

Online Learning Experiences during Covid-19: Perspectives of University Students and Teachers

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Abstract

This descriptive study aimed to explore the online learning experiences during Covid-19 from the Perspective of University Students and Teachers. The sample for the study was 360 with convenience sampling. Focus group discussion was conducted with university students to develop a questionnaire for students and an interview of university teachers about online teaching was conducted. The content and face validity of the instruments was ensured by 4 experts. The data of 360 respondents were analyzed using percentage, frequency, and means. The study found that the majority of the students were satisfied with the online learning system and learned many skills. University teachers also learned multiple skills but faced barriers also during online teaching. It is recommended that university teachers should adopt strategies for motivating students to participate in class discussions. Moreover, online system can be made more effective if university students are given practical tasks to avoid copy-paste issues in examination

Keywords: Online learning experiences, Teachers', and students' perspectives.

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Introduction

Online learning has become a vital mode of delivering instructions when people at large have experienced various infectious diseases like Small POX, HIV, AIDS, SARS. Examining the severity and intensity of those diseases, it was observed that they caused huge and multiple losses and left serious repercussions on the psyche of human (Hasan & Bao, 2020).

Problems of masses go infinite and uncontrolled after they suddenly are suddenly exposed to a challenging situation because of an unfamiliar pandemic. Similarly, Covid-19 is causing huge loss especially to the tutorial institutions which stopped the doors of the diffusion of information to the students. Because of this pandemic, government hurriedly took decision of closure of institutions across the country with strict orders and framed policies (Mueed, et. al., 2022).

Resultantly, all academic activities including exams were suspended causing enormous loss to the career and learning of students. To shield the lives of people, government took decision of complete lock-down on 23rd March 2020 which eventually converted into smart lockdown on 9th May 2020. The children suffer in seeking knowledge from their homes. They're always in danger of educational and career loss. Guzman and Malik (2020) assert that Covid-19 has caused terrific and complicated challenges to the world specially to developing nations like Pakistan. Presently, there isn't any well-designed policy framed to avoid wasting the economic and academic losses and confirm the continuity of these productive sectors during emergency or crisis (Ellis & Roberts, 2015).

Online Learning

Online education is a form of learning which uses technologies in specific contexts. (National Institute of Adult Continuing Education (Palvia, et al., 2018). Further Anderson, (2008) defines online learning as: The use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, to acquire knowledge, to construct personal meaning, and to grow from the learning experience. The word online learning points out "that the learner is at the distance from the tutor or instructor, that the learner uses some form of technology to access learning materials through Audio, Video, Text, Animations, and Live chats (Anderson, 2008). The definition close to this study is important to recognize the online learning experiences of university students.

Synchronous & Asynchronous e-learning. It is learning that contains live communication done by online discussion, sitting in a classroom, or teleconferencing. Asynchronous e-learning is a type of education that has a fixed set of deadlines; it allows scholars to learn independently. It is also one of the most common distance learning types because students

can communicate with each other through online bulletin boards and assigned work (Perveen, 2015).

Hybrid e-learning. combines asynchronous and synchronous learning to form a structure where pupils are required to meet at a specific time in an internet chatroom or a classroom. With this platform, learners are required to complete their work at their own pace. Hybrid courses are often offered when learning institutes lack enough space to accommodate their entire program course (Singh, Steele, & Singh, 2021).

Learning Experiences. The meaning is constructed and evaluated by learners of their learning environment. (Knowles, et. Al., 2020) Experience is when one, in this situation a student, involves in an activity and makes meaning of such activity. Abbiss (2008) provides an evidence technology-based example of this definition by articulating that students' activities in computers and the understanding that they derive of these activities define their experiences.

Online learning and Student satisfaction. In the background of online learning, it has been suggested that learner satisfaction is an important contributor to learner continuance; hence those involved in online learning should be concerned about maximizing learning satisfaction (Chaturvedi, 2021)). It is also known that student satisfaction with online learning is a complex and multidimensional construct that includes a wide range of factors (Saadé & Kira, 2006).

