connectivity often prevents students to complete and full-fill important academic requirements, such as active engagement and participation through video interaction. Teachers and students feel disconnected and unsatisfied when there is no visual or in-person engagement. It has also been observed that students log into online classes but become distracted by other activities. Students and teachers will benefit from this study by learning about the benefits and drawbacks of online education. The results and suggestions can be used by educational institutions, policy makers and administrators to increase the efficacy of online learning. Many other parties involved in the education system will also benefit from this research. it will help administrators and policymakers gain insight into the challenges faced within the region, enabling them to develop strategies to minimize the risks associated with online learning. The survey will also help parents identify the obstacles brought on by the quick changes in the educational system and motivate them to continue paying closer attention to their kids' education. Lastly, this study highlights important considerations for the successful implementation of digital learning practices.

1.6 HYPOTHESIS:

- There is a significant impact on Physical activity and social contact of online learning.
- There is a significant impact on academic achievements pre and post Covid pandemic.
- There are a number of challenges faced by students in online learning

Literature Review

In a matter of months, the Covid-19 epidemic swiftly expanded from China to other regions of the world. inevitably it had a negative impact on all of humanity, but the serious disruption of educational institutions also affected 1.5 million pupils worldwide. Governments all across the world have responded to this by halting physical instructions and enforcing rigorous social distance regulations (WHO). This led to accelerated education towards digital transition and put its capacity for quick and efficient response to the test. Schools and other educational settings were unavoidably compelled to completely switch to online learning as the worldwide fight to stop the virus's deadly spread continues. The Internet and other technologies are used in an online learning environment to manage academic programs and offer both live and independent learning strategies (Usher & Barak, 2020; Huang, 2019). While synchronous online education entails live, real-time interactions between both educators and learners, asynchronous online education, in contrast, allows students to participate at their own pace without a set schedule (Singh & Thurman, 2019). Learning via the internet acted as an emergency reaction during the COVID-19 outbreak, providing a short-term substitute for distant instruction. However, there have been many significant hurdles to moving to a new learning environment, such as issues with policy, instructional strategies, logistics, socioeconomic aspects, technology, and psychological and social concerns (Khalil et al.,2020) Policies pertaining to student administration, oversight of teachers, and governance were quickly developed by government-run educational organizations. Teachers used to conventional methods must embrace technology even if they are not tech-savvy. Assistance from others networks and webinars for online learning were put in place to address this problem. Socioeconomic, psychological, and intellectual factors contributed to an increase in student dropout rates. Educational achievement may not be at its best even though students can essentially study any subject online, especially in classes that call for active engagement and face-to-face interaction (Franchi, 2020).

2.1 Related studies:

An exceptional change in the educational system was brought about by the COVID epidemic, compelled educational institutions all across the global to switch to online medium of instruction .A number of researchers have investigated various facets of this shift, emphasizing both advantages and disadvantages. An online learning environment is defined by Huang (2019) and Usher & Barak (2020) as a system that uses technology and internet to offer academic information in both synchronous and asynchronous modes. In this regard, Singh & Thurman (2019) goes on to say that whereas asynchronous learning enables students to access content at their own convenience, synchronous learning entails immediate interaction between teachers and students. Considering the covid-19 wider effects, According to Dhawan (2020), online learning became a vital alternative tool during pandemic, enabling educational continuity inspite of significant institutional closures. But this sudden change also revealed serious infrastructure-based and readiness discrepancies. Various studies have brought an attention to the challenges that come with learning online. Khalil et al. (2020) pen down problems with legislative gaps, technology limitations, and teacher's lack of readiness and motivation. In a similar vein, Suryaman et al. (2020) discovered that students had a variety of issues and challenges when studying from home, such as low techno-proficiency, expensive net charges, and decreased social interaction and group gathering. Online teaching and learning have emotional and mental consequences. According to Fawaz et al. (2021), students felt alone, stressed, and worried about their workload, home assignment and evaluation procedures Copeland (2021), the pandemic had a detrimental impact on students' emotional, mental and behavioral health, especially

because of their lack of physical and face to face interaction and uncertainty. There have been conflicting results about academic achievement. According to Franchi (2020), online learning may not be appropriate for such courses that need practical or hands-on experience, even while, it can efficiently and effectively offer theoretical knowledge. However, Gonzalez et al. (2020) discovered that some students performed better academically during the epidemic, which they attributed to greater concentration and use of learning techniques. Students' opinions of online education have also been studied. According to Singh (2020), many students are of the view that conventional classroom instruction and learning was more successful even if they valued the flexibility and openness to online learning. Likewise, Tang (2020), a lack of social interaction and engagement among students where the main reasons why students were usually unhappy with online learning. However, they observed that learning results and engagement were enhanced when online instruction was combined with cutting-edge strategies like flipped learning and blended learning strategies. In a different study, Hew et al. (2020) evaluated fully online and traditional flipped classrooms and found that both were just as successful when accompanied by the right technology and teaching techniques. Students' online learning experiences have also been significantly shaped by socioeconomic status and resource circumstances. According to Kapasia et al. (2020), students from disadvantaged families had a number of challenges, such as inadequate home and neighbourhood environment, a shortage of equipment, and bad and low internet connectivity. Likewise, Adarkwah (2021) discovered that because there were minimal opportunities for social interaction and low access to digital resources, students thought online learning was unproductive. Day et al. (2021) provided additional evidence for these conclusions highlights uneven disparities in educational access during the outbroke and signifies that students face difficulties with insufficient techno-devices, unsuitable learning spaces, and elevated stress levels. Pham & Nguyen (2020) noted that while some developed schools and universities successfully made switch to online instruction, others—especially those in poor nations faced significant challenge and difficulties as a result of inadequate infrastructure and limited resources. addressed methodological viewpoints in addition to these investigations. Even with the increasing amount of study, there is still a lack of knowledge on regional and geographical issues, especially in places with poor and low technology infrastructure. In order to improve the effectiveness and inclusivity of online learning, more research is needed to investigate students' experiences and challenges in these pandemic and war like situations.

Methodology

3.1 Introduction:

Since research must go beyond basic data collection, a successful study requires an effective and efficient research approach. Goddard and Melville (2004) state that researchers must either develop new questions by applying policies or have research advance mentors address preexisting issues in order to close knowledge gaps in any study. Thus, choosing a reliable method is essential for all research. The process entails collecting and analyzing data using a concise methodological approach, followed by organizing the data to determine its significance. In order to handle the research topic at hand, researchers must select methodologies that may effectively answer their research questions and collect relevant data (Baker, 2000). This section will describe the methods used to conduct the study and fill the current knowledge gap. The research design, which outlines the general approach used for the study. The target population, which is the entire group from which the sample was taken, a sampling strategy outlining the researcher's selection process will be used to describe the study sample. The collected data required analysis, and the

following section presents how this analysis was conducted. In conclusion, the chapter addresses the ethical concerns related to the research study.

3.2 Design:

Establishing the overall approach required for the study's success is the first step before starting the process of collecting data from study participants. This necessitates identifying the proper instruments and techniques for the research as well as presenting the whole study framework in an organized and fashionable manner. (Creswell & Creswell, 2017). Blanche et al. (2008) define a design as "plans that direct the organization of circumstances for gathering and analyzing data in a way designed to combine relevance to the research goal with economy in procedure." and it “serves as a bridge between research questions and the execution or implementation of the research”.

