Original Research Article

Impact of work from home on Sri Lankan teachers' teaching and learning process

ABSTRACT

Aims: This paper aims to analyze the impact of working from home on teachers' teaching and learning processes in a chosen Province in Sri Lanka From teachers' perspective.

Study Design: This study follows the exploratory type and a questionnaire survey will be used to collect data.

Place and Duration of the study:

Methodology: The data were analyzed using descriptive statistics to understand the teaching and learning process of teachers in the chosen province in Sri Lanka and Regression analysis to understand the impact of an independent variable on the study's dependent variable.

Results: The positive effect of Infrastructure Facilities, Family Interference, and Technology Literacy on teachers' online teaching and learning process were statistically significant at 0.05 level. But, the significant value of Social Distractions was 0.764 which is above the standard level. Hence the impact of Social Distractions on online teaching and learning process was statistically insignificant at 0.05 level. Furthermore, infrastructure facilities were a highly influential factor in the online teaching and learning process.

Conclusion: The research was limited to one province in Sri Lanka, and thus, it may not be possible to conclude the results of an entire country. In this modern world schools in developing countries should be adapted to these new technological changes. Teachers, administration, and Government may utilize the findings of this study in their decision-making. The study shows useful perceptions of how work from home impacts teachers' teaching and learning processes.

Keywords: Family Interference, Infrastructure facilities, Teaching and learning process, Work from home

1. INTRODUCTION

The teaching and learning process is the transfer of knowledge from teachers to students (Keiler, 2018). It is a multi-step process where a teacher examines the student's learning needs, sets clear learning objectives, creates teaching and learning strategies, implements a work plan, and reviews the effectiveness of the instruction (Gallagher and Savage, 2022). Learning can be considered a permanent change since a teacher uses methods like teaching students new skills and changing their

attitudes to bring about change in their lives. The future of the country depends on the quality of education. The success or failure of the teaching and learning process will influence the emergence of new products and entrepreneurs in the future.

As economies begin to reopen with the resumption of some normal activities, questions arise about the potential return to formal office environments and the implications for employees whilst COVID-19 remains active in the community. Many organizations will continue mandating working from home for the foreseeable future to avoid making COVID-19 regulation-related changes to their office environments (Oakman *et al*., 2020). To work effectively from home, the employee needs to have the technology that they require, a separate workspace, internet service that meets the employee's needs, a workable schedule employee can stick to, and ways to connect with others (Cook *et al*., 2021).

As a concept Work from home is very important in current times. Because it helps to keep the productivity of the employee the same or even better and at the same time supports the employee in being with family. Also, if the employee is facing some health issues of self or family, Working from Home (WFH) can be a great tool for helping employees stay at home and work at the same time (Waizenegger *et al*., 2020). According to Gartner (2020), after COVID–19 pandemic 71% of service leaders report that more than 80% of employees are working from home globally. For many Sri Lankan businesses, it seems that remote working will continue to be a temporary work arrangement used to address emergencies or extraordinary circumstances rather than a long-term work arrangement (Adikaram&Naotunna, 2023).

In the education industry, WFH ensures the health and safety of both teachers and students during the COVID-19 pandemic. And it reduces physical contact with other parties. WFH gives a flexible approach to complying with essential work requirements with a comfortable mode (Kenneth, 2020). There are several resources available when it comes to online teaching, including podcasts, PDFs, and videos. As a result, teachers can incorporate all of these resources into their lesson plans. This is a productive method of instructing students. Online lessons can be recorded, preserved, and distributed for future use. As a result, it enables students to access the learning materials at any time (Webb *et al*., 2021).

There are several disadvantages to maintaining a teaching and learning process at home. The regular face-to-face contact with students significantly reduces, when working away from the school. Due to that situation, decreased control by students is an important drawback of working from home (Thornburg *et al*., 2022). Moreover, practice-based learning is absent from online instruction and is primarily theory-based. Online learning cannot thus take the role of experiential learning in providing information. Online education can also be negatively impacted by software problems, the greatest connectivity costs, and more interruptions from noisy neighbors, family, or friends (Maya *et al*., 2022).

