

Unveiling the Dynamics of Remote Learning Addressing Effectiveness, Challenges, and Value

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Abstract

The research that is conducted on the challenges associated with remote learning and education due to the prevalence of Covid-19 has analyzed their impacts on remote Education and learning. The research has discussed the various information and also highlighted the major issues that have been faced by individuals in the pandemic. Moreover, the study that is conducted on this research has elaborated on the importance and also the disadvantages of remote learning and Education. However, the research has been conducted on the primary research design and has also chosen the qualitative in inductive research approach. The research also evaluated the sampling methods and the research approaches that have led the research to its target.

Keywords: *Remote Learning, Covid 19 Pandemic, Education,*

Introduction

The COVID-19 pestilence unleashed devastation on society in unforeseen ways. Everybody can see the overwhelming impacts of the scourge on the schooling area as they think about the most recent two years and the drawn-out impacts that proceed right up to the present day. We were surprised by the quick reception of web stages by both the world and the instructive foundations we work for. Furthermore, the breakout of COVID-19 in late December 2019 has created annihilation all through the world, and Education has been especially vigorously struck. Therefore, understudies, schools, universities, and organizations have all been impacted significantly. The United Nations Educational, Scientific and Cultural Organization has assessed that more than 800 million students from around the world have been impacted, one out of five understudies can't go to class, one of every four understudies can't go to advanced education classes, and more than 102 nations have requested cross country school terminations while 11 have executed restricted school terminations (Teymori and Fardin, 2020).

According to Qin et al. (2021), the same is true for Education. Privileged students who are hungry to study and have the backing of their parents may be able to bypass locked school doors in search of other educational possibilities. Those from impoverished backgrounds were often left out in the cold when their schools were forced to close. A wide range of problems has been highlighted, ranging from a lack of bandwidth and computers to a misalignment between resources and requirements, as this crisis has unfolded throughout the education systems.

In light of COVID-19, most OECD and accomplice countries have carried out statewide school terminations, with the greater part of these terminations enduring somewhere around 10 weeks. Regardless of the endeavors of the instructive local area, youngsters and understudies have needed to depend progressively on their assets to keep

considering through the Internet, TV, or radio during this period. Showing techniques and academic ideas must be adjusted by teachers, a considerable lot of whom had no conventional preparation there. Especially in peril are those understudies in the most underestimated bunches who don't have simple admittance to advanced learning materials or don't have the self-inspiration and steadiness to learn at work.

Advanced education has additionally been seriously impacted by the COVID-19 pandemic since colleges and nations have carried out lockdown estimates accordingly. Advanced education organizations were quick to supplant eye-to-eye addresses with web-based learning, yet these terminations hampered learning and tests, as well as the lawful remaining of abroad understudies in their host country. Most critically, the issue raises doubt about the general worth of a college degree, which incorporates both scholarly substance and systems administration and social prospects (Esposito, Cotugno, and Principi, 2021).

Notwithstanding, the troubles don't stop there. Spending on Education, specifically, may be abridged before long. Notwithstanding momentary improvement estimates in specific nations, long-haul public interest in Education is in danger as open monies are diverted to well-being and social government assistance. Expanding joblessness and a debilitating economy will decrease the accessibility of private money too. In countries where educational costs is higher for global understudies, the decrease in worldwide understudy versatility because of movement limitations as of now lessens the money accessible. Also, the lockdown has expanded the hole between the rich and poor in the labor force. A considerable lot of individuals who have been on the cutting edges of the reaction to the pestilence and have offered basic types of assistance to society can't work remotely because they come up short on information or preparation that individuals with more significant levels of Education have (Chaabane et al., 2021).

Research Aim

This study aims to address the challenges in distance learning and education, such as educational institutions globally that immediately responded to the epidemic by moving online. At record speed, kids transitioned from physical venues that provided them with much-needed social connections to sitting behind a screen for hours on end.

Research Objectives

- To explore the issues in remote learning and Education.
- To determine the specific needs related to remote learning.
- To identify the impact of remote learning on Education.
- To elaborate on the challenges that have been raised for remote learning due to Covid-19.

