1. A Study of Challenges Faced by School Teachers and Students of East Singhhum District While Shifting to Offline Classes from Online Classes

Aditi Pasayat

Abstract:

The Covid-19 pandemic has resulted in a transformation in the education system. During the lockdown, people were at home seeking online work and opportunities to educate themselves in online classes. This led to an increase in the growth of online mediums of education. Teachers and students shifted from traditional ways of teaching to online teaching. In order to educate students during Corona, various digital platforms were introduced for teaching purposes. Various challenges were faced while shifting from online to offline classes after the COVID-19 pandemic. Research has been done on teachers and students that shows the challenges faced by them while shifting from online to offline modes of education. This research paper discusses the opportunities that are lacking in the offline medium as well as the challenges that school teachers are facing while shifting to offline mode again. Further, the paper also discusses the methodology that may be used to overcome these challenges.

Keywords:

COVID-19, Education System, Offline teaching, teaching Methodology.

Introduction:

When COVID-19 struck India, it affected everything including the education system. While the country is fighting against corona, teaching has also changed its mode. The classroom teaching was closed down. Further online teaching started. Teachers didn't want to leave any child. They wanted to do anything to educate their children. So, in order to make students educated during Corona, digital platforms were also introduced for teaching purposes. As virtual education was not so common in India it brought a lot of problems to change the mode of study. However, it brought many opportunities and convenience to the teachers as well as students. Gradually after a year and a half of the pandemic, offline classes resumed with new guidelines. Covid guidelines were followed in schools and colleges like wearing masks, maintaining social distancing, sanitizing, etc.

Students and teachers cooperated with each other during the offline classes. Everything was becoming normal again. Traditional teaching came back to its position.During offline classes after corona, teachers and students faced some difficulties as many things which were easily accessible during online classes cannot be possible in offline mode. Which is again to be evaluated in order to provide a highly beneficial study environment for the students.

Literature Review:

Online education platforms introduced colorful fields and reaches of literacy. It offers different courses for scholars with intriguing literacy styles and gives scholars freedom and independence in the educational process. The freedom in literacy styles handed scholars excellent results. As digital coffers are available at any time and from anywhere, they can be fluentlyaccessible by scholars or Teachers. Digital courses are precious to both scholars and Teachers. It gives occasion to the Teachers for probing and experimenting with colorful technologies. Teachers have changed their tutoring styles, they started using design styles to givea new model of literacy. The online system of literacy requires a multidimensional capability with the literacy of making donations, involving digital content, and encouraging scholars. It allows teachers to stay in touch with the scholars just by sitting at home. Teachers faced enormous problems while having online classes. As they were lacking online tutoring experience. Some were having network issues, or some were having data issues. While some Teachers were facing a lot of difficulties in delivering the information to the scholars in online mode. Also, some Teachers lacked the knowledge of specialized chops, so they weren't suitable to connect to scholars in a free terrain. According to the exploration, low QoL scores were observed before the COVID-19 epidemic, and they dropped significantly during the epidemic, substantially among women and individuals who are under 45 times old. These findings corroborate the decline of Teachers' QoL during the epidemic. This study shows that there are some negative impacts of the COVID-19 epidemicon Teachers' internal and also physical health. The present findings should serve as a resource for further interventions among Teachers to help them ameliorate their QoL (PabloA. Lizana, Gustavo Vega- Fernadez, and Lydia Lera 2021). Another exploration recorded reduced contact hours for learners and a lack of discussion with Teachers when facing challenges in literacy and understanding, which resulted in lowered performance on time-end examinations as well as internal assessment issues (Sintema 2020).

There's a substantial exploration of the impact of new technologies on pupil literacy and good within a classroom (Courduff, 2011; Lin and Yang, 2011; Miller, 2011; Costley, 2014), and pupil literacy and good outside the classroom (Meier et al., 2016; Lissack, 2018; Dienlin and Johannes, 2020), but less so on the relationship between new technologies, online literacy, and good (Pew Research Center, 2015; Halupa,2016). A rapid-fire shift to online literacy is a new miracle that bears little resemblance to designedly designed online tutoring and literacy (Scherman, 2020). The epidemic has not only affected the internal state of scholars but teachers are also affected mentally (Cachón- Zagalaz et al, 2020). Teachers have also assembled a high position of stress since the morning of the extremity.

