Perceptions of Online Education in the context of COVID-19

HumairaIntikhab Khan

Quaid-I-Azam University

Department of Anthropology Islamabad

2021

Perceptions of Online Education in the context of COVID-19

Humaira Intikhab Khan

Thesis submitted to the Department of Anthropology, Quaid-i-Azam University Islamabad, in partial fulfilment of the degree of Master of Science in Anthropology.

Quaid-I-Azam University

Department of Anthropology Islamabad

2021

Formal Declaration

I hereby, declare that I have produced the present work by myself and without any aid other than those mentioned herein. Any ideas taken directly or indirectly from third party sources are indicated as such.

This work has not been published or submitted to any other examination board in the same or a similar form.

I am solely responsible for the content of this thesis and I own the sole copyrights of it.

Islamabad, 31 May, 2021.

HumairaIntikhab Khan

DEDICATION

To my family, especially my Mother and my sisters Zahra and Sidra who supported me all the time, my teachers, my supervisor and friends especially Mustafa khan and Tarsha sheikh, you are the people who always keep me going.

Acknowledgement

I would like to thank Allah Almighty for blessing me with the chances and resources to carry out the research and to complete the task of writing the thesis. I am grateful to my supervisor Dr.Inam lehgari for his constant guidance and support through the process of thesis, from selecting the topic to writing this thesis down. His belief in me kept me working in almost impossible ways, for long hours, to complete this task.

I am thankful to all the teachers and staff of Department of Anthropology to help me learn and grow not only as a student but also as a person, which came very handy while conducting the research. I am grateful to my friends and colleagues at the university for their support and suggestions. For everyone who contributed their time and effort to help me through the process of conducting research, I hold great respect and gratitude.

My family has been most patient with me through this complete process, my late working hours, my mood swings, and my shutting everyone out phase. I can never thank them enough for what they do for me. I owe them most of the credit of my achievements. Moreover, most of all I would like to thank my mother, for always believing in me and keeping me calm and focused in the hours of utter desperation.

TABLE OF CONTENT

List of Figures

1. INTRODUCTION

The online education system emerging in Pakistan, online system refers to development of information communication technology, online system is not workings effectively in developing countries, Pakistan is one of them, it introduced to save the future of student during pandemic also get benefit to technology in modern as well as global world. Current research falls under the domain of educational anthropology, which is the sub-field of anthropology. It studies the system of education and also way of examining educational systems from a point of view of a cultural anthropologist. Researcher conducts online research for those students who attend online classes through internet because of this pandemic period Corona Virus (COVID-19) is spreading all over the world and this virus is rapidly spreading through social interaction (Sanchez & Alejadaro, 2020).

In Pakistan, the COVID19 pandemic has had a major effect on higher education. The conventional face of education in Pakistani universities is giving way to remote or online education. Online education is being pursued by all educational institutes, especially universities. Owing to the extreme lockout, students are receiving their education by sitting in front of their computer screens at home. Universities have been suspended as a result of the pandemic. UNESCO states that 61 nations have intentions to cease academic institutions. These were Africa, Asia, Europe, the Eastern Mediterranean and America (Mahmood, 2001).

The social distancing is the basic need of this time that's why all institutions have been closed and resultantly students and researchers are worried about studies. Whereas, the online education is the best opportunity for students to continue our education without going outside of our home. The means has become viable and popular. Still students face several barriers because of not knowing the use of technology properly, non-availability poor internet connection and even though faculty members use the Microsoft Team Application very first time. Students need proper training. Nevertheless, imparting During the Covid-19 pandemic, modern schooling is critical for students' potential success. Learners who engage in online or virtual education are separated from their teachers physically and depend on a distribution method. Technique seeks to bring learners and teachers closer together, and the structure of the site of education (for example, the space

where people learn) can greatly change academic achievement. Decapods have been studying online schooling. The result of diligent instructional design and preparation is effective online teaching. But, due to the epidemic, many learners throughout the globe were compelled to switch from face-to-face instruction to an online learning system in the middle of the semester. Individual's ability to absorb knowledge is restricted, and a blended learning approach has the potential to cause subjective overload, obstructing one's capacity to comprehend additional knowledge properly Moreover, if students do not have faith in the tools they are utilising or do not have a sense of ethical commitment or human ties, their learning results will suffer (Patricia, 2020).

Several challenges have arisen as a result of the COVID-19 problem in the execution of the educational systems transformation stage; these concerns are connected to the quickly developing experiences of online learning and their technological existence. Before to the epidemic, India's eLearning was supposed to be limited to free colleges. Moreover, Distance education became a significant difficulty to cope with during epidemic times, and participants are not technologically competent of dealing with the current scenario and they are not potentially fit to deal with the rapid educational transition (Adarkwah, 2020).

The study reflects on the key issues that students who take online classes at home face. It explains how students who have taken online classes feel. It was also discovered that how concerned are students about online education? Furthermore, it will pay close attention to the challenges that students face in Pakistan's online learning environment. In this regard, encyclopaedia interprets educational anthropology, which is closely linked to Margaret Mead's initial work. Educational anthropology focuses on schooling through societies, pluralism in education, cultural pedagogy, and older literacy and socialisation approaches. Online education, on the other hand, is an educational delivery method that includes learning that takes place over the internet. Now the quantity of eLearning and online degree in most disciplines is increasing rapidly (Zalat, Hamed, & Bolbol, 2021).

The two characteristics of education and culture is the investigation of a frontier area and the application of anthropology to education. The transition of culture, particularly the values associated with educational activities and educational environments, is the subject of this investigation. In an egalitarian cultural context, education is seen as a priority. As a

result, the methodology is cross-cultural and comparative, thanks to the use of inference. Our educational system may be seen differently by people from various cultures. As a result, Jules Henry's semi urban elementary school in his book can be interpreted as a variation of several possibilities, such as a West African "Bush" School, a Japanese youth community, and so on (Berge & Collins, 1995).

There are a variety of approaches to improve online learning engagement. Gamification is a relatively recent approach in which "game style sections are used in non-game settings." Gamification has been shown to be successful in many areas, including education, according to a systematic study published. Social and interactive learning may be another unique solution. Students would be able to engage individually with each other as well as professors using this approach. They will collaborate on ideas and express their experience in a public forum. According to a report, majority of people said that Twitter helped them learn more. Another strategy worth noting is branching scenarios, which enable students to put their knowledge to the test in a real-world setting. This type of learning requires the learner to make a decision and then follow up with it. Each choice creates a new set of challenges and options. This method is linked to improved learning outcomes, most notably increased awareness (Baczek, 2020).

Tangible classes have been dismantled at universities all around the globe in case of digital instruction. Certainly organisations, internet site learning was nothing new, but for others, it was the first time they had seen such methods of instruction. Students from developing, isolated, and rural areas, on the other hand, had a variety of issues with internet access or even a lack of electricity (Aristovnik , Tomazevic, & Ravselj, 2020).

On the one hand, research focuses mostly on the issues with online education; on the other hand, students are comfortable with online education because it allows them to schedule their learning time, listen to lectures and complete homework submitted to them remotely, complete work early for class, or handle their valuable family time. There are many types of online instruction.

1.1 Statement of the problem

This research explores the different aspects of the online education system. The study investigates students' perception about online classes in the wake of COVID-19. It further tries to find out problems of students faced during online education system.

1.2 Objectives of the study

Every research has some aim, goals and objectives which keeps research on track, the present study attempts to determine the phenomena, the study of online education system in Pakistan, faced certain difficulties by student in online classes.

1. To examine the knowledge and trend of students about using information technology.
2. 2. To determine the perception of students regarding online classes.
3. To find out communication problems of the students related online classes.

1.3 Definition of keywords:

1.3.1 Online education

The term "online education" refers to a type of learning- learn via the use of the internet to obtain education on their home computers, tablets, and cell phones. The host university's online learning platform also provides online curriculum and course programmes, both of which introduced using interactive technologies are.

1.3.2 Online community

An online community is a group of people who have similar and shared interests who use the internet to communicate, collaborate, and pursue their passions over time. (Webpages, email, instant messaging etc.)

1.3.3 Digitalization

Digitalization of engineering education is growing in line with the review of the IEEE EDUCON 20142016 conference papers. The digitalization effect is reflected form the research subject to the teaching methodology. Digitalization means the transformation into

a digital language of all forms of information (text, audio-video, visual presentations and other data from different sources). In the digital transformation of engineering education, a virtual learning environment is used effectively (Rachinger, et.al, 2018).

1.3.4 Pandemic

The term "pandemic" is coming from Greek word "pan" and "demos", "people or population". A pandemic influences people. A pandemic is an epidemic that develops rapidly and spreads across a region, a continent, or the whole world as a result of its large and uncaring population. A true pandemic results in an uptick in mortality. A pandemic impacts more than the ostensible number of cases of disease that arise in a population over a span of time. A historical epidemic, such as; AIDS in Africa or AIDS by intravenous drug users.

Endemism, on the other hand, is always prevalent in a society but occurs infrequently. Endemics are ongoing, as they are in the case of malaria in some regions of the world and illicit drugs in some cities (Shwatz, 2018).

1.3.5 Perception

Perception is the process by which sensory stimuli are converted into altered experiences in humans. Stimulus feeling is the product of induction as well as the process itself. Both perceptions necessitate the transmission of impulses through the nervous system, culminating in a system of physical, chemical, or sensory stimulus. Perception is based on complex nervous system systems, but it seems to be relatively painless subjectively since this processing happens outside of conscious consciousness. In the main emphasis of the researcher is on student attitudes about online education. How online education as a student was viewed during this pandemic era.

1.3.6 Social Interaction

Acts, activities, or behaviours between two or more individuals that are mutually inclined towards each other are referred to as social contacts, any behaviour that seeks to influence or consider the perceptions or intentions of others. As a result, all sides in a mutual relationship must be mindful of each other and have the other's best interests at heart. This does not imply standing right in front of each other or listening to each other. Friendship

letters communicate emotionally; such like enemy commanders prepare their conflicting battle preparations. Physical distance does not describe social contact as a physical relationship or behaviour. It is a subjective relationship between two people. Thus, even though there is no face-to-face contact, such as two competitors purposefully avoiding each other's professional work, there is always a social interaction(Rummel, 1975).

1.3.7 Visual skills

Your brain develops a variety of special visual abilities in order to explore the environment. The College of Optometrists in Vision Development (COVD) has identified 17 vision skills that are needed for everyday activities such as reading, learning, and searching the globe. Since most traditional vision screenings do not look at all of these visual skills, issues in these areas can go unnoticed and have an unintended impact on children in the classroom**.**

1.3.8 Affordability

It mandates that payment for health-care programs, as well as services directly linked to the determinants of health, be founded on the concept of equality, meaning that these facilities, whether privately or publicly funded, be available to all people, including those who are economically vulnerable. In order to be equitable, disadvantaged families should not be overly burdened or stressed by health-care costs when compared to wealthier households.

1.4   Significance of the study

The current study is significant with respect to applied and academic point of you; it will be a positive contribution for academics and existing number of anthropological literatures on the issue of perceptions of online education in the context of covid-19. In addition, with applied aspect this research would be beneficial for different researchers, who want to get knowledge for online education. This anthropological research is helpful for me because, without this research, I have not completed my MSc degree. By the help of this research, I am fully non to anthropological tools and techniques. Every study has its own significance, whereas, the present study has both practical and theoretical significance. The study deal

with the present burning issue of covid-19 and everyone is fare of this deadly pandemic and its negative impacts on economy, education and the social life.

2. LITERATURE REVIEW

The examination of literature exerts the relevant literature regarding the analysis being examined, which is required for the thesis, so that analysis aids in conceptualising ideas and rationalising the degree to which readers and scholars can be reached. The essay seeks to grasp the dilemma and stake the latest research to make it more systematic. It is known for bolstering and reinforcing the study and theory goals with a significant input from the research effort.

2.1. COVID-19 and Technology

On december2019, the epidemic begins in city of China, Wuhan. Then spread enormously all over the world within month. As a result, COVID-19 had an impact on all aspects of life, including education. Lockdown was enforced in every area, including educational institutions, as the crisis worsened. For academic staff, the shutdown of an academic institution created a terrible scenario, were left with very little alternatives. In only a few days, both colleges, both public and private, can be converted to eLearning. As a consequence, academic learning approaches have become well-known as an excellent learning tool in online education, such as student-professor relationships, content usability, and time management, will also have an effect on participants' perceptions. A major or comprehensive group of visual lessons must be compared to a set of visual courses of equivalent scope to assist students in doing well in an online course (Mansour, et al., 2020).

The climate has been evolving in all aspects recently, and all fields are attempting to incorporate and evaluate the effect of Covid-19 and its potential impact. The majority of the time analysts are trying their best to assess emerging patterns and monitor evolving attitudes and values. As an anthropologist, you must keep social effects in mind and orient yourself accordingly. Online education makes it possible to keep up with the everyday life of studying when pursuing a degree (Baczek, 2020).

2.2. Nine features of eLearning

Students' perceptions of online education are expected to shift as a result of eLearning, which will help to accelerate the global growth of online education before and after the pandemic. Online education may be explained by a number of factors: I To eliminate the limitations of learning space and time, online education is open to all people regardless of their place or need to study; (ii) To synchronies instruction, which gives online students more opportunity to engage in real-time interactions and collaborate with off-line students. (iii) To make education more accessible to citizens and to foster educational equality. Students from remote regions and developed nations now have the opportunity to access high-quality educational services in their own countries or anywhere else in the world at a low cost (iv) Evaluate the results of administrative processes using Big Data and Artificial Intelligence. This could help to increase the standard of instruction. (v) To provide students with more resources when studying online, such as electronic databases at the classroom, national, public libraries, and Google Scholar; (vi) To get a greater learning experience when learning online and detailed course materials are available (Sanchez & Alejadaro, 2020).

