



GSJ: Volume 9, Issue 12, December 2021, Online: ISSN 2320-9186
www.globalscientificjournal.com

**A comparative study of learning experience of students in online classes and
physical classroom studies during Covid-19 pandemic**

Hamza Azhar, Azka Suleman, Zainab Ijaz, Shabbir Hussain

Department of Aviation Management

Superior University Lahore

November 24, 2021

Abstract

The Covid-19 pandemic has changed the whole dynamic of world. Due to the coronavirus, a global lockdown was implemented, which enforced the governments of the world to close down the educational system to avoid social gatherings and human interaction, which could lead to transmission of the virus. Because of this, there was a shift from traditional educational system to an online educational system. Following the many developed countries, Pakistan also started the virtual mode of studies to facilitate the students. This research paper thoroughly analyzes the impact of Covid-19 pandemic on educational system in Pakistan and highlights the issues faced by the students and faculty members due to the abrupt shift to online classes system. The article is concluded by corresponding measures and suggestions related to improving virtual classes learning experience as well as future on-campus experience of students.

Key words: Coronavirus, Traditional educational system, Online classes, eLearning, Higher education.

Chapter 1

1.1 Introduction

In 2019 a new lethal virus known as Coronavirus (SARS-CoV-2) emerged in Wuhan; a city of China. According to (WHO, 2020) The early symptoms of the coronavirus are more like cold and flu but it is much more serious than that. The infectious virus has no boundaries and spreading in one country to another country, all around the world. Earlier in 2009 pandemic, when the swine flu (H1N1) pdm09 virus spread, it created a widespread fear among the people in the world. Likewise, in Covid-19 pandemic when human transmission of the virus was confirmed; terror among people escalated because of the rising mortality rate. As this contagious virus is locomoting at a higher pace because of the human interaction, people started to isolate themselves. The whole world has shut down because of the coronavirus; there are quarantine and curfews in almost every country (MOHAJAN, 2020).

The world does not lockdown for every new virus or disease but this virus enforced the government to take measures to slow down the spread of coronavirus by implementing restrictions on the economic and social activities. The Covid-19 pandemic has caused a downward spiral on the global economy as it initially it forced social distancing and then led to closing down of business operations and financial markets as well. The different industries and sectors around the globe faced the devastating effects of the Covid-19 pandemic and like many other sectors, the educational sector has faced a tremendous shift (Rashid & Yadhav, 2020). Social

distancing and limited human interaction exacted the closure of the educational system as government had no other option to protect the students and teachers from the spreading of virus.

As education is a process that directly impacts the economy of a country, so the complete closure of educational system had an immense opportunity cost, which no country was ready to bear especially the developing countries. So, many developed countries and developing countries decided to shift from traditional classroom educational system to a virtual education system which is also known as eLearning or distant learning. If we compare the two scenarios of the online education in developed countries versus the developing countries, there is a huge difference as the developed countries like UK, USA or Canada because they are technological advanced countries and well-equipped with the resources and technology needed for effective online learning (Zaidi & Salah, 2020). But it is complicated for developing countries like Pakistan, which are technological lagging behind and for which the adoption of online learning system is very much unfamiliar. There are so many issues teachers and students are facing as they are used to the physical classroom learning system and it is becoming problematic for universities to cope up with this shift as teachers are not well trained for taking classes online and the curriculum is not customized according to the needs of the virtual learning system.

1.2 Purpose of the study:

The purpose of this empirical study is to explore the difference between the learning experience of students in physical classrooms versus online classroom learning system. Also, the main issues students and faculty members might be experiencing in distant learning mode of education at Superior University, Lahore. Apart from

highlighting the shortcomings of the education system at Superior University, Lahore, this paper also focuses to providing useful suggestions and recommendations for making the online learning system affective for students and also improving the physical classroom and on-campus experience of students at Superior University, Lahore. Lastly the study also gives insights of the future of learning experience at Superior University, Lahore.

1.3 Research Question:

- a. How the effectiveness and impact of online learning system differs from in-class studies in terms of students' performance and learning experience at Superior University, Lahore?
- b. How to improve the online classes and on campus experience of students at Superior University, Lahore?

1.4 Hypothesis Statements:

The hypothesis statements for this study are divided into two categories i.e., online classes learning satisfaction and physical classes learning satisfaction. The null hypothesis (H₀) states that there is no direct relationship between the dependent and independent variable. Whereas, the alternative hypothesis (H₁) states that there is a relationship between dependent and independent variable.

Online classes learning satisfaction

H ₀	There is a no significant relationship between online classes learning satisfaction of students with senior student groups guidance for the freshmen needed
H ₁	There is a significant relationship between online classes learning satisfaction of students with senior student groups guidance for the freshmen needed

H0	There is a no significant relationship between online classes learning satisfaction of students with interesting seminars/conferences arranged by students
H1	There is a significant relationship between online classes learning satisfaction of students with interesting seminars/conferences arranged by students

H0	There is a no significant relationship between online classes learning satisfaction of students with Icebreaking session between students and teachers
H1	There is a significant relationship between online classes learning satisfaction of students with Icebreaking session between students and teachers

H0	There is a no significant relationship between online classes learning satisfaction of students with Informal discussions with teachers and students in café/ refreshment area
H1	There is a significant relationship between online classes learning satisfaction of students with Informal discussions with teachers and students in café/ refreshment area

