

Attitude of university students on online teaching under corona virus pandemic situation in Pakistan

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Abstract

The COVID-19 has resulted in schools, colleges and universities shut all across the world. As a result; education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. This research study examines the attitudes of university students towards online teaching under corona virus pandemic situation in Pakistan. A cross sectional study design was used on 400 (Male=195, Female=205) university students. A convenient sampling technique was used to draw the sample from different universities in the province of Punjab, Pakistan. An online survey was conducted to collect the data. Descriptive statistics were calculated out to measure the distribution of attitude of study participants. Frequency and percentages were estimated to assess the attitude towards online mode of learning, and opinion on educational decisions, and problems related to study due to lockdown. All analyses were performed using the SPSS-V20. The results of study highlighted that a large majority of student (83.9 percent) preferred face-to-face classroom teaching method. This study concluded that in Pakistan, despite picking up gigantic ubiquity nowadays, virtual education has still not been grasped by students. Students are still more in the favour of face-to-face classroom teaching.

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1. Introduction

The COVID-19 has resulted in schools, colleges and universities shut all across the world. Globally, over 1.2 billion children are out of the classrooms. As a result; education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. The COVID-19 has casted a huge impact on education systems around the world. It caused many schools, colleges and universities shut worldwide (Burgess & Sievertsen, 2020). Around the world, it is estimated that more than 1.2 billion kids are out of the classrooms owing to novel pandemic situation. Resultantly, countries adopted online teaching systems whereby teaching material is delivered through online platforms (Burgess & Sievertsen, 2020). Studies depict that, it takes less time in delivery of teaching material (Zeglen & Rosendale, 2018). While many countries of the world are undergoing different levels of COVID-19 infections, which affected about 1.2 billion children in 186 countries access to educational institutions (Viner *et al.*, 2020). In Denmark, educational institutions were closed in March, currently, as of September, 2020 school kids under 12 are again back in schools, however, in South Korea students are learning through online systems (Crawford *et al.*, 2020; Stage *et al.*, 2020). In Pakistan, educational institutes were closed from 1st week of March and students are attending their class through interment from their homes (Nicola *et al.*, 2020). Many observers are pondering over the question whether abrupt shift on this system of online education system in large number of countries will continue unabated in post pandemic period or it will vanish (Adnan & Anwar, 2020).

Even in the pre COVID-19 world, education technology witnessed a huge sum of investment approximately US\$ 19 billion in last year and the projections showed that it would reach \$350 billion in next five years. Multiple education centric applications, virtual mentoring, conferences through video links, or variant programs of learning, there has been an upward trajectory in utilization of all such options after the onset of COVID-19 (Hoq, 2020). Online learning is seen as less effective in Pakistan and in the third world countries as compared to the developed countries. One of reason regarding Pakistan can be that here most of the activities regarding education as well as administrations are handled manually. Another reason can be that people are not much familiar with the usage of technology in Pakistan. There are also many other issues like internet availability and speed issue, lack of access to necessary technology, issues of psychological adjustment to accept the new model of learning (Salam *et al.*, 2017).

Online learning can be more effective and all positive factors associated with this type of learning can be useful if educational institutions try to develop a reasonable system for it. To develop the proper system for new model of learning i.e., online learning there is a great need to change or modify the curriculum in the new context. There is also a need to introduce the new or modified teaching method which goes effectively parallel with new model of learning. Not only curriculum should be revised and new teaching methods are introduced, but also educational scientists should redefine the objective and outcomes of new model of online learning (Zhang *et al.*, 2020). Another major hindrance in the way of effectiveness of online learning is student teacher interaction. Students and teachers both are not used to and satisfied with e-communication. An adaptation to this new system is not being warmly welcomed. Instructors and students are facing communication gap and badly missing the conventional classroom system. There seems an attachment to the traditional system of learning whereby instructor and the students are physically present. Moreover, educational institutions and traditional classrooms provide room for satisfactory communication of knowledge, ideas and socialization (Pace *et al.*, 2020).

