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RESEARCH PAPER

Experiences of Online Teaching Learning of Students Enrolled in the Universities of Lahore during the Multi Lockdown due to Covid-19

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ABSTRACT

Universities along with all other educational institutions were being suspended in almost all countries since April 2020, and in the second phase of COVID lockdown the entire education system had shifted on on-line mode from traditional teaching. The study aimed to describe the experiences of students during on-line classes. The research design was quantitative. A close ended questionnaire was used for research reliable at alpha=.89. The researchers have selected 6 universities and collected data from 262 students from Lahore randomly. Study reveals that there is no significance difference (t=0.544, df=260, sig=0.587) in the experiences of students based on their gender. All male and female students have same opinions. Since the r=.514, Sig=.000, N=262 indicate a significance positive correlation between Novitiate experiences of on-line class and good experiences. The participants from University of the Punjab, UMT, UET and other have same views (F=1.111, df=261and Sig=0.345). We recommended that Institutions that offer on-line courses or programs should make an effort to facilitate the faculties of higher education institutions about the effective use of technological tools and gadgets for on-line and blended learning for students to achieve their learning outcomes.

KEYWORDS COVID-19, Experiences, Multi Lockdown, On-line Teaching, Universities

Introduction

Lockdown due to COVID-19 brought about closures of colleges and schooling institutes in different countries of the world (Ha, 2020). Universities were also closed to address the global pandemic. Therefore, university students, parents and educators around the world have felt unexpected ripple effect of the COVID-19 pandemic (Johnson et al., 2020). Many students living at homes due to COVID-19 have experienced mental and emotional pressure and tension. They found it difficult and were unable to on-line attract student's intention and attention productively in academic activities. There was a change in the basic practices within the way educators deliver lectures via various on-line channels. Transitioning from conventional way of teaching moved to an on-line learning. It can be a wholly exclusive experience for the untrained teachers and educationists.

The teachers and educationists have to adapt E-teaching learning mode with little or no other options available. Many of them have tried to adopt through various on-line modes of transforming knowledge to university students (Choate et al., 2021). Actually,

they were pressured to adopt the E- learning system but they were not prepared for it. E-teaching learning equipments have undoubtedly played a vital role in the course of this COVID-19 pandemic (Vindrola-Padros et al., 2020). It supported academic institutions and facilitated students to gain knowledge during the closure of universities and colleges (Almusharraf and Khahro, 2020). The teachers and educationists with a set mind found it hard to evolve and adjust. The novices with a blend of technical mind set quickly adapted this new E- learning system of education.

The use of appropriate and applicable method and practice of teaching, especially as an academic subject or theoretical concept for on-line teaching learning may additionally rely on the understanding and publicity to inform and communicate to educators and newcomers (Son et al., 2021). A number of the set net modes consist of Microsoft groups and Google classroom used thus far encompass unified conversation and collaboration. It permitted teachers to meet E-teaching learning challenges. They typically support the sharing of knowledge with an expansion to facilitate in the form of PDF, Excel report, audio and many more. On-line system also allows monitoring and assessment with the aid of the usage of on-line quizzes and the on-line evaluation of the assignments.

Many nations have giant problems with a poor internet connection. At the same time as, in lots of developing countries, the economically dependent students are not able to find the money for getting to know and using on-line gadgets (Müller et al., 2021). Therefore, it turned out to be vital for university students to on-line attract student's intention and attention them in on-line activities and self-exploratory system of learning. Teachers faced various experiences during COVID-19 to maintain their professional standards (Callaway-Cole and Kimble, 2021). The researchers in this study investigated experiences of on-line teaching learning of students enrolled in the universities of Lahore during the multi lockdown due to covid-19 in Pakistan.

Literature Review

Lack of parental guidance and poor financial background, mainly for university students, is another challenge, as each parents is facing such troubles in under developed countries. The innately self-motivator learners are pretty uninfluenced in the E-learning as they require minimal supervision and advice or information aimed at resolving a problem or difficulty, especially as given by teachers, and therefore meet the needs of using on-line channels (Nilsberth et al., 2021). A few students from economically deprived background are unable to get admission to and do not find the money for attending on-line classes (Almendingen et al., 2021). Hence, the extent of on-line instructional performance of the students is probable to decrease. Likewise, examinations are performed on-line, under trial and errors, arises unpredictability and uncertainty about what is happening, intended among the teachers, students and parents (Aucejo et al., 2020).

The method followed to conduct on-line examination varies as consistent with the expertise of the teachers and the compatibility of the students (Hjelsvold et al., 2020). There were various opportunities created by the devastated pandemic for the technically untrained and unprepared, and the remote strategies and plans for administering E-learning system, which has forged a strong connection between teachers and parents than ever before (Zalalt, 2021).

