

## **Challenges Faced by University Students in Online Education During Covid- 19**

**Nisha Farooq**

\*Nisha Farooq, M.Phil Scholar, Department of Education, The Islamia University of Bahawalpur, Pakistan  
nishomalik88@gmail.com

**Amna Saleem**

\*\*Amna Saleem, Lecturer, Department of Education, The Women University Multan, Pakistan  
amna.6105@wum.edu.pk

### **ABSTRACT**

This study aims to identify the issues and challenges faced by university students in online education during COVID-19. It includes all the hurdles faced by the students during the lockdown of this pandemic. The major objectives of the study were, to identify the difficulties faced by higher education students because of converting from the traditional mode to an online system and to recognize the weaknesses and drawbacks of the limited internet and technology resources available in Pakistan for the online education system. This study was descriptive in nature, and a survey method was used for the purpose of data collection. A self-developed questionnaire was prepared for the students by using a convenient sampling technique, and the sample size was 414. Significant findings of study were, most of the students faced problems while attending online classes at home, such as: most students do not know how to operate Zoom LMS, the students find difficulty in contacting their teachers for clarification of their concepts, and they feel more disciplined in attending classes physically. The major recommendations of the study were that university teachers should teach the students about learning through digital media, should also use modern technology for delivering their lectures, and that the government should educate the teachers about different means of teaching effectively through online classes.

**Keywords:** Online education, Covid-19, University students

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

Presently coming to online education, it could be a term that's utilized to relate all the tutoring methods that possess computerized extents to it. Online education could be a combination of learning, data communication technology, and the web. Online Instruction brings together various understudies, experts, and co-partners both inside and outside the system. The Web has changed the way we work and pick up information. It has an impact on almost every aspect of life and creates numerous educational opportunities for both students and researchers (Allo,2020).

The Virtual University of Pakistan is the origin behind the projection of e-learning in Pakistan. Allama Iqbal Open University (AIOU) is encouraging all the understudies of remote regions by presenting a distance education framework in Pakistan. AIOU in providing educational opportunities to those inaccessible zones with no or limited access to formal institutions. A virtual university encourages students without any kind of boundary or other restriction. This university is the primary university that offers online education in Pakistan. Students from all over the nation are getting instruction from this online framework (Hanif, Siddiqi & Jalil, 2019).

Pakistan is additionally attempting to impose ICT in instructional methods at all levels, as is the tendency in other nations, but due to the lack of automation completely installed, these attempts go unfruitful. The overall framework isn't productive, so the efforts to upgrade the quality of the online instruction are less profitable. Higher education via online courses was primarily supported on two grounds: one, it significantly reduces the cost of otherwise expensive higher education; and two, it connects students to developed countries and allows them to access courses offered by the world's leading educational organizations (Adnan & Anwar,2020).Something that appears to certify both the educator's and the learner's freedom of instruction (Suoranta, 2016).Taking into consideration the developing political issues and budgetary issues, as they also get to donate quality instruction to the students, the online instruction framework appears to be a vital drive that really may play a significant part in national as well as worldwide improvement (Bawa, 2009; Nambiar,(2020).

The potential significance of the online instruction framework amid catastrophe was first recognized amid the Pandemic of Swine Flu of 2009. The US instructional offices instructed educational organizations to define crisis plans, prepare staff for online classes, create establishments, and utilize available internet/web assets (Ash & Davis, 2009).The World Health Organization (WHO) reported COVID-19 as a universal open health concern around the world on January 30, 2020, as well as a pandemic on March 11, 2020 (Cucinotta & Vaneli, 2020).

In Pakistan, the primary cases were verified by the Government Health Services in Islamabad and Karachi on February 26th. When the number of cases and passing rate increased, the specialists chose to shut down all the instructive institutions in the nation on March 13th, 2020. The Higher Education Commission (HEC) was prompted by the Government Service to define separate learning modes and reschedule the continuous and up and coming exams jointly to accommodate the students on a normal basis through the online mode until the COVID-19 circumstance continues unaltered. COVID-19, like other aspects of daily life, has undoubtedly had a significant impact on students, instructors, and other educational institutions all over the world. It caused the closure of all the institutions in the entire world so that individuals could keep socially separating from each other as a safety measure from this infection. Online mode is executed all over the world, but this mode can only be compelling in digitally developed nations (Adnan & Anwar, 2020).

This is often the main reason and cause of inadequacy in Pakistan. The slow speed of the web is the biggest issue for students who are possessed by countries in regions. Those students who have the internet facility on their portable phones are also not able to induce benefits from it since a specific amount of online material isn't available through portable phones (Hamid, Sentryo & Hasan, 2020).

