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# A STUDY ON THE CHALLENGES FACED BY FACULTY MEMBERS IN E-LEARNING IN MANGALORE REGION

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## Keywords

Virtual learning,  
E-learning

## Abstract

With the rapid expansion of online education, there is a need to understand and address the challenges faced by faculty members to ensure the quality and effectiveness of e-learning programs. The technique used in this study is one-sample t –test. It was found that Internet connectivity, No proper infrastructure, Adapting new pedagogy, Student engagement, Lack of training, Smart devices dependency, Technical glitches, Distraction, Motivating students, Lack of communication, Less use of kinesics and Problem of formative evaluation techniques are the significant problems faced by the faculty members in e-learning in Mangalore region. . Further studies can be conducted by applying principal component analysis (PCA).

## 1. Introduction

Education should mould an individual into a perfect creature. Education may help people realize their potential. Education also instils social responsibility. Education's primary objective is to foster learning. Education encompasses the acquisition of knowledge or skills through instruction, study, or practical application in the real world. It is a dynamic process that can be influenced by various



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external factors. One significant event that has impacted education worldwide is the COVID-19 pandemic. Due to the dangerous virus's global outbreak, colleges and universities had to close in order to limit its spread. Teachers decided to use new teaching methods when the school was under lockdown as a result of the incident. As a result, it makes room for web-based, electronic, or online learning. Learning now takes place in a digital environment where students and teachers are connected via technology. E-learning is very easy to use and comprehend. An essential element of this teaching strategy is the usage of a desktop, laptop, or smartphone as well as the internet. During this time, e-learning grew in popularity across a wide range of industries and swiftly spread, particularly in the field of education. (Radha, et al. 2020).

E-learning has revolutionized the contemporary educational landscape, serving as a longstanding and prominent subject in the field (Samir et al., 2014). Gaebel et al. (2014) highlight the use of various ICT tools and electronic devices in classrooms as integral to this transformation. Many students today aspire to participate in virtual programs and attain degrees from institutions worldwide, but geographical limitations and inadequate internet infrastructure in remote areas often hinder their access. Online education has garnered support from educators as it saves students residing far from educational institutions significant commuting time (Ms. & Toro, 2013). E-learning enthusiasts argue that its online nature facilitates easy monitoring and accessibility to instructors and learning resources. Furthermore, it has helped reduce time commitments, travel expenses, and other costs associated with traditional learning methods. The management workload, including lecture preparation, attendance tracking, and course completion, has also been streamlined through e-learning. Both educators and students recognize the opportunity for individuals to pursue higher education from any location, even under challenging circumstances that make physical attendance difficult. E-learning empowers students to cultivate independent learning abilities, engaging in personalized learning at their own convenience and pace, across multiple locations and time frames.

Technology, including the internet and other essential tools, plays a vital role in the development of educational resources, teaching methods, and course management within organizations. E-learning offers flexible options in terms of timing, location, and accommodating health considerations. It grants individuals access to extensive information, facilitating effective acquisition of knowledge and skills,



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encouraging collaboration, and fostering connections that enable lifelong learning. Although the potential of e-learning to improve the quality of education is widely recognized, its impact on learning outcomes through collective evaluation remains a topic of debate. One drawback of e-learning is its tendency to rely heavily on specific websites, and it may not adequately support fields that require practical research. According to Somayeh et al. (2016), the primary drawback of e-learning is the absence of essential interpersonal interactions, both within classrooms and between students and teachers. Implementing e-learning in developing nations presents unique challenges, such as limited internet connectivity, insufficient ICT proficiency, and a scarcity of locally produced content (Aung & Khaing, 2015).

## 2. Review of Literature

**Joshi, A., Vinay, M., & Bhaskar, P. (2021).** The study found that the user-friendliness, usefulness, and efficacy of e-learning systems encouraged instructors to utilise and adopt them. According to the report, there are four different types of challenges that teachers run into while doing online lessons and assessments. The main issues raised in domestic settings included a lack of basic comforts, interruptions from outside, and family disruptions during teaching and conducting assessments. Institutional support barriers included a lack of resources for adopting advanced technology, poor training, inadequate technical help, and a lack of clarity and direction. Teachers also encountered technical problems. One of the problems cited as being caused by a lack of technical assistance was the lack of knowledge with online teaching platforms, security issues, and technological facilities. Personal issues such as a bad attitude, a lack of technical understanding, a lack of interest, and course incorporation with technology are identified as a fourth reason to discourage teachers from participating in online teaching and assessments.

