

**COVID-19 AND ITS IMPACT ON ACADEMIC LIFE OF  
STUDENTS AT QUAID-I-AZAM UNIVERSITY  
ISLAMABAD**



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2020

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**“Thesis submitted to the department of sociology, QAU, Islamabad, for the partial fulfillment of the degree of Master of Science in Sociology”**

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2020

## **ACKNOWLEDGEMENT**

First, I am very thanks full to the Almighty Allah, that I have completed my research work on the given time from the department. This research was conducted under the supervision of Dr Imran Sabir, Assistant Professor, Department of Sociology, Quaid-I-Azam University, Islamabad, Pakistan.

Second, I am grateful to my family members for their unconditional support and prayers both emotionally and economically.

Third, I would like to thank the other teachers or the faculty members of the department of sociology for their help and support throughout the educational journey at Quaid-i-Azam University.

Finally, I am also thanking full to my classmates and those respondents who have supported me and gives their time in my research work.

Khalid Hussain shah

## Abstract

*Corona Virus which is called COVID-19 has broken out from the Wuhan city of China in November 2019 and within two months it spread across two hundred (200) countries, sent billions of people into lockdown, self-quarantine, and closure of all educational institutions and non-economic activities. Many countries across the world have shifted their face-to-face classes to the online system of instruction, where students attend lectures, submitting their assignments, and research work through online sources. The Educational Productivity theory was applied in the research which stated that students can overcome their educational or academic issues and convert them into opportunities through their efforts. The quantitative research method was chosen, and universe of the study was Quaid-i-Azam University. The simple random sampling techniques were adopted to acquire data from respondents directly and through online sources. The closed-ended structured questionnaires were used as data collection tools. The Statistical Package for Social Sciences (SPSS) version 22.0 was used to analyze the data in numeric forms. The findings of the where the majority of the respondents were agreed and strongly agreed that, students are attending online classes, where they are disturbed due to lack of fast internet, lack of proper communication with teachers and other class fellows, their study plan has been suffered, semester schedule is affected, facing problem in access of online materials, such as research papers, journals and reference books. Moreover, students have agreed that teachers are not evaluating students to work fairly and do not allow students to ask questions. Furthermore, students, who are doing final years research are also suffered due to lack of proper communication with the supervisor or the access to quality materials as well as respondents. Additionally, students were not concentrated on studies due to lockdown. The lockdown has also negatively affected the mental level of students, where they are not concentrating on the studies. Further, the results of inferential statistics also showed that the lockdown and COVID-19 have negatively impacted on the academic performance or the academic life of students at Quaid-i-Azam University, Islamabad Pakistan. Furthermore, the University make policies which facilitate students learning process.*

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## **Chapter No.1**

# **INTRODUCTION**

The Novel Coronavirus Diseases, which is now called the COVID-19, originated from the Wuhan city of China in 2019 and spread across the world within two months and sent billions of people into lockdown and self-isolation (Chahrour et al. 2020). The World Health Organization (WHO) has declared the COVID-19 as a pandemic and threat to the public health concern. At the initial stages, the authorities in the Wuhan have lockdown the city completely and closed all the activities and later many other cities have been done the similar preventive measures to curtail the further spread of the deadly virus and affect people. Within a few weeks, this virus spread across the world and it became a global public health threat or concern (Xiang et al. 2020). Shortly on March 29, the virus spread more than 177 countries and infected more than 722435 patients and more than 33, 997 suffered (CSSE 2020). For the results, China has taken aggressive actions to restrain the spread, but unfortunately, many countries and their health authorities have taken the virus easy and showed less interest and let this virus as a rumor and attached it with the international politics (Sahu 2020). Due to non-serious behaviors of many countries, billions of people affected and many of them have died in very short periods of time in countries like Italy etc.

The WHO has declared the COVID-19 a pandemic, and in the light of the present rising threat of public health, many universities across the world have either postpone, delayed, and cancelled all campus-level physical activities, like workshops, conferences, sports events, and other academic and non-academic activities (WHO 2020). Majority of the universities either located in developed or developing regions have taken some intensive measures to prevent students and teachers as well the administrative staff from this highly infectious disease. Faculty in universities have transformed their classes and content through online sources and delivered the content to students (Sahu 2020).

The COVID-19 pandemic has affected the education system across the world, where students, families and teachers all were affected equally. However, most

affected sections are the students and their families, where students have suffered due to closures of universities, schools, and colleges. At the mid of April 2020, approximately 1.723 billion students have been suffered due to closures of schools, colleges, and universities in response to the pandemic (Mustafa 2020). Similarly, 191 countries across the world have imposed complete lockdown of the education system, which comprises of 98.4% of the total world population of students (UNESCO 2020).

The closures of the education system not only distressed students, teachers, and families, but also have a worse consequence on the society in general and economy in particular (IBO 2020). Moreover, schools closures in response to COVID-19 have shed light on numerous other related social issues, such as students debt, digital learning problems, food insecurity due to lockdown, homelessness, access to childcare, health care, housing, issues of internet and disability services across the world (Karp, 2020., UNESCO 2020) The lockdown and closures of educational institutions have a worse impact on students and their families, causing disruption in the learning process, interpreted in online classes, compromised on nutrition, childcare problem, in consequences the families have been more suffered (WHO 2020). Many universities have recommendations the distance learning programs through the internet or online sources. Those areas and regions, where the internet has a poor connection or lack of fast internet facility, students have suffered and negatively affects their learning process and overall academic life (WHO 2020).

The main reasons for closures of educational institutions are due to the fear of the spread of COVID-19 through interaction or social contact. Numerous efforts have been made by the authorities of universities to stem the spread of deathly pandemic through non-pharmaceutical measures and interventions and preventing the spread through social distancing, self-isolation, which have prompted the widespread of the closure of schools and universities in more than 100 countries (Jordan 2020). The previously infected disease has more effected children in school or colleges as

compared to other market areas. Due to the vulnerability of student's educational institutions have been closed to curtailed further spread of the virus (Mustafa 2020).

Research conducted by the UNESCO (2020) founded through a mathematical model, where the model showed that the transmission of an outbreak may be delayed by closing the educational institutions because these are those public places, where large number people get to gather, and the virus is more spread through physical interaction and social contact. However, on the other side, the effectiveness depends on the social contact children maintain outside of schools.

Many researchers and doctors have stated that the misinformation and fake news on social media regarding the current pandemic or the disease outbreaks can cost lives and affects many vulnerable people across the world (GoP 2020., UNESCO 2020) A study showed that 40% of people in the UK believed that coronavirus is part of some conspiracy theory, and the figure is even higher in the United State of America (USA) and many other parts of the world (Mustafa 2020). Those people who are less believing in this current pandemic are less likely to behave in the way of protecting themselves and others. These people do not follow the precautionary measures, like washing their hands for 20 seconds with soap, social and physical distancing, away from infected people, and wear a mask when go outside.

Fake news and misinformation regarding COVID-19 are circulated on social media and the internet as well. There are many questions raised about it like from where it came, how this virus originated, and what is it cause and how it is spread across the world with a rapid movement. Misinformation or fake information on social media and internet means the bad advice where half of almost 6 billion people have internet access and have social media accounts can circulate very quickly and it may cause the change in human behavior to take greater risk and threat on the whole society (China Daily News 2020). For example, the risky behavior during a pandemic is not washing hands, sharing food and other items with infected people, do not go for self-isolation when feeling sick, not using hand sanitizers etc.

There are two ways to overcome and curtail misinformation and fake news on the internet and social media news. The first is to decrease or minimize the amount of misinformation on social media through educating people regarding the negative consequences of the COVID-19 and the second way is educate and aware people, do not share fake news without confirmation and from an authentic authority like Govt and other state departments. Furthermore, take actions against such people who create false news and involved in rumors of COVID-19 (Giuffrida, Tondo, and Beaumont 2020). Many studies including the WHO and UNESCO the pandemic is a major threat to elder people and children. So that is why lockdown was implemented to overcome the interaction and make people aware of the social distancing. Along with that schools have been closed and online resources were applied to study children from home (Vos, 2020).

The COVID-19 first outbreak in Wuhan in December 2019 and rapidly it spread across 209 countries, including Pakistan, where the first case was coming on the ground on February 2020 from Karachi and Islamabad. Since that Govt has and WHO has declared a pandemic and the WHO warned Pakistan that it is not doing and taking serious measures to combat the virus. There is no any pragmatic cure for this deadly disease, however, once can keep safe through some measures and preventions, like social distancing, away from sick people, washing hand regularly, wearing a mask and avoid the social contact or social events. Due to the pandemic, the Govt of Pakistan has nationwide closed all the academic activities due to fear of the spread of the virus (Waris et al. 2020).

As Pakistan is a developing country and information technology is not developed or rich and do not have access to everyone, especially far-flung area of Pakistan, like Gilgit-Baltistan, Chitral and Tribal areas, where even the electricity is not available in most of the regions. In the response, universities have converted their academic program through online sources, where many students have suffered their academic life due to lack of fast internet availability, like students from Gilgit-Baltistan, side

areas of Baluchistan and rural Sindh, where students do not have access to internet facility. Due to lack of internet facility, students were suffered, and they have an academic loss and lack of concentration on their studies. In the response of the COVID-19, Quaid-i-Azam University Islamabad has stopped or postpone its academic activities or functions and converted them all the academic activities through online sources and continue the semester without break. Moreover, students who have access to the internet are taking benefits from classes, but on the other side, those students who are living those regions where they don't have fast internet facility are not availing the online classes and they are in academic loss and their academic life has been suffered since the close of traditional academic activities (NIH 2020).

