BHARATI INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH & DEVELOPMENT (BIJMRD)

(Open Access Peer-Reviewed International Journal)

DOI Link : https://doi.org/10.70798/Bijmrd/04050008

Available Online: www.bijmrd.com | BIJMRD Volume: 4 | Issue: 05 | May 2026 | e-ISSN: 2584-1890

Challenges Faced by Students And Teachers in Online Teaching During The Covid-19 Pandemic in Tiruchirappalli District

Dr. S. Rajeswari[1], Dr. A. Sheikabdulsalam[2] & Dr. T. Thangadurai[3]

1. Assistant Professor, Department of Social Work, Jamal Mohamed College (Autonomous), (Affiliated to Bharathidasan University), Tiruchirappalli
2. Assistant Professor, Department of Social Work, Jamal Mohamed College (Autonomous), (Affiliated to Bharathidasan University), Tiruchirappalli
3. Guest Lecturer, Department of Social Work, BRPT Dr. M. G. R. Govt. Arts & Science College, Palacode, Dharmapuri

Abstract: *This research paper illustrates the multiple problems encountered by both the students and teachers during this time and also how the COVID-19 pandemic has altered the learning methodology for the students. The researcher collected the data from 100 students and 100 teachers from various streams of education with the help of a structured interview schedule by employing a purposive sampling technique. 58.8% of students studying online and 83.2% of the teachers imparting the online lessons had been teaching/learning for the first time due to COVID-19 pandemic and they were readily learning new techniques/methods for the same. The researcher discovered that the various methods used for teaching/learning online are Zoom, Google Meet and Google Classroom. 81.6% of students and 97.3% of teachers encountered several issues during the learning process but contacting the remotest areas students and imparting teaching to numerical subjects were the difficult aspects. About 75.6% students and 92.5% teachers felt a lack of motivation towards online teaching/learning due to less touch/relationship between the students and teachers and more demand on computer, software, electricity supply and bandwidth supply was high. 91.6% of students and 95.6% of teachers encountered issues of connectivity with technical failures and they asked for help from their teacher to resolve these issues which resulted in breaking the continuity. 81.6% of teachers expressed that the physical classroom environment promotes students' participation and students cannot sleep during online lessons because of their webcam and they feel it to be better when it comes to paying special attention to students, however, the usage of e-learning modules can also improve student participation.*

Keywords: *Online Teaching, Covid-19 Pandemic, Students, Teachers and Challenges.*

Introduction: The COVID-19 pandemic brought an unparalleled interruption to educational systems throughout the world; thus institutions were compelled to stop face-to-face teaching and adopt online methods in rapid sequence. The UNESCO (2020) has reported that closure of education institutions concerned more than 1.6 billion learners, indicating the demand for other forms of learning and teaching; thus online education emerged as an urgent necessity.

Online teaching refers to teaching which is implemented online where learning activities are set to take place at a distance with an online component by utilizing a host of Internet-related tools. This rapid shift from traditional to online learning environments forced both students and instructors to adapt to unfamiliar technologies and learning styles, but also promoted a shift from instructor-centered to learner-centered pedagogical practices as alluded to by Alison King (1993) when describing the switch from "sage on the stage" to "guide on the side."

However, in spite of the opportunities that it opened up, the quick adoption of online teaching was riddled with a variety of challenges. From the learner's point of view students in developing countries such as India suffered from unreliable internet facilities, lack of digital devices, loss of motivation and reduced participation in virtual classrooms. Teachers faced problems in adapting to digital tools and managing an online classroom along with revamping curriculum and course material for digital teaching. As Dhawan Shivangi (2020) noted, though there was convenience and accessibility, online learning laid bare technological infrastructure barriers, digital literacy limitations and issues of learner involvement.

In addition to this, the gap between technology users and unprepared educational institutions exacerbated these difficulties, thereby reducing the effectiveness of the teaching-learning process. Moreover, the OECD (2020) reiterated that inequity in learning opportunities were also due to differences in technology access and digital skills of individuals. Hence, the need to identify students' and teachers' issues in online teaching becomes more crucial for better online and blended learning strategies in the future.

