

EXPLORING GPS TEACHERS' EXPERIENCE OF ONLINE TEACHING IN
DHAKA CITY DURING COVID19 PANDEMIC

By

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A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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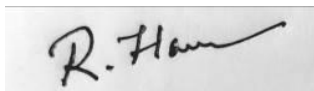
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It is hereby declared that

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Ethics Statement

Beneficence: No human beings were harmed during this research project. No harm to the environment was done.

Respect for anonymity and confidentiality: Participant are identified and indicated as anonymous. Confidentiality is ensured.

Respect for privacy: Privacy for the data is ensured. Data will be stored in cloud storage and will be password protected. After five years all the data will be deleted in such way that won't be unrecoverable.

Abstract

The entire world was facing a severe health epidemic starting in the first quarter of 2020. It led to the deaths of millions of people. Due to the epidemic, educational institutions have encountered some of the most challenging problems and transformations, like some other service sectors. Face-to-face classroom activities have to be halted in schools. During this pandemic, online teaching-learning is extensively employed worldwide to avoid the learning gap of students and keep them learning. Bangladesh's government has been obliged to halt educational activities in all educational institutions in the country as of March 17, 2020. To avert an irrevocable loss of learning over 38 million students, Bangladesh's government launched a distance learning strategy within a couple of months. Distance learning was primarily converted to online teaching-learning to make learning more inclusive and accessible afterward. This study attempts to depict Bangladeshi government primary school teachers' online teaching experience during the COVID19 pandemic. The data collection site for this study was the Uttarkhan area of Dhaka North City Corporation, Bangladesh. The purposefully selected participants are government primary school teachers and involved in online teaching-learning during the COVID19 school closure. This study used inductive reasoning and in-depth analysis to discover that teachers' teaching-learning experiences in a virtual classroom are vastly different. As the majority of teachers struggled with the proper adoption issue with this new method of teaching. Simultaneously, an unsupportive environment demotivated students and teachers throughout the learning process. Less technology literacy and an excessive workload on the instructor have lowered the quality of education in various ways. On the other hand, teachers believe that with enough training and resources, they will be able to conduct successful online teaching and learning.

Keywords: Online teaching-learning, COVID19 , Epidemic, Teaching experience

Dedication

This Study is dedicated to my beloved parents and family members for their love, care and support.

Acknowledgement

I would like to show my gratitude to my supervisor Prof. Dr. Md. Tariqul Islam for his guidance and continuous support throughout the study. I am also thankful to Mr. Somnath Saha for all the feedback he provided as an external to this study. I would also like to thank my friend Faisal Amin and Shuva Karmaker for being a peer reviewer of this study.

Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Abstract.....	v
Dedication	vi
Acknowledgement	vii
List of Acronyms	xi
Glossary	xii
Table of Figure	xiii
Chapter 1 Introduction and Background	1
1.1 Introduction.....	1
1.2 Research Topic	2
1.3 Statement of the Problem	2
1.4 Research Questions.....	4
1.5 Purpose of the Study	4
1.6 Significance of the Study	5
Chapter 2 2.1 Literature Review and Conceptual Framework.....	6
Background of online teaching-learning.....	6
The basis and concept of online teaching-learning:.....	7
Possibilities and scope of online teaching-learning	8

Limitations of online teaching-learning	9
Online teaching-learning in Bangladesh.....	10
Online teaching-learning practice during COVID19 pandemic.....	11
2.2 Conceptual framework.....	11
Chapter 3 Methodology	16
3.1 Research Approach.....	16
3.2 Research Site	17
3.3 Research Participants.....	18
3.4 Sampling Procedure.....	18
3.5 Data Collection Methods	19
3.6 Role of the Researcher.....	21
3.7 Data Analysis.....	22
3.8 Ethical Issues and Concerns	23
3.9 Credibility and Rigor.....	24
3.10 Limitations of the study.....	24
Chapter 4 Results.....	26
4.1 Introduction.....	26
4.2 Involvement in online teaching learning.....	27
4.3 Adaptation to the newly introduced mode of teaching-learning	30
4.4 Practices of online teaching-learning	33
Chapter 5 Discussion and Conclusion.....	42

5.1 Discussion.....	42
Involvement in online teaching-learning	42
Adaptation to the newly introduced mode of teaching-learning	45
Practices of online teaching-learning	46
5.2 Conclusion	50
5.3 Recommendations	51
References.....	52
Appendices.....	63
Appendix A. Consent Letter	63
Appendix B. Interview Guide	64
Appendix C. FGD Guide	65

List of Acronyms

UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
NAPE	National Academy for Primary Education
GPS	Government Primary School
NCTB	National Curriculum and Textbook Board
COVID19	Coronavirus Disease of 2019

Glossary

Epidemic	A disease that affects a significant number of people in a community, group, or region is called an epidemic.
Pandemic	A pandemic is an epidemic that spreads across several countries or continents.
Outbreak	An outbreak occurs when the number of endemic cases rises faster than expected. It could simply be a single incident in a new location. An outbreak can easily turn into an epidemic if it isn't contained.
Zoom, Google Meet	Online meeting platform
Facebook, WhatsApp, IMO,	Social networking site
Viber	
Inductive	Inductive reasoning is a style of reasoning in which a general conclusion is drawn from a set of specific observations.

Table of Figure

Figure 1: Background Of Online Teaching-Learning.....	7
Figure 3: Conceptual Framework	12

Chapter 1

Introduction and Background

1.1 Introduction

The unique potential of online settings to enhance teaching and learning has sparked a lot of debate in the online learning literature during this unprecedented COVID19 pandemic (Benson, 2003; Gallini & Barron, 2001–2002). Taking online classes is not that easy for teachers in a developing country like Bangladesh. Because the technology and equipment required to conduct the online courses that are not cheap (Habib et al., 2020). It requires available technological support, including internet connection, smartphone, microphone, and equipment like whiteboard, marker, geometric toolbox etc. for mathematics classes. As GPS teachers are well equipped and trained, they face significant technological challenges, including internet, electricity, non-availability of required gadgets, inadequate training, insufficient equipment, and home management (Zeba et al., 2020). Researchers fear that this COVID19 school closure may result in a learning gap. In a recent news article Associate Professor Michigan-Dearborn, Dara Hill (2021), mentioned that "The pandemic's learning gaps may be more substantial than those seen in other natural disasters." In terms of the learning gap among students, one of the larger studies, performed by consulting firm McKinsey & Company (2021), indicated that students could be nine months behind in math on average.

The study will present the teachers' insight, experience, and solutions to the challenges. Governments could take the necessary initiatives to make available teachers' equipment with proper facilities and training to address the issues of of teachers and students and minimize the student learning gap.

1.2 Research Topic

Online teaching during COVID19 school closure

Title: EXPLORING GPS TEACHERS' EXPERIENCE OF ONLINE TEACHING IN
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Online schooling is achievable and feasible only when the best alternative could be found with adequate feedback so that improving measurement with variety can be taken easily (Gallini & Barron, 2001). In such an atmosphere connecting to the recent challenge of keeping our students learning, I took a significant topic of understanding the teacher's experience regarding online schooling as a study. 'Exploring the GPS teacher's experience' means documentation of what kind of experience Government Primary School teachers are experiencing while conducting online classes during COVID19 school closure. Online teaching-learning is described as teaching-learning encounters in synchronous or asynchronous conditions using various gadgets (e.g., cell phones, PCs, and so forth.) with an internet connection. In these settings, learners can learn as well as interact with classmates and teachers from almost everywhere (Dhawan, 2020). Likewise, in this study, 'Experience at Online Teaching' refers to teachers' point of view towards the web-based teaching experience. This study also includes teachers' feedback and comments towards the online teaching activity. Furthermore, Dhaka City is the capital of Bangladesh.

1.3 Statement of the Problem

The COVID19 pandemic made most of the schools and universities remain briefly shut. Classroom teaching has been suspended in the vast majority of universities, colleges, and schools. Since social distance is so important at this time, this will inconveniently have an impact on teaching-learning practices. Educative organizations are working actively to promote effective tactics and approaches for managing this tough situation. While internet-based teaching and learning has been empowered for a long time, the COVID19 pandemic

has supported it altogether. The global pandemic outbreak of Covid 19 (Coronavirus) forces the closure of all schools. "By mid-April, 192 countries had closed their schools, affecting nearly 1.6 billion kids around the world" (Julie, 2020). Afterward, online teaching is the only possible way to continue the teaching-learning practice. Alternative schooling strategies were the most effective way to teach and learn. Teachers needed transition to internet-based teaching process, which required them to utilize an assortment of advanced devices and resources to address problems and adopt new teaching and learning approaches. (Eickelmann & Gerick, 2020). During the COVID19 outbreak, students of all levels in Bangladesh couldn't go to class. Most schools have introduced web-based learning to retain students learning. Worldwide, this newly introduced online teaching-learning practice during the COVID19 pandemic outbreak puts the classroom teachers in an unexcavated situation. "The school lockdown confronted teachers, students, and parents with an entirely new situation" (Huber & Helm, 2020). However, here in Bangladesh, classroom teachers suddenly had to switch their teaching mood without prior preparation.

Furthermore, they had to adapt to the changed mood and style of teaching. Additionally, Limited resources and inadequate training can downgrade the quality of education. In particular, Governments are suggested to provide teachers with the necessary equipment, provide the necessary training, and promote research on online teaching. (Zheng et al., 2020). Furthermore, due to such deadlock in the educational sector, Inequalities and deprivation are likely to rise extremely in the education sector. Regarding this Donohue (2020), described the pandemic has uncovered massive inequalities in resources available to schools and families.

Subsequently, this study aims to illustrate the online teaching experiences of government primary school teachers during the Covid 19 pandemic.

1.4 Research Questions

This study will focus on finding the answers to the following research questions:

1. What makes the GPS teachers involved in online teaching-learning during the COVID19 pandemic?
2. How do the teachers adapt to the newly introduced mood of teaching-learning?
3. How do the teachers practice online teaching-learning during the pandemic?

1.5 Purpose of the Study

Due to the COVID19 global pandemic in Bangladesh, the educational institutions were forced to close on 17th March 2020. Both teachers and students from every kind of educational institution have been facing difficulties regarding their academic activity. For an extended period, no classes or exams were held. To keep students learning, the government decided to cover the lessons of the government primary schools over a distance teaching platform. As online teaching-learning is a part of distance learning, it turned into an issue of both technical and monetary threats and opportunities. However, this study will focus on gathering the inner stories of the government primary school teacher's involvement in online teaching-learning. As this was a sudden shift of teaching platform later, this study will illustrate the online teaching adaptation experience of the government primary school teachers of the research area. In Bangladesh, government primary school teachers have practiced online teaching-learning since 2020. It is important to illustrate their online teaching practice experience. Which includes their online classroom management strategy, online assessment strategy, satisfaction or dissatisfaction regarding online teaching-learning and many more pedagogical experiences.