The author conveys his clear vision for eLearning in this paragraph. He studied eLearning in detail by presenting nine key elements of eLearning. To list university, availability, student evaluation via big data and artificial intelligence, extensive online material, etc. This is the sound base on which eLearning is based. However, certain terms of success of online education have been missed in this piece of literature. Therefore, he should also pay heed to this thing.

2.3. Paradigmatic shift in Education

In blaming schooling, online learning is addressed as a critical force. It's a way to make schooling more accessible to those who previously didn't have it because of their location, social status, or physical limitations. According to Khan, it is a one-of-a-kind tool for guiding students in remote locations, and it encompasses all forms of learning that is achieved with the help of a computer or other technical tools. While the term was first used

in 1995, it is often used to describe a concept that incorporates literacy, e-learning, online classes, and distance education. With the advancement of information technology, online learning has become a viable and cost-effective way of expanding high-quality higher education. The closure of institutions and schools would hinder students' learning and limit their opportunity for growth and development. Technological progress in the academic field has sparked paradigmatic changes in curriculum, thanks to the history of human contact. Technology advancements both what they choose to do and Owing to the cost of books, which is not as spreadable as informational technology, which may have made the process simpler for transmitting knowledge and learning, tradition would not allow them to change their practises until the printing media was adopted in many parts of society. The internet has all books at a comparatively low price and is freely accessible for students; this system of education raises literacy rates in many countries where women are not allowed to seek higher education and changes local people's views.The school system and class hierarchy have influenced today's mentality. Their people collect intelligence using computer technology. We will be able to pass it on to future generations by technological writing and reading rather than focusing on experience, which has transformed the way schooling is taught (Berge & Collins, 1995).

Examining students' minds is no longer necessary for online learning. In cases where participants traditionally had to travel greater distances, it has proved to be a cost-effective form of communication. However, during the pandemic, the routine has continued, despite the fact that the participants include academics, professors, politicians, diplomats, technicians, and businessmen, among others. The importance and usefulness of dictionaries in language learning cannot be overstated. The evolving essence of online dictionaries and the influencing of how students learn a foreign language help knowledge acquisition. For the beginner, learning through the use of information technology was more successful.

Examining students' minds is no longer necessary for online learning. In cases where participants traditionally had to travel greater distances, it has proved to be a cost-effective form of communication. However, during the pandemic, the routine has continued, despite the fact that the participants include academics, professors, politicians, diplomats,

technicians, and businessmen, among others. The importance and usefulness of dictionaries in language learning cannot be overstated. The evolving essence of online dictionaries and the influencing of how students learn a foreign language help knowledge acquisition. For the beginner, learning through the use of information technology was more successful. Colleges, professors, and students will have to live in "triage mode" starting in the spring of 2020. There isn't enough time to rebuild online courses using research-based practises for improved online learning outcomes. Furthermore, some universities prohibited their faculty or employees from using learning technology and remote learning activities that required fixed-time involvement in learning practises or wireless internet as part of equity agreements about putting some students at an unequal disadvantage. No one would have predicted that postsecondary classes would be entirely online by spring 2020, but we can learn new things from this crisis, which revealed the extent of structural or latent equity disparities, as well as the strengths and disadvantages of higher education's online delivery readiness. Gathering and synthesising these findings will lead to attempts to develop strategies for curriculum succession in the face of current and potential disruptions, as well as budget distribution to promote a resilient and inclusive online learning system (Al-Maskari, Al-Riyami, & Kunjumuhammed, 2021).

According to research, an online degree has a poor importance in the eyes of hiring managers when it comes to handling the selection process. Analysing the influences that affect recruiting managers' perceptions, and determining whether having a degree from a for-profit college has an effect on those interpretations, is important in the development of programmes and courses (Bailey & Larry, 2012).

In this article, the author conveys the point that technological advancement has resulted in a paradigm change in schooling. In its curriculum, online learning is accomplished through the use of a computer or other technical instruments. He goes on to say that, as technology has advanced, online learning has become a versatile method of obtaining high-quality education. Online books are available on various websites in this era of information technology, and online dictionaries are additional convenience. He also says that eLearning saves a lot of resources, such as money, time, and travel. Aside from that, he associates remote learning with the rapid spread of a pandemic. He claims that covid-19 resisted

physical classes for students and instructors in order to halt the spread of the epidemic. In this regard, the management of schools, colleges, and universities declared the use of online classes in order to maintain educational quality. Although the author denies the sudden transformation in the education area, he overlooks the disadvantages of online learning. Overall, he is an eLearning optimist.

2.4. Online Learning and its Advantages

In contemporary culture, the online system has remained both stronger and more social than face-to-face communication, saving both money and university technology investments. However, whether it is recognised or not is determined by race and cultural factors. If it has so much good, it can also discover new information about the real world.

You may have a wide range of opportunities available to you at your current organisation. If you want to have a quick, face-to-face community chat, Microsoft Teams, Zoom, and WebEx Go to Meeting are all viable options. Many of these sites often could record lectures for later transcription and accessibility by students. In addition to tracks, 20/20 Study, Civico, and Discuss.io, there are other sites with advanced and modern features that focus on the arts-based aspect of qualitative approaches. Participant recruitment, an observing space, and a forum for co-researchers are among the functions (Trushar & Kirang, 2020).

During times of pandemic outbreak, the online industry has gotten a boost. Companies provide programmes to link participants who are earning while also advising that the globalised environment could stifle contact and socialisation, despite the fact that it is possible to communicate and socialise while being remote and secure. The platforms offered by Microsoft Team Application and Zoom, which are the most common, are used to serve educational needs. In today's world, a well-established learning model is Online learning, which includes both theoretical and functional learning processes the purpose of literacy aims to consume in tough times, it will remain one of the most effective parts of the process, it depends on the foundations of communication mechanism, if anywhere unavailability of information technology progress dements, then this learning process will

be strengthened, because education is the sole weapon for societal change. Various study areas have looked at eLearning (Shwatz, 2018).

Several advantages of an online learning environment include the ability to train anywhere at any time, more time for searching and answering, and increased learning versatility. The results that did not required a long commute, regardless of location. To provides online education as a viable alternative to traditional classrooms. Moving offline conversation lessons to a completely online community presents several difficulties, including locating online networking opportunities (e.g., videoconferencing sessions, conference phone calls, or chat rooms), As a result, EFL has traditionally been taught to older English speakers in a classroom environment. There are a growing array of online teaching and learning settings to satisfy classroom needs, but it is not always clear how to handle them for inexperienced teachers. Student satisfaction, academic success, and other course results or metrics are affected by the goals and instructional ideas introduced early in the development of online courses (Bailey & Lee, 2020).

The author concentrates on the advantages of online education in this paragraph. He discusses some of the most essential advantages. For example, eLearning is not limited by place, house, or locality. It saves money as well as time and effort. According to the author, internet learning is a boon. Without a doubt, he has primary worries for the educational area in this piece of literature. However, in this paragraph, which is more or less about educational enhancement, he criticises the Internet sector on a variety of occasions. To keep the paragraph's unity and consistency, the author should dismiss online industrial programmes in a distinct piece of writing. In any case, he takes a comprehensive approach to distant learning.

2.5. Hurdles and Disadvantages of Online Education

While teaching online, COVID-19 pandemic or epidemic faced several insurmountable obstacles for teachers to overcome. The normal situation of school teaching was categorised by pupils who were more persuaded in teaching space concerning their timetables and educators who fulfilled their regular material topics, mostly by structured

lectures.Students are only expected to pay attention to their teachers, practise alone or in groups at home, and primarily reproduce expertise in tests and assignments. Teachers, pupils, and parents are now faced with a different and difficult situation because of the lockout. Only by alternative and changing modes of education will the teaching and learning process continue. Teachers had to adapt their online training methods, which included using a variety of multimedia technologies and materials to address challenges and introducing innovative teaching and learning techniques that went beyond instructional targets (Glutsch & Konig, 2020).

During an online instructional environment, faculty faced a variety of difficulties and challenges. During a pandemic epidemic, it is necessary to move to a new standard or non-traditional style of lecture delivery, which can determine the faculty's understanding of online education. Furthermore, in addition to studies done prior to the pandemic on online education, this study find out that, in contrast to younger faculty, older faculty, with more experience, prefer online education in the midst of the COVID-19 pandemic because they might be mindful of and know that the risk of serious COVID-19 illness increases with age. Despite certain concerns, HEC's faculty are requested and required to depart from traditional residential and face-to-face education practises. Faculty must be provided with continuing and continuous assistance, preparation, and growth as they transition and adjust to the new standard in the higher education world and environment, where they must be provided with ways and ideas to truly appreciate and extend the possibilities and chances for delivering online education. Faculty must also learn to accept the educational obstacles posed by the COVID-19 pandemic and see online teaching and learning as an exciting challenge (Fidalgo, Thormann, Kulyk, & Lencastre , 2020).

This recent transition to online learning suggests that the validity and relativity of past studies into new online learning movements is suddenly uncertain. Any of this study examines the shift to online learning from the prism of creativity theory, which holds that an innovation's underlying characteristics affect its chances of success. For example, looked at how a mixed learning innovation was applied based on some features and attributes of the learning innovation, such as difficulty and trial capacity. Other studies that looked at students' responses to online learning technologies, such as (Pink, Vaike,

&Moreike, October 2017), have raised other questions, but in this study, online learning was seen as a complement to, rather than a full substitute for, classroom or face-to-face learning. Worryingly, some of the literature that is most likely to be applicable to the COVID-19 situation shows and visualizes online learning's flaws. For example, online learning could be less successful than classroom learning due to lower student engagement. Because of the COVID-19 epidemic, we're doing study on the consequences of switching to eLearning becomes an accessible and important way to learn less from previous study (Todd, 2020).

Furthermore, the learning caused by COVID-19 is likely to have a negative impact, especially on those children in primary and lower secondary schools who are having significant difficulty adjusting to and handling the new learning climate. The transition can also be seen as exacerbating current educational disparities. During this emergency pandemic time, more disadvantaged students, such as those from less advantaged backgrounds, are more likely to fall behind. These students are less likely to have access to interactive learning opportunities that are important to their studies.

Furthermore, 10% of students reported that the key issue they are having is a weak internet connection. In reality, during the pandemic, internet access and computer technology became true restricting factors in e-Learning. In e-learning, internet connectivity and computer technology have become actual stumbling blocks. As shown in a survey compiled in Poland, Slovakia's bordering nation, nearly 330,000 students do not have access to a computer connected to the internet at home, In the case of 1,320,000 students, however, the number of devices in the home is less than the amount of students living inside. Consequently, students are often forced to use mobile phones because they are unable to attend distance courses. Furthermore, 10% of students reported that the key issue they are having is a weak internet connection. In reality, during the pandemic, internet access and computer technology became true restricting factors in e-learning. According to a report prepared in Poland, a neighboring country to Slovakia, nearly 330,000 students do not have access to a computer connected to the internet at home, while in the case of 1,320,000 students, the number of computers in the household is lower than the number of

students living in the household. As a result, students are often forced to use mobile phones because they are unable to attend distance courses (Babincakova, 2020).

The author highlights the obstacles that online education faces in this study. He does extensive research on the barriers to eLearning. Weak internet connections, a lack of student engagement, a lack of knowledge about contemporary technologies, an unconventional manner of lecture delivery, and other inconsistencies are among the issues. The author also maintains his position that young instructors prefer eLearning. In this study, however, the author neglected significant issues related to distant learning. He should also list them one by one. He has, by the way, utilized simple words to express his message. The way he expresses his fundamental thought is really appealing since he has also included some references throughout this research would allow students to be aware of the obstacles of online learning.

2.6. Perception of Online Education during Pandemic around the Globe

The worldwide transmission of the latest corona virus has been dubbed the "cause" of a global pandemic crisis in the last six months. As a result, education is one of the most useful fields or areas of activity, with institutions being required to move all curricular activities to the modern world through different interactive tools and social media. Due to the pandemic's accelerated expansion, all higher education institutions around the world have been increasingly closed by local governments and public managing authorities since the beginning of this year, with conventional educational practices being replaced by distance online education mediated by the internet climate. In contrast, the Romanian educational system, like that of other nations, has been tasked with responding quickly to emerging pandemic challenges. Several researchers from diverse fields have shown a growing interest in studying the ways in which technical knowledge, technological connectivity, or digital tools can be completely integrated into curricular practices over the last few decades. Both contributions have taken on new significance in recent years, as the school system has been forced to respond to the present context, whether voluntarily or unwillingly (Apostol, 2020).

The worldwide COVID-19 epidemic has had a profound impact on almost every aspect of life, such as schooling. Indonesia, in especially, has not been spared from the effects of these shifts. Owing to the difficulties in preventing the disease from spreading further, world leaders have established very stringent guidelines in order to sever the COVID-19 transmission chain. Some principles, Distancing yourself from others, both socially and physically, is a good example of this, as suggested by the World Health Organization (2019), have created difficulties in deciding which to implement in each region.In March 2020, "significant social prohibitions" were implemented in Indonesia due to an increase in the number of infected persons with COVID-19.Other regulations permitted employees to work from home, worship from home, and receive home schooling for pupils from kindergarten through university (Lockee, 2021).

The UN Education, Science and Culture (2020) reports that there were 1.186.127.211 pandemic students worldwide, making up about 67,7% of all enrolled students from 144 closures around the country, and nations had their education programmes changed as a result of COVID-19 (Rasmitadila,2020).

The pandemic forced all educational institutions around the world to close. This may put to the test the progress of universities in crisis that need assistance in advanced technologies, such as hardware and software, to allow successful online learning. COVID-19 has thus evolved organisations engaging in online learning, despite being a threat to civilization. In addition, the ineffectiveness of the sensor motor, sustaining strength and mishandling decorum during training were seen in both faculty members and students as a disadvantage from online education. We conclude that it may be useful to educate history, reasoning and interpersonal skills with internet stimulated sufferers or playmakers. It is also beneficial to share collected laboratory footage and demonstrations of clinical expertise. Faculty members were dissatisfied with the pupils' lack of understanding of the subject (Mukhtar, Javed, Arooj, & Sethi, 2020).