Physical classes learning satisfaction

H0	There is a no significant relationship between physical classes learning satisfaction of students with Interesting seminars/conferences arranged by students
H1	There is a significant relationship between physical classes learning satisfaction of students with Interesting seminars/conferences arranged by students

H0	There is a no significant relationship between physical classes learning satisfaction of students with Informal discussions with teachers and students in café/ refreshment area
H1	There is a significant relationship between physical classes learning satisfaction of students with Informal discussions with teachers and students in café/ refreshment area

H0	There is a no significant relationship between physical classes learning satisfaction of students with Recording facility for the physical classes as well
H1	There is a significant relationship between physical classes learning satisfaction of students with Recording facility for the physical classes as well

H0	There is a no significant relationship between physical classes learning satisfaction of students with Industry based frequent tours for students
H1	There is a significant relationship between physical classes learning satisfaction of students with Industry based frequent tours for students

1.5 Delimitations of the study

This study is carried out at Superior University, Lahore. The sample consisted of only the students and faculty members of the respective university. So, the findings of the

study are only limited to Superior University, Lahore. As it does not include the responses and perspectives of other students, parents and teachers outside Superior University, Lahore and of any other educational institute so it may not be generalized for the different districts of Pakistan.

Chapter 2.

Literature Review

(I) Introduction

The following literature includes the impact of the Covid-19 pandemic in terms of economic conditions and the social lives of people in the world. This review of literature deals with the socio-economics spheres observed transitions due to the outbreak of Coronavirus. (BOSHKOSKA & JANKULOVSK, 2020) have conducted a research on the impact of coronavirus outbreak on the economic growth of both developing and developed countries in terms of the employing activities. According to (Mishra, 2020) the pandemic has created restrictions not on the social lives of people but also on the economic activities of the world, so because of this urgent and more flexible policy measures are need to be incorporated in the system. This literature will elaborate the impact of Covid-19 pandemic on economic and social live and furthermore its impact on the educational system which is linked with the socio-economic sphere.

(II) Impact of Covid-19 Pandemic on the worlds' economy

(Bahinipati et al., 2020) conducted a survey and explained in their paper that how adversely the Coronavirus outbreak has impacted millions of lives of households in India and what are the likely socio-economic consequences which will be needed to be borne by the people of India. They also illustrated in their research paper that provided that the virus is global and has no boundaries, so the policies to be made in response to the pandemic should also be very innovative, flexible and bold. (Groshen, 2020) summarized the disastrous impact of Covid-19 on the USA labor market by observing the unemployment rate, job disruptions and layoffs of employees etc. (Adrjan & Lydon, 2020) studied the reaction of different industries and labor markets all around the global in response to Covid-19 pandemic. In research results it was noticed that the job hiring's are freezing and have declined all over the world. (Sidhu et al., 2020) did a descriptive study on the impact of coronavirus outbreak on different sectors of India. According to their study all industry and business are facing a great disruption and losses. Because of these losses, not only India is suffering but whole world economy is bearing the economic loss. (Ozili & Arun, 2020) investigated the how a health crisis like Covid-19 pandemic translates into an economic crisis. There were two interpretations highlighted in articles in terms of the downfall of the economy. Firstly, the social distancing dilemma as the virus spreads by the physical human contact so fear among people increased which led to the closure of the financial markets and businesses. The second was the unpredictability and uncertainty of how worse the situation could get and how long will it take to shift back to normal economic activities.

(III) Covid-19 impact on educational system: A transition from physical classroom system to distant learning

Besides the impact on economy and social lives of million people, there was a huge transition in the traditional system of learning of students in the whole globe. As education is a process that directly impacts the economy of the world in terms of the labor force especially talking about developing countries but because of this Covid-19 pandemic it has adversely impacted the and disrupted whole educational system which has further affected the global economy. A concept of distant learning was initiated throughout the world for students of schools, colleges and universities. As the virus was spreading because of the close human interaction so governments were forced to shut the schools, colleges and universities (Zaidi & Salah, 2020). Because of the closure of the educational system to protect the students from the Corona virus, the concept of distant learning was generated and adopted by heterogeneous countries. (Champeaux, Mangiavacchi, Marchetta & Piccoli, 2020) in their study explained the how Covid-19 forced the shift in learning system from physical classroom system to distant learning system and analyzed its impact on the learning process of the students. Their research included questionnaires which were to be filled by the families of the students who are currently studying through online classes system of Italy and France. The study also suggested the methodologies for interactive distance learning. (Burgess & Sievertsen, 2020) also studied the impact of the Covid-19 on educational system in terms of students' productivity and social lives. (Ionescu et al., 2020) study explained the impact of the Covid-19 pandemic of Romanian educational system. The study used

the questionnaire based on three levels of schooling which included middle schools, high schools and universities. As per the findings the eLearning system was rarely used by the teachers and students previously but due to the pandemic the sudden shift from the traditional learning system to virtual learning system in a short span of time has created a chaos among teachers and students.