Research Question

1. What are the major aspects of making an online lesson effective?
2. What are the challenges of remote learning amid the Covid-19 pandemic?
3. How to ensure the value of online courses?

Hypothesis

H1: Understanding has a positive impact on remote learning and Education.

H2: Physical activities have a positive impact on remote learning and Education during COVID-19.

H3: Distance learning has a positive impact on remote learning and Education during the pandemic.

Literature Review

Issues in Remote Learning and Education

Concerning the study of Farid et al. (2015), ignoring the promises and significant benefits of remote learning and Education, many issues are associated and need to be

determined. Such issues include the quality of training, hidden costs incurred, and mismanagement of technology, the defiance of mentors, managers, and students. Such individuals hurt the overall superiority of distance learning as a product. The major issue is a distraction for the individual and the learner.

According to the study by Conger, Krauss, and Simuja (2015), distractions become a significant issue when it comes to remote learning. Such an interruption during the course, for example, a parcel supply or a pet running into the house or workplace, is simply an element of distraction. On the other hand, if the learner is in the middle of a physical class session, it could distract everyone physically present. Similarly, the scheduling issue can be an annoyance in-class training. Such as, using a blended knowledge resolution that necessitates attendees to be obligated to different asynchronous and synchronous deeds can be a major problem for the learner.

As per the study by Bower, M., and Sturman (2015), remote learning and Education sometimes offer underprivileged online training content. Presentations that are used in instructor-led training may work in an effective classroom setting with a bit of modification but would not be an effective element for collaborating eLearning courses. Another significant issue is a technical error. Even in the classroom environment, there are chances for technical problems to occur during training periods. Such as unbalanced network influences to software bugs and training setting access issues.

Impact of Remote Learning on Education

In light of the study of Viegas et al. (2018), the major influence of remote learning on Education is that it allows students to use negligible financial resources to access several learning aspects. The use of video conferencing tools makes learning online even more immersive. Furthermore, this increases the capability to collect material on a precise topic

and to reserve it. On the contrary, due to the Covid-19 pandemic, learners miss the social phases of the learning practice.

As teachers, we're mainly concentrating on providing attractive eLearning practices, out of which only 55 percent of the learners still discover the absence of social relations worrying (Mione, Valcke, and Cornelissen, 2016). Moreover, students learn well with college students, and for the remaining 45% of the students, this led to failure in their academics. However, learners have a robust aspiration to reappear to in-person relations. Therefore, such abrupt fluctuation in lifestyle has not only restricted to online classes but also left numerous learners facing problems with how to flourish educationally. In different states, students were confronted with a different set of problems that were based on their locality and convenience. As not each state was capable of providing continuous online classes in the middle of the shift.

Moreover, in addition to the study, Azevedo et al. (2020) mentioned, the absence of dependable internet accessibility, access to the latest technology devices, and the lack of an appropriate learning atmosphere could all lead to affecting a student in coping with remote learning. Furthermore, the governments of some states, such as China and India, have engaged ingenuity to provide online courses through TVs. However, remote learning in higher education can teach learners skills and proficiencies of improving proficiency skills such as the ability to self-study, the capability of an individual to plan and systematize, skills in time management, and the capability to solve issues and to work under pressure.

Challenges with Remote Learning due to Covid-19

As per the study by Hollander and Carr (2020) the Covid-19 has resulted in shutting down institutes all around the globe. Thus, this has led to over 1.2 billion kids being out of the schoolroom. Due to Covid-19, learning has transformed dramatically, with the distinguishing increase of eLearning, whereby Education is commenced remotely and on

digital podiums. Therefore, some learners without consistent internet access and technology effort to join in digital Education have been facing a huge problem. Moreover, this gap is examined across states and between income gaps within states.

