The Impact of Online Education System on Student's and Teacher's during Covid-19 Pandemic in Pakistan

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This study aims to describe the impact of the online education system on students and teachers during the covid-19 pandemic in Pakistan. The research method uses qualitative research, namely literature studies by examining the results of previous research related to the implementation of the existing education system in Pakistan. There are several research results to be studied, which provide a description of policies in the implementation of education during the covid-19 pandemic in Pakistan. Data analysis techniques use descriptive qualitative analysis, with reference to Miles & Hubberman's analysis, namely data reduction, data display, and conclusion drawing. The results showed that the online education system during the covid-19 pandemic in Pakistan, includes 1) learning that was temporarily interrupted due to the lack of technology actually provides challenges in solving problems faced by both teachers and students, 2) the readiness of online learning is expected to run effectively if there are clear guidelines / procedures, learning planning, self-efficacy and internal motivation, access services, especially online libraries, online communication, and significant online connectivity, 3) the Covid-19 pandemic is used as a challenge in the world of education to continue to provide maximum service in the midst of a crisis because education is closely related to the quality of human resources, and 4) Teachers can develop pedagogical innovations to fit the requirements of online learning where bringing conventional classes online. this study will help policymakers and the Ministry of Education in Pakistan to focus more on human resource development, interpersonal development, communication and technology management training, and support programs, especially for school teachers as the foundation of the next and future generations.

Keywords: Impact; Online Education System; Covid-19 Pandemic; Pakistan

INTRODUCTION

The World Health Organization (WHO) declared the covid-19 as a public health emergency on 30th January 2020. Due to the covid-19 situation, the Pakistani government closed all the educational institutes across the country on 13 March, 2020 (Shahid et al., 2020). The federal government ordered as per the guidelines of the Higher Education Commission (HEC) to begin online learning modes, and assist students accordingly till the situation gets back to normal.

It was seen with a passage of a few days that moving from a conventional classroom education system to virtual learning created various hindrances and challenges for educational institutions, students, and instructors and impacted them in several ways. Virtual learning can be effectively established in advanced countries (Basilaia & Kvavadze, 2020), but in Pakistan, it is not effective as most of the academic activities and administrative activities are managed manually. The problems such as lack of attention and interaction among students and teachers because of the non-availability of speedy internet connection arise frequently. Besides, extracurricular activities and social interactions are taking place in educational institutions which is definitely necessary and due to this pandemic, all of the things are just impossible now. Hence, if such activities are suspended, the majority of school children and young people will be affected in terms of learning and growth as well as development. It is noticed that further long-term closure of institutions will put us in psychological distress and sadness.

The foremost priority is to highlight the current problem i.e. to train teachers to enhance learning (Harman & Bich, 2010). When it comes to the covid-19 situation, we should not be caught in the trap that using technology can solve all the issues, seeing the Pakistan ground realities. The government must consider that the role and quality of teacher is a significant part of the learning process (Tanang & Abu, 2014). Access to education has already been a major issue in Pakistan –around 22.8 million of Pakistan's over 70 million children are deprived of school and the covid-19 outbreak has shown substantial technological discriminations. During the previous months, a large number of students across Pakistan protested against the online classes because of the poor or unavailability of the internet in the majority of places especially in provinces such as Balochistan, Khyber Pakhtun Khwa and Gilgit-Baltistan.

Many teachers are called to the institutions to take the classes from there. In this difficult time, it is a very risky thing. Teachers remain in constant fear that they may get the virus that can also infect the members of their homes. In some organizations some teachers are very old and adapted to the manual teaching methods, they know very little about the technology. So, it is a great stress for them to manage the learning of the technology-based delivery of lectures along with teaching the students at the same time.

The majority of the students cannot focus on the screen for long periods. It is a great disadvantage that in many situations they are distracted by social media or games. Internet connectivity is a huge issue as there is not an appropriate speed of internet in small towns and cities, so constant lack of continuity arises in learning for students.

It is obvious that learning is not as effective online as compared to the physical environment between students and teachers which creates a learning gap and it could lead to a sense of isolation. However, in very rare cases the teachers have a basic understanding of technological resources to conduct online classes effectively. Most parents are worried about their children's health as focusing on the screen could be bad and it may lead to bad postures and ophthalmic problems.

The most disturbing situation for the students is that for a while the educational institutions open and after some time, they close again. These frequent shifts in the format make it very tough for the pupils to adjust well. Moreover, online exams become a major difficulty for many pupils because they do not have stable and permanent internet connections. Few of them cannot afford the high charges of such connections. Keeping in view such issues, it is very difficult to adapt to this kind of examination system during and though they cannot perform very well.

