



## Emergence of Covid-19 and Viability of Remote Learning: A Case Study of Undergraduate Students of Kinnaird College

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Aliya Talib<sup>1</sup> & Aminah Gilani<sup>2</sup>

### Abstract

The world has experienced a unique phenomenon since Covid-19 emerged and was declared as global pandemic by World Health organization in March, 2020. Emergence of global pandemic has repercussions on every sphere of life and education is not an exception. Academia continued to experience massive reforms globally amidst lockdown during COVID-19 outbreak. Government of Pakistan also took containment measures in the result of which educational institutes were temporarily closed to avoid spread of virus via physical contact. Kinnaird College for Women took measures to complete 2019–2020 academic year and planned for the alternate platform (MS Teams Software) for remote learning. The challenge of Covid-19 was unexpected therefore the prospective measures were unplanned and uncertain and demanded unusual arrangements to save lives. The purpose of the study is aimed at evaluating the conversion from regular learning methodology to distance learning using digital platforms and its impact on undergraduate students of Kinnaird College. The study was conducted through an online survey of undergraduate students enrolled in various programs of Social Sciences at KCW. The research drew results from the responses on viability of remote learning during pandemic. Data was collected through online survey questionnaire and primary data collected was compiled and analyzed via quantitative method of research. The study identified academic challenges for students and the probable benefits of distance learning, the information could be utilized to enlighten practices that can be implemented during crises situation with reference to higher education.

**Keywords:** Covid-19, Pandemic, educational institutes, remote learning, digital platforms

<sup>1</sup> Lecturer, Department of Political Science Kinnaird College for Women, Lahore

<sup>2</sup> Lecturer Department of Political Science Kinnaird College for Women, Lahore

## Introduction

The recent spread of the Corona virus pandemic caused increase in the gaps prevalent in education industry globally. Though, the Corona virus pandemic is new, but it has far reaching impact on humankind. COVID-19 outbreak has created not only disruptions in education systems but also global health systems came to its exhaustion. No country or race over the world is safer yet from the corona virus widespread, and the devastating effects of COVID-19 have engulfed the whole world. Spread of corona virus does not recognize any boundaries and it's swift and huge in its impact. Soon after the spread of disease, it has immensely changed the way of living across the world by restricting people's mobility and activities of everyday life. Remote learning, work from home and self-isolation started dominating the life of humans irrespective of any differences of region, religion and other sorts. Corona virus has not only caused a stop start routine in various countries, but also thousands of people lost their lives especially elderly population and patients with underlying health conditions.

Kinnaird, being the oldest and most eminent women's college of Pakistan offers diverse range of courses for its intermediate, undergraduate and post graduate students. More than 5000 students study at various faculties at different levels. A distinctive and fruitful fusion of education and values has been burgeoning for 95 years at Kinnaird, a distinct place of learning. It was significant to understand the impact of remote learning on students and examining its viability for the learning processes during pandemic especially in early lockdowns.

Apparently started from Chinese city of Wuhan, Corona virus triggered sense of fear and uncertainty around the globe. The uncertain and precarious conditions demanded unusual arrangements in every sector including health and education. In the midst of the pandemonium and the increasing human loss, healthcare administrations are experiencing loss of central control and fracture in numerous seriously influenced nations (Boccia et al. 2020)

The current COVID-19 widespread has resulted into huge damage because of declining central control and fracture of healthcare apparatus available in many countries (Armocida et al., 2020). The COVID-19 flare-up has influenced the countries more having fragile healthcare systems and non technical frameworks. This ultimately has resulted in a serious catastrophe

due to a brisk increment within the widespread flare-up from one region to another (Lai et al., 2020).