The investigation of Toquero (2020) expressed that in remote learning, managers' reluctance to concur with the distance method of preparing is tracked down in the larger part. Most bosses wonder whether or not to acknowledge the idea of remote learning, and they favor recruiting representatives who have finished their certification through the obsolete model of Education. Likewise, in remote learning, understudies are less persuaded as they are not expected to accomplish a study hall face-to-face. Notwithstanding, they are protected and don't get a similar degree of collaboration with different cohorts in the meeting. Also, teachers can not associate with the understudy straightforwardly. Hence, this diminishes the degree of inspiration for the understudies.

Concerning the investigation of Lai et al. (2020), remote learning empowers understudies to flourish in a climate that gives them a test to act in a companion bunch. The creator further referenced that in remote learning, such persuasive perspectives are absent and can be demonstrated unfriendly for most of the students.

Research Methodology

Research Design and Approach

According to Dannels (2018), the research design has two common methods that are used for the research purpose and research philosophy. However, there are various types of research designs, but the most common are the two: the one is the primary and the other is the secondary that is used for the collection of the data. Primary research is the type of research design in which the researchers are directly involved in the process of collection, whereas secondary data is also the type of research design where the data has been collected by the information that has been discussed previously. However, this research is conducted on the

primary data collection method where the data has been collected firsthand, and it can also be stated as the data is collected from self-research. The research approaches included various types of methods that have led the research to the target, but three research approaches have been discussed here are Inductive, abductive, and deductive, where the inductive research approach has been conducted by the researcher (Cantelmi, Di Gravio, and Patriarca, 2021). However, the research approaches also include the research type, and in this research, it is qualitative. The inductive research approach refers to the methods and the observations that have been observed; it started with the data collecting methods and then led to the development of an idea or the theory. In this research, the researcher has measured and done the observations that will guide with the full information and the involvement of the challenges in learning and educating the children during covid-19 and its data.

Research Strategy

According to Oliva (2019), the research strategy is based on the questionnaire research that has been used in collecting the data where there is the distribution of the questionnaires. However, in the questionnaire, there is a series and sequences of questions that the researchers have to ask according to the Research content that provides help and guidance in the collection of the data from different steps that are in an accomplishment to the respondents and defining the questions of the content and after all this, there is the survey method that has been conducted after the implementation on the questionnaire.

Population and Sample

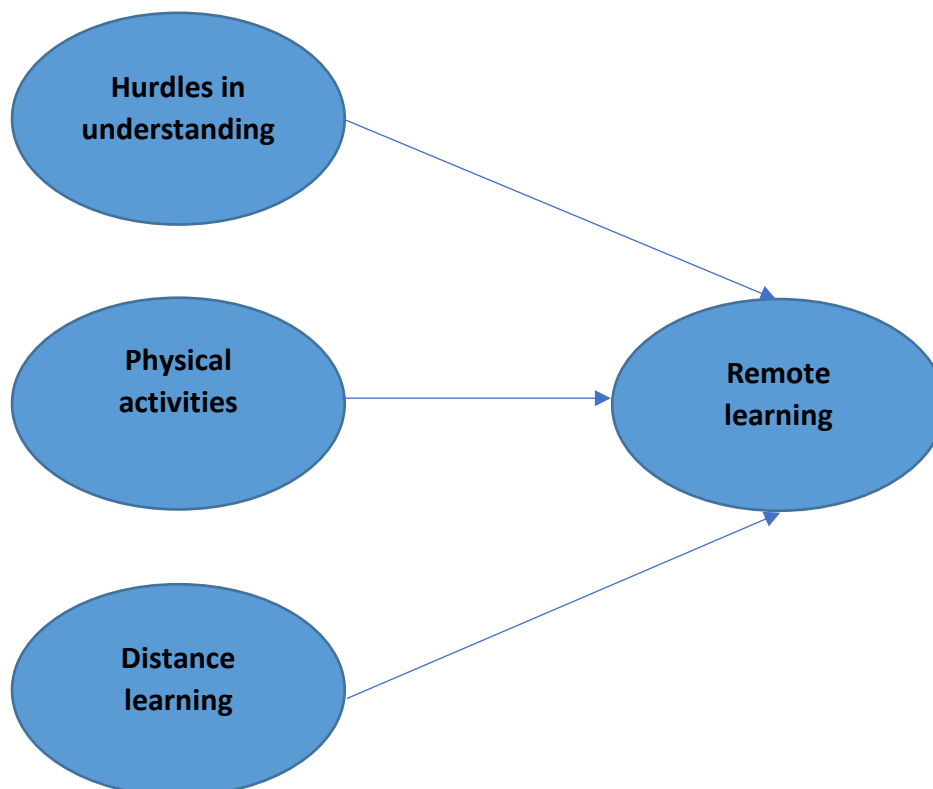
The research which is conducted on the challenges in remote learning and Education due to the prevalence of Covid-19 has been conducted on the overall targeted population. According to Gill (2020), the sample methods have defined the objects, the groups, and the items that have been taken in the research for the research purpose. Moreover, in this research, the sample size and the total numbers that have been taken in the research are 100-