However, despite all these problems it remains a fact that online learning is the only way, which helps to carry on with learning process in this pandemic situation. This new model of learning really rescues the educators in this hard time of pandemic. In the online learning there are many online available tools which are used by the educators to make it effective and efficient learning method like audio, video recorded lectures, zoom meetings with the students. To make the online learning more effective and efficient, educational scientists are doing numerous researches and educational institutes are investing more funds to develop a technical setup for online learning (Dhawan, 2020). However, there is a need to understand the attitudes of university students on online learning. The aim of this research study is to evaluate the attitude of university students towards online learning under corona virus pandemic situation in Pakistan. This study revolves around the research question that was: What are the attitudes of university students towards online teaching in coronavirus pandemic situation. Moreover, this research highlights the basic and important factors contributed to build the attitude of university students of Pakistan towards online teaching in pandemic situation. Many students (47.8 percent) were motivated to share experience of their online classes qualitatively to better express their unique issues and challenges. This academic exercise depicted that despite the fact that online learning is popular in Pakistan; however, many students have not accepted it wholeheartedly.

2. Literature review

Over the past few years, there has been a tremendous increase in the enrolment in online courses in United States. For example, in 2008, there has been around 13 percent increase than the previous academic year in online enrolment (Allen & Seaman, 2008). But, due to pandemic situation globally rate of online classes became significantly high (Crawford *et al.*, 2020). Owing to this high demand well known online platforms like BYJU's, educational technology firm since 2011, opened free access to their platforms (Zeglen & Rosendale, 2018). This firm witnessed 200 percent increase in its users. Moreover, unforeseen advent of Covid-19 provided a foundation for a massive Tencent Education program based on online learning concept. Amidst lockdown there has been a massive surge in the domain of online education system in China whereby millions of students continued their studies unabated despite complete closure of educational institutions to avoid the spread of Covid-19. It engendered a major trend in history of the education whereby billions of the students have been using online platforms for educational purposes. Roughly 730,000, or 81% of K-12 students, attended their classes online through Tencent the Chinese city of Wuhan (Kumar, 2020).

However, many people opine that abrupt shift on the novel online system coupled with the issues of proper preparedness, poor training and insufficient bandwidth will eventuate in poor user experience, which is unfriendly to sustained growth of this novel system. On the other hand, many people consider that new model of education system i.e., 'Hybrid' will appear with promising advantages. It is also being assumed that information technology will incorporate increase in education with time, resultantly, online education will become essential part of the education (Aslam *et al.*, 2020; Ni, 2013).

Online learning can be more effective in various forms for the people who are devoid of right technology as shown by research (Nguyen, 2015). Technological revolution has facilitated distant educated significantly. Rapid developments in technology have made distance education easy (McBrien *et al.*, 2009). Online learning coupled with many other terms like web-based learning, blended model of learning etc., use a computer and a network that can be

used for learning purposes from anywhere in the world (Cojocariu & Boghian, 2014). It equips learning process with innovation and flexibility. It is also student friendly. Through online learning system students can access their classes from anywhere in the world using modern gadgets like cell phones, tablets and laptops connected with the internet. In this process students and teachers have a real time interaction. It also facilitates live feedback, and learning material can be accessed even after the classes, which, on the other hand, is not available in physical class-based learning method. Live lectures can be seen repeatedly and lectures can be attended from anywhere on mobile devices. Access to educational material is not time bound. A student can access learning material according to his free time (Singh & Thurman, 2019).

In addition, research also shows that student's retention is higher in online system, approximately 25-60 percent than traditional classrooms this is because students need less time approximately 40-60 percent in online teaching delivery systems. Availability of more time enables them to reread and bring information back for learning whenever and wherever they need. They are also able to skip already learned material and move forward. Hence, it makes time more manageable and productive. It is beyond the realm of doubt that pandemic casted huge impact on educational system around the world (Pace *et al.*, 2020). Many scholars hold the opinion that traditional educational system had been losing its relevance (Kumar, 2020). Traditional educational system is losing its relevance in modern era because of its traditional approach on academic skills which is unfriendly to critical thinking and adaptability in future (McDonnell, 2019).