The present research deals with the COVID-19 and its impacts on the academic's life of students at Quaid-I-Azam University, Islamabad. Due to closures of all the academic activities students have moved to their native places and started taking online classes. Many students have protested online classes across the nation, but the University authority has continued the classes. Quaid-i-Azam University is called mini-Pakistan because there is a quota system in the admission process, due to these students from all corners were studying at Quaid-i-Azam University, both rich and poor equally. Due to online studies, students from disadvantaged areas, like Gilgit-Baltistan, Chitral, far-flung areas of Baluchistan and mountainous regions of KPK, students have a lack of fast internet facility. Due to lack of fast internet facility, students get suffered and their academic activities and life are in a deteriorated way, where they are not able to participate in classes regularly and lack of access to the quality materials. Moreover, the closure of university and academic activities student's academic life has been suffered since the outbreak of the virus in Pakistan.

### **1.1. Statement of the Problem**

Due to COVID-19 pandemic universities across the world have started online teaching and assessing students' academics activities. The similar step has been taken by the authorities of Quaid-I-Azam University Islamabad to continue students' academic year without any kind of delay. In this regard, all the academic activities, like classes, assignments examination and research work have been conducted through online sources. Students residing in rural areas and those regions where they do not have fast internet facilities have suffered and their academic activities were not be done like as they were taking classes on campus. Moreover, the shift from traditional classroom activities to online was abruptly action of the university authority, where the university and faculty members were not able to adopt online classes and effective ways of delivery through online sources. Due to sudden decision both teachers, students and university's administration tried their best level to continue the academic activities online, but due to lack of internet facility and lack of effective online content or effective delivery or teaching methodology, the academic life of students at Quaid-i-Azam University has been suffered. How the COVID-19 have impacts on the academic activities of students of Quaid-i-Azam University Islamabad, Pakistan?

### **1.2. Research Question**

How the COVID-19 affects the academic activities or life of students at Quaid-I-Azam University Islamabad, Pakistan?

### **1.3.Objective of the Research Study**

- I. To examine the situation COVID-19 pandemic and online classes at Quaid-I-Azam University, Islamabad.
- II. To find out the relationship between COVID-19 pandemic, online classes, and academic life of students at Quaid-i-Azam University, Islamabad Pakistan.

#### **1.4. Significance of the Study**

The current research study was held at Quaid-i-Azam University, Islamabad, Pakistan regarding the COVID-19 and its impacts on students' academic life. The present study has both practical and theoretical significances. This study deals with the present burning issue which is COVID-19, and its negative impacts on the education of Students. This research will add the literature regarding the existing state of virus and students' perception about the virus either how much students considered this virus as a threat, reality, or rumors.

Moreover, the current research helps to create general awareness regarding the negative consequences of the virus, especially, inverse effects on the overall academic life, plan, and study schedule of students. Furthermore, the study also helps to aware the university administration and teachers how much the online classes will help them either online academic activities are helpful or not. If this pandemic goes on long the teachers use findings and improve further teaching methodologies through an online source.

Moreover, this study also helps to know about the student's perception regarding the COVID-19 that how much they have had the knowledge and what is the student's perception about the virus and how the COVID-19 has suffered the overall academic life of students at Quaid-i-Azam University, Islamabad, Pakistan. Moreover, this study will provide the information regarding the teaching and delivery system which serve the best interest of students and teachers.



**Chapter No. 2**

**REVIEW OF THE LITERATURE**

## **2.1. Background of the Study**

The coronavirus was outbreak from the China's city Wuhan in December 2019, which spread rapidly more than 200 countries across the world within a shorter period. Both developed and developing countries have been suffered and still suffering from this deathly pandemic. Whereas, the America, Europe, Australia, and Asian countries, including Pakistan is experienced from the coronavirus badly, where millions of people were infected and many of them died in a shorter time. Similarly, numerous precautionary measures have been taken by all countries and states, irrespective of their economic status and geographical location. In this regard, many studies have shown that social distancing, washing hands frequently, use of hand sanitizers, and usage of the mask when visit markets, avoid social contact and gathering or making crowd in a place. Apart from theses all measures, all the educational activities have been closed due to fear of the spread of the virus. Studies showed that elder people and young children are more vulnerable and more likely chances of infection from the virus (Waris et al. 2020).

World Health Organization (WHO) has declared the COVID-19 as a sixth public health emergency service (SPHEC) on January 30, 2020 (WHO 2020). The COVID-19 is not the first virus or flue which outbreaks, like previously outbreaks of the Severe Acute Respiratory Syndrome Corona Virus and Respiratory Syndrome Coronavirus outbreak. All these viruses have affected human life badly and the whole economy and other social activities have been shut down for a long time in the past. So, similar, the COVID-19 is also a pandemic which transfers from infectious person to the healthy person through social contact like other viruses which were previously outbreak in the world.

In response to the COVID-19 pandemic, many countries across the world have announced travelling restrictions (both inward and outwards), closures of schools, universities, schools with the aim of preventing the spread of the epidemic. Govt and public health professionals have taken several measures to prevent the spread

of the virus. In this regard, the social distancing, self-quarantine, strengthening the overall immune system, strengthen health facilities, forced people to stay at home and do not come out without any emergency and contact to the Govt official in the case of any type of emergency situation. Many countries have closed gyms, museums, movie theatres, swimming pools, those places where a larger gathering of people, including the educational institutions to fight against the COVID-19 deathly invisible enemy (UNESCO 2020). It was observed that elder people and children are more likely been affecting by the virus and declared the vulnerable. To prevent the spread of the virus among children schools and colleges were closed and most of the higher educational institutions have started online studies to continue the semester without any break (Sanz, Sainz and Capilla 2020).

Efforts to reduce the infect intensity and spread of the COVID-19 virus among the young people, the Govt authorities across the world have closures of all colleges, and universities and their academic activities, postpone the educational conferences, academic workshops, examinations, and other related activities (Lim 2020). In Pakistan, in February all the educational institutions have been closed and many universities have converted their face-to-face traditional classroom education or classes to online through internet and other communication devices (UNESCO 2020). Moreover, universities have shifted from face to face to online classes, assessment and evaluation through online, facilitate and adjust many international students in campuses with the precautionary measures, travel restriction in campus, and also research assessment through email or other video conferencing (Bilal et al. 2020).

Many people across the world, including Pakistan, do not take the virus seriously, and follow the Govt made Standard Operating Procedures (SOP). In the USA more than 40% of people are even not considered this virus is a conspiracy theory and part of international politics and the same figure in the UK. Similarly, in Pakistan people are not following the Govt set SOP and do not care about social distancing

and social contacts etc. Many people through social media and internet blowout false news about the virus (BBC 2020). Many people have considered that China game for introducing the 5-G system across the world. A video viral calming that through the COVID-19 Chines are bringing the 5-G antennas down, even an actor Woody Haralson who has millions of followers on social media has shared the video. Whereas 5-G is a speed mobile broadcasting technology which requires new antenna masts to be installed to maintain the network. The COVID-19 has linked with the false video shared and rumors about the linked between COVID-19 and 5G internet which is fake and view almost millions of times across the world.

Due to false rumors which have no reality, many people across both educated and uneducated are not taking the precautionary measures to prevent the coronavirus to further infect people. Many people considered the COVID-19 pandemic as a fake dilemma, which was artificially created to influence the word order and international politics. The Govt authorities in many countries have adopted the ways of smart lockdown to prevent people and avoided the large gathering in public places. Similarly, schools, colleges and universities have been closed, but still, people are violating the SOP which designed by Govt to prevent the virus (Boseley 2020). Due to closures of educational institutions, students, teachers, and other related people suffered badly. It not only loss of education, but also loss of the economy of countries. Many students across the world are facing numerous challenges and universities and Govt are trying to way forward to resolve the issue with the support of other stakeholders (Bilal et al. 2020).

## **2.2. COVID-19 and Closures of Higher Education (Universities)**

The global higher education landscape has significantly changed in the past few months due to the outbreak of Coronavirus now called COVID-19. Students and among other stakeholders were more effected and the COVID-19 has a drastic change in the life of students. Students faced travel restrictions, social distancing, isolation measures, campus closures, libraries have been closed and research and

other academic activities have been shut down (UNESCO 2020). Due to the closure of universities student's academic life has been suffered where the fast internet and lack of technological access to the students.

A study conducted by News Kyodo (2020) and stated that the closures of schools and colleges have a negative impact on the overall learning process of students. Schools are providing the learning opportunities to young people, where the closure affects the social and academic learning process of students and deprive of their social and academic development. Students those have less access to learning other than schools have been more suffered from online education (The Japan Times 2020). After closures of school parents have start struggle to take the part of teachers and start to be teaching their children. Parents who are uneducated and limited resources cannot avail the online or internet-based education to their children, which not only suffered their academic life, but also deprived them psychologically, socially, and emotionally.

When it comes to the higher education, due to lockdown and online classes many students have dropped out from institution or to freeze their semesters and classes schedule which is the financial loss of students. Many students were homeless. Due to closures of the campuses, students can get suffered and live with a vulnerable situation where most of the poor youth have not to avail the online classes and majority of the cases many students at villages were still out of internet facilities. Due to lack of internet facility, many students have moved towards cities and attend classes (Ngatane 2020). Educational institutions are the hub of social development and interaction, which facilitate the students' learning process. Now young children can miss out of the social interaction and contact that is essential to learning and social development (Holshue 2020).