**Karasneh, R. et al. (2021).** This study intends to evaluate the pandemic's impact on online learning and identify any hurdles that Jordanian university professors believe to be present. This survey received responses from 508 instructors in total. In the study population, men (67.5%, n=343) outnumbered women (32.5%, n=165). During the epidemic, teachers used the internet an average of 20.2 15.9 hours per week for instructional purposes. There were signs of positive attitudes regarding online teaching, as 65.7% of respondents said they were ready for it and 40.8% said they felt at ease



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interacting with students online. Although many educators have favourable opinions on online learning, numerous obstacles still need to be removed before the change from conventional learning can be adopted. For online education to be successful throughout the epidemic, faculty development and departmental coordination are required.

**Kebritchi, M. et al. (2017).** All facets of higher education's teaching and learning are altered by online learning. There have been several empirical studies to look at problems with offering online courses, but few have combined earlier research and given an overview of these problems. To find these problems, a study of the literature was done utilising Cooper's approach. Findings were divided into three main categories: problems with instructors, content creation, and online learners. Expectations, preparation, identification, and engagement in online courses were among the problems that learners faced. Changes in faculty duties, the move from in-person to online instruction, time management, and instructional methods were among the problems instructors encountered. The role of instructors in developing content, the incorporation of multimedia into content, the use of instructional methodologies, and concerns for content production were among the content-related problems.

**Kulal, A., & Nayak, A. (2020).** The purpose of the study is to examine how professors and students see online courses. The work seeks to describe how students feel about the influence of online courses, how comfortable they are using it, and how teachers help them in online classes, coupled with teachers' thoughts on effectiveness, teaching methods used, and preparation for an online class. The survey shows that although students are at ease taking online courses and are receiving enough instructor assistance, they do not think that online education would eventually supplant traditional classroom instruction. It also reveals that professors are having trouble running online classrooms due to poor growth and preparedness. Technical issues are the biggest obstacle stopping online programmes from becoming successful.

**Lestyanawati, R. (2020).** The goal of this study was to identify and characterise the tactics used by instructors to undertake online learning during the COVID-19 epidemic, as well as the challenges they encountered. The results demonstrated that teachers used three different teaching methods: utilising solely online chat, using video conferences, and integrating both online chat and video conferences in the course of online teaching and learning. Six difficulties overall emerged when doing the online



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learning. The following teaching issues arose: the teachers' difficulty using technology, the school's support for e-learning, the teachers' difficulty explaining the material, the students' difficulty using the internet, the students' economically disadvantaged families, and the parents' system of support. However, the instructors acknowledged that the e-learning system significantly reduced their burden of running the teaching and learning processes during the COVID-19 pandemic.

**Patra, S. K. et al. (2021)** This study seeks to identify the key obstacles experienced by university professors in the Indian State of Odisha as they attempt to implement e-learning technologies, as well as the variables that encouraged them to do so during the COVID-19 epidemic. According to the research, three key factors—user-friendliness, practicality, and effectiveness—encouraged teachers to utilise and implement e-learning systems. The findings also revealed significant obstacles for university professors adopting e-learning systems, including internet accessibility, information and communication technology knowledge and abilities, and technological assistance. The study's conclusions have recommended that the university administration can create a successful e-learning system to assist its faculty in providing ongoing instruction and learning opportunities.

**Sharma, D., & Singh, A. (2021).** The integration of information technology in educational settings has gained widespread acceptance, with e-learning emerging as an indispensable component of the learning process. E-learning allows individuals to access information without being limited by distance, time, or geographical constraints. In India, with a student population of 34 million, many higher education institutions continue to rely on the traditional "Gurushishya Parampara" of classroom-based learning. However, not all faculty members possess the necessary training or certification to effectively utilize online tools for instruction. As a result, some instructors may struggle with the abrupt transition to online teaching and learning, leading to a misalignment between their instruction and students' expectations and learning objectives. The main barriers hindering the adoption of e-learning in India include insufficient capacity, limited technological infrastructure, and inadequate financial resources.

### 3. Objectives of the Study

- (i) To evaluate the challenges faced by faculty members of Mangalore Region.



