

Teachers' Roles in Secondary Level Online Classroom in Bangladesh

Submitted By

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A thesis submitted to the Department of English and Humanities in partial fulfilment of the requirements for the degree of Bachelor Arts in English

English and Humanities

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Declaration

It is declared hereby that-

- This thesis is presenting results from my actual research at BRAC University.
- Except if a comprehensive and detailed reference is correctly mentioned, the thesis does not comprise materials formerly revealed or written by any other party.
- The thesis does not include any content that has been previously authorized or presented for any other degree at any educational institution.
- I have comprehended all the primary sources of help.

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Approval

The thesis titled "Significance of teachers' qualities in online classrooms" submitted by Fairuz Anika Zaman (17203013), has been acknowledged as acceptable in part completion of the requirements for a Bachelor of Arts in English Degree.

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Abstract

This study is focused on the role of teachers in online classes. It examines how teachers should engage the students in an online classroom for producing better output. Structured interview questions were formed for teachers' interviews. Again, an open-ended and opinion-based questionnaire online survey is for the students to collect information for analysis. Data analysis started with organizing the data, then gradually by exploring and coding them, as Creswell (2012) mentioned. The study has found that teachers try to make the classes interesting for the students. As the students have a lack of concentration, lack of interaction with teachers, and teachers cannot always make the classes interesting and interactive so the students become bored with hearing the monotonous lectures. Finally, it suggests overcoming the problems for getting a better output by engaging the students in the online class.

Keywords: Student-Teacher interaction, Student learning, Online classes, Teachers better output, Online Learning.

Dedication

I want to dedicate my work to the Almighty, the best merciful, to my parents, the supreme support of my life, for whom all my wishes and dreams can come to see the light of hope.

Acknowledgement

With the blessings of Almighty Allah (SWT), I finally finished my study on the topic named *"Teachers' Roles in Secondary Level Online Classrooms in Bangladesh"*. I want to express my thankfulness to my parents. Without their help and support, I would not be able to pursue my academic goals and expectations. Moreover, I would like to impart my sincere appreciation to my supervisor, Mohammad Mahmudul Haque, who constantly motivated me to finish my work timely. Furthermore, I would also like to thank everyone who was constantly consenting to help me anytime. Finally, I would like to thank all who have participated in my research work and devoted their time to help me with the information I needed for progressing this thesis.

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Chapter 1

Introduction

COVID-19 pandemic changed the entire system of education. Like many other countries, over the world, students from Bangladesh have been facing different issues while trying to cope with the changed education system. However, teachers' interaction with the students is one of the

most important concerns at this time. If the teachers cannot teach their students properly, the students' learning will get affected. As the students are new to it, they may not find the online classes interesting if the teachers are unable to teach interestingly. Considering the current situation, students need to adapt the online learning and try to be attentive in the online classroom for better understanding. In addition, the teachers should evaluate students' viewpoints and help them to understand the lesson properly. (Tran & Nguyen, 2021)

1.1 Objective of the research:

The present study illustrated the overall situation of how the secondary level teachers are trying to cope up with the new online system and what are the significant roles of the teachers. The research mainly looked at how the online classes are going, how satisfied the teachers and the students are, what are the expectations and outcomes, etc. It also tried to assess whether the teachers tried to improve their methods of teaching if it is necessary for the betterment of online education.

1.2 Teacher's Qualities in Online Education of Bangladesh:

During the Covid pandemic, the educational system did not have any other option except to take online classes for the students. Most of the people of Bangladesh are not much familiar with this online education system as they have never experienced online classes before (Mili, 2020). Most of the teachers are not familiar with the online teaching process (Mili, 2020). Only a few of

the teachers are familiar with the system and know about the developed country's online education system (Sheppard, 2021). Teachers also do not have the scope to receive any training on online teaching to get themselves familiar and experienced with it. According to Tinto (2006), Senior teachers struggle most with online classes as they are less accustomed to technology, especially in Bangladesh. Thus, they have many failings and communication gaps among their students. Therefore, the students do not get their concepts clear. (Tariq & Fami, 2020)

1.2.1 Scenario of Online Education in Urban Bangladesh:

The scenario of online education in the urban area of Bangladesh is slightly better and they are trying to cope with this new education system. Hoyle (2010), says that all the teachers are connected to internet resources and the latest teaching programs. Therefore, the teachers have a good advantage to easily adapt the online class. This is a new practice for them as well, but it is adjustable (Orlando, 2020). Nowadays, almost every family of students have a mobile or laptop at home, so getting used to online classes is quite manageable for students in urban areas (Orlando,2020). Kim (2014), suggested that in these areas, the teachers mainly upload recorded classes on any particular topic just the way they discuss a topic in their physics class. This is how online classes are going in the urban areas of Bangladesh (Kim, 2014).

1.3 Online Teaching in Bangladesh:

Educational institutions are trying to help the students so that they can continue studying in this situation by staying at home. And they are trying to use several platforms to reach out to the students. According to Young (2006), common platforms that are being used are Facebook, Google meets, Google classroom, etc. Though it is not complicated and expensive in Bangladesh, everyone cannot afford it (Brian, 2020). For the continuous and uncertain shutdowns, lots of families are going through severe financial hardship. Thus, they are not able

to support their children. However, teachers are trying to help their students as much as they can but, in many cases, students are not able to get it (Haider, 2020). Because it is sometimes hard for students to focus on class rather than engaging in other activities during a tough situation like a pandemic. Social media is also a big reason for distraction for young students. There are other issues like slow internet, noisy environment, etc.

1.3.1 Teacher's knowledge About Online Teaching in Bangladesh:

For conducting online classes appropriately, teachers need to have a good knowledge of online resources. The way they are used to teach in physical classes is very different from online classes. Thus, they have to have some extra qualities for it. Understanding technology, the internet, student psychology in a pandemic, being motivating and understanding are some of the qualities of teachers that can contribute to online teaching. Many teachers do not even use a smartphone. Therefore, they do not have enough knowledge and practice about these things (Skinner, 2003). And the teachers who have some knowledge about it, are trying to take online classes, but all the students cannot reach it equally so it is not fully fruitful for the students (Miranda, 2021). Whereas, some of the teachers who have a better experience of online teaching and learning, are taking these online classes very perfectly. (Miranda, 2021)

Chapter 2

Literature Review:

2.1 The Necessity of Teachers Qualities in Online Education:

Pandemic is making the world upside down and so is the educational system. Rao (2020) states that many students from Bangladesh are facing various issues to get adjusted to the new online education system. Facing these types of problems is normal and expected as they never had any experiences like these. Moreover, Sheppard (2018) says that students are facing obstacles and they are confused about using it properly. Moreover, the students' meaningful interaction with the teachers is an important matter at this time. If students fail to afford this

opportunity, they will fall behind and cannot engage themselves properly with their learning (Sheppard, 2018). Miranda (2020) says, as they are new to this system, they will not find the online class interesting if the teachers do not try to present everything in an interesting way. Miranda (2020) also says that students should adapt to the online learning system and try to be attentive in the online classroom for better understanding. In addition, Sheppard (2018) states that the teacher should understand students' viewpoints and help them to progress their online learning knowledge.