In a nutshell, the online education system is not very well suited but the bitter truth is that it is the only solution in the current circumstances. Hence, effective planning should be followed by providing training to teachers and students about educational technology so that none of the students are left behind. In such circumstances, blended learning should be a priority, in this way; inconvenience in education will be avoided.

METHODS

The research method uses literature study research, which is to examine the results of previous research related to the implementation of the existing education system in Pakistan. There are several research results to be studied, which provide a description of policies in the implementation of education during the covid-19 pandemic in Pakistan. Data analysis techniques using qualitative descriptive analysis, with the study of the documentation, it will be able to describe the results of research, advantages, and disadvantages of research that has been carried out on the education system during the covid-19 pandemic in Pakistan.

RESULT AND DISCUSSION

1. Learning Loss in Pakistan

The results of research by (Geven & Hasan, 2020), the impact of school closures in Pakistan is quite influential on learning, admission of new students, and the future of students. This is not only happening in pakistan but also around the world due to the covid-19 pandemic (Haider et al., 1 C.E.), the impact of a lack of education over a long period of time will result in a decrease in the quality of human resources, the covid-19 outbreak increases the dropout rate, declining mental health, and Pakistan's economic growth. (Maqsood et al., 2021), the most affected countries, one of which is Pakistan, which is not ready for anything in online learning during the covid-19 pandemic, this presents new challenges for teachers and

students in terms of technology transition, online education in Pakistan during the covid-19 pandemic offers various systematic solutions to overcome and provide solutions in the future in the event of a similar crisis. So, learning that was temporarily interrupted due to the lack of technology actually provides challenges in solving problems faced by both teachers and students.

2. The Shift of Conventional to Online Education

The results of research by (Raza et al., 2021), the level of satisfaction of Bruneians is more satisfied (50%) than that of Pakistanis (35.9%) with the use of online learning in the midst of the Covid-19 pandemic lockdown, while the factors that contribute to satisfaction with the access and implementation of online learning are urban and rural domiciles in urban areas, thus it can be stated that the factors of access and use of online learning in the midst of Covid-19 are positively related to satisfaction between the two populations (Rafique et al., 2021), through the basic functions of computers and the internet, students are motivated and confident in online learning, the presence of significant differences of opinion observed in 'computer/internet self-efficacy' and 'self-efficacy of online communication' in respondents of different genders, students of different levels of degree programs give a statement that computers, the internet and online communication differ significantly, that is, self-efficacy, and motivation to learn. This is expected to help school, university and faculty libraries in Pakistan to improve the quality of online education by implementing clear policies and guidelines. The results of research by (Mustafa et al., 2020), teaching and professional behavior, planning and lectures on learning methodology and online connectivity have a significantly positive relationship with online learning. With the identification of factors affecting students' online learning, it is hoped that it will be more helpful to provide better services for effective student tendencies. (Shehzadi et al., 2021), the quality of information technology, internet services, and information contributes positively to student e-learning which ultimately leads to the creation of student satisfaction. Student satisfaction leads to a positive university brand image. This provides advice for universities to develop e-learning platforms to facilitate their students in this Covid-19 situation, so that the application of learning management will be effective if e-learning guidelines are made. Thus, the readiness of online learning is expected to run effectively if there are clear guidelines or procedures, learning planning, self-efficacy and internal motivation, access services, especially online libraries, online communication, and significant online connectivity.

3. Performance of Online Education

The results of research by (Maqsood et al., 2021), the challenges, problems, obstacles, and parameters of the success of Pakistan's online learning management system, starting from the preparedness phase to the real implementation of the learning system in higher education, are worth paying attention to. The private sector has provided higher, intermediate, and primary levels; the private sector is

advancing to maintain the continuity of learning, proceed forward for the continuity and sustainability of the education system and the crisis of educational institutions during the COVID-19 pandemic. (Tahira Asgher & Anum Hanif, 2021), teachers and learners in Pakistan Higher Education also adopted this innovative education system but they face some problems, namely that online learning methods have not proven beneficial for teachers and learners in Pakistani higher education as they face various physical, social, economic, and psychological problems. (Haider et al., 1 C.E.), students face obstacles and challenges such as problems with technology, lack of training, low motivation, resource constraints and low computer literacy. This signals the government to take proactive steps in overcoming the obstacles and challenges faced by students. The government should provide funding to universities to update their technology necessary for online education. (Shahzad et al., 2020), In Pakistan, universities under the direction started online learning for students, which is an effort to provide maximum service, positive student response to online learning. By paying attention to several studies, the impact of online learning varies from negative and some even positive. Basically, the Covid-19 pandemic is used as a challenge in the world of education to continue to provide maximum service in the midst of a crisis because education is closely related to the quality of human resources.