Factors Involved in Students' Satisfaction during Online Learning. In analysis of the recent literature, a wide range of factors were found to contribute to student satisfaction with online learning, including clarity and relevance of assignments and communication, access to campus-based resources, accessibility of technical support, and orientation to the subject, technology, and technical tools (Palmer, & Holt, 2008). Online education required a commitment from learners to active learning that lectures did not – learners found it “hard to motivate themselves” or “difficult to priorities” and that it was “tempting to leave until the last minute” (Upton, 2006, p. 29). A variety of factors were recognized as potentially manipulating students' performance and satisfaction levels with online learning, and it was concluded that, “Learners who are independent learners, persistent, organized in terms of time management, and motivated are good candidates for online education”, and, “Suitable preparation and support for both learners and faculty members in online education situations needs to be accessible” (Hollis & Madill, 2006, p. 74). In a study of ways to maximize online student satisfaction, factors identified that play a part in satisfaction of online learners included features related to perceived ‘fairness’ of assessment, and the effect of personal

cognition, such as self-efficacy, computer confidence and locus of control. The most noteworthy factors found to influence learner satisfaction were student computer anxiety, e-learning course quality, perceived ease of use, and variation in assessment (Sun et al., 2007).

Barriers faced by student during online learning in Pakistan. In response to the COVID-19, Pakistani authorities shut all educational institutes across the country on 13th March 2020. The study process on a regular basis was stopped until the COVID19 crisis remained unchanged (Ali, 2020).

The unpredicted change to online education became a measure of organizational agility, but deficiency of resources in educational institutions and the social marginalization of students, with inadequate access and accessibility of the internet and the lack of modern technology affected organizational responsiveness and students' ability to participate in online learning. Deficiency of proper interaction with teachers is another chief concern related with digital learning (Zhong, 2020).

According to Paul, & Jefferson, (2019) learners faced the following challenges. First, students faced difficulty with the accurate adaptability with this style as interchanging from traditional classroom to computer-based training in a virtual classroom makes the learning and teaching experience completely different for them. Secondly, in different places of the country especially in the rural area's internet services were expensive and hardly found, learners use mobile internet which disturbs the online connectivity due to weak internet signal in Pakistan. Thirdly, there are also technical issues like poor literacy on handling computers and mobile phone. Fourthly, time management has been an essential thing as for example Zoom can each time connect individuals online for 40 minutes, but learners take time to reply to the class due to some technical disturbances. Fifthly, it is tough for the instructors to manage feedback from every individual as well as to let them be involved in classrooms. Hence the core concern of this research was online learning experiences during COVID-19: Perspectives of university students and teachers.

Objectives of the Study

1. To explore the students' online learning experiences during COVID-19.
2. To find out the teachers' online teaching experiences during COVID-19.

Research Questions

1. What are the experiences of students and teachers about classroom interaction during online classes?

2. What are the exam-related experiences of the students and teachers during the online system?
3. What are the barriers faced by students and teachers during online classes?
4. What are the skills students and teachers have learned during online classes?
5. What are the overall experiences of students and teachers taking online classes?
6. What are the suggestions from students and teachers, how can we improve the teaching-learning process?

Methodology

The research implies a mixed method approach. The population of the study was all the public and private university students and teachers. Convenience sampling techniques were used to select sample of 360 students and 11 university teachers. Researcher conducted structured interviews from eleven university teachers. A self-developed questionnaire containing 35 close-ended questions on 6-Point Likert Scale i.e., 1) Strongly agree (2), Agree (3), Slightly agree (4), Strongly Disagree (5) Disagree (6), Slightly Disagree was used while open ended questions were about overall experiences while taking online classes and suggestions to improve the online system. The content and face validity of the instrument was ensured by 4 experts from the Department of Education. A pilot study was conducted to check the reliability of the instruments on 100 students. The Cronbach alpha value obtained was .720.

