

## Transition to Online Classes During Covid-19 Pandemic Situation: Analyzing Challenges Faced by Students from Public and Private Universities

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### ABSTRACT

*In the wake of Covid-19 situation an increase in the number of online modes of instruction for continuing teaching and learning has been observed. It is perceived that online classes may not be an ideal mode of instruction for many students considering the resources available to them and nature of various subjects. An increase in interest in Hybrid, Mixed and Flipped style of teaching has been getting attention due to challenges pertaining to online classes. Therefore, the present study is an attempt to understand the challenges being faced by students in two different higher education institutions in Karachi. This research is qualitative in nature with the inductive approach. For data collection, semi-structured interview schedule was developed. Participants were approached through convenience sampling technique. Interviews were taken from eight participants, four from each, Public and Private University. Thematic analysis technique was used to analyze the data. The result section discusses the challenges in detail faced by the students in both educational sectors.*

**Keywords:** Online classes, Challenging factors, Public and Private University

### Introduction

As witnessed around the world, the COVID-19 pandemic is forcing educational institutions such as colleges to fast transition to remote and online learning modes. Universities all around the world have been forced to consider online education as an alternative instructional method as a result of the COVID-19 situation and it made learners acquainted with the idea of both online and distance learning. COVID-19, on the other hand, has reignited the need to examine online teaching and learning choices.

In response to changing student circumstances and quickly growing technology, universities are gradually delivering more "flexible" learning experiences (Imel, 2002). According to UNESCO (2020), university and school closures have an array of harmful consequences for students, including disrupted learning and the loss of progression possibilities. As a result, online and digital learning systems will overcome this problem by providing easy access to these systems and speedy internet connectivity.

The offering of online learning experiences in higher education has grown quickly. Online learning is becoming a part of the educational experience for a large percentage of university students in a number of countries (e.g., Ituma, 2011; Otter et al., 2013; Tucker et al.,

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2013). With new programs being added on a regular basis, online education has made its way into higher education. The hybrid synchronous learning mode (a "blend" of online and conventional approaches) is also gaining popularity in higher education, but its impact on students' and instructors' interactions has yet to be thoroughly investigated. With the exponential growth of the transnational education sector, a growing number of universities are entering or expanding existing education offerings.

Though there seem numerous potential advantages of conducting online classes, one of the most prominent advantage is students and teachers need not to interact physically, which makes it doable for students from rural areas to have access to courses, which otherwise was not possible for them. Online classes are perceived to be more cost effective. Online courses allow students to better integrate their study time with their schedule. This opens up more opportunities for students who may have family or work obligations that aren't typical among regular undergraduates. Without overloading the classroom, more pupils will be able to receive the subject at the same time.

Despite the numerous benefits claimed, there are still some unanswered questions. The data comes from Hoxby's (2014) study, which looked into the long-term viability of online classrooms at both selective and non-selective schools. Her research reveals that sustainability of online classes is in particular applicable with non-selective institutions. Another study conducted by het in 2017, finds no significant differences in term cost effectiveness for online classes, however, this mode is reported to be facilitating in terms of freedom. According to her, concern here is pertaining to quality of online classes, if it provides learning opportunities comparable with traditional classes.

To date, the majority of the research has focused on completely online courses. However, an increasing number of traditional face-to-face courses are beginning to integrate certain online features, in which traditional in-class activities are replaced rather than substitute by online activities (Ituma, 2011). For a variety of reasons, students may prefer certain features of online learning to traditional classes. According to previous research, the extra time available for online activities, compared to the real-time speed of face-to-face classrooms, allows students to think about content more objectively and reflectively, resulting in a greater knowledge of the course material (e.g., Ramsden, 1992; Robinson and Hullinger, 2008). Some researchers argue that the less direct and individualized nature of online classes allows shyer students to contribute more or experience less strain than in face-to-face interactions (Warschauer, 1997; Hobbs, 2002).

In Covid-19 situation in opposed to developed countries, various developing countries like Pakistan is in the phase of experimentation and development for the adoption of online mode of learning. The explicit dimensions that caters significance are teacher-student interactions, mode of instruction, class structure and provision of material to students. As mentioned in

literature, there is lack of availability of clear evidence on its significance. Considering the shortcomings of online mode, hybrid classes are in consideration to incorporate the workable features of both online and physical classes, and this needs the exploration over the challenging and supporting aspects of both the modes for teaching and learning so that an ideal model could be placed.