WFH changed the traditional education system where teaching and assessments are conducted online (Joshi *et al.*, 2021). However, this requirement has been challenging for teachers specially those situated in non-urban areas due to limited infrastructure facilities (Samsudeen and Mohamed,

2019). Strong internet connection, computer peripherals like microphones, speaker's keyboard, camera teaching equipment, etc. thus meeting these needs become a challenge for teachers due to limited facilities at home. In most cases, the internet speed is not fast, and computers are outdated (Alhawsawi and Jawhar, 2021). Thus, teachers' readiness and technological infrastructure become critical.

Teachers were forced to deal with a number of outside distractions due to the noise created by neighbors, pets, vehicles, and others. Consistency and effectiveness suffer during the planning and delivery of lessons. Distractions from children and family conversations are prevalent. These results impacted to teaching process (Joshi *et al.*, 2021).

The gap in technological literacy among teachers, and left them exposed and challenged for not being up to date with the latest online pedagogical technologies. It also challenged their assumptions about teaching and learning. Before the pandemic, teaching skills did not require many sophisticated technology-related skills but abilities to interact face-to-face with students in classrooms (Alhawsawi and Jawhar, 2021). Computer literacy and digital literacy in the chosen province are recorded as 24.2 percent (Department of Census and Statistics, 2021). Not only that the internet access in this province is 15%. It is the lowest percentage when compared with other provinces in Sri Lanka. Lack of infrastructure, affordability issues, low computer, and English language proficiency, negative attitudes, relevance, needs toward internet adoption, and ignorance of the advantages and usage of the internet are some issues preventing rural communities in the province from adopting the internet (Khan *et al*., 2022). "They made it obligatory for teachers to use open-source online teaching platforms such as WhatsApp, YouTube, Skype, and Google Hangout to deliver online sessions. Online teaching is stirring at an untested and unprecedented scale and student online assessments are also being conducted with many uncertainties" (Joshi *et al.*, 2021, p. 02). It can be seen that several factors such as infrastructure facilities, family interference, technology literacy, and external distractions affect to teaching and learning process. This study aims to identify the impact of working from home on teachers' teaching and learning processes in a selected province in Sri Lanka. The findings of this study can be useful to the government or private educational institutions that are planning to adopt online teaching in the near future.

2. LITERATURE REVIEW

The duties of teachers include creating and distributing educational materials including notes, tests, and assignments. Maintain materials and resources for lessons and presentations, provide individualized instruction to each student by encouraging interactive learning, plan and carry out educational tasks, keep a clean and orderly classroom, prepare and share periodic progress reports and semester report cards for students, attend parent's meetings, evaluate and record, and document all of the above-mentioned tasks. To do this, teachers must create effective lesson plans, evaluate student work and give feedback, manage classroom supplies, understand the curriculum, and collaborate with other staff members.

Virtual classrooms are replacing traditional classrooms, due to the pandemic situation and government restrictions and regulations. In answer to the COVID-19 pandemic lockdown, the educational system of Sri Lanka promptly converted from classroom-based free education to online-based distance learning. The newly introduced WFH state caused an unparalleled upheaval in the lives of Sri Lankan workers (Jayawardena, 2020). The Sri Lankan government recommended full or partial WFH programs to maintain economic activity in the face of such restraints. WFH practices are unfamiliar territory for many organizations and employees. All industries focused their attention on to WFH concept and especially in the education industry this concept was very popular.

Work from home is the idea that an employee can do so. WFH permits employees to work flexible hours, and the work is finished swiftly for the employer. The idea of telecommuting or working from home was first put forth in the 1970s as a creative way to complete tasks from several locations, whether an office, home, or elsewhere, with the use of technology (Nilles, 1997). Since the European Framework Agreement on Telework was signed in 2002, which states that teleworking is defined as a type of activity or execution of work that uses information technology and can be done on a regular basis, teleworking has gained a lot of popularity in Europe in terms of aspects related to work-life balance (Wojcak and Barath, 2017).

