https://doi.org/10.56815/IJMRR.V2I4.2023/19-28

***Vennila Arumugam and Anurath Chandre (2023)**. Problems and Challenges Faced by the Students of Government Schools in E-Learning. International Journal of Multidisciplinary Research & Reviews, Vol 02, No. 04, pp. 19-28.*

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH & REVIEWS

journal homepage: www.ijmrr.online/index.php/home

PROBLEMS AND CHALLENGES FACED BY THE STUDENTS OF GOVERNMENT SCHOOLS IN E-LEARNING

Vennila Arumugam [a], **Dr. Anurath Chandre**[b]

[a]Research Scholar, Mrs. Kesharbai Sonajirao Kshirsagar Alias Kaku College of Arts, Science & Commerce,Barshi Road, Shivajinagar, Beed-431122, Maharashtra, India

[b]Research Guide, NSSR's Arts & Commerce College, Basweshwar Colony, Parli Vaijnath. District Beed 431 515 Maharashtra, India.

How to Cite the Article: *Vennila Arumugam and Anurath Chandre (2023). Problems and Challenges Faced by the Students of Government Schools in E-Learning. International Journal of Multidisciplinary Research & Reviews, Vol 02, No. 04, pp. 19-28.*

Keywords

Wilcoxon one sample signed rank test, E-learning, Challenges, Students.

Abstract

E-learning has emerged as a substitute for traditional classroom instruction as a result of the quick adoption of technology in education. While e-learning has many advantages, it also has its own set of difficulties, particularly for pupils in government institutions. In the context of e-learning, this research explores the problems and challenges experienced by students in government schools. This study intends to shed light on the obstacles that prevent government school students from successfully participating in online learning and achieving academic achievement by studying these difficulties. The technique used in this study is non-parametric Wilcoxon one sample signed rank test. The findings of the study indicated that Lack of devices, Limited internet connectivity, technical literacy, Lack of hands-on learning, Cost of data (internet), Long term learning skills, Lack of motivation and No one to one attention were seen to be high problems. Language barriers, Limited career guidance and Health issues were seen to be low problems.

1. INTRODUCTION

E-learning is the term used to describe the official use of electronic resources in education. Using technology and the Internet is a necessary component of e-learning even if training can take place

within (or outside) of classrooms. Since social meetings at institutions of learning are possible breeding grounds for the virus, traditional educational methods were dismissed in favour of online education when the COVID-19 virus first emerged. Despite the challenges and evidence that suggests pupils are less likely to benefit from this sort of schooling, e-learning is now the best option for preventing the spread of viruses since it guarantees geographic distance. E-learning plays a key role in the contemporary educational environment, revolutionising the whole educational system and emerging as one of the most talked-about topics in academia. The majority of students today opt to enrol in online educational institutions for the purpose to get certificates from academic institutions throughout the globe. However, because they reside in isolated places with poor communication infrastructure, they are unable to flee. **(Maatuk et al. 2022).**

E-learning refers to a variety of online education methods including "Internet-based education, digital learning, interactive learning, computer-assisted teaching," and others. It basically consists of an online educational system that uses technology to teach students new information or skills. Due to a sharp decline in the cost of doing so, the use of web-based technologies for educational purposes has substantially grown. Today, many universities consider e-learning to be an essential component of their curriculum. More study has been done to thoroughly comprehend the drawbacks, benefits, and problems related to e-learning in higher education.. According to Yengin et al. (2011), these issues could make it harder for teachers to effectively communicate instructional information. Although it is questionable if having resources available for it would improve learning results for all sorts of collective evaluation, e-learning may genuinely improve educational quality. However, e-learning could lead to frequent use of a certain website. Additionally, it cannot support fields that need applied research. Somayeh et al. (2016) claim that the absence of crucial in-person interactions between students and instructors as well as in-class interaction is the biggest drawback of online learning. (Maatuk et al. 2022) When adopting e-learning, it has been demonstrated that underdeveloped countries have more challenges than developed ones, including a lack of internet access, a lack of expertise with ICT usage, and insufficient content creation. Many professors in less developed countries are still getting acclimated to teaching with video and cutting-edge applications, even at the higher education level. Few studies, however, go into depth regarding the challenges students in higher education encounter when learning online during the pandemic; even less is known about the particular strategies they use to overcome these challenges.

This study aims to identify the key challenges and issues public school students face when utilising e-learning programmes. The significance of this study resides in its ability to provide educators, administrators, and educational policymakers with information on the unique challenges that students in government schools experienced while switching to e-learning. Stakeholders can establish focused interventions and strategies to lessen the effect of e-learning obstacles by recognizing and comprehending these difficulties. In the contemporary educational context, bridging the digital gap and guaranteeing fair access to high-quality education are crucial goals.

