



ASPECTS EFFECTING ON TEACHING LEARNING PROCESS DURING COVIDS-19 IN RURAL AREA IN PUNJAB

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ABSTRACT

This paper is based upon the influences of teaching learning process which give the influence on the students as well as on the teachers on rural areas during this COVID pandemics. In this research the data has been collected from the rural areas in Punjab for study the factors effected the teaching learning processes also affected on educational system. The main purpose of this paper to analysis the issues effecting teaching learning and remove the difficulties regarding teaching learning in rural area so we moved further and help us to fight with this pandemic. For this research questionnaire has been conducted for collecting the data regarding the factors in rural areas. Normally we can see in Punjab rural areas faced so many problems in teaching learning process during COVID-19.

The purpose of this study was to identify the issues affecting the educational gap between rural and urban areas. First, there was a important change between rural and urban students in terms of theoretical attainment, which confirms the presence of instructive break between rural and urban areas. Second, the important influences moving the educational break were confirmed to include learning motivation, educational aspiration, learning efficacy, future aspiration, aid of private education, and the economic status of the family at the student level and after-school activities, the physical and psychological environment, teacher's competence, and the location of the school at the school level. Third, a student's individual and family features have greater influence than school-level influences on the educational gap between rural and urban areas

KEYWORDS : Teaching Learning Process, Educational, Factors, pandemics

INTRODUCTION:

In the 21st century the whole educational system has been affected by COVID-19. COVID-19 is disease which comes from the china and it has affected on whole Economy, business, health system and in major educational system. Whole education system has been affected by COVID-19. During COVID-19 teaching learning process is affected a lot. mostly dropout is happened in these crises. So many factors are responsible in the teaching learning process. these factors are affected on the students and on the teachers also. Students are suffering from so many factors during COVID-19 crises. In rural areas there are so many factors which effected the students or we can say that main barrier in teaching learning process during COVID-19. these factors are influence the students in the rural areas like physical factors, economic factors, family factors etc. These factors are also creating the barrier in the academic assessment done by teachers. these factors also influence the teachers in their teaching process. In this paper we discuss the factors also what is the impact on the students of these factors during COVID-19.

OBJECTIVES: The existing research paper concentrated on the subsequent purposes:

- To enlighten various measures taken by Govt. of India for education sector during this pandemic.
- To highlight various factors which affected the teaching learning process during this pandemic condition.
- To enlist some negative impacts of COVID-19 and to put some effective suggestions for continuing education during the pandemic situation rural and urban areas.

Hypothesis: H₁:

There is significant difference between face-to-face and E - Learning.

H₂: there is no significant difference between the Impact of E learning on Govt and Private school during COVID-1

Research Methodology: Data Collection and Survey

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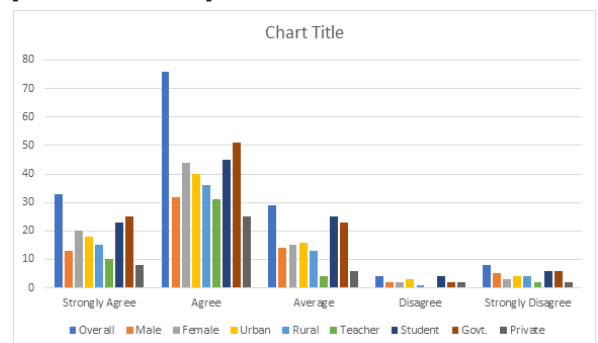
Methodology: Data Collection and Survey Instrument 5.

A study was directed to appreciate the influence of various aspects that affected and influenced the choice of education career. The survey instrument used was a questionnaire which was distributed among a population of senior secondary students.

- The first part of the questionnaire consisted of senior secondary students from rural and urban areas
- The second part of the questionnaire consisted of the various factors which contributed to the choice of teaching career.
- The third part of the questionnaire consisted of the various factors of the teachers from private and Govt School
- The fourth part of the questionnaire consisted of the various factors of the teachers from the rural and urban teachers.