The process of learning is continuous and throughout life where individuals gain knowledge, skills, and competence for their personal and professional development. It is essential because UNESCO (2015) stresses on importance of learning and the concept of education as a vital source to empower human beings and support sustainable development. Here teachers and students have a significant role to play in an effective teaching-learning process.

The Corona Virus outbreak has caused unparalleled crises for educational systems around the world. Following countrywide closures of schools to stop the spread of the virus over 1.6 billion learners are unable to attend their schools and colleges (UNESCO, 2020). Therefore, there has been rapid and unprecedented transition from classroom to online mode of learning. This altered the normal teaching-learning model creating an unusual demand in developing countries such as India who were neither prepared nor capable.

Online teaching is the implementation of the teaching methods via Internet-based media where learners gain access to education offsite. It forced instructors to learn new ways to implement and utilize the technologies available to teach effectively. Also it helped to further the learning experience from the teacher-centered environment to a more student-centered one. Alison King (1993) defines it as changing the role from the "sage on the stage" to the "guide on the side".

However, the immediate adoption of online learning unveiled numerous student and teacher challenges. Numerous problems occurred for students, ranging from lack of digital access, weak and intermittent internet service, unfavourable home learning conditions, reduced student engagement and motivation. Issues of poor access for students residing in rural and economically disadvantaged locations was significant as it demonstrated the digital disparity in educational settings. In addition, teachers encountered numerous problems. These included a lack of adequate technological know-how, absence of training on online pedagogical practices, an increased workload, and a decrease in teacher student engagement.

Apart from the technical problems faced by online teaching-learning processes, there are also social and psychological issues. Students encountered with problems such as stress and anxiety, lack of communication with their classmates whereas teachers faced teacher-burnout and the problem of work-life balance. This absence of physical interaction has reduced the effectiveness of the teaching-learning process, which had not given any effective feedback to immediate doubts of the student.

Therefore, although online teaching is crucial for continuous learning during COVID-19 crisis, it has revealed many crucial issues to overcome the future education, to promote a robust, equitable education system for the future by the confluence of traditional classroom and technology under the name of blended learning method.

Statement of the Problem: In India, online teaching is difficult for many students due to lack of technology. Teachers record their lessons and send and copy them on CDs or disks via email, and students who do not have such facilities use the shared facilities. Even if classes are taken with the camera on, there is not much of student interaction, as in a classroom. When school was closed, online education has emerged, probably the best mode for the higher classes. But the teachers are having trouble catching up with the technology, keeping the students interested and in not being able to sit with their students and work out their problems hands on. Unlike students in a typical classroom, these instructors cannot see the body language of the students' to get a remote read on their understanding of the subject material and interactions with other students, therefore they will have to work very hard to keep the students' interested and will have to adapt themselves in the time.

Objectives

1. To describe the socio-demographic profile of the respondents
2. To study the various challenges faced by the respondents in online teaching during COVID-19 pandemic.
3. To know about the level of satisfaction of the respondents with online teaching methods

Methodology: The researcher adopted Descriptive research design to study this problem and the present study has been summarized conducted with the support of primary data collected through a field survey with a well structured interview schedule with the application of purposive sampling techniques in Tiruchirappalli District of Tamil Nadu, between the periods of December 2025- January 2026and analyzed with the help of the SPSS package to draw suitable statistical analysis to put forth the results to various platforms.

Analysis And Interpretation

Socio-Demographic Profile of Students

Table – 1: Distribution of the Respondents by their Age, Gender and Religion

1.	***Age***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	18-21 Years	24	24%
	22-25 Years	69	69%
	26-27 Years	07	07%
2.	***Gender***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	Male	57	57%
	Female	43	43%
3.	***Religion***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	Hinduism	56	56%

	Christianity	32	32%
	Islam	12	12%

Source: Computed from Primary data

Age: Age plays a pivotal role in determining one's status and role in society. It is seen from the above table that out of the total 100 respondents, the majority 69(69%) of the respondents were between the age group of 22-25 years; followed by that nearly one fourth 24(24%)and few 7(7%) of them were between the age groups of 18-21 years and 26-27 years, respectively.

Gender: As far as gender was concerned, that more than half 57(57%) of the respondents were male and the remaining less than half 43(43%) of them were female.

