# COVID-19 and Online Teaching in the Perspective of University Teacher in Pakistan

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**Abstract-** In Pakistan like the other nations around the world educational sector is highly affected by COVID-19. During this lockdown teachers may help their students to minimise the educational gap. An online survey was conducted from 31 December 2020 to 30 March 2021 to collect the information from teacher of different public and private universities. Descriptive statistics are used to find their attitudes about online education, and challenges encountered related to e-learning. Around 78 percent of the participants take online classes during the pandemic among them majority (91.3 percent ) of them were staying at home and continuing their online educational support to the students. They could face some problem during the online classes and weak internet connectivity (69.31 percent ) and lack of logistic support (20.13 percent ) were the key problem they faced. Very few (1.6 percent ) of them think the process are not helping the students to bridge the educational gap. This study is helpful for government and the educational authority to find the overall scenario of online education during lockdown from teachers' point view.

**Keywords: COVID-19, lockdown, online education, public and private university teachers, Pakistan**

## I. INTRODUCTION

The daily image of the entire planet has modified COVID-19, a highly infectious disease. The serious possibility of spreading during close contact between people causes millions of deaths (Mishra et al., 2020). This pandemic has seriously affected the socio-economic situation and many other key factors across the world, which is no exception.

In March 2020, COVID-19 resulted in Pakistan's academic closure (Moralista&Oducado, 2020). The closing of academic institutions has seriously affected the majority of students and other citizens from the education sector. Many countries around the world have launched the online training framework and continue to minimise the distance (Rahman, 2020). Online social media education is now the closest way to face-to-face learning. Platforms like Facebook, Zoom, Google Classroom, Google Meet etc are just one way of communication between academic institutions and students (Fami, 2020).

For a country like ours, online learning is not that easy. This is not only a huge challenge for the students, but also for the teachers. Changes to the education system like online timetables and information are all very new to teachers. In this respect they must have adequate skills and knowledge of the use of technological properties in the preparation of lectures.

The Government has taken several measures to assist educational institutions in taking classes in this lockdown. But most rural areas and some disadvantaged areas are disadvantageous if this phase is to continue (Fami, 2020). Teachers and pupils in these areas are faced with distance problems, inadequate technological assistance, lack of internet connectivity and insufficient financial support.

Distance education has many advantages (Al-Husban, 2020; Seage&Türegün, 2020) and constraints (Weinhandl et al.,

2020). 2020). Many factors are regarded as barriers to e-learning (Gokdas&Kayri, 2005). In a recent study in India, many positive and negative views on online education have been found (Arora & Srinivasan, 2020). There are several studies that demonstrate the conditions of students who undergo online learning but comparatively fewer studies describe the teachers' circumstances in this regard.

During the COVID-19 lockdown, teachers help their students minimise the educational differences, their experience of online education and e-learning issues.

## II. METHODS

This is an online survey of 353 professors from public and private universities in Pakistan. From 30 December 2020 to 31 March 2021, an online survey was carried out to gather information via an unlikely convenience sampling process. A well-structured questionnaire with demographics and information on online courses, experiences and challenges was planned. Questionnaire connect 'Google type' was sent via email and Facebook message to respondents. Prior to beginning the survey, participants explained the priorities, objectives and confidentiality of the responses. Following reading, participants consented to participate by clicking on either "Yes" or "No." A total of 313 participants submit full survey details. In order to explain the distribution of study participants, descriptive statistics were carried out. It was calculated that simple percentage distribution would determine the opinions on online classes and study problems due to the lock-down. The statistical study was carried out using IBM SPSS Statistics 25.0.

## III. RESULT AND DISCUSSION

### Demographic Characteristics of the Participants

A total of 313 questionnaires were returned out of 353. We had an 88.7 percent response rate, which was a reasonable rate. The demographic information of the participants is shown in Table 1. Out of 313 participants, 49.8% were under 31 years old, 48.9% between 31-50 years old, the remainder 51-65 years old. Two out of five participants were women. Half of the respondents were urban residents and very few (10.2 percent) were rural respondents. Most came from public universities (81.5 percent ). Half of the students were university students (56.2 percent ). One fourth of the teachers have been in our sample for over 06 years.

### Educational Status of the Participants

**Table 1.** Demographic characteristics of the participants (n-313)

| Characteristics Age of the respondents | Frequency | Percentages (%) |
|---|---|---|
| Below 31 | 156 | 49.8 |
| 31-40 | 113 | 36.1 |
| 41-50 | 40 | 12.8 |
| 51-65 | 4 | 1.3 |
| **Gender** | | |
| Female | 124 | 39.6 |
| Male | 189 | 60.4 |
| **Current place of residence** | | |
| Rural | 32 | 10.2 |
| Semi-Urban | 123 | 39.3 |
| Urban | 158 | 50.5 |
| **Institutions** | | |
| Private University | 58 | 18.5 |
| Public University | 255 | 81.5 |
| **Academic background** | | |
| Science | 176 | 56.2 |
| Arts | 57 | 18.2 |
| Commerce | 80 | 25.6 |
| **Teaching Experience** | | |
| Below 02 years | 125 | 39.9 |
| 02-05 years | 109 | 34.8 |
| 06-10 years | 52 | 16.6 |
| Above 10 years | 27 | 8.6 |

Figure 1 highlights the educational status of the participants. About 11.5% of the participants did not take online classes during the pandemic. Those who are taking their interactions with students for study purpose majority (91.3%) of them were staying at home and continue their online educational.