(IV) Issues faced by students due to online learning system; A global perspective

The sudden transition from (Arriaga, González & palmer, 2020) in their research conducted a qualitative survey and in-depth interviews of members of the Universidad Autónoma Metropolitana to narrate the pros and cons of online learning system. The paper highlighted the technical issues and improper learning environment for students as well. (Akhvlediani et al., 2020) also conducted a similar study. The highlights of the research were that because of the pandemic teachers and students are forced to use technology instead of the traditional classroom learning system. (Hugues et al., 2020) highlighted in the study that the increase in the time spent in front of the screen negatively correlated to the learning achievement and emotional health of the students. (Rashid & Yadav, 2020) explained the shortcomings of online learning system. According to the study, the sudden closure of the educational system leading to transition of face-to-face learning system to virtual system has created issues for the students as well as teachers. The research highlighted the issues of accessibility and affordability of the eLearning tools. It also noted other issues faced by the institutions like choosing the right eLearning technology or to find the right and more interactive methodology for students in online classes. (Miliszewska, 2007) elaborated in his paper that physical classroom learning experience differs from online learning experience as there is more chances of learning in face-to-face classes because

students find it easier to interact in physical classrooms and there is more opportunity for knowledge sharing between the students. Not only students are facing issues because of the sudden implementation of virtual system but also faculty member as it has caused more work load on teachers and they have to revisit the syllabus and curriculum for students all over again. But some might be in favor of only learning system as it provides greater flexibility for teachers and students as compared to the traditional learning system (Bowen, 2012). (Ionescu et al., 2020) in his research highlighted the major obstacles that are being faced the students and teachers which included the technical issues, digital knowledge and limited access of technology among students and teachers. The others issues were lack of an effective evaluation system for the students under the new conditions, the students' attitude towards the online system as they find it unattractive as compare to the traditional learning system, absenteeism and constant supervision of students by the teachers or parents. The consequences discussed in the paper due to the closure of the schools and adopting of online learning system related to the social and emotional factors of the students were that they will lacking interpersonal skills and might experience anxiety and increased screen timing. According to UNESCO Report, 2020) the main issues which would arise due to the closure of schools were (i) disproportionate learning opportunities for unprivileged learners, (ii) Compromised nutrition; a significant number of students rely on free or discounted meals provided by the schools, so the transition from the traditional learning system to distant learning system will lead to poor nutrition for students, (iii) Stress among teachers; as sudden shift to online system will create stress and confusion among teachers for who to maintain connection with their students to support an effective learning. The other issues were the high economic costs, parents

and students are not prepared for this sudden shift, an increase in dropout rates and challenges related to effective learning and valid assessments of the students.

(V) Online learning system in Pakistan

Following the innovative distant learning system by the developed countries, many developing countries are also following their footsteps. Pakistan is also one of the countries who have started implementing online learning system for students after the outbreak of corona virus. The government announced the decision of the closure of schools which hindered the traditional learning system. To continue the educational process the government was forced to introduced the distant learning system to protect the students as well as the teachers from the spread of the coronavirus. (Khan, Khan & Ali, 2020) conducted a study in Allama Iqbal Open University Islamabad, Pakistan in which issues related to teacher's education were highlighted with respect to distant mode of learning in Pakistan. To gather the qualitative data the researchers conducted in depth interviews and discussions with the tutors of AIOU. The main findings of the study were that the respondents were concerned about the assessment and evaluation methodologies of the educational system. Moreover, the respondents were also worried about the assessing the abilities of their students and the quality of education provided through distant mode of learning. (Aucejo et al., 2020) analyzed the impact of Covid-19 pandemic on the higher education system in Pakistan because of the sudden closure of schools and universities. According to the study, the distant mode of learning is not very effective in Pakistan because of many reasons. Few of the reasons mentioned were remote locations of the students, untrained teachers for online conduction of classes and rigid syllabus for students which were designed according to traditional mode of learning.

2.2. Contribution of the study:

Due to Covid-19 outbreak there is a change in traditional educational process and now the educational system has turned towards the digital or virtual learning system. The online learning system is not new to the developed countries and significant contributions are been made in the literature by the academic researcher on the learning processes and the current educational system. But for developing countries the sudden shift from traditional mode of studies to distant learning is new and problematic. There is growing concern regarding the quality of education in developing countries after the closure of educational systems as they lag in technological resources that are required for effective virtual leaning. Like many other countries, Pakistan is also facing the same issue so, this paper aims to contribute to the growing literature on the impact of Covid-19 pandemic on the learning behavior of students and on the changes that are taking place in the current educational system. This study also intends to contribute in existing literature in terms of highlighting the issues faced by students during online learning mode and the changing emotions they have felt because of the abrupt shift. Moreover, this study is also an addition in giving useful solutions for improving the current online and on-campus learning experience of students as it gives a detailed perspective of the students and faculty members of Superior University, Lahore in providing suggestions and recommendations of improving the current online and on-campus learning experience of students.

Chapter 3.

Data & Methodology

3.1 Data Collection

The data was collected from two resources:

(i) A descriptive survey:

The descriptive survey was conducted based on the questionnaire which was filled by 215 students of Superior University, Lahore. The questionnaire form was a customized google survey form which was divided into four (4) categories. The first category was the satisfaction of learning experience of students through online classes which included (7) items, the 2nd category was the satisfaction of learning experience of students through physical classes which had (6) items, the 3rd category was current on-campus experience of students in which (7) items were asked and the last category was suggestions for improving on-campus experience which also had (7) items. A 5-point Likert scale was used in the survey form in order to respond to the questions being asked; which started from 1 which means strongly disagree will the statement provided in the questionnaire to 5 which means strongly agree. The survey form was initially filled by 7 students (Pilot Test) and then later on a total 215 numbers of students have filled the survey form; out of which around 62% were male and 37% were female students of Superior University, Lahore.