Recent studies have concentrated that during a lockdown, Teachers have suffered stress in order to give online classes (Besser et al., 2020). This stress has been accompanied by symptoms of anxiety, depression, and sleep disturbance as a consequence of the increased workload performing from-home tutoring. A recent Arab study has shown that this extremity has caused Teachers to suffer problems that are frequently related to an epidemic situation, similar as anxiety, depression, domestic violence, and divorce, all of which circumscribe their capability to educate duly (Al Lily et al., 2020). A study carried out in three metropolises in China during the epidemic assessed the frequency of anxiety among Teachers at a frequency of 13.67, with women being more anxious than men and the aged bones being more characteristic (Li et al., 2020).

In a study conducted in Spain at the morning of the epidemic, Teachers also reported having workloads, psychosomatic problems, and prostration (Prado- Gascó et al., 2020). Also, former studies have shown that working from home using Information and Communication Technologies (ICT) can produce passion of pressure, anxiety, prostration, and dropped job satisfaction (Cuervo et al., 2018), and in times of an epidemic these were the only tools that were available to Teachers.

There's a lot of exploration on how COVID-19 changed the whole education system. That exploration shows how shifting from offline classes to online classes impacted scholars and Teachers. It shows the cerebral impact on scholars and Teachers during online classes. Colorful checks have been done on it.

This paper shows the exploration, of how Covid- 19 affected Teachers while shifting from online classes to offline classes after the epidemic. It shows the actions of the Teachers, the challenges faced by them, and the impact of shifting to the offline mode of tutoring. This exploration is done in East Singhbhum. It's a check on the Teachers of the academy position. It was an online check. In this check, a questionnaire is prepared for the Teachers who have been in the whole phase.

A brief analysis has been done by viewing the results. Online classes cannot take the place of offline or traditional ways of tutoring. The face-to-face commerce of Teachers and scholars along with different styles of literacy and clearing doubts is possible in the offline mode.

While in the online mode it's relatively delicate to get the proper commerce of scholars with the Teachers. But during the long session of the epidemic, teachers have handed scholars different ways of acquiring knowledge. They've given them the freedom to learn and gain knowledge from any part of the world.

This exploration paper is concentrated on Teachers and the challenges that they're facing in educating their scholars. No doubt there's no exploration done on this content. Teachers have faced challenges in their position throughout the whole phase whether it's online or offline. But this paper shows the challenges faced by Teachers while shifting from online to offline classes.

Materials and Methods:

For the research of this paper, 105 teachers are randomly selected in East Singhbhum and given an online questionnaire. This survey was done online mode. The questions were particularly prepared and interpreted the results thereof. There was a total of 10 questions in the questionnaire the last question was for personal suggestion, so that question is excluded from the research view. The rest 9 questions were related to the research on challenges faced by teachers while shifting from online to offline classes. The ninth question in the questionnaire is based on the teacher's view.

It was to know more challenges that the teachers faced from their own perspective. The questions that were asked for the research basis are as followed:

Materials and Methods:

For the research of this paper, 105 teachers are randomly selected in East Singhbhum and given an online questionnaire. This survey was done online mode. The questions were particularly prepared and interpreted the results thereof. There was a total of 10 questions in the questionnaire the last question was for personal suggestion, so that question is excluded from the research view. The rest 9 questions were related to the research on challenges faced by teachers while shifting from online to offline classes. The ninth question in the questionnaire is based on the teacher's view. It was to know more challenges that the teachers faced from their own perspective. The questions that were asked for the research basis are as followed:

- Have you faced challenges while shifting from online classes to offline classes?
- What is the growth of students during offline classes when shifted from online classes?
- What is the interaction level of students in offline classes?
- Were you able to manage your personal time and schedule as possible in online classes?
- Is hygiene and sanitization possible and effective in offline classes?
- Is the classroom environment interactive and studious in offline classes?
- Do you see transportation as time taking and making arrangements for teaching beforehand as hectic?
- The behavior of the students after online classes is less focused.
- What are the more challenges you faced while teaching students after the pandemic when offline classes started?