The use of on line channels including Google lecture room, Zoom, digital knowledge of social media and other sources like Telegram, Messenger, WhatsApp to

be explored and tried for imparting and gaining knowledge. This will be explored as similar as face-to- face teaching learning system, and these channels can offer sources for instructing and training as well (Pryor et al., 2020). Contrary to this, some teachers and educators are obliged to develop creative projects that assist to conquer the limitations of digital teaching (Marek et al., 2021). However, teachers and educators are actively taking part to improve on-line teaching strategies. There are incomparable opportunities for cooperation, innovative solutions and willingness to analyze from others and try new on-line tools to be benefitted for parents and university students (Nikolopoulou, 2022).

On-line teaching has provided the possibility to teach and study in innovative ways in contrast to the teaching learning system in the university room (Robosa et al., 2021). Traditional method and practice of teaching, especially as an academic subject or theoretical concept used for face-to-face teaching learning is no more feasible for imparting and gaining knowledge in an on-line system. A number of pedagogical skills and instructional technologies have been devised for an on-line studying system (Literat, 2021).Some teachers are technologically behind and reared. They innately need well suited training with the intention to orient technically. It will closer them to their students and enable them to give feedback and remarks timely. It is a challenge for the teachers and educators in the context of the unavailability of the on-line infrastructure and professional improvement (Tsegay et al., 2022). Students now experiencing home bound learning due to the course of the COVID-19 pandemic (Lei and So, 2021). Conducive learning environment at homes for all standards and socio- financial backgrounds is not always (Agaton and Cueto, 2021). There are multiple styles of on-line infrastructure that have been prepared for the teachers and educatorsto implement. The affordability and accessibility needs to be focused primarily in under developed countries to make on-line system successful (Güvercin et al., 2021).

Material and Method

The quantitative approach with survey method was applied. Close ended reliable questionnaire (Cronbach alpha=.89) was used to complete the study research. This research begins with the issue of statement, tool development, and explanation of the study population. After the data was collected, it was processed and analyzed on the Statistical Package for Social Science (SPSS).

Population

Population of the study was students enrolled in BS, Master, MPhil and PhD program at higher education institutes of Lahore city.

Sample and Sampling Technique

In this research the random sampling technique was used to select the sample. Several 262 students were taken from 6 universities of Lahore city. Out of these 262 students 191were female, 71 were males,159 form BS program,73 from Master's degree program, 18 MPhil and 12 PhD program enrolled in various semester and different Public and Private universities.

Research Instrument and Data Collection

Close ended questionnaire on 5points scale was used as an instrument. The questionnaire divided into two parts. First one comprised on demographic information

of the students and the other part was consisted of 20 items. On each item the students were to given 5 options (5=strongly agree, 4=agree, 3=neutral, 2=Disagree, 1=strongly disagree).The questionnaire was framed in local language (i.e. Urdu) and took 20 to 30minutes to complete it.

For the collection of data, researchers have taken help from Google Doc and Students were requested, encouraged and allowed to response on their own choice openly in order to obtain valid information.