It "acts as a link between research questions and the actual carrying out of the research" and is "relevant to the research purpose while being efficient in procedure." The researcher chose a qualitative method for this study and used questionnaires to find out how respondents felt about the difficulties that online education has faced since the epidemic started. In order to assess the research topic or hypothesis, researchers used questionnaires to collect qualitative data, which they then statistically analysed. Unlike quantitative methods, qualitative research aims to investigate the underlying causes and mechanisms of the event under study (Flick, 2018). Qualitative research is therefore not intrinsically objective; Instead of using numerical information as in quantitative research, it presents findings in textual form and adheres to an objective structure. The main reason this design was selected to foster maximum involvement from participants with the researchers and generate innovation. The researchers' inventiveness allowed them to collect a significant amount of data that would not have been possible Using different techniques. This study employed a phenomenological research methodology as its qualitative method. At its core, phenomenology is "that which appears," a way of perceiving reality. It has to do with examining consciousness structures as they are personally experienced. It is fundamentally subjective, which supports the circumstances in which a person's consciousness and substance are a part of them. A researcher can conduct a methodical reflection in determining the essential structures and features of experience by using this strategy. In order to determine the lived experiences to all important stakeholders in the education sector regarding the difficulties they encountered, as well as those faced by other stakeholders not included in the study, the researchers collected data through questionnaires and held group discussions with students at the conclusion. After that, their experiences, feelings, and perceptions were to be examined in order to pinpoint key themes and derive significance from them. The goal was to show these difficulties from the viewpoints of the stakeholders involved by drawing conclusions from the perspective of individuals who have encountered the phenomenon—in this example, virtual learning.

3.3 Target population:

Any study's population is the full collection of units for whom the findings are intended to inform conclusions. It describes the units to which the researcher plans to extrapolate the findings from the sample drawn from a set of unique units. Following the establishment of study objectives, this is the second phase of any research process. As a criterion for determining the overall eligibility of the study, the definition of a target group should be as clear and exact as possible. According to Asiamah et al. (2017), the target population's temporal and geographic features must be precisely described in addition to the types of units the researcher intends to include. Understanding the target population is crucial for choosing the best sampling technique and figuring out the necessary sample size, according to Draugalis (2009). The target population might be either unlimited or finite, which means that it is either impossible or practicable to

count every unit in the group (Taherdoost, 2018). This study concentrates on a limited number of institutions. Students from both basic and higher education institutions are part of the target population. The supervisor of the study selected participants for the questionnaires based on the requirement that they be students who are currently at a critical point in their academic careers. The students were chosen in order to comprehend the difficulties they had while taking classes online and to evaluate the impact of online learning on their academic and physical well-being. The main purpose of the study is to identify and collect the main challenges and factors that affect online learning. We began selecting specific both elementary and secondary school institutions for this aim. While only public institutions are taken into account in higher education, private as well as public entities are included at the school level. One benefit of using a small number size is that it gives researchers discretion in choosing the right sample size. The researcher can easily choose an acceptable method to determine the necessary sample size once the population being studied has been determined (Faugeir & Sargeant, 2008). As long as the selected sample fairly represents the entire population, a researcher can therefore extend the results to the full population. As a result, the results become more trustworthy.

3.4 Sampling Technique:

A subset had to be selected for the study using a technique called sampling as the researcher was unable to examine the full group of people. According to Touvila's (2020) the sampling procedure ensures to determine the number of units that will be selected from the whole population. Accordingly, a sample is defined as a subset of the entire target group population that captures all the key traits of the population under consideration (Acharya, 2013). Either probability sampling or non-probability sampling could be used to select it. The working sample for this study was selected using a non-probability selection technique. Instead of employing random selection, non-probability sampling involves the researcher choosing participants based on how relevant they are to the research questions. Rather than using randomization to select the sample,

Using well-defined the criteria for inclusion and exclusion as a guide, the researcher makes their own decisions on the number of individuals to include. Convenience sampling, a type of non-probability sampling, was used in this investigation. In this case, a sample is chosen by the researcher from a group of easily accessible individuals. According to Field et al. (2006), probability sampling entails choosing a sample so that each unit in the population has an equal chance of being included in the final sample. When large sample sizes are needed and the researcher wants a sample that fairly represents the total population, this kind of sampling is usually used in quantitative research. Since gathering the data would take too long, non-probability sampling was used over randomization. Convenience sampling was the best choice for this study given the time constraints of the investigation. Groups were chosen based on their capacity to produce categories (variables) and the traits that go along with them. All study participants fully participated in the online learning process. Convenient sampling is the most practical option when randomization is not feasible, however probability approaches are often preferable because non-probability sampling may create bias. The researcher chose this approach for this reason. Students from high schools and universities in the districts of Srinagar and Baramullah of Jammu and Kashmir.

3.5 Data Collection:

Data collection is the process a researcher employs to carefully and deliberately gather and quantify information pertinent to the specific variables under investigation in order to close knowledge gaps and assess findings. During the planning phase, a researcher has access to a variety of data collection methods. The data collection method to be used depends on the kind of data the researcher intends to gather—

experimental or observational, qualitative or quantitative (Bar-llan, 2001). As previously said, this study employs a qualitative approach known as phenomenology in order to investigate events as they naturally occur. The study gathered data from the sample regarding the difficulties they encountered when using online learning. In order to concentrate on the material most relevant to the current study, the researcher eliminated all irrelevant data during the data analysis process. Primary data was collected for this study. According to Andrei (2008), primary data is information that the researcher obtains directly from the source. Secondary data, which researchers obtain from external sources like books, journals, government publications, websites, internal records, and the like, is not the same as this. In other words, secondary data comes from sources other than the original writers. In this instance, information from other publications was included in the paper's literature review section to support the main study's conclusions. Online and offline questionnaires were distributed in order to collect the primary data.

In this kind of study, a questionnaire with 25 questions intended to address three distinct goals was used to collect data in a completely random manner. 250 participants, who were recruited from secondary and higher education students, provided responses to the researchers. Twenty students were selected at random from each class for this study in order to gather the necessary data. About twenty minutes were given to each student to complete the questionnaire. Each classroom held a group discussion to collect ideas for improving and changing online courses once the surveys were distributed. The researchers' examination of the gathered data was made easier by this conversation.

3.6 Analysis of collected data:

The data was obtained from the questionnaires distributed and later was analysed by applying statistical techniques using the statistical package for the social sciences (SPSS). The scale used for measuring is five-point Likert scale which has **(**Strongly Agree**,** Agree**,** Neutral**,** Disagree **and** Strongly Disagree).

3.7 Statistical Treatment:

- **Mean**
- **Standard Deviation**
- **T- Test**

3.8 Ethical Considerations :

Regardless of whether a study is qualitative or quantitative, it's important to address all potential ethical concerns particularly when human participants are involved. The researchers were actively engaged with the participants during the students' completion of questionnaires and group discussions.

Below are several ethical concerns that emerged during the course of the study:

1. A significant ethical concern evident in this research is maintaining confidentiality. The researcher ensures that no recorded information will be accessed and shared to any and by third party, for any reason. Instead, the investigator must ensure that the information is securely stored to prevent unauthorized access and then permanently deleted once the thesis is approved, as this is its main purpose.
2. Informed consent: At the start of the study, participants were provided complete details regarding the research. Prior to participating, they were acquainted with purpose of study and questions to ensure they understood the nature of their involvement.
3. The study posed no risk of harm, whether psychological or physical.
4. Cultural competence: The researcher made every effort to uphold cultural competence based on their understanding. More precisely, the use of regional languages such as local dialects was permitted.

5. The participants had the right to answer the questions partly. They had the option to respond either completely or partially, as they chose. However, they were urged to answer all the questions, as none of them was found to evoke any emotional response.

4.1 Results and Analysis:

The general question raised was subjected to descriptive analysis using mean scores and SD of the items as follows:

Objective: To study the level of challenges the students experience in online learning during Pandemic.