Research conducted by Jashaan (2015) attempted to explore perceptions and attitudes of students towards blended learning. Research reported positive perceptions of students towards blended learning, for the reason they are encouraged to take responsibility of their own learning, moreover, they were allowed to decide when and how use the resources and an effective face to face mode of learning. moreover, study also mentions waste of time, ease in cheating and social isolation as negative impression of the said system (Hassan Ja'ashan, 2015).

During this pandemic, online education is becoming increasingly important. Learning providers may benefit from having a reliable framework to help them organize, prepare, deliver, and monitor the teaching - learning process. It also aims to assist teachers, colleges, and universities in promoting student learning during university and school closing times. Furthermore, the majority of these systems are open, which will aid in continuous learning during the Coronavirus pandemic.

Almaiah and her colleagues in their research on analysis of challenging and supporting factors pertaining to online learning asserts that many universities are facing challenges in incorporating online teaching during covid-19 pandemic due to resistance in adoption of new technology (Almaiah et al., 2020). Crew and Butterfield (2014) also confirms that online classes not to support favorable experiences for all subjects. Physical classes as considered more desirable due to interaction through class discussions, group projects and presence of other learning activities in it. However, it supports online mode of learning in terms of flexibility and organization (Crews & Butterfield, 2014). Study of Bali and Liu (2018) confirms that learning in face to face classes are higher than in online classes in terms of social interaction, social presence and satisfaction (Bali & Liu, 2018).

### **Rationale of the study:**

In the wake of Covid-19 pandemic, continuous impositions of lockdown and requirement for social distancing made it imperative for educational institutions to physically shutdown and discontinue face-to-face classes, however, it was not considered wise to stop the teaching-learning process for uncertain time period as it would be unrecoverable lose on the part of students. Therefore, to compensate this gap it was decided by the stakeholder of academia to continue the teaching and learning process through online mode. Now, on the other hand, considering the vast gap that exists between two giant educational systems in Pakistan i.e. Public and Private institutions, in terms of resources, technological awareness, readiness towards

adopting new modes of instructions, and facilitation, it becomes imperative to understand how these two sectors would cope with the new demanding situation. Apparently, both public and private institutions are on the venture of incorporating online mode of instruction to continue classes, however, pertaining to the above mentions differences it required considerable research work to explore the challenges that are being faced by the students, particularly, aspects relating to, how successful or challenging it is being perceived or what are the areas which may be taken under consideration for the improvisation to support students in best possible way. Hence this study aimed at understanding challenges faced by public and private sector students and to bring it in knowledge of stakeholders that may have gone unnoticed so far.

### **Research objectives of the study:**

This study aims to explore the perceptions of public and private university students about challenging factors associated with physical and online classes.

Hence in given context research objectives of the study are:

1. To explore the perceptions of public university students related to challenging factors associated with online classes during COVID-19 pandemic.
2. To explore the perceptions of private university students related to challenging factors associated with online classes during COVID-19 pandemic.

### **Research Questions**

1. What are the perceptions of public university students related to challenging factors associated with online classes during COVID-19 pandemic?
2. What are the perceptions of private university students related to challenging factors associated with online classes during COVID-19 pandemic?

### **Scope of the study**

The study will be particularly significant for faculty and management for revising the teaching strategies considering challenges highlighted in the study being faced by the students. Management can play facilitating role in terms of scheduling of classes, arranging resources for technical training to faculty and provision of required resources for making online classes a productive and facilitating mode of instruction as an alternative to regular classes. This study

will be helpful in contributing existing body of literature by means of adding a contextualized data and will provide potential insights for modifying the planning and designing courses which should best fit the needs of students.

