

CHALLENGES FACED BY STUDENTS IN ONLINE LEARNING DURING COVID-19

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Abstract

COVID-19 hit the education system hard throughout the world. Whole education system was paralysed. All the educational institutions were shut down and there was no hope of opening up of educational institutions. Teaching fraternity took up the challenge and started online teaching process, thus giving hope to the badly paralysed educational system. But this mode of education was faced with number of challenges. This study was undertaken to analyse the challenges faced by students during online learning. A sample of 96 students was taken randomly from tricity of Chandigarh. Data was collected using questionnaire based on challenges faced by students during online learning through Google forms. The results showed that more than half the participants disagree with facing technical issues while learning online during COVID-19, whereas around 1/3rd agreed with facing technical issues; around half of the student participants, that is, 47.54% disagree with facing any distractions during online learning, whereas, 1/3rd of them agreed to face one or the other type of distraction; around 50% agreed to having disrupted relationships with teachers, classmates, siblings, etc., whereas around 1/3rd were against this view; 2/3rd of the participants agreed to face number of health issues during online learning, whereas, around 20% had not faced any health issues; more than 2/3rd faced psychological issues. Only 18.8% felt it otherwise. There was no significant difference in the technical and relationship challenges faced by girls and boys during online learning. Whereas, girls experienced more distractions, health and psychological issues than boys, while learning online during COVID-19.

Key words: Challenges, online learning, COVID-19, technical challenges, distractions, relationship challenges, health challenges psychological challenges.

1. Introduction

Online education has appeared to be an acceptable mode of education for the majority of educational institutions (Gunasekaran et al., 2002). It is the process of imparting and receiving education with the help of electronic devices like computers, mobile phones and tablets; wherein technology plays a crucial role (Cidral et al., 2018). The major components of online education are computers and the internet; both enable students to attend online classes without any location barriers (O'Donoghue et al., 2004). The World Health Organization (WHO) on March 11, 2020, declared the novel corona virus (COVID-19) outbreak a global pandemic (Ullah et al., 2021). As per the World Economic Forum, the Covid-19 pandemic also has changed the way how several people receive and impart education. The whole world saw a tremendous drop in its day to day activities due to COVID-19 pandemic (Nguyen, 2019). Each field of the activity was adversely affected with the education system not an exception to it (Bezhovski & Poorani, 2016). Online education, a cost-effective mechanism, has proved to be a flexible and exploratory approach, especially during COVID-19 pandemic (Sarvestani & Mohammadi, 2019). Considering the pandemic, online education has allowed students to continue studies with consistent productivity (Jeena, 2020). Online education privileges students to attend classes while maintaining their geographical comfort wherein it enables students to access educational institutions globally, which was not possible in the traditional learning methods (Fatonia, et al., 2020). Furthermore, it extends an opportunity to customize the method of education according to the needs of the students (O'Donoghue et al., 2004). Availability of various tools makes online education effective and efficient. Also, it allows teachers and students to use audio, video and text to connect and discuss with each other (Dhawan, 2020).

Keeping in mind the significance of education for students, the Indian government initiated different online learning platforms (Zoom, Swayam Prabha, Teams, Skype) recognised by UNESCO and the World Bank to continue educational activities during the lockdown period. (Mishra et al., 2020). Online education encourages students to be self disciplined (Islam et al., 2015). However, lack of in person supervision by the teachers leads to irregularity and imbalance of inefficiency in studies (Nguyen, 2019). Comprehensively, the online education system is poised by both advantages and disadvantages, which in turn presents opportunities and challenges for all involved (Gunasekaran et al., 2002). The consulted literature confirms studies based on benefits of online education while presenting a scope to explore its flip side, which includes its

disadvantages. Given the above background, the main objective of the study is to delve into the challenges (technical, distractions, relationships, health and psychological) faced by students during online education.

2. Review of literature

Adnan & Anwar (2020) studied the perspectives of Pakistani students regarding online learning amid COVID-19 pandemic. Under graduate and post graduate students were studied for the research. The results highlighted that online learning could not produce desired results in under developed countries like Pakistan. Lack of face to face interaction, response time and absence of traditional classroom socialisation were some other issues highlighted by students.

Dontre (2020) reviewed the influence of technologies on academic distraction. Author discussed the effects of laptops, smart phones and social media platform- facebook on academic distraction and academic performance of students. The effects of student's laptops on academic distraction are ambivalent. The effects of smart phones and social media platforms use on academic distraction are more conspicuous.

Purwanto & Julyanto (2020) studied the advantages, constraints and solutions of online learning system for the private university students in Indonesia during COVID-19. Data were collected from a sample of 100 students through semi structured questionnaire which was distributed online. The results revealed that students felt that the online learning has many advantages. They could listen lectures sitting at home and were not limited by the place, could listen anytime, anywhere. Home environment, utilization of free time, network issues, voice issues and teaching materials are some of them. Absence of internet facilities prevent the students from taking classes online. Concentration is also a big issue during online learning.