And finally, it includes some feedback regarding further steps regarding online teaching-learning. A detailed investigation is needed to capture the actual image of the real scenario of the pedagogical experiences of the government primary school teachers in the Uttarkhan area.

The research report could be a piece of evidence to indicate the ins and outs of online classes from government primary school teacher's perspective (due to the sudden shift from real to online classroom during the COVID19 lockdown period.)

1.6 Significance of the Study

The world is changing at a breakneck pace, and the educational system does too. Digital skill is the 21st-century requirement as it has been a widespread phenomenon globally. Although Bangladesh is a third-world country, the pandemic forced the government primary school teachers to conduct classes over the internet. Certainly, this situation has posed some new realities in their life, and it has also enhanced them with a new skill to cope with the 21st century. This study will illustrate teachers' online teaching adaptation-related issues as well as the online teaching-related practical experiences of the government primary school teachers, who are working on a very gross root level of our education system. As this study is more practical, experience-based than theoretical, this will present an in-depth scenario of online teaching in the very much gross root level of our education system. The findings of this study may help the policymakers and the stakeholders of our education system in gaining a more realistic understanding of the problem. We can't accept that the world won't face any more pandemics in the future. We have to be always prepared for another battle against any social or environmental threat. Holding this position, it is expected that the findings of this study might be helpful for the policymakers and planners to think and plan for the future from a more practical point of view. This study also includes teachers' feedback on the possibilities and challenges of online teaching-learning. Which may provide the researchers practical information to contribute in pedagogical development and innovation. However, the study outcomes might also suggest future innovations regarding online classes, and a new era of the digital classroom might be opened to the nation. In case of any emergency, this online classroom could be a model to follow in the future.

Chapter 2

2.1 Literature Review and Conceptual Framework

Due to the global epidemic of COVID19, the existing education system in the entire world was thrown into disarray, and all educational institutions were forced to close for an extended length of time. A new method of teaching was introduced; distance learning through online platforms became an alternative to the existing education system. This chapter will provide information on the importance of teaching-learning, the background of teaching-learning, the pros and cons of this online teaching based on further research, and the purposes of introducing distance learning from history to the modern era.

Background of online teaching-learning

In the USA, sound conferencing and various mixed models that combined sound and video conferencing with personal computer assisted guidance were introduced to remote teaching-learning programs in 2003. 34 percent of foundations of advanced education offered completely internet-based degree programs (Allen & Seaman, 2003). Regardless of a few instances of personal computers and tools being utilized in teaching since the beginning, e-learning in the modern sense is a fairly new concept. Slide projectors and television-based learning have been utilized since the 1950s (Bender, 2003). However, one of the world's first instance of web-based teaching was set up in 1960 at the University of Illinois in the United States. Despite the fact that the internet had not yet been invented, students began learning by using networked work stations to create an organization (DiBiase, 2004). In 1984, the University of Toronto launched the very first completely internet-based course. In 1986, the Electronic University Network (EUN) was created for DOS and Commodore 64 pcs. The University of Phoenix was the first ever academic institution on the planet to dispatch a totally online postsecondary school who offered both bachelor's and master's degrees in 1989

(Yoon, 2003). This was the start of a trend whose full potential was obscure at the time, however which would make learning far more open and accessible than anyone could have imagined. The endeavors of a portion of the early pioneers of online education is portrayed in this representation.

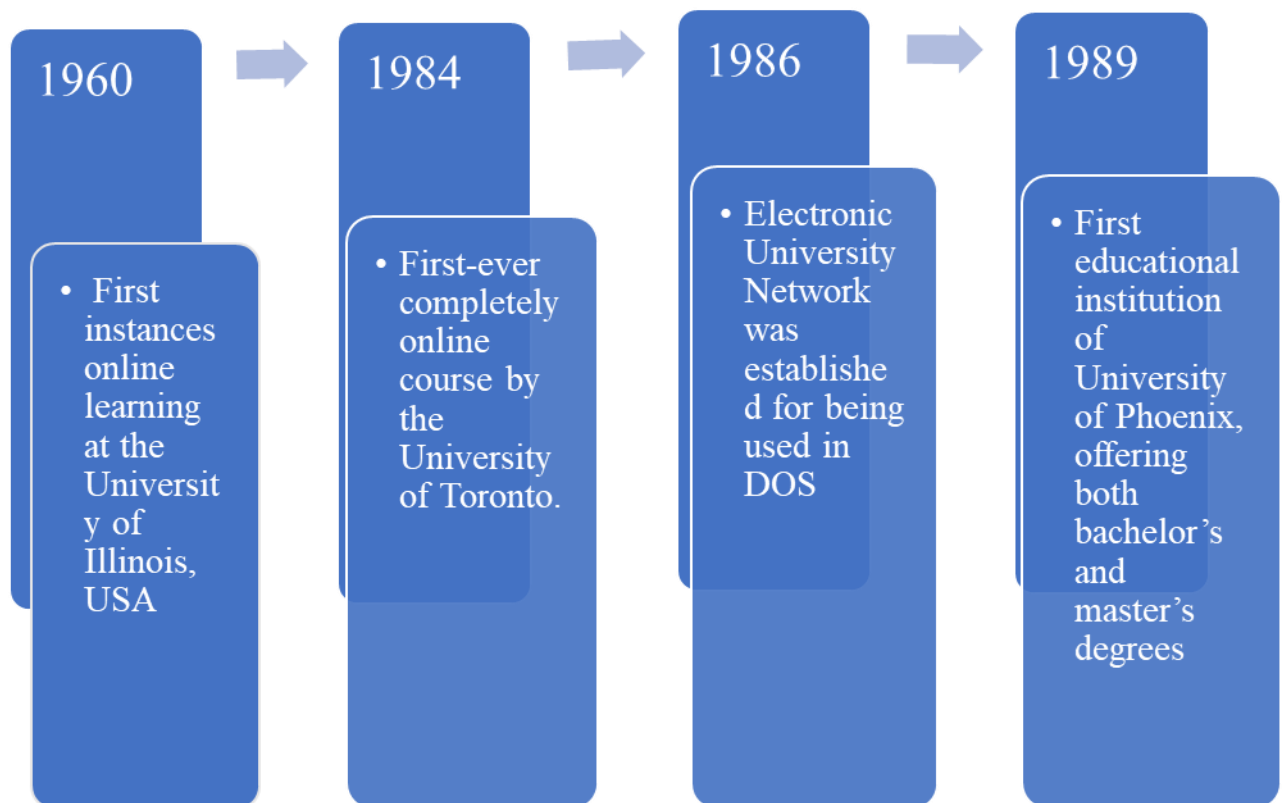


Figure 1: Background Of Online Teaching-Learning

The basis and concept of online teaching-learning:

Individual, social, and financial growth are becoming more important than academic advancement in school. (Eckel, 2004). The concept of teaching and learning have both been rebuilt as a result of the shift in interest in adapting technology (Trapp, 2012). Various educational models alter the relationship between educator and learner in surprising ways (Groccia, 2012). Interestingly, in the field of education, when a new method is introduced, it is compared with the traditional method of teaching-learning from the basis of effectiveness.

Extensively in a large portion of the writing, traditional teaching learning has been considered as the antonym of any new kinds of learning, similar to e-learning, just as virtual, digital, half breed, and web based learning (Gaytan & Pasaro, 2009; Moazami, Bahrapour, Azar, Jahedi, & Moattari, 2014; Muniasamy, Ejalani, & Anandhavalli, 2014). Hirumi's (2002), definition of e-learning is used to depict "online distance discovering that is mostly communicated via media transmission innovation such as e-mail, electronic notice board frameworks, hand-off visits, work area videoconferencing, and the World Wide Web" (p.17). The importance of online teaching-learning has made a significant change as the demand for online learning increases. The teachers and students demand it more deeply to adapt to the modern era and accessible education for all from anywhere in the world. It has been prioritized, especially in times of global emergency, to assure a welcoming education platform for teachers and students to perform online classes, and students feel at ease working on it (Groccia, 2012).

Possibilities and scope of online teaching-learning

An excellent study regarding this issue titled as "Strengthening online learning when schools are closed: The role of families and teachers in supporting students during the COVID19 crisis" which was published on OECD (2020), has mentioned "Most education systems have been forced to adopt alternatives to face-to-face teaching and learning as a result of the present COVID19 crisis. Many educational systems transferred activities online to ensure that teaching could continue even if schools were closed". According to Thomson (2010), fast and encouraging feedback is critical when attempting to create a relationship of trust and level of comfort" between students and teachers. Similarly, students have the freedom to give more opportunities for contact and participation (Broadbent, 2015). Students in Bangladesh who take online classes believe that taking classes online has helped them finish their courses on schedule and has given them the confidence to take online tests for the first time, even though it is their first time. During the crisis, online classes have built a strong relationship between

students and teachers, creating a favorable impression and assisting students in avoiding all kinds of fears they have when passing through the extraordinary Corona crisis (J. W. & Kang, 2014). When compared to the alternative of no schooling, online learning has proven to be a valuable tool for continuing to develop skills during school closures. Additionally, Cost is a recognized factor in studies detailing eLearning design and implementation, the method used to calculate it is uneven. Despite the belief that eLearning is more cost-effective than alternative teaching and learning platforms, there isn't enough research to back this up (Meinert et Al., 2021). However, there are still concerns that online learning may have been a semi substitute for face-to-face instruction, particularly in the absence of widespread access to infrastructure (hardware and software) and a lack of adequate teacher and student preparedness for the unique demands of online teaching-learning.”.

Limitations of online teaching-learning

Respondents said that through online learning modalities, they were unable to teach and learn practical work. They could only teach and assess the knowledge component. Due to a lack of immediate feedback, teachers could not evaluate students' understanding during online teaching. Teachers' also added that the students are reported to have limited attention span and resource-intensive nature of online learning as a limitation. Some teachers also mentioned that during the online study, students misbehaved and tried to access online resources during assessments (Alam, 2020).

In Bangladesh, it is the first time the online trend or distance learning of education has been oriented at an extensive scale. Still, regarding the teaching-learning and assessments, this distance learning has encountered some unavoidable circumstances that were also referred to in the previous literature. On account of online instruction evaluation, William, Cameron, and Morgan (2012), guarantee that the assortment and modalities wherein they are allotted in the

internet based space are restricted. Even the new concept of online learning makes students and teachers both uncomfortable to some extent.

Due to having essentially less insight, as a rule no involvement with all, of directing educating and adapting completely online by course instructors, horde challenges have been experienced by educators and learners (Khan et al., 2020). In the first place, the students of the class were confounded with regards to the evaluation framework for web based instructing learning. Their pretest answers are viva, test, and tasks, but they were sometimes unable to provide detailed information on how these processes could be carried out. They were clear about the topic and could specify specific ways to assess students using Google forms, open-book examinations, and other methods in the posttest (Ahmed & Khan, 2020).

