

## **Students Experiment of Online Classes during the Pandemic of COVID-19 and their Socio-economic affection toward Psychological impact on their Learning Behaviors' (With Special Reference to University of Karachi)**

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### **Abstract**

Millenary we are seeing the world changing for the second time. There was diversity before 9/11 and it changed the complete picture of demographical status, socio-economic condition, and social movement. There might be a global change again after COVID-19. In this pandemic where the people already suffering from socio-economic inequality, if we exaggerate the students' perspectives and they found that online learning couldn't produce desired results in underdeveloped countries like Pakistan, where most of the students are unable to access the internet due to technical as well as financial issues. Accordingly, the quick speed of COVID-19 became a big challenge for the massive number of the students to get the lecture of courses offline in the classrooms. Moreover, due to the ripped spread of Covid-19 created an E-learning environment where the instruction of online network system to enhance the quality of teaching and learning to manage their provided contents accurately and managed their online classes and courses. The research objectives of the present papers contain with, to investigate the awareness of Covid-19 in university students, socioeconomic status of students, the problems faced by students in the pandemic, the curriculum satisfaction of students, the experience of online classes on students, and the lack of internet resources in students. While the hypotheses likewise (a) Students learning behavior affected by taking online classes. (b) By attending the online classes,

student's study became disturbed in the Covid-19 pandemic. The present study was "Explanatory" in nature. The Universe was the University of Karachi. The researchers selected the mix-method likewise qualitative and quantitative strategy for data collection. The respondent has comprised the students of (First and Second Minor). The convenience sampling techniques adopted through which 65 respondents have been selected for the data collection, included three case studies. A tailor-made such as questionnaire and observations are used for data collection.

**Key Concept:** Students Experiment, Online Classes, Pandemic of Covid-19, Socio-economic affection, Psychological impact, and Learning Behaviors.<sup>1</sup>

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### Introduction:

The COVID-19 pandemic and the lockdown has taken the globe by storm. This study examines the experiment of online classes and their impact on the anxiety level of university students in Karachi during the ultimate crisis and the relevant physiognomies affecting their nervousness. Traditionally, the way of learning has been changed through technologies into modern based of learning. Meanwhile, to stop the spreading of coronavirus, all affected countries of the world closed higher education including Pakistan, the government issued the order to close all academic education, public schools, and higher education to dismiss the spread of COVID-19. Most of the students are belonging to the remote areas/ rural background of the country likewise Baluchistan, FATA, Chital, and Gilgit Baltistan facing more difficulties in online classes and digital learning where the limited speed internet service access and due to lack of internet services students disadvantaged from getting higher education in online learning. The lack of internet facilities and face to face conversation with peers and teachers, even unsuitable technologies that were the huge challenges in which the higher education students facing in Pakistan.

The outbreak of COVID-19 started in China in December 2019 is a catastrophic tragedy that spread across the world at the speed of light. Public health procedures have been implemented in multiple countries to comprise the disease's transmission (World Health Organization, 2020). According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the pandemic has interrupted the learning of more than one billion students in 129 countries around the world.<sup>2</sup> Education based on students, teachers, content, and interactions among the three.<sup>3</sup> It is generally assumed that if one of the student-interactions (SI), student-student (SS), student-teacher (ST), or student-content (SC) is of high quality, deep learning will transpire, even if the other two interactions are knowingly reduced or minimized.<sup>4</sup> Traditionally, this would

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<sup>2</sup> United Nations Educational, Scientific and Cultural Organization. (2020). Available online: <https://en.unesco.org/covid19/educationresponse>.

<sup>3</sup> Bernard, R.M. (2009). A meta-analysis of three types of interaction treatments in distance education. *Rev. Educ. Res.* 79 (3), 1243–1289.

<sup>4</sup> Khan, A. M., Ullah, M., Usman, A., Malik, A. H., Khan, K. M. (2020). Impact of covid-19 on global economy. *International Journal of Management*, 11(8), 2020, pp. 956-969

mean students studying textbooks. In the digital age, many forms of online content would increase or replace books. Students might follow a massive open online course (MOOC), even though actual MOOCs usually do include at least some level of online student-teacher or student-student interaction.<sup>5</sup>