During the coronavirus pandemic, more people were choosing to work from home since more employers saw the advantages to their companies and better work-life balance for their staff. To control any disease outbreak, a proactive response is essential. Nonetheless, the coronavirus took everyone off stride, and the majority of nations—including superpowers—were at first unprepared for the pandemic. Shortly after the epidemic, the World Health Organization (W.H.O.) released recommendations and updates on how to stop the spread of COVID-19. To stop the spread of the disease, numerous nations implemented various policies and the W.H.O. recommendations. Almost everywhere there were lockdowns, and many were urged to work from home (Rashid and Yadav, 2020). Whether as a result of governmental legislation or voluntarily, COVID-19 has led to the widespread implementation of social distancing measures in nations around the world (Gottlied *et al*., 2021).

“During the pandemic lockdown, researchers discovered that roughly 64.7 percent of teachers used social media for the teaching-learning process (TLP), 27.9% used regular online teaching platforms, and only 7.4% used traditional teaching methods. Furthermore, the WhatsApp mobile application was preferred by 36.5 percent of teachers and 41.2 percent of students for the TLP, while other applications were chosen by others” (Gangahagedara *et al*., 2021, p. 01).

Several researchers have recently done research to address issues linked to COVID-19's online teaching and learning, although most of the studies have focused on student issues while ignoring teacher issues. The difficulties teachers experience in online teaching and learning are barely addressed by a few publications (Joshi, Vinay & Bhaskar, 2021).

2.1 Teaching and Learning Process

The teaching and learning process refers to a process in which an educator identifies and establishes learning objectives, produces resources for teaching, and implements a method for teaching and learning (Merwe, 2012). Both teaching and learning are critical because teaching is worthless if it does not result in student learning. It aids the instructor in determining, evaluating, and modifying their teaching strategies, as well as in refining and clarifying the objectives (Bhusry and Ranjan, 2012).

The Sri Lankan school system has been severely damaged by the COVID-19 pandemic. For the past year or more, students have been confined to their homes because of lockdowns and travel restrictions. Everyone in society is affected by it because it results in so many changes. The challenges of establishing, sustaining, and enhancing distance education Measuring and validation of learning are both challenging undertakings due to their high financial expenses as well as the increased strain on schools and school systems that are still in operation. Online instruction and learning demand a change in teachers' perspectives in addition to that of students, parents, and other stakeholders. Conventional "Brick and Mortar" educational delivery is quite different from online or even hybrid educational delivery. Teachers and other educational facilitators must therefore go above and above with their delivery strategies. Some teachers have done a better job of accepting change than others. They've shown a willingness to learn about technology, adapt to it, and better engage their students (Gamage *et al*., 2020).

"Teachers' approaches have changed as a result of the increased use of technology in education, shifting from a traditional strategy in which they function as knowledge dispensers to a more flexible approach in which they act as facilitators and motivators to encourage students to participate and learn" (Onyema *et al*., 2019, p. 02). The majority of education is moving online, and stakeholders in the education field, including students, must consider switching to this mode. In order to meet the demands of a broad set of students, the use of relevant educational technologies improves access to learning resources such as Massive Open Online Courses (MOOCs) and a variety of learning techniques (Onyema *et al*., 2019).

