

Dynamics of Online Learning System Reluctance: A Comparative Study of Selected Degree Level Students of Pakistan

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Abstract

The corona virus disaster is a profound and hasty shock & worldwide, 186 countries closed their schools & universities & this way 98.5% student are affected around the world. Teachers are the chief and spirit of the educational venture. Many developing countries have worked hard to put together a competent and aggravated teaching force. The corona virus may present overt risks to the teaching force. Government budgets will be stressed out. This paper is analyzing that how the covid-19 is affecting both sides of education process, the teachers & the learners, via adapting the online learning in various universities of Pakistan. A survey of sample of 115 respondents has conducted mostly the higher education students and teachers who are running their education via online classes across Pakistan. The results explored that the instead of ceasing the education process the nations' educators & learners are supposed to be adjusted with the system of online education on one hand but the difficulties are there especially in the area of quantitative subjects. If the economy further needs to extend this process then there is need to identify new techniques to explore all type of subjects effectively online.

Keywords: Covid-19; Higher education institutions; Online teaching; Academic challenges

I. Introduction

On 23 March, 2020, UNESCO suggested the exercise of distance education platforms for schools and teachers can bring into play to get in touch with learners tenuously and bound the distraction of education (Kakodkar, P., Kaka, N., & Baig, M. N. (2020). In connection with such situation, numerous institutions were not equipped with valuable online education. When there was no corona virus, the worldwide education before the corona virus pandemic, the global education technology in terms of online education, was mounting on 15.4% a year, by means of big name companies such as Google and Microsoft investing profoundly in the business.

The U.S. is paramount ready for the enormous move to online learning for the reason that they contain a great quantity of online degree and fortification programs. The change has been exigent even for Harvard Business School, which runs a customary online program. After a last-minute working out class, faculty are now trying their finest to run member class discussions on Zoom to carry on the school's well-known case study technique of learning. The pandemic is speedily screening the side effects of institutions and policymakers treating online education as a crisis-management too (Countries Face an Online Education Learning Curve, Sara Toth Stub, April 2, 2020, US NEWS & WORLD REPORT. Novel Corona virus affect on students & teachers around the world as they are feeling unusual undulation, as there is issue of probable short of students' reach to computers & internet at their home (ABC NEWS) The global impact of corona virus on education). In poorer countries, education investment depends greatly on households than it does in richer countries. Private spending accounts for 38 percent of expenditure on education in low- and middle-income countries against 19 percent in high-income countries. Poor families formulate astonishing hard work to hold up their children in school. If a corona virus-induced downturn leads to loss of jobs and earnings, kindness must be prearranged to caring poor

families—protecting them from the potentially terrible problem of choosing among school or employment, health care, and even food for children. Endearing the long game will entail defending—and even abiding to augment— education financing from domestic and global sources. The corona virus will blow budgets, but it will not alter this basic demographic fact: Education systems must carry on to nurture and get better in low- and middle-income countries, whose young people will intensely contour the world.

The progress has open to the elements the conspicuous digital divide that exists even inside the wealthiest countries. In California, home to Silicon Valley, merely 56 percent of low-income households have broadband subscriptions. Globally, with a small number of exceptions, African countries position in the bottom third of countries in terms of internet accessibility and affordability, making online teaching a far-away panorama for a large amount of people. In these situations, relying on a policy that moves education online risks exacerbating unfairness. Governments should not lose prospect of the long-game: ensuring that all children and young people in low- and middle-income countries are educated. To build a healthy, well-off, and safe and sound future, let's make sure school systems are sufficiently financed, make elegant use of technology, and look after teachers (Harapan, H., Itoh, N., Yufika, A., Winardi, W., Keam, S., Te, H., & Mudatsir, M. (2020).

II. Literature Review

A novel corona virus was exposed due to recognition of an unusual pneumonia in a faction of illness in people in December 2019 in Wuhan, China, at the start title as 2019 novel corona virus by the World Health Organization (WHO) on 7 January. Researchers lined-up the genome of novel germ and reported 86.9% of the genome is the similar as SARS-CoV genome. Countries with the uppermost death rates are Italy, Spain, Iran, France, and the USA.