120. The questionnaires will be distributed for the research, and these sampling methods have been used in the research.

Research Instruments

According to Hollin et al. (2020), the research instruments have been defined as the things and the tools that have been involved in the measurement, obtaining, and analysis of the data that is used in the research. This research is conducted on qualitative and inductive research approaches. However, the questionnaire which is developed on the three elements is the hurdles in understanding, physical activities, and distance learning and their impact on remote learning during the epidemic. Moreover, the questionnaire which is developed is on the perspectives and the challenges that have been faced by individuals in remote learning during the pandemic. In addition to this, there is also the use of the SPSs for the operation of the gathering of information and the handling of the data.

Research framework



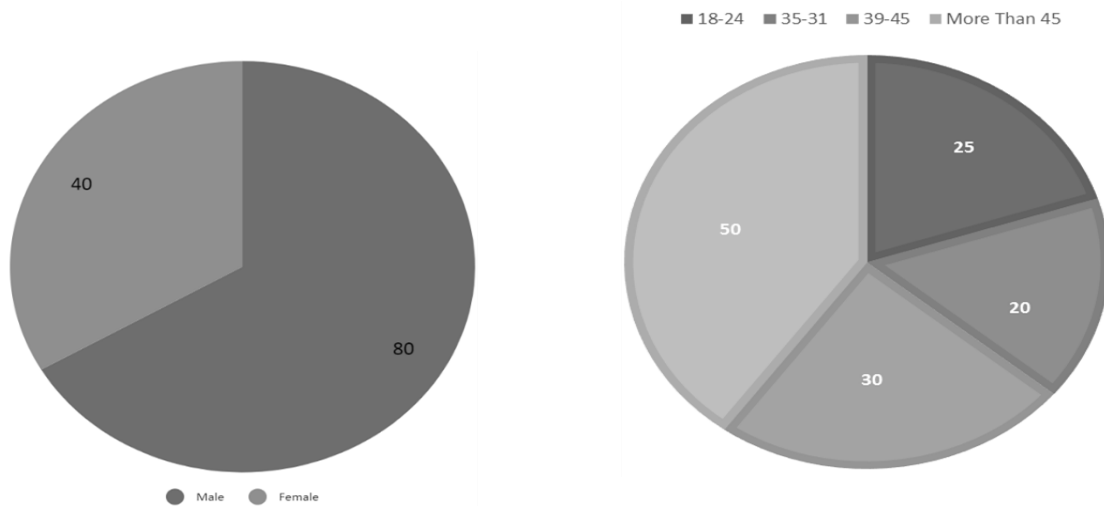
Demographic analysis

Gender

For this survey, it has been noted that 80 were males and 40 females have taken part in the survey as well as have shared their views.

Age

In this survey, the number of participants was diverse, here 25 participants were around 18-25, 20 participants were 35-31 and 30 were 39-45 and massively it has been noted that in the case of the more than 45 were 50 participants in this survey.



Correlation Analysis

The Hurdles leader in learning has a significant correlation with the physical activities as well as with the distance learning while having the following p-values respectively -.122 and .050. Physical activities have a significant correlation with physical learning as well as with distance learning. Distance learning has a significant correlation with the Hurdles in Understanding as well as with the physical learning having p-values including 0.50 as well as 0.45.

