Perceptions Of Students' Regarding Impact Of Covid-19 On Their Learning İn Public Sector Universities Of Khyber Pakhtunkhwa Pakistan

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ABSTRACT

It is necessary to understand the emergence and history of coronavirus due to which the whole world has been badly affected. The design of the study was survey in nature. The population of the study consisted of administration management, faculty and students of KP Universities. The target population of the study comprised of students in which the numbers of (n = 1000) students including males and females were taken as sample of the study throughout the selected 20 public section universities of KP by applying snowball and convenient sampling techniques. Quantitative approached was preferred. The key objectives of the study were: 1) To know the impact of COVID-19 on universities students. 2) To examine the coping strategies of KP Universities regarding COVID-19. 3) To determine the responses of universities students' about e-teaching and learning during COVID-19. Data were collected online through self-developed questionnaire of 5-Points Likert scale with options "Strongly Agree to Strongly Disagree" and interview by using electronic resources like email and whatsapp to know public perceptions

regarding COVID-19 and its impact on students' learning. Data were delimited to the public sector universities of KP. The collected data were statistically analyzed through descriptive statistics. Results and conclusions were drawn by probing that COVID-19 badly effected students' learning. Some recommendations were given at the end regarding the control and proper solution of pandemic COVID-19 along with technology usage for e-teaching and e-learning at university level.

Keywords: Covid-19, Impact, Leadership, Students' Responses, e-learning, KP, Pakistan

INTRODUCTION

According to Motiejūnaitė-Schulmeister and Crosier (2021), COVID-19 badly influenced the whole world due to which everybody was mentally disturbed and psychologically anxious in 2020; particularly educational system affected a lot and almost all educational institutions remain closed. Wang et al. (2020) asserted that government of the time in every state and every country tried its best to reduce COVID-19 up minimum level in order to ensure social interaction throughout the world. The government halted and discouraged movements during COVID-19 Pandemic and strictly emphasized to follow SOPs. Gonzalez et al. (2020) found that resources and books via latest technology are given more importance and preference at university level rather than traditional lessons. Cao et al. (2020) stated that teachers and students of the day give first priority to e-learning particularly at university level, and during COVID pandemic dilemma, teaching-learning activities have been maintained through different technological resources including Google meet, zoom, internet, television, social media and even android mobiles etc.

Nicola et al. (2020) said that COVID-19 negatively influenced educational setup. A few discrepancies are there in the effect of COVID-19 on educational structures of different nations including start and end of academic years, routine institutional holidays etc. Rodrigues et al. (2019) described that COVID-19 devastated and overwhelmed teaching-learning activities in schools, colleges and universities throughout the world due to which so many students are discouraged and they have no technological skills as well as technological resources to further avail their educational opportunities such as online classes facilities, Google meet classes, Google zoom, internet, android mobiles, computer systems etc. that are highly essential for online teaching-learning process during COVID-19 pandemic situations. Li et al. (2020) pointed out that there is no difficulty in distance teaching-learning process in this modern world of technology where internet, Skype, Facebook, Whatsapp, IMO, Printing Facilities, Email and other technological resources are available for the development, promotion and evaluation of quality education.

LITERATURE REVIEW

Abodunrin, Oloye and Adesola (2020) asserted that the population of those countries where COVID-19 pandemics was highly spreadup due to which the whole population of such countries tackled and faced lockdown problems, closed marketplaces, and even religous activities banned in congregation. İn such circumstances everybody was dissatisfied and bore

with his/her colleagues in public, classfellow and friends in educational institutions and throughout the country. Sahu (2020) found that both teachers and students were mentally and pyschologically traumatic and confused in all educational institutions; likewise, employees including doctors, nurses in hospital were mentally disturbed and psychy and even sacrifice their lives for the sake of public by reducing COVID-19. Bozkurt et al. (2021) described that students suffered a lot during COVID-19 due to lack of technologcal facilities for them at elementary, secondary, higher secondary and higher levels.