Online teaching-learning in Bangladesh

The COVID19 pandemic has presented teachers with unprecedented hurdles, asking them to take this teaching online and more acceptably. Until March 2020, the daily teaching-learning scenario at school consisted of pupils gathering in classrooms as per their schedules and instructors imparting the regular body of their ideas, often via uneven instructional strategies. It was a common expectation that, Learners would focus on their teachers' lecture, they would work autonomously or in gatherings, and finally replicate their insight in tests (e.g., Lipowsky, 2015). ICT utilization, then again, was limited (Fraillon et al., 2020).

Rahman (2020), stressed ensuring the adequacy and sufficiency of logistics support to provide online teaching and learning support. And for this, more research on distance learning must be increased to articulate and bring out the actual scenario of online learning in this field. Moreover, Shenoy et al. (2020), checked the advantages and disadvantages of online teaching and learning to show the differences between offline and digital teaching

methods. Hence, the school authority, teachers, and students are motivated to adopt the new learning process and work concisely to counter any further learning rotation.

Online teaching-learning practice during COVID19 pandemic

According to Tabassum et al. (2021), transformation in the national curriculum and Textbook Board (NCTB) must be made to increase accessibility, and knowledge products must be utilized effectively. The government must move forward with the step of promoting the digital educational platforms and as well as evaluate the progress or retreat of online teaching in terms of emergencies such as the COVID19 situation (Seage & Türegün, 2020). Furthermore, it was recommended to make available teachers with necessary logistics support and e-workshops and online training to conduct the online classes (Seage & Türegün, 2020). Online learning can be possible through alternative means of schooling when the teachers and authorities are well equipped with the online methods (Rahman, 2020).

2.2 Conceptual framework

In *What is Philosophy?* Guattari & Deleuze (1991), argued Every concept has components, and these components define it. Holding the position of Guattari & Deleuze I would like to add that, a conceptual framework is a collection of related concepts organized into a network or "plane" that collectively provide a deep understanding of a phenomena. In a conceptual framework, each idea has an existential or epistemic purpose. However, this study aims at exploring the in-depth experience of online teaching-learning practiced by the government primary school teachers during COVID19 global pandemic. This study employed a conceptual framework to better grasp the core context of online teaching-learning and their relationship.

This study follows below framework:

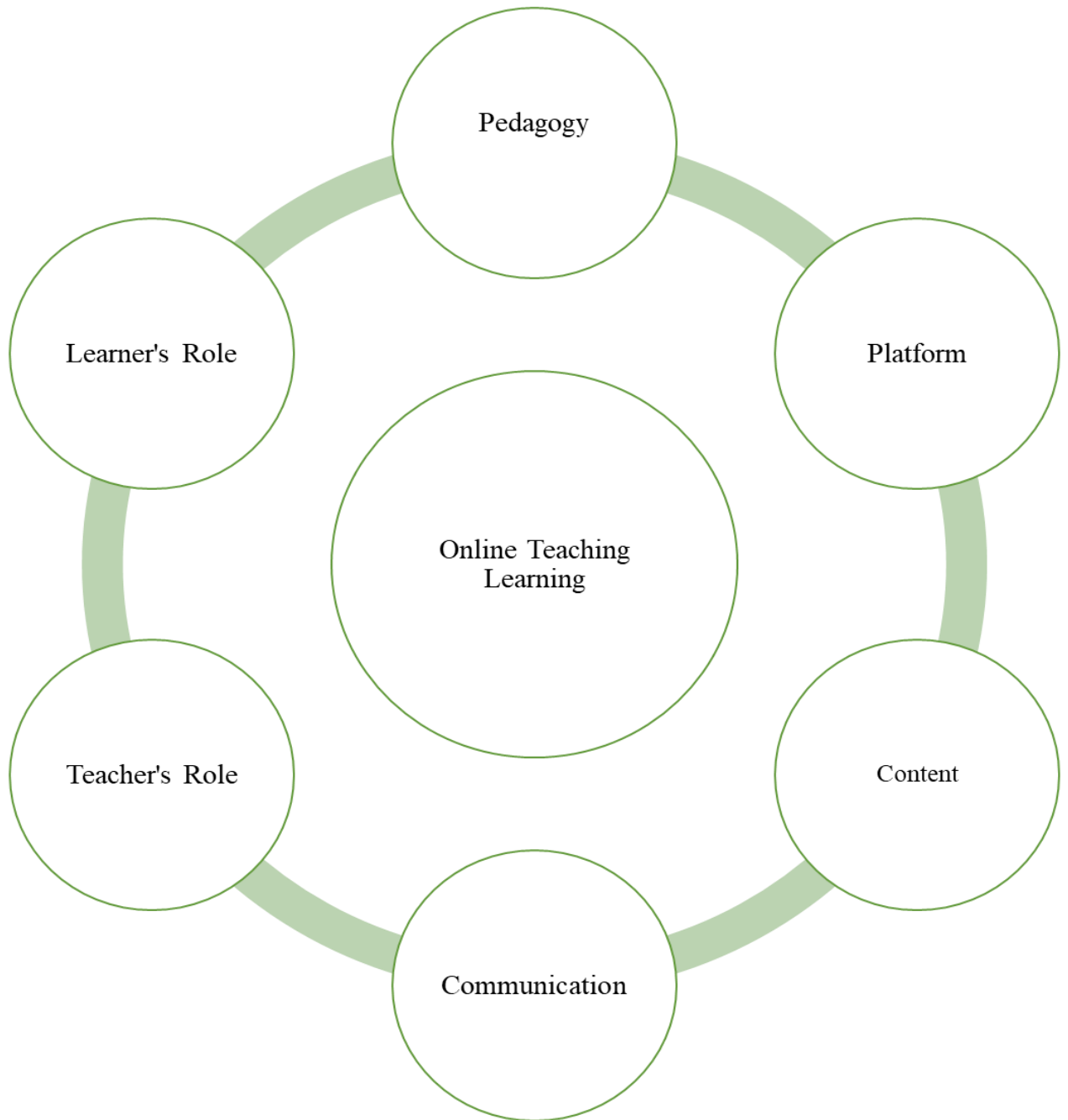


Figure 2: Conceptual Framework

Pedagogy: Pedagogy refers to both learning theory and practice. The function of teaching is typically defined as pedagogy. The online teaching pedagogy is a method of effective teaching practice developed explicitly for education via the internet (Balasubramanian, 2020). Though no single learning theory has emerged for instruction in general, the same is valid for online teaching-learning (Picciano, 2017). From a neuroscientist point of view, students'

learning depends on several factors- like age, place, stimuli, etc. Defining learning as a dynamic process Willingham (2010), argued that learning may evolve and change from one place to another, from one subject to another and from one day to another. Holding the position of Willingham (2010), I would not like to restrict teaching-learning pedagogy in such a single or double approach; instead, I would appreciate a multimodal teaching-learning pedagogy in this regard.

Platform: Online teaching-learning refers to such a learning method that takes place over an internet-based platform. Anderson (2016), claimed e-learning as education which enables users to communicate over internet. It is called as an umbrella for any kind of learning which takes place at a remote rather than up close and personal. Moreover, technology advancements are progressively impacting how information is transmitted across numerous mediums, social media in particular, and all these advancements are also impacting the teaching-learning process in the education systems. Qi (2019), argued Teachers have been encouraged to use social media as an e-learning platform due to its widespread use.

Content: Content alludes to the entire of what is to be instructed in a regular classroom setting. The significant realities, standards, and ideas to be instructed are alluded to as the substance part of the teaching-learning circumstance. As online teaching-learning takes place over an online platform, its contents need to be digital or suitable for learning over the online platform. However, in recent years, new perspectives on intelligence have emerged. Theory of multiple intelligences (1983) by Harvard psychologist Howard Gardner, has been taken into consideration, and further improvement and improvisation have been brought. In a recent blog article Daniel Adeboye (2020), proposed that text, image, audio, video, games, internet-based digital content should be taken into consideration while creating content for online teaching-learning.

Communication: Communication is the exchange of information starting with one individual then onto the next, or gathering to another. Effective communication is a course of trading thoughts, knowledge, and information to satisfy the reason. Communication is closely related to creating a learning environment. Holding this position, some literature trended to indicate it as a mood of teaching-learning. However, in light of that, let's discuss two sorts of online communication: synchronous and asynchronous. In a recent website article Doug Wintemute (2021), opined synchronous learning takes place in real-time, with students and instructors participating from various locations. On the other hand, asynchronous learning performs on a much more relaxed time frame, with students accessing learning resources at various times and from various locations. Each of the above corresponds to various students' interests, personalities, and learning styles.

Teacher's Role: A teacher's most important role in online learning is to create an effective model of teaching using well-designed teaching content and an appropriate communication mode. A teacher, in addition to pedagogical and academic activities, performs a variety of functions as a subject or discipline expert. Under the teaching as 'design for learning' perspective Goodyear and Dimitriadis (2013), instructors are both developers and performers. In the COVID19 emergency scenario, teachers have been asked to play the role of both developers and performers almost overnight, employing apparatuses that only a few people have a firm grasp on (Chrysi et al., 2020). This complicated blend of pedagogical functions is alluded to 'instructing presence' (Anderson et al., 2001). However, 'when conducting an e-learning course, motivational aspects should be taken into account' (Suzuki & Keller 2004). Holding this perspective, teachers need to play the role of motivator in an online classroom setting. In much literature, the online classroom is identified as a learner-centered classroom. As students play a more active and collaborative role in their learning in such a learning

setting, the teacher still serves as the classroom authority figure, but more as a coach or facilitator.

Learner's Role: Successful online learning includes reframing both online instructors' and online students' roles, responsibilities, and behaviors. In his literary investigation of web-based teaching-learning Jung (2001), highlighted that students are independent in terms of settling on choices with respect to their learning. As per Jung's (2001), review of fifty-eight studies, web-based teaching-learning involves both collaborative and independent learning. However, motivation works as the fuel behind becoming an active learner as they push the learner emotionally. In much literature, the importance of motivation is highlighted as the success factor of the learning. Deci et al. (1999) states, "The success of a learning program or the motivation of learners is inextricably linked." As the online teaching-learning process relies on technology, students require more than a practical knowledge of specific technology and tools to succeed in the online learning environment.

Chapter 3

Methodology

As a researcher, I applied an effective method and qualitative scheme as several categories to collect data for this research. Due to COVID19, the data collection procedures took place virtually. Initially, the proposal details and an invitation to participate in an interview and focus group discussion were given to the school administration, along with all of the teachers' contact information. Later, the assistant teachers have been taken into account for data collection over the telephone or online platforms. Some of the issues teachers confronted had decreased and would introduce in-depth observation of how regularly they struggled to associate with students virtually. Some of the issues were nonetheless profoundly abstracted. As a consequence, the various procedures utilized by the teachers could likewise be emotional and not reducible to numbers.