The COVID-19 has affected so numerous regions of the world and nearly each field of life, but the education division is most affected due to the Corona virus. It has influenced a huge number of the learning population in such a brief period of time. In March 2020, nearly 300 million students' educational exercises were constrained due to pandemic circumstances, and in April 2020, the number of students expanded to 1.6 billion. Education and its related areas were gravely affected due to COVID-19. Nations all over the world had to develop new methods of learning and education in a short period of time in order to improve their populations. In April 2020, 92% of students' instruction was affected, whereas 6 nations closed their schools in March, but this number expanded just a month later to 195 nations (Hebebcı, Bertiz & Alan, 2020).

Students from rural and outlying areas, on the other hand, had difficulty obtaining admission. Because of the poor web network and the need for power, online classes are the best option. One more figure which influenced the online instruction framework was poverty. All understudies may they do not have computerized devices and gadgets for their classes. Because of all of these variables, this online mode elicited a negative response from people all over the world (Aristovnik et al., 2020).

And numerous of the students don't have tablets, so they ought to settle with their accessible gadgets, which are basically versatile phones. The students encountered difficulties in reaching their teachers and were not able to connect with their instructors legitimately. Those students who are tactile learners have no interest in taking online classes. Those students cannot give full consideration to their studies, concurrently to the online lectures. Unsettling influences in the timings and plans of the classes and lectures are, moreover, incorporated within the components influencing the online instruction. (Chaudhary, Shahzadi, & Mahmood, 2018).

This study was conducted to identify the issues and challenges faced by university students in online education during COVID-19. Students faced many problems in online learning, in which bad internet connections and a lack of digital devices were the main difficulties for students. This study presented those hurdles which hinder the process of the online education system. In many areas, the internet was not available and students could not participate actively in the online class session. This study aims to identify all those obstacles that affected the system of online education, especially during this period of COVID-19. It was the first experience for most of the students to attend online classes at home, so they did not know how to operate and use those platforms for attending online classes.

## **STATEMENT OF THE PROBLEM**

Online education is also vital, just like formal education is. It needs modern and progressive innovations and a lot of experience to educate the students through an online framework. Students confront troubles with respect to restricted resources accessible for online instruction in Pakistan, particularly amid the COVID-19 pandemic. Keeping that in view, the study was conducted with the title "Issues and Challenges faced by University Students in Online Education during COVID-19."

## **OBJECTIVES OF STUDY**

The objectives of the study were

- To identify the institution's overall management in online classes during COVID-19.
- To examine the concentration level of students in online education during the pandemic of COVID-19.
- To identify the challenges that higher education students face as a result of switching from a traditional mode to an online system.
- Recognize the shortcomings and drawbacks of Pakistan's limited internet and technology resources for online education systems.
- To identify students' opinions on traditional ways of learning and online modes.

## **RESEARCH QUESTIONS**

- What is the institution's overall management of online classes during COVID-19?
- What is the concentration level of the students in online classes during the pandemic of COVID-19?
- What are the main difficulties faced by higher education students in converting traditional systems to online mode?
- What are the weaknesses and drawbacks of the limited internet and technology resources for online education in Pakistan?
- What is the general consensus among students on both situations?

## **RESEARCH METHODOLOGY**

This study was conducted to determine the "issues and challenges faced by university students in online education during COVID-19". The study was descriptive in its nature, and a survey design was applied and a questionnaire was used as a research tool for the purpose of data collection.

### **Samples and sampling methods**

This study is mainly focused on the public universities of the Punjab. The data was collected from the Punjab but the study was limited to universities in Punjab. Researchers utilized a

random sampling method for her/his study using snowball sampling, where some of the teachers teaching online classes during the COVID-19 Pandemic period were accessed and further requested to forward the tool to their students and fellow teachers in Punjab, Pakistan. Finally, the researchers used the data from a random sampling technique and 414 respondents were selected, of which 154 were male and 260 were female.

**Table no 01: Information of the study participants**

S.No.	Statement/Variable	Response/Category	f	%
1	Gender	Male	154	37.2
		Female	260	62.8
2	Residential Area	Rural	183	44.2
		Urban	231	55.8
3	Monthly Income	Below 20,000	156	37.7
		20,000-40,000	160	38.6
		Above 40,000	98	23.7
4	Student Status	Under GAT Class	207	50.0
		MS/M.Phil.	188	45.4
		Ph.D.	19	4.6
5	Year of Study/Semester	1st semester	111	26.8
		2 <sup>nd</sup> semester	114	27.5
		3 <sup>rd</sup> semester	90	21.7
		4 <sup>th</sup> semester	42	10.1
		5 <sup>th</sup> semester	13	3.1