According to WHO (2020), most of the students in developing countries confronted mental, psycological and health problems being poverty and they can't avail such standard opportunities like provision of internet, comptuer and other technological facilities to utilize it for their better and quality learning during COVID-19 despite the institutions were closed and no movement was allowed at all through out the country. Igwe (2020) explained that coronavirus has been spread out through animals to human being like SARS that is spread out from Civet Cats to man and likewise MERS from camels to humans etc. Salman (2020) described that the term coronavirus is a Latin word "Corona" meaning "halo-crowned crown" while the new coronavirus is identified by Chinese Officials in 2020 by conneting it to SARS-COV-2. Kareem (2021) revealed that the total numbers of 177 countries are badly affected from coronavirus and round about 3,118, 871 people are infected from this fatal virus through out the world resulting 216, 221 fatalities as well.

İn the light of Miliszewska (2007), several nations have still been established restrictions on travels to reduce and minimize the danger and chance of coronavirus such as China where strict actions are taken by government officials and public health professionals including self-isloation/quarantine, social distance, promoting health facilities, living and dwelling most of the time at home etc. Sahu (2020) stated that corona affected nations have strictly declared closure of museums, movie theatres, gyms, gatherings, swimming pools, all educational institutions etc.

RATIONALE OF THE STUDY
COVID-19 is the current fatal issue and disease due to which the whole world is suffered and affected. This disease is highly spread in Khyber Pakhtunkhwa Province of Pakistan also due to which students suffered a lot. There is still scarcity of studies regarding coronavirus particularly in the province of Khyber Pakhtunkhwa, Pakistan. Due to this reason, the researcher tried her best to know the impact of COVID-19 on students' learning at higher level and to identify the strategies of different universities to tackle this fatal situation/COVID-19. The researcher found this issue quite vital by determining the views of universities students regarding changing face-to-face teaching-learning mode to e-teaching-learning process.

OBJECTIVES OF THE STUDY
The key objectives of the study were:
1. To know the impact of COVID-19 on universities students.
2. To examine the coping strategies of KP Universities regarding COVID-19.

3. To determine the responses of universities students' about e-teaching and learning during COVID-19.

ORGANIZATION OF THE STUDY

The current study is the part of the project **"Where Do We Go from Here: A Case Study of**

COVID-19 Pandemic 2020 Impact on Higher Education Institutions (HEIs): Leadership Challenges and Responses".

Table 1: Organization of the Project

Where Do we Go from Here: A Case Study of COVID-19 Pandemic 2020 Impact on Higher Education Institutions (HEIs): Leadership Challenges and Responses	Assessing impact of Covid-19 on Leadership Learning Responses of Public Universities of Khyber Pakhtunkhwa-Pakistan
	Assessing impact of Covid-19 on Students' Learning Responses of Public Universities of Khyber Pakhtunkhwa-Pakistan

Table 1 indicates that the main project is done in two parts: one part of the study comprised of the Responses of the leadership of Higher Education Institutions (HEIs) and other based on the Responses of the students of the HEIs during the pandemic. This paper is assessing impact of Covid-19 on Students' Learning Responses of Public Universities of Khyber Pakhtoonkhwa, Pakistan. The study explains how different students responded towards the pandemic and how it impacted their social, educational and personal experiences towards learning.

RESEARCH METHODOLOGY

Design of the Study

The design of the study was survey in nature in which Mixed Method was given first priority i.e. quantitative approach was followed for data collection through self-developed questionnaire and qualitative approach was adopted for taking interviews from the respondents.

Population of the Study

The population of the study comprised of all KP universities along with VCs, faculty members, students, administration and management staff members.

Target Population of the Study

Male and female students of all Public Sector Universities of Public Sector Universities in Khyber Pakhtunkhwa were the target population of the study.