Ullah, Ashraf, Ashraf, & Ahmed (2021) studied the online challenges faced by students of Lahore, Pakistan during COVID-19. A random sample of 550 students was taken and data was collected through Google form using questionnaire. T-test and ANOVA were employed to analyse the data. The results showed that there was no difference in the challenges faced by students irrespective of type of institution and gender. Online learning has not proved to produce good results for students of Pakistan because of technical issues of non availability of internet and financial issues. Even students were not satisfied with online learning and they were facing eye sight issues.

3. Objective of the study

- To study the challenges faced by students during online learning.
- To study the difference in the mean scores of technical challenges faced in online learning between male and female students during COVID-19.
- To study the difference in the mean scores of distractions faced in online learning between male and female students during COVID-19.
- To study the difference in the mean scores of relationship challenges faced in online learning between male and female students during COVID-19.
- To study the difference in the mean scores of health challenges faced in online learning between male and female students during COVID-19.
- To study the difference in the mean scores of psychological challenges faced in online learning between male and female students during COVID-19.

4. Hypotheses

- There is no significant difference in the mean scores of technical challenges faced in online learning between male and female students during COVID-19.
- There is no significant difference between the mean scores of distractions faced in online learning between male and female students during COVID-19.
- There is no significant difference between the mean scores of relationship challenges faced in online learning between male and female students during COVID-19.
- There is no significant difference between the mean scores of health challenges faced in online learning between male and female students during COVID-19.
- There is no significant difference between the mean scores of psychological challenges faced in online learning between male and female students during COVID-19.

5. Methodology

i. Sample

The study was conducted on the sample of 96 students taken randomly from tricity of Chandigarh. The sample consisted of male and female participants. The data was collected randomly through Google forms.

ii. Tools used

- Questionnaire based on Challenges faced by students during online learning-prepared by investigators themselves.

iii. Procedure and data collection

After preparing a questionnaire for challenges faced by students during online learning, by the investigators, google form was prepared for collection of data. The link was mailed to concerned students residing in the tricity of Chandigarh. The responses were tabulated in the excel sheet. The raw data was subjected to descriptive and inferential statistics using SPSS software. Thereafter results were interpreted and conclusions drawn out.

iv. Statistical tools

Percentages were calculated to determine the number of responses by the students on a five point scale. T-test was employed to draw out the inferences.

6. Analysis of data

Data was collected using a questionnaire. Responses were taken on a five point scale. Percentage responses showed how participants faced the challenges in online learning during COVID-19.

Technical Challenges**Table 1: Technical Challenge faced by students during online learning**

S.No		Statements	Strongly agree(%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagreed (%)
1.	Technical Challenges	I feel difficulty in accessing the internet for my online classes	4.2	16.7	7.3	2.1	69.8
2.		I am not able to attend my online classes sometimes due to electricity failure.	20.8	22.9	19.8	17.7	18.8
3.		Lack of independent seating place disrupts my concentration during online classes.	16.8	15.8	23.2	20	24.2
		Average	13.9	18.5	16.77	13.3	37.6