Question arises whether this novel online learning system is a panacea to ills of traditional educational system and the shift from traditional to modern system is safe, effective, and adaptable? Many people believe that sudden transition with loopholes may cause damage to aforementioned goal. On the other hand, there exists a strong opinion that online learning should be a new normal in education domain because of its advantages (James *et al.*, 2008). Amidst this global debate on online education system whereby its effectiveness in learning, sustainability, growth, lack of uniform access to digital gadgets to reach online education, its potential to make traditional education system obsolete, and issues related to internet access, current study is an attempt to analyze these variables in online education system of Pakistan in Covid-19 pandemic situation in Pakistan.

2.1. Theoretical framework

This study is based on the concept of Bloom's Taxonomy that was proposed by the Benjamin Bloom for eLearning courses. Benjamin Bloom identified the tree domains in Bloom taxonomy. 1- Cognitive 2- Affective 3- Psychomotor. Cognitive domain is consisted of six levels (knowledge, comprehension, application, analysis, synthesis, evaluation) and responsible for the development of intellectual skills. Affective domains are divided into five levels (Receiving, responding, value, organizing and characterizing) and focuses on attitude, feeling and emotions of learner (Adams, 2015).

This study is focusing on the affective domain of the Bloom's Taxonomy, which is related, with the attitude of the learner. Affective domain contains attitude, emotions, and feelings of learner. This comprises the ways of emotionally dealing with internal and external phenomenon i.e., motivations, enthusiasm, and values. Affective domain of Taxonomy theory is divided into five levels of hierarchy (Adams, 2015). In this study items used in questionnaire were based on these five levels of affective domain. These steps are explained below through figure-1.

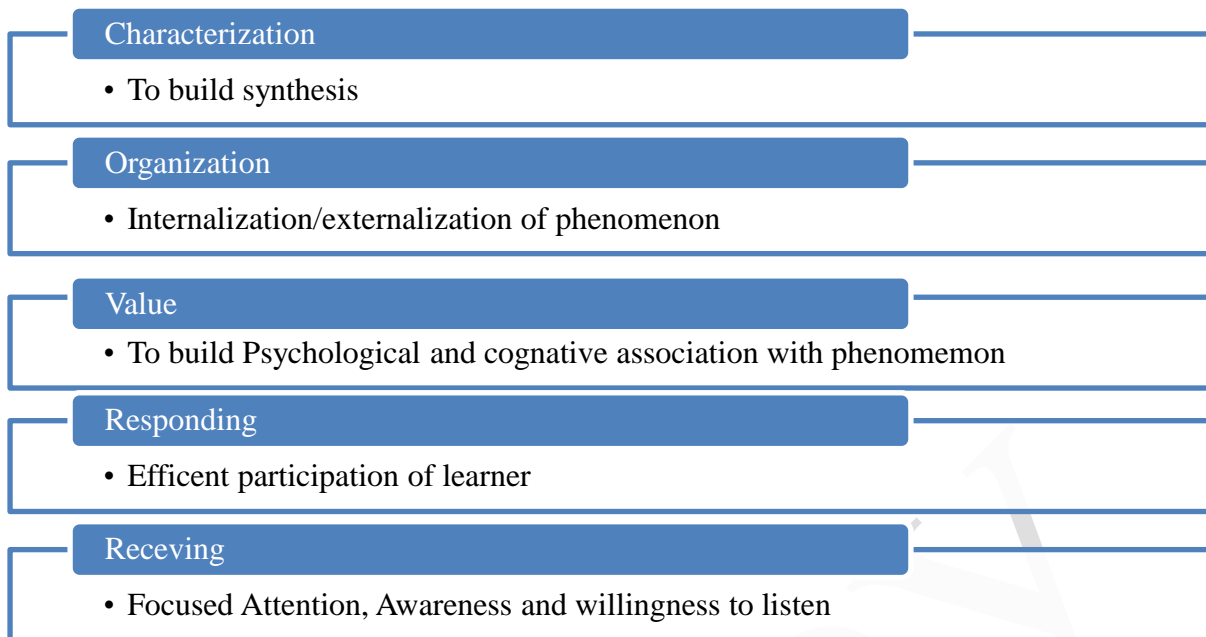


Figure 1: Hierarchy of Affective Domain of Taxonomy Theory

3. Research methodology

This is a quantitative study for which data has been collected through structured questionnaire.

