

# Challenges Faced by the Teachers and Students in Online Learning

**Muhammad Hafeez<sup>1\*</sup>, Fouzia Ajmal<sup>2</sup>, Qaiser Abbas Kazmi<sup>3</sup>**

<sup>1\*</sup> Research Scholar, Allama Iqbal Open University, Islamabad, Pakistan,

<sup>2</sup>Department of Education, International Islamic University, Islamabad, Pakistan, <sup>3</sup> Regional Director, Allama Iqbal Open University, Islamabad,

Email: <sup>1\*</sup>[mh9589041@gmail.com](mailto:mh9589041@gmail.com), <sup>2</sup>[fouzia.ajmal@iiu.edu.pk](mailto:fouzia.ajmal@iiu.edu.pk),

<sup>3</sup>[rajanpur911@gmail.com](mailto:rajanpur911@gmail.com)

Most of the educational institutions (Universities, Schools and Colleges) in Pakistan are based on traditional method of learning and teaching. Although various institutions are now converting the learning methods from traditional to technology based online learning. At the end of 2019, the sudden outbreak of Pandemic disease Covid-19 has totally changed the learning and teaching system. Many educational institutions that were based on traditional methods of learning and teaching have to shift entirely on online learning and teachings. A survey-based research has been conducted to highlight the challenges faced by students and teachers during Covid-19 in learning and teachings at undergraduate and graduate levels. The results of the research indicated that the students and teachers faced a lot of problems during the online learning and teaching. The online learning system of Pakistan, problems during online learning and solutions to the online learning problems are also discussed. This research will give a direction for the solution of problems associated with online learning and teachings.

**Key words:** *Online learning; Covid-19; Teachers; Students; Traditional methods; Technology*

## INTRODUCTION

Since the beginning of 2020, Chinese universities, colleges and schools have faced an exceptional “migration” from traditional education to online education. Due to the widespread of Covid-19 in China, in line with government's desires for "continuous learning and teaching", many Chinese universities and colleges have embarked on online learning. In a very short time, millions of university staff have begun teaching online and their learners have to take their classes online from their home (Bao, 2020). As Covid-19 spread worldwide by March 13, 61 countries from Africa, the Middle east, Asia, North America, South America and Europe



beyond China, announced or implemented school and university closures (UNESCO, 2020). Educational institutions (universities, schools and colleges) in Pakistan currently rely solely on traditional learning methods, i.e. they follow traditional lectures in the classroom. Though various educational disciplines have also begun to combined learning, many of them have become entangled with outdated processes. COVID-19, a deadly ailment affected by the Coronavirus, suddenly caused a worldwide sensation. It has been declared an epidemic by the World Health Organization. These circumstances have challenged the educational systems around the worldwide and enforced teachers to switch to online learning and teaching at night. Most educational institutes that were before reluctant to alter traditional educational approaches have no choice but to switch completely to online learning and teaching (Farooq, Rathore, & Mansoor, 2020). The COVID-19, a deadly and contagious disease has severely disturbed the world economics budget. The disaster has stunned the education sector as well and this dread is likely to reverberate in the education sector around the world. The epidemic of the COVID-19 enforced many universities, colleges and schools to close momentarily.

Many parts around the world are disturbed and there was a fright of losing semesters of the students. Various universities, colleges and schools have stopped face to face teaching. Researchers predict a return to traditional face to face teaching soon. Because social discrimination is prevalent at this level, it negatively affects learning opportunities. Academic departments are trying to discover alternatives to deal with this puzzling situation. We are known from these situations that illustration scheduling is essential for educational organisations (Rieley, 2020). It is a condition that seeks humankind and union. We requisite to guard our learners, educators, academic team, societies, associations and the nation as entire. The first three months of 2020 was a very difficult period for the world public. The COVID-19 epidemic has spread worldwide, affecting numerous aspects of social endeavour from the decay of industrial manufacturing to the rearrangement of the educational schedule of all educational organisations worldwide. There was no way but to practice internet technology for shareholders and management of higher education institutions, so that online teaching and learning for the continuation of educational events in all institutes of the world. Most of the schools, from elementary to university, were closed and the learners have to return to their homes and are self- quarantined (UNESCO, 2020).

As a solution to this crisis many educators are now promoting online education(UNESCO, 2020). It is compulsory to accept that online education. In the past decades, large universities have steadily become online and distribute their programs in face-to-face contact. The world's top universities, Cambridge, Tsinghua, Oxford, Peking University, Yale, Harvard, MIT are moving towards online learning (Picciano, 2017) . According to (Filius et al., 2019) staying fully online needs substantial preparation and investment within all sectors. Therefore, if the institutions of higher education do not take learners and teachers through online practice, and they may not have adequate facilities to record the instructor on university grounds and at home the teacher may be used and the task done must be submitted from the student access, then the online learning system must be provided (Deming, Goldin, Katz, & Yuchtman, 2015). So,

before the institutions adopt to apply online system to teach in this period of Covid-19, they must thoroughly assess the problems such as uploading power point slides on the university LMS account for learners to read online (Filius et al., 2019). So, there is no study found in the literature in which the latest online learning and teaching system of Pakistan and problems associated with online learning system have been discussed. So, the objectives to conduct this research are (1) To present the overview of Online learning system of Pakistan (2) To highlight the Challenges faced by the teachers and students for conducting online learning during Covid-19. (3) Future directions for online learning.