Sample of the Study

The total numbers of (n = 1000) respondents (male and female students) of Public Sector Universities in Khyber Pakhtunkhwa were taken as sample of the study as shown in the table below:

Table 2 shows age range of participants in which (17-20), 160 were males and 170 females, age (21-24), 144 were males and 156 females, in age range of (25-27), 101 were males and 149 females, and in (28-30) 496 were males and 504 females by applying convenient and snowball sampling techniques. These students belonged to different departments in the selected universities of Khyber Pakhtunkhwa, Pakistan.

Sampling Techniques
Snowball and convenient sampling techniques were used during sample collection of the study.

Research Instrument/ Instrumentation (Data Collection Tool)
Data was collected through self-developed questionnaire of 5-Points Likert scale of options

Table 2:
Sample of the Study

S.No	Age	Number		
		Male	**Female**	**Total**
1.	17 -20	160	170	330
2.	21-24	144	156	300
3.	25-27	101	149	250
4.	28-30	81	39	120
	Total	496	504	1000

"Strongly Agree, Agree, Undecided and Strongly Disagree" carrying values 5, 4, 3, 2, and 1 for quantitative data while interview was used qualitative data. Data was also gathered via electronic resources like email and whatsapp to know the perceptions of respondents regarding COVID-19 and its impact on students' learning.
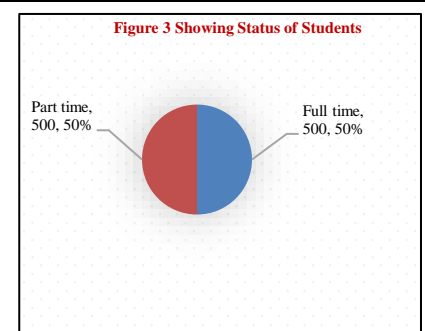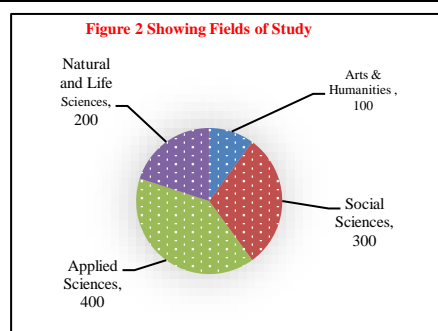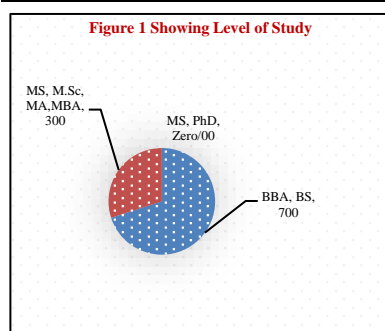
Delimitation of the Study
The study was delimited to male and female students of Public Sector Universities in Khyber Pakhtunkhwa only.

Data Analysis
Data was statistically analyzed through descriptive statistics.
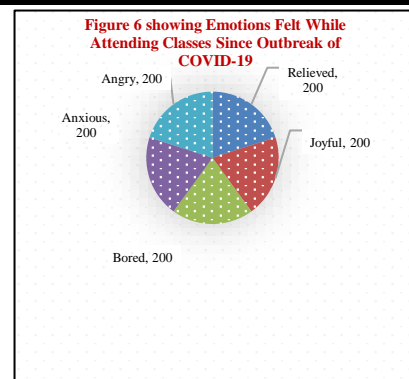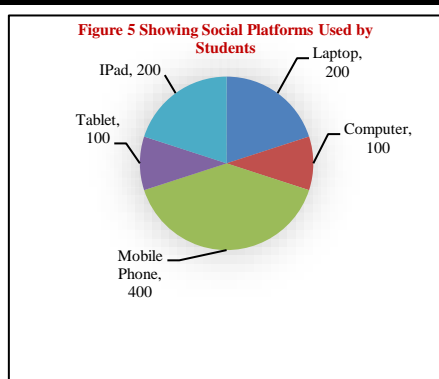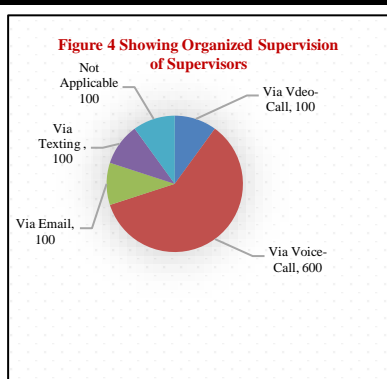
Results of the Study in Form of Figures