Data Analysis and Results

Students from university of Sargodha departments of social sciences, sciences, Arts and humanities, law, Engineering, IT and students from Gujarat University of Agriculture, Lahore University, Faisalabad University, Namal University Islamabad, and Mirpur University. Students from BS and Ph. D both male and female students were included. Students enrolled 2nd and 7th semester who were taking online class. Students belonging to urban and rural areas used Zoom for online classes. Those students were taking online classes have GPA range between 2.90-3.00 (43.3%) before online classes but after the online classes, most of the students GPA range between 3.50-3.60 (29.4%).

Data analysis and Results

Table 1

Experience of Students about Classroom interaction during online

S#	Statements		Agree	Disagree	Mean
1	During online classes when teacher asks me question, I keep silence.	Frequency	158	211	3.10
		Percentage	35.9%	64.1%	
2	After joining class, I start browsing google for entertainment.	Frequency	141	219	2.93
		Percentage	32.2%	67.8%	
3	My attention is diverted because beside taking class I perform the household task	Frequency	234	126	4.05
		Percentage	53.3%	46.6%	
4	I join class even when I am travelling	Frequency	242	118	3.80
		Percentage	62.2%	37.8%	
5	Class does not start according to timetable	Frequency	187	173	3.46
		Percentage	45.8%	54.2%	
6	Teachers timely respond to my message/e-mail	Frequency	258	66	4.03
		Percentage	64.4%	35.6%	
7	I feel online classes made me lazy.	Frequency	317	43	4.93
		Percentage	83.1	16.9	

The table 1 indicates that 35.9% students agreed that during online classes when teacher asks me question, I keep silence, but 64.1% students with mean 3.1 disagreed. 32.2% of the students responded that they were joining after class, I start browsing google for entertainment, but 67.8% students with mean 2.93 disagreed. 53.3% of students with mean 4.05 agreed that their attention was diverted because beside taking class they had to perform household tasks but 46.6% of students disagreed. 62.2% of students with mean 3.8 agreed that they join class even when travelling but 37.8% disagreed. Only 45.8% students agreed that the class did not start according to timetable but 54.2 % with mean 3.46 disagreed. 64.4% of students with mean 4.03 agreed that during online classes teachers just timely responded to their message/mail, but of 35.6% students disagreed. Majority 83.1% students with mean 4.93 agreed that they feel the online classes made lazy.

Table 2

Exam-related Experiences of Students during Online

S#	Statements		Agree	Disagree	Mean
1	During the online exam, I find correct answers by using other websites	Frequency	154	205	3.06
		Percentage	44.8%	55.1%	
2	During viva I get help form google to find correct answers	Frequency	87	273	2.38
		Percentage	29.5%	71.8%	
3	During exam, I often take screenshot of questions, to ask friends for correct answers.	Frequency	123	237	2.75
		Percentage	35.5%	64.3%	
4	I can use online exam system efficiently	Frequency	236	124	3.88
		Percentage	67.2%	32.7%	

Table 2 indicates the percentage, frequency and mean about exams related experiences of students. Many students 44.8% agreed that during online exam, they find correct answers by using other websites, but 55.1% students disagreed. 29.5% students agreed that during viva they got help from google to find correct answer, but 71.8% students with 2.38 disagreed. 35.5% of students agreed that during exam, they often take screenshot of questions to ask friends for correct answers but 64.3% disagreed with mean 2.75. similarly, 67.2% students with mean 3.88 agreed that they can use online exam efficiently, but 32.7% students disagreed.