## **LITERATURE REVIEW**

### **Online Learning or E-Learning**

Learning is a basic need of humanity and important element for the growth of a nation (Hafeez et al., 2020). The fast development of information and technology has facilitated distance learning. The learners learning from distance are generally capable of being used by computers connected to the network, providing the opportunity to learn anytime and from anywhere (Acosta-Tello, 2015). The online learning and teaching is known as a method that can further enhance the learning- teaching process, using a variety of students-centered, more advanced and even Internet based devices and provides learning experiences in a contemporary or asynchronous environment (Yang & Li, 2018). The effective learning-teaching environment is designed so that the learners can participate in online lectures, direct interactions between teachers and students and immediate responses is possible. In such a learning-teaching situation, learning materials are not accessible as live learning process, it is accessible in various learning management systems. In such an environment a quick response and immediate response is not possible (Littlefield, Rubinstein, & Laveist, 2019). Contemporary learning offers many openings for social communication. The spread of such online platforms is essential in this deadly virus (Basilaia & Kvavadze, 2020).

### **It's a Time to Learn Online**

A large portion of the globe is in captivity owing to the severe epidemic of COVID-19 and many cities of the world have become phantom cities. The impacts of COVID-19 can be seen in universities, colleges and schools. The Coronavirus (Covid-19) has created companies to transfer from offline to online mode of learning. This challenge is creating companies that were previously reluctant to accept modern technology. This disaster shows the fascinating flank of online learning. By online learning methods, we can communicate with large number of learners anytime and anywhere in the worldwide. The organizations should explore various opportunities for online learning and teaching and attempt to practice information technology more appropriately. Realizing the dreadful necessity of current situation, many schools, colleges and universities in the globe have completely digitized their procedures. In the midst of this confusion, online practice is developing as a winner. Therefore, it is important to



increase the worth of online learning and teaching in this deadly situation. Following the spread of COVID-19, there has been a rapid increase in online education at Chinese universities. Online classrooms have changed overnight from normal classrooms, i.e., teachers have changed their overall educational approach to cope with new conditions and adjust to changing situations. At present critical juncture, the question is not about whether online learning and teaching approaches can deliver quality leaning system, but about how educational institutes can embrace online learning on such a large scale (Carey, 2020).

Opposition to change does not support any education sector worldwide. They are judged on their ability to receive and maintain quality in such a short period of time. The reputation of the education sector is in jeopardy and under investigation. It reflects how well they behave in the midst of this crisis and their ability to maintain the quality of education. The distance, education level and personal learning interest and practice are 3 biggest encounters to online teaching and learning. Advanced solutions of organizations can help us to deal with this Covid-19 epidemic (Liguori & Winkler, 2020). Online learning mode needs a quick change; Therefore, Google's products are really beneficial in such challenging conditions; They are Open board, Calendar, Google Hangout, G-Drive, Gmail, Google Form etc. These softwares can be applied effectively as an alternate to face-to-face learning and Teaching (Basilaia & Kvavadze, 2020).

### **Online Learning and Teaching System in Pakistan**

A research study conducted by (Adnan & Anwar, 2020) to examine the attitude of Pakistani graduate and postgraduate students for digital and distance education under the pandemic Covid-19 conditions. The results of the research concluded that online education in underdeveloped countries like Pakistan may not lead to the expected results, where many learners are not able to use the Internet due to financial and technical problems. Online learning is effective in digitally developed countries (Basilaia & Kvavadze, 2020) and it is very difficult to implement online learning in under developing countries like Pakistan. However, in Pakistan, substantial teaching and learning activities of educational organisations are manually controlled (Salam, Jianqiu, Pathan, & Lei, 2017). Deficiency of access to fast, economical inexpensive and consistent internet connections obstructs the online learning development, particularly for those learners living in remote areas of Pakistan (Shehzadi et al., 2020). Change for online learning Unprecedented change has become a degree of administrative agility (Wu, 2020), with numerous educational organisations concentrating mainly on transporting educational content to the digital mode. However, the lack of student resources and social marginalization in educational institutions, as well as the lack of adequate access and access to the Internet and the latest technology, indicate institutional accountability and the ability of students to participate in digital education (Zhang, Wang, Yang, & Wang, 2020). The present conditions are exceptional; Unlike normal digital learning conditions, it is more disaster learning. It is much needed for learning institutions to advance their syllabus and apply the new instruction approaches and policies (Pace, Pettit, & Barker, 2020). Educational organizations



are also important points for communal events and contribution. If instructive events are stopped, many kids and adolescence will lose the communally dependent actions necessary for improvement and learning (Joosten, Lee-McCarthy, Harness, & Paulus, 2020).

Much of Pakistan's research on embracing online learning challenges and opportunities has taken place in a common context and context (Fareed, Ashraf, & Bilal, 2016) where learning-teaching and integrating e-learning cycles is not essential. This technology has been used by very few national educational institutions. Some Pakistani educational studies conducted in the past have also recorded good results of distance education. According to (A. Ali & Ahmad, 2011), as with traditional teaching, there is a satisfactory partnership between educators and learners in distance education, the content is well-designed and up-to-date, the instructors are committed and trained with skills and have the necessary knowledge. However, the current situation is completely different from normal distance education programs where all higher education institutions across Pakistan are required to implement the distance education method regardless of limited resources and funding. The following applications are used for online learning process.

### **Learning Management System**

LMS solves many problems and misunderstandings between teachers and students, which has become an important part of educational activities in Europe and America. The use of LMS to improve communication between teachers and students has been proven to be severely lacking in Pakistan. LMS offers a number of features that help teachers manage the platform with grading systems, secure content, test attendance, quizzes and a variety of assistive devices that connect students with useful educational resources. It helps teachers to make students better educated and helps students learn in advance when they are updated with their course work and extracurricular activities. Many students pursuing higher education in Pakistan have internet connectivity for their social needs. Properly covered, it will withstand a great deal of adverse conditions for teachers and students. The great thing is that such online learning management systems are free. The fee which is less expensive than traditional methods is usually applied if a large network of teachers wants more access to additional facilities.

The adoption of LMS is getting huge recognition in higher education institutes across the world in recent times. (Fidani & Idrizi, 2012) argued that although such systems facilitate students to get access to their course contents without the bounding of location and time, and utilize communication tools in their learning and studying activities, which consequently, enhance their academic productivity and performance. However, it alone may not assure that students will be inspired to use these systems. Therefore, it is essential to find the factors which inspire the students in adopting and consistently using such systems (LMS) so that usage of these systems may be enhanced (Majadlawi, Almarabeh, & Mohammad, 2014).



