



## Impact of remote-teaching-learning practices on academic behaviour of students of higher education institutions

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### Abstract

The main objective of the research was to study the Impact of remote teaching-learning practices during COVID-19 on academic behaviour of students of higher education institutions with relation to their Gender and Locality. Keeping in view the nature of the present study the researcher adopted the mixed method research design. In this present study the investigator was used purposive random sampling method and selected 150 faculty members from three rural areas as higher education institutions (Sukinda Degree College, Sukinda, Dharamsala Degree College, Jaraka and B.B. Mahavidyalya, Chandikhole) Jaipur District of Odisha and two urban areas higher education institutions from Cuttack District (Ravenshaw University, Cuttack and J.K.B.K Govt Degree College), For the propose of the study researcher use self-developed semi-structured 'Questionnaires on Academic Behaviour of Students during COVID-19 Pandemic' for data collection whereas, Percentage, Mean, SD were used for quantitative data analysis and qualitative techniques thick descriptions was used for qualitative data. From the study it was found that both majority of male and female teacher reported that student's attention and attendance is very good in offline class than that of online class. Some urban areas faculty member reported that due to multimedia content available in different platform, due to flexibility student attendance and attention average in offline class. Further it was observed that (rural areas and urban areas) and (male and female) faculty member perceived that; the students are liking more online examination than that of offline examination. It was found that majority of both urban areas and rural areas faculty members reported that long time studying at home environment and non-involvement of peer groups and teachers and bad impact on their eyes by watching constantly to the mobile during online class leads to develop the feelings of stress and depression among the students whereas, because of high cost of data pack leads to stress and depression among the rural students mentioned by the rural faculty members.

**Keywords:** remote teaching-learning, COVID-19 and academic behaviour of students

### Introduction

The closure of educational institutions worldwide due to the COVID-19 outbreak has deeply affected literally millions of students (Karakose & Malkoc, 2021a; UNESCO, 2020a, 2020b; UNICEF, 2020; Zhang *et al.*, 2020), with the pandemic having instigated what is probably the biggest education crisis in human history. The people residing in rural areas are still very much deprived of the technologies and therefore hampering the cause of online education. The COVID-19 pandemic taught the entire society on how necessity is the mother of invention by allowing educational institutions to adopt online learning and introduce a virtual learning culture. The pandemic has been steering the education sector forward with technological innovation and advancements. The pandemic has significantly disrupted the higher education sector. A large number of Indian students who are enrolled in many Universities abroad, especially in worst affected countries are now leaving those countries and if the situation persists, in the long run, there will be a significant decline in the demand for international higher education. Lockdown mobility restrictions have an impact on students' lifestyles and may lead to various psychological maladjustments, such as stress, anxiety, and depression (Jakovljevic *et al.*, 2020). This series of changes that significantly modify the daily routine requires both students and teachers to adapt to online learning platforms and modify face-to-face academics activity (Debbarma and Durai, 2021). Practices of physical isolation and travel

restrictions are stress full experiences that are also associated with self-inflicted harm and suicidal tendencies (Matthews *et al.*, 2019) as well as sleep disorders (Gritsenko *et al.*, 2020; Besser *et al.*, 2020), and low perception of general health status (Besser *et al.*, 2020). It is crucial to explore psycho-social experience students of higher educational institution, especially during an unforeseen emergency such as the COVID-19 pandemic. Further, low-income students from rural areas have an increased risk of suffering from anxiety (Cao *et al.*, 2020). On the other hand, socio-economic and family changes tend to contribute to the increase of anxiety and depression; it has also been observed that the older the students present more significant depression (Islam *et al.*, 2020). The shift to online learning in courses that were not originally designed to be developed in that format could increase stress among students, mainly due to difficulties accessing computers and the internet at home. These difficulties could result in a lack of concentration (Sahu, 2020), combined with a series of academic and everyday challenges with high anxiety levels (Keckojevic *et al.*, 2020). As other COVID 19 impacts, high level of depression were associated with difficulties concentrating on academic work and job loss (Keckojevic *et al.*, 2020). Before the COVID-19 contingency, research shows that one in five students experienced one or more mental health disorders worldwide (Zhai and Xue, 2020). The research studies also found that students from under resourced families who are pursuing higher education face