What's more, subsequently, to examine the information gathered in this fragment, subjective methodology is grasped. The study is explained as 'thick descriptive' in shaping the particular occurrence of the effect of online classes. However, in this chapter, I'll discuss the research approach, research site, research participants, sampling procedure, data collection method, data analysis process of this research, and the researcher's role in conducting the above process. This discussion also includes ethical issues and concerns, credibility, and rigor that apply to this research, along with a few limitations of this study.

3.1 Research Approach

Research approaches are classified in various ways. However, one of the most common research approaches is the qualitative research approach. For this paper, I chose the qualitative research approach. This approach enables me to know thoroughly about the fact of online learning experience more profoundly and spontaneously. Through this research,

several data have been collected by evolving teachers through in-depth interviews. Much more information can be made with the focused group discussion and closed impressions or reactions by the teachers around their online teaching-learning or online classes.

The choice of research method grows out of and is matched to the objective and focus of the research project. For this study, my aim is to explore the teachers' online teaching practices and their perceptions around online teaching-learning. In this context, I chose a qualitative research approach to investigate teachers' complex realities that vary from one teacher to another. In this study, I am focusing on collecting data from participants' standard settings where they usually belong in their day-to-day life. At the same time, qualitative research is suited to explore the phenomena of both parties, including teachers and students. This characteristic of this study refers to a holistic approach. This holistic characteristic is concerned with individualized experiences and gives priority to the depth of investigation.

Instead of searching true or false, this research project aims to explore GPS teachers' experience of online teaching-learning in Dhaka City during Corona Virus Pandemic and gain some knowledge.

3.2 Research Site

I selected Munda, Kalabagan, Moinartek, Uzampur, Chamurkhan communities under wards 44-49 of Dhaka North City Corporation (DNCC). Previously this area was known as Uttarkhan Union under Dhaka district. As this territory was only recently included in the DNCC, most citizen amenities are missing here. Furthermore, as it is a garment worker and day labor-oriented outlying area of the capital, its financial behavior is lower than that of city residents. I selected three Government Primary schools in the Uttarkhan area for data collection through the convenience sampling method. Due to COVID19 lockdown and health security issues, I preferred the convenience sampling method. All the three selected schools

have an average 1:50 or more teacher-student ratio. Additionally, these three schools are under the Gulshan education thana. While selecting schools to gather authentic and in-depth data, I gave priority to schools that are mostly involved in online teaching-learning.

3.3 Research Participants

Three government primary schools were selected from the Uttarkhan area for data collection. At first, the school authority was well informed about my research topic through guidelines so that the administration easily understood and gave permission to conduct the interviews and FGD. Then teachers were also well introduced to the issue with specific guidelines before sitting for the depth interview or focus group discussion of those selected schools. I selected two teachers from each school for an in-depth interview. While selecting participants for the interview, I gave priority to those teachers who were mostly involved in online teaching during COVID19. Researchers argued that diversity representation is often crucial in qualitative research. Given the small sample sizes of many qualitative studies, the optimal tactic to ensure representation is to allow for a proliferation of such research rather than requiring it in samples. While using the purposive sampling method, diversity related to ages, subjects of teaching, and experiences has been ensured, including (03) male teachers, aged (30-50) and (03) female teachers, aged (30-50).

3.4 Sampling Procedure

Sampling is a strategy for choosing people or a subset of the populace to in order to derive quantitative conclusions and gauge populace attributes. World widely, a variety of sampling procedures are used by researchers. Among them, “Non-probability” is one of the most popular methods. In this research, I focused on exploring the online teaching experience of government primary school teachers during the COVID19 pandemic. What’s more, there is no underlying hypothesis for this study.

Furthermore, this study will try to build a hypothesis after conducting the research. These characteristics of this study refer to the non-probability sampling method. The researcher selects samples based on emotional assessment rather than arbitrary decision in the non-probability sampling method. As my working area was quite similar to my research topic, I chose the participants as purposive sampling to get the best output for the research. Considering the time and budget limitations, sample sizes are limited for this study. In addition to this, during the COVID19 pandemic, I found purposive sampling as the best suitable non-probability sampling procedure. As this study will explore the in-depth online teaching experience of the participants during the COVID19 pandemic, this study will also represent the property of an exploratory study.

3.5 Data Collection Methods

Interviews are a type of data collection in the social sciences that involves two or more individuals exchanging information through a set of questions and responses (Blackstone, 2012). It's possible that the question of when to do an interview may emerge. Interviews are an excellent method to get a lot of information in a short amount of time. Interviews are additionally useful when the review topic is complicated, when the researcher's inquiries require broad clarification, or when the issue or replies to the inquiries are not promptly obvious to members, who might require some time or conversation with others to work through their reactions to your inquiries. This study aims at illustrating the in-depth online teaching experience of GPS teachers. Hence, an in-depth interview can contribute to providing a considerable amount of in-depth data for this study. On the other hand, focus group discussions are used to explore and illustrate how individuals react and address why, what, and how queries. For this study, I found in-depth interviews and FGD as the best suitable methods under the qualitative approach to collect data smoothly. Using these specific two methods, a good amount of data was collected, followed by coding and analysis.

3.5.1 Interview method

In characteristics, interview questions are typically open-ended so that participants' in-depth responses can be gathered in such a manner. They can also assist me in explaining, better understanding, and exploring GPS teachers' perspectives, behavior, experiences, and realities towards online teaching-learning. Semi-structured interview comprises of a few core questions that help to characterize the areas to be studied while also allowing the questioner or interviewee to wander from seeking after a thought or reaction in further depth (Gil et al., 2008). However, for the interview, a primary communication form was sent to the school chief or administrative authority to fill up the primary communication form containing respondents' information, acceptance letter, and consent form. After getting permission from the administrative authority, a semi-structured in-depth interview with the teachers was conducted on online platforms, including Google meet and Zoom. Phone call interviews had been recorded with permission, and if the consent was not granted, notes had been taken.

3.5.2 Focus group discussion

A focus group discussion is used in research to obtain data through group involvement. The group comprises a limited number of thoughtfully picked persons who discuss a given topic. The purpose of focused group conversations is to discover and analyze how people think and act and answer why, what, and how matters. Focus group is a more in-depth version of the interview methodology, in which a more explicit inside and out group interviews for conversation. The chosen subjects are investigated in an organized and coordinated manner, with the assistance of a facilitator or arbitrator. A focus group is a group conversation on a given issue that is moderated by a prepared mediator and the objective of the focus group is to give valuable bits of knowledge on the given issue (O'Brien, 2003). This study uses focused group discussions to clarify and test preconceived notions and findings from the in-

depth interview. However, critical responses of FGD had been noted by me so that important information has never been avoided or skipped anyhow. FGD was conducted through the meeting platform of Google meet, Zoom according to the convenience or preference of the respondents. This method helped me comprehend the participants' lives' transformation with online teaching and online learning. I played a role as a facilitator and found myself a note-taker for taking notes as a volunteer. Firstly, I introduced myself to the group and tried to create a friendly environment to share their opinion in the group without hesitation and contribute more happily.

3.6 Role of the Researcher

As a Teach for Bangladesh fellow, from 2019 to 2020, I worked as a teacher in a government primary school. While working as a teacher, I also tried to observe and understand the teaching-learning practices of the government primary school teachers. To initiate my data collecting process, firstly, I started gathering information on the government primary schools in my selected research site. My focus was whether the schools were practicing online teaching-learning during this COVID19 situation or not. I found a few schools, who were facilitating online teaching-learning sessions. After communicating with the school authorities, three of them agreed to cooperate with my data collection process. I gave a short briefing of my study with all these three school's teachers. I provided consent letters to those teachers who were interested in participating in the data collection process willingly. I had facilitated six in-depth interviews and three FGDs. While facilitating the interviews and the FGDs, I was respectful towards my participants. Though I used the driven approach during the data collection process, I was empathetic towards them. I was mindful and tried to create a friendlier environment for the participants so that they felt comfortable and confident to talk about the issue in depth. With permission from the participants, I recorded the FGDs and interviews. Then I proceeded to analyze the collected data.

3.7 Data Analysis

Assessing qualitative data comprises digging through innumerable records of data in quest of likenesses or contrasts, as well as hunting out subjects and classifying them (Ping & Wang, 2008). To analyze the collected data for this study, I followed three steps gradually.

The very first step refers to transcribing, organizing, and applying codes to the recorded data. After arranging all the collected data, I took the qualitative data and investigated them by extricating the critical findings from the focus group discussion and in-depth interview. Afterward, the general statements of the respondents have been explored and coded. Microsoft office was used in determining the particular frequency of the impact of online classes among teachers.

The second phase of the data analysis process includes identifying themes, patterns, and relationships of the data. Regarding the qualitative analysis of the study, I identified and classified the coded data into different themes and patterns. During this process, the relationship among different data was considered and analyzed to thematise the data.

At the very last step of data analysis, I summarized all those thematically coded data. At this stage, fascinating and significant explanations have been taken as priority and utilized to comprehend and introduce the critical discoveries and challenges of the participants. Finally, considering all the findings, I prepared a report and concluded the findings. While preparing the report, noteworthy quotations from the transcript were taken into action to highlight the major themes.

This analysis method was chosen as it tendered inclusion/inductive data and leeway to precise key findings with depth analysis of the data set.

3.8 Ethical Issues and Concerns

Two aspects of ethics are doing good and avoiding harm. The utilization of appropriate moral standards can assist in the prevention or alleviation of harm. Therefore, protecting human subjects or volunteers in any research project is crucial (Angelica, 2000). According to Ramos (1989), "The researcher/participant relationship, the researcher's subjective interpretations of data, and the design itself are three sorts of issues that might affect qualitative studies." For this study, I tried to maintain all the codes of conduct of "BRAC University" to avoid ethical issues.

The researcher/participant relationship: As I have worked in this area for a few years, I was physically or specifically familiar to most participants. Although I have been in the same profession for a few years as the participants, I was quite conscious during the data collection and carefully played the role of a researcher.

Subjective interpretations of data: To ensure transparency, I have recorded the interview and FGD data with the participants' permission. During the data collection process, I tried to ensure a friendlier environment so that the participant felt comfortable talking in depth. As I personally coded and analyzed the data, the issue of subjective interpretation of data may arise. To avoid this issue, I directly quoted it from the statement of the participant.

Research Design: The research design of this study ensures the confidentiality of the participants as well as their information. In this study, participants are kept anonymous. At the beginning of data collection, I provided a consent form to all the teachers. Among those who had willingly accepted the proposal to cooperate with the data collection process, I only approached them with the data collection process. With the consent letter and verbally, I assured all the participants that this data would be stored for five years in a protected way; further, it would be destroyed in such an unrecoverable way.