When studying at home, often students experience not just a state of lockout but even a sense of alienation or even quarantine. Students are concerned with their potential working careers as well as research topics, such as workshops, conferences, and practical jobs. They

were the least worried with travelling overseas and their own physical fitness, which is typical of this age group. Students from South America and Africa proved to be the most concerned, while those from Oceania and Europe appeared to be lagging behind (they are more concerned for studying issues and pleasuring activities).The results show that new generations of students will face many obstacles. This ensures that the assistance steps taken by responsible parties or agencies must be enforced as quickly as possible and be as systemic, inclusive, and long-term as possible in order to ensure an emotionally, mentally, and economically secure environment for future generations. Students' mental health during their physical session in public life is entirely dependent on the degree of change in their everyday routine and the social support they received during this difficult era. Students had a very diverse life after the months of closure and had to run their social lives in a different mode than before. The study found that students all over the world met online at least once a day with their immediate family members, with Asian and European students relying on social networks the most. In the extraordinary and unforeseen time of the first wave of the COVID-19 pandemic, students were encouraging others and themselves to preserve their emotional and physical health in order to maintain their social connections. (Aristovnik , Tomazevic, & Ravselj, 2020, p. 20). ELearning has arisen as the supreme and one-of-a-kind solution to the educational turmoil caused by COVID-19 and school lockdown. As a result of the lockout, Ghana's government has discussed the prospect of launching and earlier online courses for students. The education sector was static until it was boosted by the COVID-19 crisis, instead of being diligent in ensuring robust application of online teaching and learning (Adarkwah, 2020).

This section discusses the worldwide scenario in the post-pandemic era. In this line, the author claims that harsh measures were implemented all throughout the world to check the covid-19. The world was put under lockdown. Industries were shut down. Schools and universities were likewise shuttered, and online education was implemented. The author has provided several examples to back up his thesis. The finest example of lockdown he has highlighted is Indonesia. However, he has omitted the example of the United States and China in this essay; if he had written about the United States and China; his case would have been stronger. He has, however, discussed nearly every effort made by the international community to combat the spread of covid-19. In response to criticism, the

author is unaware that Covid-19 was a blessing in disguise since it alerted us to the fragility of our healthcare system.

2.7. Perception of Online Education during Pandemic in Pakistan

In Pakistan, there are presently 177 universities and other higher education institutions. The public sector accounts for 58 percent of these 177 universities, while the private sector accounts for 42 percent. All of these higher educational institutions are required to obey the Higher Education Commission's rules (HEC). Pakistan's education authority, HEC, has instructed all universities to begin online classes on March 31, 2020. This was almost certainly viewed as a side effect of COVID19's spread. This measure will assist students in avoiding educational failure The Higher Education Commission (HEC) has encouraged universities to train their staff in online teaching through the internet. In addition, HEC recommended that workers be provided with the appropriate tools. This measure would assist in preventing more disruptions to student learning. In addition, HEC has announced the development of a databank or data base for online courses. This data base will be available to all universities. Aside from that, the World Bank is collaborating with education ministries in a number of countries. The World Bank is attempting to assist them in adapting to eLearning opportunities. This eLearning tools will assist students in conducting online learning in the event of a pandemic. Various universities in Pakistan have already begun their remote eLearning programs, which will begin in March 2020. Punjab University has also begun offering students online learning opportunities. Punjab University is assisting students in obtaining course materials and recordings of lectures. These are only sent as attachments to emails or uploaded to apps. This is helpful in assisting universities in compromising education in the event of a pandemic. Apart from these, the University of Engineering and Technology (UET), Baha Uddin Zakariya University (BZU), and Lahore University of Management Sciences (LUMS) all assist students with remote learning. HEC would like to encourage LUMS and UET to assist other top universities in delivering and maintaining their online environments. Many colleges will be able to boost their capability and web service as a result of this (Mahmood, 2001).

In this paragraph, the author discusses the state of online education in Pakistan during the epidemic. According to him, the HEC launched the online education mechanism to

continue the educational process, for example, the authority supported teacher training and the existence of online learning material. According to him, the World Bank has also helped students in this area. This approach has made remote learning accessible to students from several universities. However, the author failed to emphasis the flaws in the country's online education process, such as concerns with the internet network, teacher training, and various online learning facilities.

3. AREA PROFILE

The present research will be conducted in multiple cities of Pakistan students because, the online learning is based on education system and institutions experience round the globe. Therefore, I choose few cities of Pakistan for my research. The centre of attention reminds about Pakistan, is fifth largest nation in our globe. Latest demography of Pakistan is 220,892,340, where metropolitan city is Karachi. The nation needs to assess the pros and cons to think over and utilize the best means of learning in the changing world.

3.1. Hyderabad

(Source By: Google, pinterest.com)

After Karachi, Hyderabad is Sindh's number two biggest and developed metropolis. Hyderabad's demographic is a blend of varied ethnicities and races. Hyderabad is cultural city. People of Hyderabad city are simple and mostly people are follow culture with strong beliefs.

Climate

Temperature - Hyderabad, Pakistan
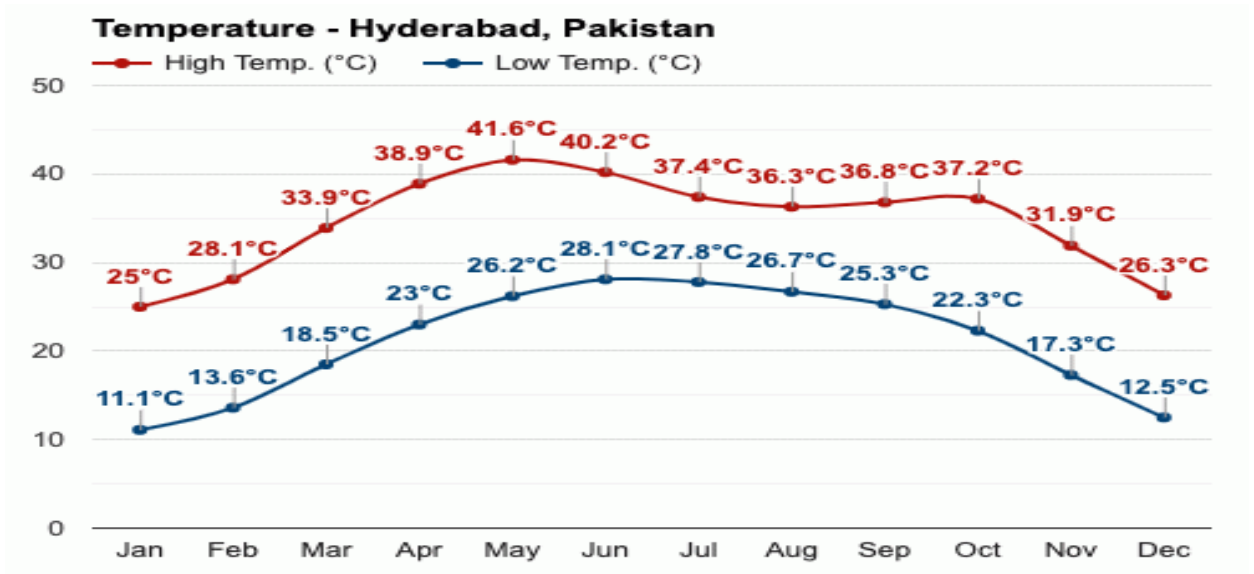
(Source By: weather-atlas.com)

District atmosphere is mild in its entirety. During the days of May and June, the highest and lowest temperatures are 41 and 26 centuries. This was accompanied by a sharp fall in temperature in the evening with a comfortable breeze. The coldest month in December and January is 25 and 11 centigrade maximum and minimum temperatures. Often cold winds make winter extreme from Baluchistan. The wetness changes the greatest around the last days of August, and significantly lesser in the month of May, when the wind is drier. Cold season nebulae are popular.

Rivers and Streams:

The River, which flows along the district's western border, has only one moving river. She enters Sindh rushing through Sukkur's and Rohri' s throats through lime stone rocks, and from here her arms-known as Eastern Nara and West Nara flow reasonably easily. There are no lakes in the vicinity.

3.1.1. Culture, Custom and Tradition

Interaction has created a mosaic society, as there is a varied demographic in this region. Aside from the events such as births and funerals that are done as rituals and social obligations, the growing form of social economics and specific behaviour attitudes has diminished the principles of laws and traditions.

Visit of the Holy Shrines, which are many in the district, is prevalent in almost every class of people. At a time of difficulty and misfortune, these visits are even more pronounced, reflecting their confidence in them. The striking cultural and religious distinctions between various sects characterize certain kinds of acts of worship.

The young people grow up to play actively with balanced appetite. In urban and rural areas, cricket, hockey and soccer are now becoming evident characteristics. Indigenous games such as cock-and-dog-fighting (in rare areas) are preferred in rural areas.

3.1.2. Food

Hyderabad people usually take tea and cake/paratha (bread) early in the morning, mutton, fish, chicken, beef, vegetables, rice, etc. for lunch and dinner. Lavish foods from Hyderabad, both continental and domestic, were taken. So, pulao/biryani, quest for kabab etc. are taken. Tea is predominant in all humans.

3.1.3. Specialty

Hyderabad's specialty is the Mir Ghulam NabiKalhoro Tomb. There were a number of tombs, a stone foundation with inscriptions, a small tomb and a large tomb. The overall work is in progress for the restoration of the entire site. The main tomb is decorated by colourful tiles, which are a Sindh Province specialty. The Hyderabad specialty is the Bombay bakery. The famous Hyderabad Bakery. There is the world's oldest "University of Sindh" university, it is an educational institution called the University of Sindh, and it is the oldest, the province of Sindh urban region. It is also ISO-certified.

3.1.4. University of Sindh

(Source by: Facebook)

In the vicinity of the town of Hyderabad, which is one of Pakistan's historic institutions and was certified by ISO in 2015, Sindh Institution is a public research university located in Jamshoro, Sindh, Pakistan. The Committee on Higher Education was ranked 8th in 2013

as a 'general category,' ranked eighth in a general category, with an ISO-certified ranking. Combination with the university, the University has been given the highest rank in all countries.

3.1.5. History of Sindh University

After Pakistan became independent in 1947, the single operational institution in the recently founded country was a Campus of Punjab, which serviced the industrialized sections of the Punjab region. Sindh province was a part of India, and was under the academic responsibility of the University of Mumbai.

The provincial assembly, in accordance with Constitutional Act 27, entitled University of sindh, that created a Latest Institution in the capital of Karachi, had therefore to have a traditional academic facility for Sindh. In 1961, and numerous times in the following years, this would then be revisited. The reform in 1972 made the University freer and more representative of its staff.

The institutions moved to Karachi towards Hyderabad in 1951, thereby becoming an educational institution committed to their mission and to the distribution. Hyderabad has been the capitalize city of Sindh from 1947 to 1955.

3.1.6. Conclusion:

With its special community, Hyderabad is renowned for its accommodating and sweet-hearted people. Together with its pure customs, its food and dress add colours to the identification of this beautiful country. There the people from all the cultures live as a unity, making it the place of harmony where there seems to be no terrorism. Coming to the famous shrines, Shah Abdul Latif Bhittai shrine that is located 30 km from Hyderabad and Maki Shah in Hyderabad, which are also some of Hyderabad's very prominent stuff. Even with the locals, the emigrants live in peace and hardly face any difficulties there.

3.2 Islamabad

The analysis was carried out at the University of Islamabad. Islamabad, Pakistan's capital is referred to be "the home of Islam." The freshness of beauty may represent the people of Pakistan's dreams and aspirations in examining a modern environment of grandeur and

gaining Muslim hegemony in South Asia. It is also a goal of the National Will to demonstrate the finest in urban design and civic facilities using cutting-edge technologies.

3.1.7. Historical Background

Islamabad, Pakistan's capital city is situated on the Potohar Plateau in the country's northwest. This zone is notable in history for being located at the crossroads of Rawalpindi and the North West Borderline Province. It was built in 1960 to replace Karachi as Pakistan's capital, and it was completely replaced in 1963. Islamabad and Rawalpindi are considered sister cities due to their close proximity. In comparison to other cities in the country, Islamabad is a well-kept, clean, large, and calm metropolis with plenty of greenery. The city's surroundings have a long history dating back to the first human settlements in Asia. This region was initially known as a residence of Aryans from Central Asia,

The Margalla Hills are located to the north of the city. Warm days, torrential rains, and chilly winters with limited heavy snow in the mountains practically sum up the climate of this region. Islamabad is also home to a diverse range of animals, including wild boars and leopards.

After the creation of Pakistan in 1947, it was decreed that a modern and everlasting capital city be created to depict the variety of the Pakistani population. It was deemed appropriate for putting the new capital where it could be insulated from Karachi's economic and commercial activities while still being conveniently accessible from the most remote location.

By 1958, a panel was set up to find an appropriate location for the country's new capital, with a special emphasis on geography, weather, logistical and defensive demands, and aesthetics.

