



## Analysis of Educational Challenges Faced by Universities during Covid 19: A Case Study of Southern Punjab Universities

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### ABSTRACT

COVID 19 devastation affected humanity socially and economically whose impacts would remain for many decades. One sector of human life which was affected badly has been education sector. The students of educational institutions suffered a lot all around the globe. The present descriptive research analyzed those effects and suggested solutions to cope with the aftereffects being produced. Major objective of this research was to identify the educational issues acclaimed due to pandemic in the higher educational institutes and to analyze the current situation prevailing in the higher educational institutes due to COVID 19. The researchers recommended the solutions to come out of this situation by using mix method of research and took the stakeholders higher education teachers and taught on board for their contribution into research. A semi structured survey, interview and observation check list was taken as a tool for collecting data from the population. Multistage sampling technique was used to collect data from the samples. Randomization and convenient sampling technique was used to collect data from the graduates and teachers who underwent the pandemic teaching and learning process in Pakistani Universities. Overall 400 students and 20 teachers took part in the process of research. The results and findings attained from these participants showed that COVID disturbed their teaching and learning activity a lot and they faced immense problems during two years. It was found that this irreparable loss seemed to prevail in their future and it needed to be compensated through make up classes or refresher courses in their perspective fields.



### Introduction

Undoubtedly Corona virus has changed the face of the earth and its effects impeded progression of humanity in all walks of life. Its profound effects can be realized gravely on the education sector. The UNICEF estimated that more than 40 million of the students of the world were effected due to this epidemic and this impact is unstoppable and would remain further (Unicef 2020). Aftereffects of this hazardous disease are estimated to bring 10 million of the learners away from the education as the price hikes and low economic conditions in the countries seemed to fetch students out of the studies. The higher education institutes raised their fees which is causing parents to take away the learners from the education institutes and youngsters are forced to earn livelihood for their families. Those families who were directly affected due to corona virus lost their parents and especially in developing countries where the economic conditions are

becoming worst this loss is horrendous. In developing countries like Pakistan the government does not pay any fee to the learners and they have to pay heavy fees the situation seemed to be more devastating (Azevedo, Hasan et al. 2021).

One of the major issues faced in the higher educational institutes (HEIs) has been sudden paradigm shift. The universities all of a sudden turned themselves from face to face interaction to distance education mode. For this paradigm shift no preliminary precautions were taken neither on the part of university nor on the part of teachers. The stakeholders were left alone in the river to swim without any life jacket. This situation produced dismay among the learners and the teachers. The universities had to arrange learning management system (LMS) or had to opt different software for distance learning. This was arranged so quickly without any prior preparation and training that majority of the learners could not cope with these changes. The situation before COVID was based on traditional learning in which a learner sits in a class, listens to the lectures, attends labs, goes for training or internships in the real life situations, questions directly and gets answers at the same time. Now during COVID they were alienated before a box where teachers is somewhere else whose voice is cut sometime due to weak signals or many times recorded lectures were given to learn. S/he is unable to question about matters which were discussable or above his or her mental approach. In short entire process of learning and skill acquisition was disturbed and at the end the remaining fraction was completed by the online evaluation system where they were awarded marks by just multiple choice questions. Their format of learning was subjective and objective. We all can imagine that those students who were to be proficient in both subjective and objective were examined just for the objective part while their subjective or writing skill had been damaged gravely. They remained inefficient in their writing skills. This situation seemed to bring loss on the part of nation. It is an irreparable loss to the educational system and to the future generation. After pandemic is over this generation was again put into the evaluation and they showed complete resilience to the system and all around Pakistan processions from students showed that they are not ready to give their subjective evaluation and the universities had to take their online exams as they were shifted to that system of learning.

Present research is designed to analyze all such problems and their solutions as it seemed to abrogate entire system of education and this generation when go for their competitive exams and join the offices would find it difficult to their counterparts as there is some problem in their learning and educational system. The issues of this generation should be taken seriously and addressed properly on the part of educational ministry and higher education institutes. Since the issues of corona virus has been now decreased so the educational activities should be restored completely and those who have passed out in online process either be given some training or refresher courses may be offered by the university to accomplice with their degree so that their loss of education could be repaired.

