Teachers Perception on Conducting Online Class at a Government College in Bangladesh

Md. Nazmul Haque
Assistant Professor, Department of Social Work
Rajshahi College, Rajshahi
Email: nazmulhoquerc@gmail.com

Abstract: In Bangladesh, the education institutions conducted class through online platform for a pandemic situation like COVID-19. But the teachers were not accustomed to conduct online class. Therefore, this study is intended to identify the nature of attitude of the teachers towards online class and challenges they have faced in conducting classes. To conduct the investigation mixed method approach was employed and the data have been collected through survey and in-depth interview. The findings of the research show that the teachers are agreed on the necessity of online class and observed that it is invariably essential in a pandemic situation like COVID-19. Nonetheless, some challenges have been identified such as lack of technological knowhow of both teachers and students, the negative mentality of teachers and insufficient training of the teachers' community. However, the study outcome suggests overcoming this type of situation in future the whole education system should be prepared to encounter such challenges successfully.

Keywords: Online Class, Pandemic Situation, COVID- 19, Government College, Teachers' Perception.

Introduction

The COVID-19 pandemic has brought a great change worldwide in the education system (Sepulvida-Escobar & Morrison, 2020). The whole world is transferring their education system from face to face to online. Since there is no alternative to continue the education without the internet as the educational institutions are closed due to the pandemic situation of COVID-19. Some experts identified that online education does not generate expected results in learning. For instance, Adnan and Anwar (2020) have found that online learning does not bring expected results for the students of the developing world. But from a survey in Kolkata, it is observed that about 70% students were participating in online class and conducted their online class through android mobile phone (Kapasia, Paul, Roy, Saha, Zaveri, Mallick, & Chouhan, 2020) which is an inspiring statistic for the education. Again,Khatoony and Nezhadmehr (2020) have found that the teachers were interested in conducting the class by online platform but they were to face some challenges at the same time.

It is seen in Bangladesh that the online class has been started after the COVID -19 and many teachers conduct classes using online platforms, but they have no training or experience (Farhana, Tanni, Shabnam & Chowdhury, 2020). In this case, there exists a question, are they feeling easy in conducting the class or not?

From different studies it is identified some trouble in conducting the online class but those are not directly related to the college. So, what are the feelings of the teachers on conducting online class and what problems they are facing as well as what measures should be taken in future are the main focuses of this study.

It is observed that online learning is not a new concept in the pandemic situation of COVID-19. It was introduced in the 1980s of the last century (Moore, Dickson & Galyen, 2011). Online learning is the term which is done through advanced information and communication technology. In this regard, Yang and Kang (2020) have argued that it's an emerging approach for the students. On the other hand,through a deep explanation of e-learning, distance learning and online learning Moore, et al. (2011) have said that online learning is an updated form of distance learning. That means distance learning is in the context of geographical aspects and online learning is very much related with ICT based. Again, this view is supported by Haynes (2020) who explained that it's a term which is used for the access of education at any time and anywhere through the internet. So, in the case of online learning, internet access is important. In place of face to face learning educational material is delivered through the internet (Edwards & Robinson, 2019). So, it is found that online learning is not related to pandemic situations, rather it is a method of learning anytime and anywhere with the use of the internet.

However, the COVID-19 pandemic has brought a significant change in the education system all over the world. In place of face to face learning many countries have launched online learning to meet up the demand of situation (Sepulveda & Morrison, 2020). Ali (2020) has found in his research that many higher educational institutions all over the world are conducting their class through online platform because of lockdown situation to maintain social distance. Besides other conditions, he has also emphasised on the staff related preparation before conducting the class. But in his research, he did not express the perception of teachers about online classes. So, technologically developed countries are conducting their classes online, but COVID-19 situation has forced the other countries to conduct online class.

In Bangladesh online learning is a new practice Though it's a new practice, it can be developed.. At first, the government of Bangladesh did not give importance on online class but later it has been emphasised on the online class because the long existence of corona virus seriously affects the education system (Mondol & Mohiuddin, 2020). So, for being an order of government, the teachers are compelled to conduct online class in a pandemic situation like COVID-19.

However, in Bangladesh the teachers were not accustomed to conducting online classes before. But, for the COVOD-19 situation, they need to conduct online class for the first time. Again, many teachers were not interested in conducting class online because they thought besides students, other people will see the class and they will be criticised in case of any wrong answers. But, after few days, the teachers were asked to conduct class forcibly (Khan, Hossain & Abdou, 2020).