2.2 People's General Concept About Teachers' Qualities in An Online Classroom:

According to Shriner (2015), teaching in an online learning environment requires certain knowledge and skills. Along with that, there are some common concepts about what the teacher's qualities should be while teaching (Shriner, 2015). Certain categories are expected to meet by the teachers while taking these online classes (Maria, 2018). Maria (2018) also says that teachers should inspire their students so that students can get engaged meaningfully in class. Whether it is online or in a traditional classroom, students need to be inspired by their teachers. Teachers can make online classes more enjoyable. Shriner (2015) also states that teachers should make the students see the value of online education. As it is something new, the students have to try to get used to it. Teachers are also responsible for educating students about the value of online education. George (2020) mentions that many times online classes are more beneficial than face-to-face classes. Therefore, as a new concept, students need to know these things from their teachers, otherwise the good sides of it would not come into count (George, 2020). At the same time, Mark (2021), says that online education should make the students a good time manager as it has strict time maintenance. George (2020), also states that teachers should have a positive mindset and they should keep their students engaged with a positive attitude in online classes.

Online education becomes more efficient and useful when teachers can motivate their students to learn. Orlando (2013) says that a good teacher should set high expectations in all students. An educator can see how to increase student success. If teachers can set a high expectation for students and let students know, then automatically it can increase students' confidence. Davia (2015) shows that when teachers make time for every student individually, then they realize which students need improvement on which side and they can take care of them according to their needs. Reddy and Rao (2003) state that if students do not understand some of their lessons, teachers need to ensure that the students get their required solution sooner or later. In addition, Ahmed (2005) states that teachers can suggest books or other things like YouTube videos to the students, as there is limited time allocated for online classes.

2.3 Importance of Teachers' Qualities in Online Classrooms:

The qualities of teachers are important right now. Many attempts have been made to ascertain the significance of teachers' qualities in online classrooms. Again, Coppola (2007), says that students cannot learn a new thing on a new platform without getting enough opportunity to interact and discuss it with the teacher. Proper guidance regarding the lessons by the teachers plays the most important role in online learning (Anderson, 2019). Coppola (2007) gives an idea that learning is related to many more things, namely class engagement, participation, and overall performance of the students. Teachers must treat all of them with great care in both online and offline classes (Fred, 2019). The given assessments of an online class depend on how the students and teachers communicate in the class (Lam, 2020). If the students do not get the necessary clarification of their confusion, then they will not be able to complete an assessment as it is instructed (Meneses, 2017). Badia (2017) states that teachers also need to possess some qualities to teach online; for example, making the class interesting, interacting with everyone as

much as possible, making students engaged, etc. If the teachers cannot do it properly, the learning remains incomplete for the students. Creating a learning environment in the class and making the students motivated are also important roles to be played by the teachers in both online and offline classes Lawrence (2010).

Baran (2020) states that online classes are quite difficult in many ways. Teachers need to have good knowledge so that they can teach the students properly. Another research says that in the online classroom, teachers play an important role in supporting students' success, Millan (2020). Moreover, in an online class, teachers can make the interactions positive and can inspire students to ask questions Paul (2021). According to Hoyle (2010), teachers' focus should be on adapting to students' needs in an online class. Tinto (2017) says that communicating effectively with students is another important quality of teachers for an online class. Teachers should show concern for their students' learning (Archard, 2014). In an online class, if the teacher motivates the students to do their best, students will get more inspiration to learn in class. Laird (2019). Wang (2020) argues that through online classes, students can interact more than the regular offline classes if a teacher can make the class more student-friendly. Gordon (2012) says that if the students can learn properly in an online class, it will improve the overall learning performance of the students.

Emily (2020), says that teachers should have excellent decision-making skills so that they can decide how they should respond to their students and engage with them. Moreover, (Boudreau, 2019) says that teachers additionally need to be culturally conscious so that they can teach pertinent and sustainable lessons, and they need subject-matter knowledge for assuring that technically rich activities allow students to develop accurate conceptual understandings. Furthermore, (Bondie, 2020) shows that online teaching provides an effective alternative to

substantial classroom teaching. Students learn best when they interact with their teachers and group mates. Students share their learning in online classes with their teachers and classmates. It is generally observed that students are now more active than in normal classrooms (Torres, 2020).

Another researcher, Montes (2020), says that without a strong online classroom community (teachers and students), online classes can feel like self-study. Effective online teachers recognize the importance of a social atmosphere, and use joint learning assignments to join the community by taking advantage of other creative approaches (Dianne, 2018). Again, Montes (2020) gives an idea that the people who comprehend online have to be tendentious and inspired in their online classes with the help of their teachers. Online learning is not easy work. If anyone cannot get proper inspiration and dictation, online classes can feel sequestering and disheartening. Therefore, an efficient online instructor must put in sufficient effort to deliver a specific message of encouragement to individual students (Montes, 2020).

Rahman (2014) finds out that teachers need to have the quality of making the textbook and lessons interesting as most of the students find academic study boring. It is important to observe the future necessity of the learnings and how it relates to real-life (Rahman, 2014). In this way, students will feel more enthusiasm toward the study. Otherwise, Ara (2009) states that it is a lot easier for students to get distracted. Habib and Adhikari (2018) find out that students should get chances to engage in online classes by asking questions and expressing their opinions. This is the kind of environment that can ensure interactivity. Hamid and Khan (2009) say that teachers have the responsibility to help students with their queries. Because if students do not get the scope of participation in-class activity, they will surely become mindless (Rahman, 2014). Again, Hamid and Khan (2009) state that as time changes, the educational system has changed so teachers also

need to adapt strategies to teach effectively. Ahmed (2017) discusses that the teachers have to get out of the conventional teaching method and try to improvise a new system.

2.4 Research Questions:

This study is resolved to deal with the following research questions:

1. What is the students' opinion regarding online education in urban areas in Bangladesh?
2. What is the significance of teachers' qualities in the online classroom in urban areas of Bangladesh?

Chapter 3

Research Methodology

3.1 Methodology:

This chapter clarifies the overall procedure of the research that was followed while conducting the research. The researcher has collected all the data by conducting surveys on students and by taking open-ended questions interviews from the teachers. A structured questionnaire was made for the participants. Moreover, it describes the sampling, survey, interview, discussion, and data analysis. On the other hand, quantitative research associates' concepts and their essential components are strategies, beliefs, constructs, dilemmas, and presumptions (Kerlinger, 1986). This research methodology is established on a mixed-method approach to have an organized and balanced approach to this research.

3.2 Research Design:

According to Shuttleworth (2002), in its commonest sense, the definition of research encompasses all the compilation of data, evidence, and information for the advancement of

knowledge. However, according to Payton (1979), research is the technique of searching for a certain answer to a certain question in a standardized, accurate, and credible manner. Research is a logical, formal, rigorous and precise procedure used to find out new solutions and facts.

Therefore, for conducting this research, the researcher also made research design and research questions. This research has an experimental research design as an experimental research design shows how participants are allocated in an experiment.