In addressing this objective, the arithmetical mean and standard deviation of each item regarding the student's response was calculated and interpreted as follows:

1.0 to 2.33= Rejected and **2.33 to 5 = Accepted.**

The data collected from students was organised and discussed as follows:

Table 4.1: Challenges experienced faced by students during online learning

(Regarding challenges of students N= 250)

Objective 1:

	N	Mean	Std. Deviation	Decision
1) Online teaching-learning is better than face to face learning	250	2.06	1.004	Rejected
2) Online learning applications mostly used by teachers were student friendly	250	3.19	1.054	Accepted
3) Online learning ease the burden of teachers	250	3.39	1.093	Accepted
4) You do not faced any difficulty in handling the teaching applications	250	2.91	1.189	Accepted
5) You were not able to understand the concept at the same pace with which you used to understand in face to face learning	250	2.25	1.091	Accepted
6) Online learning was exhausting than offline learning	250	3.54	1.144	Accepted
7) You were not attentive throughout the online classes	250	2.86	1.245	Accepted
8) Online learning was not boring rather students enjoyed it	250	2.65	1.177	Accepted
9) You were hesitant in asking questions or replying to any query raised by the teachers	250	3.39	1.115	Accepted
10) Most of the time you were facing network issues	250	4.22	1.160	Accepted
11) The work load provided by teachers was much higher than in case of offline learning	250	3.42	1.210	Accepted
12) You faced a number of health issues due to continuous use of electronic gadgets for attending online classes	250	4.08	1.082	Accepted

13) Teachers were not able to clear your doubts despite repeated attempts	**250**	**3.87**	**1.083**	**Accepted**
14) Your attention used to get deviated to other applications while attending online classes	**250**	**4.25**	**.867**	**Accepted**
15) You were compelled to buy electronic gadgets to attend online classes which strained your financial situation at home	**250**	**3.80**	**1.198**	**Accepted**
16) It was easy to procure the device (mobile/laptop) used for online learning	**250**	**3.17**	**1.171**	**Accepted**
17) Your parents were satisfied with your online learning	**250**	**2.07**	**1.195**	**Rejected**

INTERPRETATION OF TABLE 4.1: Showing the mean of items regarding challenges Experienced by students during online learning

- first item it could be seen that student's opinion on online learning being better than offline learning was not accepted because the calculated mean value is below standard value that is 2.06 obtained from the student's responses indicate that they do not consider online learning as a better means of learning.
- In the last item it could be seen that student's opinion regarding the satisfaction of their parents towards online classes was not accepted because the calculated mean value is below standard value that is 2.07 obtained from student's response indicate that the parents were not satisfied with the online learning'
- The other items show that the students have faced a number of challenges in online learning.

Table 4.2: Effects of online education on students' social contacts and physical activity

(Regarding effect on physical activities N=250)

Objective 2:

	N	**Mean**	**Std. Deviation**	**Decision**
1) Due to online learning, you were missing your classroom environment/friends	**250**	**4.39**	**.964**	**Accepted**
2) With online learning you were able to save more time for family/play/hobbies	**250**	**3.17**	**1.273**	**Accepted**
3) The covid limits the things that we should do in school	**250**	**4.31**	**.938**	**Accepted**
4) You used to get very less time to play	**250**	**3.37**	**1.259**	**Accepted**
5) You were completely cut off from the outside world (family etc.) due to online classes	**250**	**3.63**	**1.226**	**Accepted**
6) Your physical activities were very much limited because of the online classes	**250**	**3.78**	**1.153**	**Accepted**

INTERPRETATION Table 4.2: Showing the mean of items regarding the effect of online classes on physical activities and social interactions of students.

- In all items it could be seen that student's opinion on their physical activities and social interactions was impacted by online classes during Covid-19 Pandemic.

Table 4.3: Comparison of academic achievements of student's pre and post Covid -19 Pandemic
(Regarding academic achievement N=250)
Objective 3:

	N	Mean	Std. Deviation	Decision
1) The grades achieved by you were way better than you achieve in offline exams	**250**	**3.44**	**1.254**	**Accepted**
2) Assessment carried out online was as fair as offline assessment	**250**	**2.68**	**1.200**	**Accepted**

Interpretation Table 4.3: displaying the average of the items comparing academic performance before and after the COVID-19 epidemic.

• It was evident from every item that students' grades had improved, and the online evaluation was deemed fair.

Table 4.4: T-test difference in the academic score pre and post Covid-19 Pandemic

			Mean	N	Std. Deviation	DF	T cal	T tab
	Post Covid		**80.90**	**250**	**8.153**	**249**	**5.175**	**1.65**
	Pre Covid		**77.93**	**250**	**5.679**	**249**		

From the table 4.4:

- The result showed that at 0.05 level t calculated value was 5.175, DF is 249 and t tabulated value was 1.65 it could be seen that t calculated is higher than t tabulated value at 0.05 level.
- From the above statement there is a significant difference in the academic achievement of the students - pre and post Covid-19 Pandemic.

OBJECTIVE 1st: To study the extent of challenges the students experienced in online learning during Covid-19 pandemic

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1) Online learning applications mostly used by teachers were students friendly.	7%	38%	30%	18%	8%
2) Online learning ease the burden of teachers	13%	42%	20%	20%	5%
3) You do not faced any difficulty in handling the teaching applications	8%	33%	12%	36%	10%
4) You used to be attentive throughout the class	10%	26%	16%	34%	14%
5) Online learning was not boring rather students enjoyed it	7%	21%	19%	37%	16%
6) You were hesitant in asking questions or replying to any query raised by teacher	15%	41%	17%	23%	4%
7) Most of the times you were facing network issues	56%	27%	4%	6%	6%
8) You faced a number of health issues due to continuous use of electronic gadgets for attending online classes	44%	35%	9%	9%	3%
9) Teachers were not able to clear your doubts despite repeated attempts	32%	42%	12%	12%	3%
10) Your attention used to get deviated to other applications while attending online classes	44%	45%	4%	6%	1%
11) You were compelled to buy electronic gadgets to attend online classes which strained your financial situation at home	34%	37%	10%	14%	5%
12)It was easy to procure the device (mobile/laptop) used for online learning	13%	32%	22%	26%	8%
13) Your parents were satisfied with your online teaching-learning	6%	8%	12%	32%	41%
14) Online learning is better than face to face learning	4%	4%	17%	43%	32%
15) You were able to understand the concept at the same pace with which you used to understand in face-to-face learning	5%	10%	12%	48%	24%
16) Online learning was exhausting than offline learning	19%	44%	15%	17%	6%
17) The workload provided by teachers was much higher than in case of offline learning	22%	32%	17%	24%	5%
AVERAGE	19.94%	30.41%	14.58%	23.82%	11.23%

OBJECTIVE 1: To study the extent of challenges the students experience in online learning during Covid-19 pandemic