Now, they are conducting online class but many of them are not supporting from the heart.

So, in case of the perception of teachers on online teaching it is seen that the teachers do not have the same attitude on it. Some teachers like online classes; on the contrary, some teachers don't prefer to conduct class through the internet. In this regard a study on the teachers of Tabuk University shows that 62.9% teachers have a negative attitude on online learning, but the young teachers have interest in conducting online classes (Albalawi & Badawi, 2008). So, the attitudes of the teachers on online learning depend on the age or access to using technology. In the same way, Windes and Lesht (2014) have found from a study that online education is not so useful as face to face learning though it varies from one institution to another and the person to person .In case of conducting online class the experience of online teaching is important for the teachers (Smith, 2009).But ,in spite of having negative attitudes, teachers and students support the online teaching for a pandemic situation and many students feel it enjoyable and interesting (Verma, Varma, Garg & Godara, 2020). on the other hand, some teachers emphasize on the competencies to conduct online class (Bawane & Spector, 2009) So, it is found that online teaching is supported by the teachers but many of them have negative attitude on it.

In the context of Bangladesh, from 18 march the educational institutions are closed, and the teachers are conducting class through online devices (Biswas, Roy & Roy, 2020). They have also found that the students are familiar with the using technology as well as have positive attitudes on online learning. Again, it is also seen that the teachers of higher education are not interested in conducting class. In this regard Khan et al. (2020) have said that the teachers of universities are reluctant to conduct online classes, but the ministry of education urges other institutions to conduct online classes. So, it can be said that the perception of the teachers online is mixed. Some teachers think that it's very useful and efficient for the development of the teachers as well as students and some others don't support it from the bottom of their heart.

Conducting online classes is not easy for a teacher who is not accustomed to the class. In this regard, Sepulveda and Morrison (2020) have argued that the lack of interaction and the sudden change of delivering mood of lecture affect the learning of the students. Though this is from the perspective of students, it is very much related to the teachers' side too. Koo (2008) has argued from a study that ,for online learning, teachers training on online class and internet must be ensured and shown that many teachers are not ready enough for online platforms because of time constraint and lack of access to the internet. And this is an important factor in a pandemic situation too. The same result has been provided by Kim and Bonk (2006). They have found that for online learning the advancement of internet technology is important. But internet use is very much related to technical

and financial aspects (Adnan & Anwar, 2020) which is very much relevant in a developing country like Bangladesh.

Though Bangladesh has started distance learning after the COVID-19 situation, it has been compulsory for all the teachers to conduct online classes. And, since it's a new system for many teachers, it must face many problems. In the context of Bangladesh Farhana, et al. (2020) has found some challenges for the teachers in the case of conducting online classes. The challenges are internet and electricity problems, inappropriate knowledge on computers, difficulties of online class management and the home environment. Through these challenges they have found by conducting interviews with the secondary school teachers, but it is very much related with higher education too. Again, Mahmuda (2016) has argued on the perspective of Bangladesh that power, internet and training is important for using any technological instrument. So, to conduct online classes the teachers have to face different kinds of problems in Bangladesh.

In the pandemic situation of covid-19, the whole world is being affected. According to UNICEF 63.0% students are being affected due to closure of educational institutions in 193 countries (Ramij & Sultana, 2020) and in Bangladesh, 3.15 million tertiary level students are facing problems. In the same way, after the spreading of coronavirus, the teachers of a government college named Rajshahi Government College which is situated in Rajshahi district have started to conduct the online class for the first time. So, they have to face a lot of problems like the other educational institutions in Bangladesh because some teachers are unfamiliar with the online class (Islam,Tanvir, Amin & Salman, 2020). But, in this pandemic situation, there was no alternative to conduct the class on an online platform. Again, the national university started to conduct their class for the benefit of students and many teachers of the college were involved there. But it is observed that teachers are not interested in conducting online classes (Rahman, Aziz & Ahmed, 2020). Again, most of the teachers were very much in trouble to conduct those classes.However, this study is very much related with the current issues on online class. Though distance learning has been started for many years in Bangladesh by open university (Islam & Selim, 2006), the other universities or institutions did not start the online class system. But, the COVID-19 situation has compelled the teachers of Bangladesh to conduct online classes which are seen as the same attitude in different institutions in Bangladesh because they do not want to change the learning environment (Mahmud & Gope, 2009). Again, in this situation, there is no alternative but to conduct online classes. Many teachers also face different kinds of troubles to continue online class (Farhana, Tannin, Shabnam & Chowdhury, 2020).

