



Research Article

Volume-02|Issue-06|2021

Challenges Faced By School Student through E-Learning during the Covid-19 Period: CP/ N/ Elton Hall Tamil Vidyalaya in Lindula, School-Centered Study (Grade 11)

M.N. Nuska Banu*¹ & D. Kirshanthini¹¹Department of Geography, Faculty of Arts and Culture, South Eastern University of Sri Lanka, Sri Lanka

Article History

Received: 03.06.2021

Accepted: 25.06.2021

Published: 30.06.2021

Citation

Banu, M. N. N., & Kirshanthini, D. (2021). Challenges Faced By School Student through E-Learning during the Covid-19 Period: CP/ N/ Elton Hall Tamil Vidyalaya in Lindula, School-Centered Study (Grade 11). *Indiana Journal of Humanities and Social Sciences*, 2(6), 11-15.

Abstract: The mode of teaching learning has turned into E – learning from face to face globally. There is no ban on education but it is a matter of concern that time has become a big challenge in Sri Lanka where e-learning is provided free of charge. The article is based on: Cp / N / Elton Hall Tamil Vidyalaya, Lindula. This study is fully focused on the challenges of students through e-learning during the COVID-19 pandemic crisis. This study is centered on observation and questionnaire with primary data collection method and journals, internet resources, published articles, references, and other archive resources were very much helpful to fulfill the perspective of the study via the secondary data collection method. To achieve the objective, the questionnaire survey was done with the 56 students and teachers of the school to determine the perspective of them. In the area of Result and discussion part, this study clearly illustrates how students face coverage, economics, and psychological issues. In this regard, based on the questionnaire distributed among 56 students, and teachers, 47 students are encountering coverage issues, while 38 students are facing economic problems and 15 students are undergoing psychological problems. It is noteworthy that in addition to these, there are 8 students who are less involved in any of the educational activities during the COVID-19 period. The participations suggested that government should advocate for the advancement of technology, and coverage issues in the rural remote areas. School administration should necessary steps to improve all kind of support to the pupils educationally, and financially too. Hence, teachers should change their method of teaching, and activities in what part students struggle with. Only e-learning is not effective so that it should be reinforced as face to face learning as far they can. If it is implemented so, the e-learning also be effective, efficiency and successful too.

Keywords: E-Learning, Education, Challenge, Students, Pandemic.

Copyright © 2021 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0).

INTRODUCTION

Globally, from 2019 to 2021, the outbreak of COVID -19 is known to be causing various impacts and sectoral declines. Thus, it can be seen that direct educational activities worldwide have come to a standstill and educational activities are being carried out through the Internet. More than 91% of students worldwide have been impacted by temporary school closures, according to the United Nations, (Grahl, n.d). The educational system introduced this year has equal advantages and disadvantages. But it is noticeable that the rural student is facing a variety of inconveniences rather than the urban learning system being adopted by the urban students. At the same time, in Sri Lanka, 70% out of 100% of the population suffer to this condition. As Sri Lanka is a developing country, it can be seen that the social, economic and ecological challenges are increasing due to the emergence of COVID -19. It is a matter of moderate concern that the people living here are facing moderate setbacks in their livelihoods. If this is the case then maybe education is on the verge of a catastrophic decline. Amani *et al.* (2021) mentioned that E- learning is a learning system that can be accessed via electronic devices, it is also called online learning or online education.

With the onslaught of COVID -19, e-learning is becoming a major challenge among students, especially as the issue of economic coverage, psychological issues, abuses, misguidance and many other issues have arisen. Mahyoob (2020) reported that some countries switched to online learning immediately because they were already prepared for online learning. The transition to a new environment of education, learners need special social care to improve their concentration and motivation to online learning in such a crucial crisis (Eccles *et al.*, 1993; Harter *et al.*, 1992; Midgley *et al.*, 1995; Roeser & Eccles, 1998, & Mahyoob, 2020). Jessi *et al.* (2021); Gonzales *et al.* (2020); & Kapasia *et al.* (2020) reported that the current circumstance is unique as it could aggravate the challenges experienced during online learning due to restrictions in movement and health protocols. Jessi *et al.* (2021) referred that recently, the education system has faced an unprecedented health crisis (i.e., COVID-19 pandemic) that has shaken up its foundation thus, and various governments across the globe have launched a crisis response to mitigate the adverse impact of the pandemic on education.