		6 <sup>th</sup> semester	14	3.4
		7 <sup>th</sup> semester	10	2.4
		8 <sup>th</sup> semester	20	4.8
6	University Name	IUB	132	31.9
		GSCWU BWP	90	21.7
		BZU	192	46.6
7	Attended Online	Yes	158	38.2
	Classes			
		No	256	61.8
8	Gadgets for			
		Mobile	328	79.2
	attending online			
	Classes			
		Computer or		
		Laptop	86	20.8
9	Platform for	Mobile		
	online			
	Classes	Conversation (for	39	9.4
		audio material)		
		Google Classroom	90	21.7
		Zoom LMS	180	43.5
		WhatsApp Group	81	19.6
		Other	24	5.8

Table no 01 indicated that the sample (414) of students who were selected for this research according to the respondents' demographical characteristics. It exhibits the sample has diversity regarding their age, area where they are occupied, financial status, study year and other personal information.

### Development of Research tool

Five-point Likert scale questionnaires were created and organized the items of the tool according to the study of literature review. The questionnaires were based on 32 closed-ended and 3 open-ended statements. Information was collected by the researchers themselves. The research tool was developed in accordance with the targets of the study and keeping in view the related writing in order to measure the face validity and content validity of the questionnaire. The research instrument was totally checked by specialists. Validity of questionnaires was decided by experts' conclusion. Reliability of questionnaires were statistically computed Cronbach Alpha esteem that was 0.935 of questionnaire for students.

### Data Collection Procedure and Data Analysis

In order to gather information from the respondents through the ultimate instruments, the researchers accessed different WhatsApp groups. Some teachers were requested to forward the tool in different groups with advice to fill in the tool and also forward it to other students who were studying online during the COVID-19 pandemic period. For the data analysis, the researchers applied descriptive and inferential statistics with the help of Statistical Package for Social Sciences (SPSS).

**Table 02: Institution's overall Management**

Item No.	Statement		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	SD
1	Online Classes start on time	f	63	61	95	81	114	3.29	1.40
		%	15.2	14.7	22.9	19.6	27.5		
2	Relevant course material for students is not available in online classes	f	97	80	104	70	63	2.81	1.37
		%	23.4	19.3	25.1	16.9	15.2		
3	Effective delivery of lessons by the teachers does not takes place in online classes	f	77	64	100	81	92	3.11	1.40
		%	18.6	15.5	24.2	19.6	22.3		
4.	Teachers provide constructive feedback to students in online	f	40	70	108	98	98	3.35	1.27
		%	9.7	16.9	26.1	23.7	23.7		

	classes								
<b>5.</b>	University does not provide a schedule for the assignment on the website	<b>f</b>	110	88	94	51	71	2.72	1.41
		<b>%</b>	26.6	21.3	22.7	12.3	17.1		
	Total							15.28	3.65

**Table no 02** exhibits the opinions of the students regarding the institution's overall management in online classes during COVID-19. The results of the data illustrate that the mean score of the statements (1, 3 and 4) falls within the criterion of acceptance. While the other 2 and 5 statements fall under the criterion of rejection, this experiment shows that, according to students' online classes, they start on time. Relevant course material for students is not available in online classes (mean 2.81, SD 1.37). While the result of the effective delivery of lessons by the teachers does not take place in online classes, most of the students (mean 3.11, SD 1.405) are undecided. Teachers provide constructive feedback to students in online classes (mean 3.35, SD 1.274). The University does not provide a schedule for the assignment on the website (mean 2.72, SD 1.419). The response of the total items shows that the institution's overall management system was good.

**Table no 03: Concentration Level of the students in online classes**

<b>Item No.</b>	<b>Statement</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>SD</b>
<b>6</b>	I cannot deeply analyse thoughts, experiences, and theories about the knowledge I have learned in my online classes	<b>f</b>	53	68	107	77	109	3.29	1.354
		<b>%</b>	12.8	16.4	25.8	18.6	26.3		
<b>7.</b>	I am not satisfied with the e-learning content	<b>f</b>	77	62	93	76	106	3.17	1.441
		<b>%</b>	18.6	15.0	22.5	18.4	25.6		
<b>8.</b>	I do not receive proper	<b>f</b>	71	60	95	80	108	3.23	1.422



	feedback on my work	%	17.1	14.5	22.9	19.3	26.1		
	during an online class								
<b>9.</b>	I cannot remain alert in	f	50	52	81	75	156	3.57	1.407
	online classes more than	%	12.1	12.6	19.6	18.1	37.7		
	at University								
<b>10.</b>	I cannot understand	f	94	98	67	66	89	2.90	1.469
	properly the features of	%	22.7	23.7	16.2	15.9	21.5		
	Zoom LMS								
<b>11.</b>	I cannot take proper	f	92	71	74	76	101	3.06	1.491
	participation in group	%	22.2	17.1	17.9	18.4	24.4		
	activities								
	Total								6.13