Each factor consisted of 10-12 statements with a five-point Likert scale. The detailed abbreviations of the Likert scale were Strongly Agree – 5, Somewhat Agree – 4, Neither – 3, Somewhat Disagree – 2, Strongly Disagree – 1. The questionnaire was distributed

Among 150 people the majority of the respondents were Male (44%) and female respondents were 56%. The student belonged to three different age categories keeping in mind the fact that the respondents were of Teachers and Students 32.9% and 67.1%. Stream wise responses are considered from which Non-medical, Arts, Medical and Commerce. Face to Face Learning are compare with Rural (49.3%) and Urban (50.3%) areas from which factor effecting of E learning In Private(24.3%) and Govt (75.7%) Sector both. Both Descriptive and Inferential statistical data analysis was conducted on the collected data set in order to get a concrete conclusion. The particulars of the respondents are characterized.



Content of the factors which influence on the teaching learning process

Beck and Rausch (2012) highlight technical and personal

requirements in the teacher dimension, such as: appropriate verbal instructions, which can be interpreted as the method of teaching; information to scholars around their development; respectable connection with the scholar; and boldness towards the enquiry skilled. Concerning the material on the development of scholars.

Chickering and Gamson (1991) reference that research connected to advanced teaching has originate a optimistic connection between quick response and fulfilment and self-accomplishment of scholars, and the instantaneous comment, educational and concentrating at the key sources of errors of students, one of the main points of the learning process. Among these findings, issues related to the level of demand in tests may be mentioned as well, consistent with what was given in class, use of appropriate language in the classroom, among others. Through affection to the comportment to be circumvented by educators in instruction to progress the procedure of teaching and learning.

Stout and Wygal (2010) list the following as the teachers' perception: (i) negative or indifferent attitudes towards pupils and / or class; (ii) lack of organization and / or inappropriate preparation; (iii) deficient methods; (iv) errors in the assessment and / or evaluation process; and (v) inaccessible / inflexible behavior.

Beck and Rausch (2012), in a comparable examination, but seeing the awareness of students, reference the subsequent undesirable locations: not enquire queries and / or not know how to solve doubts; lack of knowledge and / or mastery of the subject to be explained; lack of punctuality; not develop an appropriate educational plan; excess of audiovisual resources and lectures without complementation through exercise and examples.

Gil (2006) states that, in general, university professors, like at any other level of education needs, besides solid knowledge in the area where they want to teach, pedagogical skills that make the learning more efficient. But the problem is that not all teachers who teach in Accounting courses receive a teacher training process. A considerable portion is formed by accountants and accounting technicians with experience and expertise in the area who, in order to spread their knowledge, are directed towards the academic world (Andere & Araujo, 2008).

There are several factors which affected on the students and teachers also. we discuss the factors which affected the students then we will discuss factors affected on teachers and factors influence on teaching learning process in rural areas during COVID-19. There are various influences that contribute to the alterations in presentation between students in rural and urban areas. There are so various influences which stimulus the rural and urban students like commercial factors, monetarist factors etc.

Family Factor: In the rural areas, the household is unique of the aspects that control their child presentation. In this study, students in rural areas have low presentation associated to students in urban areas because it is connected to their parent's education. Mainstream of parents in rural areas are less cultivated than parents in urban areas. The family circumstantial is the most important and substantial influence in influential the theoretical presentation of beginners. The survey found that rural students felt no pressure to achieve good presentation when their parents' have low exceptions towards education. Parental inspiration has a positive influence on their child performance and at rural areas, most of the parents did not care about their child academic performance. Some experts believe that parent expectations are the most influential factor touching youth conclusions to follow education.

Economic Factor: The students' background relates to the low socioeconomic factor of their family also one of the factors that affect their performance in education. Maximum of the scholars that living in rural areas arise from low-income family. Their parents cannot deliver them with sufficient scholastic possessions at household. Associated to scholars in urban areas, the common of them come from high-income families and their parents have enough money to direct them to their tuition classes in instruction to become better presentation. Urban students also can purchase supplementary books for their conditions although for the rural students, they non-exposure to informative resources and it will move their presentation related to those who have contact to such resources. Students who have right of entry to more possessions are a benefit associated to those from reduced families because they can know additional around the modern expansions everywhere them thus can contribution them to progress their presentation at schools.