Adedoyin & Soykan (2020) indicated that this pandemic has forced global physical closure of

businesses, sport activities and schools by pushing all institutions to migrate to online platforms. With online learning as the replacement of physical classrooms amid the COVID-19 crisis, many students, including Cambodian students, are vulnerable to falling behind in their studies or experience additional challenges due to their socio-economic status. (Sun, 2020; & Kimkong & Koemhong, 2020). Students from low socio-economic families are not able to afford broadband connection and pertinent devices such as computers/laptops or tablets to support their online learning. Instead, they are using smartphones to access lessons and learning materials, complete assignments, and take exams. (Kimkong & Koemhong, 2020; & Chea *et al.*, 2020). Grahl (n.d) indicated that the COVID-19 pandemic is threatening to erase many of those gains, more than 91% of students worldwide have been impacted by temporary school closures, according to the United Nations, and by April, close to 1.6 billion young students were out of school. Paudel (2021) noted that in the contrary, the physical brick and mortar of traditional and only face to face classroom has lost its pace and face of teaching and learning with the advent and use of online education, which is taken as a paradigm shift in education brought by COVID-19. Hayash *et al.* (2020) reported that indeed, improving access to quality tertiary education is among the Government of Sri Lanka's highest priorities in its efforts to realize a knowledge-based economy under Vistas of Prosperity and Splendor, its new economic framework.

MATERIAL AND METHOD

Study Area

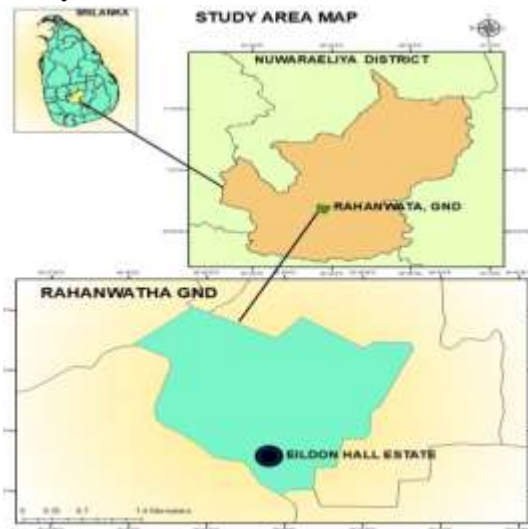


Figure 1: Rahanwatha GND

The figure 1 demonstrates that the study area of the study, Rahanwatha GND. The study area includes Elton Hall Tamil Vidyalaya in Lindula Divisional Division 2 which takes up the challenges faced by the students due to the above mentioned COVID -19

online/internet learning. This study is conducted here with grade 11 students. Since the inception of the last COVID -19, the education of the region has been carried out online. In particular, there is little doubt that the economy is a major obstacle for students below the poverty line to pursue their education via online. It is also important to note that in some places coverage problems have different psychological implications. The purpose of the study is to identify the challenges of E-Learning during the COVID-19 among the students of Eldon Hall Tamil Vidyalaya, Lindula. The study sets out to carry out prominent issues of online teaching learning mode, and present solutions to them.

Methodology

The purpose of this study is to find out the challenges confronted by the (learners) students in Cp/N/Eldon Hall Tamil Vidyalaya, Lindula. For achieving the objective of the study, primary and secondary data were gathered, for the primary data collection method questionnaire survey under quantitative inquiry was employed to teachers and students who have been engaging online education during the pandemic period as well this questionnaire survey had unstructured and structured questions. Observation is another source of primary data collection method. Some photographs are the evident for this study which has been proven at the most suitable place in this study.

The following figure 2 displays the percentages of the participations who involved in the study. 46 questionnaire were spun among the subject teachers and the students of the Cp/ N/ Eldon Hall Tamil Vidyalaya, Lindula. Grade 11 has 47 students thus, among them 30 questionnaires have been distributed to 47 students and 16 questionnaires have been spun among the subject teachers of the grade 11 because it is not possible to engage all the students and teachers of the school. $15/100 \times 302 = 45.3$

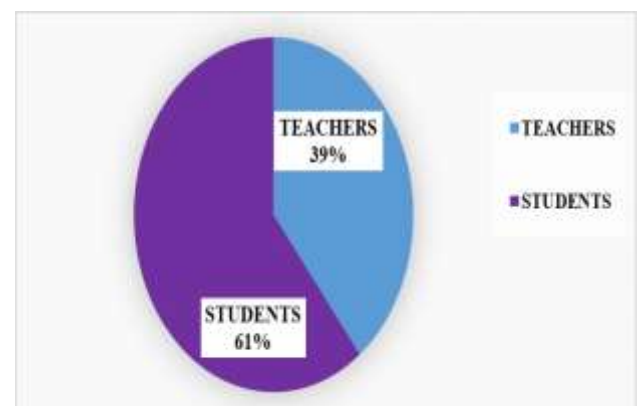


Figure 2: Structure of Distribution of Questionnaire

Journals, internet resources, published articles, references, and other archive resources were very much helpful to complete the study. To ensure the validity

and reliability of the study the data have been triangulated.

