

Online Teaching Difficulty of High School Teachers

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Abstract

This study investigates the online teaching difficulties faced by high school teachers, particularly in the context of the shift toward digital education. The research focuses on two major variables: years of teaching experience and locality (urban and rural). A quantitative structured interview method was used, involving 50 high school teachers from four schools in Chennai district. The findings reveal that there is no significant difference in online teaching difficulties based on years of teaching experience. However, a significant difference was observed with respect to locality, where rural teachers experienced greater challenges due to limited internet access, lack of technological resources, insufficient training, and minimal support. The study highlights the need for improved infrastructure and targeted support systems to enhance the effectiveness of online teaching, especially in rural areas.

Keywords: Online Teaching, Teaching Difficulties, High School Teachers, Digital Education, Locality.

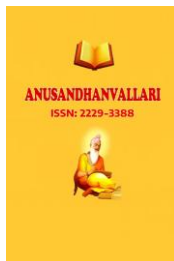
Introduction

The rapid advancement of technology has transformed various sectors, including education. Online teaching has emerged as a vital mode of instruction, particularly during situations like the COVID-19 pandemic. While it offers flexibility and accessibility, it also presents several challenges for teachers. High school teachers, who play a crucial role in shaping students' academic and career paths, often encounter difficulties in adapting to digital platforms, managing virtual classrooms, and ensuring effective student engagement. Online teaching requires not only subject expertise but also technological proficiency, proper infrastructure, and institutional support. These challenges may vary depending on factors such as teaching experience and geographical location. Teachers in rural areas, in particular, may face additional barriers due to limited access to digital resources. Therefore, this study aims to explore the extent of online teaching difficulties among high school teachers and examine how these challenges differ based on experience and locality.

Definition Of Key Terms

Teaching Difficulty: A teaching difficulty refers to any problem or challenge that a teacher faces while trying to help students understand and learn a subject effectively.

High School Teacher: A high school teacher is people who teaches academic subjects to teenage students in secondary schools and prepare them for exam and future careers.



Significance Of The Study

This study is important as it highlights the real challenges faced by high school teachers in adapting to online teaching. With the increasing reliance on digital education, understanding these difficulties is essential for improving the overall teaching–learning process. The study helps in identifying the key factors that influence online teaching effectiveness, particularly teaching experience and locality. By revealing that locality plays a significant role, the research draws attention to the disparities between urban and rural educational environments, especially in terms of access to technology, internet connectivity, and institutional support. It is also significant for teachers, as it brings awareness to common issues they face and encourages the development of better coping strategies and professional skills in digital teaching. For school administrators and policymakers, the study provides useful insights to design training programs, allocate resources, and implement supportive measures for teachers. Furthermore, the study contributes to the existing body of knowledge on online education by providing empirical evidence from the Chennai district. It can serve as a reference for future researchers who wish to explore similar issues in different contexts or expand the study with larger samples.

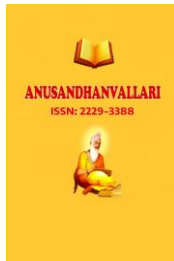
Review Of Related Studies

Wahyuni, Sri; Etfita, Fauzul; Alkaira, Nadya (2022) reviewed on "Students preferences and challenges in Learning English fully online with Google Classroom." The main purpose of this study was to determine how high school students' preferences and challenges in Pekanbaru city employing in Google Classroom to learn English. The researchers used descriptive study involved thirty high school and vocational high school students as the sample who obtained through purposive sample technique. The final result reveal that Google Classroom was quite effective in helping students replace the learning process during a pandemic with an online learning system.

Poroçani, Natasha; Lumani Zaçellari, Manjola (2022) reviewed on "Challenges of Distance Didactics (Data and Recommendations)" The aim of this study to analysing the problems of distance learning in terms of didactic emergencies. It focuses on bringing ideas on the remodelling of didactic programming, by making use of technological tools, on identifying the novelties of didactic strategies and on evaluating the internal and external cooperation between the system and the extra system. The study uses qualitative methods. The authors also observed 1503 online teaching hours, including the Zoom and Moodle platforms. Surveys and interviews with 205 students from two private high schools in two cities in Albania, were conducted. Based on their data we identified the advantages and disadvantages of the new teaching process (on line). From the observations made, we have reached some data and suggestions regarding the instrumentalization of the new didactics that is already a reality.