3.3 Method of data collection:

This research is a mixed approach. The present study uses a combination of both qualitative and quantitative research. The researcher has taken an interview of the teachers which is a qualitative research and the students also participated in this research by participating in the survey. By all the suggestions and opinions the researcher identified it as a mixed method research.

3.4 Context of Collecting Information:

This study was conducted in an urban area of Bangladesh. The place is Jessore Sadar which is an urban district of the Khulna division far from the capital Dhaka. It is noted that the online classes are being taken all over the country, so the scenario is also similar in other areas of Bangladesh. Thus, in the study, Jessore district represents the urban areas of Bangladesh. Participants from 7 secondary schools are chosen from that particular area. Additionally, there are interviews of the teachers from different schools as well. However, the focus was on the students' perspective of online classes and the target was to know the significance of teachers' qualities in online classrooms.

3.5 Participants of This Study:

As all the students have online classes experiences, so students were randomly taken from different secondary level schools. The total number of participants was 57. Whereas 50 of them were students and with them, the survey was conducted. Besides, 7 of them were the teachers who were interviewed. Again, the researcher collected information from 50 students from 7 different schools. All the teachers are experienced in taking online classes.

3.6 Sampling:

The researcher collected all the data by following two ways. First, the researcher took a survey sample of 50 students' by conducting a survey and the other one was a structured questionnaire interview with 7 teachers. This is called purposive sample research.

3.7 Survey:

The researcher collected responses from 57 participants in total. Among all of them, 50 participants responded to the survey for the study. The participants involved in the survey are students from different high schools. As we are going through a pandemic, this was collected from online data collection through Google form. All the participants willingly participated in the survey and all of them were cooperative and supportive.

3.8 Interview:

Seven teachers were interviewed for this study. Due to Covid-19, it was not possible to question the teachers in person. So, the researcher had an interview with the teachers. It was an open-ended question interview. It was taken through a mobile phone and all the conversations were recorded with a voice recorder. Everyone was comfortable and prepared to give the interview over the mobile phone as they were informed about this previously. And the researcher followed the timings of the interviewee. So, all the 7 interviewees gave the interview over the

phone. The interviewees gave the interview spontaneously, as they were not known about any of the interview questions beforehand. It took 20-25 minutes for each interview. Therefore, the interview process ran smoothly.

3.9 Data Analysis:

As the research attempted to assess the overall online classes system in Bangladesh, the participant's ideas, experiences and viewpoints were taken into account. After completing the interviews with the teachers and collecting all the data information from the students, the research was analyzed.

Quantitative Data Analysis:

In the survey questionnaire that was prepared for the students, the questions were both open-ended and opinion-based. They were asked twenty-two questions based on their general perspectives, online classroom experience, and some questions were opinion based. Students answered all the questions by their own experiences and perspective. Then the researcher analyzed all the data by the collected information.

Qualitative Data Analysis:

In the interview questionnaire, all the questions were structured questions and those were opinion-based and experience-based questions. They were asked 14 questions based on different categories that were mentioned earlier. After that the collected information was analyzed.

Connections Between The Two Types Of Findings:

After collecting the data from both survey and interview, the researcher attempted to connect the dots by providing a logical analysis of teacher and students' experience. The accumulated data from the interview and collected information from the survey were established by following the article by Taylor-Powell and Renner (2003). Firstly, the researcher "read again and again" and

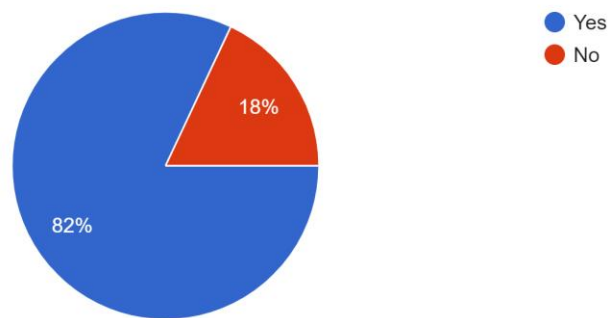
listened to all the data several times to know the data thoroughly (Taylor-Powell and Renner, 2003). Secondly, the researcher focused on the analysis part where all the evaluation purposes were investigated by the researcher. This step was followed by step two that is titled "Focusing analysis", where the researcher reviewed "the purpose of the evaluation". Thirdly, the main focus was on the participants and how they answered each of the questions (Taylor-Powell and Renner, 2003). Then the researcher categorized all the data where the patterns were identified and organized into different sections. (Taylor-Powell and Renner, 2003). The next step was, summarizing the information and in this part, the researcher identified the connections and patterns of different categories (Taylor-Powell and Renner, 2003). Finally, the last step is, "Interpretation". That means, the researcher brought all the findings together in this part and interpreted them by using themes and emergent categories. (Taylor-Powell and Renner, 2003). Therefore, by following all these steps there is shown a connection between the interview questions and the survey questions. All the findings had been taken into account and they were evaluated altogether about the overall scenario of the online education system.

Chapter 4: Findings and analysis

4.1 General Perspective

Do you have a smartphone or laptop for doing online classes?

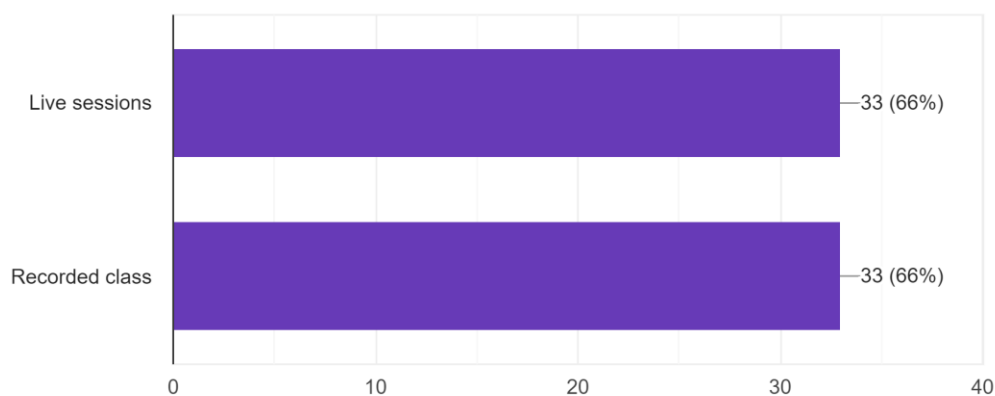
50 responses



This survey shows that among all the participants 82% of them have a smartphone or laptop for doing the online classes. However, 18% of them don't have any smartphones or laptops.

Your teachers take the online classes by-

50 responses

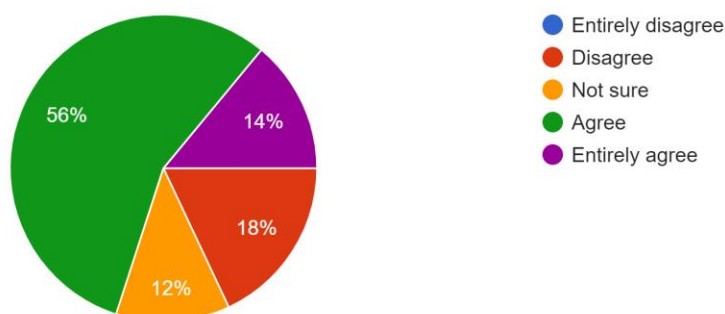


This survey shows that 66% of the students do live classes and 66% of students do record classes.