### **Research Objective**

1. To identify the Prospective Teacher role in developing Skill acquisition through Learning Management System in blended learning.
2. To identify the educational issues acclaimed due to pandemic in the higher educational institutes
3. To review Perceived Usefulness on the attitude of prospective Teacher in online learning through Learning Management System.
4. To assess the problem faced by Prospective Teacher while using LMS.

### **Significance of Research**

This research is important due to the factor that education system in the globe is facing changes overall. The widespread usage of ICTs in the most developed countries seemed quite necessary for the adequate use and implementation of modern teaching and learning. During SRS the Learning Management system. E-learning substituted formal education into versatile and effectual education in developed countries like Germany, America, England and France. However, in developing countries like Pakistan, e-learning stays underutilized being at primitive phases of growth. Therefore, recognizing the crucial aspects of technological implementation and acceptance is a major concern. With the advancement in technology and in higher education sector, attitude of the prospective teacher is thus a significant factor in implementation and acceptance of new technologies.

### **Research Justification**

Present research was conducted in the higher educational Institutes of Southern Punjab (Pakistan). Outbreak of the Covid-19 in 2019 closed the doors of institutes for the students making face-to-face learning impossible. To continue the process of education Higher education institutes had to switch towards the online learning. Prior to Covid-19 Pakistan was not using blended learning. But due to uncertain situation of covid-19 Higher Education Institute of Pakistan chooses blended learning. Before that online learning was

only used by Virtual University. So, a little research was done on the acceptance and adoption of LMS on the attitude of students. (Kanwal & Rehman, 2017) had investigated the factors affecting adoption of e-learning in developing countries but their research was on the students of virtual university students already enrolled in e-learning classes. However, the problem arose for the students who were enrolled in traditional classes but then shifted towards the online learning. That's why the researcher chooses this topic suitable and researchable to implore the truth and bring out current situation prevailing in Pakistani universities of Southern Punjab.

### Research Procedure

The overall research procedure of the present study i.e., population, sample, research tool, data collection and data analysis are represented. Depending on the nature of problem, the researchers have adapted the mix method; including both of the survey as well as interview method. A mix method approach is a procedure for collecting, investigating both quantitative and qualitative to examining a research problem. Combination of both quantitative and qualitative method provides better understanding of research problem. In quantitative method researcher used survey method for collecting data and statistically analyze. However qualitative data such as, open ended interview is used for cross verifying the results of already statistically analyzed data. Quantitative analysis includes gathering data in order to test hypotheses or to address the questions related to the current state of the topic of the study. In education, these problems have a wide variety, so, Mix Method approach was used to attain data from the Higher Educational Institutes (HEIs) of South Punjab.

### Research Paradigm

Population of the present study consisted of the respondents from the public sector Universities consisting of teachers and learners from the universities of southern Punjab. Sample of study was selected from the public universities of district Bahawalpur, Multan, D.G Khan and Rahim Yar Khan. Sampling involved of choosing many individuals for a research so that they represent the broader community of people from which they were chosen. Sampling was done by the use of Multistage Sampling technique; random sampling technique was used to select the group of the study, whereas; convenient sampling was used to collect data from the respondents. Teachers and prospective teachers (male and female) both comprise the sample of the study. For the survey 400 students were selected from the Public sector Universities and 20 teachers were selected for the interview.

District	Institute Name	Enrolled Students	Sample	
			No. of Students	No. of Faculty
Bahawalpur	The Islamia University	1000	100	5
	Govt. Sadiq College Women University	1000	100	5
Multan	Bahau-din Zakariya University	1000	100	5
Rahim Yar Khan	The Islamia University Rahim Yar Khan Campus	1000	100	5
<b>Total</b>	4	4000	400	20

Figure1 :Distribution of the Population

### Tool Development

For the development of research tool relevant literature was carefully reviewed. Previous studies were used for the development of research tools. The research tool comprises of two sections; first section comprised of nominal scales to gather the demographic data of respondents, while second section was comprised of the subjective measures to measure the perception of respondents towards the planned model. Five-point Likert scale ranging from “strongly disagree to strongly agree” was used to measure all the items of the research tool. A questionnaire was developed for the respondents (prospective teachers) whereas an interview was developed for the teachers. Preceding to data collection research tools were professionally validated through focusing on defined objectives and including the opinions from seniors and experts.