A research conducted by (Adzharuddin & Ling, 2013) have strengthen this idea by expressing LMS as a basic tool for university students where they can get immediate notifications related to their daily assignments and also they remain informed about their coursework. Moreover, teachers have an easy way for interacting with their students beyond class hours and can immediately inform them about the matters related to their coursework over the LMS. Also, mentioned that in the community of higher education institutes, LMS facilitates an avenue to the educators to easily share their classroom activities and materials. It is also a gateway that empowers teachers and students to be connected and have discussions with each other even outside the classroom using discussion forums that might otherwise take lot of time and resources supposed to be spent in institute or in classroom for learning. During the pandemic disease (Covid-19), most of the Pakistani universities used the Learning Management System (LMS) to furnish the students with study materials, online examination and viva voice.

### **Zoom Meeting Software**

The Zoom meeting software is an application for video conferencing that permits numerous members to share video, work on the whiteboard, and record. The Zoom Video Communications software is a USA based software. It offers video telephony and online learning and chat services through a cloud-based peer-to-peer software platform and is used for distance learning, social networking, teleconferencing and telecommunications. In early 2020, Zoom's meeting software practice saw a significant worldwide increase after the outbreak of epidemic disease Covid-19 and closeness of schools, colleges and universities (Muls, Thomas, De Backer, Zhu, & Lombaerts, 2020). During the Pandemic COVID-19, ZOOM Meeting software has been widely used in the universities at undergraduate and postgraduate levels. Many Pakistani students and Teaches used the ZOOM Meeting software for online learning, Teaching, online M.Phil., PhD defence and viva vice. The Zoom meeting software was also used for taking online workshops and training courses.

### **Taleem Ghar App**

The public and private schools were also closed during the Pandemic COVID-19. So, a great challenge has been faced by the Primary, Secondary and Higher secondary (K2) school's students. The Government of Pakistan has taken the steps to compensate the loss of these student by launching an application called as "Taleem Ghar". This application delivers recorded lectures of different classes including K2 in different times. It was the good initiative of Government of Pakistan. Now every student can watch the recorded lecture related to his class on this application.



Figure.1: Pictorial view of Taleem Ghar App

## Skype

Skype is a communications application that focusses on providing voice calls and video chat used by mobile devices, tablets and computers. We can also send messages by Skype. The Skype application also offers video conference calls. At the completion of 2010, there were over 660 million consumers of Skype in the globe with over 300 million active each month at the end of August 2015 (Global social networks by users 2015) and in February 2012, Skype had 34 million active customers online (34 Million People Concurrently Online on Skype). At the end of March 2020, Skype was operated by 100 million people on a monthly basis and 40 million daily basis (Microsoft Teams is coming to consumers — but Skype is here to stay)". The COVID-19 pandemic increased the number of daily operators by 70% in one previous month. During Pandemic Covid-19 many Pakistani universities, teachers and students used Skype for the online meeting, online viva voice, online undergraduate and graduate classes and online M.Phil. PhD thesis defence.

## Problems Associated with Online Teaching and Learning

There are numerous tools accessible for online learning and teaching, but occasionally they may cause number of problems. These difficulties and problems connected with new technology comprise of downloading, installation issues, login issues and audio and video problems. Sometimes the learners find online learning to be tedious and unstable. The online learning-teaching process takes a lot of time, learners do not have much time to do it. The key problem facing online learning-teaching is individual attention (Moreno-Marcos, Muñoz-Merino, Alario-Hoyos, & Delgado Kloos, 2020).

Usually the learners want a two-way dialogue that is sometimes problematic to implement. The educational procedure does not reach its full potential until learners' practice what they have educated. Sometimes, online course content is all conceptual and do not permit students to



practice and study efficiently. The medical courses are the main problems for online learning due to major practical content. The learners found that economic problems during Covid-19 and technical problems were the main barriers to online teaching and learning (Lange & Costley, 2020).

## **Hurdles in implementation of online Teaching and Learning in Pakistan**

### **Economic status of a country**

The economy of a country is a main streamline for the development of information technology. In developed countries, a huge part of budget is allocated for the development and improvement of education system. The population of America is 327.35 million and the budget allocation for education in 2020 was \$8.12 trillion which is the 8.2% of total budget (CEPAL, 2020). The total population of china is 1.41 billion and the budget allocation for education in 2020 was 520\$ billion that is 4.1% of total budget (Haini, 2020). On the other hand, the developing countries spent very low amount on education. For example, the total population of Pakistan is 212.5 million and the budget allocation in 2020 was 2.93% of the total budget. India the neighbour country of Pakistan has population 1.42 billion and budget allocation was 430.3\$ billion which is the 10.6% of the total budget. So, the Pakistan spent very low percentage of total budget due to economic problems. This low amount of budget allocation for education is the main hurdle for implementation of information and technology based learning and teaching (Chohan, 2020)

### **Technical skills**

For the implementation and development of information technology-based learning and teaching a huge number of technical skills persons are required. In developing countries, the technical skills persons are very low. For example, the technical skills persons are only 20% of the total educated persons (Khan, 2020). On the other hand, in developed countries most of the educated persons are technically skilled. For example, in USA 95% of the total educated persons are technically skilled (Gordon & Schultz, 2020). So, the low percentage of technically skilled persons are the second main hurdle for the implementation of information technology-based learning and teachings.

### **Instructional strategy**

There are two types of instructional strategies. One is called passive and other is called active learning strategies. In passive learning method traditional or face to face strategy is followed and in active learning method flipped classroom or online learning strategy is required. For active learning strategy to be applied is required a large of budget and skills persons. Little amount of budget allocation for education and a smaller number of skilled persons are great challenge for implementation of active learning strategy.



