

A shift toward online learning as an alternative to normal classroom teaching: The impact of Online lesson during school closure: A Teachers' perspective

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ABSTRACT

This study is primarily intended to explore teachers' perceptions of technology-based online education to evaluate its effectiveness during the difficult situation of school lockdown from COVID 19. The online survey questionnaire through Google sheet was shared with teacher participants teaching students starting from Pre- Primary to grade eight children of the researcher's school. Participants' responses and views regarding online teaching experiences were recorded. The data collected from teacher participants were further authenticated and supplemented with brief unstructured interview sessions with a few of the parents whose children were studying in the same school. Responses from parent participants revealed that their guidance and continuous support were needed in addition to the teachers' effort to sustain and bring positive learning impact to children through online teaching. The majority of the interviews revealed that students of every grade preferred the normal contact teaching-learning over home-based learning. Though the preference of online learning had some reservations from both ends of parents and students, the need to substitute and continue learning progress was no option until the situation from the pandemic is regained to peace and harmony. This study is considered significant in gaining extra attention from educators and a higher level of education policymakers on how to plan and implement online teaching-learning effectively during such crises and more importantly to this era of highly advancing technologically driven world.

Keywords: Effectiveness, lockdown, pandemic, harmony, online learning, harmony

The major consequence of the COVID 19 pandemic lockdown has interrupted the conventional schooling with nationwide school closures. School closures have been a common tools and immediate measures to bravely fight from the battle against COVID pandemic. In response to contain the spread of coronavirus, schools institutions and colleges in the country remained closed. The situation of COVID 19 was hard and any predictions and conformation as to when closures of schools will end completely seem to be hardly possible at the moment. The COVID 19 pandemic situation has posed with numerous and unprecedented challenges, however, it has provided with ample opportunities to pave the way for introducing online teaching using digital teaching learning (Dhawan, 2020). To ensure continuity of imparting education despite the strict lockdown, schools irrespective of levels and locations have sought

to offer online classes and learning experiences as a substitute for in class time. The intervention and institution of digitized teaching learning over face to face teaching learning was a hard challenge for the need of both the teachers and students as such advancement in educational technology and knowledge on practicing such online classes was not a prior initiative. Lack of reliable internet connection services and total absence of BBS channels (National Television Services) in major location of school in remotest part of the country has hindered the reach of online learning. The source of success to online learning is directly dependent on the availability of technological devices and good internet services, thus, instructors and students with bad internet connections and inaccessible to advanced technological devices are most likely to be deprived to online learning. ([Adedoyin & Soykan, 2020](#)). However, following the quick response to directives of the Ministry of Education (MoE), school teachers across the country attended the orientation programmes on use of Google classroom through virtual mode delivery to ensure regular teaching learning takes place during school closure. The use of Google classroom by the teachers was not an end to solution, but the online teaching was initiated and enforced through innovative use of digital applications such as We-Chat and telegram where children were already exposed to use of such application over ones mobile phones. This study intends to understand the teachers' perceptions towards online teaching and experience during such pandemic and further explore effective ways to enhance the quality reach of such online teaching learning programme to every child irrespective of sizes and locations during such lockdowns from pandemic. Furthermore, to learn, to what extent can our teachers enhance their professional competence in technological pedagogical knowledge when the demand is so high with ever changing times.

Literature Review

The impact of closing down schools to resist the spread of COVID 19 virus and opting for implementation of such ever first kind of teaching- learning intervention through online system has gravely affected smooth learning process during the period of strict nationwide closures of schools. The school lockdown confronted teachers, students, and parents with an entirely new situation ([Huber and Helm, 2020](#)). With no reliable and available alternatives to keep up the promises of imparting continued education to children, online teaching learning have become inevitable and undeniable necessity despite numerous difficulties and challenges posed to both educators and learners. Continued teaching and learning was only conducive and possible through alternative means of schooling. Teachers had to