The decision of temporarily close to the higher education institutions was prompted by the principle that of a larger gathering of people constitute a grave risk and threat to safeguard public health during a pandemic. Latin America has taken the

measures of social distancing and implemented a quarantine almost immediately and in some cases, with a long-term perspective. In Argentina, the suspension of face to face classes was recommended on the 14th of March; in Chili full quarantine was implemented on 16th of March; in Colombia was executed lockdown and closure of higher educational institutions was taken of 25th March (Zhai 2020).

Moreover, in Cuba, they have suspended their educational activities on the 16th of March and in Uruguay, the University of the Republic ordered the cessation of classroom-level activities on March 15. Furthermore, in Venezuela a state of emergency was proclaimed on March 13, where initially for 30 days. Till to date in the region, only some higher education institutions in Brazil and Mexico appear to be open.

The impact of the pandemic on the higher education was abrupt and in most of the cases, there was not any possibility plan other than to attempt to continue the education system with the slightest bit and randomly. Students, especially at higher education, who are going to graduate, were more suffered as compared to mid or initial level students at universities. Similarly, the graduate or graduating students need to know the research and practical projects at the last of their semester. Due to the abrupt closure of the face-to-face classes and classroom interaction, research students can get suffered due to lack of access to the internet and libraries. Indeed, the pandemic adds a further degree of complexity of the higher education globally, but especially those areas or regions where students are not availing of online resources and content materials. Moreover, students face unresolved challenges, it faced such as growth without quality, inequality in access and achievements, and the overall progressive loss of the public financing and crisis in the financial economy (UNESCO 2020).

Throughout the world, the abrupt cessation of the face-to-face educational activities of higher education institutions has been a huge disruptor of their academic and

administrative functions due to sudden stop all activities at the middle level. The impact of the disruption is highly variable and depends on the institution's ability to remain active in their academic activities and their financial sustainability (Sanz, Sáinz and Capilla 2020). The online education system and teaching courses or the virtual modes have been notably everywhere. It caused many issues, like teachers and higher educational institutions in past have no experiences of virtual modes of classes and delivery system. It was impossible to improve their delivery or teaching system without intervention in the technological sides, both technical and non-technical aspects. It is quite difficult for those students, who have practical or technological-based work, they suffered a lot due to lack of access to the expensive experimental technology at home (Waris et al. 2020).

Moreover, the distance learning process has affected the students' academic life in many ways. Those regions or countries who are technological, not rich and less access to fast internet in rural areas. The lack of access to modern technology and fast internet access can prevent students' learning process in rural areas, which disadvantage them and their families. The lack of good and fast internet and technology is an obstacle to continue the learning process of students, especially those students from poor and disadvantage families. Across the world, libraries have been closed, which also affects those students who have fewer facilities of the internet or virtual learning (Sahu 2020). Many academic journal and books are expensive online, so that is students are unable to get access to the quality materials on the internet in free of cost.

The closure of the higher educational institutions has an impact on the unequal access to the educational resources and academic contents. The lack of limitation and exceptional to copyright can also have a negative impact on the capability of students to access to textbooks and materials they need to study (UNESCO 2020). Due to shutting down of the libraries, many students have the only alternative option is the online resources or classes, and the majority of online resources have

copyright, have some limitation and access is more expensive for especially for students. Furthermore, teachers and universities have tried to facilitate the students learning to give some materials through open access attached to the university's account. To facilitate the students, the International Council for Open and Distance Education issues a special website to provide webinars, tips for online teaching and learning materials to teachers and students through online sources (Giuffrida, Tondo, Beaumont 2020).

Moreover, in New Zealand, a group of online publishers have agreed that they allowed students and teachers to access to online materials, such as books, research papers and journal free of cost (UNESCO 2020). Whereas a similar initiative has been taken by the Australian Publishers Association, the Australian Library and Information Association and Australian Publishers society of authors agreed with onset of extraordinary and exceptional measures to allow the libraries to provide different educational contents free of cost to students and researchers. Furthermore, the Australian Organization, AMCOS has agreed to provide a free license for all their music sheets to all schools across Australia to enhance the learning process (UNESCO 2020).

Furthermore, due to shutting down of the universities and libraries, to facilitate the students learning process the Advocacy Organization in the Netherlands launched a website to allow teachers to use free license music and video for their classes. Additionally, the Maricopa Million OER project launched a special emergency fund for building open educational resources. Further, many organizations are working to facilitate teachers and students that how to traverse copyright complex scenarios. Similarly, the Centrum Cyfrowe in Poland is holding open calls to support the work of teachers and students leading in an open educational sector (Bloomberg News 2020). Whereas the Program on Information Justice and Intellectual Property at the American University is holding several sets of webinars for different educators to monitor or guide them through the copyright issues, when



delivering online teaching and learning facilities to students and learners or researchers (UNESCO 2020).

### **2.3. COVID-19 and Academic Life of Students and their Challenges**

Worldwide, teachers and students moved towards the online delivery system. Many faculty members, who were already trained for the online delivery system have been started delivering lectures online and students are getting facilitate, where the fast internet has accessed. On the other hand, teachers who are not familiar with online delivery have some sort of issues in delivering lectures and effective teaching methods. Due to all these issues and hindrances, students get suffered a lot. Many universities have started to train their teachers in online delivery. However, still many faculty members and students are far away from these facilities (UNESCO 2020). Many questions have been arising regarding the quality of teachers regarding the usage of technology. Now computers and Information Technology (IT) equipment“s have high demand and, where students, teachers and people work from home, thus the working from home is a difficult task for the faculty and as well as for students. Those students who are not afforded the IT and related pieces of equipment have been continuously suffering.

Moreover, several universities across the world have closed their academic activities, suspended their current semesters, postponed the examinations schedules, however, the continuous assessments are going based on online classes. The transition from face-to-face classes and teaching to the online delivery has serious impacts on the overall assessments system and evaluation methodologies of student“s performance as well as the research work. Although online delivery was been practices in past however, the assessment and evaluation are being experienced a first time (Timmis et al. 2016).

In addition, students, teachers, and parents are still indeterminate concerning the procedure“s assessments of papers, and research-related activities, projects, and proposals (Raaheim et al. 2019). Similarly, questions papers are now solved by

students in their home, so teachers do not have any type of monitoring mechanism to check and balance of student's practices in the online test and evaluations, however, some teachers have the compulsion of a turn on the video camera, but this is not an effective way to monitor student's examination process (Digital Age 2020). Moreover, the Lab test, practical and performances tests are impossible to conduct through online sources which require some machines and materials which are far away from the possession of students. Further, students who have not accessed to fast internet are disadvantages of this online delivery and their academic performance suffered badly, which also effects in their future work and academic life (Alruwais, 2018).

Majority of universities in the world have closed their campuses and hostel and ban on the students' residency in hostel or campus areas. Many international students across the world have suffered due to closures of campus and they do not have any alternative ways of living in host countries as well as the travel restrictions. Due to the threat of the COVID-19 spread chance, many countries have stopped their airlines and international students stuck at the spot-on roads and streets (The Inside 2020). Some universities have allowed international students to stay hostel, where they have faced a lot of difficulties regarding their safety, food, residency, protect themselves from person to person contacts, and self-isolation. Many students stay in other areas for examines etc., is also the burden of money, and other related resources. At home, many students get suffered due to inaccessibility of fast internet and electricity issues in many underdeveloped regions. Moreover, the COVID-19 has endured the international students in their new admission process for the upcoming academic year (Zhai, and Du 2020).

In addition, many university graduates have been suffered in their career development and final level projects. They have been undergoing and bad experiences and major interruption in their final year's examinations and assessment of their final research work and projects. They may likely be graduate

due to delay of the examination and evaluation or assessment of research work. Furthermore, there are more likely opportunities for students who suffered and go through numerous challenges of this global downturn caused by the COVID-19 (Sanz and Capilla 2020).

Mental health is another issue, which students are facing nowadays due to outbreak of COVID-19. The larger number of suffering and more infected cases create a sense of uncertainty and anxiety regarding what going on and what will be the future. This caused a tremendous level of psychological stress among the university students and faculty regarding their futures (Rabiahahab et al. 2020., Chronic 2020). International students who are away from their home are also worries regarding their health, safety, and education, but also being huge concerns about the wellbeing of their left-behind families. (Zhai and Du 2020). There is not any university has taken a step to preserve the mental health of their students, however, some developed countries have hired some professional and trained counsellors to address the student's issues. Finally, many students who have returned to their home, now they are more concern regarding their studies and future perspective.

Many universities across the world and especially in Pakistan have not defined and give proper guidance regarding the schedule of assignments, exams, project, and viva etc., which creates fear among students about their future (The Higher Education Commission 2020). Heads of departments and teachers have shown some flexible responses towards students. Due to fear of marking off their projects and research or exams papers, teachers have flexible in their attitude and behavior towards students. When students could not get classes due to internet disruption, teachers give them relaxation and give them more chances. Teachers have tried to give grading in many cases based on their knowledge regarding the students. Many cases this way of marking affects students' grades (Time Higher Education Commission 2020).