Table 3

Students faced the Problems during Online

S#	Statements		Agree	Disagree	Mean
1	I remain in continuous stress because class may start at any time	Frequency	245	115	4.37
		Percentage	68%	32%	
2	My eyesight is badly affected when I continuously see screen	Frequency	279	80	4.82
		Percentage	77.5%	22.2%	
3	Due to lack of confidence, I feel hesitant for asking question.	Frequency	221	139	4.49
		Percentage	61.3%	38.6%	
4	Due to online classes I cannot manage time for self-study.	Frequency	232	128	4.45
		Percentage	64.4%	35.6%	
5	I can easily bear expenditures of Wi-Fi/	Frequency	176	184	3.47

	G/3G.	Percentage	48.9%	51.1%	
6	Non-availability of technological facilities (desktop, laptop, smartphone) is a barrier in taking online classes.	Frequency	250	69	4.41
		Percentage	69.5%	30.3%	
7	As a student I think online classes are costly.	Frequency	244	116	4.36
		Percentage	67.8%	32.2%	
8	I cannot understand the topic because teachers just read the slides and do not explain it.	Frequency	160	200	3.41
		Percentage	44.2%	55.6%	
9	My GPA /CGPA has improved due to online system	Frequency	148	212	3.20
		Percentage	41.1%	59.1%	
10	When I attend class at home, I am distracted due to noisy environment	Frequency	233	212	4.49
		Percentage	71.9%	28%	
11	Availability of online meetings make it easier for me to interact with group to complete task	Frequency	208	152	3.82
		Percentage	57.8%	42.3%	

Table 3 indicates that 68% students agreed that they remain continuous stress because class may start at any time, but 32% students were disagreed. 77.5% students agreed that their eyesight is badly affected when they continuously see screen, but 22.2% students disagreed. 61.3% of students agreed that due to lack of confidence, they feel hesitant for asking question, but 38.6% students disagreed. 64.4% students agreed that due to online classes they cannot manage time for self-study, but 35.6% students disagreed. 48.9% students agreed that they can easily bear expenditures of Wi-Fi/ G/3G 51.1% students disagreed. 69.5% students agreed that non-availability of technological facilities (desktop, laptop, smartphone) is a barrier in taking online classes, but 30.3% students disagreed. 67.8% students agreed that as a student they think that online classes are costly 32.2% students disagreed. 44.2% students agreed that they cannot understand the topic because teachers just read the slides and do not explain it, but 55.6% students disagreed. 41.1% students agreed that their GPA /CGPA has improved due to online system, but 59.1% students disagreed. 71.9% students agreed that during online classes they attend class at home, they were distracted due to noisy environment, but 28% students disagreed. 57.8% students agreed that availability of online meetings make it easier for to interact with group to complete task, but 42.3% students disagreed.

Table 4

Students have learnt skills during Online.

S#	Statements		Agree	Disagre	Mean
1	I have learned time management during online classes.	Frequency	202	158	3.63
		Percentag	55.9%	43.9%	
2	My listening skill have improved	Frequency	247	360	3.92
		Percentag	68%	31.7%	
3	I can do my academic task independently	Frequency	243	206	3.97
		Percentag	67.3%	32.6%	
4	My reading skills have improved	Frequency	236	180	3.86
		Percentag	65.4%	34.4	
5	I actively participate in discussion	Frequency	224	216	3.64
		Percentag	62.2%	37.8%	
6	My speaking skill has improved	Frequency	225	194	3.79
		Percentag	62.5%	37.5%	
7	I can understand a topic by using different electronic sources.	Frequency	274	148	4.19
		Percentag	76.1%	23.8%	
8	I can search study material from internet more effectively than before.	Frequency	285	75	4.35
		Percentag	79.1%	20.8%	
9	I can use online platforms of learning much better now, which were unknown to me.	Frequency	281	79	4.26
		Percentag	78.1%	21.9%	
10	I can easily interact using different mode of classes (Zoom, Google meet etc.).	Frequency	290	79	4.40
		Percentag	78.1%	21.9%	
11	My typing speed has improved.	Frequency	286	74	4.38
		Percentag	79.5%	20.6%	
12	My MS office skills have improved (Word doc, PPT, Excel etc.).	Frequency	280	80	4.35
		Percentag	77.7%	22.2%	
13	My presentation skill has improved.	Frequency	282	78	4.50
		Percentag	78.3%	21.7%	