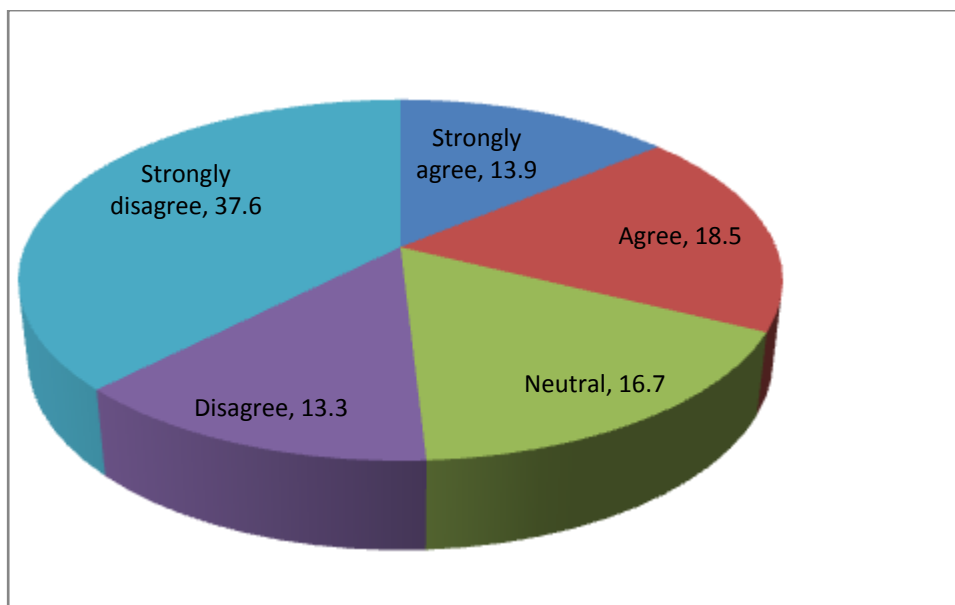


Figure 1: Technical Challenge faced by students during online learning

Table 1 show that students faced a number of challenges of online learning during COVID-19. 13.9% of the students strongly agreed that they faced technical issues and 18.5% agreed with some reservation about facing technical challenges during online learning. Approximately 50.9 (37.6+13.3) % of students did not agree with facing technical challenges during online learning. 16.7% students were indecisive about the issue.

If we go in further detail it has been found that the majority of the students, that is, 69.8% strongly disagree and 2.1% disagree to face any challenges related to access of internet for their online classes. Around 43.7% (20.8+22.9) % find electricity failure as an issue as they are not able to attend their online classes due to it. 36.5% (17.7 + 18.8) % did not find it as an issue. 19.8% were neutral or indecisive about it.

During the covid-19 parents as well as children were at home. 32.6 (16.8 + 15.8) % found that they could not concentrate during online classes due to lack of independent seating space but 44.2 (20 + 24.2) % disagreed with that and 23.2%. % were indecisive about the issue.

Distractions**Table 2: Distractions faced by students during online learning**

S.No.		Statements	Strongly agree(%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree(%)
1.	Distractions	I am not able to resist chatting with my friends during online classes.	18.8	18.8	24	21.9	16.7
2.		I watch shows on OTT platforms during my online classes .	10.4	9.4	13.5	12.5	54.2
3.		Surrounding noise/activities (Street hawkers/ doorbells/ neighbours) distract me during my online classes.	22.9	19.8	20.8	14.6	21.9
4.		Constant nagging by my parents irritates me during my online classes.	15.6	12.5	18.8	16.7	36.5
5.		I feel the urge to binge eat during my online classes.	19.8	18.8	18.8	17.7	25
		Average	17.5	15.86	19.18	16.68	30.86

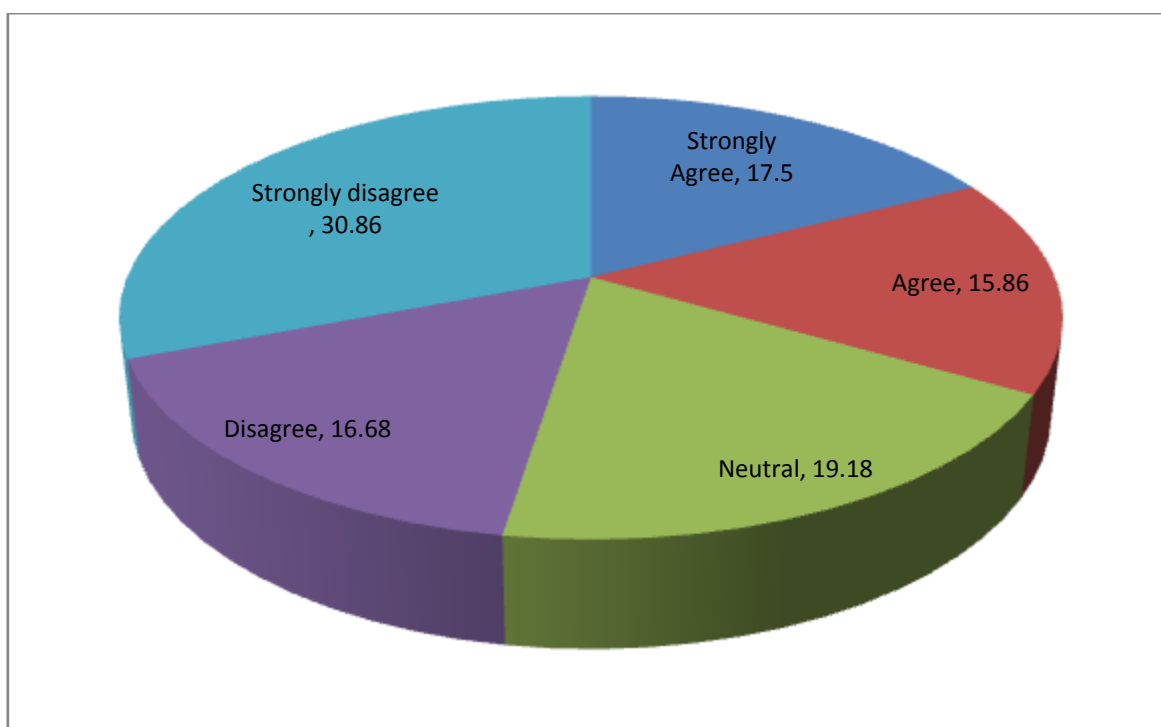


Figure 2: Distractions faced by students during online learning

Students also faced a number of distractions during COVID-19.