particular barriers to their academic success, such as financial concerns that require simultaneous part- and full-time employment. As a result, it is plausible that the financial consequences of COVID-19 may have a unique bearing on the ability of students from under resourced families to remain enrolled in college if their household income becomes further strained. Similarly, academic achievement among under resourced students often suffers in the context of remote learning due to a limited ability to purchase necessary technology and/or reliable digital connections (Bjelland *et al.*, 2008; Bauldry, 2015; Casey, 2020; Eisenberg *et al.*, Goldstein, 2020). Daily stressors of ten increase in the wake of disasters (Lock *et al.*, 2012). These stressors are known to increase symptoms of depression and anxiety in all groups, but this effect is particularly exacerbated among groups that have been previously exposed to substantial socioeconomic hardships (Leon, 2004; Maguen *et al.*, 2012; North & Pfefferbaum, 2013).

**Rationale of the Study**

Research studies conducted by (Minda, 2020; Hermanto, 2020 <sup>[18]</sup>; Almahas, Mohsen & Amin, 2021; Liyanagunawardena & Williams, 2021; Fatoni, Arifiati, Nurkhayati, Nurdiawati, Fidziah, Pamungkas, Adha, Irawan, Purwanto, Julyanto & Azizi, 2020; Kulal & Nayak, 2020; Nugroho, Hagheh & Triana, 2021; Obeidat, 2020 <sup>[24]</sup>; Far, Cahyono, & Bsahtomi 2016 and Mese & Sevilen, 2021; Khan, Kamal, Illiyan & Asif, 2021; Rawal, 2021; Liyanagunawardena & Williams, 2021; Omar, Thomas, Jusoh & Jalil, 2021) <sup>[25]</sup> found that the students preferred different assessments method during COVID-19 such as assignments, quizzes, and tests at the end of every class which are necessary to achieve effective online learning. Further, it was observed from the findings of research studies conducted by (Alqurshi, 2020 <sup>[7]</sup>; Mirza, 2021; Kearns, 2012 <sup>[23]</sup>; Joshi, Vinay & Bhaskar, 2021; Alghamdi & Ali, 2021 <sup>[4]</sup>; Ozden, Erturk & Sanli, 2004; Singh, Gautam, Patni & Nautiyal, 2020; Guangul, Suhail, Khalit & Khidhir, 2021; Rahimi & Martin, 2020; Sethy, Shilpa, Dey & Sivapuram, 2020; Almahasees, Mohsen & Amin, 2021 <sup>[5]</sup>; Shukla, 2020; Alqurshi, 2020) <sup>[7]</sup> that remote teaching-learning practices have forced teachers community to adopt alternative assessment methods such multiple choice question, written assignment, online oral examination, online seminar presentations. Further, it was observed that too many assignments and enough time for completion of assignment affected the quality of evaluation. Research studies under taken by (Chandra, 2020 <sup>[12]</sup>; Alateeq, Aljhani & AlEesa, 2020 <sup>[3]</sup>; Nambir, 2020; Rotas & Cahapay, 2020; Alqabhani, Almuwais, Benajiba & Almoayad, 2020; Hashemi, 2021; Klapproth, Federkeil, Heinschke & Jungmam, 2020; Alghamdi & Ali, 2021 <sup>[4, 26]</sup>; Zaidi, Gul & Ahmad, 2020; Pandey, Gul, Canete & Rocha, 2021; Malik & Javed, 2021; Son, Hegde, Smith, Wang & Sasangohar, 2021; Kansal, Gautam, Chintalapudi and Jain & Battineni, 2021) <sup>[21]</sup> were pointed out that remote teaching-learning practices during COVID-19 have increased students stress and mental health. Several papers have already been published by researcher surround the world presenting studies on various aspects of the COVID-19 pandemic crisis, particularly its consequences for physical and mental health, the economy concerns, society, and the environment. The biggest limitation so these studies about students' life while their higher education institutions are physically lose. are generally: (1) The data derive from

early stages of the pandemic through online survey; (2) relatively small sample and homogeneous group; and (3) focusing chiefly on a restricted number of aspects of a student's life such as academic work or life issues, a student's mental health, or a combination of both. In addition, most of the studies concentrate on a single higher education institution and/or country. Moreover, findings of most of the studies based on online survey data collected either from students or from teachers who are accessed via internet. The present study has focused on the teachers' perspective about the impact of remote teaching-learning practices on student's academic behaviour. The purpose of the study was to shed light on the ways the COVID-19 crisis has impacted students' life and to designate to recommendations for policymakers and higher education institutions concerning how students can be supported during the crisis created by the COVID-19 pandemic.