The sudden transfer from the traditional classroom education to the online system of education affects the overall academic life of students. The online classes are disadvantages for those students who have no access to fast internet service. Moreover, students and researchers are also suffered due to a lack of quality online contents. The other issue is with the teacher's delivery or teaching methodologies. The COVID-19 has affected the overall academic life of students at Quaid-i-Azam University, Islamabad Pakistan.

### **Assumptions**

1. The COVID-19 has suffered both students and higher education institutions. Across the world, face to face classes is being replaced by the distance learning system.
2. Students who have fast internet facility are an advantage as compared to those students who are living in rural areas, where fast internet is inaccessible.
3. Moreover, students of final year or semesters are facing more problems in their research, fieldwork, and final internship projects etc.
4. On the other hand, due to inaccessible of technology and fast internet, especially in rural areas, where a large number of students across the world have frozen their semesters, high dropout rate among students.

## **Chapter No 3**

# **THEORETICAL FRAMWORK**

Social theories are developed to challenge the existing state of knowledge, modify the knowledge and to complete change the knowledge. In the present research the Theory of Educational Productivity was used and applied on the topic.

### **3.1. Theory of Educational Productivity**

The notion of the theory of Educational Productivity was given by Walberg, Herbert, J. in the year 1982, which is based on the empirical study of different theories related to the learning process at the educational organizations or institutions. The theory focused on the level of increasing educational productivity, educational efficiency, educational process, educational goals, ways to achieve the existing target goals and achievement level. All the mentioned educational process or goals are identified by the view and perception of students about the social or the school environment, the creativity programs, self-concept measures, participation in extra-co-curricular activities, and keen interest in subject different matters. The modern education system focused on different indicators rather only focusing on the traditional means of education, like face-to-face teaching, scores, test etc. Students motivation towards education depends on the new and modern ways of education, which included audio-video lectures, online quizzes, online exams online educational discussions etc. Numerous studies and theories have been analyzed which focused on that the traditional education fails to create required learning results, because they do not evidently recognize, define, and evaluate the actual educational variables.

The theory also validated or demonstration on the significance of the spheres of academic motivational orientations, self-regulation, new learning strategies, and cultural, social/interpersonal capabilities in assisting the academic life of students. Moreover, the theory stressed that the large-scale application of a different social and emotional learning process and program, where students became more and more self-regulate and self-aware and more confident about their academic learning abilities and capacity. Students who are more likely motivated towards new

techniques of learning are more likely try to achieve their learning goal with the organized and systematic approach to work hard, self-consistency of the learning process, and better academic life and performance better academic and enjoy their academic life at the educational institutions.

Academic performance or better academic life of students is depending on their level of motivation and self-determination. Moreover, give comments on the theory by the Walberg (1982) and stated that many students convert their academic worries into opportunities, or students despite living in a disadvantaged, risky environment, and uncertain natural pandemic, where convinced children overcame the disadvantage and unfavorable environment and try to attain their high levels of academic achievement, self-motivation, and an overall improvement in their academic life. However, all of these are depending on the self-regulation, information about technology, motivation towards adaptation towards new educational tools and techniques. Furthermore, the theory stressed that student's motivation also plays a vital role in the academic life of students. More friendly and flexible behavior leads towards academic excellences and vice/versa.

Furthermore, classroom-based learning is multiplicative, lessening the marginal returns which function on the base of four important factors, where the student ability towards studies and self-motivation level, and the overall quality and quantity of instruction and instructional materials. Further, the probability of other four complementary or the supportive factors, which included the overall social psychological classroom environment, education, the level of stimulating conditions in the home and with a peer group, and also the exposure to mass media and modern technology, like a computer, internet, social media and Mobil phones and its applications. All of these are very important factors which are appearing to be required, but insufficient by itself for the classroom learning process, which is a combination of all the mentioned four factors which are apparently required at least at the least possible level. Additionally, it also emerges the important learning

factors which may be substitute, recompense, or tradeoff for one another in declining rates of academic return. For example, the enormous amounts of time may be necessary for a reasonable amount of the overall learning process which occurs if the student's motivation, ability to do adjust into a new learning environment or the overall quality of instruction is minimal.

The major concept of the theory is the level of student's motivation which depends on different factors. However, some events or circumstances where students do not find the ideal learning environment, which may affect the academic life of students. Many students can convert their academic worries into opportunities. These are those students who know the learning consistency, have self-regulatory efficiency, higher motivation level, know the usage of modern technology and exposure of mass media.

### **3.2. Application of the Theory of Educational Productivity**

The lockdown, COVID-19, online classes have suffered the academic and non-academic life of students at the university level, where students were suffered due to lockdown and shifted of online classes. Although, in this short run teachers, students and administrative staff were not in a position to continue online classes, however, the HEC has issue the direction for online education, where students and teachers have tried to utilize their all the available resources to maximized their academic performance and academic life without break of semester. Students especially, far-flung area were more suffered due to lack of fast internet and other resource. The theory of educational productivity stated that students can maximized or enhance or continue their academic activities without break of semester or year through different available resources. Still lack of resources were main hurdles in the online classes.

Being a developing country Pakistan faces numerous issues regarding internet facility in far-flung areas like Gilgit-Baltistan Baluchistan and other tribal areas where students face a variety of difficulties. Due to the inaccessible of fast internet



facility, many students are facing difficulties and their academic life is disturbed and they are not performing well in academic due to communication barriers.

However, a student's academic life is also depending on their level of motivation, self-esteem, the thrust of learning, where students can overcome their issue and convert their worries or difficulties into opportunities. If students have exposure to the internet, and skills to operate technology, then it is easy for students to perform very well in academics.

The COVID-19 has affected the overall academic life of students, but many students try to achieve their goals through numerous ways like online teachers' lectures, YouTube lectures and other online sources. The face to face (physical classroom) academic is converted into online sources, where teachers are delivering lectures through online sources.

However, many students in Pakistan have less exposure to modern technology, less access to fast internet and do not have even laptop facilities. Students who are not possessing such facilities are not getting education properly, where they are facing communication and lack of online free materials. Due to closure of the library, students have not accessed to quality materials free of cost on the internet. Mostly, quality materials are paid online, and students have not accessed to those materials. So, the COVID-19 have affected the students' academic life of those students who have not accessible of the fast internet.

Moreover, the theory also founded that the level of student's inspiration, motivation is more depends on diverse factors of learning process, and the pandemic has changed or alter the motivational or academic factors. However, some situations where students do not find the ideal learning environment, which may affect the academic life of students. Many students have the ability to adapt their academic worries into opportunities and increase the educational productivity through their personal level efforts. These are those students who know the learning consistency,

have self-regulatory efficiency, higher motivation level, know the usage of modern technology and exposure of mass media.

### **3.3. Propositions**

The Educational Productivity theory stated that students“ students can achieve their academic goals through self-determination, self-regulation, consistency. Many circumstances where students can lose their normal or ideal academic environment like current COVID-19 pandemic where students lost face to face classes and education was being continued through online. Many students who do not have access to fast internet facilities are facing numerous academic issues and its negative affect the academic life of students. However, on the other hand, many students can convert their worries into opportunities, like accessing other online lectures, taking help from friends and family members etc. and enhance their academic performance at their home.

### **3.4. Hypothesis**

The pandemic of COVID-19 has effects on the student“s academic life at Quaid-i-Azam University, Islamabad life.

#### **3.4.1. Alternative Hypothesis (H1):**

The COVID-19 has more likely affected the student“s academic life at Quaid-i-Azam University, Islamabad life.

#### **3.4.2. Null Hypothesis (Ho):**

The COVID-19 has not likely affected the student“s academic life at Quaid-i-Azam University, Islamabad life.

**Chapter No 4**

**CONCEPTUALIZATION AND  
OPERATIONALIZATION**

## **4.1. Conceptualization**

Conceptualization is a technique where concepts and variables are being define and explain with the help of existing literature review. In the current research, there are two major variables 1) COVID-19 and the other 2) is Academic life of students.

### **4.1.1. COVID-19**

The Novel Coronavirus or a disease-2019, which is named as the COVID-19, that is as an illness or flu, which instigated by a novel coronavirus, which is a Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2, which is previously called the 2019-Nov), that was initially discovered during an eruption of the respirational sickness or illness, which cases in the city of China Wuhan, Hubei Province (Emanuel et al. 2020). It was formerly termed to the World Health Organization (WHO) on December 31, 2019, as a worldwide epidemic and threat to the public health concern (Mizumoto, Kagaya and Zarebski 2020). Moreover, on January 30, 2020, the WHO confirmed the COVID-19 pandemic a global health calamity or disaster called caused death to the vulnerable people like old age and children who are previously suffered by asthma and other respiratory diseases (Remuzzi and Remuzzi 2020).

Moreover, the coronavirus which is now called the COVID-19 is a dangerous illness, which produced by a virus, that can spread from an infected or ill person the person to the healthy person quickly and infect the health person within a shorter period of time. The virus that causes COVID-19 is a new coronavirus, which has stretched all over the world within a short period of time from Wuhan China and sent billion of people into complete self-isolation and quarantine as well as the closure of all educational institutions. Moreover, the COVID-19 signs can vary from benign (or no symptoms) to severe illness (Sahu 2020).

Additionally, the COVID-19 was invented or invented from the animal and other species and then spread to humans“ beings. Where the virus spread to the person to a healthy person and infect the respiratory system immediately where the novel

coronavirus is called or reported, but it is not yet completely known how easily this occurs and spread around the world and sent billion of people in self-isolation (UNESCO 2020).