Religion: It is obvious from the study of the data given in the above table that out of the total 100 respondents, more than half 56 (56%) of the respondents belong to Hinduism (Hindus); followed by that more than one fourth 32 (32%) and less than one fourth 12 (12%) of them belong to Christianity (Christian) and Islam (Muslim) respectively.

Table – 2: Distribution of the Respondents by their Educational Qualification and Type of Educational Institutions

1.	***Educational Qualification***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	Higher Secondary	24	24%
	Undergraduates	49	49%
	Post Graduates	9	9%
	Technical	18	18%
2.	***Type of Educational Institutions***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	Private Tuition Academics	4	4%
	Government Higher Secondary Schools	13	13%
	Private Higher Secondary Schools	11	11%
	Government Colleges	26	26%
	Private Colleges	31	31%
	Universities	15	15%
3.	***Type of Medium***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	Tamil	42	42%
	English	58	58%

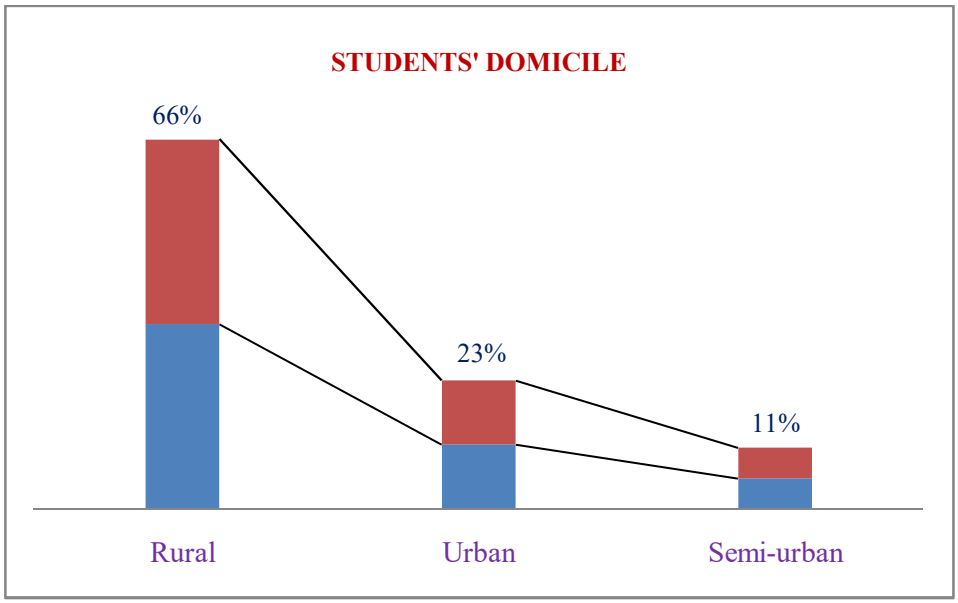
Source: Computed from Primary data

Educational Qualification: The above table reflects that the educational qualifications of the respondents. Out of 100 respondents nearly half 49(49%) of the respondents were studied undergraduates; followed by that nearly one fourth 24 (24%), less than one fourth 18 (18%) and 9 (9%) of them studied higher secondary levels of education, technical education, and post-graduates respectively.

Type of Educational Qualification: The above table depicts that more than one fourth 31 (31%) of the respondents were studied in private colleges; followed by that more than one fourth 26 (26%), less than fourth 15 (15%), 13 (13%), 11 (11%) and 4 (4%) of them were studied in government colleges, universities, government higher secondary schools, private higher secondary schools and private tuition academics respectively.

Type of Medium: The above table indicates that more than half 58(58%) of the respondents were studied in English medium, and the remaining less than one fourth 42(42%) of themwere studied in Tamil medium.

Diagram: 1



**** Source: Computed from Primary data***

The above diagram expresses the students' domicile majority 66 (66%) of the respondents were living in rural areas; followed by that nearly one fourth 23 (23%) and less than one fourth 11 (11%) of them were living in urban and semi-urban areas respectively.