**Statement of the Problem**

Thus, problem of the study was titled as "Impact of Remote Teaching-Learning Practices during COVID-19 on Academic Behaviour of Students of Higher Education Institutions".

**Objectives of the Study**

Keeping in view the requirement of the study, the following specific objectives was stated:

1. To study the faculty members perception about impact of remote teaching-learning practices during COVID-19 on academic behaviour of students in relation to their gender and locality.

**Research Questions**

1. How did male and female faculty members perceive the impact of remote teaching-learning in different aspects of academic behaviour of students in terms of students' at tendance and students assessment?
2. How did urban areas and rural areas faculty members perceive the impact of remote teaching-learning in different aspects of academic behaviour of student in terms of students' attendance and students' assessment?

**Research methodology**

**Design of the Study**

Keeping in view the nature of the present study the researcher adopted the Mixed Method Research Design.

**Population and Sample of the Study**

The target population of the study was all Higher Education Institution Faculty Members of Odisha. The accessible population was all the Higher Education Institution Faculty Members of Jajpur District and Cuttack District of Odisha. In this present study the investigator was used purposive random sampling method and selected 150 faculty members from three rural areas higher education institutions (Sukinda Degree College, Sukinda, Dharamsala Degree College, Jaraka and B. B. Mahavidyalya, Chandikhol) Jajpur District of Odisha and two urban are as higher education institution from Cuttack District (Ravenshaw University, Cuttack and J.K.B. K Govt Degree College, Cuttack).

**Table 1:** Gender and Location wise Sample description

Faculty Members	Male	Female	Total
Rural	58	29	87
Urban	36	27	63
Total	94	56	150

**Tools Used for Data Collection**

For the purpose of the study investigator was developed Questionnaires on Academic Behaviour of Students during COVID-19 Pandemic. (Perception Scale for Teachers)

**Procedure of Data Collection**

In the present study the investigator was collect data personally. The investigator was visited the selected higher education institution from Jajpur District and Cuttack District to collect the data from faculty members.

**Techniques of Data Analysis**

Here investigator adopted convergent parallel design the data was collected simultaneously. In quantitative techniques the investigator used statistical techniques like Percentage, Mean, SD analysis whereas in qualitative techniques a thick description was used.

**Data Analysis and Interpretation**

**Table 2:** Faculty members perception about students’ attendance in relation to their location

Sl. No	Statement of Attendance	Location	N	Mean	SD	%A+ S A
1	Students’ attendance is high in offline classes due to lack of face-to-face interaction among student and teachers in online classes.	Urban	63	3.63	1.20	71.42%
		Rural	87	3.80	1.33	72.4%
		Total	150	3.73	1.28	72%
2	Students are reluctant to attend offline classes due to possibility of offline examinations.	Urban	63	2.85	1.28	36.9%
		Rural	87	2.88	1.28	40.22%
		Total	150	2.87	1.28	39.99%
3	Students are not willing to attend offline classes due to fearing attitude towards being affected by Corona.	Urban	63	3.31	1.38	25.49%
		Rural	87	2.52	1.20	62.06%
		Total	150	2.86	1.34	51.32%
4	Students are not able to attend offline classes due to poor transport facility because of COVID -19 restrictions.	Urban	63	2.63	1.28	61.91%
		Rural	87	2.40	1.15	66.65%
		Total	150	2.5	1.21	64.66%
5	Students’ attendance in offline classes is less due to homesick nature of the students.	Urban	63	2.65	1.31	31.75%
		Rural	87	2.87	1.21	35.62%
		Total	150	2.78	1.26	34%
6	Student attendance is high in offline classes because of emotional attachment with teachers and friends.	Urban	63	3.87	1.15	69.83%
		Rural	87	4.24	0.90	88.49%
		Total	150	4.08	1.03	80.66%
7	Students are not attending offline classes because of comparatively good quality learning materials are available from You Tube and internet.	Urban	63	3.77	1.17	17.46%
		Rural	87	3.59	1.15	19.53%
		Total	150	3.67	1.16	18.66%
8	Some students are not attending offline classes with the expectations that further restrictions will be imposed by Govt. to stop spread of Corona virus.	Urban	63	3	1.30	44.46%
		Rural	87	2.72	1.27	59.76%
		Total	150	2.84	1.29	53.32%
9	Some students are not attending offline classes due to absence of any strict guidelines/notification by govt.	Urban	63	2.63	1.34	60.31%
		Rural	87	2.77	1.39	55.17%
		Total	150	2.71	1.37	57.33%
10	Some students are not attending offline classes because of their preference to self- learning and utilizing journey timings for competitive examinations	Urban	63	3.42	1.16	26.97%
		Rural	87	3.35	1.20	32.17%
		Total	150	3.38	1.19	29.99%
11	Student attendance is high in offline classes not for high level of interest for offline classes but for meeting of their friends and share feelings after long time confinement at home due to COVID-19 restriction.	Urban	63	3.28	1.25	57.13%
		Rural	87	3.56	1.07	65.51%
		Total	150	3.44	1.16	62%