- **Historical picture of Islamabad**

(Source By: History.com)

The temperature in Islamabad's federal capital is usually between 33 degrees 28' and 33 degrees 48' north latitudes and 72 degrees 48' and 73 degrees 22' east longitudes. The district of Haripur and the KPK is doubly encircled by Punjab by Rawalpindi on the other hand.
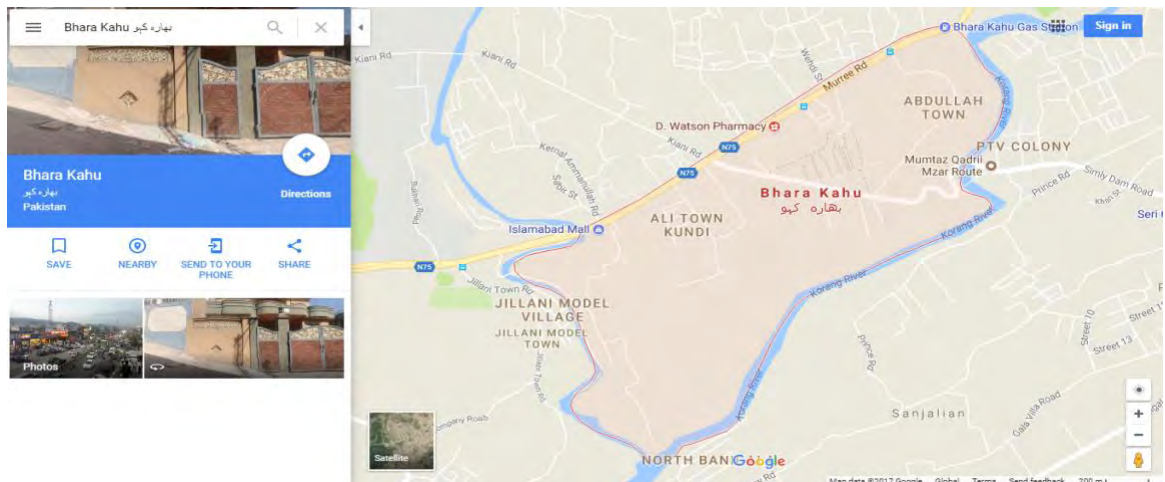
(Source by: Google Map)

3.1.8 Quaid-i-Azam University, Islamabad

Babul Quaid

(Source By: www.QAU.com)

As the University of Quaid-i-Azam is known as the world centre of higher intellectual education, it enlightens human brains and enhances the perception of all types of possibilities and progress. The University was formed in the wake of the Act of Parliament in July of 1967, and began teaching and carrying out research programmes for PhD and MPhil. But it was decided to give Master, graduate and now Bachelor's courses progressively and later.Thanks to its worldwide reputation, the University has a professorship and programmes with a considerable number of international students, although it is a government university that gives admission to a restricted number of students from all parts of the country.

Central library of QAU

The University of Quaid-I-Azam now has four and nine faculty as well as additional institutes, centres and schools for research and education.Currently, Quaid-i-Azam University contains four faculties, as well as additional teaching and research institutes, centres, and schools. Included in short: the Faculty of Biological Sciences, the Faculty of Natural Sciences, the Faculty of Social Sciences, Medicine (affiliated), North and South America, the National Institute of Pakistan Studies, Centre of Excellence in Gender Studies, the National Institute for Psychological Studies, The Centre for Asian Civilian Excellence, and the National Institute.

To meet the country's educational and technical needs, the university provides quality education and training to the lower strata of society, particularly in the field of computer science, and offers a wide range of short-term certificate and diploma courses. In total, nearly 5,500 students are enrolled in University academic programmes.

(Source By: Google Map)

3.1.9 Infrastructure

QAU infrastructure contains:

Buildings for Academic	19
Building for administrative purposes	01
Dr Raziuddin Siddiqui Memorial Library (DRSM)	01
Residences for Visiting Faculty	14 suites
Girls and boys Hostels	10 (7 M + 3 F)
Total area acquired	1700 Acres
Other Facilities in university	Guesthouse, Gym, Playground, Indoor and Outdoor Sports, Medical Care Centre, Shops, Green House, HerbariumPlaces of worship, Dining facilities and Cafeterias, Coffee Shops, Banks,

	Post Offices, Utility Supermarkets, and other establishments can be found in the Botanic Garden.
Activities outside of the classroom	Departmental Societies, Literary Society, Debating Society, Haemoglobin Donors Society, Hikers Club, Controversial Society, Thrill Club

3.1.10 Conclusion

In conclusion, QAU is a research institution that is as functional as it is dedicated to university excellence, openness and equity. Maintain and foster the highest values and ethics while teaching students how to seek the truth logical way, be imaginative and convulsive effectively in order to meet the society's assurance and necessitates. To promise and support faculty and staff, as well as to encourage and support their professional and intellectual progress. To assist community in achieving social cohesion by bringing people from all over the country together.

3.3 Research Methodology

Modern study is being conducted on the online education system using information communication technology; the mode of testing was also online via social media; advanced applications were used to collect data; and interviews were conducted online through WhatsApp, imo, zoom, and email. In this ethnographic research, the explorer used a variety of ideas and techniques, as well as online methods for collecting precise qualitative data and allowing data to be cross-checked at various times. Explorer intended to gather data using more qualitative approaches and conduct analysis online. This online research method was relatively new.

3.3.1 Report building

Anthropologists use this technique for show trust and safe guardedness towards community values. Through rapport building researcher have trustable relationship and interact to local people through key informants (well- known person or close to community). Although it was not difficult for researcher to mingle with the natives, because the researcher belongs to the same community and same culture so it was easy for him/her to interact with the inhabitants (Monica & Maddox, 2016).

So, researcher used this technique during research because makes rapport is very important when you talk someone and know the feelings of it. Researcher makes mutual trust with respondent it helps to good interpersonal relationship. And respond freely talk with researcher.

3.3.2 Key informant

Another important tool used in field research is key informants. In this research, examiner carefully selected a main informant, preferring members who had sufficient knowledge of the researcher's subject. Before selecting them as a main informant and investing time, they were informed and asked about the premise and idea to ensure that they had cultural awareness Moreover, the approach used, since, as you are aware, we are in the midst of a pandemic, and the world is struggling as a result. Over the last four months, all educational

schools, stores, and shops have been suspended due to the lockout. In our house, everybody is quarantined. As a result, researchers are looking for people who can assist them in locating respondents who took online courses (Babincakova, 2020).

To contextualise the subject, Adil Mir Korejo, Mahrukh Bhatti, Vinesh Bhatia, Tarsha, and Aris were chosen as key informants in the study. They assisted me in connecting with those respondents who have taken online classes and have experience with online education.

3.3.3 Online Observation

The qualitative analysis method of online observation is to track participants' ongoing behaviour in a natural setting. Researcher caught a glimpse of it in its infancy. Observation is a method of collecting data by watching people's behaviour, thoughts, and feelings, capturing data, and taking audio and video calls with the consent of the people being observed. There are two kinds of observations: visible, where everyone is aware that they are being watched, and discreet, where no one is aware that they are being watched and the observer is hidden. The advantage of discreet surveillance is that it allows you to track people who are more likely to act normally if they are unaware that they are being watched. Examiner, on the other hand, used this approach in the study to perform overt experiments due to ethical concerns over concealing her observations (Pink, Vaike, & Moreike, 2017).

3.3.4 Interviewing Online

The researcher used the interview guide to get detailed information on the subject. It helped casually acquire data without bothering the local inhabitants. Online interviewing was conduct by use of technology like telephones and via mails by using different applications like WhatsApp zoom and meeting.

3.3.5 Online Group Discussion

A discussion in a focus group is a unique kind of qualitative data, involving a dialogue on certain topics with a pre-determined group of people. I choose 8 respondents who agree to participate on focus group discussion. In terms of intent, structure, and data collection, focus group analysis can vary from other qualitative research methods. The key goal of this

discussion was to define and locate a wide variety of different perspectives on the research subject, as well as to come up with a solution to the problems from the perspectives of the various participants. The group setting may be used to gather a broader spectrum of facts in each session than one-on-one interviews. When it comes to know the attitudes, emotions, and dreaming about such topics, concepts, goods, resources, and prospects, focus groups may be a useful method. Focus groups are distinct in that they place a strong emphasis on human contact among the participants in the study when using an online, video-based venue; the complexities of this transition exist. In certain cases, online forums are particularly well-suited to dealing with critical subjects. Accessing an online site, according to Forrestal, D'Angelo, and Vogel, can be less of an obstacle to engagement than making time to drive to a focus group facility (Peter & Zuzanna , 2017).

3.3.6 Sampling

In this study I used Purposive sampling, it is a non-probability sampling method in which researchers choose individuals of the public to participate in their surveys based on their own opinion.Purposeful sampling is a strategy used by qualitative studies to find individuals who can offer in-depth and thorough information on the phenomena they are researching. In my study, I selected 10 students from Sindh University and 10 students from Quaid-e-Azam University.

3.3.7 Online Surveys, Virtual Interviews and Social Media Screenshots

 In this study I collect and used the research questionnaires, interviews, and social media platforms to gathered data regarding the online education system. The digital education should be effective of not in modern world, also knowing the different contextual views of people, various speculation circulating on social media about the emergence of the online classes in pandemic. Similarly, social media used to observe the notion of the persons about advanced technology usage. This is one the platform where people have freedom of expression.

3.3.8 Case Study Methodology

It defines that the case study method of the research is serves as an inquiry to focus on describing, to understand, to predict, and to control the individual. Case study approach will help to obtain detailed information on the research topic, the elderly, their connection with and their perspective of family members. I selected this technique for carry out detailed study about online education which is most popular nowadays because of corona virus. I have selected 16 cases which is really helpful for me in research. This method is provided me the in-depth information about online system in Pakistan and perceptions of students about online classes (Monica & Maddox, 2016).

3.3.9 Photos/ Videos/ Voice Elicitation

In this method the researcher' participant has used a camera or voice recording app for take images, or create movies or audio recordings about daily routines and encounters in order to share the content me. Investigators can provide them with a variety of questions or suggestions to manage their recordings and documentations.

3.3.10 Call recording

Researcher uses this function during call with respondents. This method is helpful for me during writ up the data about online education. During call this is not easy to write at a time. That's why I record the call with the permission of respondent.

3.3.11 Jotting and Digital Daily Diary

Jottings or digital daily dairy will assist you to write notes of obtained data on the field in the evening. Documenting the monuments and incidents is possible via the daily journal, an issue faced by field workers in data collection.

 The jottings could be significant as attributive for writing, Capability not only to interact with others, but also with one another. It was a complete record that allows you to re-read and record your own ideas and scribbling. You may so examine and rearrange your own work, categorise what you have previously categorized, and arrange words, phrases and paragraphs in various ways. The way that information is organized as it is recopied gives us an invaluable insight into the workings of the mid of homo lagans.

4. KNOWLEDGE AND TRENDS OF STUDENTS ABOUT USING INFORMATION TECHNOLOGY

My research began in mid of Feb 2021 where I started the whole process with getting access to respondents to conduct research there. As we know that this is time of pandemic and whole World including Pakistan is observing the situation of lockdown. Therefore, it was difficult to convince each and every respondent to be a part of research via Zoom, Whatsapp etc. Initially, it was an arduous task to convince but later on I find out my ways and collect data for my research. Secondly, I could not have any idea that another task is waiting for me. As far as my research is concern from multi cities responses and I selected rural and urban students from Islamabad and Sindh University respectively. I completed my first task by approaching 10 students from QAU but to collect data of 10 remaining respondents from a remote area was a difficult task that I was completed through my native relationships, friends of friends as well as rapport due to having same culture.

At last but not least, with the help of recorded audios and mailing responses, I was able to coding the factors that influence online education and student's perception about online education. Through complete concentration, I marginalized online education from a student's perspective as a system of learning though advanced communication technology, with help of network become an online community, students used the appliances of getting information, in the shape of computer, laptop, android phones etc.

 Online education system is a type of distance learning through internet. Contemporary it become familiar in developing countries due to break out of pandemic in all over the world, then Pakistan also adopt digital learning to secure the future of students in this difficult time of COVID-19.

Moreover, students perceived Covid-19 as a deadly virus which is evolved in china then spread in all over the world. This virus is spread through social interaction, hand shaking, close contact through respiratory droplets, direct contact with infected person, this virus is easily transfer to another person. In china symptoms are identified in early December 2019 and then rapidly spread in worldwide. Millions of numbers of people are died from this virus and still infected. This virus is spread through social interaction that's why lock down

is a basic requirement for people to stay at home because of safety. In starting the full lockdown in world, but now lockdown is just on those places which are affected. Death rates are increasing day by day specially in Pakistan cities. Still no vaccine is developing for kill this virus it can take a number of years for a new vaccine.

The worldwide is suffering from this pandemic period and we should fight for all this condition and safe our world. Protect yourself and others also. When you cover your face and maintain distance, you get protect yourself from this virus. Under the influence of pandemic, most of students highlight several important factors after examine the knowledge and trends of using information technology which are describe in the given table with their relative percentages of responses.
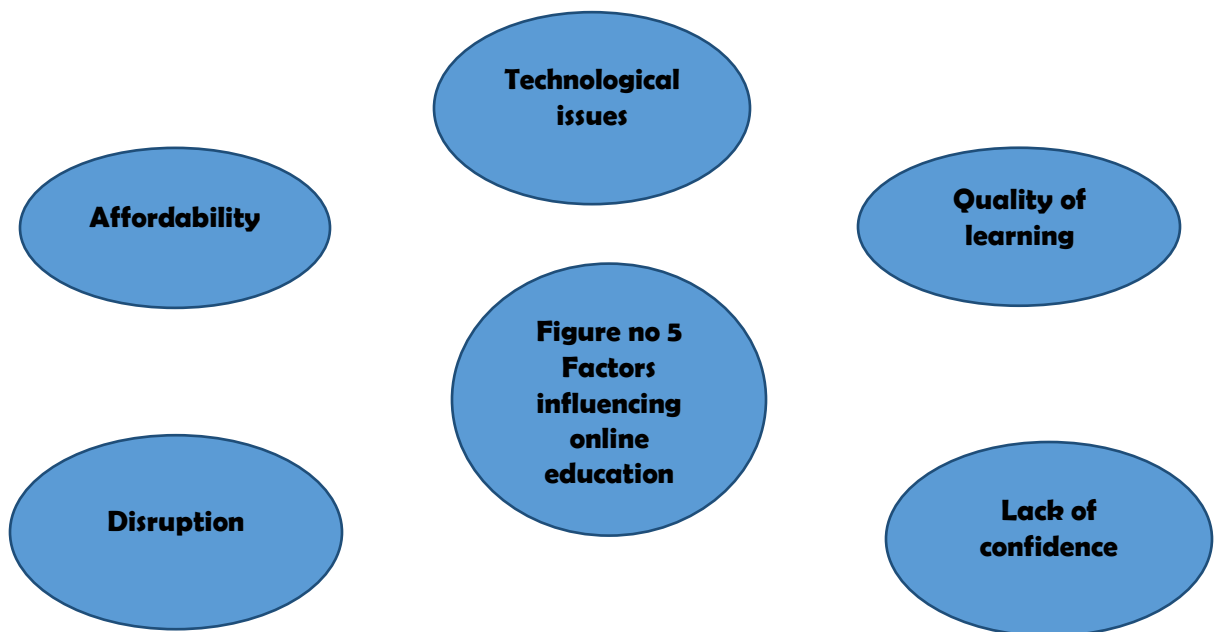
(Figure 4.1)

Above figure highlighted several major factor influencing online Education Technological issues and quality of learning are major contributing factor influencing online education and perception of students. When I exchanged the ideas of each respondent with others hiding their identity, they stated that there are several other factors that determine these two major factors like student teacher relationship, online class participation, raising hands via class, access to internet and technology, proper guidance towards information technology, support from parents. Many students believed that although they are behaving

differently in online class whereas interaction with teachers and internet accessibility run apart with each other. Idea that a student wants to discuss during online class, might not be expressed by him just because of internet connection error. Although the lack of confidence also matters, but most of the students from remote areas mainly faced the hurdles of disruption due to domestic issues. They are more concerned about their domestic problems. However disruption also faced by students living in urban areas as they are more concerned about their studies and parental concern determined their disruption from studies due to domestic issues.