Results and Discussion

Table 1
Findings of descriptive analysis

No.	Statements	Strongly disagree	disagree	neutral	agree	Strongly agree
Novitiate Experiences						
1	You were excited while taking the on-line class as a new medium.	F 16 % 6.1	F 37 % 21.8	F 38 % 14.5	F 106 % 40.5	F 45 % 17.2
2	You sat down to take on-line classes with a feeling of nervousness.	F 23 % 8.8	F 74 % 28.2	F 46 % 17.6	F90 % 34.4	F 29 % 11.1
3	You were active during class.	F 28 % 10.7	F 57 % 21.8	F 33 % 12.6	F 96 % 36.6	F 48 % 18.3
4	Problem communicating with family members during class	F 20 % 7.6	F 54 % 20.6	F 24 % 9.2	F 113 % 43.1	F 51 % 19.5
5	You were comfortable answering the question asked during the class.	F 23 % 8.8	F 61 % 23.3	F 40 % 15.3	F 104 % 39.7	F 34 % 13.0
6	Your time during the on-line class was used effectively.	F25 % 9.5	F 69 % 26.3	F 33 % 12.6	F 90 % 34.4	F 45 % 17.2
Good Experiences						
7	In the lockdown, the syllabus of class continued to be completed simultaneously.	F 23 % 8.8	F 73 % 27.9	F 35 % 13.4	F 93 % 35.5	F 38 % 14.5
8	Those who did not understand their questions, they used to ask in the on-line class daily.	F 29 % 11.1	F 65 % 24.8	F 43 % 16.4	F 90 % 34.4	F 35 % 13.4
9	Your assignments were checked on time.	F 24 % 9.2	F 62 % 23.7	F 37 % 14.1	F 100 % 38.2	F 39 % 14.9
10	Your tests were also taken during the on-line class.	F 24 % 9.2	F 71 % 27.1	F 26 % 9.9	F 97 % 37.0	F 44 % 16.8
11	Your presentation was taken in an on-line class.	F 23 % 8.8	F 52 % 19.8	F 31 % 11.8	F 100 % 38.2	F 56 % 21.2
12	The interaction between the students and the teacher was maintained.	F 17 % 6.5	F 50 % 19.1	F 36 % 13.7	F 108 % 41.2	F 51 % 19.5
13	You have technology like a laptop.	F 26 % 9.9	F 50 % 19.1	F 19 % 7.3	F 95 % 36.3	F 72 % 27.5
Bad Experiences						
14	You had access to internet.	F 12 % 4.6	F 38 % 14.5	F 22 % 8.4	F 117 % 44.7	F 73 % 27.9
15	Teacher's voice not clear due to internet issue during on-line class.	F 13 % 5.0	F 28 % 10.7	F 22 % 8..4	F 115 % 43.9	F 84 % 32.1
16	Not having money to buy a laptop or phone.	F 19 % 7.3	F 63 % 24.0	F 39 % 14.9	F 90 % 34.4	F 51 % 19.5
17	Not using technology despite having a laptop or phone.	F 31 % 11.8	F 82 % 31.3	F 45 % 17.2	F 72 % 27.5	F 32 % 12.2

18	You do homework during the on-line class.	F 23 % 8.8	F 64 % 24.4	F 38 % 14.5	F 85 % 32.4	F 52 % 19.8
19	You are no longer able to work regularly.	F 15 % 5.7	F 38 % 14.5	F 43 % 16.4	F 115 % 43.9	F 51 % 19.5

Table 2
experiences of students based on their gender

	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig
Novitiate experience score	Female	191	16.5969	3.42741	.24800	.544	260	0.587
	Male	71	16.3380	3.42238	.40616			
Total good experience score	Female	191	23.0838	5.56051	.40234	.421	260	0.674
	Male	71	22.7465	6.26491	.74351			
Total bad experience score	Female	191	24.3194	4.48713	.32468	-.190	260	0.850
	Male	71	24.4366	4.33172	.51408			

There is no significance difference (t=0.544, df=260, sig=0.587) in the experiences of students base on their gender. All male and female students have same opinions.

Table 3
Differences in three experiences (Novitiate experience, Good experience and Bad experience)

Experiences		Sum of Squares	Df	Mean Square	F	Sig.
Novitiate experience score	Between Groups	38.951	3	12.984	1.111	.345
	Within Groups	3016.362	258	11.691		
	Total	3055.313	261			
Total good experience score	Between Groups	187.253	3	62.418	1.908	.129
	Within Groups	8440.732	258	32.716		
	Total	8627.985	261			
Total bad experience score	Between Groups	137.103	3	45.701	2.357	.072
	Within Groups	5002.592	258	19.390		
	Total	5139.695	261			

There are no significant differences in the experiences of students, Novitiate experience (df=258,f=1.111,p=.345), Good experience(df=258,f=1.908,p=,129)and Bad experience(df=258,f=2.357,p=.072)

Table 4
Multiple Comparisons of Different universities and experiences

LSD

Dependent Variable	(I) University names of the respondents	(J) University names of the respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound
Novitiate experience score	Punjab University	UMT	1.94621	1.31998	.142	-.6531	4.5455
		Education	1.41049	1.23838	.256	-1.0281	3.8491
		Other	.11932	.45795	.795	-.7825	1.0211
	UMT	Punjab University	-1.94621	1.31998	.142	-4.5455	.6531
		Education	-.53571	1.76963	.762	-4.0205	2.9491
		Other	-1.82689	1.34452	.175	-4.4745	.8207