**Table no 3** exhibits the opinions of the students regarding their concentration level in online classes during the COVID-19. The results of the data illustrate that the mean score of the statements (6, 7, 8, 9, and 11) falls within the criterion of acceptance. While item number 10 falls under the criterion of rejection, This means that students are unable to deeply analyse their thoughts, experiences, and theories about the knowledge they gained in online classes (mean 3.29, SD 1.354).The students are not satisfied with the e-learning content (mean 3.17, SD 1.441). The students do not receive proper feedback on their work during an online class (mean 3.23, SD 1.422). Students cannot stay alert for as long in online classes as they can at university (mean 3.57, SD 1.407).The students can understand and use the features of Zoom LMS (mean 2.90, SD 1.469). The students cannot take part in proper participation in group activities (mean 3.06, SD 1.491). The overall result indicates that the concentration level of the students is not good.

**Table no 04: Converting traditional mode to online**

<b>Item No.</b>	<b>Statements-</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>SD</b>
<b>12</b>	I cannot contact with my teachers to clear my misconception	f	76	61	86	81	110	3.21	1.449
		%	18.4	14.7	20.8	19.6	26.6		
<b>13</b>	I am not satisfied with the instructions given by teacher in online classes	f	77	62	93	76	106	3.17	1.441
		%	18.6	15.0	22.5	18.4	25.6		
<b>14</b>	I Cannot manage my time due to online Classes	f	62	65	64	83	140	3.42	1.462
		%	15.0	15.7	15.5	20.0	33.8		
<b>15</b>	It is difficult to manage time for an online class at home during the COVID-19	f	60	43	74	73	164	3.57	1.456
		%	14.5	10.4	17.9	17.6	39.6		
<b>16</b>	Lack of effective communication between students and teachers	f	39	50	79	92	154	3.66	1.334
		%	9.4	12.1	19.1	22.2	37.2		
<b>17</b>	I feel confused while attending online class	f	67	64	79	75	129	3.33	1.459
		%	16.2	15.5	19.1	18.1	31.2		
<b>18</b>	I cannot concentrate on	f	61	62	87	84	120	3.34	1.411

	the task in online classes	%	14.7	15.0	21.0	20.3	29.0		
	Total							23.70	7.83

**Table no 04** exhibits the opinions of the students regarding converting traditional mode to online. The results of the data illustrate that the mean score of the statement (12, 13, 14, 15, 16, 17 and 18) fall in criterion of acceptance. This explore that the students cannot contact with their teachers to clear their misconception (mean 3.21, SD 1.449). The students are not satisfied with the instruction given by teacher in online classes (mean 3.17, SD 1.441). The students cannot manage their time due to online classes (mean 3.42, SD 1.462). It is difficult for students to manage their time for an online class at home during the COVID-19 (mean 3.57, SD 1.456). There is lack of effective communication between students and teachers (mean 3.66, SD 1.334). The students feel confused while attending online class (mean 3.33, SD 1.459). The students cannot concentrate on the task in online classes (mean 3.34, SD 1.411).The overall result indicates that students faced difficulties in converting from traditional mode to online system.

**Table no 05: Limited Technology Resources**

Item No.	Statement		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	SD
<b>19</b>	I have no experience of using technology for online learning	f	118	86	64	50	96	2.81	1.538
		%	28.5	20.8	15.5	12.1	23.2		
<b>20</b>	I do not have access to the internet for taking online classes	f	109	79	92	48	86	2.81	1.470
		%	26.3	19.1	22.2	11.6	20.8		
<b>21</b>	I do not have good skills to use technology for online learning	f	94	87	77	69	87	2.92	1.458
		%	22.7	21.0	18.6	16.7	21.0		
<b>22</b>	I cannot find a place free from visual and auditory distractions	f	62	61	88	84	119	3.33	1.412
		%	15.0	14.7	21.3	20.3	28.7		

<b>23</b>	I do not have access to	f	109	79	92	48	86	2.81	1.470
	a computer to use for	%	26.3	19.1	22.2	11.6	20.8		
	attending online								
	classes								
	Total							14.58	5.77

**Table no 05** exhibits the opinions of the students regarding limited technology resources for online classes during the COVID-19. The results of the data illustrate that the mean score of the statement 22 fall in criterion of acceptance. While the other 19, 20, 21 and 23 statement fall in criterion of rejection. This explore that the students have experience of using technology for online learning (mean 2.81, SD 1.538). The students have access to the internet for taking online classes (mean 2.81, SD 1.470). The students have good skills to use technology for online learning (mean 2.92, SD 1.458). The students cannot find a place free from visual and auditory distractions (mean 3.33, SD 1.458). The students have access to a computer to use for attending online classes (mean 2.81, SD 1.470). The overall result indicates that students have technology resources for attending online classes.