Moreover, most of the students from remote areas also highlighting affordability towards online classes also as a major factor influencing their perception. Having no internet packages, internet connectivity issues, lack of android mobiles or laptops etc; for having education online.

Online class

(Source by Google)

To understand the effects of these major contributing factors, process of online education must be understood.

4.1 Process of Online Education

Children today are part of a digital generation that has grown up in a world surrounded by technology and the internet. Digitalization, artificial intelligence, wireless technologies, autonomous vehicles and 3D printing are all increasingly part of everyday life. Nearly all households have invested in at least one computer in the home.

As far as my research is concerned, most of my respondents said that their universities has provided them some web-based video conferencing tool like Zoom app and Microsoft team are application to join meeting through online communication and team collaboration tool these both app is highly used in Sindh University and Quaid-e -Azam University. Students joined scheduled meeting by organizers on specific time, the app controlled by organizer (teacher). The teacher only capable to change set of the app, the downloading links send by university's administration throughout access to download also given account ID and password by the administration for opening account easily. Students approach to teacher through other apps of communication, as like

1. LMS account (learning management system),

2. Email ID,

3. WhatsApp groups.

4.2 Uses of zoom app

- Install in mobile phone or laptop through Google play store and sign up into zoom app through ID & password which are given from campus.
- Join your class
- Start recording
- If student want to ask question, then hand raise facility is available on zoom app.
- Using chat
- Time limit is 40 minutes
- Record option is also available, for those students who can't attend class on time due to some reason and who are not understand lecture during class.

- Multiple video feeds
- After 40 minutes class is end, if teachers want extra time for class then teacher give new link to students.

Zoom App

(Source by Google)

4.3 Uses of Microsoft team

- First install MS Team app
- Sign up and then next you don't need to login again.
- Join the meeting
- And then attend the lecture
- Recording option is available

- Assignment submission option is available.
- Call and chat option is also available

Microsoft team

(Source by Google)

4.4 Procedure of class activity

It is very important to do activities while studying, because sometimes student cannot remember what he heard and saw, but when he does, he remembers everything. Often, he does not remember what he has learned in the lecture method. According to this, the demonstration method is remembered for a long time, but when you choose activity method and construct this thing by yourself, you remember that thing. While students cannot do activities during online classes this is not proving to be much better, while the student could not develop interest. Many students complain that they do not hear the teacher's voice because of which they do not connect to the class and do not even ask questions. And most of the students of Sindh University have boycotted, but there are students who are taking

classes but assignment is being taken very rear and they are taking presentation at all. Apart from this, there is no group discussion. There are some teachers who send slides to students so that they can be properly understood. Quaid Azam university students are stressed due to the assignment and presentations of the university. Activities are being conducted there which has increased class pressure, and viva is also being taken.

4.5 Use of technology

Most of my respondents said we know that information of technology is growing day by day. Technology is available everywhere and everyone wants to take full advantage of it. Technology is a branch of knowledge skills etc. technology is very useful in our daily life routine. Technology has increased in education; our way of learning through technology has changed. Education is being obtained through technology all over the world due to pandemic period, so that students can continue their education. Students are facing a lot of trouble as well due to lack of physical technology. The students have faced numerous problems due to lack of better apps, but students are taking online classes and they come to know how to use it. Most of them have not yet submitted assignment because of not coming to use technology well, we have to find a solution so that students will not face this problem in future.

One of my respondents said education is very important for everyone and other hand health is more than important because poor health does effects on education directly. So that's why Higher Education Commission (HEC) of Pakistan is decided to start online classes with proper schedule.

The purpose of this to define in detailed about the perceptions of student who attended online classes in this pandemic period. Students face many problems which are described in my research.

One of my respondents said most universities used this app including Quaid-e-Azam University Islamabad, is provided this app for online classes to students. MS team is quicker to communicate with all team member and supervisor at the same time. This app

is very useful and collaborates in real time. This is a chat-based work space in office 365. In this app students collaborate internally and externally securely.

4.6 Case Studies: Discussing Knowledge and trends of students about using information technology

From my total sample of 20 respondents, I selected three unique and diverse respondents who although do not represent the average of whole sample yet they contribute to the detailed understanding of the factors that describes Knowledge and trends of students about using information technology. The possible reason for selecting these case studies was availability of reach to the up-close and their willingness to contribute to my research. One thing that all these respondents had in common was that they studied at same educational level (university level) and came from upper-middle class of socio-economic background. In order to conduct my research I contacted the respondents of my selected sample for case studies and discussed the possibility of conducting detailed research with them. One major problem was that some of the respondents were busy at doing their household shores so it was difficult to manage time and setting with them to collect sample information I wanted for my case studies, but their co-operation and flexibility eased my concerns. The respondents did not allow me to disclosing their identities therefore; I have referred to my sample in numerical order rather than names and identity. The sample was of age group 20-28 and further detail discussed in each case study separately.

CASE STUDY-1

First case study is of a boy, age 22, she is from Sindh University. He is doing Master in Sociology. He is an average student and is the eldest of four of her siblings. Both his parents are educated up to intermediate level and his father runs a grocery shop in a local market. His mother is a homemaker and they have a nuclear family system. The reason I chose him as sample for my case study was that he was living in Islamabad and still he is having a lot of problems related to online education and information technology and he is also willing to help me in compiling my research. When I asked to him about his experience about online education and use of information technology, he told me that Covid-19 has badly

affected our educational system and he has faced a lot of problem while using information technology specially Zoom and teams apps.

"I feel that I am little slow in my online based classroom as it is difficult to listen and note the lecture, concentration on what instructor is saying and interpreting it properly. My pace and urge to get the conceptual clarity is diminished in this online based class room."

Moreover, he was also facing a problem of affordability as he to middle class family. This was the main reason that affects his quality of learning which in turn results into decrease in grades. From the whole discussion with him, I became certain that despite having knowledge about using information technology. Students are more concerned with their financial status hinders access towards education.

CASE STUDY-2

My second case study is also of a girl age 21, who belongs to Sindh and lives in Hyderabad city. She studied in Quaid-e-Azam University in Islamabad. She was in 1st semester from NIPS (National institution of Pakistan studies) department. She was new in this university she was very excited when she got admission in Quaid-e-Azam university. After lockdown she was came back in Sindh and when online classes was started she was very worried about classes because she did not have access to Wi-Fi connection. Second problem was rush of children at home, she was also have no separate room to use for studies. She said that how can she attend classes with concentration she was not able to attend online classes at home. So, she decided to go Islamabad at her sister's home. She said that this was not easy for her but she was very worried about her studies as she is very concerned about her studies. So, she travelled alone by train and then still she is staying her sister's home and regular attend the online classes. She said that an online education is quite satisfying in lockdown but at home it's not possible to attend regular online classes. Because of connectivity problem, it was not easy to maintain concentration. It was also difficult to use apps recommended by the University for having online education. She said that at first it consumed a lot of time to get familiar with the features app. Therefore, it was difficult for her to understand and use Information technology more easily.

CASE STUDY-3

There is another case study of a girl who studies in Sindh University and lives in Hyderabad Sindh. She is 23 years old. She is the students of anthropology department BS-III. She belongs to middle class family. When I asked her about her perception and knowledge about online education and use of information technology, she replied me in a very disappointed expression that despite having an easy access to internet service at her home but she boycotts from online classes because of other class fellows, who can't afford online class because mostly students are belong to interior Sindh. So, she said that all of them decided to boycott from online classes. She said that the quality of online education in Sindh University is not satisfied so she could not prefer online classes.

Moreover, most of their class fellows did not have technological gadgets for having online education as they lived in a very conservative area. Therefore, they did not have any idea about online education and knowledge of using information technology.

5. PERCEPTION OF STUDENTS ABOUT ONLINE EDUCATION

Owing to the spread of the COVID-19 pandemic, educational schools all over the world have been suspended, putting academic calendars on hold. To keep research programs running, most educational institutions have moved to online learning sites. However, issues such as readiness, architecture, and efficacy of online education are still poorly understood, especially in developing countries such as Pakistan. With the aid of a 20-student interview schedule, the study primarily focuses on understanding students' perceptions of online learning. By Investigating and analysing how online courses should be designed and arranged, interviews should be an integral part of online teaching methodology.

The major findings of this study are described below under thematic course:

5.1 Technology Issues

Technological problems include sound and video lag, sluggish internet connectivity, and microphone input. External issues such as not being able to login to the university account for accessing posts, difficulties signing into their, students also specified the Gmail account to start the Meet up and get out of the Conference. These technical challenges were brought up repeatedly in previous sessions. However as the course progresses, learners and trainers were capable of resolving these difficulties by restarting their web networks, refreshing their browser, sending back the link, etc. These observations revealed an inherent layer in the literacy of technology that may be expressed in the interaction with people. As well as facilitating and fostering critical thought, the responsibility of the teacher in teaching includes monitoring the continuing technical problems during the meeting.The e-job moderator is a demanding task that needs instructional education, university, psychological, and academic advising, as Asterhan and Schwarz (2010) argue. A student engaging with other persons was also seen as a hurdle. Everybody discussed their past experience using synchronize technologies such as WebEx which lift the hands of users. But from the other hand, Speaker, is aware that someone is waiting to speak with us or discuss something with us. The lack of this function is one of the disadvantages of using Google App:

One of respondent noted:

"I enjoy how you can put your hand up (click on the hand symbol) when you wish to talk in Teams and Zoom."

The other pointed out:

"There were short times when I intended to contribute to the debate but couldn't since others would be saying and the space made it difficult to make oneself heard."

These remarks shed insight on the technological challenges surrounding Google Hangout as a venue for group discussions. Students' familiarity with other regions and recognition of its limits for utilising Google Hangout in this scenario indicates that students would identify some of its system's special challenges, as well as the absence of social and non-verbal indicators in this setting.

5.2 Synchronous and Asynchronous Learning

Teachers should cooperate synchronously or asynchronously with their students on online systems of learning. The dissemination of content in real time, generally via video conferencing platforms such as Zoom or Google Meet, is referred to as synchronous learning. Asynchronous learning, on the other hand, means that the information is not provided in real time, such as when a teacher records a lecture and sends it to an online classroom; in this learning pattern, the student chooses when he will study. As a result of these two experiences, it is projected that this communicative education amongst students would strengthen the relationship between their learners.In addition, professors have collected instructional material beneficial for the adaptation of Internet features in the network, such as using web pages or browsers, posting video tutorials, simulations or computer games, creating interactive laboratories and using digital books. As part of their online curriculum, students would be able to access such educational materials. In online education, it is frequently necessary to give guidelines and comments, not only to learners and lecturers, but also to aid colleague instructors or other university lecturers.In order to encourage students to study online, students also require advice from their co-workers, friends, and other professional resources (fellow, relatives, and community). There is no doubt that an online education is different from a classroom atmosphere. The remarkable

"at the time" discussion and conversations in an online environment are not as strong as they occur in a real course setting:

"I appreciate that, even if it isn't delivered in the same way, we can have a Class-like experience. I usually feel more "on-site" in this scenario, because of the video component. Class members, on the other hand, give greater attention to other students and to anything they want to say in a conventional classroom environment, but the synchronous online sessions tend to highlight everybody. It's going to take some time to adapt."

Students understand the gaps and obstacles to using such techniques, according to the comments, i.e. Google Hangout, which allows participants to engage in an intellectually stimulating conversation in this online educational setting. Students who had previously taken asynchronous online classes had gaps in class discussions in the asynchronous and synchronous environments.

Aspects of contact, with other pupils, are also described here:

"I love holding the online meeting considering, unlike writing on message boards, where you might have to wait several days for a response, you could have a genuine interaction with someone. This, I feel, facilitates the exchange of ideas while discussing a variety of topics."

Another student recognized ideas as:

"In other courses, viewing a lecture video or reading files does not allow for the sharing of thoughts and spontaneous emotions that occur in the real-time surroundings."