Later, the title was altered to Severe Acute Respiratory Syndrome Corona Virus-2 (SARS-CoV-2). The United Nations lately reported that 166 countries stopped up schools and universities to bound the multiply of the corona virus. One and a half billion children and young people are exaggerated, affecting 87 percent of the enrolled people. Nearly all education systems in low- and middle-income countries were disgustingly underfinanced even prior to the corona virus crisis. The expenditure on education in low- and middle-income countries has got to more than twice between 2015 and 2030, from just about \$1.25 trillion per year to nearly \$3 trillion. UNESCO is operational with countries to make certain permanence of education for all. The agency is serving to put into practice large-scale distance learning programmes and strategy to assemble an urgent situation convention of education ministers next week (UN REPORT 2020).

166 countries had close up schools countrywide, impacting about 1,52 billion kids and youth who would usually attend pre-primary to upper-secondary classes almost 60.2 million teachers are no longer in the classroom (Audrey Azoulay, Director-General, UNESCO. At present mounting knowledge-based & globalized societies, where countries and firms compete on the base of the importance of their labor force, higher levels of thoughts are crucial in order to be well planned for a full-time employment (Bray, T. M. (1999). There are various terminologies for online tutoring. A number of them are: virtual learning, Internet based learning, web-based learning, and education via computer-mediated contact. The extrication of teachers and students which discriminates it from face-to-face learning • the control of an educational organization which discriminates it from self-study and private teaching • the use of a computer network to present or allocate a quantity of educational content • the specification of two-way get in touch with via a computer network so that students may put on from contact with each other, teachers, and staff E-learning is here defined as interactive education in which the education substance is presented online and facilitate perfunctory reaction to the learner's education proceedings (Paulsen, M. F. (2002).

More than 290 million students have been disrupted worldwide by COVID-19 (Kelly McCarthy 2020). The 2019–20 corona virus pandemic has exaggerated learning systems globally, leading to the near-total shutting of schools, universities and colleges.

At the middle April 2020, just about 1.723 billion learners have been exaggerated due to school closures in reaction to the pandemic. According to UNESCO observation, 191 countries have adopted countrywide shutting off and 5 have implemented local closures, affecting about 98.4 percent of the world's student population. Be short of right to exercise to technology or speedy, consistent internet way in can avert students in countryside areas and from deprived families. Be deficient in right to make use of to technology or high-quality internet connectivity is a hindrance to persistent learning, particularly for students from underprivileged families (Mustafa, N.2020)

III. Analysis

The agency warns that school closures are challenging for numerous reasons. They pessimistically impact education accomplishment; diminish economic yield, as parents fight to stabilize work commitments with childcare; and composite disparity, as deprived families be inclined to have lower levels of education, and smaller amount resources to fill education gaps. UNESCO is operational with countries to make certain permanence of education for all. The agency is serving to put into practice large-scale distance learning programmes and strategy to assemble an urgent situation convention of education ministers next week (UN REPORT 2020). Almost 166 countries had close up schools countrywide, impacting about 1,52 billion kids and youth who would usually attend pre-primary to upper-secondary classes almost 60.2 million teachers are no longer in the classroom (UNESCO, 2020). Keep away from excess numbers students and parents by asking them to download and experiment a lot of applications or platforms. Build up distance education system and supervise students' education process: Classify the regulations with parents and learners on distance learning. Plan decisive questions, tests, or exercises to observe strongly students' learning progression. Aim to make use of tools to hold up compliance of students' response and stay away from burdenizing parents by asking them to look into and propel students' response. Identify the extent of distance education units based on students' self-regulation skills: Maintain a consistent timing according to the level of the students' self-regulation and metacognitive capabilities particularly for live streaming classes. Rather, the unit for primary school students is supposed to not be more than 20 minutes and no longer than 40 minutes for secondary school students. Generate communities and augment association: Build communities of teachers, parents, and school managers to deal with wisdom of solitude or vulnerability, smooth the progress of giving out of understanding and dialogue on coping strategies when facing learning difficulties (Mustafa, 2019).