**Table no 06: Opinion on both Situations**

Item No.	Statement		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	SD
24	Online learning is costly in terms of resources, time and effort	f	58	49	78	65	164	3.55	1.457
			14.0	11.8	18.8	15.7	39.6		
25	Do not have a favourable environment at home for online study	f	62	13	77	20	242	3.89	1.495
			15.0	3.1	18.6	4.8	58.5		
26	I gain more knowledge in traditional ways of learning (attending classes in universities)	f	40	31	74	62	207	3.88	1.495
			9.7	7.5	17.9	15.0	50.0		
27	I cannot learn the course material better online than	F	68	50	72	69	155	3.47	1.493
			16.4	12.1	17.4	16.7	37.4		

	traditional classes								
28	I got bad grades because of online classes	f	81	76	96	59	102	3.06	1.448
			19.6	18.4	23.2	14.3	24.6		
29	I understand the concepts of topics more when I attend physical classes in university	F	52	33	66	65	198	3.78	1.430
			12.6	8.0	15.9	15.7	47.8		
30	Face to face interaction with the teachers enhances my confidence level	f	29	24	64	62	235	4.09	1.257
			7.0	5.8	15.5	15.0	56.8		
31	In traditional setting I can clear my concepts by meeting face to face with my teacher	23		30	58	84	219	4.08	1.207
		5.6		7.2	14.0	20.3	52.9		
32	The traditional education system is more disciplined than online mode of education	25		32	66	84	207	4.00	1.231
		6.0		7.7	15.9	20.3	50.0		
	Total							33.79	8.42

**Table no 06** exhibits the opinions of the students regarding the institution's overall management in online classes during COVID-19. The results of the data illustrate that the mean score of the statement (24, 25, 26, 27, 28, 29, 30, 31 and 32) falls within the criterion of acceptance. This explores that students think that online learning is costly in terms of resources, time, and effort (mean 3.55, SD 1.457). They do not have a favorable environment at home for studying online (mean 3.89, SD 1.457). Traditional methods of learning provide students with more knowledge (mean 3.88, SD 1.495). Students cannot learn the course material more effectively online than they can in traditional classes (mean 3.47, SD 1.493). The students think that they got bad grades because of online classes (mean 3.06, SD

1.448). The students understand the concepts of the topics more when they attend physical classes in university (mean 3.78, SD 1.430). Students think that face-to-face interaction with their teachers enhances their confidence level (mean 4.09, SD 1.257). Students feel that in a traditional setting, they can clear their concepts by meeting face to-face with their teacher (mean 4.08, SD 1,207). Students think that the traditional education system is more disciplined than the online mode of education (mean 4.00, SD 1.231). Overall, results indicate that students prefer traditional ways of learning more than online education.

**Table no 07: Mean Comparison of Factors on the basis of Gender.**

<b>Gender</b>			<b>Institutions'</b>	<b>Concentration</b>	<b>Converting</b>	<b>Limited</b>	<b>Students</b>
			<b>overall</b>	<b>level of</b>	<b>from</b>	<b>technology</b>	<b>opinion</b>
			<b>management</b>	<b>students in</b>	<b>traditional</b>	<b>resources</b>	<b>both</b>
				<b>online classes</b>	<b>to online</b>		<b>situations</b>
					<b>mode</b>		
<b>Male</b>	N	154	154	154	154	154	154
	Mean	19.48	15.51	19.93	24.73	15.00	33.84
	S.D	2.64	3.67	5.91	6.93	5.73	8.36
<b>female</b>	N	260	260	260	260	260	260
	Mean	20.26	15.16	18.79	23.09	14.69	33.80
	S.D	2.62	3.64	6.24	8.26	5.79	8.47
<b>F-value</b>		8.54	.912	3.33	4.28	.714	.399
<b>Sig.</b>		.004	.340	.069	.039	.008	.930
<b>Total number of</b>		414	414	414	414	414	414

<b>N</b>							
<b>Total Mean</b>		19.97	15.29	19.21	23.70	14.69	33.80
<b>Total S.D</b>		2.65	3.65	6.13	7.83	5.77	3.42

Table no 07 compares the male and female mean values. Hence, the ANOVA test was applied to achieve the results. This table indicates that gender data exhibits a significant mean difference ( $P = 0.004$ ,  $F = 8.54$ ) and a higher mean score for females (20.26) than males (19.48).