This immediate link and impromptu nature of the sharing of ideas necessitates synchronicity, which most participants enjoyed. Furthermore, the most beneficial aspect of online education, according to respondents, is the versatility of the method, both in terms of time and place. Because online education does not compel us to be in class at a specific hour, we may work remotely whenever we wish. This adaptability has a positive connotation, as it refers to a student's capacity to select when and how they like to study, placing them in charge of their own educational experience. This power stretches or expands when you can stop, repeat, and replay lessons.Students may pick how and when

they access these hangouts using online learning, which is associated with fast access to materials. As online learning was incorporated to enable learners to construct their own thoughts without group assistance, command over the learning process was augmented by control over individual thought during learning. Finally, students wanted to be able to rely on professors from all over the world, therefore E - learning was linked to a greater range of adaptive modulation options.

Explorer assesses a cultural shock the students encountered during the online learning system using a fragment from the interview. The tutor or faculty has actually provided with the help of opportunities to students, for example through different synchronous mode of learning, but students are not yet able to this mode relocating to change their learning behaviour. This must be antagonized if online learning is expanded in this pandemic situation.

5.3 Quality of Learning

Quality learning is the aim of any virtual learning institution, and it had to be on par with the quality of on-ground programmes given by any school or university. The definition of quality in online learning is an accurate, realistic, and sensible framework and organization for designing courses and programs. Since it was seen as daunting for them to transition from offline schooling to online education, students' interpretations were heavily influenced by quality learning.

Most of my respondents think online education is difficult; they believe there is no brain grooming, that it is all done in a closed atmosphere where we cannot experience the environment, that it cannot meet the requirements of the learning process, that it is only a formality to link one another through information communication technologies, and that it has turned into a network culture. In the Pakistani background, it cannot be entirely owned; students see the online education system from various lenses. One of my respondents said that his father forbade him from using an Android phone; he did not get me an Android phone because of the corona virus; however, he would forcibly buy a cell phone for his son because of the online system launched to get education in the pandemic. Furthermore, the majority of my respondents said that the online education system has lowered the standard of education and learning. Inability to assess spatial proximity due to a lack of acculturation

in the digital system, online education isn't all bad; if it's enhanced, it can have a lot of benefits. Around the same time, there are many advantages of attending a college where students have the ability to meet individuals of all races and learn from them. It is not enough to simply attend lectures; it is also important to observe them because they are useful to us. Each profession is unique, and practice is crucial. For example, if a student wants to be a chemist, he will require a laboratory to conduct practical; he will be unable to do so at home.

Case Study

My respondent, who is 22 years old and studied in QAU, enrolled in BS physics. She belongs to a middle family. When I asked her about the problems that she faced while having online classes, she replied me that she had a difficulty with concept clarity.

"Being a science subject student, it was very difficult for me to understand the laboratory experiments and conversions of circuits at zoom session. It was due to distortion, poor internet connectivity and understanding voice of teachers while having session with writing the lecture."

According to the research analysis, practical fields require physical environment to get the real essence of degree that cannot be created at zoom or teams or at home. Proper environment of labs is needed to make use of what they have been read by the instructor online. As a result, a major problem is faced by the science subject student who faced the difficulty to get the essence of stud or their degrees.

5.4 Difference in learning style

The students expanded on the variations in learning styles as a helpful aspect impacting their learning in a digital environment. Some students have had trouble relying exclusively on internet hangouts and reading lists, online activity, interactive journal groups, and debate boards. The lack of class participation, intimate and in-person interaction with tutors and peers, and visual stimulation, according to some students, had hampered their knowledge. Without a question "Discussion boards, reviews, and solutions were all really useful, but they weren't enough for them to learn more because they like conversation. They do significantly better when they get input through discussion and in-class activities."

As described in the following quote, students described a lack of input from tutors and peers as an important difficulty during online learning, influencing educational outcomes. "We need some more attention from the teacher to analyse the form sessions so we can figure out whether we're headed in the opposite direction or whether we've forgotten anything.

Students stated that additional, and more quick, feedback from instructors during online activities might provide essential guidance, as seen above. That really need to be guided appear to be linked to a desire for confidence that thoughts had been correctly comprehended and may be put into action. As a consequence, pupils' emotions of loneliness when learning online might be reduced by this assurance. Students felt more alone when they were confused or unsure, but they felt more at comfortable studying alone when they were reassured they could achieve the challenge.

Case Study

This respondent is studied in QAU majoring in Sociology. She is 23 years old. She is the students of Sociology department. She belongs to middle class family. She is an ambitious student as well as topper of the class. When I asked her about the problems that she faced while having online session from the University, she replied me in a very disappointed expression that:

"Despite having an easy access to internet service at my home but I am against to the online classes because of other class fellows, who can't afford online class as well as face learning disabilities because most of them are categorized as average students. So, I found that it was difficult for the instructor to approach each and every student in a short or no time. Moreover, online platform is not so much interactive and instructors are unable to

engage   or   grab   the   attention   of   each   and   every   student.

(Captured by:Respondent during eLearning)

According to the research analyse, most of the students not only conscious about their own studies, but also others'. But this type of problem is the big hindrance to continue online learning.

5.5 Strengths and weaknesses of online education

One of my respondents mentioned that we are in the digitalization age, that sophisticated media technologies exist, and that there are few positive and negative impacts on social life. And we all know, information technology is improving every day. Technology is everywhere, and everybody needs to use it to its full potential. Technology is a branch of knowledge that includes expertise and is very useful in our everyday lives. Education has benefited from technological advancements, and our approach to learning has evolved as a result. Thanks to the pandemic, schooling is being accessed by technologies all around the world so that students can pursue their education. Students have faced numerous issues as

a result of a lack of better apps; most students were unable to concentrate in class due to a lack of interest in online education; most students are unable to continue receiving education from their native location via information technology; they also face significant disruptions in their domestic lives in order to devote time to their studies; however, students are taking online classes and learning about h We must find a way so that students will not have this challenge in the future because they have not yet submitted assignments due to their inability to use technology effectively.

5.5.1 Strengths of online Education

Education is important for our personal and professional growth. Students must make sacrifices in order to obtain an education, such as travel, time, and leaving a significant amount of work while exams are scheduled; similarly, we must make several compromises during the pandemic phase. In the interviews I conducted, the students expressed their appreciation for online courses. Due to online classes, students do not have to travel.

1. Online education provided opportunity to use technology in a positive way.
2. Online education is affordable.
3. Students are happy that they do not have to get up early.

Furthermore, 90% of students are satisfied with the availability of online and physical forms for delivering lecturers and applications that are used to instruct and practise the technique. This is expressed in the following interviewing perspectives.

"I appreciate the lecturer's Zoom session and the presentation videos of his work that are sent to students." He, I'm always using Google Classroom to learn and have fun; its features are straightforward and practical. About the fact that I have never used it, this network seems to be very capable and worth investigating."

Students usually pointed to time management as a dominant viewpoint, and they all concluded that online sessions saved them time and increased their success as a result.

"Online classes gave me more opportunities to read, and I was able to properly control my time.""I'm living off campus and it takes generally two hours to reach the university

every day. So, by minimizing my daily strain of travelling to university and returning home, these online classes save my time.”

They demonstrated their familiarity with online classes by stating that they were physically at ease and that being in their comfort zone helped them to feel less anxious. They made the following remarks to express their opinions:

“Online courses helped me save time and effort by reducing campus-based disruptions such as compulsion to participate in conversions, adjusting to unavoidable noise, and wasting time looking for a proper place to learn alone.”
“I had a great time taking online classes. I used to take my online classes in a comfortable location at home, which allowed me to relax at my leisure. It really helped me save time and money when it came to studying.”
"Online learning has a beneficial effect on my schedule of sleep, and I feel relaxed and equilibrated."

Most people were happy with the online courses because they felt it was necessary to pass more time with family and friends. The following was stated:

"I have found a totally new way to use my time with online workshops. By taking online classes, I was decide my time for my studies, save time and I could take more time with my family, and have quality time and healthy relationship with my family"

The students were polled on their priorities for the upcoming academic year. They expressed a range of emotions. The majority of them favored online schooling, while others expressed a desire to take classes on campus. The below are some of the arguments in favor of on-campus classes:

“Studying together to learn certain tough ideas saves time. Certain lectures require constructive conversation and eye contact with professors, while others, such as team-based learning skills, require joint study.”

"The online courses cannot teach courses that need practical and critical task use such as women and children's health."

"It has been a dreadful experience. And do not repeat it in any of the programs offered in the subsequent academic years. In my opinion, university campuses and clinics are the finest locations to study since they offer a unique environment for learning for us."

"Well, that didn't help me much with my schoolwork. Clinical experience and guided instruction on campus through live seminars is preferable, as face-to-face communication with professor's aids in subject comprehension."

With the assistance of some students, the online learning environment was favored, but they recommended some provisions for its continuation and ownership. This was further clarified in the following statements:

"I appreciate web - based learning, if the physician uses online instructional methods such as on-screen writing, text emphasis etc."

"I love to continue online studying exclusively in the scientific and forensics disciplines in the future academic year."

"I decided to take online classes, but not in all disciplines, such as clinical courses, but applied in some disciplines, like as radiology. Although excellent experience in theoretical fields, but not well in practical fields.

"For girls like me who live off campus, online learning is better than instruction on a college campus."

"If the system is error-free and well-prepared until we restart using it, I'd want to continue online classes. I'm talking about the scientific side." "When it comes to homework, online learning is wonderful and saves time. I propose to allow for specific theoretical courses one day a week, but not throughout all of the year.

As a result, the investigator included several case studies highlighting the good aspects of online learning.

Case study

Respondent-1 is a 22 years old girl. She started her master in Anthropology from QAU. She has completed her three online courses and is currently enrolled in her last one. Saira confronted that she never find it's neither easier nor difficult because it was her first experience of being a student of Pakistan Number One University. When I asked her about the problem that she faced while having online classes, she replied:

"It was wonderful experience having classes online via teams. I personally follow the each and every instruction of university and passed the semester very swiftly. The step that I took to pass it is shifting to my relative's house for better internet connection. I took each and every class online via teams and note as well as revise the lecture on daily basis. In this time of crisis, I prefer online classes and advised student that it would be beneficial for them if they will take it serious and attend it with their full concentration. No doubt they will pass it with good grades."

According to the research analysis, pandemic's crisis, its effects are not considered as problems by everyone. Some considered it as an opportunity to be more efficient and successful in life. Some grab this opportunity and get what they want in life. Just like her, who want to be successful in her life, take this condition serious and did what is necessary in this hour crisis. No doubt concentration, urge to get something in life can encouraged people to change the problem into an opportunity.

Case Study

Respondent-2 who is 24 years old and doing bachelors in political science and studied from Sindh University. He had completed two of its semesters online and currently enrolled in another. He compared online learning with physical education as he failed one of its physical semesters because of lesser grades than expected.

"It was additionally appropriate than getting education in this online based classroom. I felt that I am more easily available for my family matters. I had deal very fairly all of my assignments and family matter more conveniently"

According to the research analysis, students are very comfortable with the system of online based classroom as he said that it was very easy for him to manage his study timings and meet his responsibilities. As a result, pandemic help people to manage their personal and study time as compared to physical educational system. They prefer to be educated online rather than physical due the ease they faced in that time.

5.5.2 Weaknesses of Online education

Online classes, as compared to regular classes, are also proving to be harmful because the physical work is no longer needed. Technology plays an important role in education, but we all know the use of technology has negative effects on our bodies, eyes, and routine. I had a respondent tell me during the interview that I am being very lazy as a result of the online classes, competition, and interest. Standard classes and online courses are not compressed; however, there are several side effects that concern the pupil.

The accessibility of multi-media materials was viewed as a potential distraction from learning. The opportunity to practice at one's own speed posed a challenge to procrastinators, who could leave much of the learning to the last minute. Similarly, others saw the space or field for independent thinking as representing a lack of participation, possibly isolating and restricting pupils who would not benefit from their peers' experiences while they would be in a classroom setting. These long-term correlations were interpreted as a higher likelihood of having trouble interpreting anything, especially if small clarifications or interpretation were required before success could be made. It would cause students to flail around on their own for prolonged periods of time, potentially jeopardising their course performance and almost definitely their tension. Even if learners were able to get answers to their questions, it was decided that these answers would be standardized and not personalized to students' backgrounds or reference points in the manner that could only be done in a classroom setting Participants argued that online classes are unacceptable as early stages of higher learning degrees, before social and other relationships are built within each other because to internalised beliefs and an availability

of human and other support. Finally; students worry about organizations may not rely on online studies and may prefer to hire students in certain circumstances who have studied in residential education.

Case Study

Respondent-1 who is a 29 years old girl and friend of mine from Sindh university as well as a full-time student doing MPhil mathematics in a fully online program from QAU. She is the very qualified from all respondents regarding to complete online courses. Ainee has completed her degree through online platform. She belongs to a middle class family. She is very hard working and ambitious student. She wants to become a teacher. She decided to get higher education to accomplish her goal in life. But after getting MPhil's degree, she was diagnosed with COVID-19 and started fighting against the virus and won the victory with sound health.

"My mother took me out of city to be treated more effectively in well-developed city (Karachi). She said that:

I had a very bad experience about online course. In the very last semester, I got the symptoms of illness, but could not take it seriously. I completed my last semester in a very bad condition. Moreover, internet connectivity, anxiety to submit assignments on time are the major problem that I faced side by side. At some points I lost my hope to complete the task but my mother had encouraged me to do it and then I have done it. Internet connectivity, understanding lectures are one of my problems that I had faced while getting online classes."

