Impact Of Online Classes During (Covid-19) Pandemic Situation on Undergraduate University Students Pakistan

Farwa Batool¹, Bareera Saeed², Atia-Ur-Rehman³, Humaira Waseem³

¹Department of Speech language pathology Hira Hospital Lahore, Pakistan
²Department of Psychology, University of Karachi, Pakistan
³Department of Allied Health Sciences Rashid Latif Medical Hospital Lahore, Pakistan
* bareerasaeedwarraich@gmail.com

Abstract:
The COVID-19 detected in school, colleges and universities close the entire world. More than 1.2 billion kids were not in class-room worldwide. Consequently; education has altered considerably, among the characteristic increase of relearning, where by education is under-taken distantly as well as upon digital platform. Research recommended that online education has been revealed to raise maintenance of knowledge, moreover acquire not as much of time, denotation alter corona virus comprise cause might be now to reside.

Objective:
To find out the impact of online classes in (COVID-19) pandemic situation among undergraduate university students of Allied Health Sciences, The University of Lahore.

Methods:
A cross sectional study design was conducted for this research. Study was conducted from The University of Lahore, Lahore campus, department of Health Professional technologies. Sample size was 67. Data was analyzed and evaluated with the help of the statistical package for social sciences SPSS-V20

Results:
Total 67 students participated in research. Participants' age range was 19 to 25 years. 70% females and 29.9% males participated in this research. 41.8% participants reported that they are facing difficulties in online classes while 3% participant were slightly disagree on it. 53.7% participants were disagreeing on learning satisfaction in online classes while 29.9% were strongly disagreeing.

Conclusions:
This study concluded that despite gaining immense popularity today, digital technology has still not been embraced by students for use in teaching. Students are still more inclined towards face to face teaching rather than e-teaching

Key words:
COVID-19, Pandemic, Online Classes, Undergraduate students, Problems

Introduction:
The COVID-19 detected in school, colleges and universities close the entire world. More than 1.2 billion kids were not in class-room worldwide. Consequently; education has altered considerably, among the characteristic increase of relearning, where by education is under-taken distantly as well as upon digital platform. Research recommended that online education has been revealed to raise maintenance of knowledge, moreover acquire not as much of time, denotation alter corona virus comprise cause might be now to resist. ¹, ² Whereas countries are on unusual point during COVID-19 disease rates, globally above 1.2 billion kids of 186 countries attacked through school closure because of pandemic. ³ Online knowledge is educational practice that is improved by using computer moreover internet both exteriorly as well as interiorly services of learning association. Instructions commonly take place during online atmosphere. ⁴ Impart/exchange of knowledge through talking, inscription, moreover by further means. ⁵ As in 2008, 12.9% raise in learners enchanting as a minimum an online class over preceding year. This increase
significantly surpass raise of 1.2% within over all higher education inhabitants throughout similar duration. This is frequently because of learners capable to learn online quicker; online learning needs 40 to 60% less duration to learn than into conventional class-room surrounding because learners may study on possess tempo, going-back also rereading, leave out/accelerating by perceptions while they prefer. Nonetheless, efficiency of online education diverges among grouping of age. Common accord upon kids, particularly younger, that managed surrounding is needed as children are effortlessly abstracted. Nonetheless, efficiency of online education diverges among group of ages. Common accord upon kids, particularly younger ones, required saturated atmosphere, as children are simply diverted. For getting complete advantage of online education, there requirements elect concentrated attempt to give this constitution moreover depart away from replicating corporeal class or lecture by video abilities as a substitute, via variety of association tool as well as commitment method that endorse "enclosure, personalization along with intellect. As studies comprise that students comprehensively utilize their wits to study, manufacture education enjoyable as well as effectual by use of skill is vital.

It is apparent as to pandemic compromise completely disturbed the system of education that numerous maintain aces were ready dropping applicable. In book, 21 lessons in favor of the 21st century, academic Yuval Noah Harari outline how school persist to hub upon conventional educational abilities as well as rote education, rather-than upon abilities like grave views as well as malleability, which will be further significant in favor of future's success. Online knowledge is educational practice that is improved by using computer moreover internet both exteriorly as well as interiorly services of learning association. Instructions commonly take place during online atmosphere. Remoteness education carry out in effective educational atmosphere among electronic studies content intended through self-paced and synchronous online education as well as teaching. Effective education atmosphere is of learning/teaching tools set intended to improve the learning practice of students through computers moreover internet. Principle mechanisms of virtual learning environment including syllabus mapping, learners tracking, online sustain in favor of teachers as well as students, electronic communiqué moreover internet associations to exterior syllabus source. In common, VLE user is allocated whichever teachers ID or students ID. Teacher is see what the student is see, although teachers have further consumers privileges to form/adapt syllabus content as well as track performance of student.