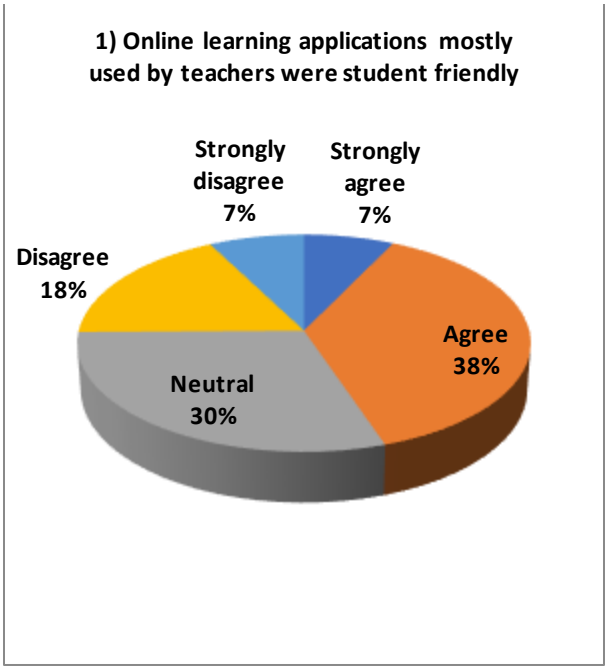


Figure 1a

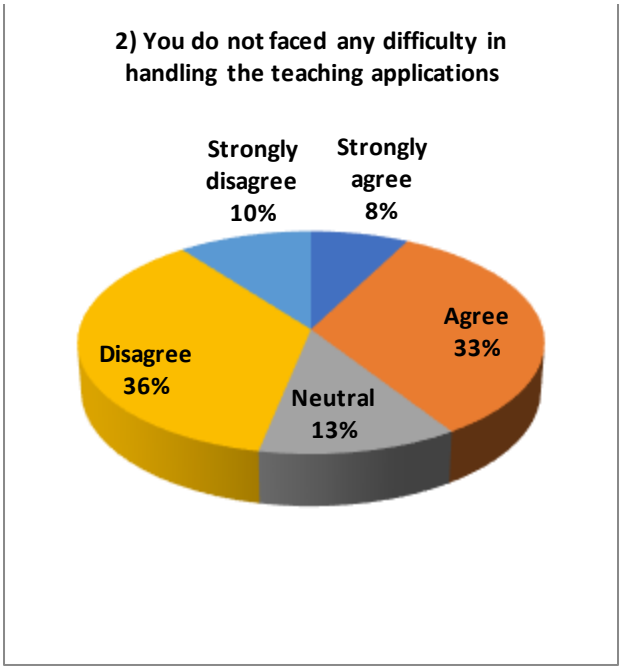


Figure 1b

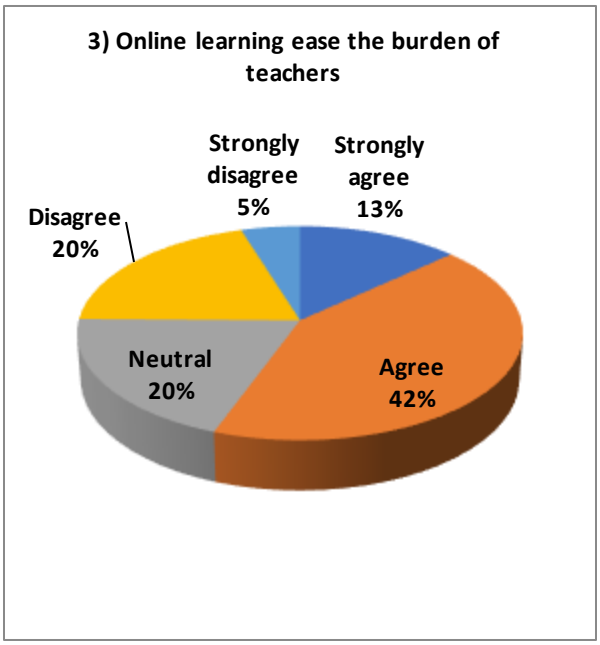


Figure 1c

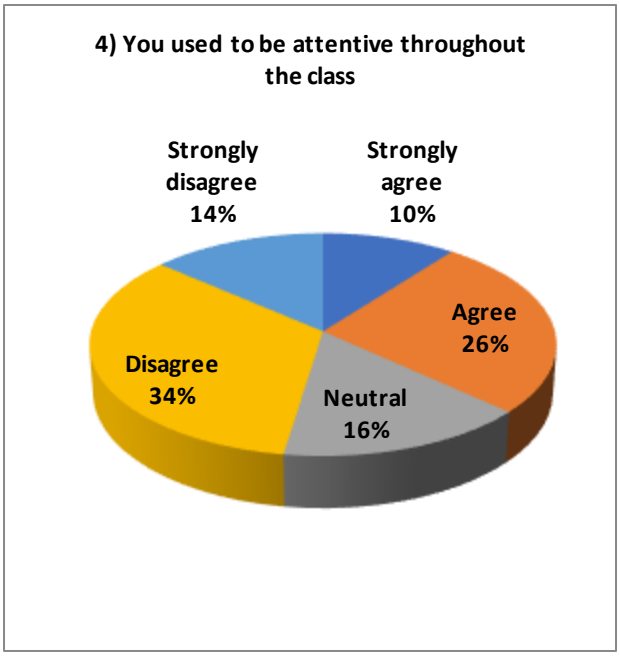


Figure 1d

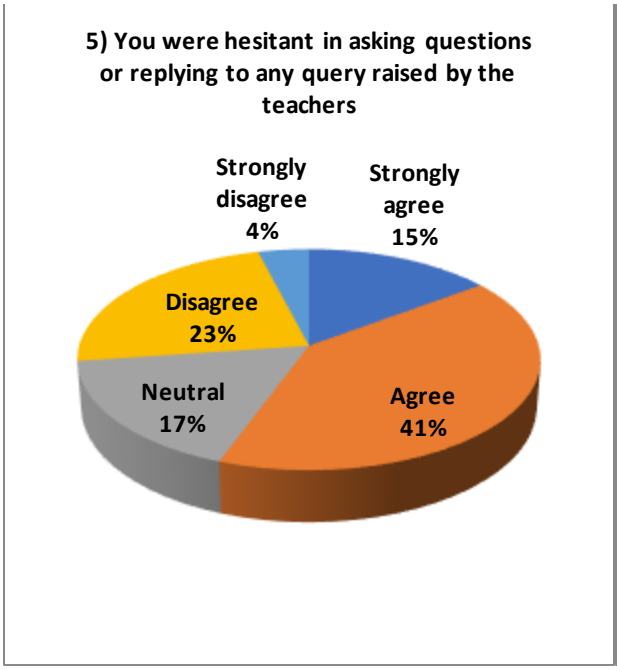


Figure 1e

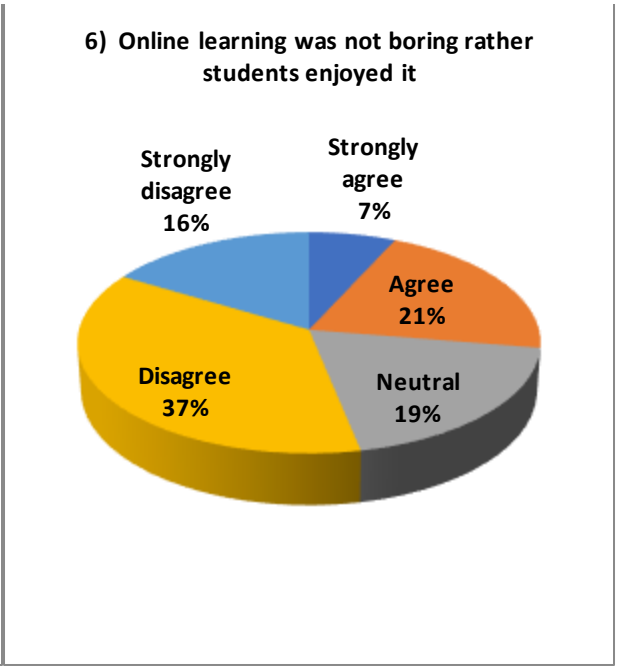


Figure 1f

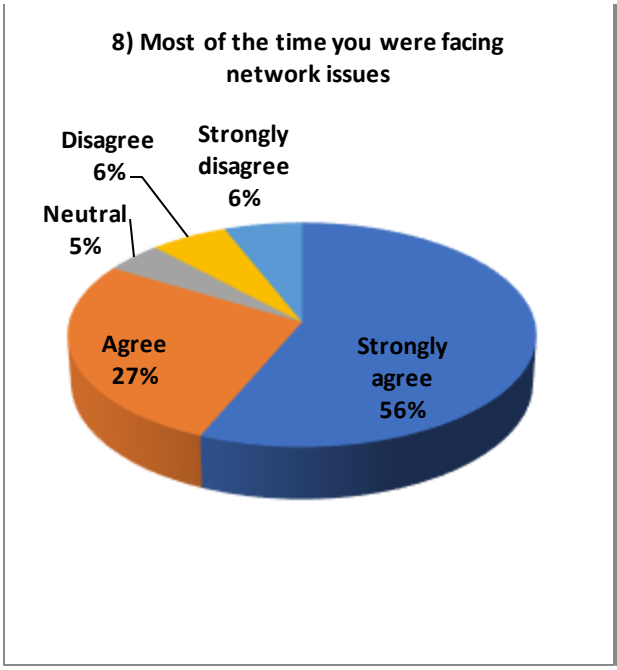


Figure 1e

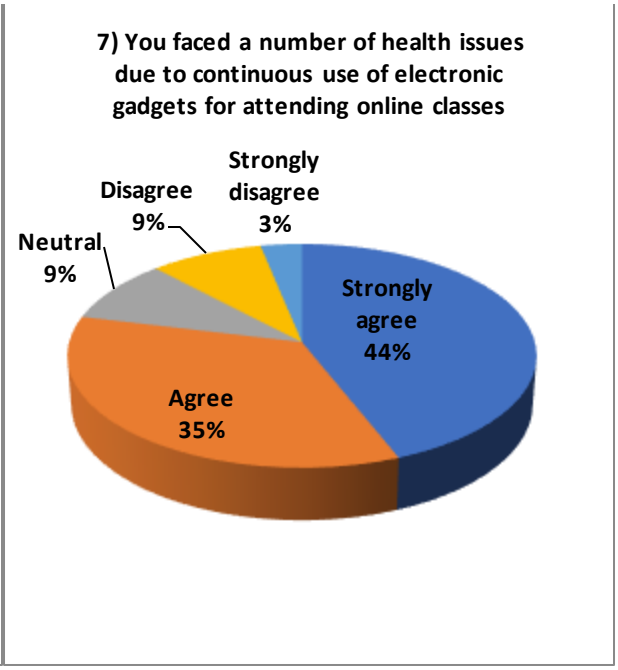


Figure 1f

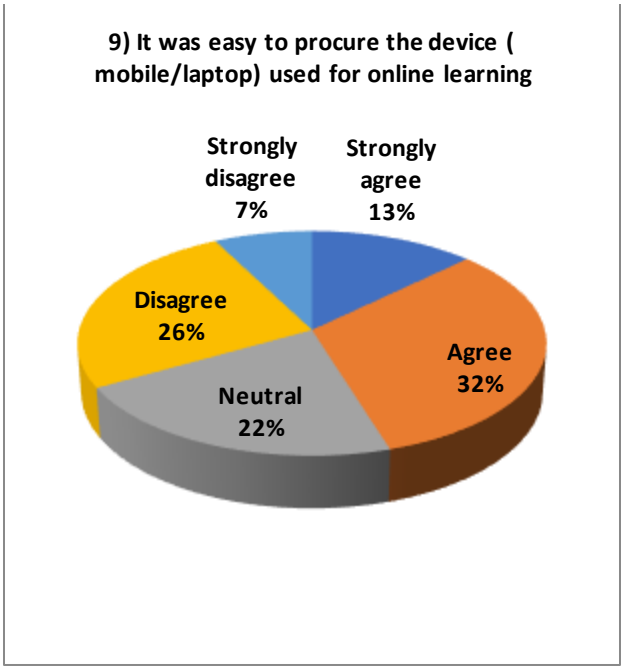


Figure 1g

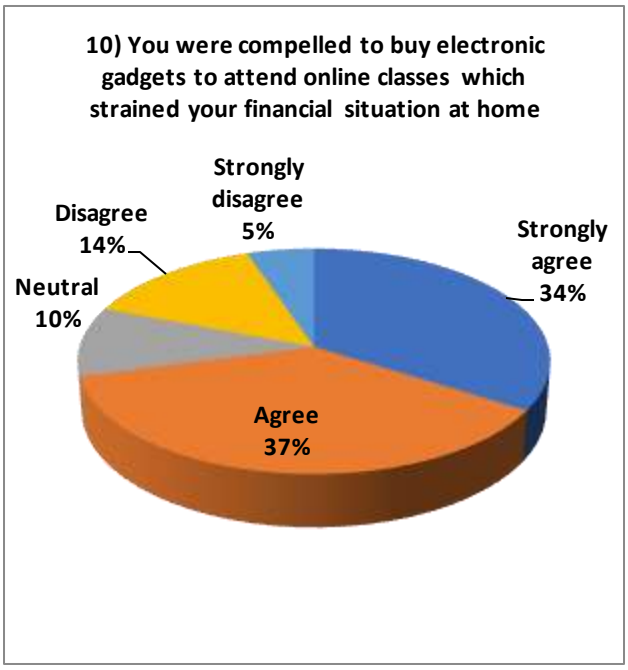


Figure 1h

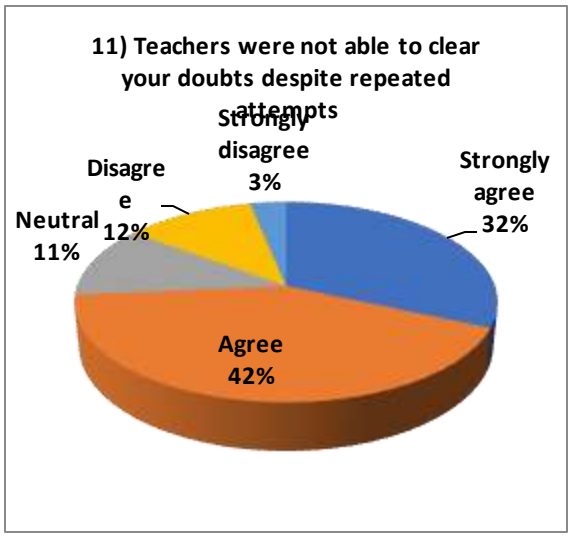


Figure 1i

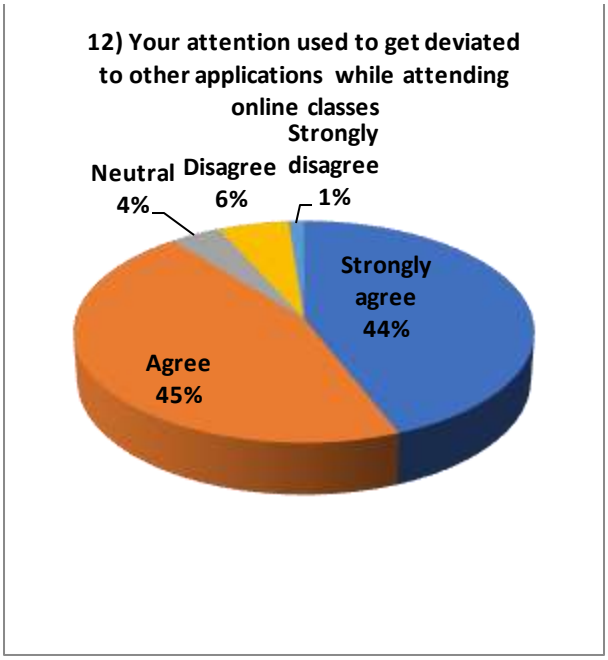


Figure 1j

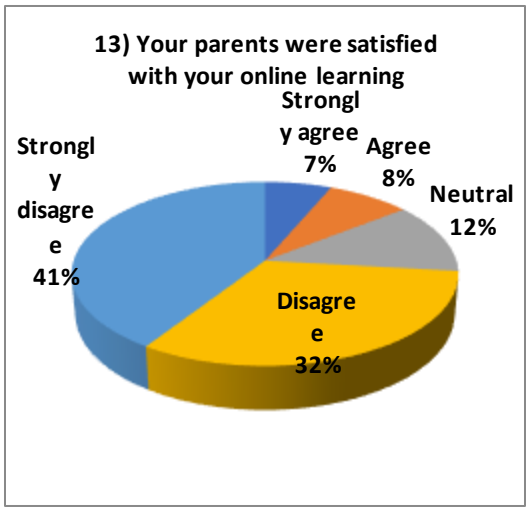