This means that nearly 33% of the students do both the live session and recorded classes.

The teacher encourages and gives students a chance to exchange ideas in online classes.

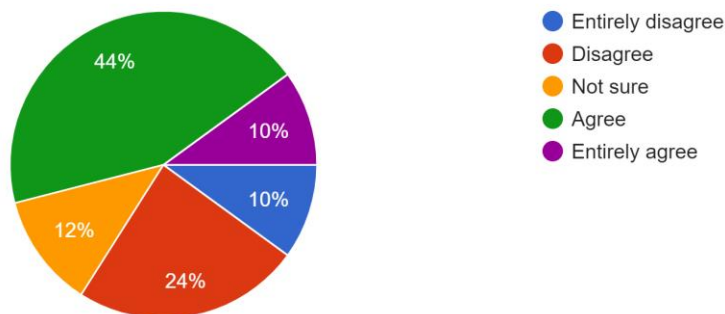
50 responses



This pie chart gives us a mixed result. We can see that 12% of students give neutral answers as they said they are not sure about it. However, 56% of students agree, 12% of students entirely agree and 18% of the students disagree with it.

The teacher shows students the right direction of doing online activities.

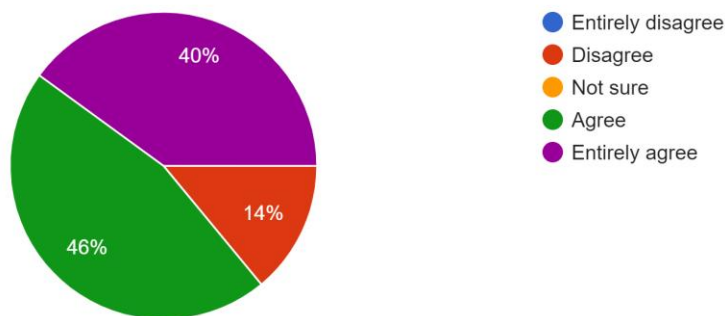
50 responses



This survey finds that 44% of the participants agree and 10% of students entirely agree that the teacher shows students the right directions of online activities. Whereas 12% of students are not sure about it, 24% of students disagree and 10% of students entirely disagree with it.

Face to face interaction with teachers is important for learning.

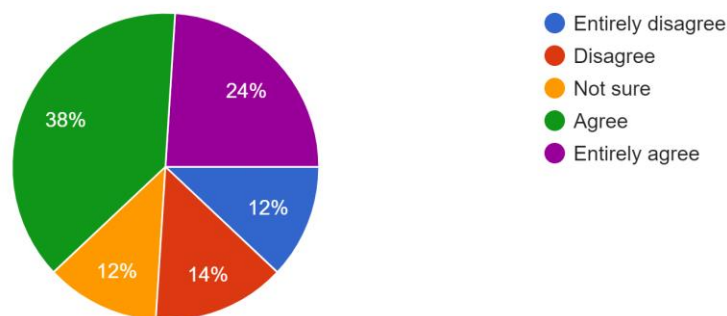
50 responses



This survey finds that 46% of the students agree and 40% of students entirely agree with it. Where only 14% disagree with it.

The teacher adapts the exercises to meet students' needs.

50 responses



Here, students have different opinions. 38% of them agree, 24% of them entirely agree with it. 12% of them said they are not sure about this however, 14% of them disagree and 12% of them agree with it.

Analysis:

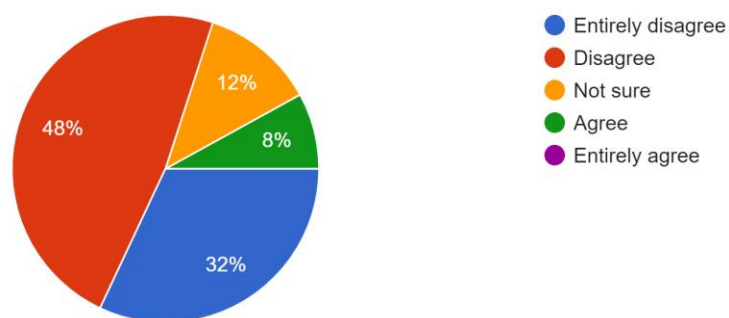
The researcher has found that in urban areas most of the students have their smartphones or laptops so attending online classes is not a big challenge for them. But still, there are a certain number of students who don't have any personal smartphones or laptops. They have to take another person's mobile for attending the class or there are some central live classes on the city cable channel. All the students can join that class and can learn the lessons from there. Moreover, the students have experience of both the live and recorded online classes. Many of their institutions follow both of them. Furthermore, the teachers give chances to the students to talk to them during live sessions. Therefore, students get motivated and stimulated to interact more in the class. Teachers try their best to provide them with the appropriate direction and guidelines about online education but still many things are not clear to the students. As they are not experts in this online education system, they all are struggling in some ways to adjust to this. As a result, they are facing many difficulties. Thus, those students who are not able to adjust to this method,

think face-to-face communication or interaction is more important than online interaction. In addition, the students believe that their teachers are adapting new exercises and instructions so that they can meet the students' needs. Still, sometimes it is not enough for the students to be a part of a successful online class as all the facilities and scopes are not still fully available and applied. As a result, many students have said that they are not sure whether their teachers are trying to adapt new things for the students or not.

4.2 Online classroom experience

The technology that is involved in online teaching is satisfactory.

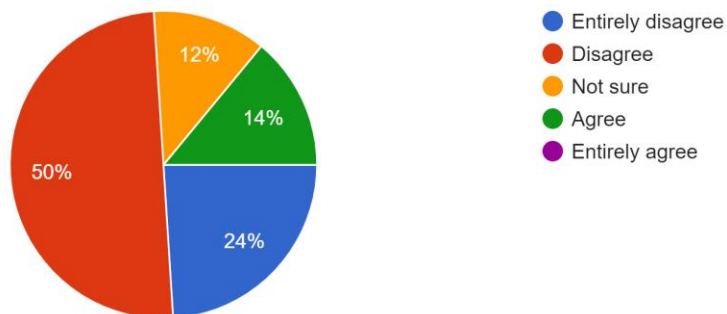
50 responses



In this survey, we find that 48% of the students disagree, 32% of them entirely disagree, 12% are not sure and only 8% of them agree with it.

The online education system is sufficient for a good understanding.

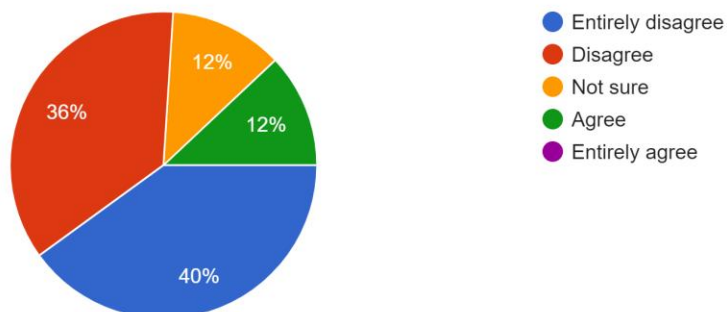
50 responses



50% of them disagree, 24% of them entirely disagree but 14% of them agree. Where 12% of them are not sure.