The impact of the pandemic on people's mental health is already extremely concerning likewise social isolation, fear of contamination, and loss of family members is compounded by the distress caused by loss of income and often employment. No such studies have been conducted at the University of Karachi, yet. Thus, this study hopes to extend the existing literature by empirically evaluating the impacts of the COVID-19 pandemic and the subsequent lockdowns on the socio-psychological well-being and anxiety among University of Karachi students, during the heights of the pandemic and lockdown. The COVID-19 pandemic is expected to impact actual economic growth, affect the government's monetary position and decrease private investment, both foreign and domestic. The pandemic is likely to reduce the real GDP growth primarily due to the back to back lockdown in the services and industrialized sectors. The agriculture sector may also be affected in case of disturbance in the transportation, logistical support, labor for yield and transport, and access to inputs for next fixing season. As the country is developing from a macroeconomic crisis, the government has limited financial barriers to actively respond to the pandemic. Lacking of basic needs to reach or achieve the goal while covid-19 were internet connection problems, electricity problems and learning environment. The learning was not reasonable and not creative because it was a new experience for few students. Communication was a problem while asking questions from teachers regarding the topic, either students did not get the answers or because the poor sound system, answer was given by teacher but student did not get it

### **Review of the Literature**

The researcher further added that COVID-19 has been continually characterized as a killer virus, especially on social media, which has sustained feelings of supposed pressures and hesitation. Required 14-day quarantines and tracking as part of the public health protocols during the pandemic further increase people's anxiety based on the effects of infection and humiliation. Lockdown stress includes separation from family and friends, loss of independence, doubts about the virus's spread, lockdown length, resentment, monotonous lifestyle, potential scarcity of essential goods, lack of perfect information, financial loss, and learning affection. Covid-19 psychological impacted and was challenge to bear such crisis for closer of higher educational institution for long period of time. Therefor student lost their daily routine of study which results low learning outcome. The challenges were not manageable and adjustable since the outbreak of covid-19.

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<sup>5</sup> Littlejohn, A., Hood, N., Milligan, C., Mustain, P. (2016). Learning in MOOCs: motivations and self-regulated learning in MOOCs. *Internet High Educ.* 29, 40–48.

Presently, consider the situation where a global disruption, such as the 2020 Covid-19 pandemic, concentrates the high-quality offline events essential to combined learning not only unreasonable but even unlawful. Most universities responded to the change in situation by replacing the offline sessions with alternative synchronous, but online, events. This move was facilitated by the many available videoconferencing tools.<sup>6</sup> However, most of the university teachers endeavor for a balance among the three student interactions, since student-content, student-student, and student-teacher interactions all have their specific advantages and disadvantages in terms of availability. “Getting the mix right” has been a matter of considerable debate and research over the past decades.<sup>7</sup>

In terms of the impact of the COVID-19 pandemic on various countries’ education systems became changed. This lack of regularity is caused by such factors as the start and end dates of academic years and the timing of school holidays. While some countries postponed in-person classes from March/April until further notice, others were less obstructive, and universities were only advised to reduce face to face teaching and substitute it with online solutions wherever attainable. In other cases, depending on the academic schedule, it was possible to reschedule the start of the summer semester.<sup>8</sup> Considering the relatively recent advent of this teaching methodology in Pakistan, both teachers and students are still in the process of getting familiar with the new system. Apart from this, it is important to find out students’ opinions and perspectives regarding this effective approach to teaching and learning. Whether the learners are agreed to the new practice, would favor any modifications, or rather would want to go back to conservative learning completely, would be a motivating point to discover.<sup>9</sup>

While literature exposes the positive perception of online classes system, this study examined and assessed the impact of online learning breakdown perceptions on psychological distress among university students during the COVID-19 pandemic. Since COVID-19 was confirmed as a global pandemic, public health, including mental health, has become a warning. Millions of people, including researchers, academic, corporate personal as well as students, were forced by the national governments to stay safe isolating themselves or fulfilling a whole and/or limited lockdown globally. Due to imposing lockdown for a long time, the physical access to the classroom has been controlled. Nevertheless, as a result of a poor learning approach, both students and teachers face several challenges and complications including psychological problems. Though the online teaching system is one of the promising replacements to the physical classroom, students show a negative observation of online learning behavior. Due to

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<sup>6</sup> Bakker, A., Wagner, D. (2020). Pandemic: lessons for today and tomorrow? *Educ. Stud. Math.* 1–4.

<sup>7</sup> Anderson, T. (2003). Getting the mix right again: an updated and theoretical rationale for interaction. *Int. Rev. Res. Open Dist. Learn.* 4 (2).