### **Significance of the study**

The study is unique for the reason it aims to understand the challenges being faced by the students in two different educational sectors prevailing in Pakistan. It will be helpful for the stakeholders to evaluate how two systems are working in a demanding situation of pandemic, would help them to understand challenges on the part of the students and to take measures that can modify the ongoing practices on the part of facilitators to improvise online teaching learning process

### **Literature Review**

#### **Theoretical Background**

The research incorporates Information integration theory postulated by Anderson in 1971, this theory states that individuals make new attitude by integrating acquired knowledge with existing one. Education system practically used this theory to great extend as new teaching methodologies was subjected to collaborate with existing contemporary knowledge in order to come up with integrated ways which support the new learnings. Similarly, using the same grounds theory of reasoned action has also been incorporated in given study, which was given in 1980 by Ajzen and Fishbein. This theory is based on cognitive approach, it states that attitude and believe of an individual motivates him for doing certain thing. Here it integrates in a form of believe system that individuals who has firm believe that they will be able to adjust in new normal and will be able to modify their approach considering teaching learning methodologies, they brought changes and contributed greatly in continuing education.

#### **Technological integration in Education**

For ages, it has been the problem of educationist to make their teaching more effective and qualitative. To reach the target educators and researchers have acquainted different theories, didactic methodology development and introduction of technology to improve learning process has been witnessed (Skinner, 1954; Bates & Poole, 2003; Ross, Morrison, & Lowther, 2010). Although evolution system of educational field is not rapid, the rapid developmental rate of information technology has fastened the rate of evolution too. The current advancement in networking technology has made the communication of an educator with its students a lot better. Educators can communicate, notify, participate and appraise in new and unique ways. The

typical contemporaneous way of education has become innovative by introducing remote education rather than co-located setting because of the internet (Bates, 2005).

### **Adaptation towards online learning mode**

Students' registration has been showing the expansion of online studies in various compositions during the past few years (Nambiar, 2020; Allen & Seaman, 2013). The capabilities of different educational organizations have been improved by introducing the online system of studies and non-customary operation of teaching and prosper while giving an exclusive facility of online programs of education. This way has helped out a lot of people around the world to make it possible, accessing education which without internet was not possible. Education seekers living in remote areas can opt for continuing their education system in the online way (Zhu et al., 2020).

Although a great development and growth in online studies system are observed in few students group, courses and their respective formats of study does not match with the online education system. This has led to improvising and improving the system of online studies having an essence of classroom interaction with the positive aspects of online studies. Mixed techniques of teaching which includes blended as well as flipped classes have been discovered and borrowed (Keengwe et al. 2014).

### **Integration of mixed method as more ideal mode towards deliverance of education**

The target of mixed delivery models is to add and influence the positive sides of traditional as well as online education systems. It is been under trial and error like any other educational methodology and educators are still testing the mixed delivery methods. Unscientific data can be found on the web (Flipped Learning Network, 2014), still, beginners who adopt this system are mostly left with their methodologies.

This research shows the result of the study that was conducted to apprehend the most suitable elements of traditional/physical and online study's methodology which can be used to design innovative mixed system of education. Specifically, this research targets to develop the better apprehension of "Behavioral Targeting" to approach the requirement of learners not only the educator's chosen course outgrowth. Concluded outcomes are also stepped side by side with the earlier published experiments and researches. The key step to understanding the local learners' group requirements and wishes is to design the method which is the handiest side for other educators. The outcomes and conclusions of this study will most probably provide a good ground for any further research or study.

The schools and colleges have been evolved from the middle age educational institutes which were well established in the 11th century. They are the modernized shape of earlier educational institutes like madrasahs because of urbanization of societies. Initial schools and colleges were established as independent academic institutes which brought together educators and learners. Due to the increase in the number of learners and their interest which brought them together from many countries, these schools and colleges during the period of 1400-1800 result in rapid growth and expansion. These schools and colleges offered certificates and degrees after a learner spend some specified time of studies (Tratnik, 2017).

### **Requirement for modification in teaching methodologies for online learning mode**

Recent schools and colleges have been evolved from the older one, along with the advancement and improvement of the module, many teaching methodologies are still used with a bit of advancement as compared to earlier times. Delivering lectures is the most suitable example of this method as the method of giving directions to students. The oral representation used for the teaching of any topic or information is known as a lecture. Initially, the use of books was not a common sight in these institutes, the common way of teaching was reading of typescript or article by the lecturer and learners annotate the lectures. The best method for the flow of knowledge from instructor to learner was considered to be handwritten notes for ages. Along with the censure of the method, delivering lectures is used commonly. Delivering a lecture is a very efficient way like any other teaching method for giving knowledge. Supporters of new methods of education also acknowledge that the practice of giving a lecture cannot be ended. Economically it is the best way to accommodate as many as a thousand students in a classroom with a lecturer (Berrett, 2012).