Figure 1i

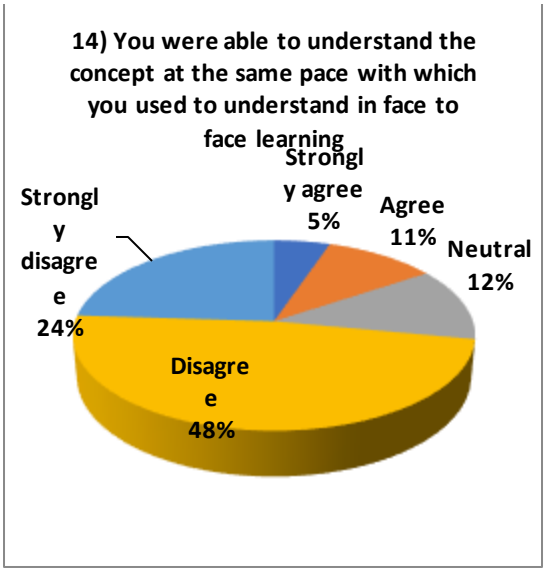


Figure 1j

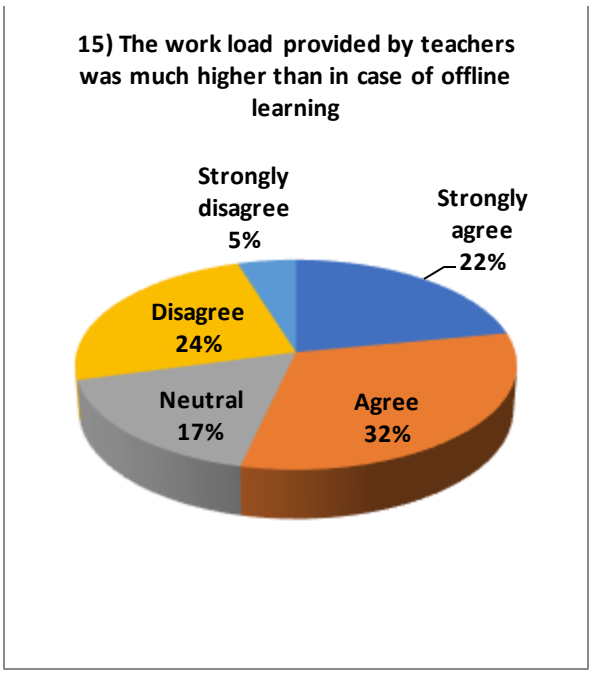


Figure 1k

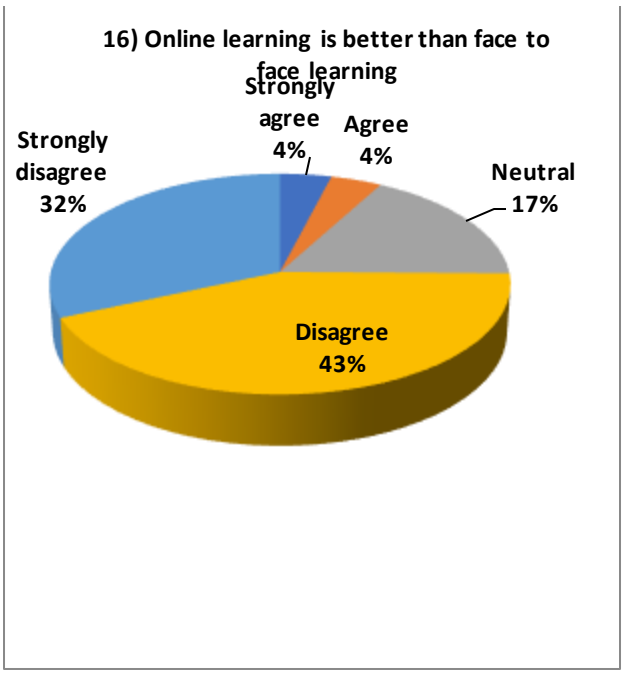


Figure 1l

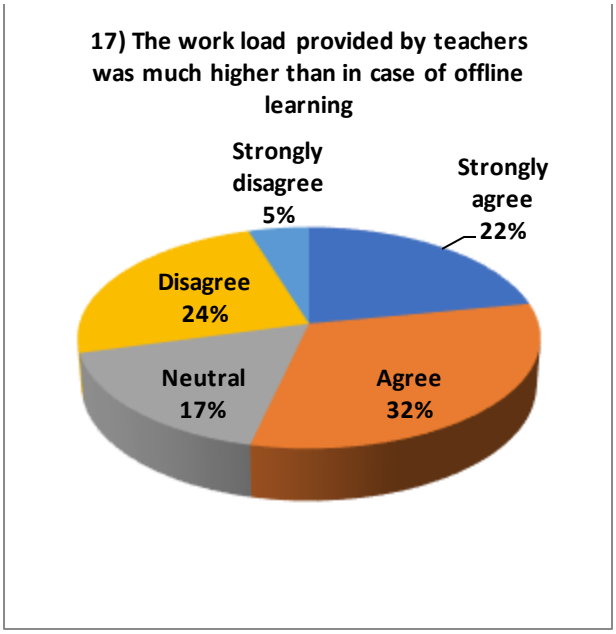


Figure 1l

When asked about challenges faced by students due to online learning during Covid-19, we found that 50.35% students agreed that they faced challenges while attending online classes we also got 14.58% were neutral 35.05% disagree and were of the opinion that they did not found any problems while attending online classes.

OBJECTIVE 2nd: To study the role of online learning on physical activity and social interactions of students

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1)You used to get very less time to play	**22%**	**32%**	**16%**	**23%**	**8%**
2) You were completely cut off from the outside world (family etc) due to online classes	**30%**	**33%**	**11%**	**22%**	**4%**
3) Your physical activities were very much limited because of the online classes	**32%**	**38%**	**10%**	**18%**	**3%**
4) Due to online learning, you were missing your classroom environment\friends	**63%**	**24%**	**3%**	**4%**	**7%**
5) With online learning you were able to save more time for family\play\hobbies	**16%**	**30%**	**18%**	**24%**	**11%**
6) The pandemic resticts the things that we should do in school	**52%**	**36%**	**4%**	**5%**	**2%**