**Methods:**
A cross sectional study design was conducted for this research. Study was conducted from university of Lahore, Allied Health Sciences. Sample size was 67. An online survey was conducted to collect the information. A structural questionnaire link using 'Google form' was sent to students' through WhatsApp and E-mail. Participants were provided full consent before participation in the online survey through convenient sampling. A total of 67 students provided complete information regarding the survey. Descriptive statistics were carried out to understand the distribution of study participants. Simple percentage distribution was estimated to assess the learning status, mode of learning, and opinion on educational decisions, and problems related to study due to the lockdown. All the analyses were performed using the Statistical Package for Social Science SPSS-V20

**Results:**
Table 1 displays the profile of the study participants. Of 67 students, almost 24 (35.8 %) respondent out of 67 are maximum age groups of 22 years and 8 respondent (12%) are minimum age groups of 24 or 25 years. The number of male and female students was not equal in the
sample. 47 (70.1%) respondent out of 67 are females and 20 respondent (29.9%) are male.

### Table 1: Characteristics of the study participants
(n=67)

| Characteristics          | Frequency | Percentage (%) |
|--------------------------|-----------|----------------|
| Age of students (median age) |           |                |
| 22 years and below       | 51        | 76.1           |
| 24 years and above       | 16        | 23.8           |
| Gender                   |           |                |
| Female                   | 47        | 70.1           |
| Male                     | 20        | 29.9           |
| Residential area         |           |                |
| Rural                    | 51        | 76.1           |
| Urban                    | 16        | 23.8           |
| Monthly income of the family (Rs.) |           |                |
| Below 20,000             | 22        | 14.19          |
| 20,000-40,000            | 102       | 60.85          |
| Above 40,000             | 26        | 16.77          |
| Presently studying       |           |                |
| BS SLP/Audio             | 26        | 47.27          |
| BS RT/OTT                | 29        | 52.72          |
| Stream of Study          |           |                |
| BSSLP                    | 66        | 57.39          |
| BS Audio                 | 64        | 41.29          |
| OT/OTT                   | 25        | 21.73          |

Table 2 shows that 24 (35.8%) respondent out of 67 are maximum age groups of 22 years and 8 respondent (12%) are minimum age groups of 24 or 25 years, 47 (70.1%) respondent out of 67 are females and 20 respondent (29.9%) are male, 28 (41.8%) respondent out of 67 are strongly agree and 2 respondent (3.0%) are strongly disagree about that difficult to accept online learning, 25 (37.3%) respondent out of 67 are disagree and 4 respondent (6.0%) are agree about that difficult to accept online learning, 26 (38.8%) respondent out of 67 are agree and 2 respondent (3.0%) are strongly disagree about that difficult to show interest during online classes, 28 (41.8%) respondent out of 67 are strongly disagree and 4 respondent (6.0%) are agree about that students are paying attention in online classes.

### Table 2: Percentage and Frequency of Impact of online classes on undergraduate university student

| Questions                                                                 | Agree F (%) | Disagree F (%) | Neutral F (%) | Strongly agree F (%) | Strongly disagree F (%) |
|---------------------------------------------------------------------------|-------------|----------------|---------------|----------------------|------------------------|
| Do you feel difficulty to accept online learning?                         | 17(25.4)    | 4(6.0)         | 16(23.88)      | 28(41.8)             | 2(3.0)                 |
| Do you think that online classes are beneficial for learning?             | 4(6.0)      | 12.5(18.5)     | 18(26.86)      | 20(29.9)             | 12.5(18.5)             |
| Do you think that it is difficult to show interest during online classes? | 29(43.3)    | 2.5(1.25)      | 8(11.94)       | 25(37.3)             | 2.5(1.25)              |
| Do you face communication difficulties due to online learning?            | 28(41.8)    | 2.5(1.25)      | 10(14.92)      | 24(35.8)             | 2.5(1.25)              |
| Students are paying attention in online classes?                          | 4(6.0)      | 12(6.0)        | 8(11.94)       | 30(44.8)             | 12(6.0)                |
| You satisfied with learning in online classes?                           | 3(4.5)      | 24(35.8)       | 19(28.35)      | 1(1.5)               | 20(29.9)               |
| Do you feel that online classes are non-standard?                         | 26(38.8)    | 5(7.5)         | 14(20.89)      | 21(31.3)             | 1(1.5)                 |
| Do you feel communication anxiety whenever you participate in lesson discussion during online classes? | 23(34.3)    | 11(16.4)       | 17(25.37)      | 13(19.4)             | 2(3.3)                 |
| Online learning has decreased my anxiety over travelling issues and timing issues? | 17(25.4)    | 18(26.9)       | 13(19.40)      | 6(9.0)               | 13(19.4)               |
| Online learning given you more opportunities to explore your learning or education? | 5(7.5)      | 22(32.8)       | 20(29.85)      | 3(4.5)               | 17(25.4)               |
| Are you miserable managing other responsibilities at home with online classes now? | 17(25.4)    | 8(11.9)        | 10(14.92)      | 26(38.8)             | 6(9.0)                 |