Socio-Demographic Profile of Teachers

Table – 3: Distribution of the Respondents by their Age, Gender and Religion

1.	***Age***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	23-27 Years	6	6%
	28-32 Years	8	8%
	33-40 Years	28	28%
	Above 40 Years	58	58%
2.	***Gender***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	Male	42	42%
	Female	58	58%

3.	***Religion***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	Hinduism	42	56%
	Christianity	19	32%
	Islam	39	12%

Source: Computed from Primary data

Age: The age table shows that more than half 58 (58%) of the respondents were belongs to age group of above 40 years; followed by that more than one fourth 28 (28%) , few 8 (8%) and 6 (6%) of them were between the age groups of 33-40 years, 28-32 years and 23-27 years respectively.

Gender: As far as gender was concerned, that more than half 58(58%) of the respondents were female and the remaining less than half 42(42%) of them were male.

Religion: It is obvious from the study of the data given in the above table that out of the total 100 respondents, less than half 42 (42%) of the respondents belong to Hinduism (Hindus); followed by that more than one fourth 39 (39%) and less than one fourth 19 (19%) of them belong to Christianity (Christian) and Islam (Muslim) respectively.

Table – 4: Distribution of the Respondents by their Educational Qualification and Type of Educational Institutions

1.	***Educational Qualification***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	Higher Secondary	14	14%
	Undergraduates	59	59%
	Post Graduates	9	9%
	Technical	18	18%
2.	***Designation***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	Teachers	24	24%
	Assistant Professors	62	62%
	Associate Professors	12	12%
	Professors	2	2%
3.	***Type of Educational Institutions***	**No. of Respondents (N*=100)**	**Percentage (100%)**
	Government Higher Secondary Schools	6	6%
	Private Higher Secondary Schools	20	20%
	Government Colleges	11	11%
	Private Colleges	52	52%
	Universities	11	11%

	Type of Medium	No. of Respondents (N*=100)	Percentage (100%)
4.	Tamil	24	24%
	English	76	76%

Source: Computed from Primary data

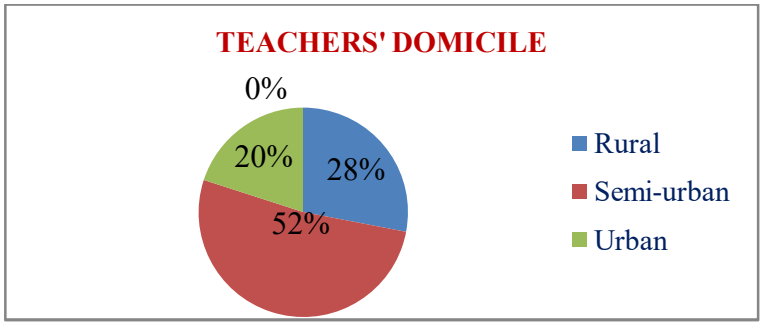
Educational Qualification: The above table reflects that the educational qualifications of the respondents. Out of 100 respondents more than half 59 (59%) of the respondents studied undergraduates; followed by that less than one fourth 18 (18%), less than one fourth 14 (14%) and 9 (9%) of them studied technical education, higher secondary level of education, and postgraduates, respectively.

Designation: Of the total respondents majority 62(62%) of the respondents worked as Assistant Professors in government, universities, and Private colleges; followed by that nearly one fourth 24(24%), 12 (12%) and few 2(2%) of them worked as teachers in government and private schools**,** Associate Professors in government, private, and universities; and Professors in universities, respectively.

Type of Educational Qualification: The above table shows that more than half 52(52%) of the respondents were studied in private colleges**;** followed by that less than one fourth 20(20%), less than fourth 11(11%), and 6 (6%) of them were studied in private higher secondary schools, government colleges, universities, and government higher secondary schools, respectively.

Type of Medium: According to the above table, more than three-fourths (76%) of respondents worked in English medium, while the remaining less than one-fourth (24%) worked in Tamil medium.

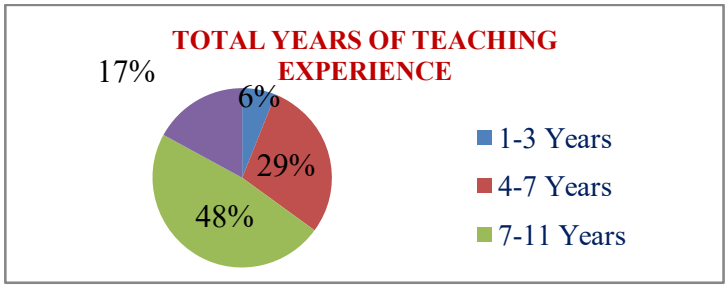
Diagram: 2



**** Source: Computed from Primary data***

The above diagram shows the domicile of the respondents more than half 52 (52%) of the respondents were living in semi-urban areas; followed by that more than one fourth 28 (28%) and less than one fourth 20 (20%) of them were living in rural and urban areas respectively.