In reaction to the COVID-19 widespread, Pakistan enforced a lockdown in many areas towards last week of March, 2020. Schools were closed much early on March 13, 2020, in conjunction with tight control over borders, when it had only 21 affirmed cases. The lockdown was removed on May 9, 2020. Since June 16, 2020 smart lockdown was forced in certain regions having increased no. of cases. In June 2020, the World Health Organization (WHO) positioned Pakistan among those ten nations detailing the most significant number of new COVID-19 cases (Maryam Akmal, et al., 2020)

Going to school is the most excellent open approach available to inculcate awareness and aptitude. Whereas time spent at school can be source of amusement and can enhance social abilities and social understanding, from a practical perspective the primary reason of joining school is that it enhances ability of a child. Undoubtedly a generally limited time in school performs this task; indeed a moderately brief period of discontinuity in school may cause problems to aptitude development. The shutting down of educational institutes not only revived the conventional methods of education; the closure moreover challenges a basic assessment interlude and many exams are temporarily delayed or aborted (Maryam Akmal, et al., 2020)

The COVID-19 widespread may also result in influencing the careers of the pandemic year college graduates. The last year of their studies observed many disturbances, students are encountering various intrusions in their appraisals, and finally they are likely to complete their degrees with the worldwide slowdown in economy. It is evident that tapered opportunities and poor conditions at labor market entry would increase acceptance of low paid jobs, and that this will affect careers of many in the longer run. Oreopoulos et al. (2012) suggested that graduates of many programs are likely to observe unending income losses from completing their degrees in an economic depression.

Covid-19 has impacted the education. It not only has impact on the students but also on the way of teaching. The methodology of teaching is online due to which students face a lot of hurdles to access the remote learning. So this study is planned to highlight the impact of this disease on viability of remote learning as well as to identify academic challenges of students during lockdown and propose their solutions. Pandemic and after

effects have become a ‘new normal’ and this new normal demands changed practices in every sphere of life.

### **Situation in Pakistan**

Besides the obvious health emergency, the pandemic triggered an unexpected learning emergency in Pakistan, for school-going children and university going students. Initially the closure of academic institutes had complete paralyzing effect on the scheduled ongoing term studies and subsequent examination, until online or remote-learning system as an alternate medium of education was introduced. School terminations and Standard Operating Procedures (SoPs) implemented during the pandemic pressured school administrations to familiarize with advanced methods of learning and communication such as online classes and remote learning using Zoom classrooms, WhatsApp groups, Google Meet or Microsoft Teams.

### **A Timeline of Developments &Steps Taken by the Government**

<b>Sr#</b>	<b>Developments</b>	<b>Dates</b>
1.	International Flights Restricted	March 13 <sup>th</sup> 2020
2.	Decisions for prolonged closure of Academic Institutes till April 5 <sup>th</sup> 2020	March 13 <sup>th</sup> 2020
3.	Declaration of Standard Operating ProceduresSoPs	March 13 <sup>th</sup> 2020
4.	Sindh declared closure of academic institutes	March 13 <sup>th</sup> 2020
5.	Khyber Pakhtunkhwa closure of academic institutes and lockdown	March 13 <sup>th</sup> 2020
6.	Gilgit Baltistan closed the educational institutes	March 13 <sup>th</sup> 2020
7.	The Azad Kashmir government imposed health emergency in result of the meeting of National Security Council. It was concluded that academic institutes will be closed until April 6 <sup>th</sup> 2020 and the	March 14 <sup>th</sup> 2020

	secondary examination were postponed.	
8.	Closure of Academic Institutes officially implemented	March 16 <sup>th</sup> 2020
9.	Punjab is declared the most-affected province from COVID-19	April 10 <sup>th</sup> 2020
10.	Televised education program (Teleschool)	April 13 <sup>th</sup> 2020
11.	The large number of COVID infection is locally transmitted, according to reports 58% are caused by local transmission.	April 16 <sup>th</sup> 2020
12.	Ramadan being the month religious festivities is expected to increase gatherings and crowds. Doctors' association wrote to the government insisting that religious festivities should be reduced by placing restrictions on gatherings in mosques as large number of people over-60 and 70 years of age become susceptible of catching infections while participating in religious practices during Ramadan.	April 22 <sup>nd</sup> 2020
13.	Cancellation of Board Examination	May 7 <sup>th</sup> 2020
14.	Introduction of smart syllabus	August 2020
15.	Vaccination to be given to frontline health workers	January 10 <sup>th</sup> 2021
16.	Nationwide Vaccination drive	February 2021

It was officially announced by the government on March 13<sup>th</sup> 2020 that academic institutes will close from March 16<sup>th</sup> 2020 until the reopening is announced considering the health crisis that hit nationwide. Khyber Pakhtunkhwa (KP) province has large number of school going children who got affected by the situation, according to reports approximately 5 million children were affected. However, alternate sources of education were introduced, keeping in view infrastructural disparities, access to internet made it difficult to make the alternate mode of education possible across all

regions and strata. For large number of students, the course of education came to a standstill. Many dropped out adding to the already high number of Out-of-School-Children in the province (Khattak, 2020).