Degree Level * Content Delivery Crosstabulation

			Content Delivery					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
DegreeLevelUnder Graduate	Count		9	18	15	19	4	65
	% within Degree Level		13.8%	27.7%	23.1%	29.2%	6.2%	100.0%
	% within Content Delivery		60.0%	64.3%	53.6%	54.3%	50.0%	57.0%
Graduate	Count		5	7	12	6	0	30
	% within Degree Level		16.7%	23.3%	40.0%	20.0%	0.0%	100.0%
	% within Content Delivery		33.3%	25.0%	42.9%	17.1%	0.0%	26.3%
Post Graduate / Doctorate	Count		1	3	1	10	4	19
	% within Degree Level		5.3%	15.8%	5.3%	52.6%	21.1%	100.0%
	% within Content Delivery		6.7%	10.7%	3.6%	28.6%	50.0%	16.7%
Total	Count		15	28	28	35	8	114
	% within Degree Level		13.2%	24.6%	24.6%	30.7%	7.0%	100.0%
	% within Content Delivery		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The research was conducted by taking a sample of 114 students who are taking online classes, consisting 65 Under-Grads, 30 Graduating and 19 Post Grad students.

When they were asked for the content delivery of the teachers that either its appropriate or not then more than 40% of the students studying Under-Grads, around 40% of the Grads and 20% of the Post Grads believed that it's not as efficient as physical lectures. While on the other hand, 35% of Under-Grads, 20% of Grads and 74% of the Post Grads are in the favor that it is as efficient as physical and they are not facing any difficulty. In a nutshell It is concluded that students thinking about the content delivery is influenced by the level of their degree level at which they are studying.

Degree Level * Quantitative Tasks Cross tabulation

			Quantitative Tasks					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Degree Level	Under Graduate	Count	2	4	7	32	20	65
		% within Degree Level	3.1%	6.2%	10.8%	49.2%	30.8%	100.0%
		% within Quantitative Tasks	100.0%	50.0%	50.0%	55.2%	62.5%	57.0%
Graduate	Count	0	1	4	17	8	30	
		% within Degree Level	0.0%	3.3%	13.3%	56.7%	26.7%	100.0%
		% within Quantitative Tasks	0.0%	12.5%	28.6%	29.3%	25.0%	26.3%
Post Graduate / Doctorate	Count	0	3	3	9	4	19	
		% within Degree Level	0.0%	15.8%	15.8%	47.4%	21.1%	100.0%
		% within Quantitative Tasks	0.0%	37.5%	21.4%	15.5%	12.5%	16.7%
Total	Count	2	8	14	58	32	114	
		% within Degree Level	1.8%	7.0%	12.3%	50.9%	28.1%	100.0%
		% within Quantitative Tasks	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

When the respondents were asked for the difficulty level in understanding and performing the quantitative tasks 79% of the Under-Grad Students facing problems, more than 80% of the respondents who are studying in graduate level are facing difficulties in solving these kinds of tasks and 69% of the Post Grads facing the same, so contrasting the fact that it is clearly evident and concluded that understanding and performing quantitative tasks via learning online is very difficult as around 80% of the total population feel the same.

Degree Level * Surroundings Affect Concentration Crosstabulation

			Surroundings Affect Concentration				
			Disagree	Neutral	Agree	Strongly Agree	Total
Degree Level	Under Graduate	Count	0	5	21	39	65
		% within Degree Level	0.0%	7.7%	32.3%	60.0%	100.0%
		% within Surroundings Affect Concentration	0.0%	45.5%	56.8%	61.9%	57.0%
Graduate	Count	1	3	9	17	30	
		% within Degree Level	3.3%	10.0%	30.0%	56.7%	100.0%
		% within Surroundings Affect Concentration	33.3%	27.3%	24.3%	27.0%	26.3%
Post Graduate / Doctorate	Count	2	3	7	7	19	
		% within Degree Level	10.5%	15.8%	36.8%	36.8%	100.0%
		% within Surroundings Affect Concentration	66.7%	27.3%	18.9%	11.1%	16.7%
Total	Count	3	11	37	63	114	
		% within Degree Level	2.6%	9.6%	32.5%	55.3%	100.0%
		% within Surroundings Affect Concentration	100.0%	100.0%	100.0%	100.0%	100.0%

When the respondents were asked about how much surroundings affect the overall concentration of the students, more than 90% of the Under Grad students believed that it affecting rigorously, more than 85% of the Graduating students felt the same and around 73% of the Post Grads believed that surrounding affect the level of concentration on a huge basis, therefore it is clearly evident that surrounding affect the level of concentration of the students while taking an online class irrespective of the degree level at which they are studying.