3.1. Sample

A cross sectional study design was used on 400 (Male =195, Female =205) university students of age 17 to 30 years (Mean =1.3775, SD =0.48537) to measure the attitude of students towards online learning. A convenient sampling technique was used to draw the sample of students from different universities in the province of Punjab, Pakistan. Undergraduate and postgraduate students of Sciences, Social Sciences and Humanities were included in the study and have been attending their online classes.

3.2. Measurement

A structured close-ended questionnaire, based on thirty-five items related to psychological effects of online classes, technical issues, quality of education in online learning, student's perspective of online classes, was used to assess the attitude of university students towards online teaching under corona virus pandemic situation in Pakistan. Questionnaire was developed through the literature and expert's opinion. Apposite amendments were made in questionnaire based on expert's remarks and suggestions.

3.3. Procedure

Data has been collected from the university students through an online survey. An online structured questionnaire link was generated through Google Form that link was sent to different university students all over the Punjab through Email, Facebook, and WhatsApp. A consent form was signed, which was attached with questionnaire and the link, was taken from all the participants of this study.

3.4. Limitations

Non-random selection of samples puts limitations on generality of this study and university participants were included only from Punjab province.

4. Analysis and discussion

Descriptive statistics was used to measure the age of the participants. Percentage and Frequency were used to assess the attitude of university students towards online education. Data was entered and analyzed through the Statistical Package for Social Science SPSS-V20. Before moving towards statistical analysis, table 1 shows demographic information of sample. Table-1 shows that 400 (Male=195, Female=205) university students of age 17 to 30 years (Mean=1.3775, SD =0.48537) participated in the study. Female students comprised 51.3percent while 48.8 percent were male student in the study. Students from sciences were 45.75 while 34.5 percent were from social sciences and 19.8 percent were from Art and humanities. Undergraduate students represented 61.3% (n = 245) of study sample, whereas 38.8% (n = 155) were postgraduate students. Students studying in private universities were 45.8 while 34.5 were studding in public sector universities. Students in semi-government universities were 19.8 percent. Students attending online classes through Zoom were 50.5 percent. Furthermore, students attending online classes through WhatsApp were 25.8 percent. Students who used recorded lectures were 23 percent. Students who attended online class more than three to six months were 57.5 percent. In addition, 49.8 percent students got 60 to 79 percent marks. Previous semester GPA of 59.5 percent students were 3.00 to above.

In majority of the surveys the university students have reservations about online/digital learning. Issue of standard internet connectivity which ensures smooth connectivity and speed is another factor that caused problem to the students of higher education in Pakistan. Abrupt shift from traditional classroom-based system to online learning has also resulted in a completely different learning experience for the students (Maddux *et al.*, 2007). Online education system has many challenges to overcome for its sustained growth. Many students have issues of internet availability to partake in online classes. This gap is not uniform and varies in countries and regions of the world. According to Organization for Economic Cooperation and Development (OECD) 95 percent of students in Switzerland, Australia, and Norway have a computer to utilize for their studies, but as it were 34% in Indonesia do possess computers for the same reason. Likewise, there is also a stark gap of computer accessibility in United States between privileged and disadvantaged. All 15 years from a sound background do have computers; on the other hand, nearly 25 percent from disadvantaged backgrounds do not have computers for study (Bulman & Fairlie, 2016).

Around the world, several governments have been trying to assure the provision of electronic gadgets to students in need to enable them to have a uniform access to educational opportunity, such as in New South Wales, Australia, but many observers of online education system are apprehensive that pandemic situation will enlarge the gap between who have an access to digital gadgets and those who have not (Flack *et al.*, 2020). University students hold a divided response on online classes in pandemic situation in Pakistan. Majority of the students were not attending online classes regularly and actively. Students were not at all satisfied with learning through online classes owing to multiple reasons discussed hereinafter. Students were also feeling difficulty to concentrate during online class. Poor Internet connectivity and limited access to technology is a basic hurdle in online classes for many students in Pakistan. Recent

researches have also shown that students are facing problems due to limited internet connectivity and low speed (Adnan & Anwar, 2020).