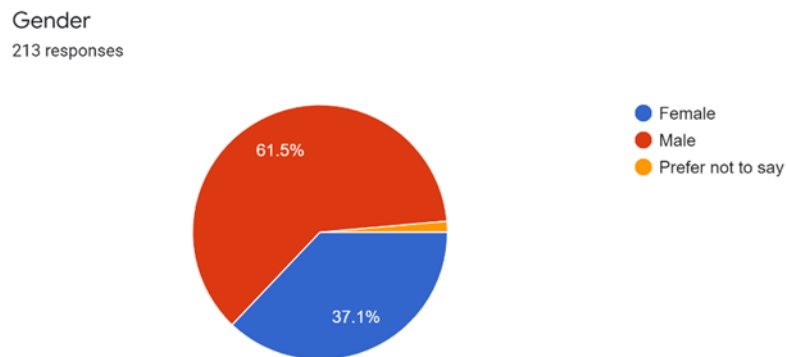


Figure 1: Response rate based on gender

(ii) Superior University Faculty member interviews:

Interviews of two faculty members were conducted based on their departments to know about their valuable opinion related to the related to the learning experience of students in pandemic Coivd-19 and to ask for their suggestions in creating a better on-campus experience of the students.

3.2 Methodology:

Sampling Methodology

“Convenient sampling” method was used to collect the data in the case of survey form.

The targeted group was students of Superior University.

Analysis

For the analysis and interpretation of the data gathered through the responses of survey form, a statistical tool spss 21 was used. There were two main variables i.e., online classes learning satisfaction and physical classes learning satisfaction. Each variable consisted of 6-7 items in order to find out the perception of the students related the level of satisfaction of learning in virtual classes and the level of satisfaction of learning in physical classrooms. As internal consistency of the items in a variable is a very important part of analysis so firstly for reliability of the questionnaire, the cronbach Alpha coeffecient was calculated. The Cronbach Alpha coeffecient for both the variables were greater than 0.8 (Good internal consistency) depicting that the items were very much closely related as a group and the data set was reliable. The

table (1) shows the value of cronbach’s Alpha coefficient for both the variables and the number of items in each variable of the questionnaire.

Variable	No. Items	Cronbach's Alpha Coefficient (α)
Online classes learning satisfaction	6	0.823
Physical classes learning satisfaction	7	0.852

Table 1: Cronbach Alpha Coefficient

After the calculation of the Cronbach Alpha Coefficient and identifying the reliability and internal consistency of the questionnaire, Linear regression was performed for both the variables; online class learning satisfaction and physical classes learning satisfaction in order to triangulate the results found from the interviews of faculty members of Superior University, Lahore. In the 1st case online class learning satisfaction was the dependent variable and there were four independent variables which included senior students’ guidance, interesting seminars, icebreaking session and refreshment area for informal discussions. In the 2nd case the dependent variable was physical class learning satisfaction and the independent variables were refreshment area for informal discussions, interesting seminars, recording facility for on campus classes and industry based frequent tours. For both the variables linear regression was performed in order to check the relationship and dependency of the dependent variable on the independent variables and to test the hypothesis statements. The results gathered from the linear regression, survey and the qualitative results collected from the faculty interviews will be discussed in the next section of the study.

Chapter 4.

Results & Findings

This section of the paper consists of all the findings gathered from the detailed statistical analysis, and the responses of the survey form. The section is divided into three (3) categories i.e., (i) responses of the survey form, (ii) results of the statistical linear regression and the last (iii) findings and highlights of the discussions with the faculty members.

(I) Results of the descriptive survey

As discussed above, a customized google questionnaire was constructed which was filled by 215 students of Superior University, Lahore; out of which 38% were female and 62% were male. The sampling method used for the survey was convenient sampling methodology. The sample study was from diversified programs, semesters and levels. Out of 215 responses, 42% of the students were of Bachelors' level of different programs, 35% were from Masters and 23% were of MBA. Different questions were asked in the questionnaire to compare the response of satisfaction of students in online classes learning versus physical classes learning. The results of the few important questions were as follows;

Online classes learning satisfaction

Figure (2) shows the response of the students when they were asked if they expect to get good grades at the end of the semester in distant mode of learning. Out of 215 students, only (11%) were sure that they would get good grades but a huge chunk of

students were uncertain about getting good grades while studying through online classes. Similarly when they were asked were they able to understand all the concepts taught in online classes, only (9%) of the students agreed as depicted in figure (3). Another important question was asked to understand their level of learning satisfaction, that was, how do they rate their understanding of quantitative subjects through online classes. Again, only (9%) rate that they were satisfied but a large number of students were unsure as shown in figure (4). So, overall, through the survey responses of online classes learning satisfaction, it can be estimated that most of the students weren't very happy and satisfied with the online mode of learning at Superior University, Lahore.