Table No.2 shows that faculty members perception about impact of remote teaching-learning on student attendance with relation to location. Further it was observed that majority faculty members both from urban areas (71.42% with mean 3.63) and rural areas (72.4% with 3.80) perceived as ‘Agree’ and ‘Strongly Agree’ with regards to ‘Students attendance is high in offline classes due to lack of face-to-face interaction among student and teachers in online classes’ with SD 1.20 and SD 1.33 respectively. Further it was observed just more than one quarter of faculty members from urban areas (36.09% with mean 2.85) and rural areas (40.22% with mean 2.88) perceived as ‘Agree’ and ‘strongly Agree’ with regards to ‘Students are reluctant to attend offline classes due to possibility of offline examinations’ with SD 1.28 and SD 1.28 respectively. Further from qualitative data it was observed that urban areas faculty members were also highlighted why students attendance was very good in offline class,because of the following reason (a) In offline class opportunity for

interaction with teachers and with friends, (b) offline class participatory and activity based, (c) best platform for clarification about assignment, doubts and about carrier plan with teachers on the other hand some urban faculty members as well as rural faculty members were also reported that attendance of students in offline class below average because of the following reasons (a) not interested because of corona situation, (b) multi-media teaching-learning material in you-tube and in different web platform and (c) afraid of offline class may impose offline examination. Further it was observed that rural areas faculty members were mentioned that student’s attendance in offline classes is more than online classes. Because of the following reason (a) Nothing will replace offline classes, (c) during face-to-face interactions among the student teachers and more beneficial and productive, (d) physically present both student and teachers (d) scarcity of android mobile, (e) eye to eye contact for better understanding.

**Table 3:** Faculty members perception about students’ assessment in relation to their location

Sl. No	Statement of Assessment	Location	N	Mean	SD	%A+SA
1	Practice of online examination has developed a reluctance tendency among the students to appear offline examination.	Urban	63	3.61	1.08	68.24%
		Rural	87	4.02	1.02	79.3%
		Total	150	3.85	1.06	74.66%
2	Some students are demanding offline classes and online examination practice under COVID-19 pandemic.	Urban	63	3.84	1.09	73%
		Rural	87	3.88	0.96	77%
		Total	150	3.86	1.02	75.33%
3	Students are taking unnecessary excuses of Corona situation in attending offline classes, submission of assignment, appearing internal examination etc. under offline condition.	Urban	63	3.49	1.21	65.08%
		Rural	87	3.60	1.09	65.5%
		Total	150	3.56	1.14	65.32%
4	During COVID-19 students are totally depends on online for completing their assignment which is a reason for killing their creative ability	Urban	63	3.87	1.09	73.02%
		Rural	87	4.02	0.84	86.19%
		Total	150	3.96	0.96	80.66%
5	Some students are unable to upload assignment in different online mode but it’s so easy to submitted offline assignment.	Urban	63	3.73	0.98	74.6%
		Rural	87	4.02	0.77	88.5%
		Total	150	3.9	0.88	82.66%
6	Students submission of Assignment in offline classes is high due to students are getting maximum opportunity to discuss with teachers about their assignment problems.	Urban	63	4.41	0.81	93.64%
		Rural	87	4.37	0.76	82.75%
		Total	150	4.39	0.78	93.33%