Every question was attended in a range of high to low preferences. The answering system was in Likert format. Only one answer is selected for each question. The questions were very particular and related to the exact challenges faced by the teachers. The results were quite close as expected. For each question frequencies and percentages are calculated and analyzed.

There were 5 options are given in which only one answer which is closer to the situation is answered. Furthermore, the answers were provided by the teachers who had seen the phases of the pandemic and continued their teachings after it in offline mode. They have also provided some of the other challenges that they faced which were not present in the questionnaire.

Results and Analysis:

The results were quite close as expected. The results are provided below with a full description. The answers to the questions asked in the questionnaire are given below. The answers are fully explained.

The graph is explained. And provided with the latest information that is collected first-handedly.

A. Have you faced challenges while shifting from online classes to offline classes?
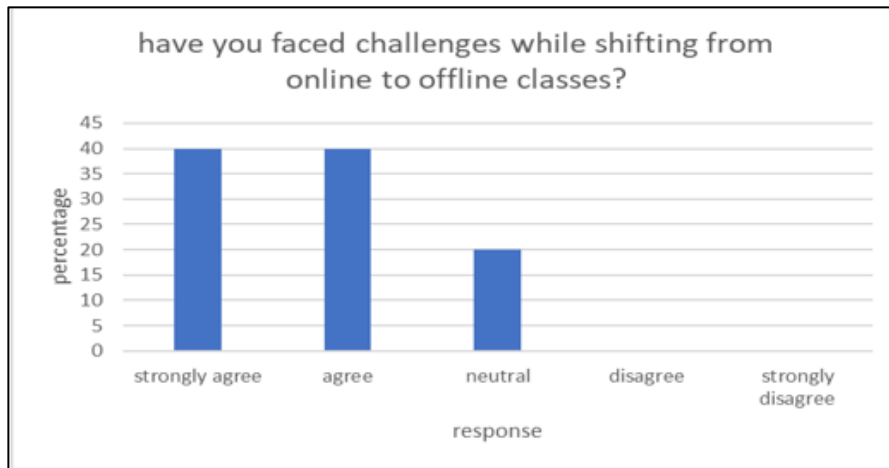
From the above bar graph, it can be easily seen that 40 percent strongly agree and agree, and the others were neutral. Almost every teacher says they strongly agree that they faced challenges while shifting from online to offline classes. It was the first question, which is very basic and totally related to the topic. It was a direct question that was answered and this analysis shows that almost every teacher faced problems while shifting from online classes to offline classes.

B. What is the growth of students during offline classes when shifted from online classes?
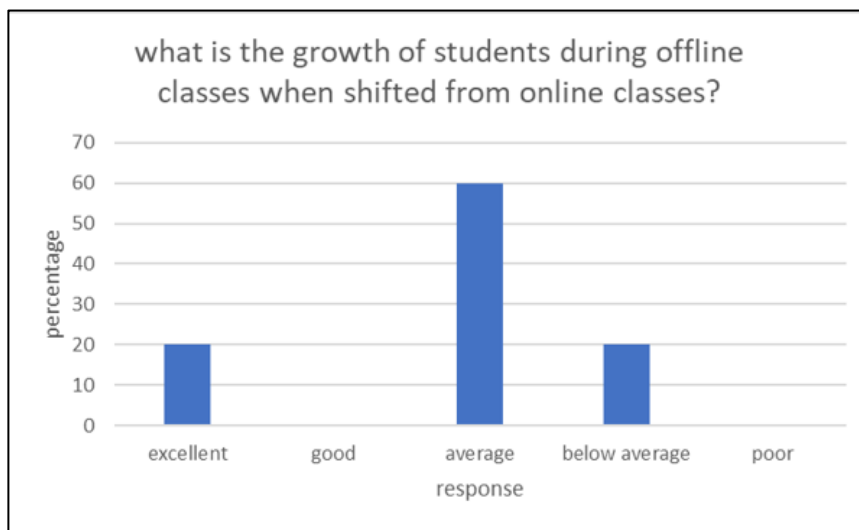

The second question asks about the growth of students in offline classes after the pandemic. And 60percent stated that the students were average in their growth. This question directly concludesthat teachers had seen students becoming average because of mental pressure or a different environment in studies. They became less focused and their growth in studies and other co-curricular activities. 20 percent say that students became excellent and below average.