From above discussion it is seen that the different researches have been done on different sides of online class but they did not do so on online class in a pandemic situation, and the teachers are forced to conduct their class through online platform, they may feel bore to take class as well as they may face different kinds

of problem to do so which are not seen from above literature reviews. Again, though some researchers have been done on both the teachers and students and it has been done on universities in other countries, this research has been done on a government college and the participants are only the teachers but the students and other participants are not involved in this study. However, as a teacher of this college, it has been observed that the teachers are feeling uneasy in conducting online classes and many teachers are not interested at all in conducting online class and it is also observed that for being the first time users, they are facing many problems and challenges. So, this study will help the principal of the college to take proper steps to conduct online class properly because it will try to find out the attitudes of the teachers on online class and also find out the challenges which are becoming hindrance for effective class. As a result, the students will be benefitted and they will find interest to attend the class because after taking the necessary steps, the class will be done properly. So, this study will be helpful not only for the teachers but also for the students and principal to identify the challenges and find out solutions of the challenges.

Therefore, to know the teachers' attitudes of the college and to find out the challenges they face during conducting class is the main objective of the study.

To achieve the aforementioned objectives, the study has been done on the following research questions:

> a) Do the teachers want online teaching?
> b) What are the challenges the teachers are facing in conducting online class?

As a result, to know the attitudes of the teachers and identify the challenges related with online class is important. Thus, the study has been conducted to know the perception of the teachers and identify the challenges during conducting class in the Covid-19 situations.

Methodology
To conduct this research, the mixed method approach has been used. That means both qualitative and quantitative data will be used here because it is very helpful to explain complex phenomena (Creswell, 1999).The qualitative approach is generally done to know the depth understanding of individual thought, views, opinion and experience which has been used here to know the perception of the teachers on online teaching through interview. On the other hand, a quantitative approach has been used here to find out actual figures and both approaches have been applied to minimise the demerits. Again, for better understanding of the research and to explain anomaly mixed methods is very much effective (Dunning, Williams, Abonyi & Crooks, 2008).Finally, to get a real picture mixed method has been used here.

Again, the random sampling has been used in this study to collect data. Because, for random sampling, anyone of the population has a chance to be involved. So, among 240 teachers of the college 40 teachers are selected as samples to conduct

the study. On the other hand, for the interview the purposive sampling has been done. Because, the teachers who seemed expert on conducting the class have been chosen for an interview. In this case 7 teachers have been interviewed to know the attitude of the teachers. The sample size is small because the data was collected during the pandemic situation of COVID-19. It should be noted that all participants were the teachers from the government college.

To collect data different methods have been used in this research. The interview for qualitative data and survey method for quantitative data have been used here. But for both methods the questionnaire was prepared to collect data. So, only 40 samples have been collected through a survey and 7 participants were interviewed very closely to know the attitude and challenges of online class. However, it has been tried to be very much careful about validity and reliability. From the selection of respondents and collection of data, sincerity was maintained. At first, before data collection, 10 participants were asked to fill up the questionnaire. And the Cronbach's Alpha test of the questionnaire has been done to ensure the validity. The value of the test is 0.78. The test has been calculated with the help of SPSS. On the other hand, face to face interviews have been done with selected teachers. The participants were asked the same questions for the triangulation. During the interview the audio has been recorded by smart mobile phone with the consent of the participants. And, the record is saved with confidentiality in a safe and secret place to ensure reliability.

For quantitative data, survey questionnaires have been used as a research instrument. The questionnaire has been divided into two parts. One part is on the demographic data and the other part on the perceptions of the teachers. Total 14 Likert scale items with five points(1=strongly agree, 2=agree, 3=neutral, 4=disagree and 5=strongly disagree) were structured to ask the respondents opinion. The first four (1-4) items were done to know the perception about online class and the other 6 (5-10) items were to know the challenges of the college and the rest of the items (11-14) are to find solutions to the problems. And for qualitative data an interview protocol has been prepared to ask questions so that the real data can be ensured. In this regard 6 open ended questions were added. It is notable that a voice recorder has been used to save the record of interviews with the participants.

To evaluate the quantitative data, SPSS has been used. Some statistical tools like mean, median, mode and standard deviation are given importance to explain the primary data. Mean has been used to know the average result of five points Likert scale. Mode is used to know the most frequent answers and standard deviation is done to ensure consistency of the answers for every item. But for qualitative data face to face interviews has been conducted with the interview protocol. After listening to the recorded interview, the opinion and perception of the teachers on online class has been included in this research.