change and adapt to online teaching, requiring them to use various digital tools and resources to solve problems and implement new approaches to teaching and learning (Eickelmann and Gerick, 2020). Although this quick transition provided opportunities to engage students continue to learning process, both educators and learners expressed practical challenges and difficulties associated with the online teaching- learning mode. Online teaching and learning require good and reliable access to internet and other amenities. According to Ahmad et al. (2019), inadequate infrastructure such as the stable internet connection affects the low adoption rate on the integration of new technologies in online teaching learning. Sarfoah (2017) concur that, inability factors such as unreliable internet connectivity and devices do get frozen at a critical point while studies is going on and many others. In most of the remotestudents' settlement of Bhutanese school locations, the coverage to strong and stable internet coverage is the greatest challenge and in most of the cases, digital facilities such as laptops are rarely available to children and even the single smart mobile phone have to be shared among family members. Teachers in the field confronts with difficulties in adjusting to impart online teaching to students that demands their ability and familiarity with the new teaching paradigm. The effectiveness of an online teaching learning method rely on the skills that both educators and students possess (Oliver, 2021). The brilliant conceptual skills and know- how of technological operations by the teachers would affect the effectiveness of online teaching learning. For example, in order to upload assignments or any learning materials on social platforms like, Wechat group, Google classroom, they need to be resized and compressed to a desirable size and capacity for easy viewing and downloading purposes on their devices. Without these required knowledge and competent skills, and even lack of sophisticated devices with teachers, the primary purpose of sustaining and keep going on track of online teaching and learning is defeated.

Broadly looking at the opportunities and advantages of bridging and narrow learning gap amongst children of varied groups, various efforts were reached by the Ministry of Education (MoE) even with the provision of making children available with the hard printed learning materials (Self Instructional Material, (SIM) to every disadvantage locations. Though the tool has become essential for students to engage themselves in offline activities and self-explanatory task, lack of parental guidance and teacher's timely monitoring owing to movement restriction had severely impacted the learning growth.

Success and progression of online learning not only rely on just environmental factors, but it is important to examine the level of both forms of motivation intrinsic and extrinsic motivation as component for a successful online learning courses and experience for the learner. The success of any teaching learning course depends on how teachers use and incorporate various motivational skills. Without sufficient

motivation, any individual with the most remarkable talents and abilities cannot accomplish long-term goal (Doryei, 1998, p.117).

Teachers' perception of online teaching learning

The prolonged closure of school to prevent exposing to the pandemic has concerned the relevant stakeholders, agencies and ministry of Education (MoE) on reaching the continued teaching learning processes to children. To ensure effective continuity of the learning the untimely directives for the need to institute the online teaching learning through devices came into live.

Though online classes have become a new and mandatory technique to supplement the continued learning process for the modern education system, many educators, teachers and even parents are not so much comfortable and friendly with it. Most of the respondents confirmed that, in the line of general agreement of the usefulness of online teaching learning, true concerns and problems that emerged during the implementation stage was shared. One of the key challenges of conducting online classes smoothly is the lack of teacher's competence in basic understanding of using digital forms of learning and further having to work without sufficient access to digital equipment. Students' readiness in terms of devices resource availability and innate competency of technological interest and motivation were a mere assumption during the phase of implementation. Our children lacked a habit of getting deeper into self-learning through exploration learning experiences, parents at home had vague knowledge of the newly arrived device based learning and were not found user friendly, thus resulting in poor, inconsistent and ineffective learning. So it is strongly felt important for schools to invest in training teachers and students on the technology updates and usages so that teachers can conduct their online classes seamlessly and through such efforts, learners' learning satisfaction is gained. Students and teachers also have their own struggle while accessing these online platforms. Due to financial constraints, students are not freely able to access to internet and are devoid of electronic gadgets and laptops, phone or computers and even radio and Television. Those students who have facilities to attend to online learning classes face barriers in terms unavailability of physical space, which is equally applicable to teachers who are supposed to conduct online lesson from home. Furthermore, an important thing that did matter was the teacher's use of active learning techniques to improve students' engagement during the online. It is discovered that, students learn more when they actively work on problems either individually or together in the classroom, relative to students who sit passively listening to a lecture and simply taking notes. A teacher participants stated "*Online teaching disallows children to learn from peers and friends, with a reason*

that they require a strong and uninterrupted network and even equally important is consistent guidance and support from parents for smooth continuum of learning.” Another teacher who initiated a day long professional development programme for rest of the teacher colleagues has the views shared *“if school and children are well oriented with the process and procedures of such online learning process, it is not that the birth of online class would not be a surprise, but would offer unprecedented opportunities for our children who would otherwise have limited access to education to the pandemic.”*