Diagram: 3



**** Source: Computed from Primary data***

As the above chart explains, while analyzing, nearly half 48 (48%) of the respondents had 7-11 years teaching experience; followed by that more than half 29 (29%), less than half 17 (17%)and few 6 (6%) of them had 4-7 years, above 11 years, and 1-3 years of teaching experience, respectively.

Challenges faced by students and Teachers in online Teaching

Table – 5: Distribution of the Respondents by their Platform and Methods used for conducting Online Classes

S. No	*Platform used to conduct online classes*	Students		Teachers	
		No. of Respondents (N*=100)	**Percentage (100%)**	**No. of Respondents (N*=100)**	**Percentage (100%)**
1.	Zoom	12	12%	4	4%
2.	Google Meet	46	46%	62	62%
3.	Google Classroom	18	18%	14	14%
4.	Institutional learning management software	24	24%	20	20%
	Total	100	100%	100	100%

Source: computed from primary data

Platform used to conduct online classes: Of the total respondents, less than half 46 (46%) of the respondents had conducted online classes in Google Meet; followed by that nearly one fourth 24 (24%), less than one fourth 18 (18%) and 12 (12%) of them had conducted online classes in institutional learning management software, Google Classroom, and Zoom, respectively.

Of the total respondents majority 62 (62%) of the respondents had conducted online classes in Google Meet; followed by that less than one fourth 20 (20%), less than one fourth 14 (14%) and 4 (4%) of them had conducted online classes in institutional learning management software, Google classroom and Zoom respectively.

Table – 6: Distribution of the Respondents by their Level of Understanding, Learning and Teaching

S. No	*Particulars*	Students		Teachers	
		No. of Respondents (N*=100)	**Percentage (100%)**	**No. of Respondents (N*=100)**	**Percentage (100%)**
1.	***Level of Understanding and Learning***				
	Good	14	14%	78	78%
	Moderate	81	81%	22	22%
	Low	5	5%	-	-

2.	**Level of Satisfaction**				
	Satisfied	14	14%	73	73%
	Neutral	79	79%	18	18%
	Dissatisfied	7	7%	9	9%

Source: computed from primary data

Level of Understanding, Learning, and Teaching: The above table indicates that vast majority 81 (81%) of the respondents level of understanding and learning was moderate; followed by that less than one fourth 14 (14%) and 5 (5%) of them level of understanding and learning were good and low, respectively.

The above table indicates that more than three-fourths 78 (78%) of the respondents felt that level and way of teaching online was good and the remaining less than one-fourth 22 (22%) of them felt that level and way of teaching online was moderate.

The above table shows that more than three-fourths 79 (79%) of the respondents' level of satisfaction with learning was neutral; followed by that less than one-fourth 14 (14%) and few 7 (7%) of them level of satisfaction with learning were satisfied and dissatisfied, respectively.

The above table shows that nearly three-fourths 73 (73%) of the respondents level of satisfaction with teaching was satisfied; followed by that less than one-fourth 18 (18%) and 9 (9%) of them level of satisfaction with teaching were neutral and dissatisfied, respectively.

Of the total respondents, less than half 46 (46%) of the respondents had conducted online classes in Google Meet; followed by that nearly one fourth 24 (24%), less than one fourth 18 (18%) and 12 (12%) of them had conducted online classes in institutional learning management software, Google Classroom, and Zoom, respectively.

Of the total respondents majority 62 (62%) of the respondents had conducted online classes in Google Meet; followed by that less than one fourth 20 (20%), less than one fourth 14 (14%) and 4 (4%) of them had conducted online classes in institutional learning management software, Google classroom and Zoom respectively.