### Reliability of the Tool

Reliability of the tool was ensured by the use of pilot study testing. Questionnaires are evaluation instruments and they should maintain considerable reliability. In the absence of the significant validation

tools and prospects, it should be borne in mind that well reported reliability in aspect that is internally consistent at the minimum should be tested. Internal consistency applies to the homogeneity of the measurements within the questionnaire.

Table 1: Cronbach alpha value of scale

Cronbach's Alpha	No. of Items
.976	38

The Cronbach Alpha value of questionnaire is 0.976 which is higher than 0.70. 1.8.5 Validity of the Tool To ensure the validity of tool the research tool was distributed among the educational experts their suggestions help to improve the face and content validity of the research tools. The research tool was amended and a pilot scale study was conducted before finalizing the tools. In the light of the pilot study results the tool was amended the irrelevant and confusing items were removed from the tool. This pilot study was also used to check the difficulty level of each item after that the research tool was finalized.

#### **Data Collection & Analysis**

The research tool was distributed among the respondents and data was collected under the supervision of researchers themselves. The data was evaluated by the use of SPSS V.20 software. Each item of the questionnaire was put in SPSS to interpret and analyzed according to the nature of the problem. Findings of the study were used to draw the conclusions. Researcher has presented some recommendations and suggestions for the solution of the problems that were highlighted through present study. The collected data and findings were presented in table 2.

#### **Review of Related Literature**

The situation under research is not only prevailing in the developing countries but it also affected the developed countries too. The researchers in USA and UK identified that online education system is useful only if the learners were given permanent access to computers and they have frequent and free access to the internet (Ferri, Grifoni et al. 2020). Researchers in many countries (developed and developing) seemed to focus this point either the online learning may be replacement of face to face learning. They conclude that it can be choice in some courses but overall it cannot be a replacement of the brick university to click universities (Klein, Ivanjek et al. 2021).

U.S. researchers have concluded that American students living in remote areas have not been able to access online education due to the lack of access to the Internet (Aristovnik, Keržič et al. 2020). American researchers also showed that the learners are also impacted due to this shift in learning system (Meeter, Bele et al. 2020). The research also focused on teacher training. It was said that for effective education it is necessary that teachers be given regular training to teach online (Huck and Zhang 2021). It was suggested that if the situation returned to normal after Corona, additional make-up classes should be arranged to make up for the shortfall. In light of this research, it is suggested that more funds be allocated for education. Efforts should be made to eliminate digital divide and so on (Dhawan 2020). It is evident from the researches that corona affected teaching and learning process all around the globe as Pakistani academics and researchers are also keeping a close eye on the issue. After reviewing the situation, one conclusion is that online education and exams in the Pakistan have led to an increase in cheating (Mukhtar, Javed et al. 2020). University students who worked hard for on-campus education and exams are looking for new ways to copy (Khan and Jawaid 2020). It turns out that most students, instead of making their own assignments, buy fabricated assignments and have them submitted to teachers (Saleem, Saleem et al. 2021). The study also found that the business of websites and companies that provide ready-made subjects to students during Corona is booming. That is why there is a growing demand in the UK that article writing factories (ie websites and companies) be outlawed and banned in order to maintain the credibility and credibility of universities (Kattirtzi, Ketsopoulou et al. 2021).

Similar situation prevailed in the educational institutions of Pakistan. Schools, colleges and universities continue to thrive on their own. Meetings were also held from time to time at the government level and various instructions were issued. As a result of all these efforts, education continued in one way or another and did not stop completely. But the truth is that in Pakistan we have not been able to take concrete steps regarding education (Maqsood, Abbas et al. 2021).

To conclude it may be said that a period of recession in all walks of life has been happening with education for years. To say the least, every government makes education its priority, but in practice, it is at the bottom of the list of priorities (Farooq, Rathore et al. 2020). The easiest way to measure government priorities is to review budgets and funds allocated for education. Unfortunately, instead of increasing the

education budget in recent years, it has decreased. As a result, well-known government agencies are on the verge of bankruptcy. We have the examples of the Islamia University of Bahawalpur and the Bahauldin Zikria University Multan(Qazi, Naseer et al. 2020).