Table No.3 shows that faculty members perception about impact of remote teaching-learning on students assessment with relation to location. It was observed majority of the faculty members from both the urban areas (68.24% with mean of 3.61) and rural areas (79.3% with mean of 4.02) perceived as ‘Agree’ and ‘strongly Agree’ with regards to ‘Practice of online examination has developed a reluctance tendency among the students to appear offline examination’ with SD 1.08 and SD 1.02 respectively. Further it was observed that less than three quarter faculty members from urban areas (73% with mean of 3.84) and more than three quarter (75.33% with mean of 3.86) perceived as ‘Agree’ and ‘strongly Agree’ with regards to ‘Some students are demanding offline classes and online examination practice under COVID-19 pandemic’ with SD 1.09 and SD 0.96. Further it was analyzed that less than three quarter of the faculty members from urban areas (73.02%) perceived as ‘Agree’ and ‘Strongly Agree’ with regards to ‘During COVID-19 students are totally depends on online for completing their assignment which is a reason for killing their creative ability and also facing problem in offline submission of assignment’ with mean 3.87 and SD 1.09 respectively whereas, high majority of the faculty members from rural areas (86.45%) perceived as ‘Agree’ and ‘Strongly Agree’ with regards to the same statement, with mean 4.02 and SD 0.84 respectively. This finding is in

corroborated by Khan, Kamal, Illiyan & Asif, (2021); Rawa, (2021); Liyana Gunawardena& Williams, (2021); Omar, (2021) [25]; Alqurshi, (2020) [7]; Mirza, (2021); Kearns, (2012) [23]; Joshi & Vinay, (2021); Alghandi& Ali, (2021); Ozden, Eeturk & Sanil, (2004); Singh, Gautam, Patni & Nautiyal, (2020); Guangul, Suhail, Khalit & Khidhir (2021); Rahimi& Martin, (2020); Sethy, Shilpa, Dey & Sivapuram, (2020); Almahasees, Mohsen & Amin, (2021) [5]; shukla, (2020).

From the qualitative data it was observed that urban areas faculty members were highlighted the following reason why maximum students are liking online Assessment: (a) use various electronic device and books for finding the answer, (b) fill more easy and comfortable at home, (c) just like open book system, (d) fundamental are not clear online class that why they need online examination, (c) lazy and easy going, (d) probability for getting high score and malpractice,(e) filling tension free and easy passing examination and (f) fear of COVID-19, whereas some rural areas faculty members were highlighted the following reason why rural areas students were prefer online assessment: (a) cheating system, (b) online malpractice, (c) easy to do examination, (d) fear of COVID-19, (e) detachment from the study, (f) score good mark and (g) manipulation.

**Table 4:** Faculty Members’ Perception about Students Attendance in relation to their Gender

Sl. no	Statement of Attendance	Gender	N	Mean	SD	% A + S A
1	Students’ attendance is high in offline classes due to lack of face-to-face interaction among student and teachers in online classes.	Male	94	3.71	1.29	74.45 %
		Female	56	3.76	1.27	67.85 %
		Total	150	3.73	1.28	72 %
2	Students are reluctant to attend offline classes due to possibility of offline examinations.	Male	94	2.76	1.26	35.09 %
		Female	56	3.05	1.30	48.21 %
		Total	150	2.87	1.28	39.99 %
3	Students are not willing to attend offline classes due to fearing attitude towards being affected by Corona.	Male	94	3.06	1.30	43.61 %
		Female	56	2.51	1.32	64.28 %
		Total	150	2.86	1.34	51.32 %
4	Students are not able to attend offline classes due to poor transport facility because of COVID -19 restrictions.	Male	94	2.69	1.21	59.56 %
		Female	56	2.17	1.14	73.21 %
		Total	150	2.5	1.21	64.66 %
5	Students’ attendance in offline classes is less due to homesick nature of the students.	Male	94	2.69	1.26	30.84 %
		Female	56	2.92	1.24	39.28 %
		Total	150	2.78	1.26	34 %