The spike in the cases lead to the limitation and then complete halt of international flights to most part of the country except Karachi, Lahore and Islamabad airports. It was largely due to high number of person-to-person transmission of the infection from the passengers landing into the country without getting them tested. The closure of international flights also paved way for problems faced by international students from Pakistan causing concern among the families and parents.

President Dr. ArifAlvi in an exclusive social media message, recommended the nation to be mindful of all the precautionary measures while taking part in mass gatherings, handshaking or physical contact in addition to reduce unnecessary errands and exposure to crowded places, furthermore, guidelines on necessary measures in case if they observe symptoms of flu or coronavirus infection were shared.

Keeping in view the worsening health crisis and meager adherence to SoPs by the larger population Education minister Shafqat Mahmood declared a postponement in the former reopening date for the educational institutes, the termination of academic institutes was stretched to April 5<sup>th</sup> 2020. Chief Minister of Sindh, Syed Murad Ali Shah, declared the termination of educational activities in the academic institutes in Sindh until March 30<sup>th</sup> 2020, which was further prolonged until May 30<sup>th</sup> 2020. Khyber Pakhtunkhwa administration also declared the closure of all educational activities until March 31<sup>st</sup> and extended all preplanned festivities and occasions until further notice as a precautionary strategy, as cases in KP were not confirmed yet. The Gilgit-Baltistan Government confirmed health crisis in the province as cases of coronavirus increased excessively. Academic institutes were further halted until March 31<sup>st</sup> as a precautionary measure. The most affected province due to COVID-19 virus is Punjab 2,279, followed by Sindh 1,128 (Hashim, 2021).

The Ministry of Education in consultation with the National Command and Operation Center (NCOC) came to the conclusion on May 7<sup>th</sup> 2020 that all the board examination will be cancelled and students of 10<sup>th</sup> and 12<sup>th</sup> grade will be considered promoted based on their previous results in board examination, whereas students of 9<sup>th</sup> and 11<sup>th</sup> grade will be given a chance to appear in composite examination. However, the decision for composite examination was later dropped and the students of classes 9<sup>th</sup> and

11<sup>th</sup> were promoted without examination on condition that they will be assessed for their respective classes on the basis of their performance in the next examination.

The Ministry of Education and the respective examination boards announced their decision to introduce smart syllabus, which is based on reducing the curriculum for the subjects to be prepared by the students in order to attempt board examination (Abbasi, 2020). The decision came in August 2020 when Punjab board decided to introduce a more concise syllabus for the upcoming board examination keeping in view the shortage of time for preparation and the length of course contents. Furthermore, an unprecedented and commendable step was taken by the government to address the education crisis amidst the pandemic, as for the first time Teleschool was introduced on the television sets to be aired from 8am – 6pm on Pakistan Television Network to help the families and parents to homeschool their children (Abbasi, 2020). The courses and content to be broadcasted on the television would cover syllabus from classes 1<sup>st</sup> – 12<sup>th</sup>. The first televised session for Teleschool was aired on April 14<sup>th</sup> 2020.

On 10 January 2021, the government's National Command and Operation Center (NCOC) opened registrations for frontline healthcare workers, who will receive the first doses of the COVID-19 vaccine. Staff in both public and private health facilities will be vaccinated (Gulf Today, 2020).