As a novice researcher, I had tried to tackle all the ethical issues and concerns from a researcher's point of view.

3.9 Credibility and Rigor

Qualitatively, rigor is a means of developing trust or confidence in a research finding. It enables the researcher to remain consistent in their methodology over time. It also accurately represents the demographic information under study. Rigor is defined as the quality or standard of the statements precisely as it is, careful, or with strict precision (Cypress, 2017). My previous working experience helped me to gather some ideas about the primary education sector of Bangladesh. This allowed me access to different backgrounds and cultural teachers, which helped me fix my research outline, followed by a fruitful proposal. Later, it helped me in accessing the chief or authority of the school. During my bachelor's and master's study I got an opportunity to complete three full courses on "Research Methodology." From those courses, I have learned the basic knowledge of research, which enabled me to be consistent in my planning. Reviewing a lot of literature before conducting the study provided me with an in-depth understanding of the research concepts beforehand.

COVID19 situation brought new realities in our education sector with new dimensions; it has also provided the teachers with new skills to deal with the difficulties of the twenty-first century, which is undoubtedly a consequence. New methods of taking assessment and evaluation with multiple approaches have been introduced and accepted in this research study. The best output comprising the new media can be a positive vibe to understand and use properly.

3.10 Limitations of the study

This research study had some limitations ranging from the choice of sampling methods, participant recruitment, data collection, and analysis.

The study's primary limitation is the shortage of time and budget to interview and include more participants. Due to limited time and recruitment challenges related to COVID19, the number of interviews was not as much as expected. Furthermore, using an online communication platform made it difficult to target the recruitment and caused different selection biases depending on which online platform was used.

The topic's sensitivity (especially some opposing challenges like providing proper training, instruction, financial incentives, and technological support raised against the government or school higher authority) meant that teachers may have been less willing to participate in this study. This is reflected in the number of participants included and can cause selection bias. I managed this issue by providing extensive explanations about the objectives and aim of the research, by ensuring confidentiality and securing informed consent.

Chapter 4

Results

4.1 Introduction

This chapter presents the findings that I have developed, analyzing the data collected through the in-depth interviews and focused group discussion with the research participants. I have organized the findings into a few themes and several sub themes that emerge through primary data analysis. I conducted this research under the inductive reasoning process through in-depth interviews and FGDs. Interviews and FGDs were conducted through the online platform and over phone calls due to the Covid 19 pandemic.

A well-prepared interview and FGD guide (attached in appendix B section) was used for collecting data. After organizing the collected data, considering their relationship, I have put them under three different themes. I discussed all the topics under three themes with the participants. These three themes are participants' process of involvement in online teaching-learning, adaptation with the newly introduced mood of teaching-learning, and the practice of online teaching-learning during the pandemic. Under the first theme process of involvement in online teaching-learning, I discussed when and why research participants started online teaching. Afterward, under the second theme, adaptation with the newly introduced learning mood, I enlisted the online teaching adaptation allied experiences of the research participants. And through the very last theme, the practices of online teaching-learning during the pandemic, I covered the experiences and issues they are facing during the implementation of online teaching-learning. Under this theme, I also articulated the opinion of the research participant regarding the future of online teaching-learning and online teaching in the post-pandemic world.

4.2 Involvement in online teaching learning

In the interview process, I got to know from the participants about the process of their involvement in the online teaching-learning process, status, and challenges. While connecting with them, I learned about their involvement at the beginning period of this new teaching-learning approach. And how did they ally with the government orders and guardian's demands? Along with the experiences of their satisfaction and dissatisfaction with online teaching-learning. The participants shared their diverse opinions and experience around this new approach.

When all educational activities came to a halt at the start of the COVID19 first wave, the Directorate of Primary Education (DPE) had to think out of the box to ensure the schools' teaching-learning process. Consequently, the students won't have to suffer, and there won't be any year gap for the students.

However, When the students spend most of the time in their home, their activities are hampered mentally, and they can be distracted. A recent web journal article Lee (2020) argued, for school-going children and teenagers with mental health issues, such terminations mean that they will no longer have access to the resources that they would normally receive through school. Considering the importance of physical and mental stability and learning gap issues, in the mid of March 2020, when all educational institutions were closed due to the COVID19 pandemic, the Government of Bangladesh announced to initiate different distance learning procedures for the school going students. At the very initial stage, the Bangladesh Government proceeded with telecasting class lessons through national television. Later, Government school teachers were asked to monitor students learning and involve themselves in the learning process. Once the teachers got involved in the learning process, they were asked to initiate online learning. As the initiative was self-financed, few of the research participants claimed that somehow they started online teaching forcefully by the authority.

One of the participants stated, "As soon as we got the instruction from the government, we had to start the distance learning using mobile phone calls. Later, we switched the mood to online for our convenience. We were bound to obey the government order" (FGD 02: 25/03/21). Interview data stated that some of the participants felt on edge to start the online classes with little knowledge of ICT or facing financial barriers. Even as some of the teachers faced internet distraction, they were more comfortable conducting the face-to-face class. Besides this, the new learning approach was completely new for them, eventually they didn't want to face it.

Referring to one of his student's parents, interview participant 02 (11/03/21) said that, "When the schools were open my kid had to stay busy with his study and friends, but during this school closure time my kid is getting gloomy, and he keeps himself quiet all day long at home, it may cause him mentally in long term". After considering the children's mental condition, the parents and guardians felt the importance of online classes at home. Later, they contact the teachers and school authorities about the fact. Lately, but ultimately the teachers could start the classes. Some of the parents are very well adjusted and satisfied with this technology of learning. One of the Participants added, "Online teaching can positively impact the children's learning by closing at least some study gap and by keeping the habit of learning rife. Overall, it is the need of the hour during this pandemic" (FGD 03: 27/03/21).

Most of the hiccups were experienced in different perspectives last year; in that case, teachers and students were mostly sufferers and vulnerable while conducting classes. Still, they are finding it difficult to adjust. The online teaching platform may be mostly running smoothly, but it will never be the same in-person or face-to-face learning. But considering all of these challenges, teachers and school authorities felt the necessity to conduct the online classes so that there will never remain any study gap and the year break can also be combated slightly. One of the teachers stated, "Though it is tough to introduce the students in the online platform

and run the online classes, it at least creates a space to share the feelings and opinion with the classmates and teachers" (FGD 01: 20/03/21).

Despite the challenges posed by the COVID19 situation, many teachers are trying to reach absent students and get them to sign on to the regular classes. They are finding ways to get previously absent students to feel connected, cared for, and loved. "It is true that we found a few parents very much helpful and supportive. On the other hand, I have also seen the reverse side of the coin too, few of my parents couldn't or didn't support me at all" (Interview 05: 18/03/21). A pivotal challenge arises from the ignorance or disinterest of family members in encouraging the children to attend the classes. Besides this, due to resource scarcity, a lack of family support or cooperation is present very deeply. According to the FGD data in such suburban areas, as parents are not sufficiently educated, the value of online classes is rarely seen among them. Financial ability played a vital role in such a middle-class community. One of the participants stated, "I called and sent messages to the parents several times, but did not get any positive feedback. Because parents could not afford to buy smartphones or buy regular internet packages" (FGD 02: 25/03/21).

Participants are mostly disappointed when it comes to the topic "working hour" in online teaching-learning. Due to a disorganized schedule and unskilled training facilities, participants faced technical and technological challenges while conducting the classes. It ultimately hampered their mental stability and made them dissatisfied and upset gradually. In this regard, one of the participants mentioned, "I am very much disappointed with the schedule of online teaching. It stressed me in my personal, family and mental life" (FGD 01: 20/03/21). Most of the participants raised the issue of being stressed by unlimited class time and the mismatched schedule of the classes. Even sometimes the class was conducted till late evening as students faced internet interference and the teachers had to wait longer. "Most of my student's parents are garment workers. They go to work in the early morning and come

back home in the late evening. As my kids are dependent on their parent's mobile phone for attending online classes, I had to wait till the late evening to connect with my students" (Interview 06: 22/03/21). Most of the participants claimed that, as they (teachers) belong to a family, such a late evening class schedule makes their family and personal life problematic and stressful.

4.3 Adaptation to the newly introduced mode of teaching-learning

In this theme, I brought out the participants' stories of adaptation and crisis to the newly introduced mood of teaching-learning. Where, some of the participants focused on the needs of capacity-building training and workshops in ICT, the self-learning process. To overcome the challenges, most of them took the assistance of other colleagues, friends, or family members and proper utilization of resources. As the modern/new learning method differs significantly from the traditional one, this theme will present an overview of the employment of adaptive learning strategies and flipped classrooms, as well as the subsequent shifts from post-revolutionary to current instructing styles.

The importance of the teacher's role in shaping the school, improving the quality of teaching, and impacting students in various aspects of their lives has been recognized in recent developments in teacher professional development. Furthermore, teachers are the single most essential component in their students' success (Libby, 2011). Furthermore, Darling-Hammond (1998) claims that Professional development programs support teachers in overcoming a variety of obstacles. They gain a thorough comprehension of the academic and learning materials through the courses. They give teachers the tools and abilities they need to boost their students' enthusiasm and present learning content in a fun and engaging way. The roles, qualities, talents, and skills essential to be a competent and successful online instructor should be identified and highlighted by academic institutions, online educational associations

and experts, and web based learning scholars. Online instructors require a system and principles that assist professionals in developing their abilities and skills, as well as planning effective training programs (Carril, 2013). Teachers' knowledge of developmental psychology and learning impairments is broadened through these courses. There are teacher professional development courses that focus on particular issues and situations that require specialized training. For example, different skill-based and capacity-strengthening training sessions are needed to run the classes smoothly, including technological skills, online classroom management skills, online resource management skills, presentation skills, baseline, and end-line assessment skills. Most of the participants claimed that they hardly have those skills. Whereas they have to take assistance from outside or family members to manage and achieve those skills. One of the Participants disputed, "No, I did not get any training on ICT for conducting online class well orderly. Besides, I do not have that much excellence or capacity in conducting multimedia classes" (Interview 04:15/03/21). Another added, "I got the ICT training at the beginning of the lockdown, but the training sessions were not sufficient enough to support the teachers to manage the classes fluently and steadily" (Interview 02: 11/03/21).

