

## REVIEW OF RELATED LITERATURE ON COMMUNICATION BARRIERS ENCOUNTERED BY B.ED STUDENTS DURING ONLINE LEARNING IN THE COVID 19 PANDEMIC SITUATION

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### Abstract

*Online education is a type of instruction that is administered and given over the Internet. Twenty years ago, the idea of high-quality training being provided online would have been unthinkable, but in the digital era, it is now a reality. The term "online learning" or "online education" now has a very wide definition. Online education is a relatively new trend. In order to support successful and beneficial communication between professors and students, it is necessary to identify all the difficulties and problems that may arise during the communication process. The main objective of the study was to find out the main communication barriers encountered by B.Ed. students during online learning. With the help of descriptive survey method a population of 300 B.Ed. students under Calicut University was selected. A questionnaire was used as the instrument of data gathering and its content validity was confirmed by an expert panel. The reliability of the questionnaire was evaluated using Cronbach's alpha coefficient, which yielded a value of 0.96. Findings of the study regarding the main barriers were classified under three categories such as personal barriers, social barriers and technical barriers.*

Key words: Online learning, Communication barriers, Personal barriers, Social barriers and Technical barriers

### Introduction

Communication is an important element of life. This is more efficient and important when it comes to education field which is a tool for the welfare of the individual and society. Today e-learning or online learning educations are the result or symbol of the technological growth. As a result, traditional teaching styles are transformed to technology-based teaching. Online education is a new trend in education which makes it feasible for someone to learn improved and give options under the constructivist approach. Students have a more adaptable education opportunity because of online education. But on the other hand, lack of face-to-face contact with teachers and students may result in lack of motivation and encouragement. there are so many barriers and obstacles in teaching and learning process of online education

Most familiar obstacles are the ignorance and unconsciousness of the roles as teachers and students. There are some differences between the types of communication in traditional learning and online learning. Communication barriers means communication process also exist in online education because of such reasons as the physical distance between students and teachers, the difficulties of dealing with new media, having time limitation and restrictions, background knowledge of online teaching and learning, incompetence in skills or ability of

using technology, need for more human interaction and the interactivity level of the process. Put all together effective online education process becomes almost impossible. The levels of these communication barriers and obstacles are different in different institutions or in different programs and in different delivery systems used. Therefore, it is crucial to remove communication barriers if qualified and effective online education is aimed at.

**Method**

This literature review was used to investigate the common findings and implications of studies related to communication barriers encountered by B.Ed students during online learning in during Covid-19 pandemic. The analysis was conducted with the help of two basic steps such as (a) literature search and (b) selection of eligible studies.

**Literature search**

In order to help focus and lead the research, the main key terms of the study- Communication Barriers experienced by B.Ed. students when engaging in online learning during Covid-19 pandemic were first identified. The Educational Resource Information Centre (ERIC), Sodhganga, Semantic Scholar, and Science Direct were the three fundamental data sources used for the research. These databases, in my opinion, offer adequate coverage of representative articles in terms of the online learning communication barriers that B.Ed. students encountered Covid-19 pandemic.

**Results**

Based on the reviewed articles four of them used qualitative methods and the rest used quantitative methods. Table 1 summarizes the list of reviewed articles and their respective methods used.

*Table 1.Descriptive Statistics for the studies related*

<b>Studies Reviewed</b>	<b>Methods used</b>
Leach and Walker (2000)	Qualitative
Muilenburg and Berge (2001)	Qualitative
Steven Barrett (2002)	Quantitative
Aytekin Isman, Fahme Dabaj and Fahriye Altinay (2003)	Qualitative
Tulay Atay, Aynursarisakaloglu and Zulfiye Acar ( 2015)	Quantitative
Jenna Gillett-Swan (2017)	Quantitative
Peter Argondizzo ( 2019 )	Qualitative
Jasmine Paul and Felicia Jefferson (2019)	Quantitative

## Studies Related to Communication Barriers

Leach and Walker (2000) claimed in their study that the flexibility, task orientation, self-evaluation, and instructor support of students in distance education depended greatly on the teacher's feedback. Additionally, they said that whether or not the technology utilised in distance education constituted a barrier depends on the degree of the student's experience with it. Study concluded by stating that for a successful online education, technology concerns must be minimized, and programs used must be designed accordingly.

In their exploratory factor-analysis study, Muilenburg and Berge (2001) identified the underlying structures that make up the barriers to distant learning for teachers, staff, and administrators. Administration, organisational change, technical know-how, social interaction and quality, faculty salary and time, threat of technology, legal concerns, evaluation/effectiveness, access, and student support services were the 10 criteria identified. They surveyed 2054 participants using 64 distinct obstacles in order to develop these ten categories, and they came to the conclusion that certain barriers overlap one or more of the factors.

In his study on the use of the Internet as a medium for distance education, Steven Barrett (2002) discovered that using the internet causes students to convey a lot of socio-emotional information to people who are frequently complete strangers. People felt exposed as a result, so they restricted the quantity of this kind of information they sent over the internet, which in turn created a barrier to efficient communication. The study assessed the quality of communication that occurred as part of the teaching in subject in Doctorate of Education program. Because of the nature of relationships between the participants, the communication did not meet the standards suggested by the literature. The findings of this study can be used as the basis for initiatives designed to improve the effectiveness of the Internet as a platform for undergraduate distance learning. A variety of nonverbal cues and indicators help to clarify any ambiguities in spoken communication as well as to support it.