Table-1: Demographic characteristics of university students attending online classes (N=400)

Description		Frequency (n)	Percentage (%)
Age	17-21 years	249	62.3
	22 year and above	151	37.8
Gender	Female	205	51.3
	Male	195	48.8
Field of Study	Sciences	183	45.75
	Social Sciences	138	34.5
	Art and Humanities	79	19.8
Level of study	Undergraduate	245	61.3
	Post graduate	155	38.8
Previous Semester GPA	3.00 to above	238	59.5
	2.50 to 3.00	124	31.0
	2.00 to 2.50	38	9.5
University in which studying	Public	138	34.5
	Private	183	45.8
	Semi government	79	19.8
Attending Online Classes through	Zoom	202	50.5
	WhatsApp	103	25.8
	Recorded Lecture	95	23.8
Attending online classes Since	Six months and above	52	13.0
	Three to Six Months	230	57.5
	Less than three months	118	29.5
Result of assessment/exam in the online semester	80 to 95 %	172	43.0
	60 to 79 %	199	49.8
	less than 50%	28	7.0
Preferred method of learning	Blended	333	83.3
	Online Learning	67	16.8
Qualitative study should be conducted on this topic	Yes	181	45.3
	No	210	52.5

Source: Author's data collection through online survey

Earlier studies on online learning show that it is easy and accessible which is not related with the finding of this study. The result of this study shows that students opposed the perception about online learning that it is easy and more accessible because lack of proper training and policies for online learning system. Majority of students preferred traditional education system because students considered the importance of non-verbal expression of teacher in class room learning. Students opposed the perception about online learning that it is easy and more accessible. Majority of students considered that blended learning is better than completely online learning. Quality of online educations has also been a serious concern of students. Students were not considering the online learning as effective education that builds insight and creativity because of low quality of online education (Watson, 2008).

the Coronavirus pandemic has compelled the educational institutions to adapt to the modern modes of pedagogy. Prior to these educational institutions were not willing to transform to online learning system swiftly. Classroom based educational system has been their priority. However, amidst coronavirus pandemic they had to accept modern technology for educational

purposes. Owing to pandemic situation compelled Exposure to modern technology in the realm of education has wiped out many misconceptions and fears of educational institutions about online learning system. There has been a mushroom growth of e-classrooms from traditional classroom. In normal classroom the capacity of students in one classroom is limited. However, in online learning system hundreds of thousands can be taught at the same time and at any place in the world (Pandey, 2020). In this background, a number of universities around the world have adapted online learning system and have upgraded their online teaching infrastructure. However, there is a dire need to enhance the quality of education in online learning system. Overnight shift from traditional classrooms to e-classrooms has engendered various concerns regarding the quality of educations and pedagogical techniques which need to be tackled to make this system of learning more viable and result oriented (Crawford *et al.*, 2020).

In table-2, results of the study showed that 29.7 percent students agreed while 13.5 percent students strongly agreed, 20.7 percent students stood neutral, 33.4 percent disagreed and 29.7 percent strongly disagreed with the initiative of online teaching by universities. Moreover, 29.5 percent students disagreed while 29.8 percent strongly disagreed on satisfaction with online learning. On the question of regular and actively attending online classes, 29.5 percent disagreed, 17.8 percent strongly disagreed. Much so, 26 percent disagreed, 16.3 percent strongly disagreed, 24.3 percent neutral, 26.8 percent agreed and 6.8 percent strongly agreed on the question on virtual existence of teacher and fellows in online classes. Regarding communication problems, 37 percent students agreed and 38.4percent students strongly agreed that they were facing problems to properly communicate with the class and teachers. Whether online education is more accessible or not 36 percent students disagreed and 21.51 strongly disagreed. Students are in the favour of blended learning system, and result showed 31.3 percent students agreed and 41.5 percent strongly agreed on it.