### **Research Objectives**

- To highlight impact of Covid-19 on viability of remote learning
- To identify academic challenges of students during pandemic /lockdowns
- To evaluate the viability of remote learning platforms
- To examine the contributory factors towards interest of students in online class
- To propose doable solutions and policy imperatives regarding a more responsive education policy in reaching complacency
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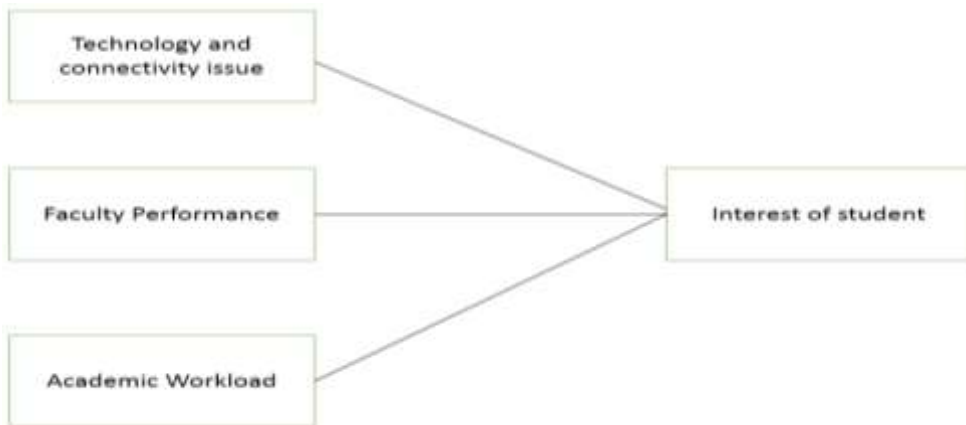
### **Research Questions**

- How Covid-19 impacted the learning processes of students?

- What are the challenges faced by the students during pandemic?
- How viable are remote learning platforms in retention of interest of the students?
- How do the independent factors shape the interest of students in an online class?
- What recommendations could be given to improve the situation?
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## Literature Review

### Model



This model is presenting the seeking issue of this research. The model shows that students' interest is a dependent variable, and technology, faculty performance, and academic workload are independent variables. This model analyzes the relationship between the external and external factors, as shown in the above figure. In the online teaching system, the analysis of this practice during the pandemic highlights the role of factors in shaping the interest of students regarding the study. The further discussion draws the conclusion through quantification. The explanatory type of variables provides the cause and effect relationship through the quantification approach.

Osman (2020) argues that remote learning mechanism has been initiated as a result of a global emergency in order to secure and safeguard the lives of community, however, this new learning mechanism is likely to change the education landscape completely in over few years, in the context



of secondary and higher education institutions. The researcher further evaluates in 'Global impact of COVID-19 on education systems: The emergency remote teaching at Sultan Qaboos University' the successes and loopholes in the new remote learning mechanism by assessing variables like accessibility, reliability, efficiency quality control with reference to both student and faculty performances. The researcher concluded that assessment of students' performance in online environments remains to be a challenge to both instructors and students, particularly the assessment of practical skills, technical competencies and teaching practicum. The use of technology is a practical skill; in the online class, the efficiency in the utilization of technological gadgets has been mandatory for the students of developed and underdeveloped countries, in developing countries, the interest of students lacking in class due to the technology (Harris et al., 2015). The educational structure has been transformed after the outbreak of pandemics in the world—the traditional method of teaching increases the opportunity to influence student performance. The teacher influence is positively correlated with students' interest, the students learning efficiency also increase (Weber, 2004). In the perspective of online class the analysis of variation between the variables is seeking point of this research.

United Nations (2020) laments in its special report 'Education during COVID-19 and beyond' on the challenges that are being faced and are likely to be faced by students and academia during the pandemic emergency and measures taken in its result. The major few challenges highlighted in the report discuss the income and education disparity that naturally divides the perception, success-rate, efficiency and reliability of learning alternatives in the pandemic situation. People from underprivileged classes or those from rural residencies, disabled students, female students, and refugees in specific are likely to become vulnerable in the new educational alternatives. . Learning losses also threaten to extend beyond this generation and erase decades of progress, not least in support of girls and young women's educational access and retention. Some 23.8 million additional children and youth (from pre-primary to tertiary) may drop out or not have access to school next year due to the pandemic's economic impact alone. Similarly, the education disruption has had, and will continue to have, substantial effects beyond education. The report also signifies the importance of effective and efficient policy making during this time period, especially on the part of governments and politicians and parliamentarians.