Figures along with Interpretations

Figure 1 Showing Level of Study
MS, M.Sc, MA,MBA, 300
MS, PhD, Zero/00
BBA, BS, 700

Figure 2 Showing Fields of Study
Natural and Life Sciences, 200
Arts & Humanities , 100
Social Sciences, 300
Applied Sciences, 400

Figure 3 Showing Status of Students
Part time, 500, 50%
Full time, 500, 50%

According to **Figure 1**, red color represents (MS, M. Sc., MBA), blue color represent (BBA, BS), and green represent (MS, PhD). Out of (n = 1000) respondents their levels of study were (700, BBA, BS) students and (300, MS, MSC, MA, MBA).

According to **Figure 2**, blue color represents (Arts and Humanities), Red (Social Sciences), Green (Applied Sciences), and Purple (Natural and Life Sciences). Out of (n = 1000) respondents, their fields of study were (100, Arts and Humanities), (300 Social Sciences), (400, Applied Sciences) the least frequent group was arts and humanities and (200, Natural and Life Sciences).
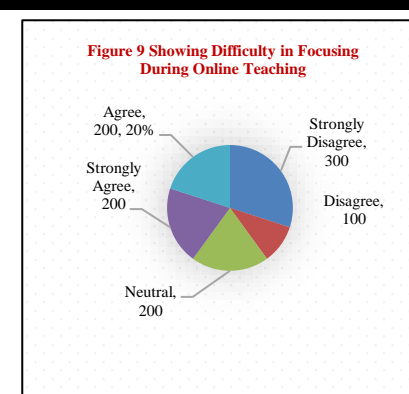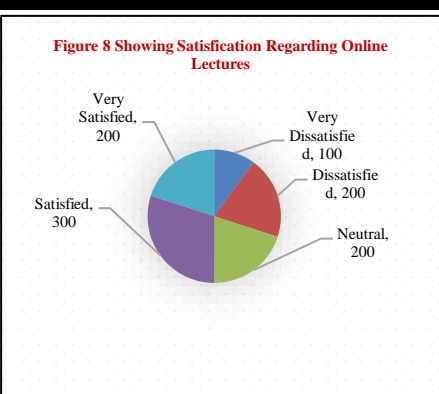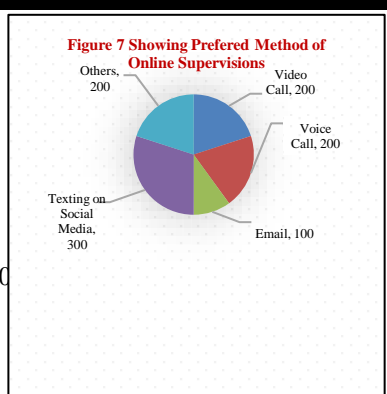
According to **Figure 3**, blue color represents (Full Time), and red (Part Time). Out of (n = 1000) respondents status of students were (500, full time students) and the remaining 500 were part time students.

Figure 4 Showing Organized Supervision of Supervisors

Figure 5 Showing Social Platforms Used by Students

Figure 6 showing Emotions Felt While Attending Classes Since Outbreak of COVID-19

According to **Figure 4**, blue color represents (Via Video-Call), red represents (Via Voice-Call), green represents (Via-Email), purple represents (Via Texting), and sky blue represents (Not Applicable). Out of (n=1000) respondents the organized supervision of their supervisors were (600 Via Voice Call), (100 Via Video Call), (100 Not Applicable), (100 Via Texting), and (100 Via Email).