<sup>8</sup> Ullah, M., Khan, A.M., Usman, A. (2020). COVID-19 and Global Stock Market. *International Journal of Management.* 12(2), 374-380.

<sup>9</sup> Kwary DA, Fauzie S. (2018). Students' achievement and opinions on the implementation of e-learning for phonetics and phonology lectures at Airlangga University. *Educ Pesqui*;44 doi:10.1590/s1678-4634201710173240.

internet inequalities and lack of access to modern technology, students from lower socio-economic condition families have limited or no access to online classes.

As per the present research concern most of the students have faced similar problems like internet connection and environmental setup to approach to online-classes, few students were unaware of operating application that was suggested by institution to take their classes through and the expected outcomes were lacking. The combination of such problems never let student to focus and manage their studies. Due to these difficulties students get obsessed and get ill physically and mentally.

### **Research Objectives**

The main objectives of the present study are to investigate the awareness of Covid-19 in university students, socio-economic status of students, the problems faced by students in the pandemic, the curriculum satisfaction of students, the experience of online classes on students, and the lack of internet resources in students.

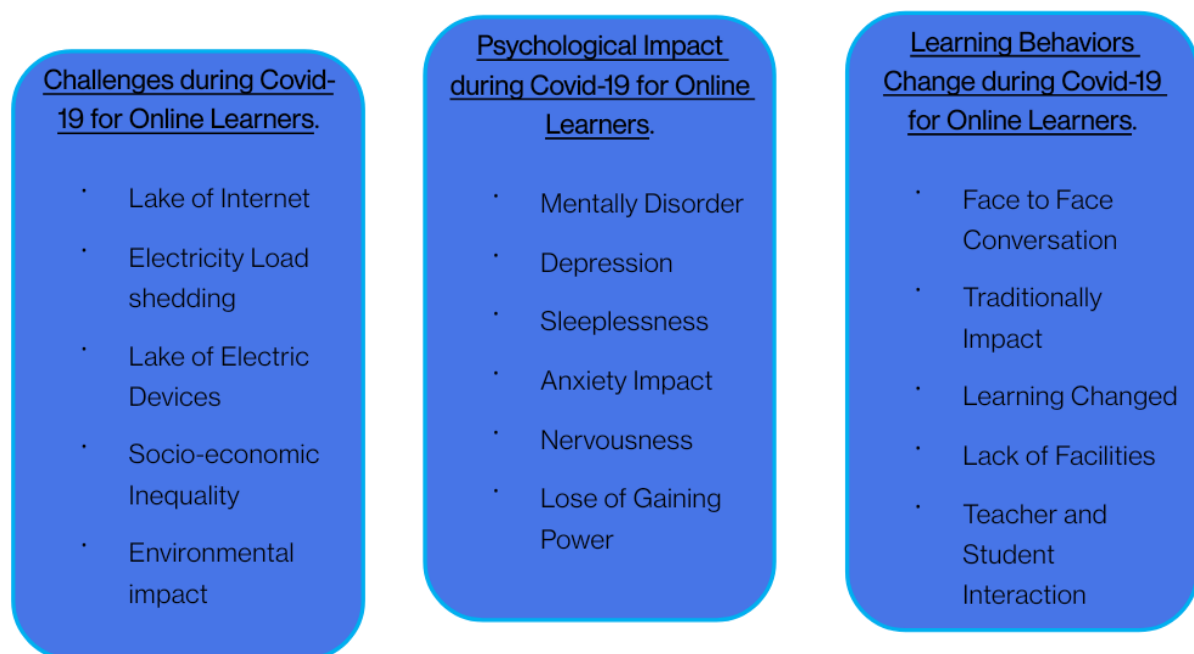
### **Research Hypotheses**

The main hypotheses of the present research study are to determine: (a) Students learning behavior affected by attending the online classes. (b) By attending the online classes, student's study became disturbed in the Covid-19 pandemic.

### **Research Methodology**

The present study was "Explanatory" by nature. The universe was the University of Karachi. The researchers selected the mix-method likewise (Qualitative and Quantitative) strategy for data collection using questionnaires and observation technique, sample size; 65 students of (First and Second Minor) and three case studies were taken. The convenience sampling techniques adopted, this was mainly focused on the students' experiment, online classes, the pandemic of Covid-19, socio-economic affection, psychological impact, and learning behaviors.