When it comes to improving remote learning environments for the less- privileged students, a majority of the teacher respondents supported with an idea of initiation that, school administration should collaboratively coordinate with the telecommunication companies and make internet access cheaper and accessible to remote students within the capacity of available budget in the schools. Though challenging, coming to virtual lessons in the Bhutanese education was a fun learning. It has made the Bhutanese educators and learners for the first time to taste the core essence of virtual lesson and at the same to proceed with readiness in case of prolonged situation of school closure.

Benefits and Opportunities of Online teaching –Learning programme

Today the digital learning has emerged as a necessary tool and resource for students and schools all over the world and to this crucial period of COVID- 19 pandemic. Although there are challenges and considerable drawbacks against the implementation of online teaching, there are equal exciting opportunities ensuring an uninterrupted learning journey for students. Making continuous effort to provide customized teaching- learning resources suitable for online classes is one way of facilitating the schooling of children. The other benefit was the launching of Volunteer Teachers of Bhutan (VTOB), broadcasting lesson live through National channel (BBS) and some notable professional development programmes provided to teachers through webinars. These efforts have proved beneficial to a sizable chunk of school going population. Online learning through the use of various digital applications (Wechat/telegram/Google classroom) supports children to assure easy access to quite good number of tools such as videos, PDFs, assignment tasks, reading materials. Online learning is an easy and comfortable way for learners to attempt to respond from any locations to real learning task. Since all the course or study materials are made available online, the strategy had helped creating a paperless learning environment which is more affordable, while also being beneficial to the environment. The workplace becomes paperless and more schools include virtual classes (Capek & Hola, 2015). Paperless strategy or

pedagogy aims to improve the learning experience and help students develop electronic skills and competences (De Bonis, 2011; Grimes, & Warschauer, 2010).

One of the benefits of online learners includes the flexibility in learning experiences with available opportunities for more collaboration and interaction with peers. Further, Bell and Federman (2013) argued that online learning has the potential to afford and support access to higher education for those who has socioeconomic, academic, and health issues that prevent them from attending to on-site or contact face- face teaching in usual structured classroom settings. The online classroom teaching learning allows a dynamic interaction between the instructor and learners and amongst students themselves too. Resources and ideas are shared and continuous synergy is developed through the learning process. In addition, it is more students centered learning approach as each individual learner can actively participate and contribute to the course discussion. Considering the COVID- 19 pandemic and the changes it brought to students' learning, parental home- based involvement has become crucial. Parents' role in supervising and supporting their children's learning was reinforced, mostly through accompanying their own children during online learning. Even though hurdles did exist, parental involvement in children's learning may also have increased during lockdown home learning (Punter & Glas, 2016). Further, Bakker & Denssen highlighted how parents of children of all ages, from primary to secondary pupils, felt closer to their children's learning by acknowledging a more in-depth insight into their learning and that created opportunity to contribute more to their learning. Every student has a different learning ability and styles depending on one's true strengths and gaps. Not all students of the particular grade fits to a most common learning need and styles as a common agreed strategy. Some students are visual learners, while some prefer to learn through audio. Similarly, when some enjoys interactive learning sessions, a countable number of children gets distracted by larger groups. To mitigate and narrow down the learning gaps, the online teaching learning system can provide various suitable ranges of options and resources to various learners.