#### **4.1.2. Academic Life**

The academic life means an educational development or process in terms of the basic level readings, writings skills, the listening, and speaking everyday life and in the educational institute or outside the institute or other than the academic activity. Likewise, the students' improvement in the overall attendance level, learning behavior, and overall academic performance of the students throughout the educational development. Similarly, according to Din (2015) argued that the academic life is the extent teacher, the institute and the students, who accomplished the academic goals in the short term or the long term, which encompassed the accumulative GPA and implementation of the educational benchmarks, such as the achievement or completion of the degree in a good percentage and achievement of a good grade.

The academic life is normally assessed through the examinations or routine assessments, however, there is no comprehensive greatest assessed or which qualities are most valuable procedural of knowledge, such as life skills or the declarative knowledge like the as the facts. Furthermore, there are indistinct consequences over which are particular factors essentially foresee the academic performance, and other mechanisms, such as test anxiety at the mind of students, the learning behavior, academic environment, inspiration level, and the overall emotions which are require thought when establishing the models of school accomplishment (McKenzie and Schweitzer 2001).

Finally, the academic life of students is the overall way of learning at the institute or outside the institute. The overall process and procedures of learning process included in the academic life of students. All those activities both academic and

non-academic are part of students' academic life which play a vital role in the overall social, psychological, and economic life of students.

## **4.2. Operationalization**

On the other side, the operationalization is a process where the variables are defined and apply in the research context, where in what and how the variables are use in the current research study.

### **4.2.1. COVID-19**

The Coronavirus which is now called COVID-19 which spread from the Wuhan city of China in November and in December, the World Health Organization (WHO) has declared as a global pandemic and threat to the public health. Due to fast spread and infected millions of people across the world and billions of people have been sent to isolation. All the academic activities have been closed and most of the universities have shifted their face-to-face classes or academic activities to online sources where lectures, assignments, research work and assessments and other evaluations are being done through online with the help of internet.

Similarly, Pakistan was the country, which also effects by the COVID-19 and across the country, the universities have been closed and shifted all the academic activities through online sources. Through the internet, the teachers are delivering lectures, make notes and assess students' performance through online bases. Many students who belong to the deprived regions where they did not access to fast internet service have suffered academically. The COVID-19 has suffered and effects the academic performance or academic life of students. The students at QAU are also taking online classes and have continued their academic journey where they faced numerous issues and hurdles in the way of the learning process.

### **4.2.2. Academic Life**

The academic life means the overall academic and nonacademic activities of students being part of any university. The academic life included the grades,

assignments, quizzes, and test, which all evaluate student academic performance. Due to online classes, students' academic life has been suffered since March 2020, where most of the students who are belonging to the rural areas and far-flung areas like Gilgit-Baltistan, Kashmir etc. are suffered due to non-availability of fast internet facility. Many students did not submit assignment and annual papers on the given time due to lack of fast internet facility.

In the current context, academic life is the combination of all the academic-related activities and student's performance in the situation of COVID-19 and online classes. Students now at Quaid-i-Azam University are taking and submitting assignments, project works, research, exam papers and quizzes through online sources.

## **Chapter 5**

# **RESEARCH METHODOLOGY**



The research methodology is planned and organized information and procedures regarding any social phenomenon and study the phenomenon in a systematic manner to following the systematic rules, regulations and define steps.

### **5.1. Research Design**

For the current research study, the quantitative research approach was chosen and designed a descriptive study. The study analyzed the COVID-19 and its effects on the students' academic life at Quaid-I-Azam University, Islamabad. Although, it was known that due to the pandemic of COVID-19 all the educational institutions have stated online classes across the country, where few well-established universities have provided online facilities, and the majority of University was unable to provide quality courses. The COVID-19 has badly affected the academic and non-academic life of students.

### **5.2. Universe of the Study**

The current study was conducted at Quaid-i-Azam University, Islamabad, Pakistan. The selection behind Quaid-i-Azam University, as a universe was easy to access to the data, where due to pandemic and lockdowns data collection from other universities have difficulty, so that is why the researcher has limited the universe of the study to Quaid-i-Azam University, Islamabad.

### **5.3. Target Population of Study**

For the current research, the target population or unit of analysis was the students both male and females who were doing master from both social and other sciences. The target population was not limited to some departments, due to closure of university and less access of respondents.

### **5.4. Sampling Techniques**

In the current research study, the simple random sampling technique was used where researcher has sent the questionnaires through WhatsApp, Emails, and

through other social media tools to the access students. Moreover, some of the respondents were online interviewed or some of them were face to face.

### **5.5. Sample Size of the Study**

Due to less accessibility of respondents, the sample size was limited to preferability of one hundred and twenty-five (125) respondents. The sample size of 125 was sufficient to get the necessary outcomes and results.

### **5.6. Data Collection Tools**

For the present research, the closed ended questionnaires were used as a data collection tools. The questionnaire was divided into two major parts, the first part consisted of socio-demographic profile and the second part deals the effects of COVID-19 on the students' life.

### **5.7. Data Collection Techniques**

For the present research, the self-completion/ self-administered structured closed ended questionnaires were designed and distributed among the respondents through online sources, because it was not possible for the researcher to conduct interviews or distribute face to face. Moreover, some respondents were interviewed face to face.

### **5.8. Data Analysis Tools**

In the current research study, the Statistical Package for Social Sciences (SPSS) version 22.0, was used as a data analysis tool. The election of SPSS is due to the numeric nature of data and secondly the knowledge of the SPSS.

### **5.9. Data Analysis Techniques**

In the current research, both descriptive (percentages and frequencies) and inferential (Correlation and Chi-Square Test) statistics were used as a data analysis technique. The results were elaborate in tabular form. The descriptive statistics give general information about the statement what and how many respondents have what

response. On the other side, the inferential statistics make able to draw inference or results and based on the results, future direction will be set.

#### **5.10. Pre-Testing**

The process of Pre-Testing is very important step in any research. In the current research, only ten (10) questionnaires have been Pre-Tested, and some modifications have been done with the research tool. The reason behind Pre-Testing is to check the workability of the research tool.

#### **5.11. The Limitations and Opportunities of Study**

Every study has its own opportunities and limitations, likewise, in the current study, there were subsequent opportunities for both the researcher and respondents. This study provided practical experiences to the investigator or researcher on how to carry out research and how to intermingle with respondents through online sources. Furthermore, the study gives practical experience of the research work that how to conduct a research study in an organized manner. Moreover, this research will shed an important current issue where students across the country were facing problems in online classes and social interaction. This research provides information about the student's perception regarding the COVID-19 and their academic life. Moreover, this research will provide a policy recommendation for upcoming educational strategies.

On the other hand, there were a few limitations in the present study. The first limitation was the collection of data where many questionnaires were missing the responses were very low. Secondly, some questionnaire was not filled properly. Third, the limitation was the sample size where due to less accessibility of face to face interaction sample size was limited to 125.

#### **5.12. Ethical Concern**

There are few ethical considerations in social science research about the confidentiality of respondent data and keep in mind the ethics during ace to face

interview where do not ask any personal type questions or do not offend respondents or take prior permission before interview etc. in the current context, the data collection have been done through online sources, where the questionnaire is not focused on the personal level information, however, few general basic level socio-demographic information have been added.

The research tool was designed after a review of relevant literature on the similar topic. The researcher has not forced any person for the data. The prior permission was there so that respondents were cooperative.

## **Chapter No 6**

### **RESULTS**

The chapter deals with the results and data analysis. The chapter is divided into two major parts: 1) descriptive statistics which consisted of percentages and frequencies of responses and the 2) second inferential statistics which included the test of hypothesis of the research.

### Descriptive Statistics

**Table 6.1. Age of Respondents**

Category	Frequency	Percentage
Less than 18	1	.8
18-20	14	11.2
21-24	58	46.4
Above 24	52	41.6
Total	125	100.0

The table No. 6.1 showed the age of respondents, where .8% were less than 18 years, 11.2% of respondents were between 18-20 years, 46.4% of respondents were 21-24 years, 41.6% of respondents were above 24 years old. The conclusion of the table stated that majority of respondents were 21-24 years old. The majority of respondents were students, and they fall between the age of 21-34 years old. The reason behind the selection of respondents between the age of 21 to above 24 is that, at the time of lockdown some research students were presented at the campus premises along with some other senior students. The study was based on the COVID-19 and academic performance, where the researcher has approached to other fellows across the university to know the perception regarding their academic performance, which is being affected by the lockdown, COVID-19 and through online system of learning. Most of the students who are doing researches have more issues as compared to other semesters.

**Table 6.1. Gender of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Males	97	77.6
Females	28	22.4
Total	125	100.0

The table No. 6.2 showed the Gender of respondents, where 77.6% of respondents were males, 22.4% of respondents were females. The majority of respondents were male. The reason behind selection of more males were due to lack of respondents at the university due to lockdown. Secondly, the researcher was male, so that is why it was more convenient for the researcher to collect data from male respondents. During the lockdown males were more likely available at the campus premises.

**Table 6.2. Marital Status of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Married	22	17.6
Unmarried	100	80.0
Divorce	2	1.6
Any other	1	.8
Total	125	100.0

The table No. 6.3 showed the marital status of respondents where, 17.6% of respondents were married, 80% of respondents were unmarried, 1.6% of respondents were divorce and .8% of respondents were belonged to any other. The conclusion of the table showed that majority of respondents were unmarried. The majority of the respondents were between 21-24 in this age few are doing marriages. Majority of university students are unmarried, especially students at the master level.