## Possible Solutions for Problems

There are numerous problems associated with online learning, but we cannot ignore its importance in such a time of disaster. We can solve these problems in many ways. The online course contents must be self-motivated, exciting and collaborative. The educators must set targets and reminders to retain the learners alert and concentrating. Struggles should be prepared to improve the education process as much as conceivable. Individual consideration must be paid to make the learning process easier for learners to accept this teaching learning environment. The University Learning Management (LMS) system, Skype, zoom meeting software Social media can be import to communicate with learners. Communication is critical when trying to approach the learners through text messages, various software applications, audio/video calls and so on. There must be continuously development in the quality of courses contents and the educators must attempt to deliver their best. Online courses must be creative, collaborative, relevant to the course content and students-cantered. The educators need to spend a lot of time to develop active approaches for online learning process (Lange & Costley, 2020). Computer-generated delivery of courses has enlarged due to the instant dispatch of school, university and college learners packing and terminating all campuses in China and other parts of the globe. present (Bao, 2020). In last two decades, the improvement of information technology in teaching and learning has made the education technology-based learning. The advancement has improved in many schools, colleges and universities that adopted digital learning (Murphy, 2020). Some latest studies have discovered the encounters and openings related to E-learning during epidemic Covid-19 conditions. Scholars are trying to discover the advantages and challenges of current E-learning curriculums from different shareholder perceptions. A research conducted by (Almanthari, Maulina, & Bruce, 2020) suggested that scholars 'voices on this issue are significant, therefore, future investigation must inspect learners' opinions on online teaching and learning to examine the challenges.

## Research Questions

The questions for students and teachers were same for the development of Survey based research. The following questionnaires' have been developed;

- Q1.** Have you faced Economic problems during COVID-19?
- Q2.** Have you training for online learning/Teaching?
- Q3.** Have your laptop or mobile for online learning/Teaching?
- Q4.** Have you faced Internet problems during online learning/Teaching?
- Q5.** Have you faced Login problems during online learning/Teaching?
- Q6.** Proper time management problem for online learning/Teaching
- Q7.** Have you faced audio/video problems during online learning/Teaching?
- Q8.** Are You satisfied with online learning/Teaching?



## **RESEARCH METHODOLOGY**

### **Research Background**

Four universities situated in Southern Punjab, Pakistan were selected for the online survey-based research on the challenges faced by the learners and teachers during online teaching learning under the Covid-19 situations. Most of the teachers and students in these university belong to the southern Punjab, Pakistan.

### **Economic Position of People living in Southern Punjab**

The most of the people living in the southern Punjab belong to poor families and the agriculture is the main source of their income. A huge number of people had small business-like shops, sale of agriculture products, daily wages workers etc. A large number of people are also Hawkers. According to the economic survey of Pakistan 2019 (Altaf, 2019), the annual income of people living in south Punjab was 700\$ per capita. Due to COVID-19 in 2020 the annual income of people living in south Punjab decreased up to 300\$ per capita (L. Ali, Khan, & Ahmad, 2020).

### **Target Universities**

Four universities Ghazi University, Dera Ghazi Khan, Bahauddin Zakariya University, Multan, The Islamia University of Bahawalpur and Muhammad Nawaz University of Agriculture, Multan were selected for online survey of e- learning and teaching challenges during Pandemic COVID-19.

### **Target Students, Teachers and Sampling**

The questioners were uploaded on the learning management system (LMS) of selected universities so that each student and teacher of universities can easily access to the questionnaires. The survey time consisted of 2 moths from june 1, 2020 to july 31. The situation of COVID-19 was at peak in Pakistan in these two months and all the universities were closed. A total of 150 students studying in undergraduate and graduate classes and 200 teachers having Postgraduate qualification were respondent from selected universities to this survey and answered the questionnaires by filling online survey form. A sample of 50 students (25 from undergraduate and 25 from graduate) classes and 50 teachers having postgraduate qualification were selected randomly to obtain the results from survey study.

### **Statistical Analysis**

The results were analysed by statistical tools. For statistical analysis, SPSS software was used. Mean, Standard Deviation and T-test analysis tools were used to evaluate the results.

## RESULTS AND DISCUSSION

According to the World Economic Forum, the Covid-19 epidemic has also altered the approach most people obtain and educate. To discover new results to our problems, we can bring some advances and modifications that are needed. Teachers are accustomed to traditional teaching methods so they are reluctant to admit any change. But in the core of Covid-19 conditions, we have no choice but to adopt a dynamic condition and admit the change. It is beneficial to field of learning and brings various amazing inventions. We cannot ignore and forget the learners who don't have access to online technology. These learners belong to low-tech and low-tech families with limited financial resources; Therefore, classes can be missed when they are online. They face defeat due to the huge costs associated with digital devices (Dhawan, 2020). To find the challenges faced by the Pakistani students and teachers for conducting online learning during Pandemic Covid-19 situations, a survey-based research has been conducted. The results of the survey-based research are illustrated in the table 1 and 2 and figure 2 and 3. The statistical analysis of the results are also done by using descriptive statistics and t-test analysis. The results are manipulated as follows:

### Results for Students Questionnaires

#### Q1. Have you faced Economic problems during COVID-19?

To the respond of the question "have you faced Economic problems during COVID-19?" 80% of the students responded in the favour of the question while 20% students did not agree with the statement. The results of the statement show that most of the students of southern Punjab faced the economic problems during the Pandemic Covid-19.

#### Q2. Have you training for online learning?

When the question "Have you training for online learning?" is asked to the students, 32% students agreed with the statement that they have no training for online learning. 68% students don't agree with the statement. In the light of result of this question, it is a need of time to conduct the training for the students so that they cannot face the problems during online learning process.

#### Q3. Have your laptop or android mobile for online learning?

In the respond to the question "Have your laptop or android mobile for online learning?", 80% students responded that they have android mobile or laptop for taking online classes while 20% students responded that they don't have android mobile or laptop for taking online classes. So, a lot of students (20%) faced problems for online learning.