Table 2 shows that 24 (35.8%) respondent out of 67 are maximum age groups of 22 years and 8 respondent (12%) are minimum age groups of 24 or 25 years, 47 (70.1%) respondent out of 67 are females and 20 respondent (29.9%) are male, 28 (41.8%) respondent out of 67 are strongly agree and 2 respondent (3.0%) are strongly disagree about that difficult to accept online learning, 25 (37.3%) respondent out of 67 are disagree and 4 respondent (6.0%) are agree about that difficult to accept online learning, 26 (38.8%) respondent out of 67 are agree and 2 respondent (3.0%) are strongly disagree about that difficult to show interest during online classes, 28 (41.8%) respondent out of 67 are strongly disagree and 4 respondent (6.0%) are agree about that students are paying attention in online classes.

### Discussion:

Several online learning have demonstrated distinct outcomes and impact on student learning and education. A study was conducted by Abbasi S et al., in May 2020 determined insights of learners to e-learning throughout lockdown via sampling designed as 377
Impact Of Online Classes During (Covid-19)

and network issue. A research by Adnan conclude that online learning results highlighted that online learning cannot produce desired result in underdeveloped countries like Pakistan because of unable of internet access due to technical issues or face to face interaction.

A study by moon-heum concludes that have trouble contributing of interaction with others in online learning and therefore most students face difficulties in online learning. Ali A and Ramay MI et al., was conducts study in 12 April 2011 in which they study the vibrant increase of online education improved considerably through fast growth of internet moreover different web-resources, including marvelous impacts taking place value of education. Zaidel et al was conduct study in 2007 studies show a result of usage of IT for learning reason, pioneering as well as proceed way of communiqué approached into being, that alter predilection of learners as of conventional education to remoteness education. Furthermore, accessibility of remoteness learning, courses offer, and moreover rising amount of learners registered, every talk to significance for this instruction process. Result of present study shows that there is a significant impact of online learning on undergraduate students.

A study by Zahira Batool on online learning aspects concludes that it is a different way of learning due to condition, most students accept online classes. And most of the students have due to weak connection, wifi incompetence most students have trouble in online classes. A study was conducted by Hui-Ching kayla Hsu that before hypothesised model, descriptive statistics and bivariate correlations were run all variables. The Result indicates that most of the students agree with the survey in which a supportive environment should be added and high level of external regulations and low level of motivation. The impact sizes were minimal and grade of the course associated substitionally with learning environment.

A research by deepikananmbiar conclude that the areas are important for teacher and student satisfaction with online classes, and the areas are quality and timely interaction between student and professor, technical support availability and structured online module. In this article, the majority of students have difficulty of internet and network issue. A research by Adnan conclude that online learning results highlighted that online learning cannot produce desired result in underdeveloped countries like Pakistan because of unable of internet access due to technical issues or face to face interaction.
Impact Of Online Classes During (Covid-19)

A research by Daniel conclude that there are some factors that effects online learning and increase student's performance and satisfaction in online classes. The variables to be discussed are the access of students in online classes rather than convention classes. There are following limitations of study: Sampling range was small due to time constrain. Present study could not include school level students. The suggestion of the study is to more research features which influence student's awareness of e-learning. It is also recommended to search awareness of faculty concerning their experiences of e-teaching throughout COVID-19 lockdown.

The effectiveness of online learning, though less effective as compared to a normal classroom teaching and it varied for various categories of students. Our study shows that online classes are effective to some extent in some parameters but inadequate in others. To avoid the potential imitation of online learning in undergraduate medical education, it should be worthwhile to combine the advantages of online teachings and classroom teachings.