RESULTS AND DISCUSSION

Of the 302 students who are educated in Cp/ N/ Eldon Hall Tamil Vidyalaya, Lindula, 47 are found grade 11. They are the ones who deserve the most attention as they are the ones who sit for ordinary level examination in this year, than the other student. The study was conducted based on their answers/ response to online education questionnaire survey. So far, 47 students are facing coverage problem, 38 students are undergoing economic problem and 15 students are facing psychological issues. In particular, 08 students never like to learn online education. Refer the figure 3 below.

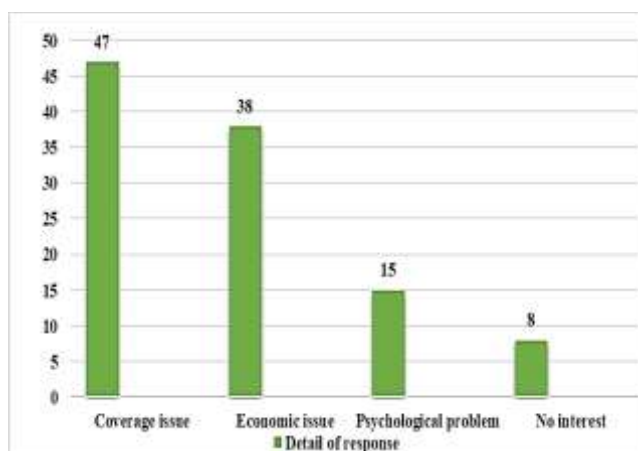


Figure 3: Participations, Perspective of Online Learning

Coverage Issues

Internet connection is unstable in the study area because of its geographical location. As the study area receive the highest amount of rainfall, there is not enough coverage for e-learning. Refer the table 1 which relates to the average rainfall rate of the Nuwara Eliya district. Here the years reflect the highest average annual rainfall across the country.

Table 1. Annual Rainfall of Nuwara Eliya District

Year	Average annual rainfall (mm)
2007	139.6
2008	132.2
2009	136.7
2010	181.9
2011	141.6
2012	147.6
2013	179.8
2014	154.8
2015	168.4
2016	94.8

Internet is the most prominent aspect in online education. It influences in whole education and job related features. The first question was about the

coverage issues in the questionnaire and among the internet coverage issues students struggle with internet speed, problems with online access, and downloading materials, difficulties in online exams, and issues with practical sessions. The below bar chart demonstrates the mentioned issue. About 80% of the students encounter problems related to internet speed, 0% of the students encounter no problems, 75% of the students related with the issues while accessing and downloading study materials, 90% of the students conducting defects in online exams, and there are some practical session issues in online education and it scores 100%. The above chart addresses these internet connectivity issues in online education.

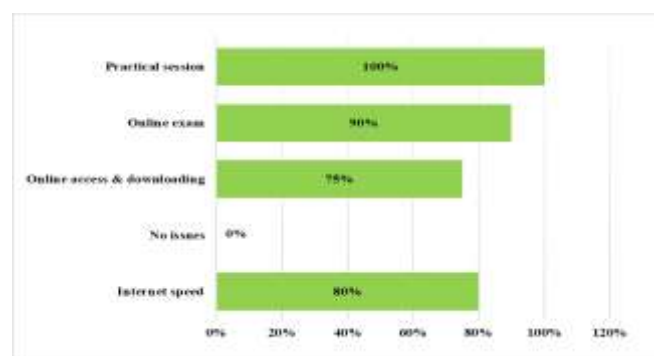


Figure 4: Issues Encountered During Online Education

The images 5 & 6 indicates the problems the students encounter during the e-learning in the study area. Thus, these images shows the peak level of tragedies in online education in areas like up country.



Figure 5 & 6: Internet Issues

Economic Issues

Man is working on one side for economic development. On the other hand, livelihood depends on this labor. Nevertheless, some enjoy a high standard of living and some are still backward. Thus 98% of the population of Lindula area is economically backward. There is no doubt that this is a big question mark for the future of their children. Accordingly, most of the parents work as estate workers, and some keep small

retail shops, vegetable plantation, and some are non-workers too. In this sense, the daily wage is not enough to sustain daily life. In contrast, the quarantine and travel restriction during the COVID -19 period were blocked by their daily wage. As such, it is a testament to their inability to help their children's education, as the fulfillment of daily domestic needs and other needs is seen as impossible.