**Table 6.3. Residency of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Rural	58	46.4
Urban	67	53.6
Total	125	100.0

The table No 6.4 showed the residency of respondents, where 46.4% of respondents were belonged to rural areas, 53.6% of respondents from urban areas. The conclusion of the table showed that majority of respondents were belong to urban areas. The reason was few students were available during the lockdown in the university, where those students were available who are living to the near areas or locations.

**Table 6.4. Department of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Sociology	29	23.2
Gender Studies	5	4.0
Archelogy	5	4.0
Anthropology	7	5.6
Pakistan Studies	9	7.2
Any Other	70	56.0
Total	125	100.0

The table No. 6.5 showed the department of respondents, where 23.2% of respondents were from Sociology, 4% of respondents were from Gender Studies, 4% of respondents were Archelogy, 5.6% of respondents were Anthropology, 7.2% of respondents were Pakistan studies and 56% of respondents were belong to any other departments at Quaid-I-Azam University, Islamabad. There was not any set way was defined for data collection due to lack of accessibility of respondents.



**Table 6.5. Semester of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1 <sup>st</sup>	8	6.4
2 <sup>nd</sup>	10	8.0
3 <sup>rd</sup>	19	15.2
4 <sup>th</sup>	88	70.4
Total	125	100.0

The table No. 6.6 showed the semester of respondents, where 6.4% of respondents were from 1<sup>st</sup> semester, 8% of respondents were 2<sup>nd</sup> semester, 15.2% of respondents were 3<sup>rd</sup> semester, and 70.4% of respondents were from 4<sup>th</sup> semester. The conclusion of the table showed that majority of respondents were belong to 4<sup>th</sup> semester. The conclusion of the table showed that majority of respondents were belonged to 4<sup>th</sup> semester. The reason behind more students from the last semester was the availability of only research students in the campus during the lockdown period.

**Table 6.6. Admission Base of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Merit	84	67.2
Self-Finance	41	32.8
Total	125	100.0

The table No. 6.7 showed the admission base of respondents where 67.2% of respondents were on merit base, and 32.8% of respondents were self-base students. The conclusion of the table showed that majority of respondents were got admission on merit base. There is a quota system-based admission system so that's why majority of students are based on merit-based admission.

**Table 6.7. Family Monthly Income of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 20k	10	8.0
20-40k	25	20.0
41-60k	29	23.2
Above 60k	61	48.8
Total	125	100.0

The table No. 6.8 showed the family's monthly income, where 8% of respondents have stated that they have less than 20k per month income, 20% of respondents have 20-40k, 23.2% of respondents have 41-60k and 48.8% of respondents have above 60k family monthly income. The majority of respondents have above 60k monthly income.

**Table 6.8. Own Laptop of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	96	76.8
No	29	23.2
Total	125	100.0

The table No. 6.9 showed the respondents perception regarding the ownership of laptop, where 76.8% of respondents have their own laptop, ad 23.2% of respondents were not possessed laptop. The conclusion of the table showed that majority of the respondents in master or above master have their own laptop. Now every student has accessed to smart phone where they have chances to take their online classes.

**Table 6.9. Have Smart Phone with Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	123	98.4
No	2	1.6
Total	125	100.0

The table No. 6.10 showed the respondents perception regarding the ownership of smartphone, where 98.4% of respondents have smartphone and only 1.6% of respondents have no smartphone. The conclusion of the table stated that majority of respondents have smartphones. Now a days everyone has access to the smart phone and have chances to take online classes through smart phone.

**Table 6.10. Internet Access at Home**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	108	86.4
No	17	13.6
Total	125	100.0

The table No. 6.11 showed the internet access to respondents, where 86.4% of respondents have internet access and 13.6% of respondents have no access of internet. The conclusion of the table showed that majority of respondents have fulltime access of internet. Due to COVID-19 most of the internet provider companies have given more internet packages to their customers. That is is the reason majority of students have access to internet at their home.

**Table 6.11. Source of Internet Access to Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Mobil Phone	79	63.2
DSL	26	20.8
Any Other Source	20	16.0
Total	125	100.0

The table No.6.12 showed the source of internet access, where majority of 63.2% of respondents have access at their Mobile phone, 20.8% have access through DSL and 16% have other sources. The majority of respondents have access to internet through mobile phone. Because Mobil phone is an easy way of process, taken access, charging backup and easy to operate and users friendly. Similarly, Mobile phone can be connected to Wi-Fi at any place. Furthermore, many networks have given free access to internet and even three months without extra charges.

**Table 6.12. COVID-19 has Disturb Current Semester of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Agreed	52	41.6
Strongly Agreed	57	45.6
Neutral	7	5.6
Disagreed	2	1.6
Strongly Disagreed	7	5.6
Total	125	100.0

The table No. 6.13 showed that respondent's perception about the statement that do the respondents were agreed that COVID-19 has disturb your current semester, where 41.6% of respondents were agreed, 45.5% of respondents were strongly agreed, 5.6% of respondents have neutral, 1.6% of respondents were disagreed, and

finally, 5.6% of respondents were strongly disagreed. The conclusion of the table showed that, majority of respondents were agreed and strongly agreed that COVID-19 has disturbed their current semester. Due to COVID-19 educational institutions have been closed, shifted face to face classes to online which is more troubling to those teachers and students who have less likely friendly with the electronic gadgets and operation process.

**Table 6.13. COVID-19 has Affected the Academic Schedule of Respondents**

Category	Frequency	Percentage
Agreed	50	40.0
Strongly Agreed	65	52.0
Neutral	5	4.0
Disagreed	1	.8
Strongly Disagreed	4	3.2
Total	125	100.0

The table No. 6.14 showed that respondent's perception about the statement that are you agreed that COVID-19 has affected the academic schedule, where 40% of respondents were agreed, 52% of respondents were strongly agreed, 4% of respondents have neutral, .8% of respondents were disagreed, and finally, 3.2% of respondents were strongly disagreed. The conclusion of the table showed that majority of the respondents were agreed and strongly agreed that, COVID-19 has affected the semester and academic schedule badly. Study plans have been completely disturbed, study schedule was suffered, and timely delivery of work was not possible.

**Table 6.14. COVID-19 has Affected Study Plan of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	108	86.4
No	17	13.6
Total	125	100.0

The table No. 6.15 showed do COVID-19 has affected the study plan of students, where 86.4% of respondents were stated that COVID-19 has affected the study plan of respondents and 13.6% of respondents were affected the study plan. The conclusion of the table showed that majority of respondents were stated that, COVID-19 has affected study plan. Due to lockdown, all the classes have been shifted to online which effected the plan of study. Universities have closed their hostels and sent all the students to their home, where they could not find any specific time for their studies and academic activities and their study plans have been disturbed.

**Table 6.15. Respondents Views Participating Online Classes Regularly**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	71	56.8
No	32	25.6
Sometimes	22	17.6
Total	125	100.0

The table No 6.16 showed the respondents' perception regarding the statement that the are you participating in online classes regularly, where 56.8% of respondents were attending online classes regularly, 25.6% of students were not attending or participating online classes and 17.6% of respondents were sometime participating in online classes. The conclusion of the table showed that, majority of respondents were attending or participating in online classes regularly. Students who have lack of internet facilities, lack of self-laptop and smart phone have troubles to attend the

online classes. Furthermore, students who are living inside areas where they have no access of fast internet have more likely suffered and unable to attend the online classes.

**Table 6.16. If, No, what is the alternative**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Receive the video recording of lecture after class	30	24
Classmates shares the lecture notes	29	23.2
Any Other	30	24.0
Not applicable	36	28.8
Total	125	100.0

The table No. 6.17 showed the respondents perception regarding why the respondents are not attending the online classes regularly. The results showed that, 24% of respondents were receive the video recording of lecture after class, 23.2% of respondents were stated that classmates share the lecture notes, 24% of respondents were stated that any other sources and finally 28.8% of respondents have stated that this is not applicable. Many students due to closure of campus classes and lack of fast internet facility were unable to attend classes. Similarly, students were helping their other colleagues and share notes and lectures. On the side, many students have downloaded online materials which were related to their course and subject.

**Table 6.17. Submitting Assignments on Time by Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	82	65.6
No	25	20.0
Rarely	18	14.4
Total	125	100.0

The table No. 6.18 showed the respondents perception about the statement that are you submitting your assignments on time, where 65.6% of respondents were submitting their assignments, 20% of respondents were not submitting respondents on time and finally, 14.4% of respondents were rarely submit their assignments on time. The conclusion of the table showed that majority of respondents were submitting their assignments on time. As, results have stated that majority of respondents have access to internet, so that's why students have submitted their class assignments on time through online sources. On the side, few students were unable to submit their assignments on time due to lack of fast internet facility.

**Table 6.18. Respondents Perception Proper Communication with Your Teachers**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	58	46.4
No	63	50.4
Don't Know	4	3.2
Total	125	100.0

The table No. 6.19 showed the respondents perception about the statement that do you have proper communication with your teachers, where 46.4% of respondents were stated that students have proper communication with teachers, 50.4% of respondents have not properly communication and 3.2% of respondents were don't know either proper communication with teachers or not. The conclusion of the table showed that majority of respondents have stated that they have not proper communication with their teachers. Due to distortions and lack of time management students have less level of communication with their teachers. Almost half of the respondents have no proper communication, there were several reasons, where the lack of fast internet facility is one of them and secondly it was difficult for teachers to manage students individually.