Conclusions:
This study fulfilled that in Pakistan, while gaining enormous fame today in Pakistan, digital technology has not been yet squeezed by students intended for use in education. Learners tend more toward face to face education rather than e-learning. Although there are various problems which add to learner's emotions of anxiety as well as distress while taking online classes during this lockdown, the difference between learner's expectations. Apprehension in research is critical in relation to the new atmosphere. In the end, workers must be advised to use the online modality as well as to make lesson plans between simplified cognitive consignment and enhanced online framework. We are able to overcome any constraint as an urgent condition, distant education along with more investment. Management & staff members must take important measures increase the standard of e-teaching quality of assist during lockdown by enhancing education.

References:
01- Holshue ML, DeBolt C, Lindquist S, Lofy KH, Wiesman J, Bruce H, et al. First case of 2019 novel coronavirus in the United States. New England Journal of Medicine. 2020.
02- Adnan M, Anwar K. Online Learning amid the COVID-19 Pandemic: Students' Perspectives. Online Submission. 2020; 2(1): 45-51.
03- Booth-Butterfield S, Gould M. The communication anxiety inventory: Validation of state-and context-communication apprehension. Communication Quarterly. 1986; 34(2): 194-205.
04- Dillenbourg P, Schneider D, Synteta P. Virtual learning environments. 2002; 2002.
05- Shereen MA, Khan S, Kazmi A, Bashir N, Siddique R. COVID-19 infection: origin, transmission, and characteristics of human coronaviruses. Journal of Advanced Research. 2020.
06- Sohrabi C, Alsafi Z, O'Neill N, Khan M, Kerwan A, Al-Jabir A, et al. World Health Organization declares global emergency: A review of the 2019 novel coronavirus (COVID-19). International Journal of Surgery. 2020.
07- Viner RM, Russell SJ, Croker H, Packer J, Ward J, Stansfield C, et al. School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review. The Lancet Child & Adolescent Health. 2020.
08- Richardson S, Hirsch JS, Narasimhan M, Crawford JM, McGinn T, Davidson KW, et al. Presenting characteristics, comorbidities, and outcomes among 5700 patients hospitalized with COVID-19 in the New York City area. Jama. 2020.

09- Rose S. Medical student education in the time of COVID-19. Jama. 2020.

10- Saqlain M, Munir MM, ur Rehman S, Gulzar A, Naz S, Ahmed Z, et al. Knowledge, attitude, practice and perceived barriers among healthcare professionals regarding COVID-19: A Cross-sectional survey from Pakistan. Journal of Hospital Infection. 2020.

11- Pan Z, Cheok AD, Yang H, Zhu J, Shi J. Virtual reality and mixed reality for virtual learning environments. Computers & graphics. 2006; 30(1): 20-8.

12- Akram M, Anjum F, Batool Z. Covid-19: A Reason behind Digital Education in Pakistan. Mediterranean Journal of Social Sciences. 2020; 11(4): 19-.

13- Hsu H-CK, Wang CV, Levesque-Bristol C. Reexamining the impact of self-determination theory on learning outcomes in the online learning environment. Education and Information Technologies. 2019; 24(3): 2159-74.

14- Nambiar D. The impact of online learning during COVID-19: students' and teachers' perspective. The International Journal of Indian Psychology. 2020; 8(2): 783-93.

15- Cho M-H, Kim BJ. Students' self-regulation for interaction with others in online learning environments. The Internet and Higher Education. 2013; 17: 69-75.

16- Adnan A, Dilshad M, Khan MY. Effectiveness of Early Childhood Education Program in Govt. Schools of Punjab: A Situational Analysis. Development. 2016; 6(17).

17- Baggaley J. Flexible learning: a Luddite view. Distance Education. 2011; 32(3): 457-62.

18- Zahra F, Gul A, Iqbal A, Ghafoor T, Ambreen A. The Impact of Covid-19 on Rural Areas Students of Pakistan: Moderating Role of HEC Policy and Internet Service. Asian Journal of Contemporary Education. 2020; 4(2): 69-79.

19- Sharif M, Rahim S, Tahir A, Minallah S, Sheikh MWL, Riaz MU. Perception Of Dental Students Regarding Online Classes During The Pandemic. Pakistan Armed Forces Medical Journal. 2020; 70(1): S369-74.

20- McFarland D, Hamilton D. Factors affecting student performance and satisfaction: Online versus traditional course delivery. Journal of Computer Information Systems. 2005; 46(2): 25-32.