Question regarding online learning and development of creative thinking 31.5 percent disagreed and 20.3 percent strongly disagreed. Furthermore, 36.8 percent neutral, 25.8 percent disagreed, 13.3 percent strongly disagreed that online learning builds insight. Much so, 21.5 percent showed neutral response and 24.3 percent disagreed that online learning is based on research-oriented method of learning. In addition, 41.5 percent students considered online learning as independent learning method. Question on whether online learning ensures quality of education 29 percent students disagreed, whereas 18.5 percent strongly disagreed and 27 percent neutral. Moreover, 35.5 percent students disagreed and 30.8 percent strongly disagreed that online learning is good for undergraduate studies while 31 percent students disagreed for postgraduate studies through online class, 29 percent remained neutral. Moreover, 44.1 percent were facing concentration issues during online classes, 65.8 percent students strongly agreed and 23.9 percent students agreed that they were facing connectivity issues during online learning. Response on limitation of access to technology for online learning showed 46.3 percent agreed, 36.8 percent strongly agreed that there exists lack of access for online classes. Moving ahead, 46.3 percent students agreed, 34 percent strongly agreed that online learning system lacks students/teacher training. In addition, 46.8 percent agreed, 27.5 percent strongly agreed and 14.5 percent neutral that online learning system lack compatible teaching methodology. A large majority of student (83.9 percent) preferred the face-to-face classroom teaching method. Many students (47.8 percent) were motivated to share experience of their online classes qualitatively to better express their unique issues and challenges. Findings of this study indicate that hybrid learning is the future of educational system. There is a need to develop proper mechanism for online learning.

Table-2: Attitudes of university students towards online learning

Questions	Attitudes - n (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
In a pandemic situation, online learning is a good initiative by educational institutes	57 (14.3)	85 (21.3)	86 (21.3)	119 (29)	53 (13.3)
Students are attending online classes regularly and actively	71 (17.8)	118 (29.5)	72 (18.0)	107 (26.8)	32 (8.0)
Students feel psychologically/mentally satisfied with online learning	119 (29.8)	135 (33.8)	77 (19.3)	48 (12.0)	21 (5.3)
Students feel good with the virtual existence of your teacher and class fellows in online classes	65 (16.3)	104 (26.0)	97 (24.3)	107 (26.8)	27 (6.8)
Students put more mental effort to remain focused during online classes	43 (10.8)	67 (16.8)	54 (13.5)	130 (32.5)	106 (26.5)
Students feel a communication problem during online classes	16 (4.0)	32 (8.0)	45 (11.3)	153 (38.3)	154 (38.5)
Expressions/body language affect learning in online classes	26 (6.5)	40 (10.0)	61 (15.3)	173 (43.3)	100 (25.0)
Students feel difficulty to concentrate during online classes	11 (2.8)	26 (6.5)	42 (10.5)	144 (36.0)	177 (44.3)
Students think online learning is easy and more accessible	85 (21.3)	144 (36.0)	72 (18.0)	75 (18.8)	24 (6.0)
Blended learning is better than online	23 (5.8)	34 (8.5)	49 (12.3)	125 (31.3)	166 (41.5)
Online learning helps to develop creative thinking	81 (20.3)	126 (31.5)	81 (20.3)	79 (19.8)	30 (7.5)
Do you agree that online learning builds insight?	53 (13.3)	103 (25.8)	147 (36.8)	72 (18.0)	22 (5.5)
Online learning is based on conceptual clarity and research-oriented method	61 (15.3)	97 (24.3)	86 (21.5)	118 (29.5)	36 (9.0)
Online learning system demands more focus and attention of a learner	30 (7.5)	21 (5.3)	44 (11.0)	171 (42.8)	132 (33.0)
Online learning is the independent learning method	23 (5.8)	61 (15.3)	89 (22.3)	166 (41.5)	58 (14.5)
Online learning system ensures the quality of education	74 (18.5)	116 (29.0)	108 (27.0)	79 (19.8)	20 (5.0)
The value of an online degree is as same as the regular/ traditional degree	121 (30.3)	135 (33.8)	56 (14.0)	65 (16.3)	21 (5.3)
Online learning is good for all areas of study at the undergraduate level	123 (30.8)	142 (35.5)	65 (16.3)	50 (12.5)	18 (4.5)
Online learning is good only for postgraduate level	68 (17.0)	124 (31.0)	116 (29.0)	70 (17.5)	19 (4.8)
Assessment in an online learning system is more transparent	72 (18.0)	93 (23.3)	126 (31.5)	86 (21.5)	21 (5.3)
Students face internet problem during online classes	7 (1.8)	12 (3.0)	21 (5.3)	96 (24.0)	262 (65.5)
Students have limited access to technology for online learning	5 (1.3)	27 (6.8)	34 (8.5)	185 (46.3)	147 (36.8)
Online learning system lacks students/teachers training for effective education	13 (3.3)	23 (5.8)	43 (10.8)	185 (46.3)	136 (34.0)
Online learning system lacks compatible teaching methodology	11 (2.8)	32 (8.0)	58 (14.5)	187 (46.8)	110 (27.5)