In spite of delivering the lecture is an anchor in education, the growth in educational technology has cleansed and enhanced the delivering system of knowledge. The equipment and methodologies used in the learning process are said to be educational technology. New techniques devices, tools, systems and affiliated advents are referred to as educational technology (Bates, 2005). Educational technology advancement has been observed with the advancement of the corresponding advancement.

Complementary systems were established and were savoured for a long period with the vogue with the maturation and advancement of the postal system and steady delivery times. The sound system for motion pictures was systemized and was widely accessed in the 1930s. That technology helps out in the strategy of war in the 1940s which was used to train and aware thousands of soldiers and armies staff (Orgeron, Orgeron, & Streible, 2012). Advancement of broadcasting technology resulted in courses being delivered to many learners through radio and after sometimes by television (Levering, 1936). Along with the advancement of computer and

networking automation resulted in computer-based directions, e-learning and distant education (Harasim et al. 1995) Later the invention of the internet resulted in the online educational system and in MOOCs (massive open online courses) not long ago (Pappano, 2012).

### **Global practices of online education**

In the United States, an increase in interest in online courses has been observed which is becoming a major part of higher studies. Different researches have suggested that online courses have overtaken the enrollment than traditional courses offered in the education department over the past few years. About half of students are taking at least one course online while this ratio is expected to increase by 75 % in upcoming years. A lot of positive points are offered regarding online education which is in the favor of having an approach to education and the learning timing which is favorable to those students who have full-time jobs. Increase in the number of educational institutes has resulted in the enlargement of online course programs which also help out to meet the needs of market space (Babson, 2013). To meet the flow of this educational system different advances have been observed like Learning management software (LMS) and interlinked software and hardware alteration. Despite all the advancement and development in technology and tools of online education still weak points and aspects are found which affect the delivery system.

Studies conducted recently observing a large number of learners show that accomplishment time of studies, the result of students, and getting a degree can be lower than those students who take the classic classes (Community College Research Center, 2013). Network problems, technical issues, lonesome feeling, and absence of framework and support (Jones & Blankenship, 2017). The result does not support the idea of online education option. It can be suitable for learners having a different target. Mixed course system which includes direct communication along with the online studies of internet-delivered study content may act as a solution. Meta-analysis department of US educational system has proposed that the learners who are enrolled in a blended type of courses have shown a better outcome as compared to either physical or online classes (Fischer et al., 2020).

Flipped teaching also recognized as upside-down teaching, flipped classroom, backward class, and inverted instruction which has been in the spotlight which is a shape of hybrid lecture system (Keengwe et al. 2014). Flipped classroom system is the system of education in which learners study from the web available stuff. While taking class, the educator does not have to consume class timing for giving ground knowledge as it is given to learners through web-based material. In the class that time is consumed in implementing as well as broadens the concepts of the topics through different classroom activities that include communication with other students,

resolving problems, working with different projects and sharing their point of views related to particular topics (Landrum, 2020).

Although flipped teaching has been gaining attention, the technique is quite new and a handful of educators have a direct encounter with this technique. The major impediment which is faced while adopting the flipped teaching technique is the doubtful design of the classes. The practice of giving assignment of the same topic which is delivered in the class can be adopted for some classes but this cannot be the road map for all classes and fields.

### **A glance on perceived challenges with online education**

It has been proven that online learning encourages students to take charge of their own knowledge development (Ituma,2011). Students' input was minimal, as was the case in the traditional set-up (Harden and Crosby, 2000; Prosser et al., 2005). In contrast, learners were able to participate more in online learning since the teacher's role was changed from that of a mere transmitter of knowledge to that of a facilitator. The study on this field is still in its early stages, and students' experiences are not fully investigated. (Tarhini et al. 2017; Almaiah and Alamri 2018; Tarhini et al. 2017). Hybrid integration study will assist colleges in better understanding their students' demands, resulting in a good learning system in the end. (Alksasbeh et al. 2019; El-Masri and Tarhini 2017).