	Education	Punjab University	-1.41049	1.23838	.256	-3.8491	1.0281
		UMT	.53571	1.76963	.762	-2.9491	4.0205
		Other	-1.29118	1.26450	.308	-3.7812	1.1989
	Other	Punjab University	-.11932	.45795	.795	-1.0211	.7825
		UMT	1.82689	1.34452	.175	-.8207	4.4745
		Education	1.29118	1.26450	.308	-1.1989	3.7812
Total good experience score	Punjab University	UMT	2.40123	2.20809	.278	-1.9469	6.7494
		Education	4.40123(*)	2.07158	.035	.3219	8.4806
		Other	.64829	.76606	.398	-.8602	2.1568
	UMT	Punjab University	-2.40123	2.20809	.278	-6.7494	1.9469
		Education	2.00000	2.96027	.500	-3.8294	7.8294
		Other	-1.75294	2.24914	.436	-6.1819	2.6761
	Education	Punjab University	-4.40123(*)	2.07158	.035	-8.4806	-.3219
		UMT	-2.00000	2.96027	.500	-7.8294	3.8294
		Other	-3.75294	2.11528	.077	-7.9183	.4125
	Other	Punjab University	-.64829	.76606	.398	-2.1568	.8602
		UMT	1.75294	2.24914	.436	-2.6761	6.1819
		Education	3.75294	2.11528	.077	-.4125	7.9183
Total bad experience score	Punjab University	UMT	.89242	1.69990	.600	-2.4550	4.2399
		Education	3.69599(*)	1.59481	.021	.5555	6.8365
		Other	-.51431	.58975	.384	-1.6756	.6470
	UMT	Punjab University	-.89242	1.69990	.600	-4.2399	2.4550
		Education	2.80357	2.27897	.220	-1.6842	7.2913
		Other	-1.40672	1.73150	.417	-4.8164	2.0030
	Education	Punjab University	-3.69599(*)	1.59481	.021	-6.8365	-.5555
		UMT	-2.80357	2.27897	.220	-7.2913	1.6842
		Other	-4.21029(*)	1.62845	.010	-7.4170	-1.0035
	Other	Punjab University	.51431	.58975	.384	-.6470	1.6756
		UMT	1.40672	1.73150	.417	-2.0030	4.8164
		Education	4.21029(*)	1.62845	.010	1.0035	7.4170

The mean difference is significant at the .05 level. (F=1.111, Sig=0.345, d.f=261).There is no significant difference in the perceptions about on-line teaching of students of different Universities. The participants from University of the Punjab, UMT, UET and other have same views.

Table 5
Correlations:

Novitiate experience score	Pearson Correlation Coefficient	.514(**)	1.000	.057
Good experience	Sig. (2-tailed)	.000	.	.359
	N	262	262	262

Correlation is significant at the 0.01 level (2-tailed).

Since the r=.514, Sig=.000, N=262 indicate a significance positive correlation between Novitiate experiences of on-line class and good experiences. Its mean that the

respondents are reporting that it is their very first and good experience to attend on-line classes during COVID-19 Lockdown Lahore.

The lockdown of institutions has simply affected examination system as well. Schools and universities across Pakistan have been significantly impacted because of the prevailed scenario of the COVID-19 pandemic (Bryant et al., 2020). It is also viable that some university students' careers may affect from the unavailability of the on-line modes of knowledge transaction. On other hand, lots of students have now taken on-line instructions, attend classes and appear in the examinations, learn by spending additional time on E-learning modes of knowledge (Glessner and Johnson, 2020). On-line face-to- face instructions via video link was endorsed by using on-line channels, but, an economically deprived students have expressed fatigue in using on-line media (Orhan and Beyhan, 2020). The teachers and educators are in quandary as to whom to pay attention to and which equipment to adopt for delivering on-line knowledge (Kedraka, and Kaltsidis, 2020). Some assume pre-recorded lectures can assist more appropriately than video links through zoom or google meet. However, this would ultimately restrict interactions between teachers and students in a physical setting. Even though there were overwhelming academic situations for teachers, educators, faculties, institutes and the authorities concerning on-line teaching learning system (Alea et al., 2020).

Conclusion

Majority of students agreed that is this a good decision of HEC about on-line classes to save their educational years. Study concluded that there is no significance difference in the experiences of students based on their gender. All male and female students have same opinions. Also there is a significance positive correlation between Novitiate experiences of on-line class and good experiences. The participants from University of the Punjab, UMT, UET and other have same views.

Recommendations

The following recommendations are made on the basis of findings of the research.

1. Institutions that offer on-line courses or programs should make an effort for faculty to research about the efficacy of fully on-line and blended learning for achieving student learning outcomes.
2. Institutions that offer on-line courses or programs should provide incentives to faculty to redesign classroom-based courses for the on-line environment
3. Researchers studying on-line teaching and learning should prioritize collecting data about the efficacy of tools, technologies, and practices for which the evidence base is not yet robust
4. Institutions and academic units should provide and actively promote training for students in the use of technologies that students will use in their courses.
5. Institutions that offer on-line courses or programs should develop reward systems that encourage innovation in teaching.
6. The needy students should be facilitated regarding having Internet and digital gadgets for online classes.

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