Teachers have enough materials and opportunities to teach their best to the students.

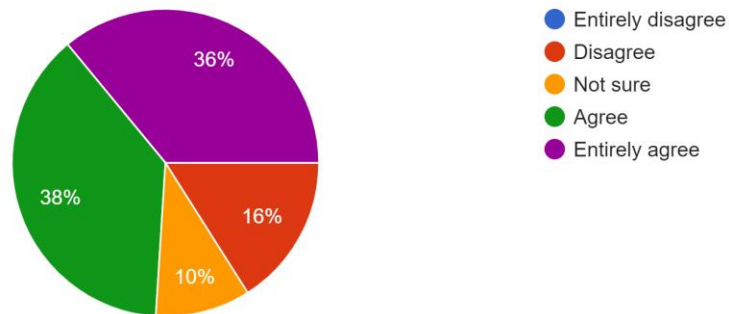
50 responses



In this survey, 40% of participants entirely disagree, 36% of them disagree, 12% are not sure and only 12% of them agree.

The teacher helps students to overcome unclear issues.

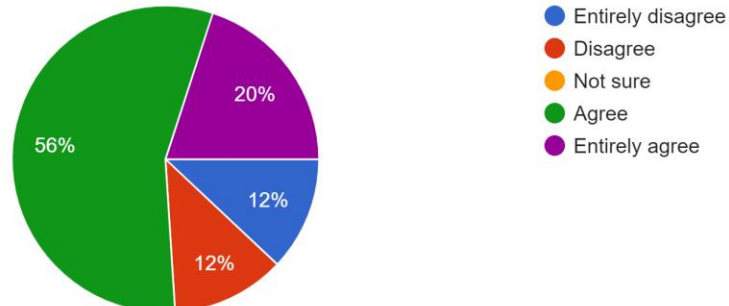
50 responses



This survey finds that 38% agree, 36% entirely agree but 10% are not sure and the other 16% disagree that teachers help them to overcome unclear issues.

With the explanation of the teacher, the focus of the online learning materials becomes clearer.

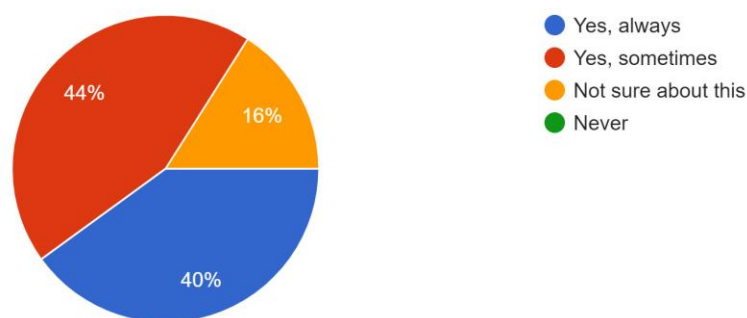
50 responses



Here, 56% agree and 20% entirely agree that the explanation of the teacher can make the focus of online learning clearer. However, 12% disagree and another 12% entirely disagree with it.

Do you face any understanding difficulties while listening to the teacher's recorded online classes?

50 responses



44% of students sometimes face difficulties while listening to the recorded class but 40% of them always face this problem. And 16% have said they are not sure about it.

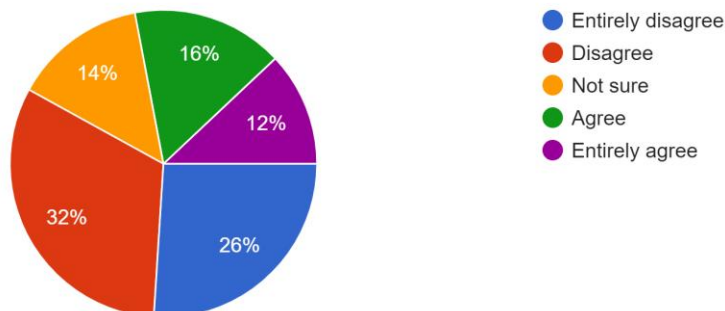
Analysis:

The researcher has found that the technology that is involved in online education is satisfactory for the students. They are not getting the expected outcomes from this, so they are not satisfied with the technology. As the technology is not satisfactory, the students are not being able to learn all the necessary things perfectly by this online education system. As a result, they don't think that the online education system is sufficient for a good understanding. In addition, the students assert that the teachers don't have enough online materials and opportunities to teach online. However, they mention that most of the teachers try their best to help their students to overcome unclear issues. With the help of the teachers, the focus of online learning materials becomes clearer. Though materials are not enough, the students still agree that the teachers are giving their best support to help them. But all the teachers are not supportive and cooperative. Some teachers never care about students' understanding and they just carry on their own. The number of this type of teacher is not much but still, it has a big impact on the students. Thus, the students have been given a mixed experience overview with their teachers. The students also mentioned one

point that most of them face difficulties while listening to the class recordings. The reason behind this is the lack of internet coverage and it is a big problem for them.

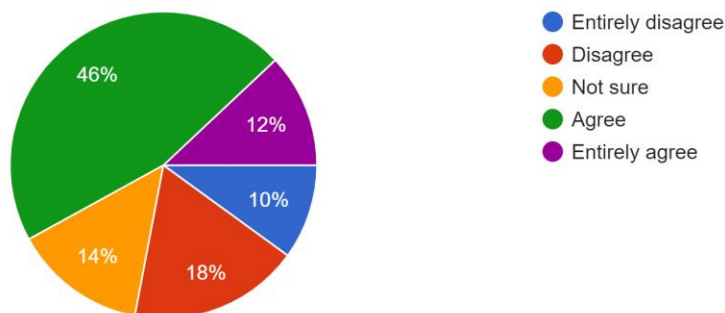
4.3 Teachers qualities in online classes

The teachers are qualified enough to teach online.
50 responses



32% of the participants disagree and 26% of them entirely disagree that the teachers are qualified enough for online classes. However, 16% agree, 14% are not sure and 12% entirely agree with it.

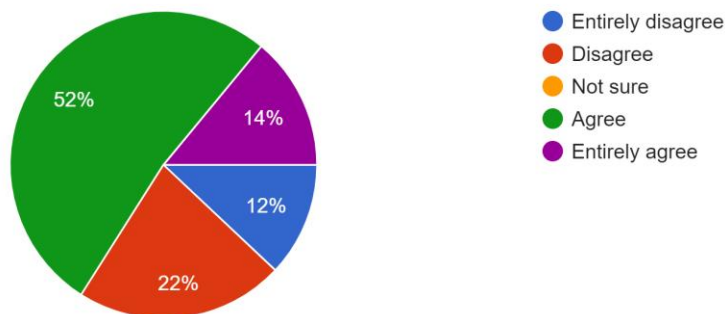
The teacher helps students to grasp the lessons.
50 responses



46% of participants agree that the teacher helps them to grasp the lessons and 12% of them entirely agree with it. But 18% of them disagree, 14% of them are not sure and 10% of them entirely disagree with it.