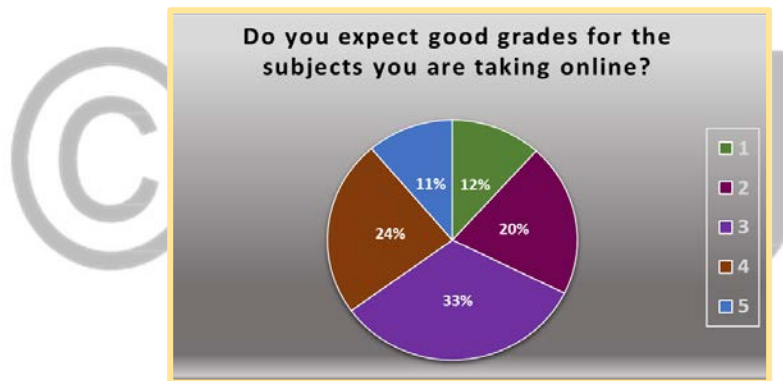


Figure: 2 Good grades expectation

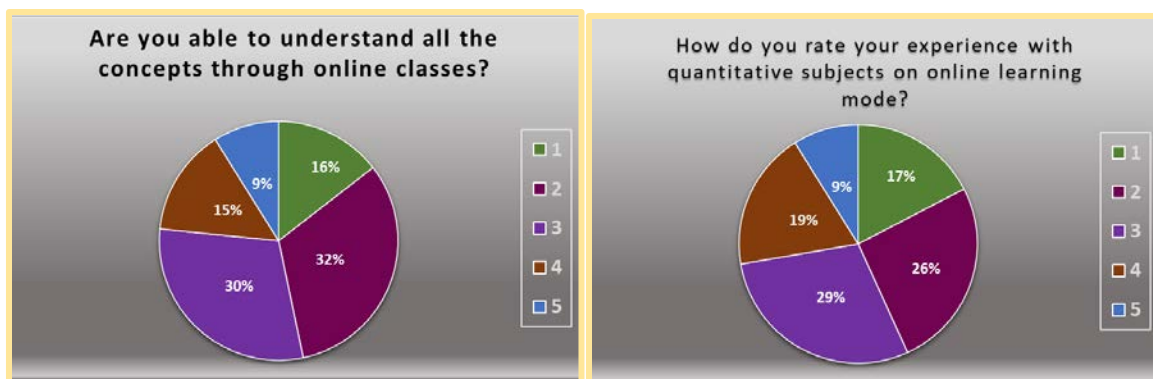


Figure: 3 Understanding of concepts through online classes **Figure: 4 Understanding of quantitative subjects**

Physical classes learning satisfaction

The 2nd section of the questionnaire was related to the learning satisfaction of students in terms of the traditional classroom arrangement instead of distant learning and most of the respondents showed a positive response in terms of understanding, attention span, and learning. As the figure (5) shows that when the same question as above was asked related to the level of understanding of concepts in physical classes, (58%) of the students agreed that they were able understand the concept through traditional classroom structure. Similarly, when they were asked how do they rate their understanding of quantitative subjects through physical classes, a majority of students (42%) strongly agreed that they were satisfied as illustrated in figure (6). The response to a question to rate their attention span during the physical lecture is shown in figure (7). Around (46%) of the students were satisfied their focus and attention level during physical classes, whereas when the same question was asked in terms of online classes only (6%) were agreed.

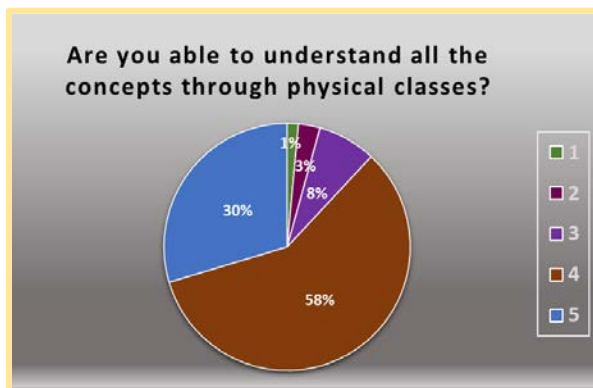


Figure: 5 Understanding of concepts through physical classes quantitative subjects