2.2 Infrastructure Facilities

Infrastructure facilities refer to technological infrastructures including hardware, software, and the internet, all of which are critical for the successful operation of online classrooms. During the epidemic, infrastructure looked to be the most significant barrier to online schooling. Inadequate infrastructure, such as a lack of computer and internet access, was cited by more than 70% of

respondents as an important problem limiting their participation in online education. Similarly, during the COVID-19 lockdown, inadequate electricity service, unavailability and accessibility concerns, network issues, and other issues caused several challenges for schooling. (Asad *et al.*, 2021). Students needed to acclimate to the new teaching and learning methodologies, and teachers were obliged to teach remotely. Students in nations without the necessary facilities and infrastructure to support online learning faced challenges in switching to this kind of instruction. Another major problem, particularly for kids in rural areas, was the digital divide. This is so that remote teaching and learning may be implemented, which is often difficult for students and teachers in rural locations to do. Many people lack the digital skills necessary for online learning. Technology continues to be a treatment for the educational gaps that often result from schools being closed unexpectedly during pandemics (Rashid and Yadav, 2020). According to Joshi, Vinay & Bhaskar (2021), having to get infrastructure facilities lack basic facilities, and identified many teachers face difficulties due to a lack of basic facilities when they work from home. According to Kaldeen and Nuskiya (2020), 68% of internet users from their residences reported having problems accessing the internet when performing WFH. The same amount of employees used mobile Wi-Fi and mobile data to access the internet. Thus, this study proposes the following hypothesis:

H1:Infrastructure facilities have a significant impact on teacher's teaching and learning process

2.3 Social Distractions

Teachers who teach online classrooms are subjected to greater distractions than those who teach face-to-face classes, which has an impact on both students and teachers' performance (Alhawsawi and Jawhar, 2021). Social distractions such as social media, television, neighbors' pets, and transportation can make online teaching difficult (Hamdan *et al*., 2021). Also, when applying for an online program in a virtual classroom, outside problems like interruptions from other students come up. Students converse with one another about subjects unrelated to the subject matter being studied. As a result, virtual classes are becoming increasingly crowded and less conducive to learning (Rashid and Yadav, 2020). Regardless of the platform they use, teachers' houses are visible to other people, which disrupts their concentration and raises the possibility of mistakes during assessment and evaluation (Joshi *et al.*, 2021). Some distractions can be controlled easily but some other external distractions cannot be controlled easily. Joshi, Vinay, and Bhaskar (2021) state that interruptions from family members during lectures or other external distractions caused by neighborhood commotion had a negative impact on the effectiveness of teaching. Because of the external distractions caused by noise from neighbors, pets, vehicles, and visitors, online instruction and evaluation in home environments have a negative impact. Continuity and effectiveness are compromised during the creation and delivery of lessons. Thus, this study proposes the following hypothesis:

H2: Social Distraction has a significant impact on teacher's teaching and learning process

2.4 Family Interference

Due to the lack of space in the house, teachers are subjected to a great deal of disruption. Children, family members conversing, family members arriving for personal work, and other distractions abound. It causes unwelcome disruptions and makes teaching difficult (Joshi *et al.*, 2021). A lot of teachers are also parents. As a result, they have obligations at home. Those activities have the potential to influence the teaching and learning process. Crouter (1984) highlighted gender-related home tasks in his research. Because labor force participation was considered secondary to caring for the home and children, family pressures were allowed to permeate and affect women's work-life more than they were for men. Husbands were expected to manage their domestic tasks in such a way that they did not interfere with job efficiency, and the family made whatever adjustments were necessary to meet the man's work role. In their study, Kaldeen and Nuskiya (2020) identified several factors that the majority of respondents found to be very positive, including improved connections with family, preparedness for a pandemic, increased time spent with families, decreased conflict within the family, ability to share tasks at home, and family support. Meanwhile, difficulties managing family needs, family disruption during WFH, and family conflict were identified as challenges of WFH.. Joshi, Vinay & Bhaskar (2021), has found that the lack of space in the home causes teachers a lot of disruption. Children, family talks, family members approaching for personal work, etc. all cause a lot of distraction. It affects teaching. Thus, this study proposes the following hypothesis:

H3: Family Interference has a significant impact on teacher's teaching and learning process