**Table no 08: Mean Comparison of the factors on the basis of Residential Area.**

<b>Residential Area</b>			<b>Institutions</b>	<b>Concentration</b>	<b>Converting</b>	<b>Limited</b>	<b>Students</b>
			<b>overall</b>	<b>level of</b>	<b>from</b>	<b>technology</b>	<b>opinion</b>
			<b>management</b>	<b>students in</b>	<b>traditional</b>	<b>resources</b>	<b>both</b>
				<b>online classes</b>	<b>to online</b>		<b>situations</b>
					<b>mode</b>		
<b>Rural</b>	N	183	183	183	183	183	183
	Mean	19.22	15.44	19.67	24.25	15.83	33.74
	S.D	2.58	3.68	5.98	7.52	5.69	8.82
<b>Urban</b>	N	231	231	231	231	231	231
	Mean	20.56	15.17	18.86	23.27	13.78	33.84
	S.D	2.56	3.64	6.25	8.05	5.60	8.10
<b>F-value</b>		27.7	.531	1.77	1.57	13.22	.013

		1					
<b>Sig.</b>		.000	.467	.183	.210	.000	.908
<b>Total number of</b>		414	414	414	414	414	414
<b>N</b>							
<b>Total Mean</b>		19.97	15.29	19.21	23.70	14.69	33.80
<b>Total S.D</b>		2.65	3.65	6.13	7.83	5.77	8.42

**Table no 08** presents the mean comparison of the residential areas, rural and urban. Hence, the ANOVA test was applied to achieve the results. This table indicates that a significant mean difference ( $F = 27.71$ ,  $P = .000$ ) was found among rural and urban students' data, and the mean of urban (20.56) was higher than that of rural (19.22). But for subgroups, limited technology was found to be significant.

**Table no 09: Mean Comparison of the factors on the basis of Student status.**

<b>Student status</b>		<b>Institutions</b>	<b>Concentration</b>	<b>Converting</b>	<b>Limited</b>	<b>Students</b>	
		<b>overall</b>	<b>level of</b>	<b>from</b>	<b>technology</b>	<b>opinion</b>	
		<b>management</b>	<b>students in</b>	<b>traditional</b>	<b>resources</b>	<b>both</b>	
			<b>online classes</b>	<b>to online</b>		<b>situations</b>	
				<b>mode</b>			
<b>Under</b>	N	207	207	207	207	207	
<b>GAT Class</b>	Mean	19.28	15.17	20.10	25.34	15.55	35.16
	S.D	2.60	3.676	5.754	7.177	5.765	7.777
<b>MS/M.Phil</b>	N	188	188	188	188	188	



<b>I</b>							
	Mea n	20.4 7	15.48	18.56	22.47	13.94	32.65
	S.D	2.35 7	3.724	6.483	8.028	5.675	8.848
<b>Ph.D</b>	N	19	19	19	19	19	19
	Mea n	22.6 3	14.68	16.05	18.11	12.74	30.26
	S.D	3.20	2.750	4.983	8.239	5.566	8.556
<b>F-value</b>		22.0 2	.614	5.891	12.35	5.09	6.30
<b>Sig.</b>		.000	.542	.003	.000	.007	.002
<b>Total number of N</b>		414	414	414	414	414	414
<b>Total Mean</b>		19.9 7	15.29	19.21	23.70	14.69	33.80
<b>Total S.D</b>		2.65	3.659	6.138	7.830	5.77	8.42

**Table no 09** shows that comparison based on level of degree and indicates significant mean difference ( $F=22.02$ ,  $P=.000$ ). It also shows highest mean score of Ph.D. (22.63) and Under Gat students (19.28) on lowest in rank. This explores, Ph.D. faced several challenges related to this study.

**Table no 10: Mean Comparison of the factors on the basis of attended online classes before COVID-19.**

Attended online classes before COVID-	Institutions ,	Concentratio n	Convertin g	Limited technolog y	Students opinion on both
	overall manageme	level of students in	from traditiona	resources	

<b>19</b>				<b>nt</b>		<b>l</b>		
						<b>online classes</b>	<b>to online</b>	<b>situation</b>
							<b>mode</b>	<b>s</b>
<b>Yes</b>	N	158	158	158	158	158	158	158
	Mean	19.11	15.39	19.03	23.30	14.41	33.87	
	S.D	2.45	4.00	6.66	8.18	5.99	8.98	
<b>No</b>	N	256	256	256	256	256	256	256
	Mean	20.50	15.23	19.33	23.95	14.86	33.75	
	S.D	2.63	3.43	5.79	7.61	5.63	8.07	
<b>F-value</b>		28.92	.200	.243	.663	.615	.018	
<b>Sig.</b>		.000	.655	.622	.416	.433	.895	
<b>Total number of N</b>		414	414	414	414	414	414	
<b>Total Mean</b>		1997	15.29	19.21	23.70	14.69	33.80	
<b>Total S.D</b>		2.65	3.65	6.13	7.83	5.77	8.42	

**Table no 10** expresses data mean comparison on the basis of whether students attended online classes for the first time or whether they attended online classes before the COVID-19 pandemic period. The total score exhibits a significant mean score ( $F = 28.92$ ,  $P = 0.000$ ). It also points out that the mean of those who attended online classes for the first time was higher. This demonstrates that new online students face challenges during online classes.