A recent research report on Implementation of 'ICT education training' in Bangladeshi government primary school claimed that, "Most of the trained teachers (83%) and the head teachers (56%) think that ICT training is not effective enough to ensure preparing and using quality digital content" (Haque, 2017). A journal article entitled "A model for integrating ICT into teacher training programs in Bangladesh based on TPCK" also argued that The instructors' capability to utilize ICT in their authoritative exercises isn't in a condition to the effective combination of ICT in educating. There is something else to planning instructors to profit from ICT joining and instructional method than simply further developing their computer using abilities. Combination of ICT can't be chronicled in only one short

instructional course. Broad and suffering preparing is needed for the combination of ICT and instructional method together (Khan, 2014). On 17th March 2020, all the educational institutions were closed in Bangladesh due to COVID 19 pandemic. Most of the teachers and school authorities thought that it would last for a max of 2/3 weeks. But the educational institutions remain closed for an indefinite time. Undoubtedly, all the educational institutions came to a standstill. One of the participants said that "School closure for an indefinite time put us in a helpless situation because we didn't have any experience of teaching in any other alternative way" (FGD 03: 27/03/21). Apart from this, one of the participants stated, "As the school closure was sudden so neither the teachers nor the school authorities could take any preparation for the pandemic period. "Very few teachers are trained in ICT and experienced in taking multimedia classes, but when it comes to Online Teaching, it doesn't help them at all" (Interview 03: 13/03/21). ICT training provided by "URC" and "TEO" is basically focused on operating multimedia classrooms. Particularly, it didn't provide any prior help to the primary school assistant teachers and head teachers regarding online teaching-learning.

Web-based teaching and learning are faculty conveyed guidance through the Internet. Online guidance incorporates continuous (synchronous) and whenever anyplace (asynchronous) communications. Synchronous teaching-learning refers to real-time learning via the Internet. And asynchronous learning techniques utilize the time-deferred abilities of the Internet. In both online teaching and learning methods, we need devices and facilities. To conduct online classes, different educational logistics and materials are needed urgently, including smartphones, whiteboards, blackboards, markers, and other interactive materials. On that point, participants opined that they had to arrange these things by themselves. The support they needed badly cannot be found easily because of resource and financial crises. One of the FGD participants said, "Yes, I needed an internet-enabled smartphone along with a good internet connection. But I had to manage all those things by myself". Even no financial

assistance or incentives is offered by the higher authority, Government or NGOs funding" (FGD 01:20/03/21). In support of this information, another Interview participant added, "No, we did not get any financial support to run the classes, therefore we had to arrange it by ourselves" (Interview 01: 10/03/21).

4.4 Practices of online teaching-learning

Under this theme, I will step forward to the data regarding the regular practice of online teaching-learning - as blessing or curse, the usage of exchange-sharing platforms, expensive or cost-friendly approach, demand for extensive courses, usage of knowledge, and proper skill management through online classes. And finally, where the range and availability of online learning continue over the year. This also includes the opinion of the research participants regarding the future status of online teaching-learning.

Meanwhile, in response to growing demand for advanced education in Thailand's remote regions, KMUTT's Faculty of Industry Education and Technology began offering off-campus programs in 2002. However, the major problem of operation is online. To address the issue, a continuous internet-based framework with two-way communication was developed, which includes video transmission, slides, and a live conversation framework. Instructors use video broadcasting and PowerPoint to offer talks, and understudy can ask questions using live chatting system (Suksakulchai, 2006). All types of social media platforms, communication and networking platforms, and teaching platforms are connected with a two-way systematic approach. According to the transformative business approach, the teaching profession is a transactional fact, where one party (Teachers) will deliver the lesson, and another party (student) will receive the lesson. For this, teachers prefer to continue the school through an online platform to combat any disruption in the study. One of the Participants added, "We have different ways to teach from a distance. But most of the ways are one-way teaching mediums. Among them, I found online teaching as a two-way communication system. I chose

online teaching as a teaching media/platform eventually" (Interview 01: 10/03/21). On the contrary, one of the Participants mentioned, "I do not think online teaching can play an effective role during the post-pandemic teaching system, as it has many disadvantages. However, as for the post-pandemic teaching, we'll be back in the classroom, in my opinion online teaching is unnecessary then. Furthermore, it may hamper the teacher's basic teaching skills" (Interview 05: 18/03/21). Because of the internet errors and insufficient training on online platforms, some teachers still do not feel it convenient to utilize them.

Most of the participants stated and claimed that, after getting the announcement of starting distance teaching, teachers started to take action by doing phone call classes or taking updates on the class tasks over the phone. which was so costly or sometimes unaffordable for them to make a follow-up of overall tasks. On that point, a cost-friendly approach to online teaching and learning has been introduced with the government announcement. One of the participants added, "It was too pricey for me to talk with every student one by one about the class update. As a consequence, I discussed with the authority about online classes" (FGD 03:27/03/21).

Electronic correspondence progressions are hurrying their infringement through each part of presence, and scholastic establishments are continually struggling to see the job of such contraptions in sharing substance, worth, and knowledge style. Getting and utilizing PDAs and online media can furnish understudies with adequate state of the art learning options as far as getting to course content just as collaborating with companions and specialists (Ansari, 2020). For sharing the educational materials, logistics, getting up-to-date class information, and class schedule, teachers and students prefer to pick a common and renowned platform, which all the people use. The platform is easily accessible and understandable for all. One of the Participants added, "I found WhatsApp, Imo, Viber and Facebook Messenger very much popular and accessible among my students. Eventually, I prefer IMO for its less data consumption facility" (Interview 02: 11/03/21). FGD data represents that, as they are using

the internet for conducting the classes, for any communication, they prefer to use the internet-based networking platform. So that extra expenses of communicating with someone can be combated ultimately, as well as these networking platforms play a crucial role in connecting them in a broader space. Even these networking platforms provide a great opportunity to establish teacher-student relationships and make space for gathering input, answering questions, and listening to any feedback simultaneously. One of them said, "Teaching or communication via phone call is very expensive" (Interview 04: 15/03/21).

The Internet has paved the path for a more effective learning strategy. The abundance of data accessible in that surpasses that of any actual library. Among the different uses the web can be put to, scholarly reason possesses the most elevated fortunate situation, all things considered. Nonetheless, they face many difficulties utilizing the web for scholastic purposes, like ceaseless blackouts and network failure (Ivwithreghweta, 2014). Because of poor internet connection, it is hazardous for both teachers and students to continue the class. One of the Participants mentioned, "The internet connection status during the class is very poor" (FGD 03:27/03/21).

Most of my students live in slum or rural areas, and they cannot afford a stable broadband internet connection. Thus, they had to rely on mobile data. Mobile data speed is also very poor as they do not get 3G or 4G network coverage (Interview 06: 22/03/21)". Sometimes students have to struggle a lot to get a better internet connection or go outside of the home to prevent the internet disruption. "As the students are staying in remote areas, out of the capital city, they have to come out of their houses to get a stable network, or stand on the rooftop or close to any river shore, though this is a very risky phenomenon regarding the pandemic situation" stated Interview participant 05 (18/03/21). Equally, another participant mentioned, due to internet interruption, students' online class attendance was not satisfactory. Maybe it was 50%-60% (FGD 01: 20/03/21)" (FGD 01: 20/03/21). To ensure the highest attendance,

teachers also took a few self-initiated initiatives. For example, Interview participant 06 (22/03/21) stated, "I had 14 students in my online class. I used to inform them the class time in the Messenger group beforehand. Besides this, I kept 5 to 10 minutes' buffering or internet disruption time for students' joining. If I don't find any student in my class, I used to call him to know their challenges with a concrete solution".

Instructors who are new to online educational technique and it's use they need to cultivate explicit capacities and face the hardships of how to best pass on learning experiences to their students in a medium that necessitates a unique teaching strategy (McLoughlin, 2017). Besides, for a rookie to web based teaching-learning platform where there is no co-presence needs to reevaluate how to design and to instruct in an unexpected way, now and again depicted as "perspectives and rehearsing (Entwistle, 2005). The thinking for the audit is the affirmation that instructing on the web requires capacities, instructional techniques and explicit data against an establishment of social and mechanical change, but an all the more sluggish speed of progress in insightful practice is ordinary (Bonk, 2009). With changing circumstances and technology, economic, social, cultural, and social life has significantly changed. From that perspective, this e-learning process can add value and skill features for the teachers. It's a cooperative and collaborative approach where the "talk and interact" method is useful for both parties. As everyone is joining simultaneously, it will create an opportunity for the fresher to learn from an expert from the online, whereas it is tough in the offline process. One of the teachers added, "This process is combined with multiple skills and opportunities to furnish thyself including mobile technology using skills, computer operating skills, online lesson preparing skills, computer application using skills, Computer typing skills, online presentation skills, online classroom management skills, and online assessment preparing skills" (Interview 04: 15/03/21).

An extended branch of traditional classroom administration is defined as web-based classroom management. Where, classroom administration is known as a key component in upgrading and refining the understudy learning process as far as working with scholarly (the materials) and socio-enthusiastic (development and social abilities) learning and driving class control. The term web-based classroom comes from all the educating learning processes directed in web-based ways. The socio-passionate learning process is hampered in an internet-based classroom since each student tries to solve problems depending on their capacity to comprehend the teacher's instructions (Lathifah, 2020). Through the online classes, teachers try to make a strategic mechanism and specific management with proper monitoring and evaluation of the classes and exams. This process includes informing the students about taking the class procedure, assignment process, examination criteria, class involvement and attendance, meaningful participation, ensuring the students' attendance deeming the internet disruption. One of the teachers added, "for managing my class and ensuring students' attentiveness, I used to ask my students to keep their videos on and ask them regarding in-class topics randomly after a certain period" (FGD 02: 25/03/21).

Instructors who are enthusiastic about their understudy's adaptation have a strong impact on their satisfaction. The nature of the instructor is one of the most important factors in understudy contentment, as it influences the learning framework's outcome (Alnaser, 2014). According to Omenka (2015), Classroom administration accepts a huge part in the teaching and learning process. It is a bona fide device during the time spent elapsing by headings from the teachers to the understudies. The accomplishment of any informative system is a component of the sufficiency of Classroom administration. Regarding the students' learning outcome, participants from FGD 02 mentioned, "I used to provide my students weekly evaluation sheets so that they can identify and understand their area of improvement. I used to take quizzes and Open-ended question answering sessions every month to check the

learning outcome from my students" (FGD 02: 25/03/21). Furthermore, it was very tough to continue the classes most of the time. Even the up-to-date learning materials cannot be shared during the class. Even the video option has to be stopped to get a better sound during the class. Regarding this, Interview participant 05 (18/03/21) shared that, "It is a tough task to ensure the learning outcome and attentiveness in the online classroom, and for this, I asked them to keep their videos turned on if the connection was stable. But again and again, because of internet errors, they had to switch off the video".