Generally, a pilot study is done before conducting large scale study and to test the validity of the questionnaire. So, a pilot study has been done to test the standard of questionnaire before collecting data for study. For this reason, 10 participants were asked to answer the questions. Using SPSS, it is found that the value of the pilot study is.78 which is suitable to continue the study. After getting the result of the pilot study, the main study has been completed.

Findings

The collected data from different participants have been discussed here. At first, the quantitative data has been analysed then the qualitative data is explained from different aspects. The participants' information has been explained at first. However, to understand easily the table has been used to explain data.

1. Age of the participants

Age Level	Frequency	Percent	Cumulative Percent
30-35	7	17.5	17.5
36-40	8	20.0	37.5
41-45	7	17.5	55.0
46-50	9	22.5	77.5
51-55	7	17.5	95.0
56-60	2	5.0	100.0
Total	40	100.0	

From the table above it is seen that teachers from different ages have participated in the research. It starts from 30-35 years and ends with 56-60 years and the number of 56-60 age teachers are less than any other groups.

2. Gender of the respondents

Gender	Frequency	Percent	Cumulative Percent
Male	34	85.0	85.0
Female	6	15.0	100.0
Total	40	100.0	
Total	40	100.0	

From this table in case of gender it is seen that most of the participants are male. The number of male participants is 34 and only 15% are female.

3. Designation of the participants

Designation	Frequency	Percent	Cumulative Percent
Lecturer	9	22.5	22.5
Assistant Professor	18	45.0	67.5
Associate Professor	10	25.0	92.5
Professor	3	7.5	100.0
Total	40	100.0	

In the case of designation, it is seen that all the categories of the teachers have participated in the research. And, most of the participants are assistant professors. The number of assistant professors is 18, associate professor 10, lecturer 9 and professor is only 3.

4. Faculty of the participants

Faculty	Frequency	percent	Cumulative Percent
Arts	16	40.0	40.0
Social Science	8	20.0	20.0
Business Studies	1	2.5	2.5
Science	15	37.5	37.5
Total	40	100.0	100.0

In this table, it is seen that the number of teachers from science and arts faculty are more than social science. 40% teachers are from arts, 20% from social science, 37.5% from science and only 2.5% from business studies have participated in this research.

5. Teachers' perceptions on conducting online class

No	Statement (Cronbach's Alpha Value = .78)	Scale					Median	Mode	Standard Deviation
		1	2	3	4	5			
1	Online teaching is important for a pandemic situation	26	13	0	1	0	1	1	0.632
2	Online teaching is very easy for me	4	17	15	4	0	2	2	0.816
3	Online teaching is helpful for the students	8	24	6	1	0	2	2	0.688
4	Conducting online class is challenging for some teachers	7	26	5	0	2	2	2	0.871
5	Technological support is enough for online class in your college	8	17	6	6	1	2	2	5.179
6	Teachers' knowledge on conducting online class is sufficient	1	22	11	6	0	2	2	0.783
7	Teachers' preparation before conducting online class sufficient	4	19	15	2	0	2	2	0.74
8	College infrastructure is adequate for conducting online class	9	19	7	5	0	2	2	0.939
9	Power supply and internet connection is smooth in my college	7	15	10	5	2	2	2	0.939
10	Student participation can make the online teaching effective	16	15	5	1	2	2	1	1.061
11	Adequate training for the teachers can be helpful for online teaching	16	21	2	1	0	2	2	0.687
12	The help of college authority for online teaching can solve the problems of online teaching	13	23	2	1	1	2	2	0.834
13	Technological and technical facility should be developed	16	22	1	1	0	2	2	0.656
14	Student should be provided technical and financial assistance	12	20	6	2	0	2	2	0.815

The above table shows the results of the primary data in a short. The table is on statistical analysis using SPSS. Different items related to online class are mentioned in a short here. The result of data through median, mode and standard

deviation is shown here. For the first item, median and mode is 1 and the rest items are 2. And the standard deviation is varied in different items. The detailed discussions on the table are below.

From item 1 it is seen that 26 teachers strongly support online class in a pandemic situation and total 39 among 40 teachers think that online teaching is important for a pandemic situation but only one person disagrees with the statement. The median of the data is 1, the mode is 1 and standard deviation is 0.63.