4. The Impact of Online Education

Based on the results of research by (Noor, Isa, et al., 2020), the problems faced during online learning are an inappropriate learning environment, availability of gadgets, inadequate online learning materials, no access or slow internet speed, and increasing the burden of life. This has resulted in negative impacts, namely the achievement of minimum standards that have not been met and the lack of student attendance in online learning, also has an impact on students' health in attending online classes, for example weak vision, overweight, lack of sleep, and behavioral problems among students were found to be higher in the lockdown era. Suggestions given include reducing online class time, student training, easy availability of gadgets, and cost-effective student internet packages can be introduced to encourage students and create effective online classes. This also encourages the government to make financing policies during online learning.

(Adnan, 2020), online learning lacks the expected results in underdeveloped countries such as Pakistan, where most students are unable to access the internet due to technical as well as financial problems, furthermore lack of face-to-face interaction with teachers, response time and the absence of conventional classroom socialization. (Noor, Ali, et al., 2020), problems and challenges faced by school teachers in delivering online lessons through Google Classroom, Zoom, and Microsoft Teams such as high-cost Internet packages, uncooperative learners, low attendance of learners in online classes (synchronous), technological skills that teachers have, limited availability of educational resources, lack of ICT knowledge, and poor network infrastructure. This does not create obstacles, but the creativity, dedication, and spirit of togetherness shown by teachers in schools in working with

very limited facilities are exemplary. The findings of this study will help policymakers and the Ministry of Education in Pakistan to focus more on human resource development, interpersonal development, communication and technology management training, and support programs, especially for school teachers as the foundation of the next and future generations.

(Mumtaz et al., 2021), this lockdown event has caused a significant distortion impact in the academic world but unequal disruption in learning with significant disruptions in internal assessment and problems of its own for developing countries such as Pakistan, compounded by compromised education systems. With these problems, Pakistan is ready to develop a reliable, cost-effective, and safe online education system. (Khan & Abid, 2021), the existence of guidelines as a policy in online learning is quite necessary. (Yasmin, 2022), another problem is that students have low motivation due to the unavailability of broadband services, inadequate electronic devices, and poor internet connectivity. The teachers' responses show a bleak picture of the prospects for online learning in Pakistan due to barriers related to institutional, social, personal, technical and learning management. Teachers have concerns about their work, whether they have provided learning services that meet expectations and a comprehensive learning environment that includes a framework for teacher training. Teacher training focuses on technological knowledge, online material development, and learning and assessment techniques. The proposed model can help policymakers and executives responsible for decision-making. Teachers can develop pedagogical innovations to fit the requirements of online learning where bringing conventional classes online.

(Afzal et al, 2020), the majority of medical college teachers are 76% dissatisfied with the e-learning system, but the e-learning system is the best alternative strategy in the conditions of the Covid-19 pandemic. The ability to use mobile and computer applications was found to correlate with the impact of e-learning systems. Teachers in medical colleges are not satisfied with the e-learning system, and in order to increase the effectiveness of e-learning, there is a huge need to improve the skills of other teaching members to use advanced computer technology. (Habes et al., 2021), students' positive perception of E-learning during Covid-19, i.e. respondents consider E-learning as an effective substitute for traditional learning environments, leading to improved academic performance. E-learning as the best potential solution to the problem of maintaining educational activities during the lockdown. (Raza et al., 2021), several factors that also influence online learning include hedonic motivation and social isolation interacting differently between variables and intentions of use. The current understanding of the use of basic life support from the aspect of learners, but the limitations of research are inevitable. Other factors categorized as elements of the environment, systems and organizations are not part of the research that can also distinguish the acceptance of basic life support. The model is expanded to include social isolation, but the effect is insignificant yet positive; therefore, it is necessary to evaluate the model differently, such as organizational aspects, for

future research. In addition, ethnic factors that vary in developing and developed countries can be given different descriptions; therefore, they can be included in future studies. Likewise, variables such as hedonic motivation need to be emphasized more by examining and evaluating their effect on the future educational performance of students. With a variety of online learning methods, it will be able to provide discourse in learning in the event of a similar crisis.

CONCLUSION

Based on the results and discussions, it can be concluded that the impact of the online education system for teachers and students during the covid-19 pandemic in Pakistan: 1) learning that was temporarily interrupted due to the lack of technology actually provides challenges in solving problems faced by both teachers and students, 2) the readiness of online learning is expected to run effectively if there are clear guidelines / procedures, learning planning, self-efficacy and internal motivation, access services, especially online libraries, online communication, and significant online connectivity, 3) the Covid-19 pandemic is used as a challenge in the world of education to continue to provide maximum service in the midst of a crisis because education is closely related to the quality of human resources, and 4) Teachers can develop pedagogical innovations to fit the requirements of online learning where bringing conventional classes online. this study will help policymakers and the Ministry of Education in Pakistan to focus more on human resource development, interpersonal development, communication and technology management training, and support programs, especially for school teachers as the foundation of the next and future generations.

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