---

#### **Q4. Have you faced Internet problems during online learning?**

The 76% students agreed with the statement “Have you faced Internet problems during online learning?” while 24% students did not agree with the statement. It means that a lot of students faced the internet problems during the online learning during Pandemic Covid-19.

#### **Q5. Have you faced Login problems during online learning?**

To the respond of the question “Have you faced Login problems during online learning?”, 56% students faced the login problems and 44% students did not face any login problem to their account. The results show that more than 50% students faced the login problems. It is an alarming situation for online learning. The government should take the serious steps to develop and improve the efficiency of online learning system.

#### **Q6. Proper time management for online learning?**

When the students were asked the question “Proper time management for online learning?”, 62% students agreed with the statement and 38% students did not agree with the statement. It is due to the reason that the students prefer face to face learning process.

#### **Q7. Have you faced audio/video problems during online learning?**

In the respond to the question “Have you faced audio/video problems during online learning?” 78% students agreed with the statement that they faced the audio/video problems while 22% students did not agree with the statement. It shows that more than 50% students faced the audio/video problems. This result is a question mark on the online learning system in universities of Southern Punjab, Pakistan.

#### **Q8. Are You satisfied with online learning?**

In the respond to the last question “Are You satisfied with online learning?”, only 28% students agreed with the statement and 72% students did not agree with the statement. The results show that more than 50% student are not satisfied with the online learning system.

So by examining all the student’s questionnaires data, it can be concluded that the students of universities of southern Punjab are not satisfied with the online learning system. The online learning system must be improved so that the problems of students for taking online classes can be reduced in the light of Pandemic Covid-19 conditions. All the results about student’s questionnaires are shown in Table 1 and Figure 2.

Table.1: Results for Students Questionnaires Data

| Sr No. | Statement   | Agree    | Disagree |
|--------|---|----------|----------|
| 1      | Have you faced Economic problems during COVID-19?           | 40 (80%) | 10(20%)  |
| 2      | Have you training for online learning?                      | 16 (32%) | 34(68%)  |
| 3      | Have you laptop or android mobile for online learning?      | 40(80%)  | 10(20%)  |
| 4      | Have you faced Internet problems during online learning?    | 38(76%)  | 12(24%)  |
| 5      | Have you faced Login problems during online learning?       | 28(56%)  | 22(44%)  |
| 6      | Proper time management for online learning?                 | 31(62%)  | 19(38%)  |
| 7      | Have you faced audio/video problems during online learning? | 39(78%)  | 11(22%)  |
| 8      | Are You satisfied with online learning?                     | 14(28%)  | 36(72%)  |

## Results for Teachers Questionnaires

### Q1. Have you faced Economic problems during Covid-19?

To the respond of the question “Have you faced Economic problems during COVID-19?”, 22% teachers agreed with the statement and 78% teachers did not agree. The teachers that faced the economic problems are those teachers that have been appointed on the lecture (daily wages) based. So, the university management should take the action to solve their problems.

### Q2. Have you training for online Teaching?

In the respond to the question “Have you training for online learning?”, 42% teachers have responded that they have got training for online teaching while 58% teachers responded that they have no training for online teaching. The results show that more than 50% teachers are untrained. So, the government should take the serious steps to trained the teachers to overcome the problems in leaning teaching systems.

### Q3. Have your laptop or android mobile for online Teaching?

For answering to the question “Have your laptop or android mobile for online Teaching?”, 98% teacher responded that they have laptop or android mobiles for online teaching while only 2% teachers responded that they don’t have laptop or android mobiles for online teaching.

### Q4. Have you faced Internet problems during online Teaching?

In response to the question “Have you faced Internet problems during online learning?”, 32% teachers responded that they faced the problem of internet during the teaching while 68% teachers did not agree with the statement. The results show that a lot of teachers (32) faced internet problems. These teachers may be settled in the remote areas where the network problems may occur.



---

### **Q5. Have you faced Login problems during online Teaching?**

To response for the question “Have you faced Login problems during online learning?”, 24% teachers agreed with the statement that they faced login problems during the online teaching while 76% teachers said that they don’t face the login problems. The reason may be that the teachers are from remote areas where network problems may occur.

### **Q6. Proper time management for online Teaching?**

For answering to the question “Proper time management for online Teaching?”, 56% teachers responded that they managed the proper time for online teaching while 44% teachers agreed that they did not manage the time properly for online teaching. The main reason for not managing the time may be that most of the teachers like to teach by traditional method.

### **Q7. Have you faced audio/video problems during online Teaching?**

In response to the question “Have you faced audio/video problems during online Teaching?”, 62% teachers responded that they faced that the audio/video problems during the online teaching while 38% teachers responded that they did not face the audio/video problems during the teaching. The reason may be same as above that these teachers may be from remote areas where there is a problem of networking.

### **Q8. Are you satisfied with online teaching?**

For the response to the question “Are you satisfied with online teaching?”, 72% teachers responded that they are not satisfied with the online teachings while 28% responded that they are satisfied with the online teachings. The result shows that a lot of teachers (72%) are not satisfied with the online teachings. The reason may be that most of the teachers would like to teach in face to face traditional methods.

So, by examining all the Teacher’s questionnaires data, it can be concluded that most of the teachers faced many problems during the online teaching and also most of the teachers are not satisfied with the online teaching process. The results for teacher’s questionnaires are shown in Table 2.