From item 2 it is seen that only 4teachers that means 5% teachers strongly support, and 24 teachers think that it is easy for them to conduct online class, but 37.5% teachers were neutral in this case. Again, 10 % of teachers totally disagree with the item.   Median of the scale is 2 and mode is 2 and standard deviation is 0.81.

In Item 3, it is proved that online teaching is very helpful for the students. Most of the teachers agreed with the statement 8 teachers strongly support and 24 teachers support that online teaching is helpful, 6 participants were neutral and only one respondent disagreed. The median and mode of the item is also 2 and standard deviation is 0.68.

In item 4, most of the teachers think that online class is challenging for some teachers and only 5 participants were neutral, but 2 participants strongly disagreed with the statement. The result of the data shows that median is 2 and mode is also 2 and standard deviation is 0.87.

In item 5, it is seen that the participants have given different opinions on this item. Total 25 teachers say that technological support is enough, and 8 teachers strongly support it. On the other hand 6 teachers are neutral and other 6 teachers also disagreed with the statement besides one participant strongly disagreed on it. Of course, one participant missed to answer on this point. The value of median and mode is 2 and standard deviation is 5.179.

In item 6, To conduct online class, the knowledge of the teachers is shown that 22 participants agree, 11 are neutral and 6 disagree with the statement. That means many teachers are confused about their own knowledge on conducting class. It is seen that the value of median and mode is 2 and standard deviation is 0.78.

From item 7, it is seen that 19 teachers agreed with the comment and 15 are neutral and only 2 participants disagreed. The median of the data is 2 and mode is also 2. Besides, standard deviation is 0.74. That means the teachers in this college are well prepared before conducting online classes.

In case of item 8, the data shows that 70% teachers support that college infrastructure is enough including 22.5% strongly agreeing with it and 17.5% are neutral. On the other hand, 12.5% disagreed with the statement. The statistical; value shows that median and mode is 2 and standard deviation is 0.93.

In item 9, total 56% participants (including 17.9% strongly agree) think that power supply and internet connection is smooth but 12.8% disagree. Again 25.6% are neutral in this case. The median and mode of this item is the same that means 2 and standard deviation is 0.93.

For item 10, most of the participants think that for effective teaching student's participation is important. 41% teachers strongly agree with this statement and a total 37.5% agree with it. Only 12.5 % teachers are neutral, on the other hand, 2.5% disagree with the statement. The median of the data is 2 and the mode is 1 and standard deviation is 1.061.

In item11, it is seen that 92.5% participants agree (including 40% strongly agree) for teachers training for online teaching. On the other hand, only one person disagreed with the statement. Again, the median and mode value are 2 and standard deviation is 0.68.

In item12,the data displays that 32.5% are strongly agreed and 57.5% are agreed for college authority help to conduct online class but only one person is disagreed with this statement. The median of the statement is 2 and mode is also 2 and the standard deviation is 0.83.

In item 13, 40% teachers strongly agree, and 55% teachers agree with the statement that technological as well as technical facilities should be developed and only 2.5% teachers disagree. So, it is proved that for the college technological and technical facilities should be increased in future. The median and mode are 2 and standard deviation is 0.65 in this item.

In item 14, total 80% that means 32 teachers have approved that technical and financial support should be provided for the students. Of course, 15% are neutral and only 5% disagree with the statement. The median is 2 and mode is also 2 but standard (deviation is 0.81).

However, to know the perception of the teachers on online class interviews has been done. Though the questions were the same as Likert scale, some new information from the participants have been discovered. All the participants who are the teachers from different departments of Rajshahi college have agreed that they are conducting their classes online. But they have told me that they are compelled to do this for having no alternative but online class. Again, most of the teachers say that for COVID-19 situation, the educational institutions are closed; the students are staying at their home, so there is no option without online class. When the participants were asked about supporting online class, one of the participants, an assistant professor of the Department of Social Work, said, "There is no option but supporting online class because we cannot conduct offline class for a pandemic situation". Another participant who is an assistant professor of the Department of Management also says "we are not interested in conducting online class but we are doing it for the wellbeing of the students."

On the other hand, in case of challenges for conducting online classes, some new information has come in front. The teachers express different opinions about challenges. But most of the teachers say that lack of technological knowledge for both the teachers and students about online classes, staying in remote area (students), financial problem to buy internet to join in the class, lack of device to attend class, lack of motivation for the students, low level of students, lack of proper atmosphere to conduct online class are creating obstacles to conduct online class. Again, one of the participants who is also the head of the Department of Economics says "the negative mentality of the teachers and students is the main problem for online classes." Of course, few other teachers say that the lack of electricity supply and deficiency of proper training to conduct online classes are major problems for them. But all the teachers support one point, which is the internet problem.