### **Results & Findings**



S. No	Statements	Yes (Percentage )	No (Percentage )	Total (Percentage )
1	Satisfying with taking online classes	20 (31%)	45 (69%)	65 (100%)
2	Online classes system better than oral classes?	20 (31%)	45 (69%)	65 (100%)
3	Your study became disturb due to the Pandemic of COVID-19	18 (28%)	47 (72%)	65 (100%)
4	Do you have easy excess for attend the online classes?	43 (66%)	22 (34%)	65 (100%)
5	Are you regularly taking the classes online	33 (51%)	32 (49%)	65 (100%)
6	Are you facing the problem during the taking online classes?	49 (75%)	16 (25%)	65 (100%)
7	Due to taking online classes you are feeling stress?	34 (52%)	31 (48%)	65 (100%)
8	Teachers play their vital role	55 (85%)	10 (15%)	65 (100%)
9	Have you easy access to internet during class?	35 (54%)	30 (46%)	65 (100%)
	Pandemic of COVID-19?	56 (86%)	9 (14%)	65 (100%)
	Pandemic of COVID-19?	35 (54%)	30 (46%)	65 (100%)
	Pandemic of COVID-19?	0 (0%)	65 (100%)	65 (100%)
	Pandemic of COVID-19?	14 (22%)	51 (78%)	65 (100%)
	Pandemic of COVID-19?	28 (43%)	37 (57%)	65 (100%)
	Pandemic of COVID-19?	65 (100%)	0 (0%)	65 (100%)

**16 The Pandemic of COVID-19 effected your learning behavior? 30 (46%) 35 (54%) 65 (100%)**

### Results & Findings

Findings of the present research 54% respondents were male whereas only 46% of the respondents were female. In which 68% of respondent's age limit in between 19 to 21 years of age and 31% of respondents are above 22 years. And only 31% of the respondents satisfied with taking the online classes because they easily attend classes at home and saving of time in travelling, 69% were not satisfied with taking the online classes due to internet issues as well as they cannot learn easily through online classes, and 31% of the respondents replied online classes system better than physical classes because to save from Pandemic as well as 69% of the respondents answered online classes system did not better than physical classes because we ask questions to teacher easily in physical classes. While, 28% of the respondents' study became disturb due to the pandemic of Covid-19 due to lockdown, the syllabus did not complete on time, have no environment for study at home and mostly students were in their villages during lockdown and unable taken the class. However, 66% of the respondents have easy excess for attend the online classes, 34% of respondents didn't have easy excess for attend the online classes due to internet problem and lack of smart phone and load shedding as well as socio-economic condition. And 51% of the respondents were regularly taking the classes online, whereas 49% of the respondents were not regularly taking the classes online because clashing of classes time. 75% of the respondents were facing the problems during the taking online classes due to slow internet speed and internet issues, while the rest of 25% of the respondents were not facing the problems during the taking online classes. Usually, 52% of the respondents replied due to taking online classes they were feeling stress because eye side problem, headache, and slow speed of internet, 85% of the respondents said that teachers play a vital role. Finally, 86% of the respondents were feeling stress due to Pandemic of Covid-19, 54% of the respondents said that they feel sleeplessness due to Pandemic, and 46% of respondents did not feel. 22% of the respondents traveled out of city during the Pandemic, 43% of the respondents participated social gathering during the Pandemic of covid-19. The entire respondents 100% have following the SOPs of safety control, and 46% of the respondents effected their learning behavior during the panic.

### Hypotheses tested by SPSS:

#### Hypothesis 1

#### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent

m1 * m2	130	100.0%	0	.0%	130	100.0%
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### m1 \* m2 Cross Tabulation

Expected Count

		m2		Total
		yes	no	
m1	yes	25.0	40.0	65.0
	No	25.0	40.0	65.0
Total		50.0	80.0	130.0

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.250 <sup>a</sup>	1	.071		
Continuity Correction <sup>b</sup>	2.632	1	.105		
Likelihood Ratio	3.267	1	.071		
Fisher's Exact Test				.104	.052
Linear-by-Linear Association	3.225	1	.073		
N of Valid Cases <sup>b</sup>	130				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 25.00.