Tadesseand Muluye (2020) in ‘the impact of COVID-19 pandemic on education system in developing countries: A review’ discussed the challenges faced by students and families in the developing countries in the wake Covid19 and the subsequent alternate measures. Alternate measures for continuing education for students, includes distance learning as the foremost priority which requires, internet connectivity, resources, computers, infrastructure. A significant challenge highlighted by the researchers is the ones faced by under-educated families, rural societies, and poor families, as it is likely that students from such environments have digitally illiterate parents and families. In many low income societies children work and support their families, during closure of academic institutes’ leaves children from such classes vulnerable for exploitation. Covid19 pandemic has marred employment and economic stability in many parts of the world that may result in forced labor, sexual abuse or even early marriage as an alternative. The pandemic also increased the problems for teachers. The teachers were also affected by the same trauma in recent times. The student’s failure, to some extent, depends on the teacher’s performance. In Pakistan, the lack of knowledge regarding the utilization of technology exists, but pandemics increased the need for technology, and job challenges increased. The teacher performance impact on the student is positively correlated, and empirical study has proved that teachers’ effective performance can be evaluated through the student ratings (Aslam, 2013). In the contemporary era, faculty performance is the most important aspect of online classes. The online and distance problem arise in the education (Gilbert, 2019). The analysis of this aspect in the context of developing countries can highlight the deficit and highlight how faculty performance is impacting the interest of students. Alongside internet and web learning strategies, governments should also focus on initiating television, radio and other alternative means of learning in order to make education accessible to multi array of societies and communities. The countries should design a strategy to scale educational technology, establish zero-rating educational resources on the internet, prepare digital teaching and learning resources, utilizing free online learning resources, use mobile learning, teaching, and grow-up infrastructures.

Sahu (2020) in ‘Closure of universities due to corona virus disease 2019 (COVID-19): Impact on education and mental health of students and academic staff’ has placed considerable emphasis on insuring mental health concerns of students and staff during this time of difficulty and unusual circumstances. The workload of staff increased at rapid pace during this

pandemic. The existing literature highlights that the workload affects the job performance. The analysis of this aspect in teacher's job is very important through positivist approach for the better understanding about the cause and effect in the context of online teaching. Keeping in view the restrictive policies midst COVID-19 lockdown barring regular activities in local system and in global, the lives of academics and students are highly affected, in these circumstances; the academic institutes must adhere to the challenges of the students, especially those acquiring education away from their home countries. The lodgings, living expenses, financial support is a huge difficulty in the way of regular continuation of educational activities, therefore, academic institutes should facilitate the needs of students during this difficult time, by temporarily suspending their student debts and loans. Furthermore in order to fully assimilate with the alternative ways of education in the wake of Covid-19 pandemic, the changes in admission roadmap should be shared on the websites, and similarly the changed mode of teaching should be visible in modified course material shared with the student body. Counseling facilities for students and training facilities for the staff should be arranged accordingly to make the transition smooth and productive.

Evans (2020) in 'Socio-economic impacts of novel corona virus: The policy solutions' focuses on highlighting the team work and need for coordination among the stakeholders in each realm in order to overcome the challenges emerging out of the pandemic situation. Highlighting the need for cooperation between, governments, multi-national corporations, health and media professional, emphasized that a global call for action is the only way forward as secluded efforts would only survive for limited period of time in these times of global communication and interconnectedness. Several policy solutions have been suggested by the author to fight the challenges during the unprecedented global crisis. Some factors highlighted in the previous discussion that impacts the interest of the student. In the present times, the importance and relationship between independent and dependent variables in online education in Pakistan will provide a brief analysis of this phenomenon for the policymakers.

Butnaru (2021) in *The Effectiveness of Online Education during Covid-19 Pandemic—A Comparative Analysis between the Perceptions of Academic Students and High School Students from Romania* asserts that the abrupt and involuntary switch from traditional education to online education in the COVID-19 pandemic context has had a negative impact on college

students' and high school students' preparation. These effects are brought on by issues with access to technology and internet networks as well as the lower quality of instruction.

### **Hypothesis:**

H<sub>0</sub>: The technology and connectivity issue do not decrease the interest of students.

H<sub>1</sub>: The technology and connectivity issue decrease the interest of students.

H<sub>0</sub>: The faculty performance is not correlated with interest of students.

H<sub>2</sub>: The faculty performance is correlated with interest of students.

H<sub>0</sub>: The academic workload is not correlated with interest of students.

H<sub>3</sub>: The academic workload is correlated with interest of students.

### **Research Methodology**

The data has been collected through primary sources based on online survey. Collected data is arranged into different figures and analyzed through SPSS. Qualitative data was manually extracted from the SPSS database and themes were established using a thematic framework.