And in case of solving the problems and for effective online class, some teachers suggest that financial support should be provided for the students, camera-based sound proof studio should be ensured in the college, proper training should be provided for both the teachers and students, internet package with low cost can be ensured by contacting with some mobile companies, motivation should be given both the teachers and students to change mentality. Again, one of the participants, a professor of the department of Political Science, says "an accreditation council can be prepared to ensure effective class." On the other hand, one participant expresses "to increase the participation of the students in online class, a messenger group can be prepared to communicate among them and teachers." Besides, one of the teachers, an associate professor of Social Work, expresses "We should give importance on using those apps which are suitable for interactive class; For example zoom." The participants also want the authority of the college to ensure enough internet speed and in-house training for the teachers. Finally, monitoring should be strictly followed for effective online class, they suggest.

Discussion
In this study, different instruments have been used to know actual information about online classrooms. The findings from quantitative data and qualitative data are almost the same but, in few cases, some new information is observed in qualitative data. From quantitative data it is seen that the number of female teachers is less because female service holders in the college are short in number. The same situation is seen in case of designation. The post for the professor is limited in the college. About the perception of the teachers on online class it is seen that almost all the teachers of the college think that online class is important for the students in this pandemic situation but to conduct class is not easy for them and the teachers are conducting class because there is no option but online class. That means they are not interested in conducting online classes but a pandemic situation has made them use online platforms. Though some young teachers have shown their interest in online class which is supported by Albalaw and Badawi (2008) because they have competence on the computer but it can not bring the same learning outcome like face to face class system.

Again, the variation is seen in the technological condition of the college, in this item the standard deviation is 5.179 which means that the technological support is not satisfactory for online class which is supported by Farhana et al. (2020). Because the teachers are not given internet access properly and many teachers do not have their personal computer, though the college authority has tried to provide an internet facility but it was not enough for the purpose. But, for other challenges (students' participation, academic environment, teacher's knowledge and preparation, power supply etc.), the teachers have expressed almost the same opinion giving importance on the training for the teachers (Mahmuda, 2016) .And the financial support for the poor students is also important to do effective the class.

Conclusion

The findings of the study clearly implicated that online teaching is extremely vital for pandemic situations. Though some teachers are not enthusiastic to conduct online classes, they are doing it for the benefit of the students. Conducting online classes is not very easy for the teachers and the knowhow of the teachers is also not satisfactory before class and for most of the teachers it is found highly challenging. Furthermore, there is a significant limitation on the technological support in college which is a key for online learning but the college authority is trying to develop facilities for online teaching. In the study college, power supply and internet connection existed, but the standard is not up to the mark. For effective online teaching, the study outcome suggests that the student's participation is important but teachers' training is also important for effective online teaching-learning and the support facilities of the college authority should be improved in the case of technical and technological affairs. In addition, the study suggested that the financial support for the student is essential to conduct online class fruitfully. Finally, the study findings suggest that the positive mentality that is also important for online learning of the teachers should be changed from negative to positive, through motivational programs and appropriate training.

It is to be noted down that being a small-scale study sample size was very small and it proved a strong limitation for the research. Another limitation of the research is, due to the pandemic situation the education institution was closed, the teachers were staying at their home. Absences of teachers in the campus pose a tremendous challenge for collecting data. Furthermore, time constraint was also a challenge which may affect the outcome of the research.

It was observed that the online teaching is an only medium of student learning in the pandemic situation of COVID-19 in the government college of Bangladesh. Though the teachers were conducting the class without having any option, the investigation implicated that some steps can make the online teaching fruitful. The study also recommended that training for teachers must be arranged before conducting online class so that they can deliver their lecture effectively. Besides special studio, with enough internet speed and consistent electricity supply should be ensured in

the college campus. In addition to special internet package, some more student friendly bundled package should be provided for the students in special arrangement with collaboration of mobile companies. Additionally, some motivational programs could be offered both for the teachers and students for changing their mind set positively towards online learning. Finally, it is considered that a large scale study can be conducted on the topic in future. To conclude, it can be considered that though the COVID-19 compelled to conduct online class for the developing countries like Bangladesh, it also creates huge opportunities to make digitised the education system. Therefore, if the authority can develop opportunities for the teachers and students, the online class can be an essential tool for teaching rewardingly not only in a pandemic situation but also for all time.

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