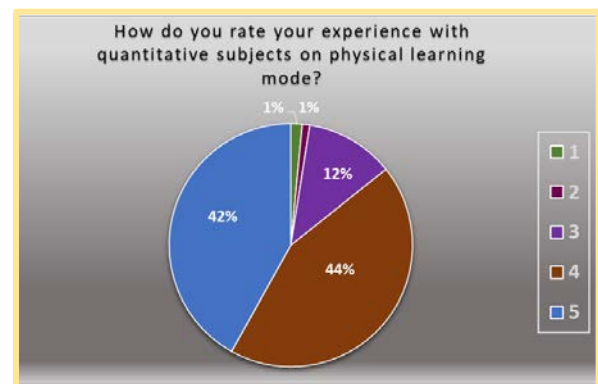


Figure: 6 Understanding of

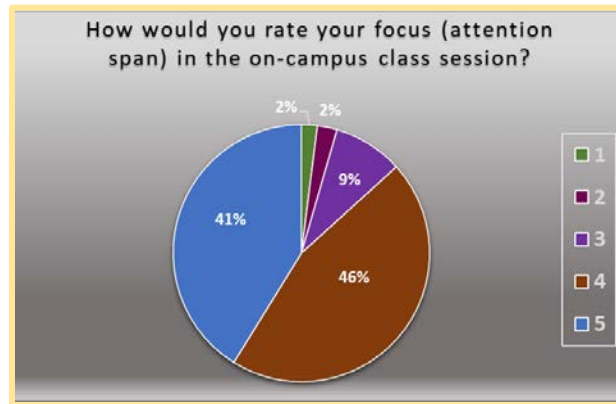


Figure: 7 Attention span during physical class

(II) Results of the statistical linear regression

The data for statistical regression was based on the responses of the survey which was then incorporated in statistical tool Spss. As discussed above in the section of data collection and methodology, there were two separate dependent variables i.e., online classes learning satisfaction and the other was on campus classes satisfaction. Hypothesis statement for both the variables were constructed carefully and then tested.

In the 2nd case the dependent variable was physical class learning satisfaction and the independent variables were refreshment area for informal discussions, interesting seminars, recording facility for on campus classes and industry based frequent tours.

Online classes learning satisfaction

Firstly, linear regression for online classes learning satisfaction was ran. In this case online class learning satisfaction was the dependent variable and there were four independent variables which included senior students' guidance, interesting seminars,

icebreaking session and refreshment area for informal discussions. Results of the linear regression are shown in table (2).

Dependent Variable: online classes satisfaction			
Model	<u>Coefficients</u>	<u>t</u>	<u>Sig.</u>
	<u>B</u>		
(Constant)	3.065	11.425	0.000
Senior student groups guidance	0.053	1.278	0.203
Icebreaking session b/w students and teachers	0.028	0.552	0.581
Informal discussions in café/ refreshment area	-0.051	-1.074	0.284
Interesting seminars arranged by students	-0.034	-0.682	0.496

Table: 2 Regression analysis for online classes satisfaction

In case of the Regression analysis for online classes satisfaction, the p value for all the variables is greater than 0.05 ($p > 0.05$, $t < 1.96$) except the constant which leads to the accepting all of the null hypothesis (H0) that stated that there is no relationship between the dependent and the independent variables. The reason for these biased results is that the questionnaire from which the data was collected was designed according to improving the learning satisfaction and experience of on-campus not for online classes. As some of questions related to improving online experience of the students were missed in the questionnaire and the other independent variables were not very much relevant , therefore, the result tells that there is no significant relationship between the dependent variable (online learning satisfaction) and the independent variables which included (senior students' guidance for freshmen students, interesting seminars and conferences arranged in campus by students, icebreaking session and refreshment area for informal discussions between teachers and students at Superior University, Lahore).

Physical classes learning satisfaction

In this case, the dependent variable was physical classes learning satisfaction and the independent variables were recording facility for the physical classes, Informal discussions with teachers and students in café/ refreshment area, Interesting seminars/conferences arranged by students, and Industry based frequent tours for students. The results were supporting the responses which were found during interviews unlike online classes learning satisfaction and the reason was that the suggestion portion of the questionnaire was designed to cater the issues students are having related to on-campus experience and to improve their university experience at Superior University, Lahore. As shown in Table (3), The p-significant values for all the variables are less than 0.05 and t value is than 1.69 so, it means that in this case the all the null hypothesis (H0) have been rejected and the alternative hypothesis have been accepted according to which there is a significant relationship between the dependent and independent variables.

Dependent Variable: Physical classes satisfaction			
	<u>Coefficients</u>	<u>t</u>	<u>Sig.</u>
	<u>B</u>		
(Constant)	2.910	13.736	0.000
Recording facility for the physical classes	0.042	1.769	0.024
Informal discussions with teachers and students in café/ refreshment area	0.104	3.034	0.003
Interesting seminars/conferences arranged by students	0.173	3.816	0.000
Industry based frequent tours for students	0.026	1.907	0.055

Table: 3 Regression analysis for physical classes satisfaction

(III) Highlights of the discussion with the faculty members.

The main issues highlighted by the faculty members and some of the students related to online classes were:

- Classes are not interactive and students are having participation issues
- Students are facing difficulty in understanding quantitative and lab-based subjects
- Students feel like teachers will never understand how much effort they are putting in
- Students from rural areas don't know how to use the basic software's so online quizzes and assignments are big hurdle for them in getting good marks
- Health issues like headaches and eyesight are bit of concern as well
- As in mostly zoom classes the cameras of students are turned off so teacher can't see the expressions of students to understand whether they are understanding the subject or not
- Some teachers are also not well equipped with the way of conducting online classes it is also impacting students learning experience.

Chapter 5.