Potential draw backs of online teaching learning

Along with exciting evidences in areas of highlighting the usefulness of online learning, there can be serious concerns and problems associated with the practice of online learning. Several barriers to distance and home based learning have been identified during the course of this study. While it may seem like almost everyone has internet access, a desperate number of families with various income groups and locations lack reliable or even just access to internet facilities. One of the core challenges of online

classes as addressed by parents is related to the lack of adequate internet connectivity and easy accessibility or technology to follow learning activities properly. Though internet has reached to towns and cities, a consistent connection with reliable speed is a problem. Without a strong and consistent internet connection for students in some far flung and desparate locations, there can be a lack of continuity in learning for children. Even when children have a connection at home, they may not be able to access it because of the pressure imposed from parents of exceptionally high consumption and data usage and the demand to help with daily chores. The lack of parental knowledge and understanding on allowing children exposed and accessed to opportunities online deters learners' participation through online media and services. In most cases parents report that children do not use phones in a desired way intended for learning purposes. Similarly, in response of some parents, it was revealed that their children were always found using phones for playing various distracting games and other leisure activities more than the actual time required for learning. Many parents are concerned about the health hazards of having their children spending so many hours handling and staring at the mobile and computer screen. This increase in screen time by children has worried parents and expressed concerns that children not only are carried away to these devices but, even developed bad posture and other physical problems due to staying hunched in front of the screen for the maximum hours of the day. Children exhibiting smart cell phones overuse were more likely to exhibit bodily complaints, insomnia, social dysfunction, anxiety and depression (Rosen et al., 2012). Electronic media exposure in children and adolescents was most consistently associated with later bed times and shorter sleep duration, and the presence of a media devices in the bed room was associated with increased exposure, later bedtime and shorter sleep (Shochat, 2012. P.23).

Numerous studies have shown that, there are higher and even greater negative effects of abusing technological devices over the consideration of learning through online by children. For instance, there is high possibility that students who do not sacrifice a single fraction of minute attending to updates and notifications diverts the intended focus. Kibona and Mgya (2015) postulated that despite the phenomenal advantage of devices /smart phones in learning it is considered as double edge sword where most of the applications such as Whats-App, Facebook, YouTube and games affect students negatively in all levels because of its addictive nature. The closure of school amidst COVID 19 and resorting to continue teaching learning through online mechanism had not only challenged educators from various phases to ensure effective teaching received by learners, but the greatest drawback lies with regard to student assessments carried out. As identified by Bransford, Brown, and Cocking (2000, pp.1-28),

assessment is a core component for effective learning. The above mentioned authors indicate that teaching and learning processes need to be assessed to provide learners with opportunities to demonstrate their developing abilities and receive support to enhance their learning. The type of approach adopted for the online assessment is accompanied by feelings of discomfort, uncertainty and confusion to teachers when such tasks are carried out on assumption needs. Appropriate measures to align suitable assessment procedures were merely absent due to which fairness and integrity assessment procedure and update is compromised. In such circumstances, cheating and plagiarism are evident, common and most pressing concerns about online learning (Fuller & Yu, 2014). Though the terminal conduct of examinations via online mode was deemed not feasible and convenient, technological based learning continued even during the entire period of the pandemic. While this is a big positive and student engagement strategy in place assured, some essential aspects of students' development remain unaddressed. Healthy growth and development, particularly of pre-primary and primary students, has slowed down due to lack of physical space and classrooms. The development of social skills (interaction, sharing, love, care) and language development and speech (pronunciation) have been impeded. The acquisition of social skills is an essential developmental process by which children from infancy learn to act and respond appropriately in social interactions and to form and maintain healthy relationships with others (Ogden, 2015).

The lack of physical activity, frequent interaction with friends, new experiences and unstructured playtime or inappropriately designed playtime has affected students' mood regulation, enthusiasm and ability to focus and learn. Blatchford & Sharp, (1994) suggests that it is during these periods that children practice and develop important physical and cognitive skills, including practicing language, role-taking activities and problem solving. Of key importance is the social learning that takes place during plays time and peer interactions.

