

Contemplating the Challenges Associated With Remote Learning and Education Due To the Prevalence of Covid-19

Khurram Shahzad

*Scholar, Department of Management Science
Greenwich University Karachi, Pakistan
khurram.11912@gmail.com*

Jaweria Ali

*Scholar, Department of Management Science
Greenwich University Karachi, Pakistan
jaweriaali2@gmail.com*

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 the 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 which inductive research approach. The research also evaluated the sampling methods and the research approaches that have led the research to its target.

Keywords:

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 totally 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 in excess of 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 own 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 wellbeing and social government assistance. Expanding joblessness and a debilitating economy will decrease the accessibility of private money too. In countries where educational cost 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 labour 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 on the grounds that they come up short on information or preparing that individuals with more significant levels of Education have (Chaabane et al., 2021).

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.

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

The issues in remote learning and Education

With respect to 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 have an

adverse impact on 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 any 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. As 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.

The 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 is able to teach learners skills and proficiencies of improving proficient skills such as the ability of 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.

The challenges that have been raised for remote learning due to Covid-19

As per the study by Hollander and Carr (2020) the, Covid-19 has resulted in shutting down the 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 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.

Methodology

Research Design

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. The primary research is the type of research design that the researchers have the directly involved in the process of collection, whereas the secondary data is also the type of the 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 the self-research.

Research Limitations

According to Baig, Shuib, and Yadegaridehkordi (2020), the research limitations have been defined as the shortcomings and the flaws that may have resulted from the unavailability of the resources or the small samples and other related issues like these. However, the researchers have conducted research on the overall challenges that have been faced by the teachers, parents, and children in educating and learning remotely due to the epidemic.

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 the questions that the researchers have to be asked according to the Research content that provides the help and guidance in the collection of the data from different the 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.

Research Approach

The research approaches included various types of methods that have led the research to the target, but there are three research approaches that 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.

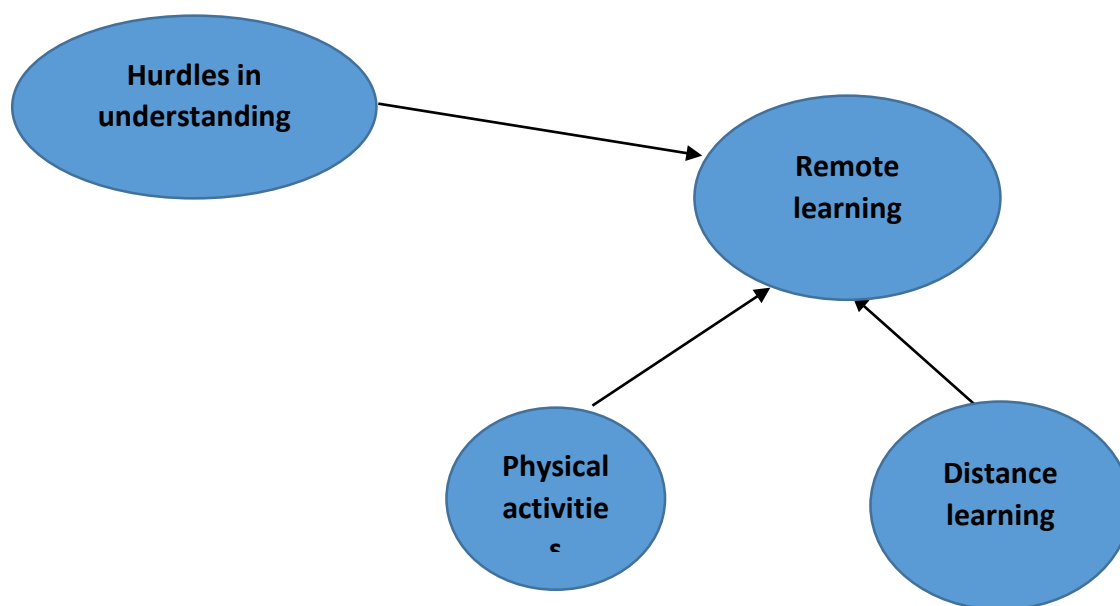
Sample and Method of Sampling

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 analyzing 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 the remote learning during the epidemic. Moreover, the questionnaire which is developed is on the perspectives and the challenges that have been faced by the 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.

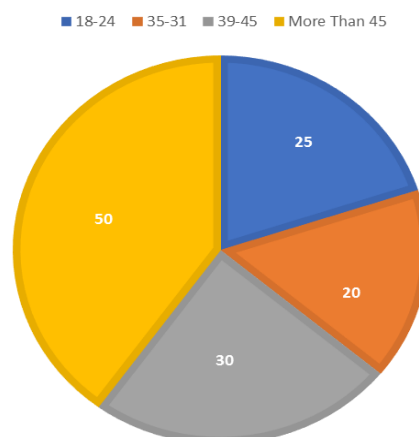
Research framework



Data Analysis

Demographic analysis (age)

Figure 1



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

Table 1. Correlation between variables

Correlations				
		Hurdles _in_ Understanding	Physical_ Activities	Distance_ Learning
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

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.

Table 2

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.

Table 3. Regression Analysis

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	Distance_Lea rning, Physical_Act ivities, Hurdles_in_ Understandin g ^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.

Table 4

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				

Table 5

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

Table 6

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 Recommendation

The aim of this research was 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 number. 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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