2.5 Technology Literacy

Precision in technology entails Teachers were unfamiliar with online teaching platforms; they attempted to use an open-source platform but were unsure. They didn't have much experience with online teaching, but due to the shutdown, they had to rely on free sources. Teachers in institutions with institutional-supported technology had a strong understanding of online teaching and were able to implement it effectively (Joshi, Vinay & Bhasker, 2021). In addition, teachers do not make full use of technology in online learning. Games, artificial intelligence, augmented reality, and virtual reality are not used. Teachers' expertise and skills in the use of technology in online learning appear to be lacking. In the online learning environment, teachers should also be creative and imaginative in creating activities for students. In other words, simply transferring face-to-face classes to an online learning environment is insufficient. To educate through online learning, teachers must be knowledgeable and skilled. They must be proficient in content (the language they teach), online language learning technology, and foreign language pedagogy (Anthony and Noel, 2021). The open-source platform was tried by teachers who were unfamiliar with no previous experience with online teaching tools and lacked confidence. Although they had significant expertise in online teaching, they nonetheless utilized open resources due to the COVID-19 outbreak. Teachers in schools with institutionally supported technologies had experience in online learning and effectively used it (Joshi *et al.*, 2021). Thus, this study proposes the following hypothesis:

H4: Technology Literacy has a significant impact on teacher's teaching and learning process

3. METHODOLOGY

This study follows the exploratory type to meet the research objective because it is going to identify factors that affect teaching and learning when working from home. The study was done in chosen province in Sri Lanka and the study used quantitative methodology. A sample size of 377 teachers was selected for the study from a target population of 20, 796 teachers at a 95% confidence level based on a 5% margin of error. The primary surveys were conducted to obtain the needed data from the respondents and a questionnaire survey will be used to collect data from teachers through a Google form. This study is a short-term study that is conducted for two or three months and collected data from teachers in the selected province, just one period of time to answer the research questions. The first part of the questionnaire was included to collect demographic information about the teachers: gender, age, and district. The second part of the questionnaire was created to measure Infrastructure facilities, Social Distractions, Family Interference, Technology Literacy, and online teaching and learning process. A five-point Likert scale ranging from 1 as never to 5 as almost always is used for the measurement. SPSS tools were used for the analysis of the primary data. The study used descriptive statistics and the impact of an independent variable on the study's dependent variable was determined using regression analysis. The reliability statistics are shown in Table 1. The reliability of the five was examined, and all of them were found to be internally consistent.

4. RESULTS AND DISCUSSION

A total of 380 questionnaires were administered among teachers in the selected province out of which 270 were returned resulting in a 71.05 % of response rate that is considered highly adequate. Out of 270 participants in this study, 41.5% of them are male participants and 58.5% are female. The majority of teachers represented the experience of 0-5 years. It is around 49.6%. And 5-10 years of experience represented 31.9% and 10-20 years of experience represented 16.3%. The minority belongs with more than 20 years of experience as teachers. It is around 2.2%.

Descriptive statistics were used to explain the prevailing situation of the variables. According to mean values for the Online Teaching and Learning Process, Infrastructure facilities, Social Distractions, Family Interference, and Technology Literacy were 2.72, 3.23, 3.44, 3.38, and 3.33 respectively, and indicated that the participants of the study have a moderate agreement.

Table 1. Reliability Statistics and Descriptive Statistics

Variable	Cronbach's Alpha Value	N of Items	Mean (N=270)	Std. Deviation (N=270)
Online Teaching and Learning Process	0.861	07	2.752	0.047
Infrastructure Facilities	0.871	08	3.234	0.047
Social Distractions	0.879	05	3.446	0.052
Family Interference	0.909	04	3.379	0.061

Technology Literacy	0.881	05	3.332	0.052
Overall	0.905	29	2.752	0.047

Source (s): Field Data, 2022

The impact of an independent variable on the study's dependent variable was determined using regression analysis. Online teaching and learning process is the dependent variable in this study, whereas working from home is the dependent variable

According to correlation analysis, there is a strong positive relationship between online teaching and learning process and infrastructure facilities (0.628) and technology literacy (0.603). Moreover, there is a positive relationship between online teaching and learning process and Social Distractions (0.105) and Family Interference (0.169).