C. What is the interaction level of students in offline classes?
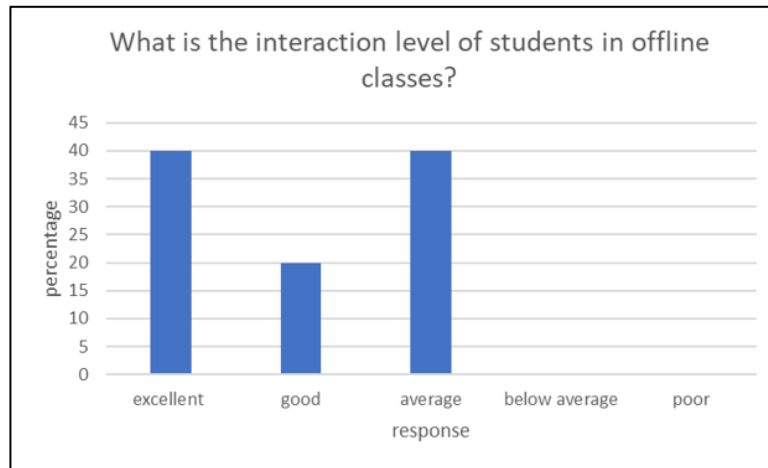
This question asks about the interaction level of students in the offline classes. According to the above graph, 40 percent is excellent and average and 20 percent is good. This states that some students gain their interaction level in offline classes and some loosen their interaction level. Thestudents who are excellent in interaction in offline classes gain more confidence as compared to the other students. Some students feel free to interact in online classes as their flaws andconfidence level are hidden in online mode. So, they were able to ask many questions and interactwith teachers and other students.

D. Were you able to manage your personal time and work schedule while shifting fromonline to offline mode?
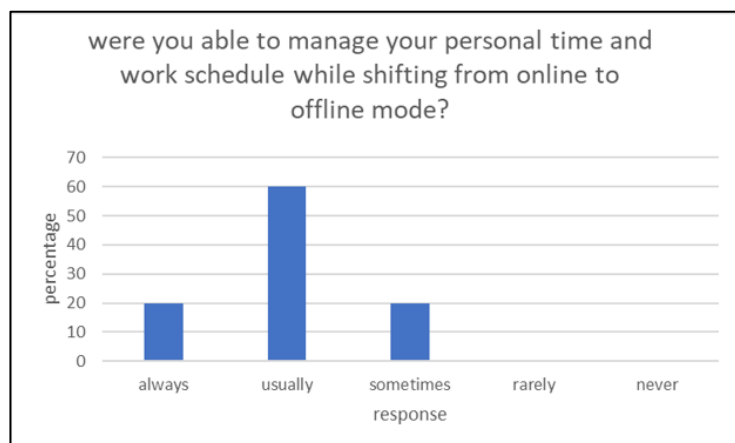

This question asks about the time and schedule followed by the teachers. During online classes, teachers were able to stream classes from any corner of their house, and they were able to do some other work along with teaching. It was saving their time. But in offline classes, they have todo teaching at a strict and particular time. The answers given by the teacher's state that 20 percent always means they were able to manage their time and schedule during the shift ofoffline classes from online classes.

60 percent state that usually, means they were able to manage their time but faced little challenges which can be overcome.

And 20 percent stated thatthey were trying to maintain the balance in their schedule. They sometimes manage their timeand schedule but sometimes they are not able to.