Lack and Facilities and Recourses: The communal circumstantial of the students in rural area is not so good that why there is no proper facilities and resources are available to the students. Some schools in rural areas do not have laboratories and this situation resources that students study science by conditioning learning. Services are significant in directive to variety the teaching and learning procedure supplementary operative. Students that live in rural areas will less representation to the using of technology because the facilities that were providing for them are not satisfactory. This will variety their learning procedure will be fewer operative and they will have a lesser amount of information about existing concerns as well as how to practice technology. Students in city areas have various benefits in their learning procedure and with the beginning of technology, it will make informal for their study. They will supplementary considerate with their learning with the facilities provided.

Financial Factors: we see financial factors a very important rule in the education. Due to COVID-19 so many people lost their job in the lockdown period its affected most to middle class family. In rural areas its very difficult for the rural parents to provide the net or WIFI facilities for the online class. Specially for labor class family. Due to these reasons in rural areas teaching learning is affected. students were not able to attend the classes and WIFI and net facilities are not available in rural areas

Limited availability of technological devices: Although we appearance at the area of numerical learning, it is commanding to study the accessibility of the accurate strategies to each student for retrieving numerical satisfied. Not a portion of people in rural India have admittance to individual laptops or computers, and phone monitors are not encouraging to stretched learning periods. Also, statistics containers and their costs can be a large limiting both for teachers as well as learners, particularly for living courses. Various students each don't have own laptops/smartphones or they are accessible for a imperfect time. Hence, the learning remainders constrained with the imperfect accessibility of technological strategies

Lack of Familiarity with Digital Technology: Although Smart Classrooms and Ordinal Learning have already completed a technique in urban scholastic setups, particular rural countries silent expectation on old-style teaching methods for their teachings. Therefore, fluctuating from outdated academic approaches to the digital one cannot transpire instantaneous. Teachers as well as students necessitate appropriate working out and extra accessible stages to make them conversant with digital knowledge so that they can be contented teaching/learning by means of them.

Shortage of Teachers: Deficiency of instructors or the poor teacher-to-student proportion in villages posture another challenge towards manufacture learning completely digital in such zones. To variety comprehensive digitization of teaching in rural areas, this proportion requirements to be better-quality and a huge amount of skilful and well-trained teachers are compulsory so that each and every student accepts comprehensive consideration even throughout an online lecture. Although the current online classroom explanations are considered to simplify appointment and perceptiveness between students towards learning, a teacher's direction and consideration continue essential for learners

Unprepared teachers/students for online education. Not entirely teachers/students are respectable at it or at least not completely of them were prepared for this unexpected changeover from face-to-face learning to online learning. Maximum of the lecturers are impartial directing lectures on video stages such as Zoom Google meet etc. which may not be actual online learning lacking some committed online learning stage.

Suggestions for improving the negative factors which affected on teaching learning process during COVID-19

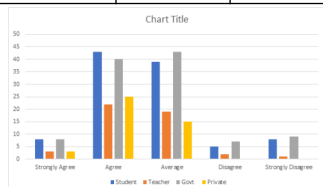
- India should progress imaginative approaches to confirm that entirely children must have supportable access to learning during pandemic COVID-19. The Indian guidelines essential contain several individuals from varied circumstances counting distant areas, marginalized and alternative groups for effective delivery.
- Today the current times is time of technology or networking. Complete deficiency of internet services in the rural area particularly is maximum significant block between the students in the teaching learning procedure during COVID-19. There is a essential to arrange public resources to solution of the internet gap and confirm that students remain to learn numerically.
- Direct measures are mandatory to reduce the properties of the pandemic on job offers, internship programs, and research projects.