33.3 (17.5+15.8) % remained distracted due to one or the other issue. 47.5 (30.8+16.86)% disagree with facing any type of distraction during online learning. Still 19.18% were indecisive about facing any distraction.

Further going in detail, the majority of the students, 37.6 (18.8+18.8)% agreed that they were distracted during online classes as they could not resist chatting with their friends during the classes. Almost equal percentage 38.6(21.9+16.7)% disagreed with it and 24% were neutral. Approximately 19.8 (10.4+9.4)% accepted that they watched the OTT platform during their online classes but the majority 66.7 (54.2+12.5)% disagreed. 13.5% were neutral about it. Surrounding noises seem to be a major source of distraction during the online classes 42.7(22.9 + 19.8)% agreed to it but almost 36.5(14.6 + 21.9)% disagreed with this issue and 20.8% were indecisive/ neutral about it.

28.1(15.6 + 12.5)% agreed that they get irritated by constant nagging from their parents during their online classes but 43.2 (36.5+16.7)% disagreed with it. The tendency to binge eat has increased during the online classes. 38.6 (19.8 + 18.8) % agreed to it but 42.7(25+ 17.7)% felt against it and 18.8% were neutral.

Relationship challenges**Table 3: Relationship Challenges faced by students during online learning**

S.No.		Statements	Strongly agree(%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree(%)
1.	Relationship challenges	I feel that Online classes have compromised the bond between me and my teachers.	36.5	29.2	16.7	7.3	10.4
2.		I find it difficult to ask questions from my teacher during online classes.	27.1	26.0	17.7	13.5	15.6
3.		There is no one-on-one interaction with teachers to clear doubts during online classes.	34.4	20.8	16.7	16.7	11.5
4.		I find it difficult to collaborate with classmates during online classes.	43.8	20.8	14.6	12.5	8.3
5.		Conflict arises between me and my brother/sister due to sharing of devices.	8.3	2.1	12.5	13.5	63.5
		Average	30.02	20	15.64	12.7	21.86

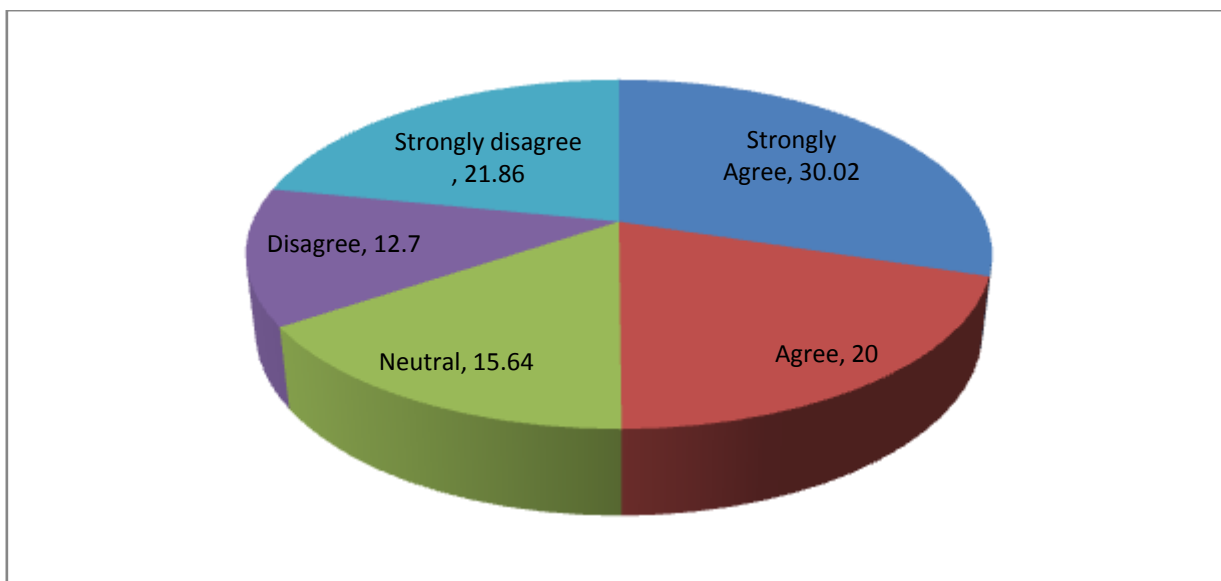


Figure 3: Relationship Challenges faced by students during online learning

Online learning process has also affected the relationship with parents, siblings, friends and teachers etc. 50.02(30.02+20)% agreed to having disrupted relationships with teachers, classmates, siblings, etc., whereas 34.56 (21.86+12.7)% were against this view. 15.64% were indecisive.