Table – 7: Distribution of the Respondents by their Methods used for conducting Online Classes

S. No	***Methods used for conducting Online Classes***	**Students**		**Teachers**	
		No. of Respondents (N*=100)	**Percentage (100%)**	**No. of Respondents (N*=100)**	**Percentage (100%)**
1.	Video conferencing	86	86%	60	60%
2.	Microsoft PPT/Word/Excel	72	72%	95	95%
3.	Whiteboards	68	68%	41	41%

Source: computed from primary data ***** Multiple Responses***

Methods used for conducting Online Classes: The above table shows that the vast majority 86 (86%) of the respondents had learned the lesson through video conferencing; followed by that less than three-fourths

72 (72%) and a majority 68 (68%) of them having learned the lesson through Microsoft PPT/word/Excel and white boards, respectively.

The above table shows that vast majority 95 (95%) of the respondents had taught the lesson through Microsoft PPT/word/Excel; followed by that majority 60 (60%) and less than half 41 (41%) of them had taught the lesson through video conferencing and white boards, respectively.

Table – 8: Distribution of the Respondents by their Problems and Challenges

S. No	Problems and Challenges	Students		Teachers	
		No. of Respondents (N*=100)	Percentage (100%)	No. of Respondents (N*=100)	Percentage (100%)
1.	Adapting to unfamiliar technology	51	51%	76	76%
2.	Challenges to keep tracking of student's progress	45	45%	51	51%
3.	Difficult to monitoring discipline	34	34%	67	67%
4.	Difficult to motivate students	56	56%	48	48%
5.	Difficult to reach students in remote areas	58	58%	63	63%
6.	Difficult to teach numerical subject through online mode	42	42%	47	47%
7.	Disciplining students	61	61%	27	27%
8.	Distractions and time management	63	63%	47	47%
9.	Endless paperwork & extended working hours	34	34%	63	63%
10.	Lack of effective communication	63	63%	51	51%
11.	Lack of funding	45	45%	61	61%
12.	Lack of in-person interaction	28	28%	67	67%
13.	Lack of motivation in online learner	45	45%	73	73%
14.	Lack of technical /software knowledge	61	61%	81	81%
15.	Problem of electricity / internet connectivity	58	58%	36	36%
16.	Required more time in preparing course content	71	71%	76	76%

17.	Staying motivated	47	47%	47	47%
18.	Technical issues	48	48%	63	63%
19.	Time management	61	61%	48	48%
20.	Uncertainty about the future	73	73%	63	63%
21.	Understanding course expectations	72	72%	86	86%

***Source: computed from primary data** ** Multiple Responses**

Problems and Challenges Faced by Students in Online Teaching: The above table reflects that more than half 51 (51%)of the respondents had faced the problems and challenges of adapting to unfamiliar technology; followed by that less than half 45 (45%), more than one fourth 34 (34%), more than half 56 (56%), 58 (58%), less than half 42 (42%), majority 61 (61%), 63 (63%), more than one fourth 34 (34%), majority 63 (63%), less than half 45(45%), more than one fourth 28 (28%), less than half 45 (45%), majority 61 (61%), more than half 58 (58%), less than three-fourths 71 (71%), less than half 47 (47%), nearly half 48 (48%), majority 61 (61%), nearly three-fourths 73 (73%) and less than three-fourths 72 (72%) of them had faced the problems and challenges of challenges to keep tracking of student's progress, difficult to monitoring discipline, difficult to motivate students, difficult to reach students in remote areas, difficult to teach numerical subject through online mode, disciplining students, distractions and time management, endless paperwork & extended working hours, lack of effective communication, lack of funding, lack of in-person interaction, lack of motivation in online learner, lack of technical /software knowledge, problem of electricity / internet connectivity, required more time in preparing course content, staying motivated, technical issues, time management, uncertainty about the future and understanding course expectations respectively.