According to the research analysis, major problem that faced by the students are internet connectivity, submission of assignments that led them towards anxiety and depression. As a result, we can say that situation and urge can matter to accomplish one's goal. Students, who are honest to their studies and want to be someone, can motivate themselves to fight against the situation and get the victory.
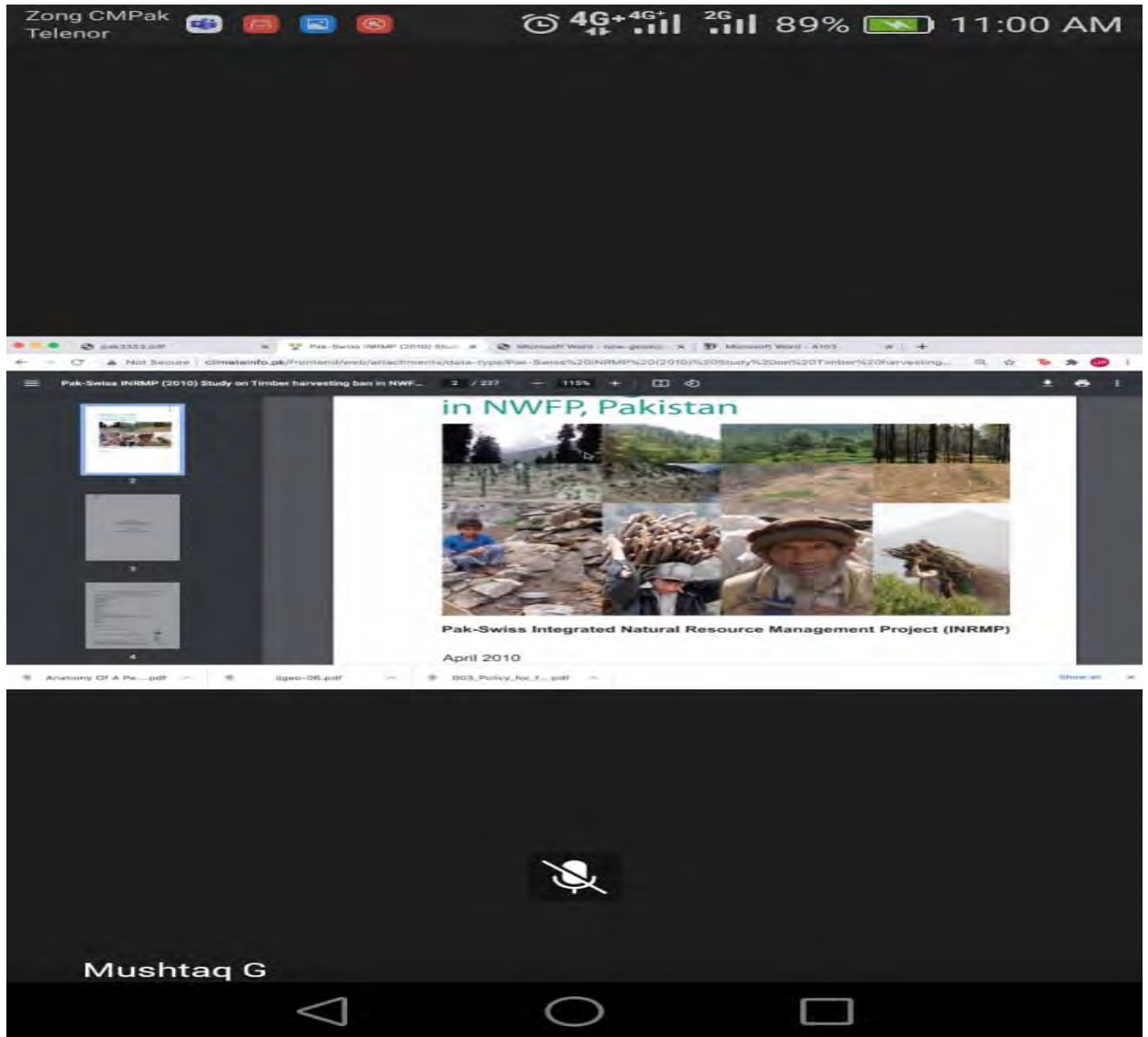
(Captured By: Respondent during online class)

5.6 Advantages of online education

- Use of technology and know about apps and software

- Online courses offer flexibility

- Work in professional way

- Affordable

- Students have opportunity to plane study time with in comfort zone.

- Improve technical skills

- Students have survived from time wasting at home

- Self-discipline

5.7 Disadvantages of online education

- Network issues during online class
- Can't focus during online class
- Lack of access to technology
- There are some areas in Gilgit-Baltistan and Baluchistan where there is no internet access.
- Environment is not suitable to focus on studies
- Lack of personal contact between teacher and students
- Online classes are not convenient to everyone.
- Lack of interest during online class.

6. COMMUNICATION PROBLEMS OF THE STUDENTS RELATED TO ONLINE CLASSES

Like in many countries, in the fight against COVID-19, all the physical schooling campuses have closed in Pakistan and learning process is taking place online. The amount of content, internet connectivity, online assessment, much of them without adequate and useful instructions, are just some of the problems that young generation or students have face in this new learning environment.

6.1 problems with distance learning

Despite the promises and obvious advantages to distance learning, there are problems that need to be resolved. There are a lot of responses regarding problems related to distance learning. Some of the responses or case studies are given below:

6.1.1 Concerns of students

The learners are worries about studying at a distance. Not all learners are suitable for this form of education and this media is not the greatest way to study all topics. The most likely to be successful with e - learning are adult students. The successful learner receives a variety of features, including ambiguity tolerance, autonomy requirements and flexibility. On other hand, numerous students differ from typical students. In virtual learning communities students frequently feel less pressure for themselves, and less pressure to work with other and to become a team member. A major aspect of building a learning community is to participate in a group learning process. In most cases, involvement is not encouraged and there is no dialogue. Students require professors' attention as well.Online learning will be difficult if students do not attend online classes with complete attentiveness. Yes, internet learning is tough for students at home, which is why parents bring their children to school for a more conducive learning atmosphere. Both the educational institution and the family play diverse functions that have a direct impact on the human being. Online learning is affected by family difficulties as well.

I put several case studies showing my responders' difficulty of attentiveness during online classes there.

.

Case Study-1

Respondent-1 she is 20 years of old girl majoring in business administration. She has completed her three online courses and currently not enrolled in four online courses from QAU. She is an obedient student and honest to her studies. She described its experience about learning online as well as its learning disabilities in online class. She discovers it more challenging in her business courses than other courses. She wants to enrol in physical class but due to pandemic she lost her spirit for study. Then she said that:

"My mother has encouraged me to take online class. She said that I needed to continue my study through online sessions so I decided I should take it online. She encourages me to join an online session and fight against her learning disabilities."

Therefore, research analyzed that she want to continue her studies, face the effects of pandemic as a hindrance to her studies, but her mother who is role model for her served as boosting agent to continue her studies. As a result, due to the pandemic or the situation faced by the people due to pandemic is effect people' spirit and urge to be an educated person.

Case study-2

Respondent-2 who is graduates in Sociology and also belongs to Ghotki Sindh. Fortunately, He is an average student from the start of his educational journey. According to him, he was little bit weak in studies especially the university lectures are difficult for him to swallow them. When this pandemic outbreaks and educational system moves to online session, it was very difficult for him to study online as he has to pay more attention for understanding the lecture and interpreting it properly. But as he also moved back to his home town where he had faced many problems regarding internet connection, household shores, understanding the lecture etc.

"After the closure of University, I, being an average student, felt that I will never passed this online semester due to a lot of problems like slow or no internet, a lot of household shores, and my working capacity or understanding capacity too. I hardly concentrate on my lecture. Due to a lot of distortion and mind diversion activities like sounds of siblings,

buying and getting food stuff for home and many more also faced the fear of being failed in exams and moved towards the states of depression and anxiety. I faced this as a result of lowering my grades and hardly pass the semester"

According to his response, pandemic hits his educational life by lowering his educational grades especially being a weak or average student. For average students, online system of education is very difficult. No doubt they also considered physical session difficult, but according to his response, online session is worse than that especially for those who belong to low or poor internet connectivity.

6.1.2 Lack of Internet access

The lack of a robust and reliable internet connection is one of the biggest roadblocks to online learning. Learners may find it difficult to participate in online learning due to internet issues. When the internet connection slows down, students are immediately disconnected during class, disrupting the learning environment. Many students will be unable to participate in online classes owing to a lack of internet connection, particularly in rural areas. Thus, the researcher includes various case studies relating to the issue of internet connectivity.

Case Study-1

Respondent-3 is a 23-year-old sindhi girl doing master in Pakistan studies from QAU. She belongs to well established family of Sukkur, Sindh as well as well educated. She said that she is second child in her siblings of her family following her brother and first female of their family, who was coming to so far in Islamabad to get master degree from QAU. In her city, female education is not so much promoted or encouraged by parents and family especially. It was very difficult for her to complete her degree online. It was forbidden for my relatives to use mobile phones. But my brother and my family have supported me in every walk of life and finally I have done it. She said that she was get enrolled in 2018 and her degree should be completed in 2020 but due to COVID-19 we get our degree in summer2020 rather than spring2020. She said that she faced a lot of difficulties while confronting online platform regarding network connectivity, study timings etc.

"After lockdown, I moved to Sindh, where I started learning online as per university guidelines but due to weak internet connection I faced difficulties for submitting my assignments and many more difficulties. Moreover, whenever my relatives saw me, ask me about that what I am doing on mobile and believe me it was so irritating for me"

According to her response, pandemic not only hit student's educational life but personal life also. They faced a lot of problem for being home especially at where people are so much conservative and uneducated. Where, female are not allowed to get education even the basic education. They perceived it bad for their future generation. Where male child is still perceive d as superior to female child. But according to her response, Sobia is so lucky to get birth in a well-educated and open minded family. Despite her luck, still she is facing the questions of her relatives. Moreover, as far as educational concern, she is living in a far flung area of Sindh where internet connectivity is too low so she faced the above mention problems while having online session. As a result, pandemic hits her personal life with concern to her educational life.

6.1.3 Lack of technological knowledge

First, the concept of technical knowledge and what the structure of that knowledge should be, with the focus on how we describe and conceive about that knowledge, discussed in the case of how learners acquire and utilise knowledge in technology education. Lack of knowledge about technology is the problem of online learning in which learners not understand how to use and how to manage it. Researchers interpret this issue in several case studies as well.

Case Study-1

Respondent-4 he is a boy of age 22, he is from QAU, Mastering in political science. Being an obedient but a student, he was very conscious about his studies. He is the eldest of four of her siblings. He is having a lot of problems related to online education and information technology, when I asked to him about the problems that he faced in online learning platform. He told me that Covid-19 has badly affected our educational system and he has faced a lot of problem while using information technology specially Zoom and teams apps.

"I realized that I was much slower in online session than in class platform. Burden of a lot of assignments, their submission dates are taking me far away from my studies Things are now getting longer and I think that the time which was built in didn't allow for this, which made a lot of stress. I think my pace is much slower than it would be in a classroom based setting."

According to the research analysis, pandemic could also affect the performance of a well intelligent student of the class. Like his response, his pace and interest both are badly affected by the online based platform for getting education. His performance gets lower due to little knowledge about the use of technology which in turn affects its grades. Due too little or lack knowledge about the technology, he faced fear of get failed, depression due to meet the submission deadline of assignments etc.

Case Study-2

Mansoor who belong to Sindh University, a Sindhi student of 23 years old doing masters in political science. He belongs to a very poor family. His father has left him 5years ago. His little sister met their household expenses by sewing clothes. When I asked him about the problems related to this shift from physical to online sessions. He replied:

"I was not able to use these soft wares especially to ask the question, checking grades and submitting assignments. My midterm exam was dully submitted by me due to low internet connectivity. And one of my papers is failed due to no submission yet I submit it from my end. It was very embarrassing for me. I request to my teacher to resubmit it and finally she agreed. Finally, due to low internet connectivity, lack understanding about apps and a lot of responsibilities of home."

According to the research analysis, people who are belong to poor family or have no means to earn their bread and butter, may face they difficulty to accomplish their studies. Moreover areas matter the most that complement the means of earning also. As a result pandemic hits more people with its effects negatively.
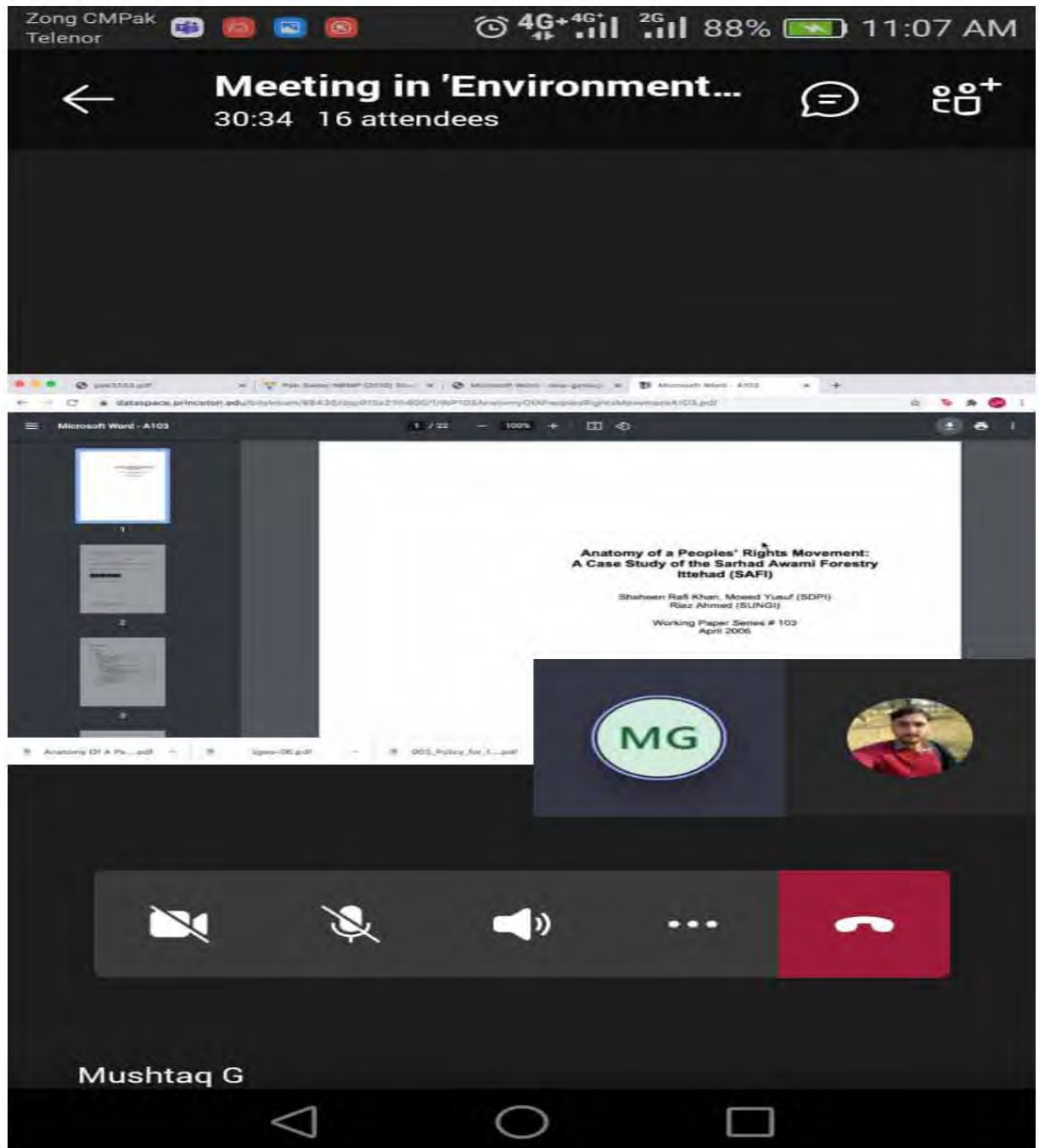
6.1.4 Financial problems

The fundamental issue is money, since without money; human beings have nothing to do and nothing to buy in the global world. The research looks at how the money supply reacts to the COVID-19. Students are having financial difficulties as a result of Covid-19, as impoverished families cannot pay the high costs of education for their children. How can

students continue their studies if they have no job due to COVID-19 for earned money merely to get the greatest higher education?