Further details showed that 65.7 (36.5 + 29.2) % of students agreed having disrupted relationships with teachers due to online classes, 53.1 (27.1+ 26)% even find it difficult to ask questions from their teachers during online classes. A large percentage 55.2(34.4+ 20.8)% agreed having missed the one-on-one interaction with the teachers to clear doubts, Students were finding it difficult to collaborate with their peers during the online classes 64.6(43.8 + 20.8)% agreed and only 20.8(12.5 + 8.3)% disagreed 14.6% had no opinion about it. Most of them, that is, 77 (13.5 + 63 5.5) % felt that there was no conflict between them and siblings on sharing devices during online learning. Only 10.4% felt it otherwise.

Health Challenges**Table 4: Health Challenges faced by students during online learning**

S.No		Statement	Strongly agree(%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree(%)
1.	Health Challenges	I feel lethargic while attending online classes.	39.6	21.9	22.9	4.2	11.5
2.		I get headaches after attending online classes.	39.6	24	14.6	12.5	9.4
3.		My vision gets blurred and I feel strain on my eyes during online classes.	37.5	22.9	14.6	14.6	10.4
4.		My back hurts after long sessions of online classes.	53.1	25	7.3	6.3	8.3
5.		I have felt changes in my sleep pattern due to online classes.	45.8	21.9	12.5	5.2	14.6
		Average	43.12	23.14	12.38	8.56	10.84

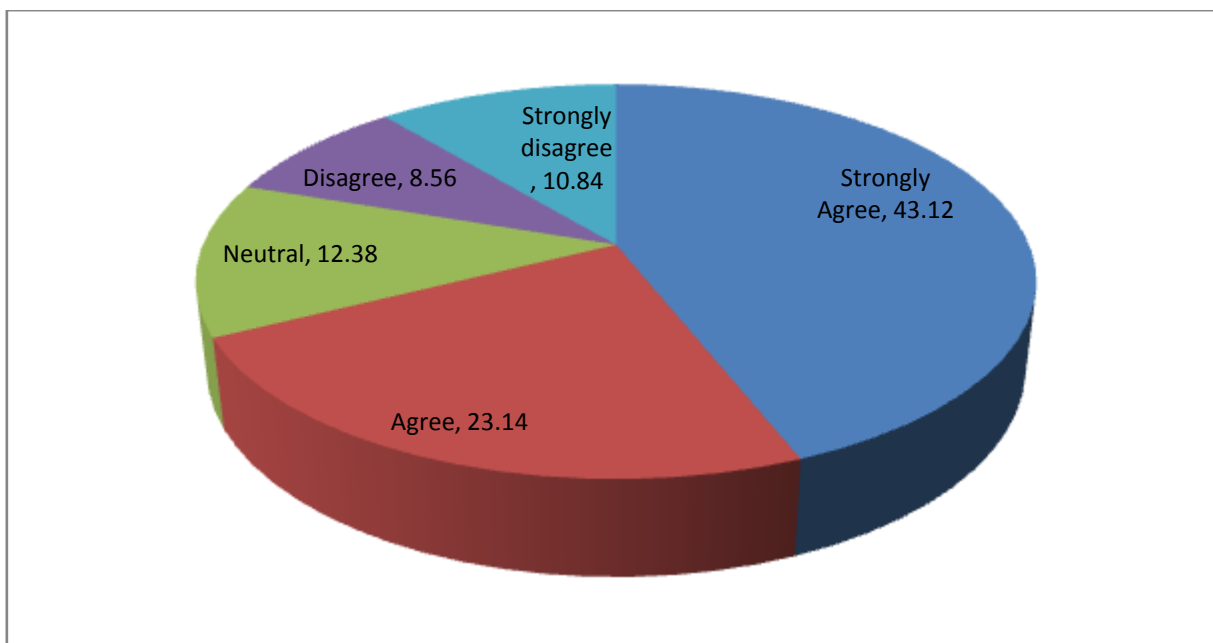


Figure 4: Health Challenges faced by students during online learning

Yet another kind of challenge faced by students during the online learning process was health issues. 66.36 (43.12+23.14)% faced a number of health issues during online learning. 19.40 (10.84+8.56)% had not faced any health issues.

Looking in detail, it has been found that 61.5(39.6 + 21.9)% agreed that they felt lethargic during the online classes, only 15.7 (11.5+4.2)% disagreed with this.

63.6(39.6+ 24)% got headaches after attending online classes, 60.4 (37.5 + 22.9)% got blurred vision during the online classes, only 25 (10.4+14.6)% disagreed with having any kind of vision problem.

Very large percentage, 78.1 (53.1 + 25)% felt that their back hurts after long sessions of online classes and only 14.6 (8.3 + 6.3) % disagreed with this.