**Table no 11: Does online classes at home is better than attending in traditional ways.**

S.No	Statements	Frequency	Percentage
1	Traditional setting is much better than online education	155	38.75%
2	Lack of interaction in online classes	146	36.05%
3	It is good to attend online Classes at home and stay safe.	60	15%
4	Others	30	7.5%

**Table no 11** shows that 38.75% of students indicate that a traditional setting is much better than online education. 36.05% elaborate that they face a lack of interaction in online classes. 15% of students highlight that it is good to attend online classes at home and stay safe. While 7.5% faced other problems.

**Table no 12: Challenges/ Issues you faced due to online classes in COVID-19**

S.No	Statements	Frequency	Percentage
1	Internet issues	195	48.75%
2	Unavailability of digital devices	88	22%
3	Online learning doesn't clear my concepts	75	18.75%
4	Financial Issues	27	6.75%
5	Others	15	3.75%

**Table no 12** shows that 48.75% of students faced internet issues in online education. 22% elaborated that they faced unavailability of digital devices. 18.75% of students highlight that online learning doesn't clear their concepts. 6.75% faced financial problems. While 3.75% had other issues.

**Table no 13: Suggestion to improve in online education process.**

S. No	Statement	Frequency	Percentage
1	Free internet facility	110	27.5%
2	Need practice and provide relaxation in semester fee	91	22.75%
3	Make better applications for conducting online classes	79	19.75%
4	Improve methodology of teaching	66	16.5%
5	Enhance the technology system of online education	41	10.25%
6	Others	13	3.25%

**Table no 13** shows that 27.5% of students suggested having a free internet facility for students. 22.75% elaborate that students need practice and relaxation time in their semester fee. 19.75% of students highlight that authorities should make better applications for conducting online classes. 16.5% is recommended to improve the methodology of teaching. 10.25% of students preferred to enhance the technology system of online education. While 3.25% had other mix suggestions.

## CONCLUSION

### Institutions' overall management

Students agreed that online classes started on time. Effective delivery of lessons by the teachers did not take place on time, and teachers provided constructive feedback to their students in online classes. While the relevant course material was not available in online classes, and the university did not provide a schedule for the assignment on the website,

### **The concentration level of the students in online classes**

Students agreed that they couldn't deeply analyze their thoughts, experiences, and theories about the knowledge they had learned in online classes. The students were not satisfied with the e-learning content and they did not receive proper feedback on their work in online classes. The students believed that they could not remain alert in online classes and that they could not participate in group activities properly. While the students could understand the features of Zoom LMS,

### **Converting traditional modes to online**

Students agreed that they could not contact their teachers to clear up their misconceptions. They were not satisfied with the instructions given by teachers in online classes. The students could not manage time due to online classes, and it was difficult for them to manage time for online classes at home during COVID-19. There was a lack of communication between students and teachers. The students felt confused while attending online classes, and they could not concentrate on the tasks in online classes.

### **Technology resources are limited.**

Students could not find a place free from visual and auditory distractions. While the students had experience of using technology for online learning and they had internet access for taking online classes. The students had good skills in using technology and computers for attending online classes.

### **Views on both situations**

Students agreed that online learning was costly in terms of resources, time, and effort. The students did not have a favorable environment at home for online study. Students gained more knowledge in traditional learning methods, and they could not learn the course material better in online classes than in traditional classes. The students got bad grades because of online classes. Face-to-face interaction with teachers enhanced the confidence level of the students, and they could clear their concepts more by meeting their teachers in a traditional setting. The students agreed that the traditional education system is more disciplined than the online mode of education.

## **DISCUSSION**

The aim of the study was to identify the issues and other difficulties faced by university students. Regarding the objectives of this study, it was concluded that the majority of the students agreed that they had issues and challenges in attending online classes. The findings of the study fully support the notion that effective delivery of lessons by the teacher does not take place in online classes. The study indicates that teachers do not deliver their lessons effectively. The teachers should be well trained for conducting online classes. For this purpose, teacher training classes should be arranged so that teachers learn how to conduct

online classes effectively with the help of modern and latest technologies. The study conducted by Adnan & Anwar (2020) also confirmed that the teachers do not deliver their lessons effectively in online classes.

