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A review on success of online education during COVID-19: A mere perception or truth grievances of both educators and learners

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Abstract
The outbreak of pandemic (COVID-19) has affected our way of living. This is a tough and unpredictable period for everyone and absolutely no field of life is unaffected by it. The same goes for the educational and economic sectors. The upheaval caused by COVID in the educational field is a lot more pronounced than it seems. It creates a big question mark on our ancient classroom teaching system. Lockdown was initiated to curb this outburst which gives birth to the phenomena of social distancing. As result schools and colleges were closed but it opens up a new challenge as to how to deliver the proper education to students by maintaining distance. At this time the digitalization of the education sector is like a boon for the world and creates new opportunities. Online classes on various platforms provide much-needed support in higher education but this also has its limitations. Various factors are responsible for these limitations such as little or no digital access, less expertise in the area and economic problems etc. The sole focus of this paper is to explore the problems faced by the educators and learners during online teaching and learning process. It also addresses the need of improvement in the process of online learning and its positive and negative impact on education.

Keywords: COVID-19, digitalization, online classes, positive -negative impact

Introduction
The sudden occurrence of COVID-19 results in a functional standstill of the educational institutions throughout the world. The closure of schools and colleges firstly starts from china at the beginning of February 2020 which later spreads to 75 countries by mid-March due to the high rate of contamination of the COVID-19 Virus. At the end of April, 186 countries in-forced the nationwide enclosure of schools and colleges which affected the total 73.8% enrolled learners (UNESCO, 2020). This ground breaking step was the only option for the governments to reduce the exposure of COVID-19 virus within student communities. With the indefinite shut down the mainstreaming of online education was like the beacon of hope for the entire education community.
To fight effectively in this tremendous situation the digital model of education is introduced by the Gov. of India. At its initial stage, the mainstreaming of digital education caused confusion in both the educators and learners due to its novelty. The sudden impact of this change was not the least bit helpful for them to cope up properly in this situation. The delay in the activities caused by the pandemic in the educational field was sufficient to force them to understand the importance of online platforms. It shows that how universities were transitioning from classroom-based education to online mode (Bao, 2020) [3]. They were inclined to strengthen their technical knowledge to perform well in this digital era. But to achieve this nation-wide feat was not an easy as it seems. A lot of factors were responsible for affecting the assumed performance of the online platform throughout the world. It was evident that the quality of education is totally dependent on the efficiency of the digital access. The effectiveness of online learning also requires creative approaches to entice, motivate, and satisfy the targeted population which profoundly varies from the class-room teaching. This further increases the pressure on the educators whereas; students were also not fully prepared to accept this change. This Paper discusses the problems faced by the educators and learners during online teaching and learning process and the scopes for the betterment of it.

Attitude towards the adaption of Online Education
It is well known that people are skeptical of new changes and resists them head-on.

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The baseline of their acceptance was when those changes support their desires and purpose. The acceptance of online education during a pandemic is the perfect example of it. Online platform fulfils the desired goal of the educational institutions but it also causes the resistance and confusion in the teachers and learners due to its novelty. Most of the organizations were also unable to introduce new strategies and technology in the existing online set-up (Carroll & Conboy, 2020) [7]. Various researches were conducted to delve into the viewpoint of students on online education at the outbreak of COVID-19 in India and the USA (Mishra, Gupta, & Shree, 2020) [13], (Patricia, 2020) [15].

Learners expressed different attitudes towards online education based on their experiences with it. Some were stressed because of the adaption of it while others were facing difficulty due to not having expertise in it. COVID-19 works as a catalyst in exposing this digital chasm (Jaeger & Blaabaek, 2020) [12].

Appropriate measures have been taken by all the Gov. to ensure the uninterrupted flow of academic activities of both schools and colleges. Educators were instructed to take all their classes online. It's not like an online educational platform is a new invention; previously there was substantial infrastructure for online education that existed in many countries prior to the pandemic (Mishra et al., 2020) [13]. Indian Gov. has also introduced various online platforms for secondary and higher education like, Diksha, E- Pathshala, National Repository of Open Educational Resources (NROER), SWAYAM, Swayam Prabha, and E-PG Pathshala. Technology-based education is well known for its transparency in all aspects. During Lockdown, various social media tools were also used by educators for teaching and learning platforms like; Whatsapp, Youtube, Google classroom, Telegram, Facebook and Zoom, etc. However, to completely divert from traditional to online education, no university was ready for it. The effectiveness of online classes depends upon the proper course content (Sun and Chen (2016) [18], experienced instructors (Sun and Chen (2016) [18], upgraded technologies (Sun and Chen (2016) [18], as well as feedback and instructions (Gilbert, 2015) [9]. Researches also reflected that a physical classroom helps students learn better than online classes (Bojovic et al., 2020) [6]. There are no laboratory facilities on the online platform. But during a pandemic, it was the only source for continuing their study (Mishra et al., 2020) [13]. However, it was found that students were inclined more towards face-to-face interaction with the instructors (Patricia, 2020) [15], (Muthuprasad et al, 2021) [14]. Pandemic has also affected the mental health of university students (Savage et al., 2020) [16] this reflects in the study which shows student's difficulty focusing on online education due to lack of motivation and negative emotions (Patricia, 2020) [15].