2. LITERATURE REVIEW

Adnan, M., & Anwar, K. (2020). The study looked at how Pakistani students in higher education felt about the obligatory online and distant learning courses that colleges offered during the Coronavirus (COVID-19) era. About online education in Pakistan, undergraduate and graduate students were polled. In poor nations like Pakistan, where many students had problems connecting to the internet due to technical and financial constraints, According to the study, online learning did not have the anticipated outcomes. University students have also expressed concerns about slow reaction times, a lack of traditional classroom socialisation, and a lack of direct contact with professors.

Almahasees, et al. (2021). The authors looked into the benefits, drawbacks, and efficacy of online education in Jordan. The most popular online platforms in Jordan were discovered to be Zoom, Microsoft Teams, which offers interactive online classrooms, and WhatsApp, which is used for communication outside of class. Both academic staff and students believed that online education is advantageous during the current epidemic, according to the poll. Additionally, it is less effective than learning and training that takes place in person. The problems, according to academic staff and students, include adjusting to virtual education, especially for deaf and hard-of-hearing students, a loss of motivation and engagement, technological and Network issues, data privacy concerns, and security. They agreed that online learning has advantages. The main benefits were affordability, flexibility, self-learning, and simplicity. Online education can supplement face-to-face training, but COVID-19 forbids it from doing so. The study suggests that blended learning could result in a difficult learning environment.

Barrot, J. S. et al. (2021). This study was conducted to close a knowledge gap. A mixed-methods approach's findings revealed that the kinds and degrees of challenges that college students had with

online learning differed. The home learning setting posed the most hurdle, but technological literacy and competency posed the least difficult task. Additionally, according to the research, the COVID-19 pandemic had an effect on students' mental health and the quality of their academic experience. When it comes to the strategies employed by students, resource management and utilisation, asking for assistance when required, improving technical skills, making the most of time, and maintaining control over the learning environment were those that were most frequently utilised. The most popular student strategies included time management, controlling the learning environment, enhancing technical skill, resource management, and utilisation. The consequences for next research, legislation, and educational methods are discussed.

Maatuk, A. M. et al. (2022). This research is focused on how students and instructors used and implemented e-learning technologies in a public institution during the COVID-19 outbreak. The study's target audience was the general public, which also included academic staff and students from the University of Benghazi's Information Technology (IT) department. The results were analysed using statistical methods and a descriptive-analytical strategy. The two types of questionnaires that were prepared and disseminated were the student and teacher versions. Focus was given to four areas in order to get the intended outcomes: the extent to which e-learning was employed during the COVID-19 outbreak, its benefits and drawbacks, and the difficulties in implementing e-learning within the IT faculty. The researchers' hopeful results from the result analysis shed light on a variety of issues, challenges, and advantages associated with employing e-learning systems in higher education rather than traditional education, particularly in emergency situations.

Selvaraj, A. et al. (2021). The authors investigated at how the COVID-19 epidemic affected both the instructors and the educational system in online classrooms. The authors sought to assess and comprehend the experiences of both students and professors while taking online classes during the epidemic. Four sets of people—school pupils and teachers, college students and teachers—were the subjects of the study. This study is the first to assess the advantages and disadvantages of India's new norm of home-based online learning from both the instructors' and students' perspectives. From the participant's viewpoint, the study compares the benefits and drawbacks of online learning to traditional classroom settings. This provides further details on how to improve technology so that it may be used more efficiently. This study also offers an appropriate basis for revising or creating

educational policies, laws, and programmes to guarantee that everyone has an equal access to resources.

Simamora, R. M. (2020). This research looked at student writings from the COVID-19 course that discussed the challenges of online education. We took a sample of fifteen students who were actively engaged in the Fundamentals of Education I course's online learning. A qualitative technique was employed in the study, which involves gathering, reading, and highlighting important responses for analysis. The findings brought to light a number of issues, including the benefits and drawbacks of online learning, student expectations, financial constraints, anxiety issues, government intervention, data security risks, switching from in-person to online classes, personal skills, and helpful online learning resources.

3. OBJECTIVE OF THE STUDY

To evaluate the problems and challenges faced by government school students in e-learning.

4. HYPOTHESIS

Ho: The problems and challenges government school students face in e-learning are insignificant (Mean score ≤ 3)

H1: The problems and challenges government school students face in e-learning are significant (Mean score > 3)

5. RESEARCH METHODOLOGY

Descriptive research design is used for the current study. The sample size selected for the study is 75 students from government schools. The sampling technique used for the current study is non-probability purposive sampling. Both primary and secondary data collection sources have been used. Non - parametric one-sample Wilcoxon signed ranked test has been used using SPSS software.

6. DATA ANALYSIS AND INTERPRETATION

Non - parametric one-sample Wilcoxon signed ranked test is applied to evaluate the problems and challenges government school students face in e-learning. It is seen that p-value < 0.05, and for Lack of devices, Limited internet connectivity, technical literacy, Lack of hands-on learning, Cost of data (internet), Long term learning skills, Lack of motivation and No one to one attention were seen to be

high problems. Language barriers, Limited career guidance and Health issues were seen to be low problems.