Table 2. Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.257	0.209		1.230	0.220
Infrastructure Facilities	0.363	0.068	0.364	5.360	0.000
Social Distractions	(0.018)	0.062	(0.020)	(0.300)	0.764
Family Interference	0.105	0.053	0.137	1.983	0.048
Technology Literacy	0.309	0.061	0.338	5.020	0.000
R	0.673				
R^2	0.454				
Adjusted R^2	0.445				
Std. Error of the Estimate	0.581				

Source (s): Field Data, 2022

According to Table 2, the regression coefficient of Infrastructure Facilities was 0.363. It indicated a positive impact of Infrastructure Facilities on teachers' online teaching and learning process and the respective significant value was 0.000 which is lower than the standard level (0.05). Hence, the first hypothesis was accepted. That means, there is a positive effect of Infrastructure Facilities on teachers' online teaching and learning process statistically at 0.05 significant level.

The regression coefficient of Social Distractions was (-0.018). It indicates a negative impact of Social Distractions on teachers' online teaching and learning process. Since the significant value of the test was 0.764 which is above the standard level. Thus, the second hypothesis, the impact of Social Distractions on teachers' online teaching and learning process was statistically insignificant at 0.05 level.

The regression coefficient of Family Interference and Technology Literacy were 0.105 and 0.309 respectively. It indicates the positive impact of both variables on teachers' online teaching and learning process. The significant values of the test were 0.048 and 0.000. Thus, third and fourth hypotheses are accepted at a 0.05 significant level.

The summary includes R, Adjusted R Square, and Std. The error of the estimate. R indicates multiple correlation coefficient which represents all variables together. The R square value is the proportion of variance in the dependent variable that can be explained by the independent variables. The value of the R square is 0.454 which indicates the variation among the variables in the online teaching and learning process.

According to the empirical studies has founded the data identified four types of impediments that teachers experience when educating and assessing students online. Lack of basic amenities, outside distractions, and household disturbance during teaching and evaluation were key concerns highlighted in home environments. The initial cost of purchasing advanced technology, a lack of technical support, a lack of training, and institutional support hurdles including a lack of clarity and direction were all reported. Technical problems were also faced by teachers. The challenges were categorized as being due to a lack of technical support; they included security issues, a lack of technical arrangement, and a lack of awareness of online teaching tools. Lack of technical knowledge, a negative outlook, the incorporation of technology into their courses, and a lack of passion are some barriers that teachers encounter that prohibit them from participating in online education and evaluations (Joshi *et al.*, 2021).

According to Kaldeen and Nuskiya (2020), HEIs in Sri Lanka have not given staff members the tools they need for WFH, such as mobile Wi-Fi and SIM cards, nor have they paid the cost of internet access. 85% of respondents said that their institution's lack of assistance is true in this regard. Additionally, just over fifty percent of academic staff received laptops or desktop computers to use at home, which is interesting given that 63% of respondents agreed that training lessons on the use of LMS or VLE and online course delivery were conducted before to or during WFH. Additionally, it was discovered that 68% of internet users from their homes had trouble accessing the internet when working WFH, and the same amount of employees used mobile Wi-Fi and mobile data to access the internet. The perceived motivation of participants was rated as being 44% satisfied by academic staff, while 47% were unsure about their participants' satisfaction with online academic activities. Environment at Home: Less than three family members were considered to be present in the household. Just seventeen percent of families with 6-8 members live at home, with 28% having 3-5 members, the majority of families (53%) having 3-5 members, and 35% of people who work from

home without having children. Of the employees, 58% have 1-3 children living with them. In addition, just 34% of staff spouses work online, while 66% of spouses do not.