Apart from this, the major hindrance in effective online education is a digital chasm between rural and urban students for the inadequate access to information and communication technology (Dalu, 2020). The economic disparity also affects the people to have limited access to digital technology, (Grishchenko, 2020) [10]. Less knowledge about these technologies as well as their limited access makes students more prone to having problems in adapting to online education. Furthermore, the outbreak of COVID-19 has enlarged this digital divide (Beaunoyer, Dupéré, and Guitton, 2020) [4] which results in the majority of the students were unable to afford P.C. and laptops thus preferred smart-phones for an online class (Muthuprasad et al, 2021) [14].

According to Sokal, et al, (2020) [17], educators believed that online classes were the epitome of inequity whereas; some believed that it was a better way for both learning and safety. This sudden diversion to online teaching affects the educators who move from face to face to remote teaching. Thus, these extensive uses of technology in mainstream teaching cause them stress. According to Al-Fudail and Mellar (2008) [2], the state of educators who were required to use technology in the teaching and learning process but do not have skills, experience as well as training and technical support is known as "technostress". Extreme stress for an extended period of time can cause burnout in teachers (Alarcon, 2011) [1]. Although it was found that resilience and burnout of educators were correlated with their attitude toward change, technology, and efficacy (Sokal, et al, 2020) [17]. These burnouts later result in their less satisfactory relationship with students, affecting their teaching skills which reflected in lower academic performance of students (Alarcon, 2011; Arens & Morin, 2016; Clunies-Ross, Little & Kienhuis, 2008; Collie & Martin, 2017; Harmsen, Helms-Lorenz, Maulana & van Veen, 2018; Klusmann, Richter & Lüdtke, 2016) [1]. This shows that it requires planned support from the Gov. to remove this technological stress which provides an opportunity to develop and become more skilled and efficient in online teaching.

Another problem with online education was to manage the behaviour of the students during class (Berger's, 2020 endowment) [5]. It tends to be difficult for the instructor to monitor the contribution and progress of the learners. Educators are having a hard time identifying whether the reason for the procrastinating given by the students is genuine or not.

The positive impact of COVID-19 on education
- **Improved digital literacy:** Due to the pandemic people were required to learn and use digital technology to not become social laggards.
- **Increase in collaborative work:** Due to digitalization everyone is connected to each other and the phenomenon of distance is only one click away. It helps to create opportunities in various teaching and learning collaborations that will be beneficial to every-one.
- **Less time consuming:** Students require less time to learn in online education than in traditional classroom setting because they have the choice to learn at their own pace, skipping or accelerating through the concept.
- **A novel way of learning:** The occurrence of COVID-19 is the major catalyst in the acceleration and adaptation of digital technologies in mainstream teaching and learning process throughout the world. It provides access to a large number of learners at the same time. It motivates the educators and learners to become technical-adopters.
- **Utilizing soft copy learning materials:** Lockdown has a thwarting impact on using hardcopy/paperback learning materials. Students have to make do with softcopy reference materials.
- **Utilising electronic media for information sharing:** Easy access of shared learning materials among teachers and students via e-mail, Whatsapp and Facebook.
- **Cross-cultural/International exposure:** Digitalisation of education helps both the teacher and learner to connect with international communities. They can interact and collaborate with their peers from around the world on various research projects.

The negative impact of COVID-19 on education
- **Unaware students/teachers on the online education front:** Not all the educators and learners were well versed in online education platform. This sudden transition from classroom teaching to online platform causes them to become confused and wary of it.
- **Suspended Educational activity:** Classes and various board and admission exams were postponed due to COVID-19 which delayed the admission process. This results in a complete loss of three months of educational year of 2020-21.
- **Employment deterioration:** Economy takes the direct hit by the on-set of pandemic. Various recruitments were postponed due to lockdown. Due to higher economic crisis placement for the students were also delayed or cut down. This results in higher rate of unemployment all over the world. Unemployment percentage were instantly risen from 8.4% in mid march to 23% in early April, whereas, Urban unemployment rate climbed a new height of 30.9% (Education Asia).
- **Limited or no internet access:** Not all students are able to afford laptop, computer and effective mobile phone. Besides due to vast geographical variety there may be problem in internet access in remote areas which cause problem in online learning. Hence, online platform shows the prominent gap between rich/poor and urban/rural criteria.
- **Delayed school and college payment:** Due to COVID-19 many parents became unemployed with it arose the problem of paying the hefty school and college fee which affects the academic institutions.

Suggestions

For successful online teaching and learning it has to be able to reach every students across the India. To achieve this condition gov. has to improve the infrastructure of digital network.

To reduce the gap between the financial status of students gov. and the IT sectors have to introduce latest and cheap technology and gadgets so that everyone can afford it.

To lessen the unemployment gov. has to take proper measure and introduce various job, projects and internships.

Conclusion

COVID-19 has become the blessing in disguise for the education sector by introducing online teaching learning in the mainstream education. But it requires more technical awareness with various online resources and training-orientation programme for both the educators and learners.

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