**Perception about Online Classes**

Results given in Table 2 shows that the Respondents perception and experiences about online classes. Among them 53.1% were taking 02 to 05 online courses and around two of every five respondents spend more than 05 hours per week for online classes. Our study finds that 66.8% of the teachers experienced online classes first time during the COVID-19 pandemic and most 57.1%) of them were developing their online teaching experience. Among them only 10%
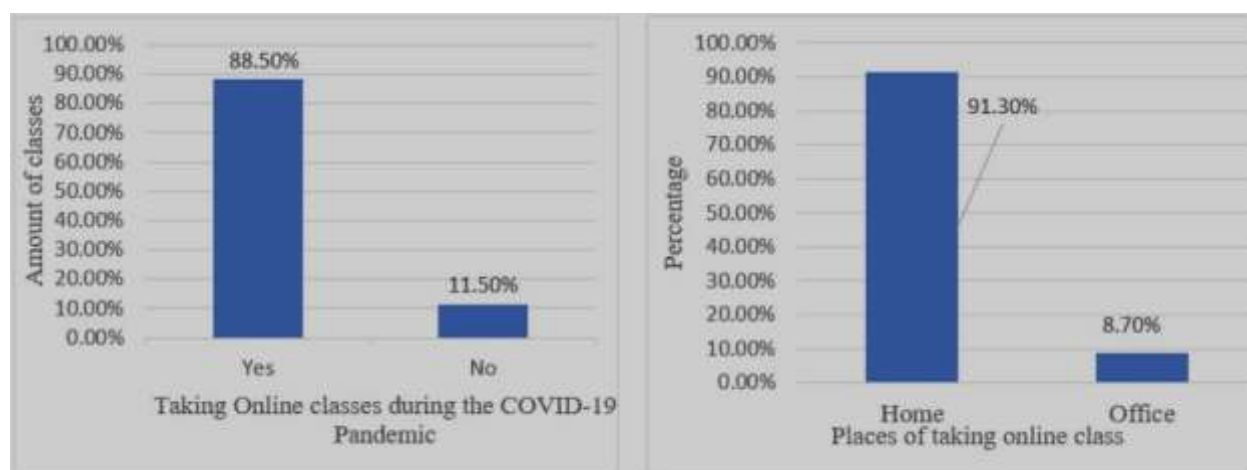


**Figure 1.** Taking online classes either home or office during the COVID-19 Pandemic

**Table 2.** Perception and experiences about online classes (n-277)

| Variables                          | Frequency | Percentages (%) |
|------------------------------------|-----------|-----------------|
| **Numbers of online courses taken**|           |                 |
| Below 02                           | 20        | 7.2             |
| 02-05                              | 147       | 53.1            |
| More than 05                       | 110       | 39.7            |
| **Hours giving online classes per week** |     |                 |
| 01-02 hours                        | 73        | 26.4            |
| 03-04 hours                        | 93        | 33.6            |
| 05-06 hours                        | 63        | 22.7            |
| Above 06 hours                     | 48        | 17.3            |
| **Online teaching experiences**    |           |                 |
| Some/little                        | 53        | 19.1            |
| Regular                            | 39        | 14.1            |
| First Time                         | 185       | 66.8            |
| **Efficiency in online teaching**  |           |                 |
| Efficient                          | 107       | 38.6            |
| Not efficient                      | 12        | 4.3             |
| Developing/learning                | 158       | 57.1            |
| **Training taken for online classes** |        |                 |
| Peer training/workshops            | 25        | 9.9             |
| No training                        | 252       | 90.1            |
| **Gadgets for taking online classes** |        |                 |
| Laptop or Computers                | 220       | 79.4            |
| Tab                                | 16        | 5.8             |
| Smartphone                         | 41        | 14.8            |

| Internet connection for online classes | | |
|---|---|---|
| Broad Band | 129 | 46.6 |
| Mobile Data | 148 | 53.4 |

**Platform Uses and Problem Facing during Online Classes**

Figure 2 illustrate that, for e-lectures, respondents in study were using various platforms such as the Google classroom, Zoom app, Skype. Facebook room, Google meets (meetings) etc. the study revealed that most of the teachers (58.12%) prefer the Zoom app for their e-lectures. Majority of the respondents in our study faced some problem during the online classes and poor internet connection (69.31%) and lack of logistic support (19.13%) were the main problem they faced (Figure 3).
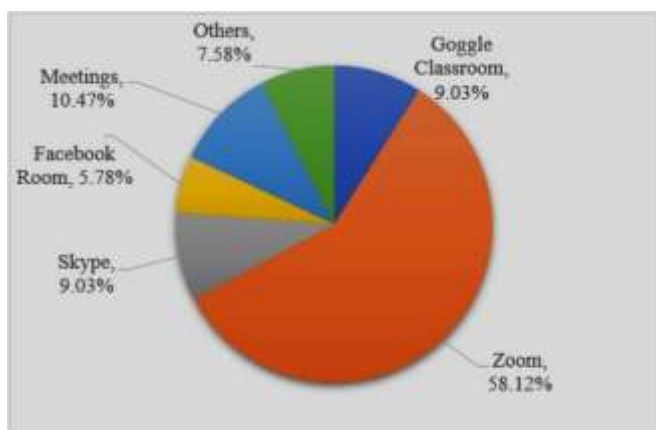