In opposed to face-to-face learning, online learning has historically been seen as lacking in interactivity. It's largely because of a lack of social presence, social contact, and student satisfaction. Online learning, on the other hand, has been marketed as being more cost efficient and convenient than conventional educational settings, as well as allowing more learners to participate. Mostly learners' expectations to E-learning failed initially (Imel, 2002), due to techno-logical constraints and inappropriate teaching learning approaches (Anderson and Dron, 2011). Even today, as students in various courses have diverse experiences, this field of practice requires a lot of investigation. There is a definite need for study on what works and what doesn't in online learning, with an emphasis on the student experience in an increasingly digital tertiary education setting.

### **Research Methodology**

The aim of present research study is to explore challenges faced by the students in public and private universities during online classes in pandemic situation. The present research is

qualitative in nature with phenomenological approach. Semi structured interview schedule was developed as a research instrument to collect the data through convenience sampling technique from eight undergraduate students studying in public and private university i.e. four participants from each university. Names of the universities are kept deliberately hidden to maintain confidentiality. The data obtained was analyzed through employing thematic analysis.

### **Inclusion Criteria:**

Students who have been taking regular classes from the start of their term time and had switched to online classes only during covid-19 pandemic were selected to participate in this study.

### **Exclusion Criteria:**

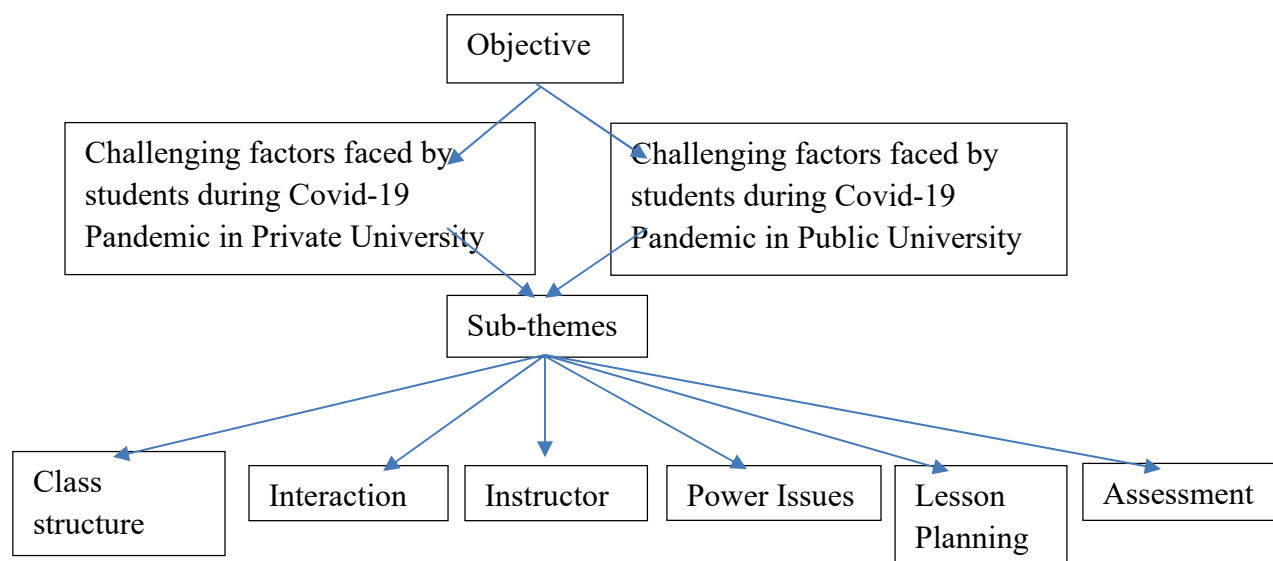
Students taking online classes in present semester with no regular class experience were excluded from the study. Moreover, students doing distance learning or online degree from virtual universities were also excluded from the study.

### **Ethical Consideration:**

All mandatory ethical considerations were obliged. Students were given consent form to ensure their willingness for voluntarily participation in the study. They were informed about the confidentiality of their data and right of withdrawal at any stage of the study where they feel no more willing to participate in the study. Moreover, they were informed of anticipating risks, if existed any and assured for the provision of findings on the request.