E. Is hygiene and sanitization possible and effective in offline classes?
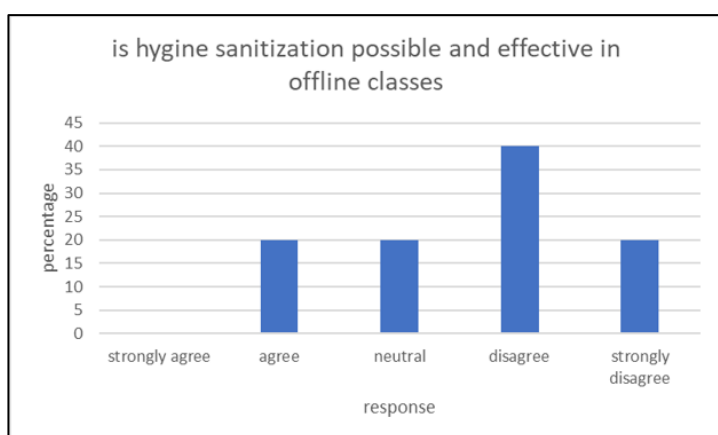
This question asks about the sanitation and hygiene of the classroom and whether students and the teachers and all other staff are possible or not. The pandemic is just over, but the virus is still there. So, to assure a safe environment for teachers and as well as students it is necessary that proper hygiene is maintained on campus and especially in the classrooms. The above graph shows that 20 percent of teachers say that they agree sanitization is on its proper route on campus but the disagreement level is high as compared to others. It says that sanitization and hygiene are not maintained and are also impossible to maintain in offline classes.

F. Is theclassroom environment interactive and studious in offline classes?
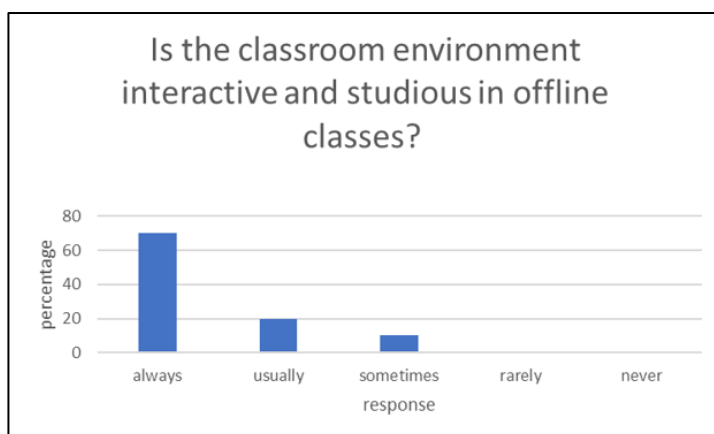
This is a direct question where it is asked about the environment in classrooms. During online classes, students used to spend a lot of time on their phones.

Somehow, it's difficult for the teachers to handle the mental peace of the students. This becomes difficult for students to focus and interact with teachers. To make students studious and interact in class, teachers are facing a lot of challenges. From the above graph, it shows that 70 percent of teachers say that students were interacting and were studious in the class. And 20 percent say that sometimes students interact or sometimes they do not.

G. Do you see transportation as time taking and making arrangements for teaching beforehand as hectic?
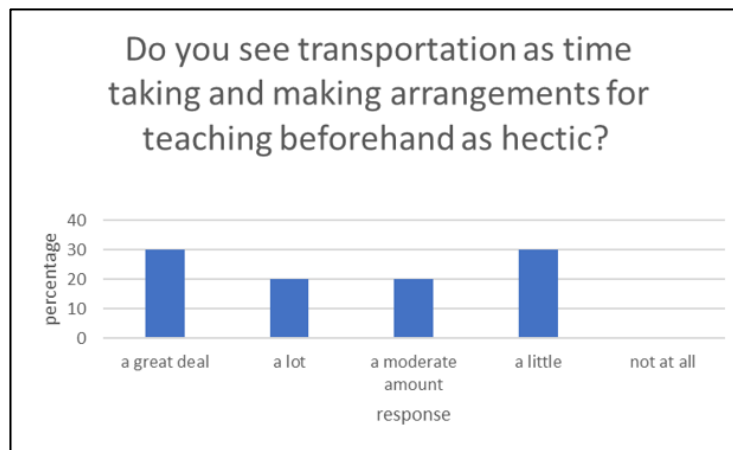
This question asks about the transportation convenience of the teachers and also the beforehand work for offline classes. The above graph shows that 20 percent state that it's a great deal and a lot. And 40 percent is a moderate amount and a little. So we can conclude from here that transportation and working beforehand and maintaining the time is quite hectic for the teachers. The teachers who live far away from their school, college, or university have to put more effort and time into transportation and beforehand preparations.