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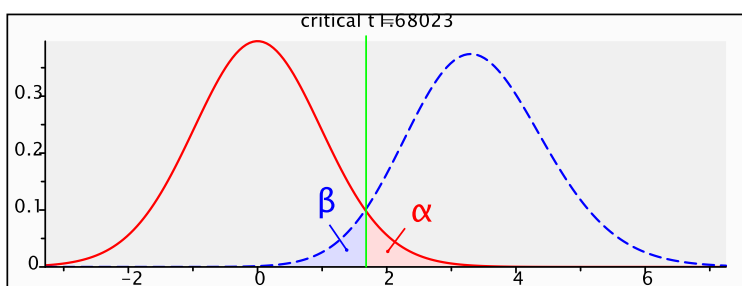
(ii) To give appropriate suggestions to reduce the challenges faced by the faculty members.

#### 4. Hypothesis:

**H<sub>0</sub>:** The challenges faced by the faculty members in e-learning in Mangalore region are insignificant (Mean score  $\leq 3$ )

**H<sub>1</sub>:** The challenges faced by the faculty members in e-learning in Mangalore region are significant (Mean score  $> 3$ )

#### 5. Research Methodology



Test family		Statistical test	
t tests		Means: Difference from constant (one sample case)	
Type of power analysis			
A priori: Compute required sample size - given $\alpha$ , power, and effect size			
Input Parameters		Output Parameters	
Determine =>		Noncentrality parameter $\delta$	3.3541020
Tail(s)	One	Critical t	1.6802300
Effect size d	0.5	Df	44
$\alpha$ err prob	0.05	Total sample size	45
Power (1- $\beta$ err prob)	0.95	Actual power	0.9512400

The current study utilizes a descriptive research design. A sample size of 95 faculty members from the Mangalore region has been selected using non-probability purposive sampling techniques. Both primary and secondary data collection sources have been employed. The statistical analysis employed parametric one-sample test using R Studio software. According to Faul et al., the minimum required sample size to conduct a one-sample t-test with one-tailed significance is 45.

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## 6. Data Analysis and Interpretation

Table No 1 - One sample t test

Items	t – statistics	P – value	Ha: mean score of Challenges faced by faculty members in E-learning in Mangalore region > 3
Internet connectivity	20.98	0.000	Significant problem
No proper infrastructure	19.77	0.000	Significant problem
Adapting new pedagogy	17.43	0.000	Significant problem
Student engagement	18.55	0.000	Significant problem
Lack of training	16.26	0.000	Significant problem
Smart devices dependency	19.00	0.000	Significant problem
Technical glitches	20.43	0.000	Significant problem
Distraction	17.33	0.000	Significant problem
Motivating students	17.09	0.000	Significant problem
Lack of communication	20.77	0.000	Significant problem
Less use of kinesics	20.52	0.000	Significant problem
Problem of formative evaluation techniques.	19.89	0.000	Significant problem

P(value) is less than 0.05 indicating significant problems of the challenges faced by the faculty members in E-learning in Mangalore region. Internet connectivity, No proper infrastructure, Adapting new pedagogy, Student engagement, Lack of training, Smart devices dependency, Technical glitches, Distraction, Motivating, students, Lack of communication, Less use of kinesics and Problem of formative evaluation techniques.



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## 7. Conclusion

The identified challenges include issues with internet connectivity, inadequate infrastructure, adapting to new pedagogical approaches, student engagement, lack of training, dependence on smart devices, technical glitches, distractions, motivating students, lack of effective communication, limited use of kinesics (nonverbal communication), and problems with formative evaluation techniques. This research aims to contribute to the current understanding of the unique challenges encountered by faculty members in the Mangalore region, shedding light on areas that demand attention and improvement to enrich the e-learning experience. Taking proactive steps such as improving internet connectivity, providing suitable infrastructure, and offering technical support can significantly alleviate the burden on faculty members and create a more conducive online learning environment. Additionally, implementing engaging and creative teaching methods, along with fostering effective communication and addressing student grievances, can enhance student engagement and motivation. Recognizing the crucial role of teachers and empowering them with the necessary resources and support can contribute to overcoming challenges in e-learning. By implementing these suggestions, stakeholders and policymakers can work towards reducing the challenges faced by faculty members and improving the overall e-learning experience.

## 8. Authors Contribution

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this manuscript.

## 9. Conflict Of Interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

## 10. Plagiarism Policy

All authors declare that any kind of violation of plagiarism, copyright and ethical matters will taken care by all authors. Journal and editors are not liable for aforesaid matters.

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