Now we will do practical by collecting the data from the rural and urban areas of the Punjab and from Govt and Private School for finding the significant difference between the face-to-face and E- Learning . We have 150 responses from the Punjab's different school Govt and private both and in this data also compare between the rural and urban areas

H1. : There is significant difference between face-to-face and E – Learning For finding the significant difference between Face-to-face and E Learning. For the finding the significant difference we compare the teacher and student and its significant difference and also Govt and Private Comparison and Applying the ANOVA TWO WAY for finding the significant difference. Different view of responses are given in form of Agree, Disagree, Strongly Agree and Not Agree given the following data.

Hypothesis result show in the table 1

Teacher	Student	Govt	Private	Total
3	8	8	3	22
22	43	40	25	130
19	39	43	15	116
2	5	7	0	14
1	8	9	0	18
Total	47	103	43	300



Grand Total = $T = \sum \sum X_{ij} = 300$
 Correction Factor = $C = 45$
 Sum of Squares = $\sum \sum X_{ij}^2 = 8894$
 $SST = \text{Sum of Squares} - \text{Correction Factor} = 8894 - 45 = 8849$
 Sum of Squares b/w the Column $SSC = 3543.25$
 Sum Of Squares b/w the Rows $SSR = 6227$
 $SSE(\text{Residual}) = \text{Sum of Squares} - SSC - SSR = 8849 - 3543.25 - 6227 = 921.25$
 The Calculated Value from the Degree of freedom 3 and 4 from the SSR and SSC is
 $SSC(\text{at df } 3) = 15.4$
 $SSR(\text{df } 4) = 20.27$

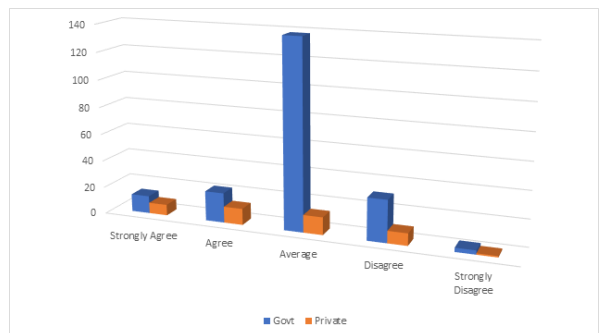
Residual (Error) (df 12) = 76.77
 Tabulated Value of F test (3, 12) is 27.05
 Tabulated Value of F test (4, 12) is 14.37

Calculated Value > the tabulated Value
 therefore our hypothesis is rejected that there is no significant difference between the Face to Face and E- Learning
 H2: there is no significant difference between the Impact of E learning on Govt and Private school during COVID-19.

For this hypothesis we take the data of Govt and Private Sector we will apply the Paired T test at 5% level of significance. The Hypothesis result show in table no 2

Govt	Private	D	D ²
13	8	5	25
22	12	10	100
138	13	25	625
31	9	22	484
3	1	2	4
107	43	64	1238

Hypothesis result show in table 2



H0= significant difference b/w the impact of E learning on Govt and Private sector During COVID-19

$$T = \frac{\sum D}{\sqrt{(n \sum D^2 - (\sum D)^2) / n - 1}} = 2.79$$

Therefore we check its tabulated value at 5% level of significance i.e. is 2.13

Since our calculated value greater than the tabulated value Therefore our null hypothesis is rejected

Therefore there is no significant difference between the impact of E learning or Private and Govt Sector during COVID-19.

CONCLUSION:

In the consideration on the range of the conclusion of the data in the above hypothesis testing we can say that E learning effected the both of the sector private and Govt.

And teachers and students we conclude that there is no significant different between the Govt and private during the COVID-19 affected teaching learning process. By the above hypothesis discussion we can say that during COVID Disease

rural areas the teaching learning proces are most effected it also affected to students as well as teachers because in rural areas the tools off E learning are not properly established teachers are not proper familiar about E learning tools , digital tools for which are used for teaching learning process. E-learning modalities encourage student-centered learning and they are easily manageable during this lockdown situation. There is a need to train faculty on the use of online modalities and developing lesson plan with reduced cognitive load and increased interactivities. . The study indicates that e-learning technology enables easy information access leading to positive attitude formation of students towards it. This finding is based on usefulness, self-efficacy, ease of use, and the behavior of students as regards e-learning.

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