Lack of Resources for Learning

Scilicet, it is necessary for learning through online learning materials. Online education is impossible without a mobile phone, laptop, computer, and other electronic equipment. How can the students of this research area who are lagging behind in their livelihood carry out their educational activities without any problems during this period of COVID-19? The below chart presents the percentages of the students who depend on learning electronic material for e-learning.

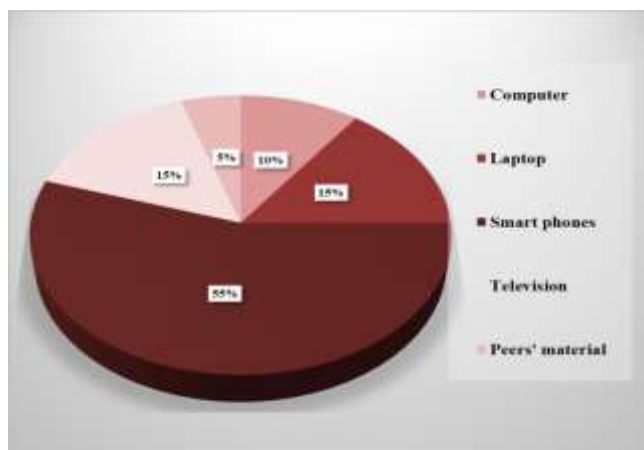


Figure 7: Materials Require for Online Education

In the study area, the highest percentage of the students depend on smart phones for their online education, at the same time the least number of students depend on their peers electronic materials represent in 5%. Equal percentage of students commits 15% as using television and laptop respectively. Finally, 10% of students engage with computer for their education. Smart phone users mentioned that they need other resources like laptop or computers because of the challenges of the inadequate storage capacity in their mobiles. Not enough storage capacity due to Zoom, Moodle, Google Meet, and Adobe Reader applications. The plight of the student who uses the resources of a peer student is pathetic.

Conflict with Home Responsibilities

The only thing the students said was that learning at home, on the one hand is independent, but on the other hand, it is a barrier to focusing on education in remote areas. Learning in home creates poor learning environments as well. Especially, some students need to go out to get internet coverage so that they can easily distracted from education. Some pupils

need financial support in rural and remote areas like the study area in terms of its financial demand of education. Thus, the students take choice to get a job for their studies, but it is not possible in current situation due to COVID pandemic.

Psychological Problems

Physical and face to face learning has turned into online learning thus, these changes have implications in education which allegedly have an impact on psychological conditions to the pupils during the pandemic. Some of the findings of the study were addressed here.

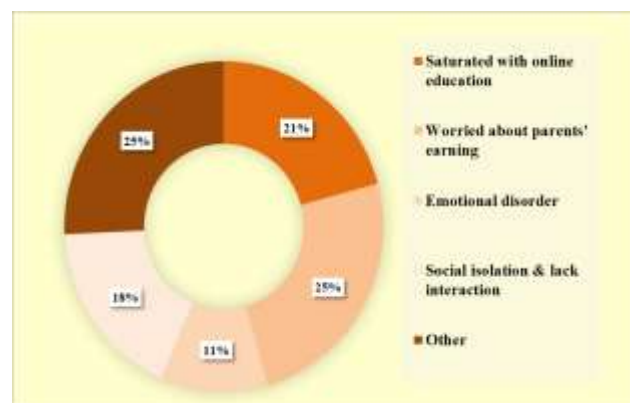


Figure 8: Psychological Issues of Online Learning

Figure 8 shows that saturated with online education and social isolation and interaction have taken the percentage in the pie chart of 21% and 25% respectively. These percentages of participants express that online education is fully saturated and roaming with internet thus cause frustration because of its learning condition. Pupils interact with their peers during the lesson could make the education enthusiastic and efficient. However this kind of online learning raise boredom among students psychologically. Absence of social interaction, non-verbal communication, and restrictions on physical meetings make the students bored. Another 25% of the students worried about their parent's earning during the COVID-19 along with e-learning because people are lower & middle class of economic facilities in the study area. When these families are financially unable it is not acceptable for spending money for learning equipment in this remote area. This finding is reinforced that e-learning is not suitable for everyone during the COVID outbreak, especially in economically vulnerable families. Students are emotionally disorder (11%) when the moods swings. Pupil experienced emotional disturbances either over load of task, assignments, and examinations too. The most prominently, 11% exhibits other types of psychological problems among the students. Anxiety, stress, and feeling sick while learning is the common psychological issues of the students when they get too many tasks, engage with non-well prepared presentations, examination and so on.