H. Is the behavior of students in offline classes focused on studies and activities?
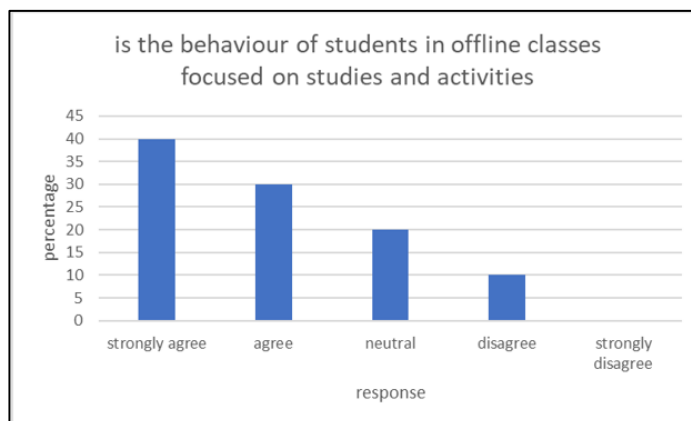
This is a direct question that asks about the student's behavior. Less focused students are not easy to handle and teach by the teacher.

The student's focus level decreases after having a long online class period. In offline classes, teachers feel that pressure to make them focused again in the classroom. From the graph, we can say that 60 percent of teachers agree that students have loosed their focus in offline classes. Which is again a great deal for the teachers to make them focus. To make them educate and sit in classes for a long time is a challenge for the teachers.

I.   What are the more challenges you faced while teaching students after the pandemic when offline classes started?

This question asks about more challenges that teachers face while shifting from online to offline classes. Here teachers have pinned their views on educating the students. The problems that they face are mainly the less attention and focus of the students. They say teachers are putting more effort but on the other hand, students are not able to perform well and all these things are related to the main root that students are less focused and their attendance is also quite low. Some say students are unable to write, they are Pampered. During online classes, many students didn't write anything in their notebooks which is now becoming a problem for them for which the teachers have to work more. They also mentioned that health and sanitization are also a burden for them and their students. As covid is not gone, there are still cases and due to this they have to maintain the guidelines but in offline classes, it's not that possible.

Conclusions:

The COVID-19 pandemic is proving to be an encouraging factor that disrupts by providing an opportunity for restructuring the present conventional classroom-based educational system.

As educators prepare to restart schools in the midst of the COVID-19 pandemic, it is imperative that we transform our ideas of school to match the demands of this historic moment.

It is clear that returning to education offline mode is not impossible and that we must think of "school" in deeply different ways. To accomplish this, our education system needs to transform our ideas of school to match the demands of this moment. This can happen by focusing on authentic learning and equity and improving the knowledge of human development also in learning, and effective teaching accumulated over the last century and needed for the next.

This research paper shows the challenges faced the teachers while shifting from online to offline classes. And it been has shown by conducting surveys on a few teachers who were randomly selected. We conclude from this paper that teachers faced problems like transportation, hygiene and sanitization, and the mental state of students. Students are less focused and their interaction level is also not so impressive after online classes.

This is a great deal for teachers to make them understand the lessons. Teachers are putting more effort into offline classes but the students are notable to cope. Which puts a heavy challenge on the teachers who are teaching regularly. Teachers have to travel 2-3 hrs to reach schools, which is time-consuming and a burden for the teachers.

The COVID-19 pandemic ended but it has impacted a great number of students and teachers. The whole education system has changed. The focus on students and the difficulties of teachers inproviding them with knowledge is becoming a huge problem for teachers.

It is my hope that this work will help enable state, district, and school leaders along with educators to seize this moment to strengthen learning opportunities and close opportunity and achievement gaps.