Table 4 indicates that 55.9% of students agreed that they have learned time management during online classes but 43.9% of students disagreed. 68% of students agreed that they have improved listening skill, but 31.7% students disagreed. 67.3% students agreed that they could

do their academic task independently, but 32.6% students disagreed. 65.4% students agreed that they have improved their reading skills, but 34.4% students disagreed. 62.2 % students agreed that they actively participated in discussion, but 37.8% students disagreed. 62.5% students agreed that they have improved speaking skill, but 37.5% students disagreed. 76.1% students agreed that they can understand topic by using different electronic sources, but 23.8% students disagreed. 79.1% students agreed that they can search study material from internet more effectively than before, but 20.8% students disagreed.78.1% students agreed that they can use online platforms of learning much better now, which were unknown to me earlier but 21.9% students disagreed.78.1% students agreed that they can easily interact using different mode of classes (Zoom, Google meet etc.) but 21.9% students disagreed. 79.5% students agreed that they have improved their typing speed but 20.6% of students disagreed. 77.7% students agreed that they have improved their MS office skills (Word doc, PPT, Excel etc.) but 22.2% students disagreed.78.3% students agreed that they have improved their presentation skill, but 21.7% students disagreed.

Analysis of Open-ended Questions

Table 5

Barriers you Faced during Online Classes (You may Provide a List).

S#		Frequency	Percentage%
1	Net connective issue	278	77.2%
2	Noisy environment	41	11.4%
3	Time management issue	22	6.1%
4	Teachers do not provide ready material timely	7	1.9%
5	Costly	7	1.9%
6	Lack of attention	5	1.4%
	Total	360	100.0%

Table 5 indicate that the 77.2% of the students faced net connectivity tissue, 11.4% faced noisy environment during online classes. 6.1 % students faced time management issue during online classes 1.9% of students claimed that teachers do provide ready material timely. 1.9% of students faced online classes were costly. 1.4% of students faced lack of attention during online classes.

Table 6

Skills have you Learnt during Online Classes (You may provide a list).

S#	Skills	Frequency	Percentage%
1	MS office work	92	25.6%
2	Specking skill	74	20.6%
3	Technical skill	62	17.2%
4	Typing skill	28	7.8%
5	Presentation skill	26	7.2%
6	communication skill	21	5.8%
7	Listing skill	16	4.4%
8	Reading skill	15	4.2%
9	Assignment work timely	12	3.3%
10	Witting skill	1	.3%
11	Confidence	9	2.5%
12	Research work	4	1.1%
	Total	360	100.0%

Table 6 indicate that 25.6% students learnt MS office work skill during online classes, 20.6% students learnt specking skill, 17.2% technical skill, 7.8% typing skill, 7.2% presentation skill, 5.8% communication skill, 4.4% listing skill and 4.2% reading skill. 3.3% students learnt how to complete assignment work timely, .3% witting skill and 1.1% students leant confidence.

Table 7

Overall Experience while Taking Online Classes.

S#	Statements	Frequency	Percentage%
1	extremely bad experiences	239	66.4%
2	Not satisfy	56	15.6%
3	Physical is better than online classes	24	6.7%
4	Explore skill	16	4.4%
5	System study destroy	8	2.2%
6	Wastage of time	8	2.2%
7	GPA not improved	8	2.2%
	Total	360	100.0%

Table 7 indicate that during online classes, 66.4% of students have extremely bad

experiences, 15.6% students were not satisfied during online classes. 6.7% students responded that physical classes are better than online classes. 4.4 % students have explored their skills, 2.2% students responded that study system were destroyed, 2.2% students responded that online classes were just wastage of time and 2.2% students responded that GPA were not improved due to online system.

8. Suggestion of Students for better Learning during Online System?

Students gave the suggestion to improve online system for classes as well as examination. “Teachers and students’ cooperation is needed to improve the interaction between them. Active class participation of most students can create an active learning environment and don’t provide MCQs type questions to students before exams.”