Methodology

This particular study was conducted using the qualitative methods to study the impact of online teaching during the closure of schools from COVID 19 in 2020 academic session. The open ended survey questionnaire was administered by the researcher through online Google forms and links were shared to the teacher participants through goggle classroom and personal Wechat too. The face to face interaction with the research participants was mere impossible as this research study was conducted during the strict lockdowns of school. However, few open interview session had some exceptions as parents' responses

had to be made available through call contacts. The survey data form from respondents were collected through use of online Google forms. Further, additional responses were gathered and recorded from parents including support staff working in the school.

Population and Sampling

For this study purpose, the researcher involved fifty(50) respondents consisting of fifteen (15) teacher participants teaching all grades from Pre-primary (PP) to Eight (VIII) in the researcher's school, seven (7) each from the nearby two feeder schools, eleven (11) support staff and ten (10) parents whose children were at home engaged in online learning. Amongst 29 teacher participants from the three target schools, 20 were male and 9 female. The gender status of sample population including support staff and parents reveals that out of 21 participants 15 were male and 5 were female. The parent respondents' consisted of fairly equal number of male and female (5 each). The overall result of sample population reveals male participants outnumbered the female probably because there are definitely more male civil servants and female are fewer in the current remote location of the school.

Findings and Discussion

As the COVID 19 pandemic lockdown affected the normal schooling system, teachers and students had no possible option rather opt for online classes as mandatory need. Even at this period of unavoidable and difficult situation from pandemic, education for children was a priority made through online teaching mechanism. The researcher in this study investigated how parents and teacher participants reacted and our teachers adapted to online to gauge the impact of online teaching. Almost all teachers reported having conducted the online teaching lessons starting March till end of November, 2020 when the entire in campus schedules strictly remained closed. The majority of the teacher participants reported having introduced new learning tools to children such as goggle classrooms, Wechat and telegram before the commencement of actual online teaching learning. However, teachers' education and experience with respect to digital competence emerged as one of the significant factors impeding the effective and successful conduct of online teaching and learning. Few teachers who had received virtual training on online teaching may have better opportunities to provide support to their students, but majority of them having limited access to such orientation session contributed to burden and struggle themselves and learners too. The study report revealed that, digital devices and teaching mechanisms must be wisely introduced to students and perhaps even to their parents and ensured it is implemented into everyday teaching learning processes.

Internet coverage and availability of technology based learning devices such as computers and smart phones are essential needs for online learning system, and thus lack of reliable support and devices added parents' concern with home based learning. As survey results have shown, conducting online teaching uniformly and comfortably across all communities where children resides was the greatest challenge due to various nature of locations. Some children of distanced and far-flung settlements were deprived and hindered from internet coverage accessibility and keeping on track was difficult. Moreover, the exceptionally high rate charge of internet services even for those privileged group was burdensome as most parents are attached to farm activities struggling for their ends meet. To this end a considerable number of the respondents agreed to the fact that parents of particularly low income groups find it a daunting task supporting children with enough or more data packages for attending to online lessons.

It is in total believe and agreement to note that, the geographical distances and remoteness of children implies the reduction of instructional time and declines the learning progression and with such low-income family status affected a lot in learning opportunities. It is also evident from the study that, a greater portion of the respondents did agree to the need of building closer relationships and closeness to support and attend to daily attempt to child's learning need. Velez and Jones (1997) stated that, parent-child interaction and close relationships lays a firm foundation for academic achievement. The stronger the relationships, especially as they relate to educational issues, the higher the academic achievement. It is certain that without adequate support and involvement of parents during difficult situation of COVID 19, online learning may be an illusion and cannot just happen automatically. Moreover from the responses gathered, some parents have identified and poured frustrations in online learning system. The tough time and experience to address the daily subsistence need as well as supporting children's learning during school lockdown was commonly reported issue from most of the parent participants. A total of nine (9) respondents out of eleven (11) seriously conveyed difficulty with completing daily work activities and supporting their child(ren) in completing online assignments from home. A few respondents shared, "need of having to prioritize the activities and setting time for children is taxing and difficult." A single parent of three siblings all attending to online lessons stated her biggest struggle as "Three of all my children have to desperately depend and share the single phone we have, it's truly embarrassing for my kids and hardly there is any time for personal use."