Conclusion & Recommendations

5.1 Conclusion

The Covid-1p pandemic has not only impacted the economy of Pakistan but also the whole education system. The educational system has completely transformed from traditional physical mode of classroom studies to the digital learning. The sudden switch from physical classes to virtual learning has created a chaos among students and teachers as they were not prepared and well equipped with the necessary training

or technology that was needed to create an affective online learning strategy. From the above discussions and analysis, it is concluded that like every other institutes, students and faculty members of Superior University are also facing tremendous issues related to conduction on online classes. As the whole process is new to the administration, teachers and students so because of that the learning and understanding level of students have been negatively impacted in Covid-19 pandemic as shown in the results earlier. No doubt that it is more convenient mode of learning but at the same time learning during online class lacks to meet class objectives and students are not able to maintain focus during the online lectures because of lots of distractions in their surroundings. Lack of socialization is another major concern of students during online class that hurt student's life adversely. One common problem all students face during online classes is lacking the confidence and having no forum to enhance their communication skills. They are missing the classroom atmosphere where they could express themselves in front of their fellow students which add up to their confidence. For them, it is an opportunity they are missing out. Discussion based subjects also need a lot of discussion, which for them is pretty difficult as during class they are unable to catch up with the pace. Muting their speaker on is considered to be a disturbance and they felt hesitant in doing so many times. A few students, not having some basic background of the subject lacked understanding with few concepts. They were of the view that physical classes gave a lot of room to students to show through their facial expressions that they are feeling difficulty in understanding some concepts; hence it is easier for the teacher to know when to stop or pause. Even though, for some subject online classes are a good option, but the assessment criteria for online sessions may disturb the overall enthusiasm in students. More effective policies and procedures are being created and amended by Institute to make online class better platform for

study but it might take some time. This paper not only highlights the issues faced by the students and teachers of Superior University, Lahore but also provides recommendations and suggestions on improving the online and on campus learning experience of the students.

5.2 Recommendations/Suggestions

The recommendation section is written after the careful consideration of the feedback and suggestion provided by the students and faculty members of Superior University, Lahore. This section is further divided into two section i.e., (i) improving online learning experience of students and the other (ii) improving on-campus learning experience of students so that a detailed improvement plan can be suggested for both the scenarios for future.

(I) Improving online learning experience of students:

- If the classes are to be conducted online then the content and the syllabi should be customized according to the needs of the online classes. The course content must be in a rhythm that student's involvement along with learning maximized.
- The assessment criteria should differ in case of the online classes as the assessment should be based on logical discussion and interactive exercises instead of giving them home assignments or complete online exam like in case of physical classroom as there is more tendency of cheating.
- During the zoom lectures, the camera of the students should be open so teacher can understand if the student is facing any difficulty in understanding the concept through the facial expressions.

- The length of the online classes should be kept shorter as compare to physical classes as students tend to get more distracted in longer online lectures.
- In case of quantitative or lab-based subjects, the class size should be smaller so that the teacher can pay attention to every student and answers to every query being asked during the online lecture. Moreover, extra sessions for quantitative subjects should be arranged on campus once in a while with SOPs.
- In online classes, students need to more assistance so there should be sophomore group allotted in the universities which can guide and support freshmen with the work load and understanding the environment of the university.
- The students and faculty members should be given a proper basic training of operating and using software like zoom. And teachers should also be given the training of how to effectively take online classes to maximize the learning of students.
- Superior University should come up with recording rooms/studios for teacher as they saw a lot of teachers struggling with technology. It would be a great investment and is certainly followed by a lot of renowned institutes.
- Teaching glass is also one of the emerging concepts is teaching techniques should also be considered. It gives teacher a comfort of classroom and helps students understand the concepts better.
- Virtual concerts and virtual gaming/tournaments should be arranged through which they can at least get a feeling co-curricular activity which they are completely missing out these days.

(II) Improving on campus learning experience of students:

- For better on-campus experience senior students play's an important role in guiding students and helping them in understanding the environment of the university

as they already have experience of how things work in the university. So, a society of senior students should be available at the university which can guide the freshmen and give them a welcome tour of the university to make them comfortable.

- Secondly seminars and events should be arranged by seniors and the senior students should motivate the freshmen in attending those events. In addition, another student suggested that there should be small area in university where the students can share their ideas and problems with other students or teachers and can get guidance on them.
- Teachers must provide chapter or study material before the class so that students have a look at before coming to class, it will increase the understanding level of students and they can participate better in class.
- As recording facility for online classes is available, similarly it should also be available for physical classes for future references or for those students who, for some reasons, could not attend the class. The other advantage of the recording facility is that it is sometimes difficult to dissolve all the knowledge being taught in the class or to maintain 100% focus during the lecture, so it will help the student to revisit the lecture in case if he has missed out something.
- There should be icebreaking session between students and teachers, and the university must provide a small setting like Dhaba/refreshment centre where students and teachers can have informal discussions and can share their knowledge.
- A platform for anonymous providing feedback or to share issue related to anything that is bothering them and hindering their learning process in university should be available for students in case they feel hesitant sharing it with someone else.
- Outside the classroom learning teachers should try to arrange frequent industry tours for students because students learn more from their surrounding and environment

and it will also help to understand that how to apply the classroom studies in the practical world.