AVERAGE	**35.83%**	**32.16%**	**10.33%**	**16%**	**5.83%**

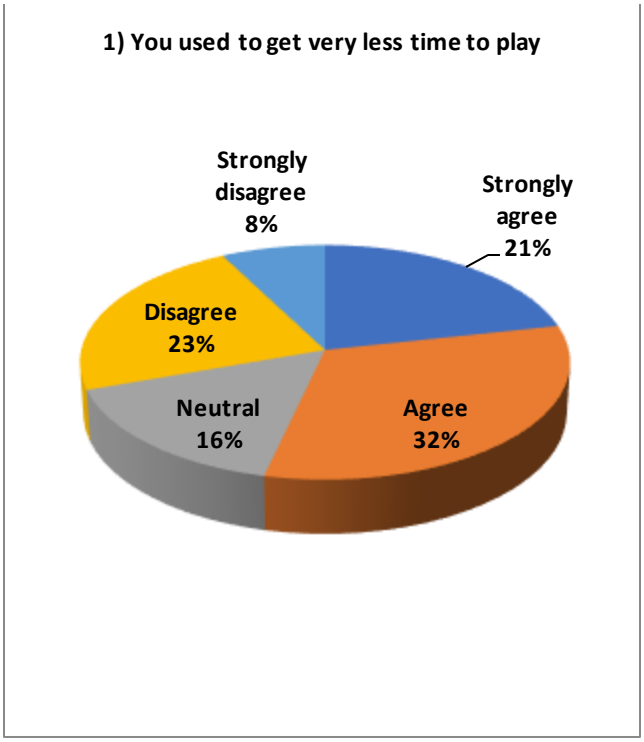


Figure 2a

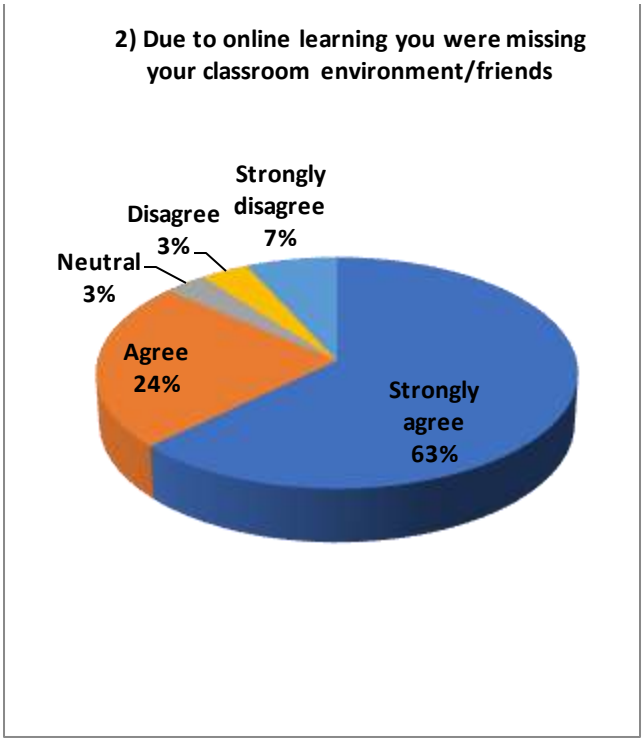


Figure 2b

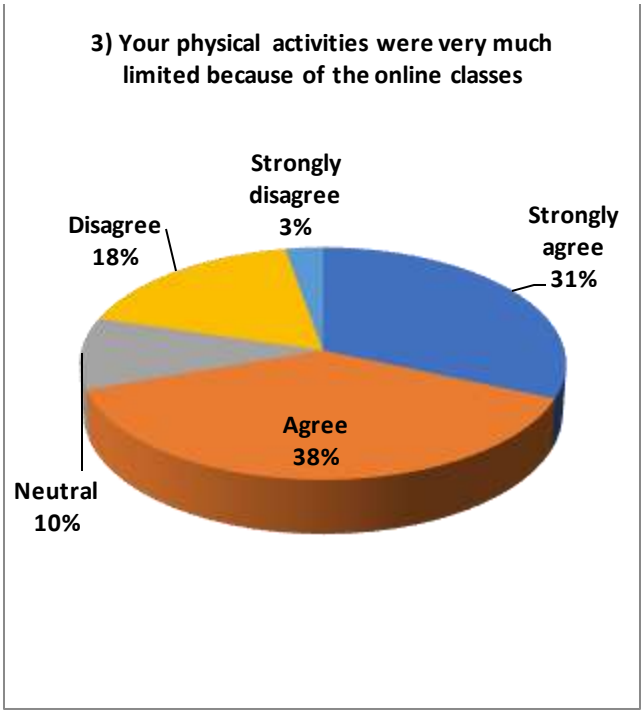


Figure 2c

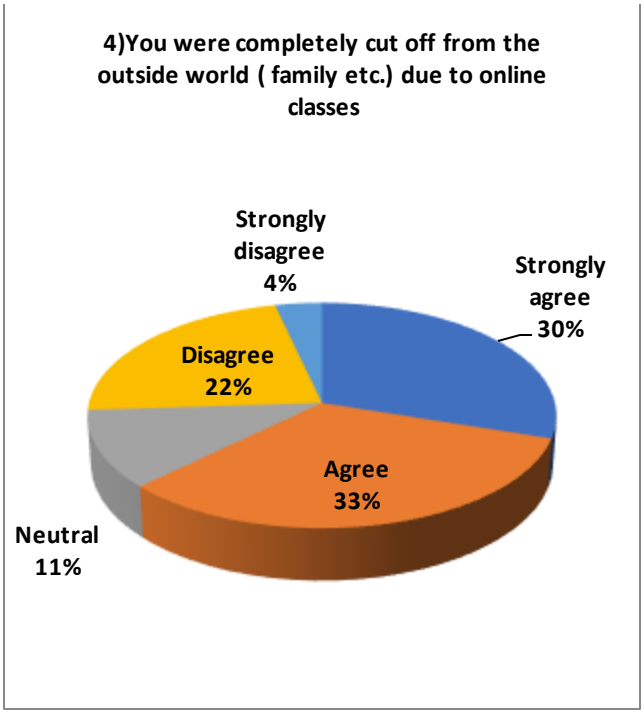


Figure 2d

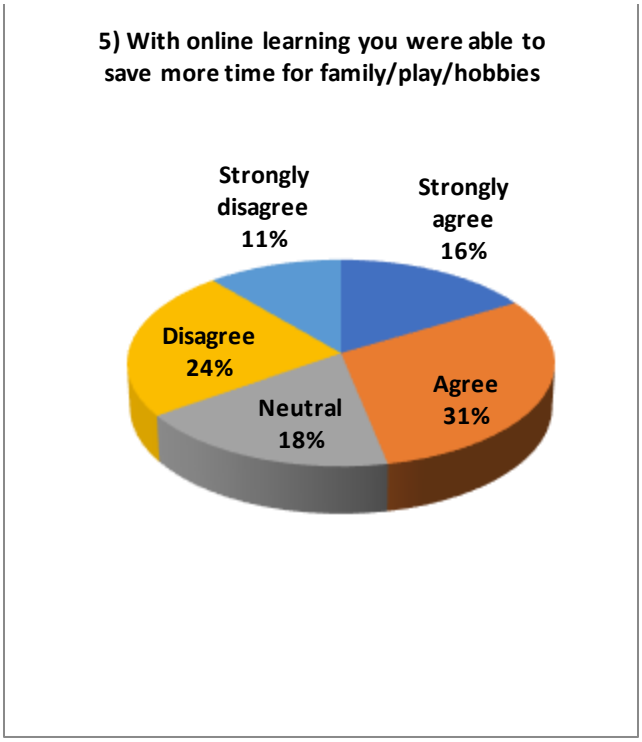


Figure 2e

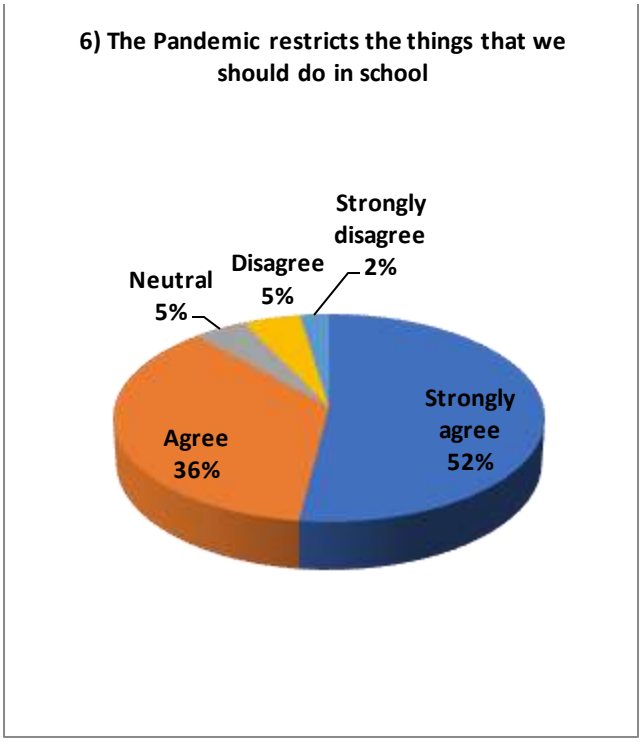


Figure 2f

When asked about the impact of online learning on physical activity and social interactions of students we found 67.99% students agreed that online learning limits their physical activity and social interactions while 10.33% were neutral and 21.83% disagreed and were of the opinion that online learning did not limits their physical activity and social interactions .

OBJECTIVE 3rd: To make a comparison of academic achievements of student's pre and post Covid-19 pandemic

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1)The grades achieved by you were way better than you achieved in offline learning	**22%**	**34%**	**16%**	**20%**	**8%**
2) Assessment carried out online was as fair as offline assessment	**9%**	**20%**	**17%**	**40%**	**15%**
AVERAGE	**15.5%**	**27%**	**16.5%**	**30%**	**11.5%**

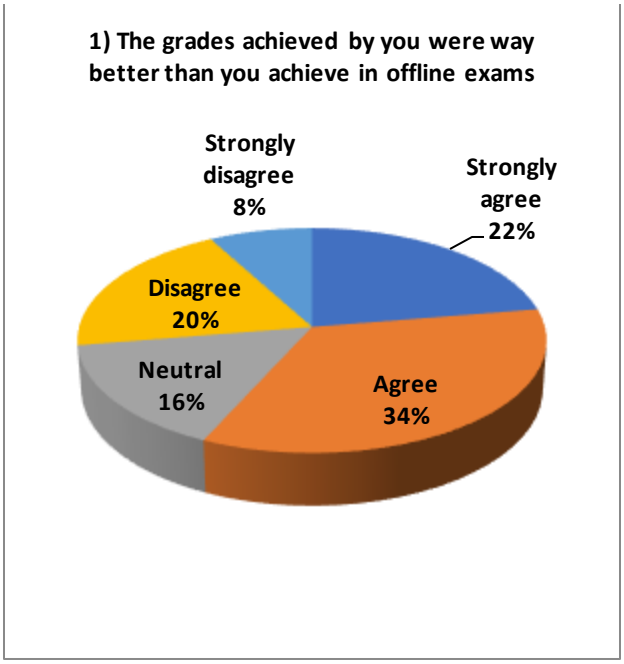


Figure 3a

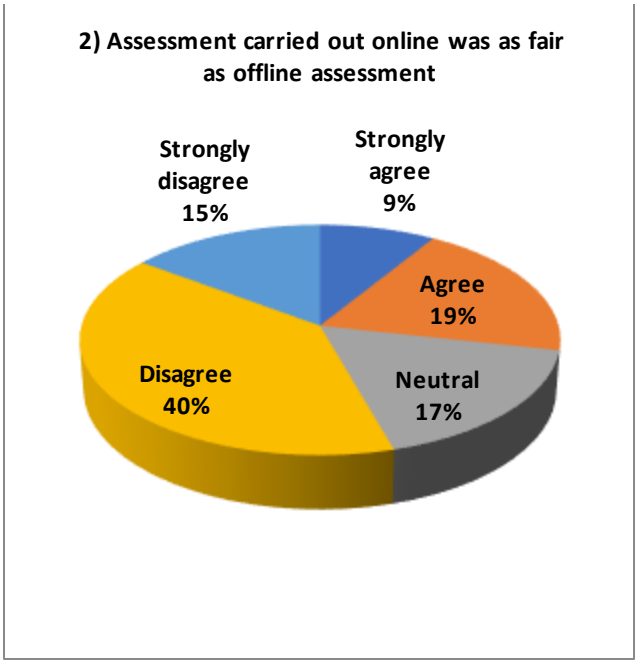


Figure 3b

When we asked the students about the grades achieved by them before and after the outbreak of pandemic 42.5%of the students agreed that their grades improved during online classes and 41.5% of the students disagreed about the same while 16.5% of the students felt no major changes in their academic achievements and their opinions were neutral.

4.2: Major Findings

- From the study it is evident that most of the students were not happy with online classes.
- Students faced various challenges/issues during the online classes.
- Students had to buy electronic gadgets to attend online classes in spite of their bad financial conditions at home.
- Most of the students were not able to keep their attention for longer period and switched to other applications during their online classes.
- The grades of the students improved during their online assessment.
- The applications used by the teachers were student friendly; students didn't face any difficulty while using them.
- Many students faced health issues because of longer periods of screen time.
- Poor internet was a major issue for most of the students.
- The students were missing their friends and offline classroom system.
- Physical activities were limited.
- The parents of students were not satisfied with their online learning.
- Work load for the students during online classes was more than the offline classes.
- Students were not comfortable in asking questions during online classes [clearing their doubts).

5. Summary

5.1 Conclusion / Suggestions:

Current research focused on examining the difficulties and challenges in online teaching-learning, educat-

ion, and classes during the Covid-19 pandemic. The findings and results of this study show that Students enjoyed online teaching-learning as there was no one to look at what they were doing in the name of online classes.

1. Online classes were not effective when compared with offline classes. Most of the students have said that they lacked attention in the online classes and most of the time they were not able to understand what they were being taught as they were mostly using other applications.
2. Mostly the internet connection used to be very weak which created disturbance in online classes as most of the times the voice of the teachers was not heard properly.
3. The results and findings of study also pointed out that because of online classes screen time of the students automatically increased which caused a lot of health issues for the students.
4. The parents were also not satisfied with their children's online classes.
5. The students were not comfortable in asking questions as their doubts were not always cleared by the teachers.
6. Despite of all the challenges faced by the student the academic grades of the students showed a considerable improvement which makes it evident that the assessment was not as fair as offline assessment although most of the students were reluctant to admit the same.
7. In order to make online classes a success the administration must improve the internet connectivity and must also take into consideration the lower income group by providing them free internet and necessary gadgets used for attending online classes
8. Parents should be vigilant enough to keep an eye on their wards while attending online classes. For doing these parents should be educated about the parental control applications.
9. Teachers also have an important role to play in order to make online classes effective by making students accountable during the class. This can be done by asking questions during the lecture and paying equal attention to all the students.
10. The most common issue faced by almost all the students is distraction during the online classes. This can be avoided by teachers with the help of taking small breaks at regular intervals and not overburden the students with assignments etc.
11. Number of classes should be limited as the students face a number of health issues due to continuous use of electronic gadgets.

5.2 Future directions for research:

It is recommended that further research should be undertaken to understand the challenges faced by teachers also during online classes in Covid-19 Pandemic and there is also scope of future study on the challenges faced by the parents during Covid-19 Pandemic.

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