**Table 6.19. Communication with Class-Fellows About Studies**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	70	56.0
No	43	34.4
Don't Know	12	9.6
Total	125	100.0

The table No. 6.20 showed that the respondents' perception about the appropriate communication with your class fellows about your studies, where 56% of respondents who have proper communication with their class fellows, 34.4% of respondents have no communication and 9.6% of respondents have don't know about the communication with their teachers regarding the studies. The conclusion of the table showed that, majority of students have communication with their class fellows about studies.

**Table 6.20. Participating in Class Discussions in Online Classes by Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	55	44.0
No	36	28.8
Sometimes	34	27.2
Total	125	100.0

The table No. 6.21 showed that are you participating in class discussions in online classes, where 44% of respondents have participating in discussion in online classes, where 28.8% of respondents were not participating in online classes, and 27.2% of respondents were don't know either participating in class discussion in online classes. The conclusion of the table showed that, majority of respondents were taking part online parts in online classes. Students were involved in discussions online, but due to lack of proper controlling mechanism many times

these discussions have less effects on the overall class. Students in many times discussed many unwanted contents or out of syllabus and many students have side talks during group discussions. Further, in group discussions when internet connection goes off it create disturbance among the students as well as with the teacher.

**Table 6.21. Teachers Allowed to ask Questions During Online Class**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	78	62.4
No	26	20.8
Sometimes	21	16.8
Total	125	100.0

The table No. 6.22 showed the respondents perception regarding the statement do teachers allowed to ask questions during online class, where 62.4% of respondents were stated that teachers are allowed asking questions during teachers in online classes, 20.8% of respondents were stated that teachers were not allowed the asking questions and finally, 16.8% of respondents have stated that sometimes teachers allow ask questions.

**Table 6.22. Respondents View About Teachers Fairly Evaluating Your Work**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	43	34.4
No	46	36.8
Sometimes	36	28.8
Total	125	100.0

The table No. 6.23 showed the respondents perception about the statement that teachers are fairly evaluating your work, where 34.4% of respondents have stated that teachers are fairly evaluating work, 36.8% of respondents were against the

statement and finally, 28.8% of respondents stated that sometimes teachers are evaluating students were not fairly evaluating work. The conclusion of the table showed that, majority of respondents were stated that teachers are not fairly evaluating students" work.

**Table 6.23. Doing Your Final Research Work by Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	67	53.6
No	43	34.4
Not Applicable	15	12.0
Total	125	100.0

The table No. 6.24 showed the students" perception about the doing final research work, where 53.6% of respondents were doing their research work, 34.4% of respondents were not doing their research work an finally, 12% of respondents were stated that this question is not applicable. Almost half of the respondents were doing research work. Similarly, students were forcedly pushed to do research work. However, university has allowed research students to the campus for the research purpose. Teachers both through online and face to face assisted research students in their work. However, those students who were out of cities and living far flung areas and rural areas have issues in their research work. Many private hostels were open for students and university has also allowed research students.

**Table 6.24. Facing Problem in Final Research Work by Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	76	60.8
No	33	26.4
Don't Know	16	12.8
Total	125	100.0

The table No. 6.25 showed the respondents' perception regarding the statement that Are you facing problem in final research work, where, 60.8% of respondents have stated „Yes“ response that they are facing problems and issues in their final research work, 26.4% of respondents were not facing issues and 12.8% of respondents were not know either facing problems or not. The majority of respondents were stated that they are facing problems and issues in their research work.

**Table 6.25. Easily Access to Online Research Papers/Journals**

Category	Frequency	Percentage
Yes	33	26.4
No	52	41.6
Not all Journals	40	32.0
Total	125	100.0

The table No. 6.26 showed the respondents perception regarding the easily access to online research papers/journals, where only 26% of respondents have stated that they have easily access of journals and research papers, 41.6% of respondents are facing problems and did not access to research paper and journals and finally, 32% of respondents were not know either they face problems or issues in accessing to online journals and research papers. The conclusion of the table showed that majority of respondents were facing problems in accessing online research papers and journals. Many academic journals and international reports required membership, while the membership is not accessed to everyone due to higher cost. At the university, these journals are free of cost and easily access. During lockdown students have faced a lot of issues and problems in accessing of online research papers and articles.

**Table 6.26. Facing Problem to Access Reference Books by Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	63	50.4
No	27	21.6
Sometimes	35	28.0
Total	125	100.0

The table No. 6.27 showed the students' perception about the statement that, students are facing problem to access reference books, where 50.4 percent of respondents were facing problems, 21.6% of respondents were not facing problems and 28% of respondents were sometimes facing problems. The conclusion of the table showed that majority of respondents were facing problems and issues to access to online or reference books. As, above discussed that Many academic journals and international reports required membership, while the membership is not accessed to everyone due to higher cost. At the university, these journals are free of cost and easily access. During lockdown students have faced a lot of issues and problems in accessing of online research papers and articles, so that's is why students have faced numerous issues to access reference books and research papers.

**Table 6.27. Lockdown has Mentally Disturbed the Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	90	72.0
No	14	11.2
Somehow	21	16.8
Total	125	100.0

The table No. 6.28 showed that the lockdown has mentally disturbed your state of life, where 72% of respondents were stated that lockdown has disturbed them mentally, 11.2% of respondents were not disturbed mentally and finally, 16.8% of respondents were somehow disturbed mentally. Similarly, the lockdown and

COVID-19 has left anxiety and frustration among all the segment of life, especially those people who were unemployed and students. Due to lockdown all the academic activities have been shifted online where students faced a lot of difficulties which create frustration and psychologically depression on students. Further, the lockdown has disturbed the study plan, academic activities and also research work which created mental disturbance among students.

**Table 6.28. Due to Lockdown, Not Concentrated in Studies**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	79	63.2
No	21	16.8
Little Bit Concentrating	25	20.0
<b>Total</b>	<b>125</b>	<b>100.0</b>

The table No. 6.29 showed the respondents perception about the due to lockdown students have not concerted on studies. The results showed that majority of 63.2% of respondents were not concentrated on their studies due to lockdown, 16.8% of respondents have concentrated and 20% of respondents only little bit concentrated. The conclusion of the table showed that majority of respondents have not concentrated on their studies. Similarly, lockdown has disturbed the study plan, academic activities and also research work which created mental disturbance among students where students have less concentration on their studies.

**Table 6.29. Lockdown has Effects Academic Performance of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	107	85.6
No	11	8.8
Don't Know	7	5.6
<b>Total</b>	<b>125</b>	<b>100.0</b>

The table No. 6.30 showed that do you consider that lockdown has effects overall academic performance of students, where 85.6% of respondents have stated that lockdown has affects the overall academic performance of students, 8.8% of respondents were not affected and 5.6% of respondents were don't know. The conclusion of the table showed that majority of students have stated that lockdown has affected the overall academic performance. lockdown has disturbed the study plan, academic activities and also research work which created mental disturbance among students where students have less concentration on their studies. During lockdown students have faced a lot of issues and problems in accessing of online research papers and articles, so that is why students have faced numerous issues to access reference books and research papers.

### Inferential Statistics

**Table 6.30. One-Sample Test**

Category	Test Value = 0		
	t	df	Sig. (2-tailed)
Internet Access	36.903	124	.000
COVID-19 has disturbed current semester	20.343	124	.000
COVID-19 has affected study plan	36.903	124	.000
Are you participating online classes regularly	23.305	124	.000
Proper communication with your teachers	31.392	124	.000
Participating in class discussions in online classes	23.712	124	.000
Facing problem in final research work	23.804	124	.000
Easily access to online research papers/journals	30.040	124	.000
Lockdown has mentally disturbed you	21.112	124	.000
Consider that lockdown has effects overall academic performance of students	25.622	124	.000

Decision Rule for Assessing if the test is significant (for alpha value  $\alpha .05$ ):

1. If  $p \leq .05$ , the test is significant (the sample is significantly different than  $\mu = 2$ )
2. If  $p > .05$ , the test is not significant (the sample is not significantly different than  $\mu = 2$ )

The table No. 6.31 showed the one sample „t“ test based on the perception of students about some selected indicators. All the indicators were statistically different that the COVID-19 has affected the academic performance of students, where sig. is less than 0.05.

### **Tabulation and Hypothesis Testing Tables**

**Significant Level  $\alpha = 0.05$**

The formula of Chi-Square

Formula of Chi-Square:

$$\chi^2 = \frac{\sum (f_e - f_o)^2}{f_e}$$

**COVID-19 has Disturb Semester \* Lockdown Effects Overall Academic Performance**



**Table 6.31. Cross Tabulation**

		Lockdown Effects Overall Academic Performance			Total
		Yes	No	Don't Know	
COVID-19 has Disturb Semester	Agreed	45	4	3	52
	Strongly Agreed	55	1	1	57
	Neutral	5	1	1	7
	Disagreed	1	1	0	2
	Strongly Disagreed	1	4	2	7
	<b>Total</b>		107	11	7

The table No. 6.32 showed that crosstabulation where two questions were crosstab where, the COVID-19 has Disturb Semester and Lockdown Effects Overall Academic Performance. The total sun of rows and column showed that COVID-19 has affected the current semester and lockdown has affected overall academic performance of students.

**Table 6.32. Chi-Square Tests**

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	40.549 <sup>a</sup>	8	.000
Likelihood Ratio	29.047	8	.000
Linear-by-Linear Association	15.215	1	.000
N of Valid Cases	125		
a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .11.			