Because of internet interruption and little understanding of online platforms, the teachers cannot maintain the specific fixed-timing schedule. One of the teachers stated, "Yes, it is so horrible. There is no specific time limit for online teaching. I didn't have a fixed schedule for my office hours as well" (Interview 01: 10/03/21). A recent case study by Nerissa Vallo (2020) showed that, at the point when a representative's day is lengthened by working more than 40 hours, this permits less opportunity for their resting period. Ultimately, this standard begins to leave laborers drained, more pushed, and feeling less amazing and unsatisfied as they have less family time or exercise time. This might conceivably prompt wellbeing and stress-related issues. Most of the participants opined that this is a barrier among the whole task of online teaching, which consistently hampers their daily life routine and homework. Referring to FGD 03, one of the participants added, "The schedule during online teaching is very stressful for me. I could not support my family most of the time though I was staying at home! Even I have to spend double time on the internet than before" (FGD 03:27/03/21). Most of the participants' fear that, notwithstanding the impacts on physical wellbeing, unfavorable consequences for psychological wellness might be seen in representatives working for an extended period. Moreover, an excessive responsibility builds laborers' exhaustion and subsequently adversely influences the abstract impression of wellbeing. What's more, anxiety and depression are more normal in people working extended periods.

However, COVID19 is a worldwide health emergency of unparalleled proportions, posing unique problems that numerous nations were ill-equipped to address. UNICEF (2020) suggested that, as the world will probably confront more health emergencies later on, we should focus on reinforcing the versatility of schooling frameworks to alleviate the mischief to kids' learning. A crisis is terrible to waste and turns into a backwardness of the present situation. In contrast, many of the participants opined that exactly when the pandemic dies down and conventionality returns, authority may endeavor to keep anyway many online classes as could be permitted. Although, the education pioneers and experts believe that online or digital teaching is supposed to be the future that will add value for the future generation and all strategic schemes. Some teachers opposed this situation and opined, "The opposite will likely happen because most students don't like online classes. Even the teachers and the students are more comfortable in the in-person classes" (FGD 01: 20/03/21). Furthermore, it is mostly true that online teaching has the scope, especially for students who are unable to attend school and are involved with any kind of rick. Relying on those above understanding, most of the participants added, in the upcoming future to face any emergency; this online or digital tech can add a positive vibe for the people.

This is for the very first time the whole world is facing such a massive health crisis, which caused a long-time school closure for the first time too. Due to such reality the education system is trying to transform with the rapidly changing situation and implementing some sort of strategies like online learning and e-learning. Regarding this, UNICEF (2020), opined worlds education system was unprepared, and described that, "Although previous health emergencies – such as the H1N1 influenza pandemic in 2009 and the Ebola outbreak in 2014-2016 – have caused short- and long-term school closures in several countries. The COVID19 emergency has found a large portion of the world's educational frameworks to be inadequate. As a result, countries have been scrambling to implement rapid, large-scale web-based

learning for the first time in an engaging manner. Since it is an emergency arrangement, participants are willing to accept it. But when it comes to online teaching during the post COVID19 period, some participants denied the possibility of online teaching in the post-pandemic world. They opined that online learning is conducted now to compensate for the year gap for students; this is somehow not impactful for the teachers. Or even this is not accepted yet after this long year period. In this regard, one of the Participants opined, "No, it will not be effective when students can go to school, and teachers can deliver the lesson face to face, and I think face to face teaching is the best way to teaching" (Interview 02: 11/03/21). Conversely, some teachers are so optimistic that this online learning process can add value to the mainstream teaching platform. Though sometimes parents face challenges to ensure all online tools for the children while conducting online classes, this would still be the best option to learn at a time. One respondent added, "Online learning can be added in our mainstream teaching methodology. It can add some extra added value which you cannot achieve in any other way. For example, teachers can monitor the weak students in both online and direct classes. It may help them to improve their condition. Additionally, it can provide some scope for one to one care" (FGD 01: 20/03/21).

However, the key learning shows the importance of continuing this online learning process to overcome the learning gap and split the knowledge and skills through online learning during emergency crises, especially in the unprecedented moment. Scarcely few participants' opined, some disciplines, such as science, mathematics or lab/commonsense based classes, are proving to be particularly difficult to impart online, however compelling limit strengthening instructional meets and materials are likely to embrace the new methods even more efficiently. My exploration additionally uncovered that the vast majority of the teachers were proceeding with their e-learning interaction to assist the understudies with minimizing the

study gaps with the help of their relatives or self-acknowledgment. Helpless status of internet connection was the primary dilemma they experienced during their online class.

Chapter 5

Discussion and Conclusion

This chapter will focus on the key findings of online learning, including the benefits and drawbacks, challenges, opportunities, encounters, and views. Teachers are interested in embracing this new learning approach, according to the study, but other resources and infrastructure must be ensured to conduct online lessons smoothly. Furthermore, a student-friendly learning atmosphere should be established. A proper evaluation and monitoring procedure should be in place so that students may sustain 100 percent meaningful participation. Besides this, other key points are brought out through this research study with some concrete plan of action that the higher authority, including government, NCTB, education ministry, and local government body can take some positive step for the development of online learning adaptation process.

5.1 Discussion

Involvement in online teaching-learning

This is very first time in Bangladesh that web-based learning has been initiated at an extensive range, but regarding teaching-learning along with assessments, this online learning method has meanwhile encountered some uncertain state of affairs. As practices are limited in this new learning environment, teachers and students are uncomfortable walking on it. "E-learning has some issues in the way it is implemented, such as the fact that it might obstruct communication between the learner and the educator; direct communication and human touch are lost. Users may encounter a variety of technological issues that obstruct and slow it down the teaching and learning process" (Favale, 2020). Moreover, it is their first time participation in a web-based learning program. As a consequence, everybody is confronting some struggle with the appropriate adaptability issue with this new strategy as changing from

regular traditional classroom to web-based learning or learning through smart phone in a virtual platform. Which makes the learning and teaching experience completely unique for them. In contrast, they are more comfortable to adopt the traditional in-person classroom activities. According to an antecedent outcome in the literature, the current COVID19 dilemma has driven most education systems to explore alternatives to face-to-face teaching and learning. Many education institutions have relocated activities to the internet to allow teaching-learning to continue even when schools are closed (OECD Policy Response to Corona Virus, 2020).

As the whole process and knowledge products are based on the traditional in-person class process, students feel discouraged and cannot concentrate on online learning. The teaching learning process will not meet the expectations unless learners practice what they have learnt. Now and again, online substance can be theoretical, making it difficult for understudies to practice and adjust viably. Course content that isn't adequate is in like manner an immense issue. According to understudies, the basic deterrents to online learning are shortfall of community connection, technological issues, and difficulty to comprehend instructive goals (Song, 2004). At the same time, guardians or parents are sometimes not supportive, so that students feel demotivated to join and participate in online learning. A recent study shows that parents who are less educated or even uninformed are uncaring about their children's efforts during the lockdown, and this is partly due to a lack of confidence in their ability to assist them (T, 2020). As a result, this unsupportive environment demotivated the students to take the lecture in the online learning process. Another reporting literature covers that achievements can be worsened during homeschooling when many children are supported mainly by their mothers in their schoolwork cum online learning (T, 2020). Our teachers were in a bound and aimless situation at the beginning of the COVID19 outbreak. No one could assure the possible time of going back to the physical classroom. This

unprecedented situation posed a huge challenge to the education authority and government. At that particular moment, the quality of the education was the secondary objective, but the key objective was to keep the educational program going. In Bangladesh, the Government and the authority had to impose a few instructions overnight to keep the pedagogical activity going. There was a short-term shift of regular traditional classroom into e-classroom; that is, instructors have moved their academic way to deal with new pandemic situations and adjust to the evolving circumstances. During this difficult stretch, the worry isn't concerning whether web based instructing learning strategies can give quality training; rather, how academic institutions will adjust to internet learning in such a monster fashion (Dhawan, 2020). Furthermore, education has always been torn between two capacities: education as a means of ensuring coherence and education as a means of fostering change and imagination (Haddad, 2002). In general, we may infer that internet-based teaching and learning is no longer a choice, rather a need.

In Bangladesh, educational institutions are closed from 17 March 2020 due to the COVID19 global pandemic outbreak. Recently, through a press release, UNICEF (2021) said, In Bangladesh, educational institutions have been closed since 17 March 2020 – the second-longest COVID19 school closure in the world. In 2020, to combat the spread of coronavirus (COVID19 pandemic) numerous nations embraced strategies to constrain residents to remain at home. A question that arises from this constrained living is how and to what extent does the COVID19 outbreak affect psychological well-being. COVID19 has been found in previous studies to have a negative impact on emotional well-being (Flèche & Powdthavee, 2020). To keep our students mentally healthy, it was high time to involve them in regular pedagogical activities. Few of our teachers could realize this truth very well. When the government imposed the decision to start distance learning, few of our teachers took the

initiative to make it more realistic. They came up with some innovative ideas like teaching online and supporting students.

Adaptation to the newly introduced mode of teaching-learning

Nowadays, technology has a significant impact on teaching and learning. Academic institutions are expected to use certain technological innovation to support the learning of their students, although challenges to its use have been recognized (Johnson, 2016). ICT has the potential ways of fostering an instructive framework, however developing nations are still a long way from getting these advantages on account of specific hindrances (Hasan, 2012). In an academic setting, pedagogy frequently alludes to the teaching techniques, procedures, or approaches instructors employ to convey guidance or promote their students' learning (Wang, 2008). In order to develop provable ICT-driven governance in Bangladesh, Hasan (2014), claims that information and communication technology requires even closer oversight and practical collaboration across agencies. There is a lack of knowledge of technical issues for our teachers and students, such as poor skill in conducting online classes in computers, smartphones, tabs or gadgets. It sometimes seems challenging due to not having prior experiences of using the online platform. In (2017), report prepared by National Academy for Primary Education (NAPE) Bangladesh (pp. 25-28) shows that "When the teachers were asked about the cause of not collecting digital teaching aid from the internet they argued that they-

- ❖ Don't have sufficient internet facilities.
- ❖ Don't know how to use the internet.

When the teachers were asked the cause of not opening the account in 'Shikhak Batayon,' they argued that

- ❖ They need internet facilities.
- ❖ Some said about the scarcity of ICT equipment.

- ❖ Some others opined that they need sufficient skills”.

The above data clearly shows that Bangladeshi Government Primary School teachers face a shortage of sufficient ICT equipment and skill. Besides this, it is far from a challenge for the teachers to get feedback from each of the students and let them engage in materials and react to every issue that arises. As a result, adapting to online learning is confronting both teachers and students, including technical issues, complexity, sequencing of activities, and misunderstanding.

The majority of teachers experienced that delivering a lesson in the online class in front of the camera is quite uncomfortable and different from doing the same thing in front of students in the in-person class. They can neither make any assessment of how the students are reacting nor they use their gratitude to ensure the concentration of students. Even sometimes, they fail to assure their meaningful participation rightly. According to one of the article's key points, most teachers had an average attendance from 40 percent to 80 percent of their pupils during their online classes, while the understudies' reaction rate was 50/50. The majority of their participants did not or could not participate in any internet-based assessments due to internet disruptions or other issues (Mimma, 2020).