The teacher helps students to stay focused in online classes.

50 responses

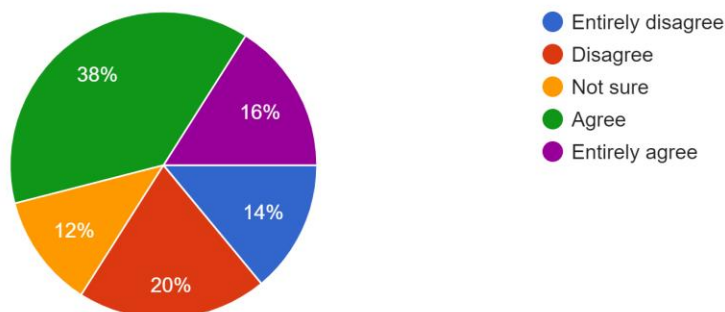


52% of students have said they agree that the teacher helps them to stay focused in online classes.

14% of them entirely agree with it. But 22% disagree and 12% entirely disagree with it.

You get enough feedback from your instructors if you need in online classes.

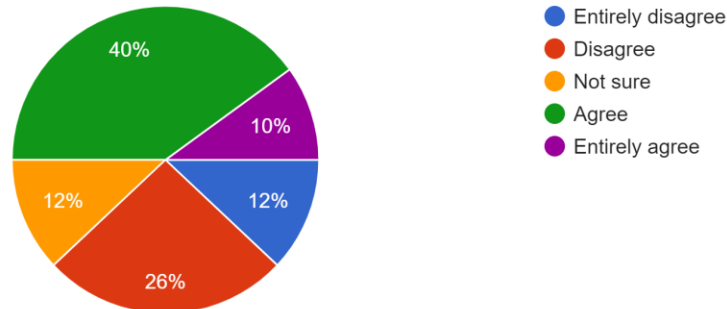
50 responses



38% of participants agree that they get enough feedback in online classes, 16% of them entirely agree with it. Where 12% are not sure and another 20% and 14% of them disagree and entirely disagree with it respectively.

Your teachers assign the assessments properly for assessing your knowledge about the topics in online classes.

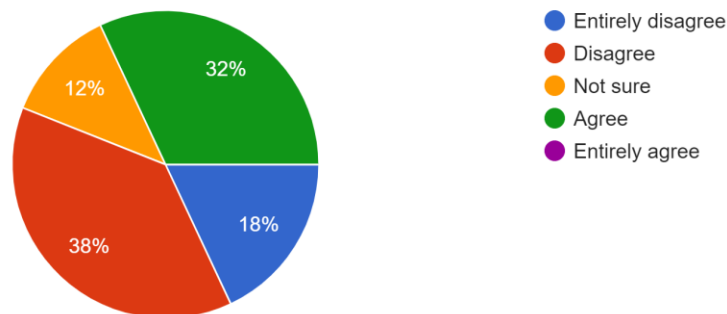
50 responses



Here, 40% of the students agree, 10% of them entirely agree. 26% of them disagree and 12% of them entirely disagree with it. Another 12% are not sure about it.

Your teachers are capable enough to make the online lessons beneficial for you. What is your opinion?

50 responses



This survey gives an idea that 38% disagree with online classes being beneficial and 18% of them entirely disagree. But 32% of them agree with it and 12% are not sure.

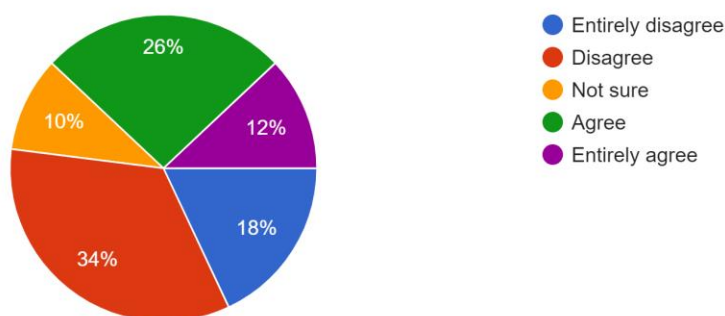
Analysis:

This part shows that the overall online classes standard is not satisfactory and the teachers are not experienced enough for taking online classes. Therefore, all the things they can't understand properly. Though the teachers help them a lot to analyze the available learning contents, those are not enough for the students. However, the teachers can make the students more focused in an online class. This makes the class activity very interesting. However, all the students can't get enough feedback from the teachers. In online classes, managing time for all the students individually is a little bit challenging. For not getting a chance to get correct feedback students also cannot learn a new thing accurately. This is a big problem that has to be solved. Additionally, the teachers assign the proper assessment for the students so that they can evaluate them but that is not the only thing that can make online classes beneficial for the students.

4.4 Opinion about online classes

You are getting benefits from online classes like the offline classes. What do you think?

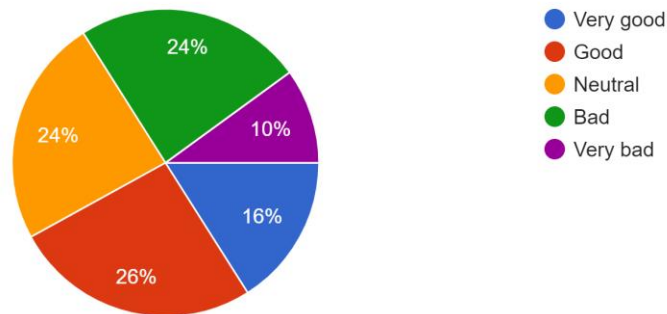
50 responses



34% disagree, 18% entirely disagree but 26% agree and 12% entirely agree that they are getting benefits from online classes as the regular offline classes. However, 10% of them are not sure about it.

What is your overall opinion about online learning?

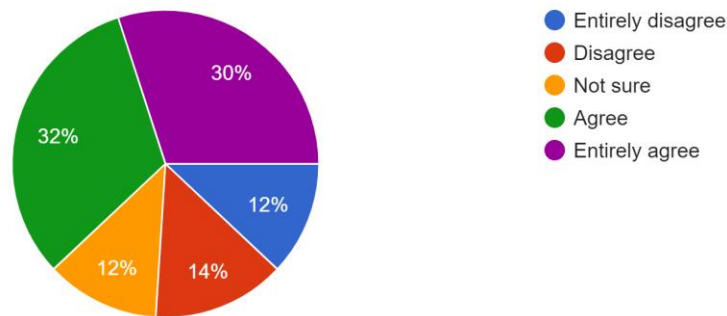
50 responses



26% of the participants have a good opinion about online learning and for 16% it is very good. Whereas, 24% have a neutral opinion about it. Then, 24% of them say it is bad and the rest 10% say it is very bad.

While learning new lessons, you feel confident of yourself with the help of your teacher.