### **Data Analysis and Results**

The current study is essentially a qualitative one, with data collected using a semi structured interview method and data analyzed using thematic analysis. Braun and Clarke (2006) characterized the thematic analysis method as consisting of five steps: familiarization with data, first coding, searching for themes, recognizing and labeling themes, and producing the final product. The definition of theme in connection to the study problem reveals something significant that was extracted from the data. The interviews were audio recorded with the participants' agreement, and their privacy was respected. The interview was audio recorded by the researcher using Zoom. Transcriptions were checked twice against the documented material to confirm that the interviewee's words were correct, and corrections were made if found necessary. This phase was critical before beginning to code, as it required reading the full transcript line-by-line. The following categories were then classified based on the interview transcript provided from the interviewee.



### **Findings from online learning classes about the challenges students faced during the COVID-19 pandemic**

The problematic factor of the online classes is access to the teacher which is sometimes not possible on time. The lack of this communication results in poor understanding and the lack of understanding of the topic. The positive factors were a good knowledge and characteristics features of the software used during online classes. As the online system is new, thus requires a lot of improvement. Online class structure provides the flexibility of time which is a positive factor for a lot of students. And easy excess to screen and comfortable seating can play an important role in raising the interest level of the students.

### **Findings**

#### **a. Interaction**

This qualitative study showed that the interaction of the teacher and learner during a lecture seems to be more effective during the physical classes. According to respondents, in online classes, it is not as smooth as it is in physical classes because the physical presence of the teacher is always more impactful and effective.

#### **b. Instructor**

The responses showed that the physical presence of teacher and assessment of the students' condition is more effective during physical classes as teacher is present in front of students so the teacher can directly observe and change the way of teaching according to the situation. The strictness and leniency of the teacher also play an important role in controlling the students and indirectly improving the quality of lecture which is more applicable during physical classes not in online classes.

#### **c. Class structure**

The class structure was found to be more comfortable in case of online classes as students can sit according to their comfort level which is quite not possible during physical classes. However, taking online classes at times challenging due to continuous internet dis-connectivity issues and not having technological awareness at teachers' and students end.

#### **d. Internet Connectivity issues**

The interest level of students' increases whenever there is any group activity during physical class as well as the physical explanation of any topic on board makes the topic very simple to understand and to retain it in memory for longer period of time. During online classes due to weak internet connection and other software problems or teacher's restriction class most of the time does not go smoothly.

#### **e. Lesson Planning**

Since online classes already curtails the factor of physical interaction, therefore lectures must be planned in a way that could invite participation from students and element of interaction and engagement must sustain in it. It should incorporate maximum sensory modalities to give students better experiences.

#### **d. Assessment**

Due to restricted time and plagiarism check it is an apprehensive practice for students to some extent. Since students are not much tech savvy therefore they found it stressing if they will be able to submit their paper successfully, or how will they submit paper within time it comes out with unexpected plagiarism. Moreover, in public university it is difficult for students to attempt exams due to unavailability of any notes, ppts or study content.

### **Discussion and Conclusion**

Students from both the universities reported apps Zoom and Google and Meet for conducting classes. Students find active participation during class a challenging aspect throughout.

Students in Private and public University both, have reported interaction greatly affected in online classes compared with physical classrooms, as one of the students from private university reported *“This has been affected interaction between humans, because mostly everybody off the camera, and you're just looking at the screen. So I think, that is a huge difference in online interaction and physical interaction”*

Similar experience shared by the student in public university *“ No online classes m hum itna interact nhi kr paty q k physical class mae ak complete environment hota ha koi interferences nhi hoti jbky online class m kabhi network issue hota ha kabhi kuch students fake ids sa kafi difficulties peda krna ki koshish krta ha.”*

Considering with the private University experiences, they affirmed for the presence of aspect of discussion during classes, although some students mentioned challenges such as internet connectivity issues or power issues restricting for healthy participation but it was part of their teaching learning process to have discussion and allow students for sharing their learnings, As one of the students said *“Same goes with the discussions. They are not interactive. Why? Because you're not looking at that person, you're just hearing and seeing only. And that makes a huge difference when you are unable to see the other person the one who is talking, because there is a lot that your body language says. So there is a huge, you know... chance of Miss communicating things also”* While no such aspect of classroom discussion was found out during online classes for public university students.