Table 1: One sample Wilcoxon signed rank Test

Problem faced by the student of government school in e-learning	Null hypothesis	Observed Median	P – value	Results
Lack of devices	The median of Lack of devices equals 3	**4**	**0.000**	**Rejected (High problem)**
Limited internet connectivity	The median Limited internet connectivity equals 3	**4**	**0.000**	**Rejected (High problem)**
Technical literacy	The median of technical literacy equals 3	**4**	**0.000**	**Rejected (High problem)**
Language barrier	The median of Language barrier equals 3	**3**	**0.323**	**Accepted (low problem)**
Lack of hands-on learning	The median of Lack of hands-on learning equals 3	**4**	**0.000**	**Rejected (High problem)**
Cost of data (internet)	The median of Cost of data (internet) equals 3	**4**	**0.000**	**Rejected (High problem)**
Limited career guidance	The median of Limited career guidance equals 3	**3**	**0.354**	**Accepted (low problem)**
Long term learning skills	The median of Long term learning skills equals 3	**4**	**0.000**	**Rejected (High problem)**
Lack of motivation	The median of Lack of motivation 3	**4**	**0.000**	**Rejected (High problem)**

No one to one attention	The median of No one to one attention equals 3	**4**	**0.000**	**Rejected (high problem)**
Health issues	The median of Health issues equals 3	**3**	**0.315**	**Accepted (low problem)**

7. FINDINGS

The study examined government school students' problems and challenges when using e-learning.

The following important findings were seen to be high problems:

1. **Lack of Devices:** Many students did not have access to the cell phones, tablets, or laptops they would need to participate fully in online learning.
2. **Limited Internet connectivity:** Many students had issues participating in online classes and activities because of inconsistent or inadequate Internet connectivity.
3. **Technical literacy:** Students' inability to use software tools, navigate digital platforms, and handle technical problems hindered their ability to study.
4. **Lack of Hands-on Learning:** The virtual environment's lack of hands-on learning opportunities hampered students' comprehension and engagement with the curriculum.
5. **Cost of Data (Internet):** For pupils from low-income families, access to online resources was hampered by the high cost of data and Internet.
6. **Long-Term Learning Skills:** E-learning calls for self-control, time management, and good study techniques, all of which some students found difficult to acquire without explicit instruction.
7. **Lack of Motivation:** Students' motivation and excitement for studying suffered from a lack of in-person interactions with classmates and professors.
8. **One-to-One Attention:** Students' capacity to clarify questions and ask for help was hampered by their inability to obtain individualized attention from teachers.

Low problems were seen to be as follows:

1. **Language Barriers:** The relative lack of language-related difficulties suggests that language skills may not be a major obstacle in online learning.

2. **Limited Career Guidance:** It appeared that students have some access to career counselling, indicating that this issue may not be of major concern.
3. **Health Issues:** Health-related issues were thought to be less important, suggesting that e-learning would not substantially negatively influence students' general health and well-being.

8. RECOMMENDATIONS

- **Device Provision:** To ensure that all students have an equal opportunity to participate in online learning, schools and policymakers should collaborate to offer devices to students without access.
- **Support for Internet access:** Efforts should be made to offer students in locations with poor Internet access choices that are dependable and reasonably priced.
- **Digital Literacy Programs:** Educational institutions should implement training programmes to improve students' technological literacy abilities and acquaint them with digital technologies.
- **Strategies for Hands-on Learning:** Teachers should combine interactive online activities that mimic hands-on learning experiences to promote participation and knowledge.
- **Subsidised Data Plans:** Working with internet service providers to offer subsidised data plans can help students with their data bills.
- **Education in Life Skills:** Including self-directed learning techniques and long-term learning strategies in the curriculum can better prepare students for autonomous e-learning.
- **Motivational Techniques:** Teachers should look for innovative approaches to motivate students, such as online group projects, interactive lessons, and tailored feedback.
- **Online tutoring and support:** Setting up online tutoring sessions and virtual office hours can give pupils the individualized attention they require.

9. CONCLUSION

This study illuminates the complex difficulties that students in government schools have when engaging in online learning. There are several obstacles, including a lack of gadgets, poor internet access, problems with technological literacy, a lack of hands-on learning, and budgetary limitations. These difficulties might make educational injustices worse and make learning more difficult for

pupils as a whole. The report also highlights the comparatively lesser significance of health difficulties, inadequate job counselling, and language challenges. A united effort by educational officials, administrators, teachers, and the larger community is needed to address the issues outlined. Stakeholders may strive to create an inclusive e-learning environment that closes socioeconomic inequalities, improves technical skills, and guarantees that all students have equitable access to high-quality education by putting the suggested solutions into practise. In the end, by taking proactive steps, the education system may turn these difficulties into chances for development and give all children attending government schools a more resilient and accessible education.

10. CONFLICT OF INTEREST: The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article**.**

11.SOURCES OF FUNDING: The authors received no financial aid to support for the research.

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