Table 2: Results for Teachers Questionnaires Data

| Sr No. | Statement   | Agree   | Disagree |
|--------|---|---------|----------|
| 1      | Have you faced Economic problems during Covid-19?           | 11(22%) | 39(78%)  |
| 2      | Have you training for online learning?                      | 21(42%) | 29(58%)  |
| 3      | Have you laptop or mobile for online learning?              | 49(98)  | 01(2%)   |
| 4      | Have you faced Internet problems during online learning?    | 16(32%) | 34(68%)  |
| 5      | Have you faced Login problems during online learning?       | 12(24%) | 38(76%)  |
| 6      | Proper time management for online learning                  | 28(56%) | 22(44%)  |
| 7      | Have you faced audio/video problems during online learning? | 31(62%) | 29(58%)  |
| 8      | Are you satisfied with online teaching?                     | 36(72%) | 14(28%)  |

### T –TEST ANALYSIS

To analyse the significant difference between the teachers and student’s questionnaires, the descriptive statistics and t-test are applied by using SPSS software. The results of descriptive statistics and t-test analysis are shown in table 3. The descriptive statistics shows that the mean between the agree and disagree of Students Questionnaires were 31 and 25.33, respectively. The standard deviation (SD) between agree and disagree of Students Questionnaires was 4.009. The descriptive statistics is also applied for teacher’s questionnaires. The descriptive statistics shows that the mean between agree and disagree of Teachers Questionnaires are 25.5 and 25.75, respectively. Similarly, the standard deviation for Teachers Questionnaires was 0.176. The t-value was 0.982 and the p value was 0.429. The p value was more than 0.05 at a significance level of 0.05, so there is no significance between the students and teacher’s questionnaires data at a significance level of 0.05.

Table 3: Descriptive and T-Test Analysis between Teachers and Students Questionnaires

| Students Questionnaires |       |       | Teachers Questionnaires |       |       | t     | p     |
|-------------------------|-------|-------|-------------------------|-------|-------|-------|-------|
| Result                  | Mean  | SD    | Result                  | Mean  | SD    |       |       |
| Agree                   | 31    | 4.009 | Agree                   | 25.5  | 0.176 | 0.982 | 0.429 |
| Disagree                | 25.33 |       | Disagree                | 25.75 |       |       |       |

N=8 Statistically not significant at the significance level of 0.05.

The student’s questionnaires and teacher’s questionnaires data are also manipulated by graphically. The data is manipulated by plotting questionnaires on x-axis and the frequency on the y-axis. The data is also manipulated by error bars. The manipulation is shown in figure 3 and 4.