There are many suggestions (1), online system is partially effective in Pakistan, so the exams and assessment are not justifying the standards of students. (2) there is dire need to train teachers to be emotionally stable during online classes, (3) teachers must provide course material to all the classes in advance as student may know the next topic and timely prepare themselves.” (4) Government should provide internet cost to student and teachers should schedule class at fixed time (5) Online lectures should not be just reading slides. Students should actively participate in online classes. (6) If students are good in self-studies, then may be gain good CGPA otherwise if students do not focus on own studies than loose CGPA so my suggestion is that students should focus on self-studies.

Analysis of Teachers Interview about Online Teaching

Table 9

Classroom interaction of the students during online classes

S#	Classroom interaction	Frequency	Percentage
1	Students were absent and didn’t respond timely.	10	90%
2	Teachers use different activities to involve the students in the class.	10	90%
3	Students who participate in physical classes also participate in online classes.	7	63%
4	In online classes eye contact was missing with student.	9	81%
5	It depends on the subject nature as well as teacher expertise that how well he/she is engaging in online teaching and learning.	8	72%

6	To involve the students' teachers should also take the surprise quizzes.	7	63%
7	Online class is much better to control over it than physical class.	5	45%
8	Due to internet connectivity issue teachers use asynchronous mode of teaching.	9	81%
9	Online classes cannot replace the traditional classes.	9	81%

The table 9 indicates that 90% of the teachers responded that students were absent and didn't respond timely in online classes. 90% teachers responded that they were use different activities to involve the students in the class. 63% teachers responded that students who participate in physical classes also participate in online classes, but some students voluntarily participate in online classes. 81% teachers responded that in online classes eye contact with students was missing. 72% teachers responded that it depends on the subject nature as well as teacher expertise that how well he/she is engaging in online teaching and learning. 63% teachers responded that to involve the students' they should also take the surprise quizzes for time limit after specific time it will expire in this way, we make interactive session. 45% teachers responded that online class is much better to control over it than physical class. 81% teachers responded that due to internet connectivity issue they use asynchronous mode of teaching. 81% teachers responded that online classes cannot replace the traditional classes.

Table 10

Exam related experiences faced by the teachers during online classes

S#	Experiences	Frequency	Percentage
1	Not satisfactory	10	90%
2	Development of 100 MCQs was a big problem	9	81%
3	Quality of 100 MCQs was not assured.	11	100%
4	Teachers need to prepare their paper before time due to non-availability of time slot.	9	81%
5	Students' grades have improved due to objective type or papers,	9	81%
6	Cheating margin increased	10	90%
7	Students shared their papers with other groups	10	90%
8	Not best performances in Viva	10	90%
9	Search from internet and solve paper	11	100%

10	Students were given midterm in the form of assignment. So, there is no option of cheating.	11	100%
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The table 10 indicates that 90% of the teachers' responded that the online exam was not satisfactory. 81% of the teachers' responded that the development of 100 MCQs was a big problem. 100% of the teachers' responded that quality of 100 MCQs was not assured. 81% of the teachers' responded that they need to prepare their paper before time due to non-availability of time slot. 81% of the teachers' responded that students' grades have improved due to objective type or papers. 90% of the teachers' responded that Cheating margin increased. 90% of the teachers' responded that students shared their papers with other groups. 90% of the teachers' responded that students were not best performances in Viva. 100% of the teachers' responded that students were search from internet and solve paper. 100% of the teachers' responded that students were given midterm in the form of assignment. So, there is no option of cheating.

Table 11

Skills have learnt teachers during online teaching.

S#	Skills learnt during online teaching.	Frequency	Percentage
1	Technical skills like using Google meet, zoom etc.	9	81%
2	Soft Skill, how to make a Slides Share Presentation and manage the material	8	72%
3	New software and new communication tool	7	63%
4	Time management skill during online class.	8	72%
5	Brings improvement in their teaching styles	9	81%
6	learned new activities to involve the students during online classes	8	72%
7	Using various activities for exam giving reading task	9	81%
8	To motivate students to speak up and participant in class.	9	81%

The table 11 indicates that 81% of the teachers' responded they learned technical skills like using Google meet, zoom etc. 72% of the teachers' responded they learnt that Soft Skill, how to make a Slides Share presentation and manage the material. 63% of the teachers' responded that they learnt new software and new communication tool. 72% of the teachers' responded they learned time management skill during online classes. 81% of the teachers' responded they brought improvement in their teaching styles. 72% of the teachers' responded they

learned new activities to involve the students during online classes. 81% of the teachers' responded they are using various activities for exam giving reading task learned new. 81% of the teachers' responded they motivate students to speak up and participant in class.