Practices of online teaching-learning

Moreover, during lockdown ambiance, students are passing their time mostly at home. Even students have to continue their classes from home, but students apply mobile internet rather than Wi-Fi connection, which is unaffordable as well, which interrupts the online connectivity due to poor internet signal, especially in the rural areas. Besides this, the internet package rate is so high and sometimes too expensive for them. One more study uncovered that, e-learning cycle was proceeded by most of the educators in order to assist the understudies with limiting their study gap, yet the critical issue they encountered during the online class was the fragile state of internet connection (Arora & Srinivasan, 2020).

Additionally, time execution has been an essential fact; for example, in online platforms, it takes more time to connect students due to online disruption, lack of online knowledge, or many more other relevant facts. Students take time to respond. Even sometimes, students join in the middle of the class, which distracts them and gives them less chance to understand the lesson. Even teachers could not evaluate the whole process, meaningful participation of the students, exams, and class attendance in the online learning. As per Cameroon et al. (2012), the sums and strategies delegated to the web environment are restricted to practice on internet learning assessment. According to the information that students and instructors have posted on the internet-based classroom, the assessment cycle is insufficient for adjusting to this new environment (Monirujjaman, 2021).

Even due to the COVID19 pandemic, people are out of their ability to leave home, especially students are restricted from going out as the new vibrant of COVID virus is more dangerous to adolescents and young people. Consequently, in many areas, a shutdown is ongoing to prevent the spread of the dangerous virus. In that case, education cannot be stopped anymore. Even teachers lacked proper training opportunities and could not arrange well-equipped equipment to conduct the classes properly. Suppose the school authority could manage skill-based training for teachers, students, and parents to operate the online platform. In that case, the online classrooms and materials will be easily conductible for all. Another report stated that, beyond offering access to curated resources, the platform similarly proposes a consistent plan to help instructors, understudies and families have a decent equilibrium of exercises in internet learning (Vincent-Lancrin, 2020). Thus, despite the coordinated exercises in class during teaching time, instructors are not confident enough to organize after-class asynchronous exercises so understudies can't comprehend the learning themes and present their home errands without understanding the appropriate facts. With the rapidly changing world, education system needs to transform in different ways. From this point of view,

Online teaching-learning has a long way to go. It has enough possibilities to grow and develop. Today or tomorrow, men will conquer the current pandemic, and students and teachers will physically return to the classroom. But what will happen to this new mood of teaching-learning? There is a lot to explore for online teaching-learning.

Every exploration starts with an experiment; During World War II, for example, when American men headed out to war, ladies demonstrated that they could do "men's" work and do it effectively. Ladies never thought back after that. At present, the Coronavirus pandemic is compelling worldwide experimentation with distant teaching-learning. There are different indicators that this emergency will alter various bits of life. If teaching-learning becomes a success in the future, it could be one of them. We need to gather data and keep practicing online teaching-learning to explore the possibility of online teaching. From a comparative point of view, currently face to face teaching is much more preferable than this new mood of teaching-learning. This is not the last pandemic the world is facing. The world may have to face more pandemics in the future. Will we be unprepared again like this current pandemic? We have to be prepared for any further emergency. This online teaching-learning needs to be continued to create the ability to switch the teaching mood at any time any circumstances and keep our students learning. In a recent press release, UNICEF (2021), also advised and said, as the world will presumably defy more health emergencies later on, we should priorities building up the flexibility of education systems to diminish the harm to understudies' learning. Nations ought to manufacture capacity to pass on quality education from a good way, zeroing in on vulnerable and limited understudies' who are as often as possible ignored. At the point when the current crisis fades away, countries should continue to expand online learning and combine perspectives into standard mentoring for all children and youth.

Furthermore, it is also essential to rearrange the curriculum and plan, enabling us to prepare for any learning crisis. Likewise, UNICEF (2021) added, expanding on learnings from these

school terminations, they should make exhaustive preparedness designs and foster solid public foundation to convey instruction through various modalities and screen its compass and commitment to learning. Despite any efforts to the contrary, vigilance is essential to keep children's gains from becoming lost during this current emergency, as well as future ones.

However, we need to identify the lacking of the current online education system. Like, most of the students are out of the internet coverage area, sometimes they join the classes with the sack of the just ensuing class attendance as this is connected with the examination marks. Even a proper evaluation and monitoring system are not even conducted in the class, so teachers are sometimes unable to trace the activities of the students. Continuous monitoring resources and infrastructure development can provide online teaching in a better shape.

Furthermore, in terms of the research limitations and suggestions for future studies, this research might be the best example for massive covering respondents, especially in other districts of the urban and rural area including grassroots level to the union, sub-district, and district levels of the country to make the comparison and find out the gaps or challenges with several concrete actions. This study mainly discussed the situations, experiences, challenges, differences, opinions, and expectations of GPS teachers' online teaching in Dhaka city and processes affected by the COVID19 pandemic. However, online teaching has also created scope for learning through a smartphone for the students who cannot join the school. Thus, it is suggested that future researchers can do more research and in a vast way in other parts of the country where more than thousand respondents can be covered. At long last, internet learning can provide the cost of value teaching and learning process, contingent upon the instructors' planning Hung (2016), which was not dissected in this study, in future the analysts can review the interaction and think about the circumstance under this exploration.

5.2 Conclusion

In the conclusion part, based on the descriptive analysis of the findings under this qualitative research, the multi approaches have been suggested by the respondents during the data enumeration period.

This COVID19 pandemic has wreaked devastation on roughly everything compared to the previous situation. Under this research, I spoke to many teachers in Dhaka city through in-depth interviews and focus group discussion, seeking to comprehend their perspective, understand their crisis and challenges on what online classes have been like for them. While answers varied throughout, their appeal and urging statements to the government remained steady and constant in the long run so that the post-pandemic world would be more flexible and adaptable for both teachers and students.

However, the online platform is not ready or well-equipped yet to meet the demand of the in-person classroom according to the experiences of the teachers and observation of key findings from the study. There is also a lack of quality and management in the courses' outlines which does not suit the online process that is only applicable for the offline theme. Authorities should maintain high educational standards so that students can get the most out of their money and time. Proper monitoring and evaluation process can be the best approach to make online learning more fruitful. The platforms should be updated with new and modern courses so that during the post-pandemic situation, students can adapt the new method of learning process to add value. Finally, support and recognition from authorities like UGC, NCTB, teacher training college authorities, and the Ministry of Education are highly needed to promote online learning in Bangladesh.

5.3 Recommendations

- Parents' support and guidance centers can be initiated in every school to support and guide parents in creating a supportive environment.
- Capacity strengthening training on ICT and online class conducting must be provided to all the teachers and even the authority so that everyone is in the learning process. In this case, the self-learning approach can make a positive impact in the learning environment.
- Equal access to internet distribution and handset/gadgets can be arranged for the students in the hard reaching area who cannot access the education.
- A strategic mechanism must be adapted with proper monitoring and evaluation of the classes and exams therefore, the students don't feel challenged to join the classes and exams. This process includes the pre-informing class procedure, assignment submission process, examination criteria, meaningful class involvement, and attendance.
- Classes should be recorded as the students' who missed it live can access the recorded file later. This may reduce the workload of the teachers.
- Keep online teaching-learning going along with face-to-face teaching in the future. Online learning can be blended into the curriculum to provide enough opportunities and scope for further development and some extra support to face-to-face learning and improve the quality of education.

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Appendices

Appendix A. Consent Letter

Dear Sir/ Mam,

I am Rakibul Hasan student at the BRAC University. One of my courses requires that I am conducting a small research project; I am asking you to participate in that project.

I am interested in learning about the perception and your sincere feedback of conducting online classes which is added as a new dimension in the era since lockdown ambience and your next step for deeming post COVID19 action.

For the purpose of this study, you are defined as verbal expression related to online classes. No individual teacher will be the focus of this study. Your participation will be entail two approaches including in-depth interviews and focus group discussion. The interviews will be recorded and confidentiality will be maintained for your safety. I will protect the identities of respondents through the use of pseudonyms in it and any further publications or presentations. The statements of the respondents will be quoted anonymously. All data will be stored in a secure location for the specific time-being of the research. Please understand that you may withdraw from the study at any time, without prejudice.

I appreciate your willingness to give your time to this project to help me learn about the present status of online classes in primary education section. If you have any questions, please feel free to ask me at +8801715769259 or rakibu.hasan@teachforbangladesh.org or to call my professor Dr. Md. Tariqul Islam at +8801676367636 or islam.tariq@bracu.ac.bd

Thank you.

I have read the above and discussed it with the researcher. I understand the study and I agree to participate.

_____ (Signature)

_____ (date)

Appendix B. Interview Guide

Interview Guideline:

- 1- Respondent ID:
- 2- Gender: a) Male b) Female
- 3- Age:
- 4- Teaching experience:
 - a) 0-3 years
 - b) 3-6
 - c) 6-10
 - d) 11-15
 - e) 16-20
 - f) 20>
- 5- Trained on ICT or online class conducting? a) Yes b) No
- 6- Experience on taking multimedia classes? A) Yes b) No
- 7- When did you started online teaching learning? Why?
- 8- What motivates or influence you to teach online during pandemic? Please explain.
- 9- What are the facilities you used for online teaching learning? How did you get them?
- 10- What are the skills you had to conduct online teaching learning? How did you get the skills?
- 11- How do the facilities and skills contribute in successful online teaching learning?
- 12- How did you find the new mode of teaching learning compared to the face-to-face teaching learning? Please explain your experience.
- 13- What are the strategies you followed to adapt online teaching learning? Please explain the reasons behind following these strategies?
- 14- How did you ensure students' attendance, participation, engagement, assessment and providing feedback in online teaching learning?
- 15- What and how will you use the experience of online teaching learning in the normal situation

Appendix C. FGD Guide

FGD Guideline:

- 1- What is your current mood of teaching learning practice? If it is online teaching learning, why you are practicing this mood of teaching?
- 2- When did you started online teaching learning?
- 3- Why you have chosen this method or not? Please explain.
- 4- What are the facilities you used for online teaching learning? How did you manage them?
- 5- Did you have any prior knowledge regarding those facilities or technologies?
- 6- What are the skills you had to have to conduct online teaching learning? Did you have those skills previously? If not, how did you get the skills?
- 7- How do the facilities and skills contribute in successful online teaching learning? Please explain.
- 8- How did you find the new mode of teaching learning compared to the face-to-face teaching learning? Please explain your experience.
- 9- Did you enjoy this remote teaching mood? If yes, then why? If not, then why?
- 10- What are the strategies you followed to adapt online teaching learning? Please explain the reasons behind following these strategies?
- 11- How did you ensure students' attendance, participation, engagement, assessment and providing feedback in online teaching learning?
- 12- What and how will you use the experience of online teaching learning in the normal situation?
- 13- What will be your suggestion regarding the future use of online teaching learning?