Problems and Challenges Faced by Teachers in Online Teaching: The above table shows that more than three-fourths 76 (76%) of the respondents had faced the problems and challenges of adapting to unfamiliar technology; followed by that more than half 51 (51%), majority 67 (67%), nearly half 48 (48%), majority 63 (63%), less than half 47 (47%), more than one fourth 27 (27%), less than half 47 (47%), majority 63 (63%), more than half 51 (51%), majority 61 (61%), 67 (67%), nearly three-fourths 73 (73%), vast majority 81 (81%), more than one fourth 36 (36%), more than three-fourths 76 (76%), nearly half 47 (47%), majority 63 (63%), nearly half 48 (48%), majority 63 (63%) and vast majority 86 (86%) of them had faced the problems and challenges of challenges to keep track of students' progress, It is difficult to monitor students' discipline, difficult to motivate students, difficult to reach students in remote areas, difficult to teach numerical subjects through online mode, disciplining students, distractions and time management, endless paperwork and extended working hours, lack of effective communication, lack of funding, lack of in-person interaction, lack of motivation in online learners, lack of technical/software knowledge, problems with electricity/internet connectivity, requiring more time in preparing course content, staying motivated, technical issues, time management, uncertainty about the future and understanding course expectations respectively.

Summary of Findings

Socio-Demographic Profile of Students: Age plays a pivotal role in determining one's status and role in society. It is seen from the above table that out of the total 100 respondents, the majority 69(69%) of the respondents were between the age group of 22-25 years; As far as gender was concerned, that more than half 57(57%) of the respondents were male; and It is obvious from the study of the data given in the above table that out of the total 100 respondents, more than half 56 (56%) of the respondents belong to Hinduism (Hindus).

Nearly half 49(49%) of the respondents were studied undergraduates; more than one fourth 31 (31%) of the respondents were studied in private colleges; and more than half 58(58%) of the respondents were studied in English medium; and majority 66 (66%) of the respondents were living in rural areas.

Socio-Demographic Profile of Teachers: More than half 58 (58%) of the respondents were belongs to age group of above 40 years; more than half 58(58%) of the respondents were female; less than half 42 (42%) of the respondents belong to Hinduism (Hindus).

More than half 59 (59%) of the respondents studied undergraduates; majority 62(62%) of the respondents worked as Assistant Professors in government, universities, and Private colleges; more than half 52(52%) of the respondents were studied in private colleges; more than three-fourths (76%) of respondents worked in English medium; more than half 52 (52%) of the respondents were living in semi-urban areas and nearly half 48 (48%) of the respondents had 7-11 years teaching experience.

Challenges faced by students and Teachers in online Teaching

Platform used to conduct online classes: Less than half 46 (46%) of the respondents had conducted online classes in Google Meet and majority 62 (62%) of the respondents had conducted online classes in Google Meet.

Level of Understanding, Learning, and Teaching: The vast majority 81 (81%) of the respondents level of understanding and learning was moderate; more than three-fourths 78 (78%) of the respondents felt that level and way of teaching online was good; more than three-fourths 79 (79%) of the respondents' level of satisfaction with learning was neutral; nearly three-fourths 73 (73%) of the respondents level of satisfaction with teaching was satisfied; less than half 46 (46%) of the respondents had conducted online classes in Google Meet; and majority 62 (62%) of the respondents had conducted online classes in Google Meet.

Methods used for conducting Online Classes: The vast majority 86 (86%) of the respondents had learned the lesson through video conferencing; and the vast majority 95 (95%) of the respondents had taught the lesson through Microsoft PPT/word/Excel.

Problems and Challenges Faced by Students in Online Teaching: The above table reflects that more than half 51 (51%)of the respondents had faced the problems and challenges of adapting to unfamiliar technology; followed by that less than half 45(45%), more than one fourth 34 (34%), more than half 56 (56%), 58 (58%), less than half 42 (42%), majority 61 (61%), 63 (63%), more than one fourth 34 (34%), majority 63 (63%), less than half 45 (45%), more than one fourth 28 (28%), less than half 45 (45%), majority 61 (61%), more than half 58 (58%), less than three-fourths 71 (71%), less than half 47 (47%), nearly half 48 (48%), majority 61 (61%), nearly three-fourths 73 (73%) and less than three-fourths 72 (72%) of them had faced the problems and challenges of challenges to keep tracking of student's progress, difficult to monitoring discipline, difficult to motivate students, difficult to reach students in remote areas, difficult to teach numerical subject through online mode, disciplining students, distractions and time management, endless paperwork & extended working hours, lack of effective communication, lack of funding, lack of in-person interaction, lack of motivation in online learner, lack of technical /software knowledge, problem of electricity / internet connectivity, required more time in preparing course content, staying motivated, technical issues, time management, uncertainty about the future and understanding course expectations respectively.