**Individual demographic data of prospective teachers**

**Table 2: Institution wise distribution of prospective teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
IUB BWP	110	29.0	29.0	29.0
BZU	96	25.3	25.3	54.4
GSCWU	78	20.6	20.6	74.9
IUB RYK	95	25.1	25.1	100.0
Total	379	100.0	100.0	

**Table 3: Gender wise distribution of prospective teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	164	43.3	43.3	43.3
Female	215	56.7	56.7	100.0
Total	379	100.0	100.0	

**Table 4: Internet experience of prospective teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	352	92.9	92.9	92.9
No	27	7.1	7.1	100.0
Total	379	100.0	100.0	

The respondents were divided into two categories that were under graduate and graduate further they were divided into those semesters where they had already got themselves equipped with micro teaching and prospective teacher training skills. In Table 4 showed percent of semester wise participants. According to which 92.9 percent of prospective teachers are yes experience of internet and 7.1 percent of prospective teachers are no experience of internet.

**Table 5: Learning management system (LSM) experience of prospective teachers**

	Frequency	Percent	Valid percent	Cumulative Percent
Yes	319	84.2	84.2	84.2
No	60	15.8	15.8	100.0
Total	379	100.0	100.0	

The respondents were divided into two categories that were under graduate and graduate further they were divided into those semesters where they had already got themselves equipped with micro teaching and prospective teacher training skills. In Table 5 showed percent of semester wise participants. According to which 84.4 percent of prospective teachers are yes experience of teachers in learning management system and 7.1 percent of prospective teachers are no experience of learning management system.

**Variable wise analysis of the prospective teachers**

**Table 6: Descriptive statistics of the issues faced by the learners at university level**

	N	Min	Max	Mean	S. D	Variance	Skewness	Kurtosis
SN	379	4	20	14.89	3.959	15.673	-.674	-.038
CSE	379	5	25	18.42	4.881	23.821	-.665	-.060
IE	379	2	10	7.68	2.327	5.415	-.896	-.200
MS	379	2	10	7.44	2.179	4.750	-.652	-.397
T	379	3	15	10.68	3.294	10.853	-.462	-.679
PU	379	5	25	17.59	5.724	32.760	-.438	-.788
PEOU	379	2	10	6.92	2.382	5.673	-.524	-.726
BIU	379	6	30	21.20	6.622	43.855	-.640	-.394
ATU	379	3	15	10.87	3.484	12.138	-.676	-.455
AU	379	6	30	21.67	6.243	38.979	-.667	-.241

Valid N (list wise) = 379

In Table 6 showed that mean score of subject norms (M = 14.89, SD = 3.99) shows positive variance of analysis (15.673, Skewness = -.674 and Kurtosis = -.038). computer self-efficacy (M = 18.42, SD = 4.881) shows positive variance of analysis (23.821, Skewness = -.665 and Kurtosis = -.060). Internet experience (M = 7.68, SD = 2.327) shows positive variance of analysis (5.415, Skewness = -.896 and Kurtosis = -.200). Management support (M = 7.44, SD = 2.179) shows positive variance of analysis (4.750, Skewness = -.652 and Kurtosis = -.397). Training (M = 10.68, SD = 3.294) shows positive variance of analysis (10.853, Skewness = -.462 and Kurtosis = -.679). Perceived use (M = 17.59, SD = 5.724) shows positive variance of

analysis (32.760, Skewness = -.438 and Kurtosis = -.788). Perceived ease of use ( $M = 6.92$ ,  $SD = 2.382$ ) shows positive variance of analysis (5.673, Skewness = -.524 and Kurtosis = -.726). Behavioural intention to use ( $M = 21.20$ ,  $SD = 6.622$ ) shows positive variance of analysis (43.855, Skewness = -.640 and Kurtosis = -.394). Attitude towards use ( $M = 10.87$ ,  $SD = 3.484$ ) shows positive variance of analysis (12.138, Skewness = -.676 and Kurtosis = -.455) and actual use ( $M = 21.67$ ,  $SD = 6.243$ ) shows positive variance of analysis (38.979, Skewness = -.667 and Kurtosis = -.241).