Objectives Of The Study

- To find out whether there is a significant difference in Online teaching difficulties of high school teachers with respect to Years of teaching Experience.
- To find out whether there is a significant difference in online teaching difficulties of high school teachers with respect to Locality.



Hypotheses Of The Study

- There is a significant difference in online teaching difficulties of high school teachers with respect to Years of teaching experience.
- There is a significant difference in online teaching difficulties of high school teachers with respect to Locality.

Methodology

The researcher has adapted the Quantitative Structured interview method for the study. This research reveals the live experiences of teachers about online teaching difficulties around Chennai district. In Face-to-Face interview method the researcher selected 50 teachers from the four schools.

Analysis

Hypothesis 1: There is a significant difference in online teaching difficulties of high school teachers with respect to years of teaching experience.

Variable	Teaching Experience	N	Mean	Standard deviation	't' – value	Remarks (@95%)
Online Teaching Difficulties	Above 10 years	30	34.10	3.021	0.846	NS
	Below 10 years	20	33.30	3.629		

(@5% level of significance the table value of 't' is 1.96)

From the above table, it shows that the Online Teaching Difficulties mean score of Above 10 years teaching experience (34.10) is lesser than the Online Teaching Difficulties mean score of Below 10 years teaching experience (33.30). The Calculated t-value (0.846) is lesser than the table value (1.96) at 0.05% level of significance. Thus, there is no significant difference in Online Teaching Difficulties of high school teachers with respect to years of Teaching experience. Hence, the alternative hypothesis is rejected.

Hypothesis 2: There is a significant difference in online teaching difficulties of high school teachers with respect to Locality.

Variable	Locality	N	Mean	Standard deviation	't' – value	Remarks (@95%)
Online Teaching Difficulties	Urban	44	33.41	3.28	2.265	S
	Rural	6	36.50	1.37		

(@5% level of significance the table value of 't' is 1.96)

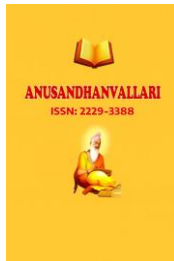
From the above table, it shows that the Online Teaching Difficulties mean score of Urban (33.41) is greater than the Online Teaching Difficulties mean score of Rural (36.50). The Calculated t-value (2.265) is greater than the table value (1.96) at 0.05% level of significance. This may be due to the reason that rural area teachers are having more teaching difficulties in online teaching. This study found rural area teachers did not have sufficient internet connection, family support, gadget for teaching, training to online teaching. Thus, there is a significant difference in Online Teaching Difficulties of high school teachers with respect to Locality. Hence, the alternative hypothesis is accepted.

Major Findings

- There is no significant difference in Online Teaching Difficulties of high school teachers with respect to years of teaching experience.
- There is a significant difference in Online Teaching Difficulties of high school teachers with respect to Locality. This study found rural area teachers did not have sufficient internet connection, family support, gadget for teaching, training to online teaching.

Recommendations

- Schools should provide regular training programs to improve teachers' digital skills and confidence in using online teaching platforms.
- Government and educational authorities must improve internet connectivity and infrastructure, especially in rural areas.
- Schools can establish technical support teams to assist teachers during online classes.
- Teachers should be encouraged to adopt interactive teaching methods (videos, quizzes, discussions) to improve student engagement.
- Institutions should supply adequate digital devices (laptops, tablets, etc.) to teachers who lack access.
- Special attention should be given to rural teachers through targeted support programs and incentives.



Conclusion

This study examined the online teaching difficulties faced by high school teachers in Chennai district, focusing on years of teaching experience and locality. The findings revealed that teaching experience does not significantly influence the level of difficulty faced in online teaching. However, locality plays a crucial role, as teachers in rural areas experience significantly greater challenges compared to their urban counterparts. The difficulties faced by rural teachers are mainly due to inadequate internet access, lack of technological resources, insufficient training, and limited institutional support. These findings highlight the digital divide in education and emphasize the need for immediate improvements in infrastructure and teacher support systems. The study suggests that for online education to be effective and inclusive, equal opportunities and resources must be provided to teachers across different regions. Addressing these challenges will not only improve teaching effectiveness but also enhance students' learning outcomes.

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