Problems and Challenges Faced by Teachers in Online Teaching: The above table shows that more than three-fourths 76 (76%) of the respondents had faced the problems and challenges of adapting to unfamiliar technology; followed by that more than half 51 (51%), majority 67 (67%), nearly half 48 (48%), majority 63 (63%), less than half 47 (47%), more than one fourth 27 (27%), less than half 47 (47%), majority 63 (63%),

more than half 51 (51%), majority 61 (61%), 67 (67%), nearly three-fourths 73 (73%), vast majority 81 (81%), more than one fourth 36 (36%), more than three-fourths 76 (76%), nearly half 47 (47%), majority 63 (63%), nearly half 48 (48%), majority 63 (63%) and vast majority 86 (86%) of them had faced the problems and challenges of challenges to keep track of students' progress, It is difficult to monitor students' discipline, difficult to motivate students, difficult to reach students in remote areas, difficult to teach numerical subjects through online mode, disciplining students, distractions and time management, endless paperwork and extended working hours, lack of effective communication, lack of funding, lack of in-person interaction, lack of motivation in online learners, lack of technical/software knowledge, problems with electricity/internet connectivity, requiring more time in preparing course content, staying motivated, technical issues, time management, uncertainty about the future and understanding course expectations respectively.

Problems and Challenges Faced by students and Teachers in Online Teaching: More than 58 (58%) of the students attending and the vast majority 83 (83%) of the teachers were conducting online classes for the first time in their career due to this COVID-19 pandemic.

While participating in online teaching and learning, the vast majority (82%) of students and a significant number (97%) of teachers faced a number of challenges, but reaching students in remote areas and teaching numerical subjects were the most difficult for both students and teachers.

More than three-fourths (76%) of students and a significant number (93%) of teachers report a lack of motivation in online classes due to a lack of interpersonal touch between students and teachers, and the need for a computer, adequate software, constant electricity, and high-bandwidth internet is quite high.

Significance92 (92%) of the students and 96 (96%) of the teachers faced the biggest challenges. These were the constant technical issues faced by both teachers and students on these platforms. These problems often require technical support to rectify, causing frequent disruptions in the learning flow.

The vast majority 82 (82%) of the teachers said that the physical model also ensures discipline as students cannot switch off webcams and doze off.

Suggestions

- Teachers and students may use the resources available through their schools and colleges. While this can include reaching out to technical support, students should determine whether they can save themselves time by looking up answers to their technology questions online or watching a video tutorial.
- The students may take advantage of the tools at their disposal. While not ideal for all learners, the best alternative to actual face-to-face interaction may be videoconferencing programmes like Zoom, Google Meet, etc.
- The students may be proactive in asking their teachers questions about course expectations for the spring and whether there are any changes to requirements given the transition. Whether classes will be held live varies depending on the school, professor, and discipline. In addition to creating a daily schedule and finding a productive workspace, it can also help to simply focus on the ultimate goal.

Conclusion: After conducting the survey and interacting with students and teachers, it was found that a vast majority of students and teachers are facing the internet issue and lack the knowledge to use and resolve the problems related to technology. Educational institutions need to work together to resolve the issues that are slowing us down in the development of the academic lives of students and teachers and find an incredibly robust plan that will help in that endeavour.

References

- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of educational technology systems*, *49*(1), 5-22.
- King, A. (1993). From sage on the stage to guide on the side. *College Teaching*, 41(1), 30–35.
- Organisation for Economic Co-operation and Development. (2020). *Education responses to COVID-19: Embracing digital learning and online collaboration*. OECD Publishing.
- UNESCO, G. (2020). Education: From disruption to recovery. *UNESCO Building peace in the minds of men and women*.
- UNESCO. (2015). *Rethinking education: Towards a global common good?*
- UNESCO. (2020). *Education: From disruption to recovery*.

Citation: **Rajeswari. Dr. S., Sheikabdulsalam. Dr. A. & Thangadurai. Dr. T..,** (2026) "Challenges Faced by Students And Teachers in Online Teaching During The Covid-19 Pandemic in Tiruchirappalli District", *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-4, Issue-05, May-2026.