5. Conclusion

This study established that although digital technology is popular in Pakistan, yet its utilization in educational domain is not completely actualized. Students are more tilted towards traditional system of education in classrooms than e-learning. Various issues are involved in nervousness and shock in response to this novel system amidst lockdown. This study spotlights issues involved in expectations of learners and new learning environment provided by online system. This study also concluded that teaching faculty needs to be trained regarding use of online learning system and development of lesson plan with low level of cognitive load coupled with efficient online system to make it easy for the students. This study highlighted the Issues involved in online learning are caused by its hasty launch; however, such problems can be vanished with more investment in this sector and enhancement of online teaching infrastructure. In this exigency there is a need for effective measures at the part of administrations and faculty members for a better and effective learning of students during lockdown situation.

5.1. Recommendations

Non-random selection of samples puts limitations on generality of this study. Future researches use random selection techniques, therefore such sample obtained through non-random selection is a bar on generalization of results of this study. As results are based on students only from Punjab province, further studies from other provinces may help in understanding issues of these provinces.

5.2. Implications of the study

This study outlines the existing issues in adoption of online learning system. It can provide a guideline for making online learning system more robust and adaptable. This study will provide the basic facts about online learning in pandemic situation. The finding of the study can be helpful to explore this topic for qualitative research.

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Appendix–A

Section-1: Demographic Profile of the Respondent

1. Name: (Optional) _____
2. Age: 1- 17-21 years 2- 22 year and above
3. Gender: Female _____ Male _____
4. Field of Study: Sciences _____ Social Sciences _____ Art and Humanities _____
5. Level of study: Undergraduate _____ Post graduate _____
6. Previous Semester GPA: 3.00 to above _____ 2.50 to 3.00 _____ 2.00 to 2.50 _____
7. University in which studying: Public _____ Private _____ Semi government _____
8. Attending Online Classes through: Zoom _____ WhatsApp _____ Recorded Lecture _____
9. Attending online classes Since: Six months and above _____ Three to Six Months _____ Less than three months _____
10. Result of assessment/exam in the online semester: 80 to 95 % _____ 60 to 79 % _____ less than 50% _____
11. Preferred method of learning: Blended _____ online Learning _____
12. Qualitative study should be conducted on this topic: Yes _____ No _____

Section-2: Rate the following statement from scale a to e.

Note: a. Strongly Disagree b. Disagree c. Neutral d. Agree e. Strongly Agree

1. In a pandemic situation, online learning is a good initiative by educational institutes
2. Students are attending online classes regularly and actively
3. Students feel psychologically/mentally satisfied with online learning
4. Students feel good with the virtual existence of your teacher and class fellows in online classes
5. Students put more mental effort to remain focused during online classes
6. Students feel a communication problem during online classes
7. Expressions/body language affect learning in online classes
8. Students feel difficulty to concentrate during online classes
9. Students think online learning is easy and more accessible
10. Blended learning is better than online
11. Online learning helps to develop creative thinking
12. Do you agree that online learning builds insight?
13. Online learning is based on conceptual clarity and research-oriented method
14. Online learning system demands more focus and attention of a learner
15. Online learning is the independent learning method
16. Online learning system ensures the quality of education
17. The value of an online degree is as same as the regular/ traditional degree
18. Online learning is good for all areas of study at the undergraduate level
19. Online learning is good only for postgraduate level
20. Assessment in an online learning system is more transparent
21. Students face internet problem during online classes
22. Students have limited access to technology for online learning
23. Online learning system lacks students/teachers training for effective education
24. Online learning system lacks compatible teaching methodology