The students also put forward some inconveniences, which are as follows:

- Insufficient knowledge of the use of electronic goods.
- Insufficient income to activate the data package.
- Cannot pay the monthly fee for additional classes.
- Learning materials like Notes, tutes, assignments cost is high and it is frequent.
- Inability to repair defects that occur when using electronic equipment.
- It takes more time.
- Create lazy.
- Insecurity.
- Create habit of cheating/ plagiarism.
- Lack of interaction with teachers and peers.
- Create lethargic attitude.

CONCLUSION AND RECOMMENDATION

This study is seen as one of the most important studies of the corona period. Online learning is seen as less effective than face-to-face learning. This is because communication between groups of students helps to eliminate their physical and mental discomforts. On the contrary, learning at home disqualifies students from engaging in education. Although the survey is based on Grade 11 students at Cp / N / Eldon Hall Tamil Vidyalaya in Lindula, it can also serve as an image of embracing online educators around the world. In this regard, 90% of students are more unlikely to benefit from online education, especially physically and mentally. The burden of education, the exams show a decline in self-confidence, ability, and skills of students rather than the face to face teaching learning mode.

This findings provides contextual evidence on the multifaceted challenges that students in a developing country like Sri Lanka face in the midst of the current global crisis COVID-19. These challenges should be considered as inputs further development for the current educational processes. Government officials should specially advocated for advancements in technology and access to electricity, particularly in developing countries in outlying communities. These measures should be helped to reduce perceived digital gaps between geographical areas and financial backgrounds. School officials should also take steps to improve all kinds of support for pupils. An important factor that may unnoticed in the process the psychological part of learning that should be addressed by the instructor in remote learning. Teachers on the other hand, should reevaluate their instruction and teaching learning method in terms of content and activities, as pupils have difficulty with what parts. An educational evaluation should be conducted on a regular basis to assist students who are falling behind in their studies. Finally, parents must be actively involved in structuring their children's learning time and space.

They should provide all necessary assistance so that pupils can eventually endure this remote education (e-learning) during the COVID crisis. This study recognizes the challenges of e-learning during the COVID crisis in a small school level. As a result, the outcome of this endeavor is responsive to its context, and it should be implemented in the context of social, cultural, and educational environment also.

REFERENCE

1. Abdelmola, A. O., Makeen, A., Hanafi, H. M., & Ageeli, E. (2021). E-learning during COVID-19 pandemic, faculty Perceptions, challenges, and recommendations. *MedEdPublish*, 10.
2. Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive learning environments*, 1-13.
3. Barrot, J. S., Llenares, I. I., & Del Rosario, L. S. (2021). Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. *Education and Information Technologies*, 26(6), 7321-7338.
4. Grahl, A. R. (n.d). Facing the challenges of COVID-19, Rotary clubs and partner organizations are finding new ways to support access to education. *Rotary*. Retrieved from: https://www.rotary.org/en/educating-in-a-pandemic-and-beyond?gclid=Cj0KCQjwvO2IBhCzARIsALw3ASodz7s1xrRhgwvYwBbvGy-B4yx3DMmZR_2xetwQuZtf4kKsbRb1_xgaAgSR_EALw_wcB
5. Hayashi, R., Garcia, M., Maddawin, A., & Hewagamage, K. P. (2020). Online Learning in Sri Lanka's Higher Education Institutions during the COVID-19 Pandemic. *ADB Briefs*.
6. Heng, K., & Sol, K. (2020). *Online Learning During COVID-19: Key Challenges and Suggestions to Enhance Effectiveness*. Cambodian Education Forum (CEF), December, 1-15.
7. Mahyoob, M. (2020). Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners. *Arab World English Journal (AWEJ)*, 11(4), 351-362.
8. Paudel, P. (2021). Online education: Benefits, challenges and strategies during and after COVID-19 in higher education. *International Journal on Studies in Education*, 3(2), 70-85.
9. Plitnichenko, L. (2020). 10 challenges of E-Learning during COVID-19. *JellyFish*. Retrieved from <http://jellyfish.tech/10-challenges-of-e-learning-during-covid-19>
10. Rotas, E. E., & Cahapay, M. B. (2020). Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis. *Asian Journal of Distance Education*, 15(2), 147-158.