6	Student attendance is high in offline classes because of emotional attachment with teachers and friends.	Male	94	4.26	0.90	87.23 %
		Female	56	3.78	1.15	69.64 %
		Total	150	4.08	1.03	80.66 %
7	Students are not attending offline classes because of comparatively good quality learning materials are available from You Tube and internet.	Male	94	3.87	1.11	12.76 %
		Female	56	3.33	1.17	28.56 %
		Total	150	3.67	1.16	18.66 %
8	Some students are not attending offline classes with the expectations that further restrictions will be imposed by Govt. to stop spread of Corona virus.	Male	94	2.96	1.32	51.05 %
		Female	56	2.62	1.22	57.13 %
		Total	150	2.84	1.29	53.32 %
9	Some students are not attending offline classes due to absence of any strict guidelines/notification by govt.	Male	94	2.79	1.45	54.25 %
		Female	56	2.57	1.21	62.49 %
		Total	150	2.71	1.37	57.33 %
10	Some students are not attending offline classes because of their preference to self-learning and utilizing journey timings for competitive examinations	Male	96	3.52	1.17	27.65 %
		Female	56	3.41	1.26	33.92 %
		Total	150	3.38	1.19	29.99 %
11	Student attendance is high in offline classes not for high level of interest for offline classes but for meeting of their friends and share feelings after long time confinement at home due to COVID-19 restriction.	Male	94	3.32	1.22	56.37 %
		Female	56	3.64	1.03	71.42 %
		Total	150	3.44	1.16	62 %

Table No.4 shows that faculty members perception about impact of remote teaching-learning on student attendance with relation to gender. It was observed that majority of male faculty members (74.45%) perceived as 'Agree' and 'Strongly Agree' with regards to 'Students' attendance is high in offline classes due to lack of face-to-face interaction among student and teachers in online classes' with mean 3.71 and SD 1.29 respectively whereas, more than two quarter female faculty member (67.85%) perceived as 'Agree' and 'Strongly Agree' with regards to the same statement, with mean 3.76 and SD 1.27 respectively. Further it was observed that majority male faculty members were mentioned that student's attendance in offline classes is more than online classes. Because of the following reason (a) nothing will replace offline classes, (b) face-to-face interactions beneficial and productive, and (c) scarcity of android mobile. Very few male faculty members were

mentioned the following reasons for average attendance in offline class. The reasons were (a) multi-media teaching-learning material in YouTube and in different web platform, (b) fearing attitude towards corona (c) offline class may impose offline examination. Further from qualitative data it was observed that female faculty members were also highlighted why students attendance was very good in offline class, because of the following reason (a) getting opportunity for interaction with teachers and with friends, (b) participatory and activity based, (c) best platform for clarification about assignment on the other hand some female faculty members were also reported that attendance in offline class below average because of the following reasons (a) not interested because of corona situation, (b) getting multi-media teaching-learning material in you-tube and in different web platform and (c) due to the fear of spreading corona virus.

**Table 5:** Faculty members' perception about students assessment in relation to their gender

Sl. no	Statement of Assessment	Gender	N	Mean	SD	%A + S A
1	Practice of online examination has developed a reluctance tendency among the students to appear offline examination.	Male	94	4	0.95	78.71 %
		Female	56	3.60	1.19	67.85 %
		Total	150	3.85	1.06	74.66 %
2	Some students are demanding offline classes and online examination practice under COVID-19 pandemic.	Male	94	4.04	0.84	81.9 %
		Female	56	3.57	1.21	64.28 %
		Total	150	3.86	1.02	75.33 %
3	Students are taking unnecessary excuses of Corona situation in attending offline classes, submission of assignment, appearing internal examination etc. under offline condition.	Male	94	3.42	1.17	59.56 %
		Female	56	3.78	1.05	75 %
		Total	150	3.56	1.14	65.32 %
4	During COVID-19 students are totally depends on online for completing their assignment which is a reason for killing their creative ability.	Male	94	4.01	0.96	87.23 %
		Female	56	3.87	0.95	69.64 %
		Total	150	3.96	0.96	80.66 %
5	Some students are unable to upload assignment in different online mode but it's so easy to submitted offline assignment.	Male	94	4.48	0.83	94.67 %
		Female	56	4.23	0.65	91.06 %
		Total	150	3.9	0.88	82.66 %
6	Students submission of Assignment in offline classes is high due to students are getting maximum opportunity to discuss with teachers about their assignment problems.	Male	94	4.39	0.77	93.61 %
		Female	56	4.39	0.79	92.85 %
		Total	150	4.39	0.78	93.33 %