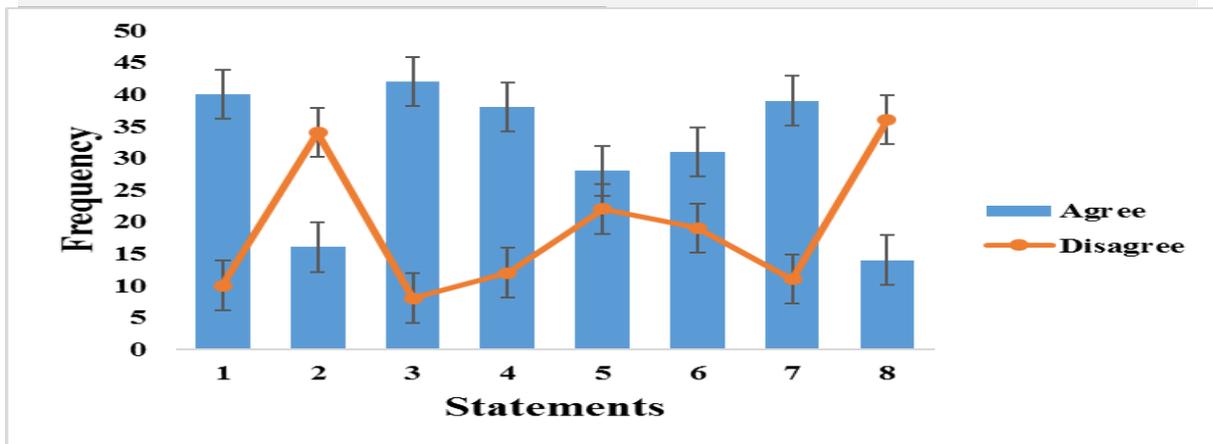


Figure 2: Graphical Representation of Student's Questionnaires Results

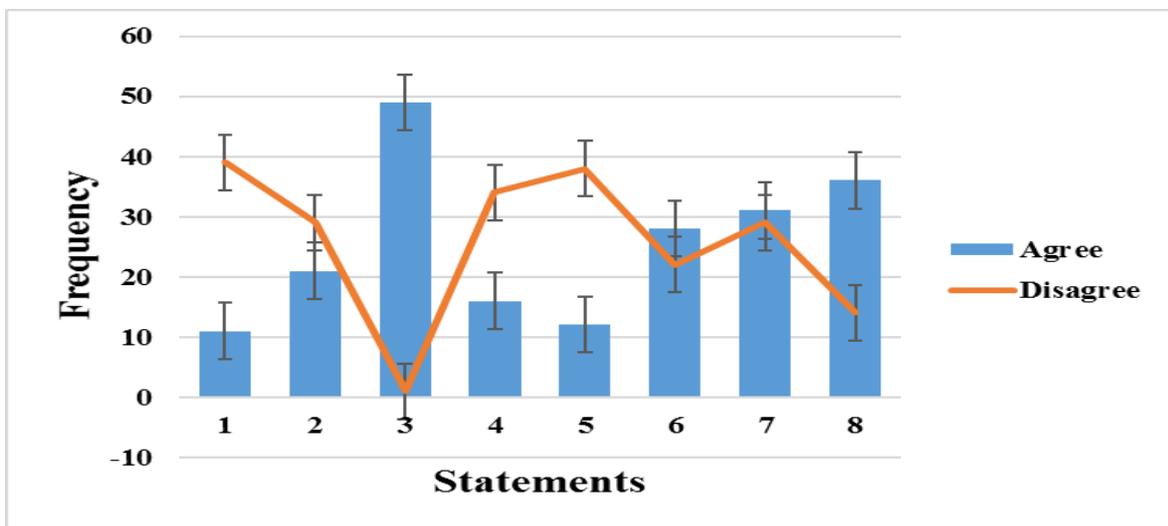


Figure 3: Graphical Representation of Teacher's Questionnaires Results

### Challenges in Online Learning During COVID-19 and Future Direction

Online learning and teaching faces several encounters from learner, teacher and content concerns. Attracting learners and connecting them in the learning procedure is a challenge for organizations. It is a challenge for educators to transfer from offline to online mode, altering their instruction approach and management of their time. In addition to covering the curriculum, it is challenging to develop materials that include students (Kebritchi, Lipschuetz, & Santiago, 2017). The quality of online-learning curriculum is a genuine challenge. The state has no clear settings in their instructive strategies regarding to online learning plans. There is a dearth of principles for quality, online resource development, online learning content delivery and quality control. This challenge needs to be addressed instantly so that everybody can acquire a quality learning through online learning (Cojocariu, Lazar, Nedeff, & Lazar, 2014). The attention must be not only on experts who exercise online learning during disasters,



but also on developing and improving the superiority of computer-generated courses delivered in such crises (Affouneh, Salha, & Khlaif, 2020).

Online learning can be very time consuming and costly. It is not easy, requiring significant investment in acquiring tools and equipment, managing apparatus, training human capitals and developing online learning content. Therefore, there is a need to develop an efficient and effective education system to provide education through online mode. It is important to ensure digital equity at this critical stage. Not all educators and learners have accessible to all digital apparatus, the Wi-Fi and Internet. The availability of appropriate digital modes, internet connectivity or Effie Wi-Fi connectivity connection can be very bothersome, affecting numerous learners to miss out on learning chances. Administrations must make struggles to confirm that every learner and faculty member uses the required resources. Students should make sure that all learning applications work on smart phones if they do not have a laptop. Therefore, steps must be taken to diminish the digital difference. Learners and the educators at several colleges and universities have not really trained for online learning. Maximum of them are satisfactory and fixed with traditional learning and teaching methods. The chance of getting the best out of the current situation with the spread of corona virus. We can acquire a lot in during this challenging condition. There are various tools available for teaching-learning process. The educators need to select the finest tool to deliver education to their learners. A step-by-step guide must be developed by educational organizations to guide educators and learners to access and apply several online learning tools and thus reduce digital illiteracy by covering key course topics through these technologies. Teachers can present lessons in a variety of formats, meaning they can use video, audio and lessons. It is beneficial for teachers to get quick feedback on their lectures with video lectures, computer-generated meetings and so on and to maintain an individual relationship with the learners.

## **LIMITATIONS OF THE STUDY**

The research was conducted on a comparatively small number of residents, so there were the teachers and the students of universities situated in Southern Punjab, Pakistan. The results of this study have restriction to our ability to take a broad view to all the universities situated in whole Punjab. There is also a need to conduct the large-scale survey so that the results can be represented and manipulated for the target population of the students and teachers of all the universities of Punjab, Pakistan, involved in the teaching- learning system under the pandemic Covid-19 crisis.

## **DIRECTIONS FOR FUTURE RESEARCH**

Online learning will develop rapidly. If so, large-scale research should be conducted to facilitate improvements in teaching and learning methods. Right now, there is a void to be filled. Future research should primarily involve comprehensive investigation of practices, which must be implemented for online teaching methods and coursework design. The research



aims to trace the perspectives of students, especially for students who have never been used computer for learning purpose. Actually, these are the students who faced the difficulties during the online teaching-learning process under the current Pandemic condition. According to (Wang, Pi, & Hu, 2019), online learning is a good choice for students and the scholars would be capable to explore techniques to focus further on thought and structure.

## **CONCLUSION**

Due to the current Pandemic Covid-19 situation in the world and also in Pakistan, a survey-based research was conducted to highlight the challenges faced by the Pakistani Universities, Teachers and students for taking online classes during the Pandemic Covid-19. The Pakistan's online learning and teaching system and hurdles for the implementation of online learning and teaching system were also discussed. The results of the research indicated that a lot of problems were faced by the teachers and students during the online learning and teaching. Most of the teachers and the students were not satisfied with the online learning and teachings due to several problems. These problems can be solved by acquiring trainings, technical skills and development of information and technology.

## **ACKNOWLEDGEMENT**

The authors would like to thank Dr. Fouzia Ajmal and Qaiser Abbas Kazmi for his valuable suggestions and contribution.

## **CONFLICT OF INTEREST**

The Authors declare no conflict of Interest.



## REFERENCES

- Acosta-Tello, E. (2015). Enhancing the Online Class: Effective Use of Synchronous Interactive Online Instruction. *Journal of Instructional Pedagogies*, 17.
- Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. *Online Submission*, 2(1), 45-51.
- Adzharuddin, N. A., & Ling, L. H. (2013). Learning management system (LMS) among university students: Does it work. *International Journal of e-Education, e-Business, e-Management and e-Learning*, 3(3), 248-252.
- Affouneh, S., Salha, S., & Khlaif, Z. N. (2020). Designing Quality E-Learning Environments for Emergency Remote Teaching in Coronavirus Crisis. *Med Sci*, 11(2), 1-3.
- Ali, A., & Ahmad, I. (2011). Key Factors for Determining Student Satisfaction in Distance Learning Courses: A Study of Allama Iqbal Open University. *Contemporary Educational Technology*, 2(2), 118-134.
- Ali, L., Khan, M. K. N., & Ahmad, H. (2020). Financial Fragility of Pakistani Household. *Journal of Family and Economic Issues*, 1-19.
- Almanthari, A., Maulina, S., & Bruce, S. (2020). Secondary School Mathematics Teachers' Views on E-learning Implementation Barriers during the COVID-19 Pandemic: The Case of Indonesia. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(7), em1860.
- Altaf, M. (2019). Socio Economic Status of Fishermen Community, South Punjab, Pakistan. *Punjab University Journal of Zoology*, 34(2), 115-118.
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113-115.
- Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, 5(4), 1-9.
- Carey, K. (2020). Everybody Ready for the Big Migration to Online College? Actually, No. *The New York Times*.
- CEPAL, N. (2020). Biennial Programme of Regional and International Cooperation Activities 2020-2021, of the Statistical Conference of the Americas of the Economic Commission for Latin America and the Caribbean.
- Chohan, U. W. (2020). Forecasting the Economic Impact of Coronavirus on Developing Countries: Case of Pakistan.