The table No. 6.33 showed the Chi-Square Test, which illustrated that the Pearson Chi-Square value is 40.549; Degree of freedom is 8 and Asmp. Sig. is .000. Which is less than the alpha value  $p=0.05$ . Therefore, the value determined that it is highly statistically significant, where the lockdown has affected the current semester and academic performance of students.

Due to lockdown and closure of the campus, especially students of research and first semesters were affected badly. Research students need face to face interaction with their supervisor and discuss the matters. However, due to lack of physical contact students of research were suffered and their academic life has been affected. The COVID-19 has badly and inversely impacted the overall academic performance/achievement of students at the Quaid-i-Azam university, Islamabad, Pakistan.

## Chapter No. 7

# DISCUSSION, CONCLUSION AND RECOMMENDATIONS

### 7.1. Discussions

The present study has examined the pandemic of COVID-19 and academic performance where majority of respondents 57% were strongly agreed and 38% were agreed that COVID-19 has affected the overall academic performance, where 52% of respondents have strongly agreed that, COVID-19 pandemic has shifted face to face classes to online where their current semester has been effected. The World Health Organization (WHO) has declared the COVID-19 epidemic a pandemic, and in the light of the present growing threat of health, many universities across the world have either postpone, delayed, and cancelled all campus activities, like workshops, conferences, sports events, and other academic and non-academic activities (WHO 2020). Majority of universities either located in developed or developing regions have taken concentrated measures to prevent students and teachers as well the administrative staff from this highly infectious disease. Faculty in universities have transformed their classes through online sources (Sahu 2020).

Similarly, the COVID-19 has also affected the education system in Pakistan, like other countries across the world, wherein the mid of April 2020, approximately 1.723 billion students have been suffered due to closures of schools, colleges, and universities in response to the pandemic (Mustafa 2020). Similarly, 191 countries across have complete lockdown of the education system, which comprises of 98.4% of the total population of students (UNESCO 2020). The COVID-19 has not only affected the academic life of students but also affect the economy, social and political life of people. Similar steps were taken by the Higher Education

Commission has issued the directives to the universities to start online education and do not break the semester.

In response, the present study was conducted to know about the effects of COVID-19 on the academic performance of students. Although students were attending their classes through online sources, however abruptly transformation from the face-to-face classes into online classes affects the academics of students due to lack of preparation of universities for online classes. The similar, situation existed in Quaid-i-Azam University where the university administration has transfer traditional classes into online classes, where students are now attending lectures, submitting assignments and research work through online basis. Quaid-i-Azam University is called mini-Pakistan where every corner of students is studying due to the quota system. Both rich and poor people students are getting an education. Moreover, students from far-flung areas are also studying at Quaid-i-Azam University. Many students were suffered due to lack of fast internet access to the students of Gilgit-Baltistan, Chitral and Baluchistan.

In the present study, the majority of the students were males, and master or above master level students both social and other disciplines from Quaid-i-Azam University were selected for an interview, who have access to an internet facility and 76.8% of respondents have laptop facility. The inclusion criteria were minimum master and above where the respondents were selected through random bases.

The lockdown and closures of educational institutions have a worse impact on students and their families, causing disruption in the learning process, interpreted in online classes, compromised on nutrition, childcare problem, in consequences the families have been more suffered (WHO 2020). Similarly, in the present research, the lockdown and COVID-19 has affected the overall academic performance of students where 85.6% of respondents have stated that due to lockdown and COVID-19 the overall academic performance is affected. Moreover, 87% of respondents were agreed and strongly agreed that COVID-19 has disturbed their current

semester schedule, 92% have suffered academic activities and 86.4% of students were agreed and strongly agreed that their academic or study plan has been disturbed. Furthermore, 56.8% of respondents were participating in online classes. Many studies have shown that due to lack of access to fast internet. Additionally, 65.6% of students were submitting their assignments, 46.4% proper communication with teachers and 56% of students have communication with their teachers.

Many universities have recommended the distance learning programs through the internet or online. Those areas and regions where the internet have a poor connection, students have suffered and negatively affects their learning process (WHO 2020). In the present research, there are numerous issues due to online classes, where students face numerous, such as 63.2% of students were not concentrating on their studies. Further, 34.4% of students have stated that teachers are not fairly evaluating students' academic performance, where 62.4% of students have stated teachers were not allowed students to ask questions.

Studies have shown that the COVID-19 has mentally affected the students, where many students do not perform well in their academics, where 72% of respondents were disturbed mentally due to lockdown. Similarly, students who are doing research were faced with numerous issues, where 60.8% of respondents were stated that they are facing issues in research work. Additionally, only 26.4% of students have no access to online research papers and journals.

## **7.2. Conclusion**

The present research was conducted at Quaid-i-Azam University, Islamabad, about COVID-19 and academic performance. Due to COVID-19 and lockdown, universities have closed their all-academic activities and shifted face to face classes to online classes, where students have attending online lectures, submitting assignments online, online exams, and also work on research work through online sources. Due to closure, students have faced numerous issues and problems, where students have an issue to attend lectures, lack of fast internet facilities, disturbed

academic plan, lack of proper communication with their teachers and class fellow, lack of online discussion. Moreover, students face problems in their research work, and lack of access to the quality journal and research papers. Furthermore, the lockdown has negatively impact on the mental level which also badly impact on the overall academic performance of students.

### **7.3. Recommendations**

On the basis of research, following recommendation have been proposed and recommended for future studies:

1. To find the best way of online teaching system in near future.
2. To study the post-COVID-19 impacts on the education system of the current lockdown.
3. To study in the whole context of Pakistan
4. To compare the COVID-19 and educational process in Public and private universities in Pakistan.

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ANNEXURE

**QUESTIONNIARE**

**COVID-19 AND ITS IMPACTS ON ACADEMIC LIFE OF STUDENTS AT QUAID-I-AZAM UNIVERSITY, ISLAMABAD**

By

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The research study is being carried out for the partial fulfillment of degree in Master of Sociology from the Department of Sociology Quaid-I Azam University, Islamabad. The titled “COVID-19 and its Impacts on the Academic Life of Students at Quaid-i-Azam University, Islamabad, Pakistan”. All the information which you will provide us be kept in close confidence and only use for academic purposes. May you participate in interview?

**Instruction:** Please Tick in the box

**Part-1: The Socio-Demographic Profile of Respondents**

S. No	Categories	Responses
1	Age	1. Less than 18    2. 18-20    3. 21-24    4. Above 24
2	Gender	1. Male    2. Female
3	Marital Status	1. Married    2. Unmarried    3. Divorce    4. Any

		other
4	Residence	1. Rural 2. Urban
5	Department	1. Sociology 2. Gender Studies 3. Archeology 4. Anthropology 5. Pakistan Studies 6. Any Other
6	Semester	1. 1 <sup>st</sup> 2. 2 <sup>nd</sup> 3. 3 <sup>rd</sup> 4. 4 <sup>th</sup>
7	Admission Base	1. Merit 2. Self-finance
8	Family Monthly Income	1. Less than 20k 2. 20k-40k 3. 41k-60k 5. Above 60k
9	Own laptop	1. Yes 2. No
10	Have a smart Phone	1. Yes 2. No
11	Internet Access	1. Yes 2. No
12	Source of Internet Access	1. Mobil phone 2. DSL 3. Any other source

<b>COVID-19 and Its Impact on Student's Academic Life</b>		
<b>S. No</b>	<b>Categories</b>	<b>Responses</b>
13	Do you agreed that COVID-19 has disturb your current semester	1. Agreed 2. Strongly agreed 3. Neutral 4. Disagreed 5. Strongly Disagreed
14	Are you agreed that COVID-19 has affected the academic schedule	1. Agreed 2. Strongly agreed 3. Neutral 4. Disagreed 5. Strongly Disagreed
15	Do COVID-19 has affected	1. Yes 2. No

	your study plan	
16	Are you participating online classes regularly	1. Yes                      2. No                      3. Sometime
17	If, No, what is the alternative	1. Receive the video recording of lecture after class 2. Classmates shares the lecture notes 3. Any other
18	Are you submitting your assignments on time	1. Yes                      2. No                      3. Rarely
19	Do you have proper communication with your teachers	1. Yes                      2. No                      3. Don't Know
20	Do you have appropriate communication with your class fellows about your studies	1. Yes                      2. No                      3. Don't Know
21	Are you participating in class discussions in online classes	1. Yes                      2. No                      3. Sometimes 4. Rarely
22	Do teachers allowed to ask questions during online class	1. Yes                      2. No                      3. Sometime
23	Teachers are fairly evaluating your work	1. Yes                      2. No                      3. Don't Know
24	Are you doing your final research work	1. Yes                      2. No                      3. No applicable
25	Are you facing problem in final research work	1. Yes                      2. No                      3. Don't Know
26	Do you easily access to online research	1. Yes                      2. No                      3. Not all journals

	papers/journals	
27	Are you facing problem to access reference books	1. Yes      2. No      3. Sometimes
28	Lockdown has mentally disturbed you	1. Yes      2. No      3. Somehow
29	Due to lockdown you are not concentrating in studies	1. Yes      2. No      3. Little bit concentrating
30	Do you consider that lockdown has effects overall academic performance of students	1. Yes      2. No      3. Don't Know

Q: Give Your opinion how the COVID-19 has affected the students' Academic Life as a whole?

Ans: \_\_\_\_\_

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