Along with exciting evidences in favor of the usefulness of technological devices especially like smart phones in online learning, concerns about the risk associated and glued against the strong habitual abused of technology by children were reported by both teacher and parent participants. Kang and Jung (2014) postulated that the use of smart phones by children has both a negative and positive effect depending on how it is used. Further, the author emphasizes that the extensive use may have collateral damages on the physical, psychological, social, and the educational well-being of students.

Most of the respondents claimed that children are found inappropriately using phones, often children have diverted their learning attention towards other forms of online communication with friends, and most frequently attending to various distracting games, all of which in fact required the teachers and parents' intervention to supervise children when they are working. Although, teachers and students had some basic training opportunities and hands on experiences on handling devices for the online learning purposes, there were still problems with children in operating and managing learning devices. Some teachers who participated in this study stated, they spent a desirable amount of time to train and orient students with technological related learning readiness and even after such struggle of attempts, gaps still exist and promising effectiveness of such online teaching learning is difficult. Both teachers and parents were concerned that the student's level of social skills and interaction habits from home based learning are reduced and accordingly impacted children become more silent and bounded to stay aloof even from visiting to nearby peers and mates. As one teacher put it, "what we hear from children and parents often said, they do not allow children to venture out of home for all safety measures and health directed protocols, they remain closely intact at home with parents and hardly have had any conversations, we seriously devote to task we need to attend." Some teachers believed that there were some hard challenges for children to get downloaded all the learning materials on post done by respective teachers and, more over reading materials mostly of long descriptive texts added burdensome for our children. In their opinion, reading such a long text from the mobile phone screens is not comfortable and more difficult as compared to hard printed reading materials. Singer and Alexander (2016) found that although students could recall the main ideas regardless of the text type, they were better able to recall key points linked to the main idea and other relevant concepts when reading print. One of the senior and experienced teacher respondents wisely claimed, "It's hard to spend long duration reading from devices, it gives strain and fatigue to our eyes and as result other forms of discomforts also arises. I think to promote effective reading; teachers can print out in hard form and reach to children as we did with SIM (Self Instructional Material) to disadvantaged group of learners." In line to support the concern stated, almost all teachers

agreed and felt that reading on mobile screen adversely affected reading comprehension, and more seriously decreased reading concentration likely caused by eye fatigue and cause headaches compared to reading on hard printed paper, so they preferred to issue the printed reading materials. The non-availability sources of any prescribed and standardized form of directives for assessment modalities for teachers to ensure the continuity of teaching from normal time to the online mode was complex decision where teachers had to design their own. The variation in frequencies of assessment and using varied styles of approaches to ensure the progressive performance of children created gaps in addressing the uniformity and fairness in children of all society. The type of pedagogy and assessment structures used in normal situation of face to face teaching process does not perfectly fit into the system of online need. Teachers seriously need to familiarize themselves with students' reliable assessment procedures. Due to such lack of recommended approaches in place and in mere absence of interactive learners, teachers are confronted with numerous confusion and challenges to understand the progressive learning pace and authenticate to acknowledge the learner's progress. Grading of students fairly with high integrity is unbelievable as there are no proper criteria being developed and effectively implemented.

Frequent monitoring and providing constructive feedbacks remained in hard plan. The total restriction imposed for monitors to visit student's learning place added fuel to the failure to keep constantly touched for face to face interactive session and teachers had hardly any convenient possible time for home visits. The heavy and bad monsoon weather hindered with roads cutoff at every point and swollen rivers along the way to various locations made even movement risky and inconvenient. Though such were the hardships, almost all teachers reported having maintained close communication online with students and parents. The majority of teachers reported having initiated and introduced new additional learning content in addition to what has already been assigned and necessary feedbacks provided timely. From the study it is clear that teachers have serious concerns of the possibility they look for awarding feedbacks to children's task and progress. Most of the respondents conveyed their worry about monitoring students' progress and understanding and providing meaningful feedbacks under huge constraints of being isolated from learners, needing to use technology to communicate and managing their time effectively.