- Cojocariu, V.-M., Lazar, I., Nedeff, V., & Lazar, G. (2014). SWOT analysis of e-learning educational services from the perspective of their beneficiaries. *Procedia-Social and Behavioral Sciences*, 116(0), 1999-2003.
- Deming, D. J., Goldin, C., Katz, L. F., & Yuchtman, N. (2015). Can online learning bend the higher education cost curve? *American Economic Review*, 105(5), 496-501.
- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, 4(2), 81-92.
- Farooq, F., Rathore, F. A., & Mansoor, S. N. (2020). Challenges of Online Medical Education in Pakistan During COVID-19 Pandemic. *J Coll Physicians Surg Pak*, 30, 67-69.
- Fidani, A., & Idrizi, F. (2012). Investigating students' acceptance of a learning management system in university education: a structural equation modeling approach. *ICT Innovations 2012 Web Proceedings*, 2(23), 311-320.
- Filius, R. M., de Kleijn, R. A., Uijl, S. G., Prins, F. J., van Rijen, H. V., & Grobbee, D. E. (2019). Audio peer feedback to promote deep learning in online education. *Journal of Computer Assisted Learning*, 35(5), 607-619.
- Gordon, H. R., & Schultz, D. (2020). *The history and growth of career and technical education in America*: Waveland press.
- Hafeez, M., Kazmi, Q. A., Tahira, F., Hussain, M. Z., Ahmad, S., Yasmeen, A., . . . Saqi, M. I. (2020). Impact of School Enrolment Size on Student's Achievements. *Indonesian Journal of Basic Education*, 3(1), 17-21.
- Haini, H. (2020). Spatial spillover effects of public health and education expenditures on economic growth: Evidence from China's provinces. *Post-Communist Economies*, 1-18.
- Joosten, T., Lee-McCarthy, K., Harness, L., & Paulus, R. (2020). Digital Learning Innovation Trends. *Online Learning Consortium*.
- Kebritchi, M., Lipschuetz, A., & Santiago, L. (2017). Issues and challenges for teaching successful online courses in higher education: A literature review. *Journal of Educational Technology Systems*, 46(1), 4-29.
- Khan, A. (2020). Digital information literacy skills of Pakistani librarians: exploring supply-demand mismatches, adoption strategies and acquisition barriers. *Digital Library Perspectives*.



- Lange, C., & Costley, J. (2020). Improving online video lectures: learning challenges created by media. *International Journal of Educational Technology in Higher Education*, 17, 1-18.
- Liguori, E., & Winkler, C. (2020). From Offline to Online: Challenges and Opportunities for Entrepreneurship Education Following the COVID-19 Pandemic. In: SAGE Publications Sage CA: Los Angeles, CA.
- Littlefield, M. B., Rubinstein, K., & Laveist, C. B. (2019). Designing for Quality: Distance Education Rubrics for Online MSW Programs. *Journal of Teaching in Social Work*, 39(4-5), 489-504.
- Majadlawi, Y., Almarabeh, T., & Mohammad, H. (2014). Factors affecting students' usage of learning management system at The University of Jordan. *Life Science Journal*, 11(6), 666-671.
- Moreno-Marcos, P. M., Muñoz-Merino, P. J., Alario-Hoyos, C., & Delgado Kloos, C. (2020). Re-defining, analyzing and predicting persistence using student events in online learning. *Applied Sciences*, 10(5), 1722.
- Muls, J., Thomas, V., De Backer, F., Zhu, C., & Lombaerts, K. (2020). Identifying the nature of social media policies in high schools. *Education and Information Technologies*, 25(1), 281-305.
- Murphy, M. P. (2020). COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy. *Contemporary Security Policy*, 1-14.
- Pace, C., Pettit, S. K., & Barker, K. S. (2020). Best Practices in Middle Level Quaranteaching: Strategies, Tips and Resources Amidst COVID-19. *Becoming: Journal of the Georgia Association for Middle Level Education*, 31(1), 2.
- Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. *Online Learning*, 21(3), 166-190.
- Rieley, J. (2020). Corona Virus and its impact on higher education. *Research Gate*.
- Salam, S., Jianqiu, Z., Pathan, Z. H., & Lei, W. (2017). *Strategic barriers in the effective integration of ICT in the public schools of Pakistan*. Paper presented at the Proceedings of the 2017 International Conference on Computer Science and Artificial Intelligence.
- Shehzadi, S., Nisar, Q. A., Hussain, M. S., Basheer, M. F., Hameed, W. U., & Chaudhry, N. I. (2020). The role of digital learning toward students' satisfaction and university brand image at educational institutes of Pakistan: a post-effect of COVID-19. *Asian Education and Development Studies*.
- UNESCO. (2020). COVID-19 educational disruption and response. *Available at*.
- Wang, H., Pi, Z., & Hu, W. (2019). The instructor's gaze guidance in video lectures improves learning. *Journal of Computer Assisted Learning*, 35(1), 42-50.



- 
- Wu, S.-Y. (2020). Incorporation of collaborative problem solving and cognitive tools to improve higher cognitive processing in online discussion environments. *Journal of Educational Computing Research*, 58(1), 249-272.
- Yang, F., & Li, F. W. (2018). Study on student performance estimation, student progress analysis, and student potential prediction based on data mining. *Computers & Education*, 123, 97-108.
- Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 Outbreak. In: Multidisciplinary Digital Publishing Institute.