Correlations			
	Hurdles_in	Physical_	Distance_
	-	Activities	Learning

		Understand ding		
Hurdles_in_Understanding	Pearson Correlation	1	-.122	.050
	Sig. (2-tailed)		.184	.586
	N	120	120	120
Physical_Activities	Pearson Correlation	-.122	1	.045
	Sig. (2-tailed)	.184		.623
	N	120	120	120
Distance_Learning	Pearson Correlation	.050	.045	1
	Sig. (2-tailed)	.586	.623	
	N	120	120	120
Remote_Learning	Pearson Correlation	.012	.056	-.076
	Sig. (2-tailed)	.899	.540	.409
	N	120	120	120

Correlations		
		Remote_Learning
Hurdles_in_Understanding	Pearson Correlation	.012
	Sig. (2-tailed)	.899
	N	120
Physical_Activities	Pearson Correlation	.056
	Sig. (2-tailed)	.540
	N	120
Distance_Learning	Pearson Correlation	-.076
	Sig. (2-tailed)	.409
	N	120
Remote_Learning	Pearson Correlation	1
	Sig. (2-tailed)	
	N	120

Hurdles in Understanding has a significant correlation with remote learning having a 0.012 p-value. Physical activities have a significant correlation with remote learning having a

0.05 p-value. In addition to this, remote learning has a significant correlation with remote learning having -.076.

Regression Analysis

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	Distance_Learning, Physical_Activities, Hurdles_in_Understanding ^b	.	Enter

- a. Dependent Variable: Remote_Learning
 b. All requested variables were entered.

All the variables have been entered in the model where the dependent variable Remote_Learning and independent learning are Distance Learning, Physical Activities, and Hurdles in Understanding.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.100 ^a	.010	-.016	1.39905

- a. Predictors: (Constant), Distance_Learning, Physical_Activities, Hurdles_in_Understanding

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	2.801	.440		6.364
	Hurdles_in_Understanding	.022	.087	.023	.252
	Physical_Activities	.060	.088	.063	.675
	Distance_Learning	-.081	.094	-.080	-.864

Coefficients ^a		
Model		Sig.
1	(Constant)	.000
	Hurdles_in_Understanding	.802
	Physical_Activities	.501
	Distance_Learning	.389

a. Dependent Variable: Remote_Learning

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.273	3	.758	.387	.762 ^b
	Residual	227.052	116	1.957		
	Total	229.325	119			

a. Dependent Variable: Remote_Learning

b. Predictors: (Constant), Distance_Learning, Physical_Activities, Hurdles_in_Understanding

The ANOVA table has indicated that all the variables have no significant relation with each other since their p-value is greater than 0.05.

Results of Hypotheses

HYPOTHESIS	P-VALUES	RESULT
H1: Understanding has a positive impact on remote learning and Education.	0.012	Accepted
H2: Physical activities have a positive impact on remote learning and Education during covid-19.	0.056	Accepted
H3: Distance learning has a positive impact on remote learning and Education during the pandemic.	-076	Accepted

Conclusion, and Recommendations

This research aimed to address the challenges in distance learning and education, such as educational institutions globally that immediately responded to the epidemic by moving online. At record speed, kids transitioned from physical venues that provided them with much-needed social connections to sitting behind a screen for hours on end. In this research, it has been analyzed that the challenges associated with remote learning and Education due to the prevalence of Covid-19 are in huge numbers. Ensuring that all young people have the opportunity to succeed in learning prospects and in developing the knowledge, skills, attitudes, and values that will enable the students to contribute to social betterment. The present crisis has revealed the fact that the government should take immediate steps to secure the future of society. Furthermore, the spread of Covid-19 has sent shockwaves around the world. Thus, an adverse effect on public health and unparalleled in the lifetimes has led to severe human suffering and loss of life. The future researchers are recommended to work on the missing aspects of this research and to explore the more factors related to the covid 29 and the remote learning.

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