The study conducted by Aytekin Isman, Fahme Dabaj, and Fahriye Altinay (2003) emphasised the importance of communication as the primary instrument used by individuals to meet their requirements. It was a procedure that calls for competent communication as well as the removal of communication barriers in order for communication to be effective. Distant learning adopts modern tools and facilities for the teaching-learning process. Online courses offer new flexibility options in addition to good communication in a traditional setting. The study also stated that it is crucial to remember that removing barriers to communication is a key component of creating a successful communication process. Being aware of these hurdles to communication in distant learning enables people to perform their jobs more effectively.

Tulay Atay, Aynursarisakaloglu and Zulfiye Acar (2015) studied about online education as a new trend at Universities in Turkey. To enable effective and productive communication, both between learners and between teachers and learners, it was of vital importance to identify all the difficulties and obstacles which may arise during the communication process. The major goal of the study was to determine how behaviourism, cognitivism, and constructivism—three well-known learning theory approaches—affect

teachers' and students' perceptions of communicational barriers in online learning. At the University of Celal Bayar, one of Turkey's universities where the usage of online education technology for teaching and learning was quite high, a survey of online students was undertaken in order to identify the communicational hurdles that are present in online education. Interviews were done to learn how teachers felt about online education and the impediments to communication therein.

According to Jenna Gillett-Swan (2017), higher education institutions are moving to offer a variety of options for the involvement of their students as they become more conscious of the diversity of their existing and potential students. Students at universities now have access to a variety of delivery methods, opening up choices and avenues for those pursuing additional education. There was a tendency to take a one-size-fits-all strategy when switching between and between modes. That is, internal content was changed into a format that was deemed appropriate for dissemination to an outside audience. The one-size-fits-all strategy for external students who feel or experience isolation, however, has a serious flaw. These students frequently encounter a variety of obstacles to their complete involvement in coursework courses, as opposed to their internal counterparts. This presents a different sort of learner to take into account in the development and implementation of learning activities online since these barriers might not be experienced by those enrolled in these same units through face-to-face or blended enrolment modes. In group work activities, the participation barriers stand out especially. Along with their typical academic workload, many academic staff members face obstacles in the online world, which calls for increased levels of technological skill and ability. This paper offers one lecturer's perspective and critical commentary on some of the difficulties encountered by external students and the consequences of an increasingly online delivery framework for practise, drawing on reflections of several years of enabling student learning online.

Peter Argondizzo (2019) in his study said that E-Learning has become popular for individuals and companies who don't have the time for or availability to attend traditional classroom settings. While this method of learning was often convenient, many have encountered some difficulties due to language barriers on platforms that do not cater to more than one language. Knowing that overcoming language barriers can be difficult some of the tips stated was to read to learn how to conquer these eLearning hurdles. Language barriers were considered as an especially common challenge with international businesses.

In their study, Jasmine Paul and Felicia Jefferson (2019) noted that more students were now choosing online courses. They discovered the typical classroom to be constrictive, rigid, and unworkable. The main goal of this study was to ascertain whether type of instruction was more successful throughout an 8-year period. In a class on environmental science, 548 students—401 in the regular classroom and 147 online—were graded. The results were utilised to assess which teaching method led to greater student achievement. In addition to the main goal, they also looked at score variation between genders and classifications to see if the training method affected some groups more than others. There was no discernible gender difference in overall student performance between online and face-to-face (F2F) learners regardless of gender or class level. These results show that, regardless of gender or class level,

environmental science ideas may be similarly translated for non-STEM majors in both traditional and online platforms. It may be possible to increase the proportion of non-STEM majors participating in citizen science by utilising the adaptability of online education to teach environmental science fundamentals.

## Discussion and Conclusion

The term online teaching and learning has been clearly defined. Everyone agrees that online education can be conceptualised as a teaching and learning process aided by information and communication technologies. Online teaching and learning are commonly referred to as: web-based training, e-Learning, Internet-based learning, web-based instruction, cyber learning, virtual learning, net-based learning, etc. in literature. A form of distance education, online education offers a wide range of opportunities for technology-based learning, including computer-based learning, web-based learning, virtual classrooms, and online collaborations. Online learning may also be analysed as a "new culture of learning and teaching," which fosters student learning processes by utilising digital tools. The interactive and multimedia design of learning materials, the completion of the learning process across digital networks like the Internet, and the use of online-based contact between teachers and students are all characteristics of online teaching and learning. Several elements, including the students, teachers, tutors, writing tools, learning platforms, and contents, as well as the learning environments, must work together well for online education to be possible.

According to the survey, communication barriers for aspiring teachers are very significant. According to the findings, there is a substantial variation between the mean communication barrier scores of prospective teachers according to their geographic location. Additionally, it is obvious that there are no gender-related differences in the means of communication barrier scores among potential instructors. When there are prospects for student participation in online learning, what I understood was that there is no adequate communication between teachers and students and also there are significant network issues for potential teachers when they are teaching online.

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