In this research paper quantitative method and explanatory approach of research have been employed. Explanatory approach analyzes the cause and effect relationship. This study is conducted for the analysis of the relationship between the explanatory type variables. 124 undergrad students participated in this study and the participants were from Kinnaird College for Women, Lahore. Data has been collected through Survey questionnaire consisting upon 20 multiple choice, closed and open-ended, Likert Scale questions (ranging from “strongly disagree” to “strongly agree”), while they focused on five controlled, dependent and independent variables—demographics, IT issues and connectivity, interest of students, faculty performance and academic workload. The Linear Regression analysis is used for the interpretation of the data. Directive was given to participants to fill the online survey.

### **Reliability**

The reliability of instrument is also tested by using the SPSS software. The Cronbach alpha values explains the strongness of instrument.

The instrument weakness can become the cause of misleading results. The reliability of instrument is very important because it decreases the internal threats to the research.

<i>Reliability Statistics</i>	
Alpha	N of Items
<b>.644</b>	<b>14</b>

This table is showing the Cronbach alpha value of questionnaire. The Cronbach alpha value of this study instrument is .644. There are no concrete evidences available regarding the value of Cronbach alpha. High value is considered more reliable but in this study only 14 numbers of items exist. The increased in number of items could have increased the Cronbach alpha value.

## Analysis

### Demographic Analysis

<i>Gender</i>		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid Female</b>		<b>124</b>	<b>100</b>	<b>99.2</b>	<b>99.2</b>
<b>Total</b>		<b>124</b>	<b>100.0</b>	<b>100.0</b>	

In this study 124 participants were female because this study is conducted in Kinnaird College for Women, Lahore.

<i>Academic Status</i>		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid Undergraduate</b>		<b>119</b>	<b>96.0</b>	<b>96.0</b>	<b>96.0</b>
<b>Graduate</b>		<b>3</b>	<b>2.4</b>	<b>2.4</b>	<b>98.4</b>
<b>Post-Graduate</b>		<b>2</b>	<b>1.6</b>	<b>1.6</b>	<b>100.0</b>
<b>Total</b>		<b>124</b>	<b>100.0</b>	<b>100.0</b>	

The above table shows the educational level of the participants. The 119 participants were from the undergraduate level. 3 participants were from the graduate and 2 from the post-graduate level.

### Regression Analysis

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. Change	
					F Change	df1	df2		
1	.421 <sup>a</sup>	.177	.156	.86808	.177	8.602	3	120	.000

a. Predictors: (Constant), Academic workload, Technology and connectivity, Faculty Performance

There is 17.7 percent variation in this model dependent variable “interest of student” by the independent variables. The more variables can be added in this model and it will increase the R square value. The R square value explains the difference between R value which is 42.1 and R square value. The above table also shows that there is slight difference between R Square and Adjusted R square value.

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	<b>Regression</b>	<b>19.447</b>	<b>3</b>	<b>6.482</b>	<b>8.602</b>	<b>.000<sup>b</sup></b>
	<b>Residual</b>	<b>90.427</b>	<b>120</b>	<b>.754</b>		
	<b>Total</b>	<b>109.873</b>	<b>123</b>			

a. Dependent Variable: Interest of Students

b. Predictors: (Constant), Academic Workload, Technology and Connectivity Issue, Faculty performance

Since our p-value .000 is less than alpha value 0.05 it shows that the model of this study is significant.

*Coefficients*

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
<b>1</b>	<b>(Constant)</b>	<b>2.495</b>	<b>.351</b>		<b>7.106</b>	<b>.000</b>
	Technology and connectivity issue	<b>-.205</b>	<b>.093</b>	<b>-.185</b>	<b>-2.195</b>	<b>.030</b>
	Faculty performance	<b>.223</b>	<b>.070</b>	<b>.270</b>	<b>3.177</b>	<b>.002</b>
	Academic workload	<b>.221</b>	<b>.068</b>	<b>.271</b>	<b>3.231</b>	<b>.002</b>

a. Dependent Variable: Interest of Students

One unit increase in technology and connectivity issue is likely to decrease .205 units in interest of students.

One unit increase in faculty performance is likely to increase .223 units in interest of students.

One unit increase in academic workload is likely to increase .221 units in interest of students.