The researcher has observed that the respondents have given the highest priority to infrastructure facilities in the online teaching and learning process because the chosen province is one of the most rural provinces in Sri Lanka as same as the previous findings of Joshi, Vinay & Bhaskar, (2021) which indicated that infrastructure facilities as a lack of basic facilities and teachers face more difficulties when they WFH.

In this study, social distractions affect on online teaching and learning process and it can be seen that external distractions such as weather conditions, neighbors, and pets negatively affect online teaching and the learning process. Because of the external distractions caused by noise from neighbors, pets, vehicles, and visitors, online instruction and evaluation in home environments have an unfavorable negative impact. Continuity and effectiveness suffer during the creation and delivery of lectures. This finding, however, contradicts the result of Joshi, Vinay & Bhaskar, (2021), the continual outside distractions caused by the uproar from the neighborhood during the lesson had a negative impact on the continuity of teaching. However, in the selected province, the impact of social distractions on the online teaching and learning process was statistically insignificant.

Furthermore, family interference affects the online teaching and learning process. Children, family dialogue, family members approaching for personal work, etc. result in a lot of distraction. This result positively aligned with the previous funding of Kaldeen and Nuskiya (2020) and Joshi, Vinay & Bhaskar, (2021) and they indicated that teachers face a lot of problems due to distraction from their children and other family members. Finally, the result of this study was technology literacy affected the online teaching and learning process and the result is aligned with the findings of Joshi, Vinay & Bhaskar, (2021). Although they had significant expertise in online teaching, they nonetheless utilized free sources due to the shutdown. Teachers in institutions with institutionally supported technologies had a good understanding of online instruction and successfully implemented it.

5. CONCLUSION

The COVID-19 pandemic created economic, educational, and social issues from diverse perspectives. Due to this crisis, all the sectors are affected. And all the schools are closed due to the lockdown situation in the country. All the educational activities in both the public and private sectors stopped. Therefore, work from home concept was introduced to all industries and the education sector also adopt it to continue the teaching and learning process. The study was conducted to identify the impact of working from home on teachers' teaching and learning processes in the chosen province. According to teachers' perspectives, it is based on the online teaching and learning process. The majority of the staff is content with WFH and the majority of staff members believe that WFH productivity or performance is feasible at the expected level, according to the study. Additionally, many of WFH's teachers are married and have other social commitments. In the WFH process, elements including the availability of necessary infrastructure, a supportive home environment, social

diversions, and participant technology literacy can have a significant impact on the level of academic quality and work performance.

According to the survey data analysis, the researcher found that infrastructure facilities were a highly influential factor in the online teaching and learning process. The researcher recommended the government supply the required infrastructure facilities such as the best internet connection, desktop computers, and sufficient references for the smooth functioning of the online teaching and learning process. And also, the administration section of the education industry always should get feedback from students about their lessons and the effectiveness and productivity of online teaching. On the other hand, online classes should be arranged attractively because students do not directly control so they have to lose their attention from lessons without supervision.

Also, the government, education industry, or administrative sector should help teachers maintain a supportive home environment. Another important thing is teachers should train how to avoid interruptions during online classes and should propose solutions to overcome those interruptions. No availability of technical infrastructure and irregularly interrupted internet connectivity a is one of the problems to unsuccessful online education. A collaboration of government, technology companies, and higher education institutes in the mode of public and private companies can solve the technical infrastructure problem.

On the other hand, technology literacy is one of the most important dimensions in the teaching and learning process. Online teaching is a new concept in Sri Lanka and there are no programs to improve teachers' technical skills. And middle age teachers don't like using electronic devices. They give their priority to traditional education. Therefore, the education industry administration should take decisions to train teachers in online teaching without any interruptions, recover the technical problems as soon as possible, and also give knowledge about online platforms to teachers.

This is not the responsibility of the government. The teachers will also be able to recognize the challenges they might face when conducting online classes and assessments. Enrolling in courses that offer online teaching and assessment training will enable them to better organize themselves and plan their efforts. Teachers must keep up with developments in technology.

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