67.7(45.8+21.9)% agreed to having changes in their sleep pattern due to online classes. only 19.8(14.6+5.2)% disagreed to this.

Psychological Challenges**Table 5: Psychological Challenges faced by students during online learning**

S.No.		Statements	Strongly agree(%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree(%)
1.	Psychological Challenges	I find it difficult to concentrate during online classes as I keep thinking about other things.	36.5	21.9	21.9	10.4	9.4
2.		I feel annoyed due to back to back online classes.	56.3	16.7	12.5	7.3	7.3
3.		I feel that learning during physical classes is more motivating than during online classes.12.5	67.7	12.5	9.4	4.2	6.3
4.		I feel a lack of self-discipline during online classes.	35.4	26	16.7	10.4	11.5
5.		I feel lonely during online classes since I don't have anyone to interact with.	29.2	20.8	22.9	14.6	12.5
		Average	45.02	19.58	16.68	9.38	9.4

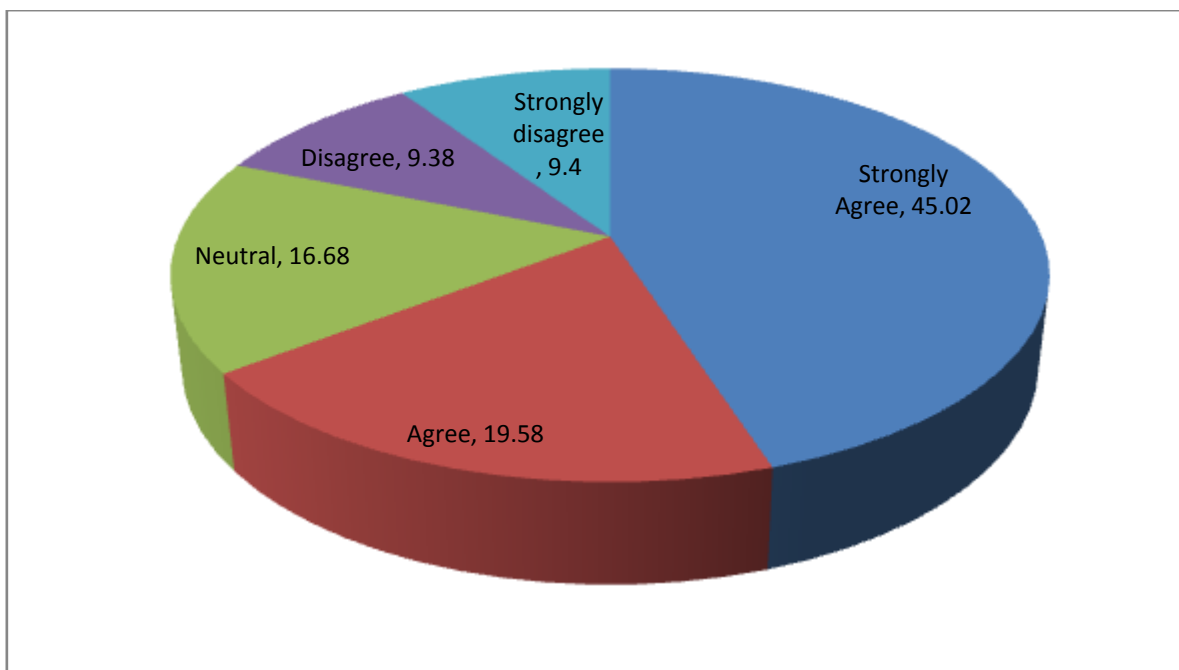


Figure 5: Psychological Challenges faced by students during online learning

Online learning has also affected the psychological set up. It has affected their concentration, motivation, self discipline etc. 64.6. (45.02+19.58)% faced psychological issues. Only 18.8(9.4+9.38)% felt it otherwise.

The detailed analysis showed that 58.4(36.5+21.9)% agreed to facing difficulty concentrating during online classes as they keep on thinking about other things. 73(56.3+16.7)% felt annoyed due to back to back online classes. Only 14.6(7.3+7.3)% felt it otherwise. Majority students, 80.2(67.7+12.5)% felt that learning during physical classes was more motivating than during online classes. 50(29.2+20.8)% agreed to feeling lonely during online classes due to lack of physical interaction with anyone. Only 27(12.5+14.6)% felt it otherwise.

Table6: Mean Difference for the scores of technical challenges faced in online learning between male and female students during COVID-19

Variable	Gender	N	Mean	SD	SEM	df	t-value	Level of Significance
Technical Challenges	Male	48	10.19	2.49	.359	94	-0.899	NS
	Female	48	10.65	2.50	.362			

Table 6 shows the mean difference for the scores of technical challenges faced in online learning between male and female students during COVID-19. The mean scores of technical challenges for 48 male and 48 female students are 10.19 and 10.65 respectively and standard deviation is 2.49 and 2.50 respectively. The t-value has been found to be -

0.899 for 94 degrees of freedom. The t-value has not found to be significant at 0.05 levels of significance. Thus the hypothesis, “There is no significant difference in the mean scores of technical challenges faced in online learning between male and female students during COVID-19 ” has been accepted. This means that the technical challenges faced while learning online by male and female students during COVID-19 are not significantly different.