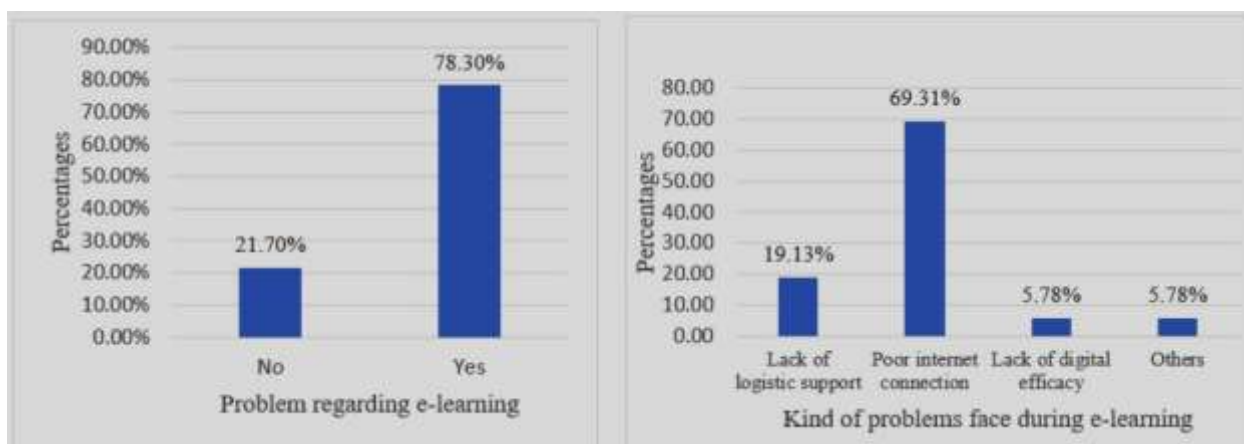**Figure 2.** Parentage distribution of platform using in online classes



Figure 3. Problem facing during online classes

Table 3. Students participation and evaluation (n-277)

| Variables Attendance level of your students | Frequency | Percentages (%) |
|---|---|---|
| Below 40% | 44 | 15.9 |
| 40 to 60% | 104 | 37.5 |
| 60 to 80% | 97 | 35.0 |
| Above 80% | 32 | 11.6 |
| Response of the students | | |
| Satisfying | 149 | 53.8 |
| Not Satisfying | 128 | 46.2 |

| Taking any online examinations | | |
|---|---|---|
| Yes | 104 | 37.5 |
| No | 149 | 53.8 |
| May be | 24 | 8.7 |

## Students Participation and Evaluation

Among the study participants maximum teachers find 40% to 80% during their online classes and students respond rate was fifty-fifty they revealed. More than half of our participants did not take any online examination (Table 3).

**Table 4.** Students participation and evaluation (n-277)

| Variables | Frequency | Percentages (%) |
|---|---|---|
| Essential to continue the e-learning process | | |
| Yes | 221 | 79.8 |
| No | 12 | 4.3 |
| Not decided | 44 | 15.9 |
| Online education is helping to overcome theeducational gap thestudents | | |
| To a short extent | 108 | 39.0 |
| To an average range | 116 | 41.9 |
| To a large extent | 49 | 17.7 |
| Not a bit | 4 | 1.4 |

## Some subjects are difficult to be delivered through online

| | | |
|---|---|---|
| Yes | 273 | 98.6 |
| No | 4 | 1.4 |

## Importance of E-learning Process during Lockdown

Table 4 shows that maximum (79.8%) teachers in our study think that, it is essential to continue this e-learning process and very few (1.4%) of them think the process are not helping the students to overcome the educational gap. They also added some of the subjects are very difficult to delivered through online.

Our study revealed that, majority of the teachers were continuing their e-learning process to help the students to minimize their study gaps. Poor internet connection be the main problem they faced during their class.

## IV.    CONCLUSION

The academic activities have significantly disrupted and the students are so much frustrated to think about their academic future for this unexpected COVID-19 lockdown. Our study evaluated the teacher's perception about the online education of private and public universities in Bangladesh during this pandemic. Some of the teachers face little bit challenge in online teaching. Our study has revealed the overall scenario and the perceptions about online teaching in under graduation and post-graduation level. We think that it will be helpful for the government and institutional authorities to make an academic decision. By using this information, they can make a plan for the universities to continue the e-learning process during this pandemic.

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