### **Discussion and results**

In the coefficient table two values are important for the interpretation of data sig value and unstandardized B value. Technology and connectivity sig value is .030 and B value -.205. Since our p-value .030 is less than alpha value 0.05 so we reject  $H_0$  and accept  $H_1$ . Faculty performance sig value is .002 and B value .223. Since our p-value is less than alpha value 0.05 so we accept  $H_2$  against  $H_0$ . Academic workload sig value is .002 and B value is .221. Since our p-value .002 is less than alpha value 0.05 so we accept  $H_3$  against  $H_0$ .

There is strong relationship between independent and dependent variables. The technology and connectivity is the reason of lack interest of students. In the coefficient table the B value is showing negative sign which shows the declining of interest. Faculty performance increases the interest of

students and academic workload also increases the interest of student. The model is also fit and r square and adjusted r square values are less because these factors cannot explain all the aspects of interest of students. These factors are explaining the interest of students regarding the online classes and it shows that the technology and connectivity is the challenge for the teachers because it is a constraint in maintaining the interest of student. Almost the large numbers of participants use internet connections. All participants take the online classes by using different technologies in which (Laptop, Ipad/ Tablet, Desktop and smart phones) are available but all these communication ways are creating lack of interest in students. The atmosphere around the students also contributes in the interest, the gap between teacher and students create some barriers between teacher and students. The results show the significant relationship which is important for the maintaining the interest of students in education. The workload can be easy in the presence of effective faculty performance but in online class both roles are the seeking point of this research and the discussion shows that both are positively correlated with the interest of students. The results also highlight effect of independent variables on dependent, in which technology and connection is becoming the reason of decline in interest.

### **Final reflections**

Technological advancement provides ease in daily routine matters. The pandemic also increased the importance of technology in the present circumstances. This trend is increasing the challenge for the developing countries where the use of technology is still the developing phenomena. The current practices show that in the academic institution, distance learning by using technology is harmful to students' interests. The inverse relationship has been observed in light of the results. Technological issues are declining the interest of students in the study. The previous efforts for the improvement of student motivation will be failed due to this challenge. The faculty is maintaining the interest of students by giving the workload. Due to workload, the students take an interest in fulfilling the tasks, but the connectivity issues create a barrier between the interest of students and study. The government could not develop an effective mechanism to overcome this challenge. In Pakistan, the faculty performance maintains the student interest, but amidst of technological and connectivity issues, this effort can be weaker. There is a need to focus on such issues by the



policymakers for the sustainability of Pakistan's educational practices. Faculty alone would not be able to meet this challenge in the present circumstances. The improvement in technology is mandatory under the pandemic situation. This situation highlights that this trend will create other challenges as well in different aspects of life. Certain recommendations could be suggested in this regard.

### **Training for Teachers & Students**

A transition from regular classroom learning environment to virtual learning is an unpredictable one, during the pandemic. This leads to lack of understanding on the part of both teachers and students in performing their roles. Technological inefficiency and computer illiteracy should be seen as a serious matter especially with regards to professional development for embracing the transition in the mode of learning. The teachers are required to have a new and advanced skill-set in order to deliver at the best of their abilities. The same could be said about students especially those who come from a relatively under-privileged social fabric. Another important and significant measure that should be taken is with regards to accessibility of technology, not just the internet but the overall equipment like computer and headphones.

### **Prioritize continuation of Education and Learning**

The priority shall be given to the process of learning above and beyond all other concerns. Especially with school-going children and those who are starting college, it the right time and age that develops the good learning habits, if it is wasted on the pretext of challenges, it is likely to hamper the overall educational growth and foundations required for future. Continuation of education and learning process is thus very important regardless of the medium used. It could be one-on-one parent-child learning process or remote learning.

### **Quality of Education**

Keeping in view the changed mode of education as an alternative to the regular learning system, it is important to develop educational and learning toolkit which is appropriate for this medium of instruction. The type

of assessments may be changed depending upon the quality of learning attached to each type in this new mode of learning environment.

## Health and Technology

As evident from the results of the study, the workload on teachers and students could hamper the interest of students and quality of learning. It is imperative to emphasize on the health hazards of the alternative medium of learning in shape of remote learning through internet devices and gadgets as excessive usage of technological devices are likely to cause health problems related to sight, obesity and others.

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