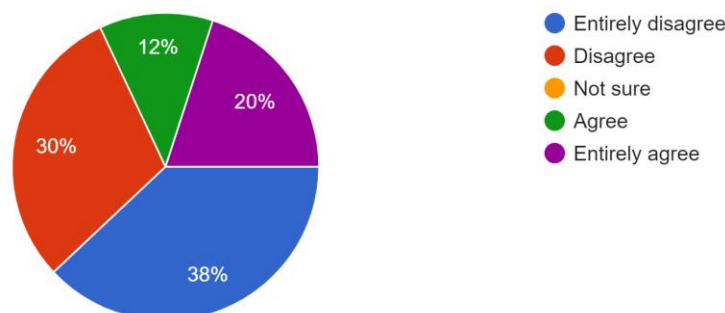
50 responses



Here, 32% of students agree that they feel confident because of their teachers, 30% of them entirely agree with it. But 14% disagree, 12% are not sure and 12% of them entirely disagree with it.

Online classes can be the alternatives of offline classes. What do you think?

50 responses



In this survey, 20% entirely agree and 12% agree that online classes can be an alternative to offline classes. Whereas 30% of them disagree and 38% of them entirely disagree with it.

Analysis:

This part shows that after having many problems and difficulties, the students think these online classes are a big support for them. Though there are students who have different points of view about it, the majority of students are taking these online classes as a great opportunity to learn without having any academic time loss. Moreover, after having many limitations, the students have mostly positive opinions about online classes.

At the same time, students suggest that if it is possible then the online education system should be improved so that they can learn better. They also added that, when they learn any new topic, they feel very motivated and confident with the support of their teacher and this is great. But at the same time, the present online education system is not a satisfactory system for them. Thus, they don't think that this present online education system can be an alternative to regular offline classes.

4.5 Analysis of the interviews

Question 1: How do you teach an online class?

Theme: Online learning

Emergent categories: Digital platforms

To answer this question, most of the teachers said they use google meet, zoom meeting, Facebook lives, YouTube Live and other social media to teach live classes and to communicate with the students. On the other hand, they also have to provide class recordings for the students and, for doing that, they go to school and make a video of any particular topic by using whiteboards and all. Then they upload it to their group and they check whether all the students are viewing it or not. Besides, several students don't have any personal smartphones or laptops. For them, the teachers have scheduled classes on a local channel. Students can see the live classes on television. Therefore, they try to reach all the students in every possible way.

Question 2: Are you satisfied with this online education system?

Theme: Teaching experience

Emergent categories: Lack of resources and training

The online classes are not as easy going as the offline classes and the most important thing is, the teachers and the students were not used to these online classes before. Thus, it was a big challenge for them to adjust to this new system. Before starting this, the teachers needed to get enough training but for this Covid situation; it is not possible at all. Therefore, they have so many limitations of resources and experiences. They have just followed the YouTube sample online classes, and that is how they have started it. Still, now they are trying to cope up with it. And the education office has given them some instructions on how they should do it. But if the teachers could get enough training on it, the whole process would be better.

Question 3: How did you get adjusted to this new education system?

Theme: Online teaching

Emergent categories: Lack of resources

Teachers said, in the beginning, these online classes were a very unfamiliar thing to all of them. Then they started watching YouTube videos in online classes. From there, they have gathered some basic ideas and knowledge. Then they started taking classes. At first, they face so many difficulties adjusting to it. Firstly, they needed a good quality smartphone and internet connection. None of these was easy to arrange within a short time. Moreover, the internet coverage is very poor in most of the areas. Besides, the data packs are pretty expensive to purchase regularly. Therefore, these things were really hard to manage altogether in the beginning. Then day by day they tried very hard to adjust to all the things so that they could help the students.

Question 4: How do you describe your online teaching experience?

Theme: Teaching experience

Emergent categories: Requires more time and effort

As it is not a face-to-face class, everything should be clearer and easier to understand in class. Explaining everything in detail also needs more time in online classes. Besides, when the teachers take the recorded classes, at that time they also need a lot of extra preparation for that. They have to give time twice or even more than that, only for one class. At the same time, every student has different types of problems. Talking to each of the students and solving their confusion regarding one lesson is a tough thing in online classes. To make the classes beneficial for the students, teachers have to give more effort.

Question 5: Do you face any difficulties while taking online classes?

Theme: Difficulties during online teaching

Emergent categories: Networking issues

Almost all interviewees agreed that they faced many difficulties while taking online classes. As the internet connection is very poor, they cannot run the class smoothly. All of a sudden, they got disconnected from the class and it created interruption. The same thing happens to the students as well. They also face difficulties in joining the class or even hearing the recorded class about the bad internet issues. Furthermore, the online class is not easily manageable as the offline classes. Students get distracted easily and they can leave the class anytime. The teachers cannot control them or force them not to be distracted by anything else within the class time. Thus, most of the time, teachers continue taking classes, but no student responds or talks to the teacher. At that time, the teacher found it very hard to make the session an effective interactive live session.

Question 6: Is technology involved in online learning satisfactory?

Theme: Technology in the online classes

Emergent categories: Proper practice and training

Most of the interviewees said that they were satisfied with the involved technology in the online classroom. They said it is a good initiative as it is helpful for the students to continue their studies without coming to the school. But to make it more fruitful, many more steps should be taken. The teachers need more training and practice so that they can get updated with the knowledge of online classes. And that can help the students more.

Question 7: Are you familiar with all of those?

Theme: Technology knowledge

Emergent categories: Basic online learning tools

The teachers are familiar with the basic digital learning tools. Such as computer operating. They know how to take classes by using different online platforms, but they are not experts in these

things and they don't have any advanced level of knowledge of it. They can manage the classes in any way but they want to have advanced knowledge about the online learning technology and platforms. If they can know more about it, they are hopeful that it will improve the overall online education system.

Question 8: Do you take any live classes?

Theme: Online live classes

Emergent categories: Online class type

All of my participants said that they have experience of taking live sessions. Besides, they also have the experience of making the recorded class. At first, they have started through the recorded classes, but that type of class cannot be satisfactory teaching. Because it is a one-sided talking system and students cannot participate in it. So, the teachers started to take the live classes, and it worked far better than the recorded classes.

Question 9: Do you think the online materials you provide to the students are sufficient for the students?

Theme: Online materials for students

Emergent categories: Insufficient materials

Everything is going online nowadays. Thus, students become more dependent on online materials for any tasks or anything. Therefore, teachers have to provide several materials for the students but most of the time the students cannot get access to it (except textbooks). This is a big problem.

Question 10: How do you ensure that all the students are following your given instructions?

Theme: Monitoring the class

Emergent categories: Students participate in class

The participants said that it is a big challenge for them to monitor all the students individually. And it becomes harder as the students are not much interested and motivated to attend or participate in the class. Thus, the teachers have to push them to follow all their instructions and do all the tasks as they are instructed. For doing these, the teachers prefer group work in the classroom. Students are not allowed to remain silent at that time and it makes the class more interactive. Students follow all the instructions in this way. Moreover, the teachers give them different activities and homework regularly. So, the students try to follow all the instructions properly.