Table No.5 shows that faculty members perception about impact of remote teaching-learning on students assessment with relation to gender. It was observed majority of the male faculty members (78.71% with mean of 4) and more than two quarter (67.85% with mean of 3.60) perceived as 'Agree' and 'strongly Agree' with regards to 'Practice of online examination has developed a reluctance tendency

among the students to appear offline examination' with SD 0.95 and SD 1.19 respectively. Further it was observed that high majority male faculty members (81.9% with mean of 4.04) and more than two quarter of female faculty members (64.28% with mean of 3.57) perceived as 'Agree' and 'strongly Agree' with regards to 'Some students are demanding offline classes and online examination practice

under COVID-19 pandemic' with SD 0.84 and SD 1.21. This finding is corroborated by Khan, Kamal, Illiyan & Asif, 2021; Rawal, 2021; Liyanagunawardena & Williams, 2021; Omar, Thomas, Jusoh & Jalli, 2021<sup>[25]</sup>; Alqurshi, 2020<sup>[7]</sup>; Mirza, 2021; Kearns, 2012<sup>[23]</sup>; Joshi & Vinay, 2021; Alghandi & Ali, 2021; Ozden, Erturk & Sanil, 2004; Singh, Gautam, Patni & Nautiyal, 2020; Guangul, Suhali, Khalit & Khidhir, 2021; Rahimi & Martin, 2020; Sethy, Shilpa, Dey & Sivapuram, 2020; Almahasees, Mohsen & Amin, 2021<sup>[5]</sup>; Shukla, 2020. From the qualitative data it was observed that some female faculty member reported the following are the reasons why students need online exam under offline conditions (a) can use both online materials and offline material for finding the answer, (b) because of COVID-19 fear, (c) feel easier and more comfortable in writing at home, (d) high score ring attitude, (e) feeling free without any tension, secure good marks and (f) lack confidence for offline examination,

From the qualitative data it was observed that some female faculty member reported the following are the reasons why students need online examination under offline (a) to get good marks by the help of mobile and internet, (b) secure more mark in an unpleasant manner, (c) to cheat and follow malpractice, (d) fear of COVID-19 pandemic, (e) fear of examination and low score, (f) easy for them to attend all question, (g) lazy want to shortcut and (h) negative and backward attitude of cheating.

### Major Findings of the Study

#### Faculty member's perception about impact of remote teaching-learning on students' attendance with relation to location

- Further it was found that more than two quarter faculty members both from urban areas and rural areas perceived as 'Agree' and 'Strongly Agree' with regards to 'Students attendance is high in offline classes due to lack of face-to-face interaction among student and teachers in remote teaching-learning classes.
- It was found that both majority urban areas and rural areas faculty members were reported due to face-to-face interactions among the student-teachers were more beneficial and productive was the main reason for students' attendance better in offline class than that of remote teaching-learning class whereas majority urban areas faculty members were also highlighted that, offline class participatory and activity based in nature, best platform for clarification about assignment.
- Further it was found that majority rural faculty members were reported that, nothing will replace offline classes, scarcity of android mobile and eye to eye contact for better understanding were the main reason for students' attendance better in offline class than that of remote teaching-learning class.
- It was found that some both rural areas and urban areas faculty members were reported that, multi-media teaching-learning material in YouTube and in different web platform, fearing attitude towards corona of parents were the main reason for average attendance in offline class whereas few rural areas faculty members were mentioned that, offline class may impose offline examination was the main reason for average attendance in offline class.

#### Faculty members perception about impact of remote teaching-learning on student assessment with relation to location

- It was observed that majority of faculty members from urban areas institution reported that due to network problem students are dislike online examination, killing students creative ability, practical examinations not possible in remote teaching-learning class and no universal model of online assessment was main reason for students-motivated towards online assessment where as some of the urban area's faculty members were reported that various electronic device and books used for finding the answer, fill easier and more comfortable at home, fundamental not clear in online class, Lazy and easy going, probability for getting high score and malpractice, filling tension free and fear of COVID-19 were the main reason of liking online Assessment
- Further it was found that less than majority of faculty members from urban areas institution perceived as 'Agree' and 'Strongly Agree' with regards to 'Some students are unable to upload assignment in different online mode but it's so easy to submitted offline assignment' whereas high majority of the faculty members from rural perceived as 'Agree' and 'Strongly Agree' with regards to the same statement. Again It was found high majority of the faculty members from both the urban areas and rural areas perceived as 'Agree' and 'strongly Agree' with regards to 'Students submission of Assignment in offline classes is high due to students are getting maximum opportunity to discuss with teachers about their as segment problems'.