References:

1. Lizana PA, Vega-Fernadez G. Teacher Teleworking during the COVID-19 Pandemic: Association between Wor Lizana PA, Vega-Fernadez G. Teacher Teleworking during the COVID-19 Pandemic: Association between Work Hours, Work–Family Balance and Quality of Life. *International Journal of Environmental Research and Public Health.* 2021; 18(14):7566. https://doi.org/10.3390/ijerph18147566
2. John, Arvin & Salubre, Elmer & Pacot, Angelie & Pene, Arvin & Lasco, Maris. (2022). Overcoming Challenges on Modular Teaching Approach: Coping Mechanisms and Best Practices of Educators during the New Normal. Studies in Science Education. 4. 55-72. 10.46328/ijses.45.
3. Sintema, E. J. (2020). Effect of COVID-19 on the performance of grade 12 students: Implications for STEM education. Eurasia Journal of Mathematics, Science and Technology Education, 16(7), em1851.
4. Lin, Wen-Chuan & Yang, Shu. (2011). Exploring students' perceptions of integrating Wiki technology and peer feedback into English writing courses. English Teaching. 10. 88-103.
5. Courduff, J. (2011). One size never fits all: Tech integration for special needs. Learning & Leading with Technology, 38(8), 16-19
6. Miller, Richard & Rycek, Robert & Fritson, Krista. (2011). The effects of high impact learning experiences on student engagement. Procedia - Social and Behavioral Sciences. 15. 53-59. 10.1016/j.sbspro.2011.03.050.
7. Costley (2014). The Positive Effects of Technology on Teaching and Student Learning. The Positive Effects of Technology on Teaching and Student Learning, ED554557. https://eric.ed.gov/?id=ED554557
8. Meier, Adrian & Reinecke, Leonard & Meltzer, Christine. (2016). "Facebocrastination"? Predictors of using Facebook for procrastination and its effects on students' well-being. Computers in Human Behavior. 64. 65-76. 10.1016/j.chb.2016.06.011.
9. Li, Q., Miao, Y., Zeng, X., Tarimo, C. S., Wu, C., and Wu, J. (2020). Prevalence and factors for anxiety during the coronavirus disease 2019 (COVID-19) epidemic among the teachers in China. J. Affect. Dis. 277, 153–158. doi: 10.1016/j.jad.2020.08.017

10. Al Lily, A. E., Ismail, A. F., Abunasser, F. M., and Alhajhoj, R. H. (2020). Distance education as a response to pandemics: Coronavirus and Arab culture. Technol. Soc. 63:101317. doi: 10.1016/j.techsoc.2020.101317

11. Prado-Gascó V, Romero-Reignier V, Mesa-Gresa P, Górriz AB. Subjective Well-Being in Spanish Adolescents: Psychometric Properties of the Scale of Positive and Negative Experiences. *Sustainability.* 2020; 12(10):4011. https://doi.org/10.3390/su12104011

12. Zhou X., Yao B. (2020). Social support and acute stress symptoms (ASSs) during the COVID-19 outbreak: deciphering the roles of psychological needs and sense of control. *Eur. J. Psychotraumatol.* 11:1779494.
10.1080/20008198.2020.1779494 [PMC free article] [PubMed] [CrossRef] [Google Scholar]

13. Cuervo T. C., Orviz N. M., Arce S. G., Fernández I. S. (2018). Technostress in Communication and Technology Society: Scoping Literature Review from the Web of Science. *Archivos Prevencion Riesgos Laborales* 2018 18–25.
10.12961/aprl.2018.21.1.04 [PubMed] [CrossRef] [Google Scholar] [Ref list]

14. Cachón-Zagalaz J., Sánchez-Zafra M., Sanabrias-Moreno D., González-Valero G., Lara-Sánchez A. J., Zagalaz-Sánchez M. L. (2020). Systematic review of the literature about the effects of the COVID-19 pandemic on the lives of school children. *Front. Psychol.* 11:2457 10.3389/fpsyg.2020.569348 [PMC free article] [PubMed] [CrossRef] [Google Scholar]

15. Besser A., Lotem S., Zeigler-Hill V. (2020). Psychological Stress and Vocal Symptoms Among University Professors in Israel: Implications of the Shift to Online Synchronous Teaching During the COVID-19 Pandemic. *J. Voice Official J. Voice Foundat.* S0892-1997 30190–30199. 10.1016/j.jvoice.2020.05.028 [PMC free article] [PubMed] [CrossRef] [Google Scholar]