Question 11: How many online classes do you take in a week? And how many offline classes do you use to take in a week?

Theme: Knowledge about online classes.

Emergent categories: Decreased class numbers for each teacher.

Previously, teachers had to take 25-26 classes per week. However, in the online class, the teachers take only two or three classes per week as they have different teachers for the same subject; they are now taking all the students from different sections together.

Question 12: How do you reach all of your students? Especially those who live in a remote area or do not use any mobile phone?

Theme: Student's participation.

Emergent categories: The support of the teachers.

The participants said that it is a big challenge for them to be sure about the students' progress if they don't attend the classes. If any student doesn't attend the classes, then the teachers try to contact them in any way. They talk to their family and if there is any problem that is manageable

for the school authority then the teachers attempt to help them. Teachers give a lot of effort to these students so that none of them has to stop their studies.

Question 13: Are the students becoming beneficiaries of these online classes? What do you think?

Theme: Students learning.

Emergent categories: Online education during covid-19.

The students are becoming beneficiaries through these online classes. All the participants agreed with it. If the government didn't take this step to start online classes, then many students would have to stop their studies permanently. After having a long break from the studies, the students had to be involved in many works and that would be a big barrier to coming back to the study. Besides, those who want to continue their study, they have to lose a huge amount of time in their educational life. By considering these consequences, taking online classes is the best decision for the students.

Question 14: Do you suggest any changes that should be made to make the online classes better?

Theme: Better online classes.

Emergent categories: Teachers' suggestions about online classes.

The teachers said that they need a better education system at first. For doing that, the institutions need the support of the higher authorities. The teachers' income is not sufficient to lead a life with the family members. This is something disappointing. In this situation, taking online classes with expensive devices is a big burden for them. The government should give them some extra money with their salary so that they can spend that whenever they need it. Besides, the internet problem is another barrier. It should be solved. Moreover, they need some low budget internet

packs that they can use for the online class purpose only. Furthermore, one of the participants said, "If the Government can provide all the institutions and the students with any devices that can be used only for educational purposes, then it would be really helpful for all the students and teachers. It would also ensure the attendance and participation of all the students".

Chapter 5: Conclusion and Recommendation

5.1 Conclusion:

The study confirms that teachers' roles in online classrooms are very significant and can make a distinction in the overall online education system. A supportive teacher can create an encouraging impact on students' educational outcomes. The teachers and students were not habituated with the online learning system beforehand. Therefore, the teachers and students face problems, but they are trying their best to adapt to those. The students think that the teachers are trying to help them but the available facilities and materials are not enough for the students. Students also face many problems for their lower internet coverage. They are not satisfied at all with the use of technology in online education. As all the materials are not sufficient, students are not getting enough feedback from their teachers. At the same time the teachers think that, if the teachers get more support and training, they would be able to overcome all the difficulties. It is a new practice for the teachers. Therefore, they need training and proper guidelines. As they are not getting any chance of that, they just take the basic ideas from youtube and follow that. Considering these all, the teachers have to give more support and efforts to teach the students. Teaching online is also expensive as the teachers need to buy many extra instruments for setting an online class. Although online education is challenging, there is no alternative to it for the students' betterment. All the students should be self-motivated and the teachers should be more

supportive so that they can reduce the loss of students' academic activities in this current situation of pandemic.

5.2 Recommendations

- Teachers need proper training so that they can handle these online classes smoothly. They need training to make online classes more interactive and engaging by using the available resources. All the students should try to join the class regularly. If any student misses a single class, it will be tough to recover the lesson for both student and teacher.
- The teachers and the students should make the classes more interactive. If there is no connection created between students and teachers, the class will be less interesting. Students will feel less motivated toward the study.
- The use of technology should be increased. Necessary measurements should be taken by the government to reduce smartphone, laptops and internet prices to make it more affordable. Internet speed and coverage need to be increased so the students from remote areas can have access to online classes without any interruption.
- The authority should provide the necessary and demanding things to the institutions. Teachers do not always have the resources as well. So, the authority must take steps to provide the essential materials required for digital classrooms.
- Teachers should try to communicate with all the students regularly. In this Covid, students tend to get busy with various destructive activities like gaming, the internet, playing, etc. So here, teachers have an important role to play by communicating with students. They need to assess the students and give proper suggestions.

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Appendix

Student survey questionnaire

1) Do you have a smartphone or laptop for doing online classes?

- Yes
- No

2) Your teachers take the online classes by-

- Live sessions
- Recorded class

3) The teacher encourages and gives students a chance to exchange ideas in online classes.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

4) The teacher shows students the right direction of doing online activities.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

5) The teachers are qualified enough to teach online.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

6) The teacher helps students to grasp the lesson.

- Entirely disagree

- Disagree
- Not sure
- Agree
- Entirely agree

7) The technology that is involved in online teaching is satisfactory.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

8) The online education system is sufficient for a good understanding.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

9) Teachers have enough materials and opportunities to teach their best to the students.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

10) The teacher helps students to overcome unclear issues.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

11) With the explanation of the teacher, the focus of the online learning materials becomes clearer.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

12) Face to face interaction with teachers is important for learning.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

13) The teacher helps students to stay focused in online classes.

- Entirely disagree
- Disagree
- Not sure
- Agree

- Entirely agree

14) You get enough feedback from your instructors if you need it in online classes.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

15) Your teachers assign the assessments properly for assessing your knowledge about the topics in online classes.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

16) Do you face any understanding difficulties while listening to the teacher's recorded online classes?

- Yes, always
- Yes, sometimes
- Not sure about this
- Never

17) Your teachers are capable enough to make the online lessons beneficial for you. What is your opinion?

- Entirely disagree

- Disagree
- Not sure
- Agree
- Entirely agree

18) You are getting benefits from online classes like offline classes. What do you think?

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

19) What is your overall opinion about online learning?

- Very good
- Good
- Neutral
- Bad
- Very bad

20) The teacher adapts the exercises to meet students' needs.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

21) While learning new lessons, you feel confident in yourself because of the teacher.

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

22) Online classes can be the alternatives to offline classes. What do you think?

- Entirely disagree
- Disagree
- Not sure
- Agree
- Entirely agree

Teachers interview questionnaire

- 1) How do you take online classes?
- 2) Are you satisfied with this online education system?
- 3) How did you get adjusted to this new education system?
- 4) How do you describe your online teaching experience?
- 5) Do you face any difficulties while taking online classes?
- 6) Is technology involved in online learning satisfactory? Are you familiar with all of those?
- 7) Do you take any live classes?
- 8) Do you think the materials you provide are sufficient for your teaching?
- 9) How do you ensure that all the students are following your given instructions?

- 10) How many online classes do you take in a week? And how many offline classes do you used to take in a week?
- 11) How do you reach all of your students? Especially those who live in a remote area or do not use any mobile phone?
- 12) Are the students' becoming beneficiaries through these online classes? What do you think?
- 13) Do you suggest any changes that should be made to make the online classes better?
- 14) In your opinion, what are the significant roles of teachers in the online classroom to make the classes more fruitful?