Table7: Mean Difference for the scores of distractions faced in online learning between male and female students during COVID-19

Variable	Gender	N	Mean	SD	SEM	df	t-value	Level of Significance
Distractions	Male	48	12.40	4.92	.709	94	-2.678	.01
	Female	48	14.94	4.37	.630			

Table 7 shows the mean difference for the scores of distractions faced in online learning between male and female students during COVID-19. The mean scores of distractions for 48 male and 48 female students are 12.40 and 14.94 respectively and standard deviation is 4.92 and 4.37 respectively. The t-value has been found to be -2.678 for 94 degrees of freedom. The t-value has been found to be significant at 0.01 levels of significance. Thus the hypothesis, “There is no significant difference in the mean scores of distractions faced in online learning between male and female students during COVID-19” may not be accepted. Since the mean scores of female students for distractions is greater than mean scores of male students for distractions thus females experienced more distractions than male students.

Table8: Mean Difference for the scores of relationship challenges faced in online learning between male and female students during COVID-19

Variable	Gender	N	Mean	SD	SEM	df	t-value	Level of Significance
Relationship Challenges	Male	48	15.25	4.92	.711	94	-1.787	.077 (NS)
	Female	48	16.96	4.43	.639			

Table 8 shows the mean difference for the scores of relationship challenges faced in online learning between male and female students during COVID-19. The mean scores of

relationship challenges for 48 male and 48 female students are 15.25 and 16.96 respectively and standard deviation is 4.92 and 4.43 respectively. The t-value has been found to be -1.787 for 94 degrees of freedom. The t-value has not found to be significant at 0.05 levels of significance. Thus the hypothesis, “There is no significant difference in the mean scores of relationship challenges faced in online learning between male and female students during COVID-19” may be accepted. This means that the relationship challenges faced while learning online by male and female students during COVID-19 are not significantly different.

Table9: Mean Difference for the scores of health challenges faced in online learning between male and female students during COVID-19

Variable	Gender	N	Mean	SD	SEM	df	t-value	Level of Significance
Health Challenges	Male	48	17.02	5.66	.816	94	-4.096	.01
	Female	48	21.17	4.15	.599			

Table 9 shows the mean difference for the scores of health challenges faced in online learning between male and female students during COVID-19. The mean scores of health challenges for 48 male and 48 female students are 12.40 and 14.94 respectively and standard deviation is 4.92 and 4.37 respectively. The t-value has been found to be -2.678 for 94 degrees of freedom. The t-value has been found to be significant at 0.01 levels of significance. Thus the hypothesis, “There is no significant difference in the mean scores of health challenges faced in online learning between male and female students during COVID-19” may not be accepted. Since the mean scores of female students for distractions is greater than mean scores of male students for health challenges thus females experienced more health challenges than male students.

Table10: Mean Difference for the scores of psychological challenges faced in online learning between male and female students during COVID-19

Variable	Gender	N	Mean	SD	SEM	df	t-value	Level of Significance
Psychological Challenges	Male	48	18.27	4.77	.688	94	-1.958	.05
	Female	48	20.08	4.29	.619			

Table 10 shows the mean difference for the scores of psychological challenges faced in online learning between male and female students during COVID-19. The mean scores of psychological challenges for 48 male and 48 female students are 18.27 and 20.08 respectively and standard deviation is 4.77 and 4.29 respectively. The t-value has been found to be -1.958 for 94 degrees of freedom. The t-value is found to be significant at 0.05 levels of significance. Thus the hypothesis, “There is no significant difference in the mean scores of psychological challenges faced in online learning between male and female students during COVID-19” may not be accepted. The mean score of females is more than males thus female experience more psychological challenges than males.

7. Results

1. About half of the student participants disagree with facing technical challenges while learning online during COVID-19 period, whereas around 1/3rd agreed with facing technical issues.
2. Around half of the student participants, that is, 47.54% disagree with facing any distractions during online learning, whereas, 1/3rd students agreed to face one or the other type of distraction during online learning.
3. Around 50% students agree to having disrupted relationships with teachers, classmates, siblings, etc., whereas around 34.5% students were against this view.
4. 2/3rd of the participants agreed to face number of health challenges during online learning, whereas, around 20% had not faced any health issues.
5. More than 2/3rd students faced psychological challenges. Only 18.8% students among the lot felt it otherwise.
6. There is no significant difference in the technical challenges faced while learning online by male and female students during COVID-19.
7. Females experienced more distractions than male students.
8. There is no significant difference in the relationship challenges faced while learning online by male and female students during COVID-19.
9. Females experienced more health challenges than male students.
10. Females experience more psychological challenges faced than male students.