Table 12

Barriers faced the teachers during online teaching.

S#	Barriers faced during online teaching.	Frequency	Percentage
1	Online teaching was an adaptability issue	6	54%
2	Teaching from home was a difficult task	9	81%
3	Class control, Internet connectivity issue	8	72%
4	Excuses form students that they are unable to get connected	10	90%
5	Time management and student engagement in classroom.	7	63%
6	Whole class is present in the online class but when you ask questions to any student, he or she is not present in the class.	10	90%

The table 12 indicates that 54% of the teachers' responded that the online teaching was an adaptability issue .81% of the teachers' responded that teaching from home was a difficult task. 72% of the teachers' responded that class control, Internet connectivity issue. 90% of the teachers' responded that excuses form students that they are unable to get connected. 63% of the teachers' responded that time management and student engagement in classroom. 90% of the teachers' responded that whole class is present in the online class but when they are asking questions to any particular student, he or she is not present in the class.

Table 13

Overall experience while online teaching.

S#	Overall experience while online teaching	Frequency	Percentage
1	Overall experience was not good	10	90%
2	Communication with the students was very low	10	90%
3	Students are not present in the class is very disturbing	9	81%
4	If students are no motivation, teachers cannot teach on proper level	10	90%
5	We must design it for the upper level where the students are very much interested to get the education in distance learning mode.	7	63%
6	Students who are serious in their studies and want to	8	72%

	learn something learn a new skill, but non serious student did not learn.		
7	Overall experience shows that online teaching learning cannot replace traditional learning.	9	81%

Table 13 indicates that 90% of the teachers' responded that overall experience was not good. 90% of the teachers' responded that the communication with the students was very low. 81% of the teachers' responded that students are not present in the class is very disturbing. 90% of the teachers' responded that if students were not motivated, teachers cannot teach on proper level. 63% of the teachers' responded that we must design it for the upper level where the students are very much interested to get the education in distance learning mode. 72% of the teachers' responded that students who are serious in their studies and want to learn something learn a new skill, but non serious student did not learn. 81% of the teachers' responded that overall experience shows that online teaching learning cannot replace traditional learning.

Table 14

Suggestions for the improvement of online teaching/learning

S#	Suggestion, to improve online teaching/learning	Frequency	Percentage
1	We should mentally prepare the student for online learning to get benefit from it.	6	54%
2	We should motivate students for learning rather than get numbers in exam	8	72%
3	Teachers should learn some training on how to involve students in online class	7	63%
4	Teachers can ensure that all students are directly link and present in the class.	7	63%
5	Every university needs to improve their Learning Management System (LMS)	9	81%
6	Universities pay for the online platform for learning	8	72%
7	There must be a consent observation during online classes like outsiders from university authority come to observe the teaching and learning process	6	54%
8	Teachers' material must be evaluated on learning website of universities.	6	54%
9	Teachers must be answerable for what they are teaching	7	63%
10	There should be check and balance on students during exam. Improve it by adding different mode of examination.	8	72%

The table 14 indicates that 54% of the teachers' responded that they should mentally prepare the student for online learning to get benefit from it. 72% of the teachers' responded that we should motivate students for learning rather than get numbers in exam. 63% of the teachers' responded they should learn some training on how to involve students in online class. 63% of the teachers' responded they can ensure that all students are directly link and present in the class. 81% of the teachers' responded that every university needs to improve their Learning Management System (LMS). 72% of the teachers' responded that universities pay for the online platform for learning. 54% of the teachers' responded they must be a consent observation during online classes like outsiders from university authority come to observe the teaching and learning process. 54% of the teachers' responded that the material must be evaluated on learning website of universities. 63% of the teachers' responded they must be answerable for what they are teaching. 72% of the teachers' responded they should be check and balance on students during exam. Improve it by adding different mode of examination.