**Table 7: Student's opinions about subject norms**

Statement	S A %	A %	UN %	DA %	SDA %	M	SD	t	p	MD
SDSDSN1: My peers think, I should use LMS.	28.8	31.9	20.1	3.2	6.1	3.64	1.199	59.133	.000	3.641
SN2: My Mentors think, I should use LMS.	29	30.1	20.1	2.4	8.4	3.59	1.258	55.551	.000	3.588
SN3: University administration thinks that I should use LMS.	34.6	30.9	21.9	5.5	7.1	3.80	1.180	62.738	.000	3.802
SN4: Globally e-learning system is used so; I think I should use LMS.	40.4	28.2	15.8	8.2	7.4	3.86	1.240	60.585	.000	3.860
Subject Norms	33.2	30.3	19.5	9.8	7.2	3.72	1.219	59.5	.000	3.722

## Discussion

Universities of the southern Punjab (Pakistan) being far away from the central Punjab and having low profiled and less facilitated tried to look up for special measures during the Corona period (Rehman, Zhang et al. 2021). They have started online education but they have not felt the need to review the required facilities (Anwar, Khan et al. 2020). In that case, the situation on the Internet should have been reviewed first. See how strong and powerful signal internet is available. In which areas of the country this facility is not available? However, the process of online education started without any review or planning. In most remote areas the Internet is either not available at all or the signals are very weak. Because of this, students have not been able (and still are not) to study properly online (Adnan and Anwar 2020). Students from backward areas of Bahawalpur, Rahim Yar Khan, Bahawalnagar and Dera Ghazi Khan in particular have been badly affected (Noor, Isa et al. 2020). It was necessary to review the situation at the highest level and formulate a strategy. Efforts were made to improve the system of internet and other facilities. But unfortunately, after so many months, the situation is as it is.

With the advent of online education, there was a demand for introducing internet packages at discounted rates for the university students as they were using it a higher prices. Universities took complete fee but they did not offer any remission to compensate it with the internet packages. This demand was not taken seriously. The online teaching experience was also new for teachers. A few educational institutions (IUB, BZU and RYK) only provided training on their own (Mahmood 2021). But most of the teachers in the educational institutions taught experimentally and continued to learn something. It would be great if the educational institutions could devise a system to get feedback from the students so that it can be pointed out what kind of complaints are being made to the students (Thaheem, Abidin et al. 2021).

The truth is that the majority of serious students are not satisfied with the state of online education. One reason for dissatisfaction is teacher performance (Said, Ali et al. 2021). It has been arranged by private institutions. But there is no teacher supervision system in government educational institutions in Pakistan (Yasmin 2022). University students complain that many teachers do not give regular lectures. Even if they take classes, they leave for a short period of time, but no one asks (Mukhtar, Javed et al. 2020).

## Findings

In the light of the data retrieved it was found that after the global lockdown the students and teachers at present are facing educational loss. This impact cannot be repaired until teachers and learners may not take the necessary precautions, according to the new routine, teachers need to make up more efforts by giving extra work, extra assignments and provision of stress to the implied positions. It is found that the education sector in Pakistan is facing problems due to lack of uniform education system and lack of necessary budget for educational reforms, shortage of qualified teachers and high fees for quality educational institutions; the country's education system is mainly divided into schools and madrassas. Distribution between private and public schools and the government of Pakistan has announced this year to provide a uniform education system throughout the country. As well as pulling global education out of the current crisis, we need to

prepare for its future potential to deal with this crisis. There are many challenges today in educating children about quality education but we must work for it.

Pakistan has been facing some serious educational problems from the very beginning. These include issues of access to education, quality and relevance. Two and a half million of our children cannot access schools and a large number of children who manage to reach schools do not even reach eighth grade. There is a question mark over the quality of education at different levels. We were just struggling with the underlying problem that the evil of SRS 19 hit our streets. At first we did not take seriously the outbreak in China, but on February 26, 2020, when the first case of virus 19 was reported in Pakistan, the people and the authorities realized that the danger was looming over them. In the beginning, there was almost no information about the spread of this disease and its prevention. The vast majority of people were not serious about the use of masks and other precautions. A section of the population viewed pandemic as a mere myth and another as part of an international conspiracy. There were inadequate arrangements for the COVID 19 test in Pakistan. Similarly, in the initial period of vaccination, one had to wait for months. There was an atmosphere of uncertainty everywhere. In such a situation, the closure of educational institutions was announced because the parents were worried about their children health and were not ready to take any risk. It was the month of March when all the educational institutions were closed which reopened in September but closed again in November which remained closed till February. Fear of death badly affected the educational issues. The closure of offices and markets had a devastating effect on people's livelihoods. Everyone was confined to their homes. Being cut off from social activities and confined to the home gave rise to many problems, which led to aggressive attitudes and increased incidence of domestic violence.