7. Discussion

1. Analysis of the data collected showed that more than half the participants disagree with facing the technical challenges in online learning during the pandemic while 32.4% agree to face the challenges. The number of students disagreeing to face the

technical challenges is more as compared to the students agreeing to them may be due to the fact that the data collected is of students living in tri-city, where the facilities like computers, laptops, smart phones and fast internet is easily accessible except for few students, who can't financially afford it. Also, in places like tri-city children usually get a study friendly environment at home and make out the most out of it. Adnan and Anwar (2020) discussed in their research that most students do not have access to high speed or reliable internet services and are thus struggling with online learning; which is opposite to the results showed in this research, as majority of the students disagree with facing technical challenges.

2. The data on problems faced due to different distractions showed that around half the students (47.5%) disagree with facing any distraction during online learning and one third accepted facing problems due to distractions. 43% of students found surrounding sounds and activities to be distracting. Sounds like doorbells, street hawkers, neighbours, etc. are the sources of distractions. Dontre (2020) in his research highlighted the influence of distractions on students and how these have an impact on student's academics. He also stated that sometimes students are not particularly engaged in class but are also not distracted by media and other factors, which is supporting this research as 47.5% (majority) students don't face major distractions during online education.
3. The data analysis on relationship challenges faced by students in online mode of learning showed that around 50% of the students agreed upon having disrupted and strained relationships with their teachers, classmates, siblings, etc. Communication can be classified as- verbal and non- verbal. In online mode non verbal communication is compromised a lot which may lead to misunderstandings and confusion. 53% of the students felt that they were not able to ask questions during online classes and 55% students agreed upon not being able to clear their doubts due to lack of one-on-one interactions with teacher . The results showed that 64% of the students found it difficult to collaborate with their fellow classmates because of online mode of teaching. It is supported by Jena (2020) in her research that students are facing many challenges; they often feel lonely and are unable to share feelings with peers. Though the student's relationship with their fellow students and teachers seems to have been strained, the results show that maximum number of people disagreed upon having conflicts between their brother/sister due to sharing of devices. This result can be explained by the fact that the data is of the students of

tri city where more number of children have their own mobile phones and sometimes even laptops.

4. The data on health challenges faced by students showed that $2/3^{\text{rd}}$ of the participants agreed upon facing various health issues due to online mode of learning. 67% agreed upon having changes in their sleep patterns, 64% got headaches after attending online classes, 61% of the participants agreed on having blurry vision and strained eyes due to online modes. Strained eyes, headaches and disrupted sleep patterns are all co related. These health problems which have been amplified due to the online mode of teaching where students have to focus on a small screen for long hours. This strains their eyes which further leads too headaches and in turn leads to changes in sleep cycle of students. 62% of the participants agreed upon feeling lethargic while attending the online class and 78% agreed upon having back pains after long sessions of online classes. These health problems are also correlated, as due to long hours of sitting near a laptop/mobile screen to attend the classes may lead to back pains which may further lead to lethargy (supported by Jindal, Kaur, Warer, & Verma ,2020 and Martin, 2011). It is also possible that due to fewer movements in online mode of teaching the muscles and bones of children weaken and hence they start to feel more lethargic as compared to when they were physically able to attend the classes.
5. Like health problems students also faced psychological challenges. The data analysis showed that more than $2/3^{\text{rd}}$ of the participants faced psychological challenges. Problems like difficulty in concentrating, lack of motivation to study, lack of self-discipline during class, feeling annoyed due to back-to-back classes and feeling lonely during online classes due to lack of interaction; were some problems on which majority of participants agreed upon. This may be because it is difficult to concentrate on a screen for long hours to study which leads to lack of motivation in students. During the offline mode of learning the students interact face to face with teachers and their friends which is not possible in online mode hence the students feel lonely. Also the monotonous back to back online classes cause many other psychological issues and they become more annoyed and depressed. Jindal, Kaur, Warer, & Verma (2020) also highlighted the correlation between screen time and psycho-emotional wellbeing of students. Pwanto & Julyanto (2020) in their research paper studied the various challenges faced by the students like they find it difficult to concentrate and don't have the motivate to attend classes for long

periods of time, which is again interrelated to this research as more than 2/3rd students undergo psychological challenges.

8. Conclusion

During the pandemic, online mode of learning came as a rescue for continuing the education worldwide. But it brought many challenges for the students. The intensity of the challenges may vary from student to student and place to place. More research on such issues is needed to be conducted.

School administrations, parents and authorities should be aware of these issues, so as to find solutions and make policies for the future .

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