According to **Figure 5**, blue color represents (Laptop), red represents (Computer), green represents (Mobile Phone), purple represents (Tablet), and sky blue represent (Ipad). Out of (n = 1000) respondents their social platforms for attending classes were (400 Mobile Phone), (200 Laptop), (100 Computer), (200 Ipad), and (200 Tablet). Learners want Learning Management Systems that function just as well on smartphones as they do on PCs and laptops.

According to **Figure 6**, blue color represents (Relieved), red represents (Joyful), green represents (Bored), purple represents (Anxious), and sky blue represents (Angry). Out of (n = 1000) respondents reported their emotions while attending classes since outbreak of COVID-19. (200 reported bored), (200 relieved), (200 Joyful), (200 Anxious) and (200 reported Angry).

Figure 7 Showing Prefered Method of Online Supervisions

Figure 8 Showing Satisfication Regarding Online Lectures

Figure 9 Showing Difficulty in Focusing During Online Teaching

According to **Figure 7**, blue color represents (Via Video-Call), Red represents (Via Voice-Call), green represents (Via-Email), purple represents (Via Texting on Social Media), and sky blue represents (Others). Out of (n = 1000) respondents reported preferred method of online supervisions. In which 200 responds to voice call, 200 to video call, 100 texting on social media, 100 emails, and 200 others. Higher percentage found of voice call because it is a useful tool to provide students the opportunities to speak especially on narrative text and the students can share information easily and aids in building teachers' self-esteem and contributes with students' learning skills.

According to **Figure 8**, blue color represents (Very Dissatisfied), red represents (Dissatisfied), green represents (Neutral), purple represents (Satisfied), and sky blue represent (Very Satisfied). Out of (n =1000) respondents, their satisfaction regarding online lectures were 300 responded satisfied, 200 dissatisfied, 200 neutral, 300 very satisfied, and 200 very dissatisfied. Lack of interaction may be the reasons for the dissatisfaction of students.

According to **Figure 9**, blue color represents (Strongly Disagree), red represents (Disagree), green represents (Neutral), purple represents (Strongly Agree), and sky blue represents (Agree). Out of (n = 1000) respondents reported to difficulty in focusing during online teaching. In which 300 respondents mentioned Strongly Agree, 100 Disagree, 200 Agree, 100 Strongly Disagree, and 200 respondents showed neutral responses regarding difficulty in focusing during online teaching.

Discussion

The results of the current study revealed that 20% respondents were found bored as per views reported regrding respondents emotions towards attending classes since outbreak of Covid-19. Likewise, 20% respondents respondents were found relieved, 20% Joyful, 20% anxious, and 20% respondents were found angry while attending classes in Covid-19. The results of the current study indicated that 20% respondents preferred method of online supervision via voice call, video call and such others whereas 10% respondents preferred method of online supervision through texting on social media and email. Similarly, the results of the current study showed that 30% respondents were found satisfied with online lectures, 20% respondents were observed dissatisfied and neutral each whereas very satisfied respondents were reported as 30% regarding satisfication with online lectures. According to the results of the current study, 30% respondents ere found Strongly Agree, 10 Disagree, 20% Agree, and 20% respondents were found Neutral regarding difficulty in focusing during online teaching.

According to provious studies by Nicola et al. (2020), Covid-19 badly affected educational setup and human life. Rodrigues et al. (2019) pointed out that Covid-19 overwhelmed, devasted and demolished all educational activities at school, college and universities levels, and created so many health issues throughout the world.

Conclusions

The research concluded that Covid-19 had fatal and negative impact on students' learning and their mental abilities at all levels especially at university level. Although online classes have been found better to some extent but both students and teachers confronted so many problems during Covid-19 throughout the world. Majority of the students were not adjusted in new learning envirnoment "online teaching-learning process" during Covid-19 due to so many problems and issues like lack of internet facilities, android mobiles, lack of signals, lack of technological resources and so on.

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