Degree Level * Computer Skills Cross tabulation

			Computer Skills					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Degree Level	Under Graduate	Count	4	13	14	22	12	65
		% within Degree Level	6.2%	20.0%	21.5%	33.8%	18.5%	100.0%
		% within Computer Skills	66.7%	54.2%	46.7%	66.7%	57.1%	57.0%
Graduate	Graduate	Count	1	10	11	6	2	30
		% within Degree Level	3.3%	33.3%	36.7%	20.0%	6.7%	100.0%
		% within Computer Skills	16.7%	41.7%	36.7%	18.2%	9.5%	26.3%
Post Graduate Doctorate	Post Graduate Doctorate	Count	1	1	5	5	7	19
		% within Degree Level	5.3%	5.3%	26.3%	26.3%	36.8%	100.0%
		% within Computer Skills	16.7%	4.2%	16.7%	15.2%	33.3%	16.7%
Total	Total	Count	6	24	30	33	21	114
		% within Degree Level	5.3%	21.1%	26.3%	28.9%	18.4%	100.0%
		% within Computer Skills	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

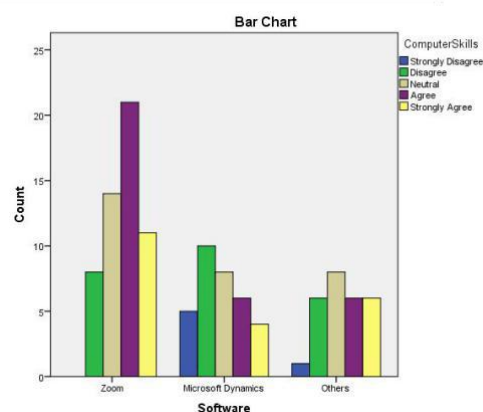
As far as the computer skills are concerned, around 50% of the Under-Grads thinks that taking an online class will enhance their computer skills, around 27% of the Graduating students felt the same while on the other hands more than 60% of the Post Grads felt the same. On the other hand, 27% of the Under-Grads felt against that taking online classes would not enhance their computer skills, 36% of the Grads believed the same, and 27% of the Post Grads felt it too. So in a nutshell we can conclude that online classes will enhance computer skills from basic to intermediate level, as those students who were not familiar with online lectures and computers will definitely got an edge on their skills while taking online classes.

Software * Computer Skills Cross tabulation

			Computer Skills					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Software	Zoom	Count	0	8	14	21	11	54
		% within Software	0.0%	14.8%	25.9%	38.9%	20.4%	100.0%
		% within Computer Skills	0.0%	33.3%	46.7%	63.6%	52.4%	47.4%
Microsoft Dynamics	Microsoft Dynamics	Count	5	10	8	6	4	33
		% within Software	15.2%	30.3%	24.2%	18.2%	12.1%	100.0%
		% within Computer Skills	83.3%	41.7%	26.7%	18.2%	19.0%	28.9%

	Others	Count	1	6	8	6	6	27
		% within Software	3.7%	22.2%	29.6%	22.2%	22.2%	100.0%
		% within Computer Skills	16.7%	25.0%	26.7%	18.2%	28.6%	23.7%
Total		Count	6	24	30	33	21	114
		% within Software	5.3%	21.1%	26.3%	28.9%	18.4%	100.0%
		% within Computer Skills	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The study concludes that the computer skills enhancement is related with the software used for an online classes, as more than 60% of the students who were using Zoom believed that online classes increases their skills and 25% of the users believed that using Zoom would enhance their skills to a somewhat extent so in anutshell it is evident that Zoom software is somewhat user-friendly and students can learn and enhance their skills while using Zoom for online classes.



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