As a result, my respondent highlighted this issue in this case study;

Case Study-1

Respondent -6, she is 20 years old and doing bachelor in Economics department from QAU. She belongs to a poor family. She met her university expenses through her savings and scholarships. She is an obedient student. She wants to be a successful person in her life. She wants to supports her family financially. Her father is a car driver. When I asked her about her problem about online classes, a very emotional responses recorded by me by her.

"In this time of lockdown, my father hardly full filed his bread and butter and we eat that. And when it comes to my duration, its hits it very badly, I could not have enough money for getting internet package. But by hook or by crook, I got it and started to attend online classes. It was very difficult for me due to first exposure to these new soft ware's and little understanding of them it was difficult for me to fully concentrate on my class with proper write up about lecture delivered by Sir."

According to the research analysis, lack of software knowledge, lacks of use of technology for the students who belong to poor developed areas face it as a hurdle to accomplish their studies.

Case study-2

Respondent-7 who is 24 years old and the student of Sindh university and also a part-time student teaching in an academy of Sindh for supporting her family financially. She belongs to a poor family. She is doing masters in sociology from Sindh University and completed her three semesters at campus and due to lockdown one was online. She was delivering the lecture in academy in evening, but due to lockdown academies were also shutdown. Now she was facing a lot of financial problems. It was very difficult for her to meet her family expenses. She just earned little from home tuition. When I asked her about the problem related to her education she replied:

"Due to lockdown, our academy gets closed and I have no means to earn money for continuing my studies. We are very poor so my family cannot meet my study expenses. This lockdown has disturbed us as I even find it difficult to recharge my phone for taking online classes due to financial problems etc. Therefore I postponed my studies till reopening of academies and university."

According to the research analysis, pandemic postponed the way of student to get education especially for the poor students as it cancelled their means of earning or the way to earn their bread and butter. Students have no other way out to continue their studies so they decide to postpone it.

6.1.5 Lack of resources

Educational institutions provide many resources to students for better learning, confidence building, and a bright future, but because of the Covid-19 and lockdown, the institution is closed, people are surviving, and students are not gaining knowledge very well due to a lack of resources such as libraries, physical classes for discussions with students and teachers, campus environment, and so on.

Case Study-1

Respondent-8 he is an 18-years old boy and a full-time student who is majoring in law enforcement in a fully online associate's degree platform. He has completed only one online semester and currently enrolled in for three others from QAU. He belongs to a well reputed family of Islamabad. He also lives in Islamabad. When I asked about the problems he faced while having online classes, he replied:

"I took online classes at teams along with my fellows because we were supposed to do it due to closure of University. I found it difficult as it is not easy to read law books online or to buy them. Being at campus, we used library and make our own notes but in this learning system, I could not find it easy to accomplish and understand my lecture and tasks as well. But if we take it positively, we could find it easy to get online classes with no need to wash face, changing clothes etc. we just supposed to login to teams, turn off the cameras and attend the lecture."

According to the research analysis, it is not easy for the students who are enrolled in concept based degree programs to understand the concepts and practice it. Moreover, most of the students considered it beneficial in terms of dressing and getting ready daily for the classes.

6.2 Discussing the responses

In this study the respondents has felt that the structure and online learning environment of this newly introduced platform provided them an opportunity to succeed or to fail academically. All of them have discussed about their learning experiences and its related problems. Each of them have responded towards online education differently and discussed the value, consequence of having the suitability of time and rigidity to learn at their own pace as well as the problems they have faced to accomplish their degrees. Most of the students faced the difficult of internet connectivity that depends upon their area that how much that area is developed. People who belong to the far flung area with zero development in the area of technological advancement faced the problem for accomplishment of their studies. Areas matter the most that complement the means of earning also. As a result pandemic hits more people with its effects negatively. These problems had led them to the fear of depression and anxiety. For some respondents, lacks of software knowledge, lack of use of technology, which belong to poor developed areas face it as a hurdle to accomplish their assignments and task easily. As compare to it practical fields require physical environment to get the real essence of degree that cannot be created at zoom or teams or at home. Proper environment of labs is needed to make use of what they have been read by the instructor online. It is not easy for the student who is enrolled in concept based degree programs to understand the concepts and practice it. But most of the students considered it beneficial in terms of dressing and getting ready daily for the classes. Some considered it as an opportunity to be more efficient and successful in life. Some grab this opportunity and get what they want in life. No doubt concentration, urge to get something in life can encouraged people to change the problem into an opportunity. In addition to personal life of the students also hits by the effects of the pandemic with their educational life.

Moreover, they noted that positive relationships with educators and enough resources like technological information and internet excess were a key factor to their success and motivation in online learning platform. Participants also get help from technology to overcome or over pass their respective learning and understanding disabilities. Lastly, all of them in this study were agreed upon providing accommodations and resources for accessing online education more easily, the most precarious facet of subsequent in online courses; and extending time on tests and assignments with their submission is the most valuable accommodation.

7. CONCLUSION AND RECOMMENDATIONS

My research is based on the latest topic online education, the overall globe is struggle with the COVID-19 due to lockdown the institution get closed and education is convert into online education. In order to conclude my thesis, I would like to state that online learning platform to get education and pandemic both are interrelated. Both affect themselves in the number of facts in every field of life. No doubt it hits it positively also as the students perceive it as beneficial in the number of ways but the negative effects of it have exceeded. My sample size is based on 20 respondents who explain all of the online learning experiences that I covered in my research. I used several methodologies to collect more data using various tools and techniques. Anthropology is one of the unique subjects that covers all elements of human existence and allows students to do study on these topics and draw conclusions about people's attitudes and behaviors toward them. Research report proposed the lecturers desiring the contented with the medium, and students are required to get more supervision on how to take full advantage of the demonstration. And students will be highly pleased with the instructors and the course, but just because of direct communication with the instructor skipped no role in the students' gratification. We can say that by promoting the way of delivering the lecture and engaging the students in the session may help the students to be gratified. Lecturers are one of the areas where immediate and necessary reforms are needed. To some an extent, Instructors must recognize that the expert and its way of delivering the lecture is an essential part of the distance learning process. And when it comes towards the perceptions of the students or the use of technology universities must look after these facts to compress theses hurdles as well. Despite the need or urge for improvement and enhancement in the system, the future and upcoming effects of distance education seems hopeful. Notwithstanding the budgets, administration, and preparation that go into hitting a package together, it has "enormous prospective for delivering and embracing instructional services to and from distant locations."

7.1 Recommendations

The situation is upsetting for everyone. Everyone must join together for defeating the pandemic. However, we should not encourage this prevailing situation to compromise for the standard of education especially for those in whose hands the future of our realm or a state rest. That is why, as young reporter, I am offering our own thoughts and ideas for civilizing and modifying online learning with keeping in mind the topic for about we are researching:

- The Ministry of Education should derive an advance, an elegant forum with a particular given catalogue, as well as a balanced and functioning process of valuation.
- Students should be communicated. Future assumptions should consider that how perceptions, understandings, settings, and desires of students are shaped.
- Students should have access to materials without any discrimination.

Vulnerable families should be supported so that get their earning to support their children for learning online.

BIBLIOGRAPHY

Adarkwah, M. A. (2020). I'm not against online teaching, but what about us?": ICT in Ghana post Covid-19. *Education and Information Technologies, 26*(2), 1665-1685.

Al-Maskari, A., Al-Riyami, T., & Kunjumuhammed, S. K. (2021). Students academic and social concerns during COVID-19. *Education and Information Technologies, 9*(2), 1-21.

Apostol, A. C. (2020). Students` perceptions about the impact of COVID-19 on learning process. A sociological approach. *Technium Social Sciences , 9*(1), 495-500.

Aristovnik , A., Tomazevic, N., & Ravselj, D. (2020). Impacts of the COVID-19 Pandemic on Life of HigherEducation Students: A Global Perspective. *Sustainability, 12*(20), 34-53.

Babincakova, M. (2020). Online Experimentation during COVID-19 Secondary School Closures:Teaching Methods and Student Perceptions. *American Chemical Society and Division of Chemical Education, 97*(9), 3295–3300.

Baczek, M. (2020). Students' perception of online learning during the COVID-19 pandemic: a survey study of Polish. *Research Square, 3*(7), 1-14.

Bailey , S., & Larry, V. (2012). Hiring Managers pereception of the Value of an Online MBA. *Online Journal of Distance Learining Adminstration, 15*(2), 4-8.

Bailey, D., & Lee, A. R. (2020). Learning from Experience in the Midst of COVID-19: Benefits,Challenges, and Strategies in Online Teaching. *Computer-Assisted Language Learning Electronic Journal, 21*(2), 178-198.

Berge, Z., & Collins, M. (1995). Computer Mediated Communication and the Online classroom: Distance learning. *Hampton press, 2*(4), 6-11.

Fidalgo, P., Thormann, J., Kulyk, O., & Lencastre , J. A. (2020). Students' perceptions on distance education: A multinational study. *International Journal of Educational Technology in Higher Education, 17*(18), 111-123.

Glutsch, N., & Konig, J. (2020). Adapting to online teaching during COVID-19 school closure. *European Journal of Teacher Education, 4*(3), 608-622.

Lockee, B. B. (2021). Online education in the post-COVID era. *Nature Electronics, 4*(9), 5-6.

Rachinger, M., Rauter, R., Muller, C., Vorraber, W. & Schirgi, E. (2018). Digitalisation and its influence on Business Model Innovation. Journal of Manufacturing Technology Managment, 30(8), 1143-1160.

Mahmood, S. (2001). Instructional Strategies for Online Teaching in COVID-19 Pandemic. *Human Behaviour and Emerging Technologies, 3*(1), 199-203.

Mansour, A. E., Fadda, W. A., Almisnid, K., Aldamegh, M., Alkhalifah, A., Al-Wutayd, O., & Al-Nafeesah, A. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: a qualitative study exploring medical students' perspectives. *BMC Medical Education, 20*(1), 1-10.

Monica, J., & Maddox, A. (2016). Active Engagement with Stigmatised communities through Digital Ethnography. *Qualitative research, 16*(6), 1-15.

Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, Limitations and Recommendations for online learning during COVID-19 pandemic era. *Pakistan Journal of Medical Sciences, 3*(6), 27-31.

Oducado, R. B. (2020). Faculty Perception toward Online Education in a State College in the Philippines during the Coronavirus Disease 19 (COVID-19) Pandemic. *Universal Journal of Educational Research*, 4735-4743.

Patricia, A. (2020). College Students' Use and Acceptance of Emergency Online Learning Due to COVID-19. *International Journal of Educational Research, 1*(7), 156-161.

Peter, v., & Zuzanna , A. (2017). How to Conduct focus Group Discussion. *Methodological Manual,Basel*, *7*(13), 39-51.

Pink, S., Vaike, F., & Moreike, G. (2017). Automated Features and the Mobile Present In Car-vedio Ethnographies. *Ethnography, 1*(9), 21-34.

Rasmitadila, A. S. (2020). The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period. *Journal of Ethnic and Cultural Studies, 7(4)*, 90-109.

Rummel. (1975). *Understanding Conflict and War* (2nd ed.). New York: SAGE Publication.

Sanchez, C., & Alejadaro, I. (2020). Remote Learning Reach&COVID-19. *The World Bank, 4*(8), 7-18.

Shwatz, S. (2018). Online Learninng and Online Convex Optimzation. *now Publishers Inc., 4*(9), 12-18.http://dx.doi.org/10.1561/2200000018. Retrieved on July 7th, 2020.

Todd, R. W. (2020). Teachers' Perceptions of the Shift from the Classroom to Online. *International Journal of TESOL Studies, 2*(2), 4-15.

Trushar, G., & Kirang, P. (2020). Trainee Education during COVID-19. *Neuroradiology, 62*(9), 1057-1058.

Zalat, M. M., Hamed, M. S., & Bolbol, S. A. (2021). The experiences, challenges, and acceptance of e-learning as a tool for teaching during the COVID-19 pandemic among university medical staff. *Plos One, 2*(7), 1-12.