#### Faculty members perception about impact of remote teaching-learning on students attendance with relation to gender

- It was found that both more than one quarter male and female faculty members were perceived as 'Agree' and 'Strongly Agree' with regards to 'attendance of student in offline classes is less due to home sick nature'.
- Both male and female faculty members were 'Agree' and 'Strongly Agree' that Some students are not attending offline classes because of their preference to self-learning and utilizing journey timings for competitive examinations. Very less number of both male and female faculty members was 'Agree' and 'Strongly Agree' that students are not attending offline classes because of comparatively good quality learning materials are an available in You Tube and Internet.
- It was found that both more than two quarter male and female faculty members were perceived as agree and strongly agree that some students are not attending offline classes due to absence of any strict guidelines/notification by Government and because of their preference to self-learning and utilizing journey timings for competitive examinations. It was found that majority of both male and female faculty members reported that, due face interactions among the student teachers was the main reason for good at ten dance of students in offline class than that of remote teaching-learning class.
- Further it was found that majority of male faculty members were reported that, nothing will replace

offline classes, more beneficial and productive, physically present student and

- teachers, scarcity of android mobile were the main reason for good attendance of students in offline class than that of remote teaching-learning class.
- Again, it was found that majority of female faculty members were reported that, offline class participatory and activity based, best platform for clarification about assignment were the main reason for good attendance of students in offline class than remote teaching-learning class.

#### **Faculty members perception about impact of remote teaching-learning on students' assessment with relation to gender**

- From the analysis it was found that almost all the male and female faculty members
- perceived as 'Agree' and 'strongly Agree' with regards to unable to upload assignment in different online mode and submission of assignment high in offline classes.
- Further it was found that majority of the male faculty members perceived as 'Agree' and 'strongly Agree' with regards to „reluctance tendency among the students to appear filename nation, online examination practice under COVID-19pandemic, and “DuringCOVID-19studentsdependsononlinematerial using for completing their assignment” whereas, more than two quarter female faculty perceived as 'Agree' and 'strongly Agree' with regards to same item.
- It was observed that both male and female faculty member reported that use various electronic materials during online examination, fearing attitude towards corona, high scoring attitude, malpractice and get all benefit of open examination were main reason for students need online examination in offline condition.
- It was found that male faculty member mentioned that using books and notes for finding the answer, feel easier and more comfortable in writing at home, lack confidence for offline examination, Preparation is not well to score good mark which is required for future carrier were main reason for students need online examination during offline condition. It was found that some female faculty member reported that fear of examination and low score, easy for them to attend all question, lazy want to shortcut and, negative attitude were main reason for students need online examination during offline condition

#### **Educational Implication of the Study**

Based upon the findings of the present study and in the light of the experience gained during the conduct of the present appraisal, some suggestions have also been given for carrying out further research in the same field. These suggestions are given below.

- Government should provide special funding for capacity build in initiatives for rural areas and urban areas education institutions, such as the set-up of student support services or learning and teaching centers.
- Funding should also be allocated to peer learning and knowledge transfer among teachers, especially on topics such as digital training and online pedagogies.
- Offer financial help for purchasing computers and Internet packages to students from socio-economically disadvantaged backgrounds.

- In addition to supporting individual learners, national governments and state
- Government should invest in rural area and urban area higher education institution for ICT infrastructure such as computers, access to online learning platforms, virtual learning environments, etc.
- The government should launch and incentivize teacher training programs for both rural area and urban area faculty members at the national and state level, especiallyforimprovingthedigitalskillsoftheteachingworkforceandintroducingtospecificpedagogies for online teaching.
- Governments should establish robust evaluation mechanisms through which to assess student and stake holder satisfaction with the educations system.

#### **Conclusion**

The overall picture of the study reveals that due to COVID-19 pandemic students' academic behavior highly changed. Further, it was concluding that all the aspects of academic activities influenced by the remote teaching. It is accepted as best alternative method during COVID-19 pandemic. Due to remote teaching the students attendances also affected. From the study it was concluded that in rural faculty members are highlighted that students attendance is average in offline class due to impact of remote teaching whereas majority of both rural and urban teachers are also mentioned that because of online class impact students attention is highly influenced. Furthermore, it was concluded that some students are motivated towards online diatomite media content and students can save their time for doing other activities.

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