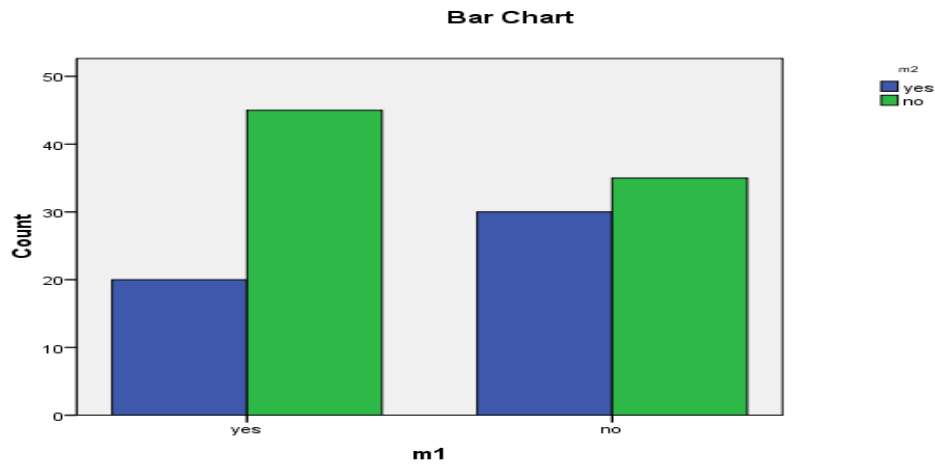
b. Computed only for a 2x2 table

### Symmetric Measures

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig. <sup>a</sup>
Nominal by Nominal	Contingency Coefficient	.156			.071
Interval by Interval	Pearson's R	-.158	.086	-1.812	.072 <sup>c</sup>
Ordinal by Ordinal	Spearman Correlation	-.158	.086	-1.812	.072 <sup>c</sup>
N of Valid Cases		130			



- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.



## Hypothesis 2

### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
m1 * m2	130	100.0%	0	.0%	130	100.0%

### m1 \* m2 Cross Tabulation

Expected Count

		m2		Total
		Yes	no	
m1	Yes	30.5	34.5	65.0
	No	30.5	34.5	65.0
Total		61.0	69.0	130.0

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	19.304 <sup>a</sup>	1	.000		
Continuity Correction <sup>b</sup>	17.790	1	.000		
Likelihood Ratio	19.821	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	19.155	1	.000		
N of Valid Cases <sup>b</sup>	130				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 30.50.

b. Computed only for a 2x2 table

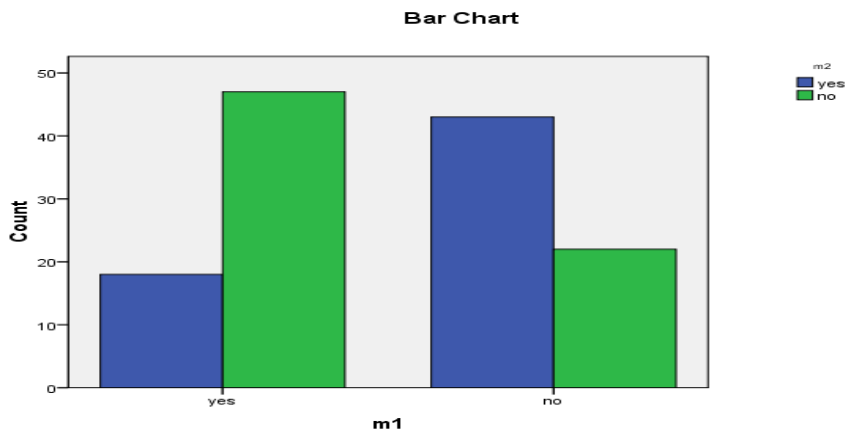
### Symmetric Measures

	Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig. <sup>a</sup>
Nominal by Nominal Contingency Coefficient	.360			.000
Interval by Interval Pearson's R	-.385	.081	-4.725	.000 <sup>c</sup>
Ordinal by Ordinal Spearman Correlation	-.385	.081	-4.725	.000 <sup>c</sup>
N of Valid Cases	130			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.



### **Relevant Case Studies**

Wajiah (not real name) was a student of BS.C Economics, University of Karachi. She suspected of coronavirus that few days were very difficult of her life during isolation became depressed in Sept 2020. She didn't idea that how got infected, during travel through public transport for visiting the university classes imagine it happened to her. After the positive test result of coronavirus, faced lots of difficulties related to her study as well as Job. She was a (Management Coordinator) in a collegiate that was why her presence very important due to suffering from the virus not able to join the duty as well as classes. As a student and suspected of covid-19, her biggest loss was not able to attend the university classes. Every day it felt like she was getting left behind but Alhamdulillah got fully recovered after three weeks and restarted her life journey again.