•

References

1. Adrjan, Pawel & Lydon, Reamonn, 2020. "Covid-19 and the global labour market: Impact on job postings," Economic Letters 03/EL/20, Central Bank of Ireland.
2. AKHVLEDIANI, Maia; MORALISHVILI, Sophio; KUPRASHVILI, Levan. Distant Teaching and Learning for the Foreseeable Future: Georgian Universities' Students and Professors Perspective. European Journal of Social Science Education and Research, [S.l.], p. 78-87
3. ARRIAGA, Ana María Paredes; GONZÁLEZ, Luis Fernando Muñoz; PALMER, María Cristina Alicia Velázquez. Distant Teaching: A Way to Face COVID-19 Pandemic in a Public University. European Journal of Education, [S.l.], v. 3, n. 3, p. 42-59, oct. 2020. ISSN 2601-8624.
4. Bahinipati, Chandra Sekhar & Sirohi, Rahul A & Biswal, Dinamani & K, Gouthami & G, Suresh & Singh, Monalisa, 2020. "COVID-19: Policy Interventions and Socio-economic Impact in Andhra Pradesh, India," MPRA Paper 100501, University Library of Munich, Germany.
5. BOSHKOSKA, M., & JANKULOVSK, N. (2020). Coronavirus Impact On Global Economy. Annals - Economy Series, 18-24.
6. Bowen, J. A. (2012). Teaching naked: How moving technology out of your college classroom will improve student learning. Jossey-Bass. John Wiley & Sons. ISBN 1118238087

7. Burgess, S. and H. H. Sievertsen (2020). Schools, skills, and learning: The impact of covid-19 on education. VoxEu. org 1
8. Champeaux, Hugues & Mangiavacchi, Lucia & Marchetta, Francesca & Piccoli, Luca, 2020. "Learning at Home: Distance Learning Solutions and Child Development during the COVID-19 Lockdown," IZA Discussion Papers 13819, Institute of Labor Economics (IZA).
9. Cherry, K. (2019). How Classical Conditioning Works: An Overview With Examples. Verywell Mind. <https://www.verywellmind.com/classical-conditioning-2794859#:~:text=Teachers%20are%20able%20to%20apply,the%20student%20learn%20new%20associations.>
10. Enfield, J. (2013). Looking at the Impact of the Flipped Classroom Model of Instruction on Undergraduate Multimedia Students at CSUN. TechTrends, 57(6), 14–27. <https://doi.org/10.1007/s11528-013-0698-1>
11. Groshen, E.L. COVID-19's impact on the U.S. labor market as of September 2020. Bus Econ 55, 213–228 (2020). <https://doi.org/10.1057/s11369-020-00193-1>
12. Gurpreet Singh Sidhu & Jaskirat Singh Rai & Kanwarvir Singh Khaira & Sarabjit Kaur, 2020. "The Impact of Covid-19 Pandemic on Different Sectors of the Indian Economy: A Descriptive Study," International Journal of Economics and Financial Issues, Econjournals, vol. 10(5), pages 113-120
13. Hull, C. L. (1942). Conditioning: Outline of a systematic theory of learning. The Forty-First Yearbook of the National Society for the Study of Education: Part II, The Psychology of Learning., 61–95. <https://doi.org/10.1037/11335-002>
14. Ionescu, C. A., Paschia, L., Gudanescu Nicolau, N. L., Stanescu, S. G., Neacsu Stancescu, V. M., Coman, M. D., & Uzla, M. C. (2020). Sustainability Analysis of

- the E-Learning Education System during Pandemic Period—COVID-19 in Romania. *Sustainability*, 12(21), 9030. <https://doi.org/10.3390/su12219030>
15. Khan, I., Khan, F. N., & Ali, A. (2018). Issues in Teachers' Education through Distance Education: A Case Study of Allama Iqbal Open University Islamabad, Pakistan. *Global Social Sciences Review*, III(IV), 142–155. [https://doi.org/10.31703/gssr.2018\(iii-iv\).10](https://doi.org/10.31703/gssr.2018(iii-iv).10)
16. Miliszewska, I. (2007). Is it fully 'on' or partly 'off'? The case of fully-online provision of transnational education. *Journal of Information Technology Education*, 6, 499–51
17. Mishra, Mukesh Kumar, 2020. "The World after COVID-19 and its impact on Global Economy," EconStor Preprints 215931, ZBW - Leibniz Information Centre for Economics.
18. MOHAJAN, Haradhan Kumar, 2020. "Covid-19 – The Most Fatal Pandemic Outbreak: An Analysis Of Economic Consequences," *Annals of Spiru Haret University, Economic Series*, Universitatea Spiru Haret, vol. 20(2), pages 127-145.
19. Ozili, Peterson & Arun, Thankom, 2020. "Spillover of COVID-19: Impact on the Global Economy," MPRA Paper 99317, University Library of Munich, Germany.
20. Rashid, S., & Yadav, S. S. (2020). Impact of Covid-19 Pandemic on Higher Education and Research. *Indian Journal of Human Development*
21. UNESCO. Adverse Consequences of School Closures. Available online: <https://en.unesco.org/covid19/education-response/consequences> (accessed on 14 August 2020)
22. Watson, J. B. (1913). Psychology as the behaviorist views it. *Psychological Review*, 20, 158–177.

23. WHO. (2020). “Coronavirus Disease (COVID-19).” Pandemic. (<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>)
24. Wolpe, J., & Plaud, J. J. (1997). Pavlov’s contributions to behavior therapy: The obvious and the not so obvious. *American Psychologist*, 52(9), 966–972. <https://doi.org/10.1037/0003-066x.52.9.966>
25. Zaidi, Saba; Salah, Saman (2020): Impact of Coronavirus on Higher Education in Pakistan.docx. Advance. Preprint. <https://doi.org/10.31124/advance.12655871.v1>

© GSJ