Classes have conducted using zoom and google meet apps. Students found using online software challenging in the beginning while they are comfortable later-on, as it was said *“So in zoom, there was a drawback that the session only prolong for 40 minutes and you have to join again.”* There are some problems in screen sharing.

While another student on same question form public university reported that *“Sab sae pehly tu hmari tecahers k bhi camera on nai hoty thn, ham log chalty phirty class lae rahyn hoty thyn, kuch log apny phone pae lae rahyn hoty thyn, kuch log apny laptop pae lae rahyn hoty thyn, tu usi waja sae phir baithi nai thi zehen mae bat, teacher hmy nazar bhi aarhi hoti thi tu phir hm teacher ko nazar nai arahyn hoty thyn, main msla yahi tha. Bachy mere khayal sae sahi nai nai sunn rahyn hoty thyn kiun k meney khod sahi sae nai suna. Kisi time pae mae bht achi studnets hua krti thi, liken online classes ki waja sae wo sab kuch... matlb meri enagagememnt thi hi nai koi.”*

Students supported that teachers played their role at best in order to solve their issues and confusions. They were connected using WhatsApp and google class stream, where they were able to clear their queries. As stated by interviewee *“in my case, none of my teachers none of our*

teachers ever refused to take or answer any question. Even the class time is over, even sometimes when there are same questions multiple times. So that's the question. And getting answers from your teachers was never an issue as long as you're, ready to ask" While same experience shared by another student. "Yes and teachers pori koshish krta h k wo students ki queries ko or confusions ko solve kr ska."

One additional aspect that was found in this study is level of apprehension at students' end for the miscommunication, since they are not able to see expressions of each other so it makes them in doubt if anything they spoke was not misperceived like a student expressed " *I feel in online classes, the human interaction, that interaction has suffered a lot, because you're talking to each other behind screens, and you're not able to see each other. So sometimes it happens that, you know, when you're not looking at that person, so there is a chance of miscommunication. (Rude to nahi bol diya, rude toni tha yeh,, shayad apki intention nahi hogi aisi,,) in online, I feel that it happens*"

Element of demotivation was also highlighted "*lekin online class mae tu esa tha, mae bilkil bhi nai boli online class mae. Bs teachers bolti thi mae, suni nai nai suni class, dost banyan ,nai banyan , matlb participate nai horaha tha bilkil*"

Though Interaction with teachers and class fellows did not go very well as have been experienced in physical classes, however, students reported that, since they are at adult level therefore, physical presence doesn't matter much to them, most important thing at this level is, how does teachers plan their lesson and make it interactive for the students.

But it was not same for everyone as one of the students reported " *Concentration level tu bht mushkil tha maintain krna, samajh hi nai araha tha kis trha maintain krna hae concentraton level. Basically bister mae ap laity hotty hain.. ki hosh nai hota apko... class ho rahi hae ya nai ho rahi.. ap sochty hain yae recording hae.. teacher nae kitaab bata die.. pdf bhej dia.. hm bad mae parh laingy , kuch search krna ka bhi nai sochty , na koi demagh mae nay ideas nai arahyn hoty.*"

According to other students teacher not physically present does impact on students concentration level. Since more of the teachers does not turn on their camera, so staring mere at screen let them loose their concentration despite all efforts. To have an idea about attentiveness of class, teacher mostly call out students by their names, students responding back are considered to be attentive in class.

But experience reported by one the students of private university "*Esa koi step nai lia gya kbhi bhi hmari clases mae yae ensure krny k liyea k sarey bachy sun rahyn hain .. esa kabhi bhi kisi bhi class mae nai hua.. sarey bachyn sun rahyn hain. Nai sun rahyn.. kio farq nai parta*"

PPTs were used in both institutions as mode of teaching, however in public sector mode of class were mostly lecture based and students experienced less ppts based classes. Activities included in private university during online teaching were active use of google stream, quizzes, discussions, readings and assignments. While the same goes true in private university by some of the students, while some report no such activities as part of their class and mentioned it merely lecture based.