Nizam (not real name) was studying International Relations at, University of Karachi. He was suffering the covid-19 for the past 1 and 1.5 months ago. On November 26, 2020, when he came back from university, he felt body pain and weakness entire body, in the night it was very difficult to breathe and fever high during that night. However, the very next day he went to check up, the doctor referred him for a test of coronavirus, which turned out to be positive. Due to the positive of Covid-19, he did not like to eat or drink anything. It disturbs his study life also he was unable to attend online classes. He felt so much body pain and lost sense of taste. He recovered after 20 to 25 days. His experience of this disease is worse than anything.

Shoaib (not real name) was studying at the Centre of Excellence Women's studies, University of Karachi. During the lockdown when everything was shut he started feeling the same symptoms of Covid-19 as there was 24/7 only one thing being broadcast by all the news channels he just felt Covid-19 was getting on his nerves. He made himself ready for the test of Covid-19 and as he got reports it was negative. But just after 4 days, when he started eating a meal he felt no taste then he got surprised after 2 days he felt shortness of breathing and he made test once again as his doctor recommended this time his reports were positive. Besides morning and night, it was too much difficult to breathe he couldn't sleep properly, his memory got weak too. During lockdown financial system was also got disturbed because of lockdown. Every member of his family has got private jobs and companies had to remain closed that become the reason for the disturbance of food and grocery. Education got also affected.

### **Discussions & Conclusions**

The present paper focused on the student experiment of online classes during the pandemic of Covid-19 and their socio-economic affection toward psychological impact on their learning behaviours. Earlier as we learned related coronavirus, it has been transmitted by the droplets, horizon but nowadays we learn that it's also can be transmitted directly, which is by touching, and no age limit. As in any other sector, the COVID-19 pandemic affected education in many ways. The expectation was not fulfilled because students expected that online learning train us for education system as like a developed countries new knowledge and education will be share but the expectation was changed into disappointment. Government never took any step to resolve

internet issue and also administration of university never took any step for students and never guided us for online classes. However, regarding online learning few students mentioned the lack of training and proper guidance were also a big challenge and the non-punctuality of teachers were also distract them psychologically and the basic facility was a major issue for students as mentioned above is internet connection and the physical classes were easy to understand as compare to online classes students said, during Covid-19 pandemic tacking online classes were hard to manage moving from one place to another to approach the internet connection.

As per the finding is concerned 69% of the students were not satisfied to taking online classes, 72% of the respondents became disturb due to the pandemic of Covid-19, while 75% were facing the problem to taking online classes. However, 86% of the respondents felt stress due to the pandemic of Covid-19, 54% of the respondents learning behaviour was not affected.

Conclude with this point; currently, the coronavirus pandemic is a specific and rare situation. It affected people physically, but also psychologically. In this type of circumstance, many people will experience stress, anxiety and depression responses. The researchers measured various awareness criteria and recommend the following reasons. That will be helpful for the government, non-profit organization as well as the social scientist for the long term planning and also help the students for further informative knowledge as well. However, this platform was hard to understand that's why some of the students said that it could not meet the learning setting particularly and lower the performance and competencies. The learning objective were not achieved and the goals were not fulfilled. The online learning was fully out of mind and low practiced that's why it could not meet my learning circle of mind and effected the mental health negatively. And mentioned that the learning system was not focused nor skill based meanwhile the e-learning was not creative or transpired particularly and performance boosting was shortcoming due to which they did not approached to online learning setup. Interviewers also mentioned that administration and management didn't play an active role and supervised, they just only introduced courses.

### **Recommendations**

The present study researchers determined multiple criteria of students' experiment of online classes and recommend the following reasons. That will be supportive for the government, non-profit organization as well as the social scientist for the long term planning and also help the students for further educational information as well.

- ✓ Government should take any step to resolve internet issue and also administration of university have to take any step for students guiding related online classes.
- ✓ There should be awareness session not even students but some teachers were facing problem to operate the application properly.
- ✓ Government /administration, in some extant must be supported for online learning career establishment, and skill development opportunities.
- ✓ Government or non-profit organizations, as well as administration, must arrange awareness programs focused on psychological impact of the student during the pandemic of the Covid-19.

Moreover, observation and knowledge are concerned that online learning are given priority by the government /administration after the pandemic of Covid-19. Due to the pandemic students suffering from psychological impact, socio-economic inequality, while the mostly students learning behavior became change automatically.

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