The findings of the study fully support that the students could not deeply analyse the thoughts, experiences, and theories about the knowledge they gained in online classes. The students could not give proper attention to the information given in the online classes. It may be because of the disruptive environment at the house or the bad internet connection. The study related to this was described by Arslan (2021), in which he stated that the students could not focus on the learning material provided in online classes.

The findings of the study fully support that the students could not communicate with their teachers to clear their misconceptions. In online classes, the time period was short, so the teacher could not give equal time to all the students. As a result, students' concepts were not fully cleared and they still remain confused about their lessons. The study (Mulenga & Marbán, 2020) also indicated that students' communication with their teachers in online classes was less interactive. The findings of the study fully support that the online education system is costly in terms of managing time and arranging devices for the online classes. All students could not arrange for these costly devices. Online education needs devices as well as an internet connection. Many students live in backward zones where the internet is not available, so it was not possible for each student to take online classes. From this view, the study (Toquero, 2020) also indicated that online classes are costly compared to traditional modes of learning.

Findings from the study fully support the notion that students learn more effectively by attending physical classes on campus. Students receive more information in the traditional education system, as they can also communicate with their teachers and clear their misconceptions. Face-to-face interaction with the teacher also enhances the confidence level of the students. Similarly, (Paudel, 2021) stated in his research and concluded the same results about students' perspectives on traditional and online modes of education.

## **RECOMMENDATIONS**

- Relevant course material for students should be provided online.
- The University should provide a schedule for assignments on the website.
- The teachers should teach the students about online learning and the features of ZOOM LMS.
- Online platforms should be offered free of cost or less costly for students for online classes.
- Teachers should educate the students about modern technology and other ways of learning through digital media.
- The government should focus on the teaching practice of the teachers to use modern technologies in their lectures for a smooth online education procedure.

**REFERENCES**

1. Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. *Online Submission*, 2(1), 45-51.
2. Allo, M. D. G. (2020). Is the online learning good in the midst of Covid-19 Pandemic? The case of EFL learners. *Jurnal Sinestesia*, 10(1), 1-10.
3. Aristovnik, A., Keržič, D., Ravšelj, D., Tomaževič, N., & Umek, L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. *Sustainability*, 12(20), 8438.
4. Arslan, G. (2021). Loneliness, college belongingness, subjective vitality, and psychological adjustment during coronavirus pandemic: Development of the College Belongingness Questionnaire. *Journal of Positive School Psychology*, 5(1), 17-31.
5. Ash, K., & Davis, M. R. (2009). E-Learning's Potential Scrutinized in Flu Crisis. *Education Week*, 28(31), 1-12.
6. Bawa, A. C. (2009). Academic freedom and emerging research universities. *Social research*, 481-508.
7. Chaudhary, F. R., Shahzadi, I., & Mahmood, A. (2018). Comparative study of satisfaction and problems of face to face and online mode of learners. *International Journal of Distance Education and E-Learning*, 4(1).
8. Cucinotta, D., & Vanelli, M. (2020). WHO declares COVID-19 a pandemic. *Acta Bio Medica: Atenei Parmensis*, 91(1), 157.
9. Hamid, R., Sentyo, I., & Hasan, S. (2020). Online learning and its problems in the Covid-19 emergency period. *Jurnal Prima Edukasia*, 8(1), 86-95.
10. Hanif, A., Siddiqi, A. F., & Jalil, Z. (2019). Are Computer Experience and Anxiety Irrelevant? Towards a Simple Model for Adoption of E-Learning Systems. *Int. J. Eng. Pedagog.*, 9(5), 112-125.
11. Hebebcı, M. T., Bertiz, Y., & Alan, S. (2020). Investigation of views of students and teachers on distance education practices during the coronavirus (COVID-19) pandemic. *International Journal of Technology in Education and Science*, 4(4), 267-282.
12. Mulenga, E. M., & Marbán, J. M. (2020). Prospective teachers' online learning mathematics activities in the age of COVID-19: A cluster analysis approach. *EURASIA Journal of Mathematics, Science and Technology Education*, 16(9), em1872.
13. Nambiar, D. (2020). The impact of online learning during COVID-19: students' and teachers' perspective. *The International Journal of Indian Psychology*, 8(2), 783-793.
14. Paudel, P. (2021). Online education: Benefits, challenges and strategies during and after COVID-19 in higher education. *International Journal on Studies in Education*, 3(2), 70-85.
15. Suoranta, J. (2016). Rancière on Radical Equality and Adult Education. *Encyclopedia of Educational Philosophy and Theory*, 1-12.
16. Toquero, C. M. (2020). Challenges and opportunities for higher education amid the COVID-19 pandemic: The Philippine context. *Pedagogical Research*, 5(4).