Assessment system found to be much differing in both sector universities, students in private university experienced time bounded online exams, it found to be a challenge for them due to restricted time, lengthy questions at times and power issues at their end. Moreover, excessive efforts is required to make work plagiarism free, as in written exam if they are writing the same concept if doesn't go for plagiarism check, moreover, apprehension about successful paper submission also remains a great challenge, while public university students mentioned that they were to appear for the exams physically, which was not perceived challenging for them as were already used to of the system.

Over all both sector universities' students agreed for the efforts teachers are putting to give them better learning experiences. It's engaging, equipped with the element of brain storming and support.

However, students mentioned it necessary that teachers should be trained for understanding psychological issues of students, the challenges they face while studying from home, at times privacy issues and hesitation of using software.

The findings of this study bring forth beneficial perceptions that can be supportive for analyzing different opinions and described experiences linked with the online classrooms. Instead of adopting a study to favor or reject a specific faculty partiality, the study cited here gave access to learners' experiences as well as perceptions. The research used open response learners' data in order to get a better insight of online teaching and learning mode.

A qualitative study was conducted focusing on different perspectives about online classes in public and private universities and their findings were compared. This feature as it is not possible during online classes' results in losing of interest of learner and affects the learning outcome.

Considering, class structure, Students during online classes can spend their time comfortably not being disturbed by the seating arrangement. Another factor is the command of the teacher over students during physical classes and the direct interaction with students and class fellows build up healthy environment and thus result in the better learning outcome. The interruption of internet connection and software problems does not allow the smooth interaction of teachers and learner thus affecting the learning and understanding of the topic.

Physical classes allow different activities and group task which is very useful for active learning. In case of online classes because of insufficient knowledge of the software and lack of communication sometime it is not always possible to make the topic clear to students.

The findings of this research are motivating, providing a new contribution by giving a relative analysis of learners' experiences concerning to online classes. the outcome showed that students prefer functional learning and communication in terms of interaction by the means of discussions and small groups. This is compatible with the academic research which states that study is an active process that goes with cultural and social circumstances (Vygotsky, 1978). The online classrooms come up with great chances for learners to come up with an innovative way of interaction and classroom debates rather than class reading and research.

The findings also showed that online classes should provide the defined framework, easily accessible class timing, and schedule credit hours that are often provided in physical class structure.

The outcome is motivating because positive course factors which were outlined by students do not need a lot of efforts for introducing it in the educational system or technical changes. This study shows that even small changes can also affect marketdly in terms of learner's experience. The very last step which can be taken is the listening of issues of the learners by the respective authorities.

Overall, it can be said that, universities are trying best towards adapting the new mode of teach and learning for to give better understanding to students, however, there are some challenges that yet to overcome to make it smooth and friendly for students.

### **Recommendations:**

#### **Management**

- The best qualities of physical classes should be compiled together in online classroom in terms of class scheduling and teaching methodology
- Proper guideline must be given to students as well as teachers about software.
- The methodology should be flexible according to situation the policies and method must be changed.

#### **Teachers**

- The knowledge of software must be given to students beforehand that will allow active learning procedure during online classes.
- Focus on each and every student must be paid during online classes.
- Activities should be incorporated so that students will pay attention towards their lecture.
- Online classes must be planned interactive and engaging

### **Students**

- All confusions related to software or topic must be cleared and all questions and queries must be asked to clear any confusion.
- Proper guidance must be taken about the software before online class to avoid any disturbance and to carry smooth learning process.
- Students must take their studies seriously they must concentrate towards their studies to ensure good learning outcome.

### **Policy makers**

- Internet packages must be customized for students so they can take their online classes smoothly and successfully without any disturbance.
- Proper policy making and the training of teacher and learner must be done before starting any plan.

Such software which is close to physical class must be adopted or developed which will result in smooth and effective learning process.

### **Limitations:**

The study has been conducted in limited time availability and during Covid-19 pandemic situation. Number of participants approached in this study may impose a limitation, similarly only two Universities were approached. More number of students from different public and private sector universities would yield further understanding towards the challenges being faced by the students.

Interviews from faculty members would further provide insight towards the challenges as what issues are being faced by teachers for conducting online classes.

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