Conclusions

1. Majority of the students agreed their attention was diverted because they perform household task during online learning. They were agreed that the teachers were timely respond to our message/mail. They join classes when they were travelling. Students were agreed that during online class when teacher asked me questions, they were kept silences. They were agreed that the online classes made us lazy.
2. Most of the students were agreed they can use online exam efficiently. They were disagreed that during online exam, they find correct answers by using other websites. Students were disagreed that during viva they get help form google to find correct answer. Students were disagreed that during exam, they often take screenshot of questions, to ask friends for correct answers.
3. Majority of students were disagreed that their eyesight badly effected when we continuously see screen. Students were disagreed that when they attend class at home, they can distract due to noisy environment. Students were agreed that due to lack of confidence they feel hesitant for asking question. Majority of students were disagreed they can easily bear expenditures of Wi-Fi. Students were agreed that the due to online classes they cannot manage time for self-study. Students were disagreed that they cannot understand the topic because teachers just read the slides and do not explain it. Students were agreed that their GPA /CGPA has improved due to online system.
4. Overall, the experiences of the students about the online learning system are that majority of the students were satisfied that online system were suitable for learning

during COVID-19. Because they learnt many skills, on the other hand they thought that it as a wastage of time because their concept where not clear also teachers cannot provide material timely.

5. Teachers were during online classes when they ask any question from students, they were absent and don't respond timely. Online exam was much not satisfactory. Development of 100 MCQs was a big problem, because it was time consuming and quality of 100 MCQs was not assured. Students' grades have improved due to objective type or papers, or repeated questions.
6. University teachers suggested that teachers must be very active and vigilant. So, using various activities for exam giving reading task, share the reading, to motivate students to speak up and participant in class. They also suggested that teachers should get some tanning on how to involve students in online class and learn new.

Discussion

During exam, students often take screenshot of questions, to ask friends for correct answers. They cannot easily bear expenditures of Wi-Fi. They could not understand the topic because teachers just read the slides and did not explain it. Similar results found in another study by Mahboob, (2020) that some learners faced internet connectivity problems, and downloading courses' materials problems. Online exams could not be opened on learners' mobile phones. Most of the students avoid interacting during online courses because their eyesight badly effected when we continuously see screen. The availability of online meetings makes it easier for us to interact with group to complete task. Due to lack of confidence, they feel hesitant for asking question. During online class when teacher asked their questions, they were kept silent. On the other hand, (Farrah & Jabari, 2020) found that most of students avoid interacting during online courses because they actually do not take them seriously as the quality of the internet also affects their interaction negatively. They also make false excuses to avoid interacting during the online sessions such as the bad internet connection excuses. Instructors and teachers also can affect students' interaction negatively and reduce their interaction and participation levels.

Teachers expressed that during online classes when they ask any question from students, they were absent and don't respond timely. Online exam was not much satisfactory. Students' grades have improved due to objective type or papers, or repeated questions. Teachers should learn some skills to involve students during online class. There should be improvement in system to control unfair mean by the students during exam.

Similar results found in another study, (Rahayu, & Wirza 2020) that teacher's thought that the online learning system was less effective because of the lack of communication and interaction quality between teachers and students. Some students lacked technological infrastructure, lack of quota for the internet, and had fewer motivated students. Meanwhile, some teachers faced difficulties using ICT, designing an exciting material, explaining the material, assessing, and feedback. These problems make teachers though that teaching online was not more comfortable nor convenient for education. the teachers showed a good attitude toward the use of technology in teaching online during pandemic Covid-19.

Recommendations

1. Universities may arrange training for teachers about use of technology in teaching online classes and involvement of students.
2. It is recommended that Government may initiate regulations for cheap internet packages for students.

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