Conclusion

From the time when the COVID 19 pandemic has disordered and altered the normal lifestyle of people across the globe, the virtual world has come to the rescue. In almost every part of the society, the COVID

pandemic has resulted in closure of schools with directives to shift the normal contact teaching learning to distance learning through digital platforms. Accordingly, various stakeholders such as government and relevant organizations worked out the possibilities to support smooth transition to the virtual mode of learning. Teachers performed with tremendous effort in pursuant to a rapid transition to online learning during the period of school lock down. However, in many larger groups of educational society, the transition happened with little advance knowledge and support, and as a result, not much desired learning resulted and tangible learning out comes were evident as compared to normal undisturbed situation.

Considering the emerging situation and alternative to no schooling, online learning is the only available option to sustain learning and skills development during crises. No matter how simple a technology or plan is being used to provide continued education to all, some portion of the society will remain left out during critical situations due to multiple factors such as poverty, migration, family problems and so on. The education system is destined to face an array of issues starting from the absence of universal access to infrastructure and basic foundational skills and knowledge on Information Communication and Technology (ICT) usage. Education systems should aim to strengthen and support teachers' involvement in vigorous trainings about the use of digital resources along with best pedagogical practices to ensure every teacher is wholesomely equipped for leveraging ICT effectively. Our students' attitudes and energy is highly boosted through the kind of support and encouragement they receive from immediate parents and teachers. Various forms and degrees of support including parental emotional support and teacher enthusiasm are key aspects to uplift learners' ability to make the most of the online learning opportunities.

The lack of prescribed curricular implementation guidelines on assessment and examinations during online schooling had intervened the smooth journey of conducting classes online. It is imperative to have well-structured and appropriately designed criterion based assessment procedures intended for different section or grades. This will not only help teachers stay focused on learner's track of learning continuum, but maximize their time utilized in engaging children with some extended learning task and alternatives to narrow down the learning gaps. Having clear assessment guidelines, teachers can comfortably arrange to provide useful feedback to children on how they are doing, areas where they are strong and what areas of learning require attention. Developing positive attitudes towards learning and providing sufficient forms of intrinsic motivation to learn not only help children overcome some core challenges posed by online system but, plays important role to lead students stay focused during online classes. Schools should exercise with right autonomy to build and strengthen engagement between schools and parents in

order to improve information sharing mechanism and support to parents on effective practices of learning by children. An effective and sustainable social media group (SMG) with parents and teachers can prove efficient and positive in terms of sharing information, ideas, resources and feedbacks. The issue related to learning opportunities and equity during COVID crisis is alarming in our society. Not all students have equal and comfortable access to technology or to reliable high speed internet services. A lack of reliable, high speed internet will only enhance the so-called achievement gap wider. Now students from low-income group may have to fight against the gap between students with internet access and those without. Such inequality gap is a growing issue in the education and to sensibly address the issue, it may be recommended to set a provision to provide a free Wi-Fi services to every section of community irrespective of size and locations so that children derive equal opportunities. During such difficult situation and crisis, our children are going through numerous problems to address to individual needs in many ways. Some need academic support and interventions, others, technology assistance and many perhaps most, need non-academic related support. So to address to all these various needs, teachers and parents can sensibly monitor their engagement and further, teachers can undertake regular check-ins and checkups. We can also reach out to attend to individual learner timely when there is a sign that a student is falling/lacking behind.

Schools should prepare themselves with various strategies to tackle different challenges in the absence of favorable working situation. Considering the gaps, schools can arrange to provide all the materials to remote learners' in the form of hard prepared copies. The mechanism to reach these learning materials should be coordinated through Social media Group (SMG) and to such needy extent, the school support staff should be delegated to deliver those materials to student's home on a weekly or bi-monthly basis.

The transition of online learning during COVID crisis has become a necessity for our children. To maintain the balance in teaching learning gap, schools and relevant stakeholders should come up with more wonderful ideas and suggestions not just limiting to what has been mentioned above for this particular study.

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