The rapid spread of Code 19 has created new challenges for education in Pakistan. The most important of these challenges is the direct impact on learners. The direct effect of the closure of educational institutions was that the learning opportunities of the students were reduced. This pandemic situation equally affected heads of educational institutions, teachers and students. In case of closure of educational institutions, the only source of education was online teaching. The majority of the educational institutions in Pakistan were not ready for online teaching nor did they have the proper equipment required for online teaching. The majority of the teachers were unaware of how online teaching could be used as an effective teaching tool. On the other hand, students from remote areas who had returned to their home areas due to closure of educational institutions were facing severe difficulties due to lack of reliable internet facilities in their areas. Thus COVID 19 not only exposed social inequalities and unfair distribution of resources, but also exacerbated them. The victims of the unequal distribution of resources were mostly people living in remote areas where internet facilities were not available.

Higher Educational institutions began to conduct various experiments in the days of Code 19. Sometimes fully online and sometimes hybrid teaching was tested. The quality of teaching was unsatisfactory due to untrained teachers and lack of technical support. Many students did not attend online. Thus the interaction between teacher and students began to decline rapidly. On the one hand, the quality of education of the students declined and on the other hand, due to being confined to their homes, they started suffering from mental illnesses which included anxiety and depression. The constant fear and uncertainty badly affected the minds of the students. Unfortunately, the big educational institutions did not realize this state of mind of the students and they were under constant educational pressure. Some institutions took the easy option and started awarding students with unrealistic marks and some boards of education showed that the students were given 100% marks. It was a serious joke with the educational process.

Most importantly, the use of technology and Blended Learning will now be central to the classroom, so it is important that educational institutions spend a portion of their funds on strengthening and streamlining technical support. Similarly, teachers need technical training to cope with modern requirements. Educational institutions will have to provide regular such training for teachers. The COVID crisis taught us that in order to move forward, we need an education that combines elements of creativity and critical thinking. Above all, we need to adopt a teaching method that covers the psychological problems of students as well as education. Code 19 requires who is a regular in higher educational institutions.

### **Conclusion**

It may be concluded that at present when the world is facing the threat of a protracted economic crisis, it is feared that by not taking timely steps to avert it, we will lose the life potential and productivity of an entire generation. It's a dark picture, but we can make a difference if we work now and adopt a new style with a positive effect. Results-based programs - where results-based payments are allocated, are becoming increasingly popular around the world. This is because governments around the world are under increasing pressure to address the immediate social challenges as well as the scarcity of resources. Many of us belonging to the education sector are already well aware of these challenges. Competitive priorities mean

that governments are struggling to invest in improving their education systems before it's too late. The problem is that when governments take action in various sectors, it is difficult to achieve the desired results due to lack of capacity, because when governments are already struggling to provide basic education, they have to introduce new methods. Talent becomes even more limited. While global epidemics such as COVID 19 and God knows how many yet to strike the humanity have highlighted the limitations of our most important institutions, it is also possible that they may be encouraged to adopt new methods, pause for a moment, embrace modernity and replace their old ones. Start anew by clearing the weak track record. Outcome-based resource programs have delivered quality results in many countries around the world. It is time to reach out to children seeking quality education and to introduce the new education system on a large scale, advancing the initial achievements. The current investment in large-scale environmental, social and governance (ESG) is quite low as compared with the globe. As a result, learner's academic performance is decreasing. There is a need to produce donors, governments, investors and educational institutions to achieve positive effects through alternative models of funding and program evaluation. There are many obstacles in the way of educating children about quality and effective education. But that doesn't mean we shouldn't try. Instead, as we pull global education out of the current crisis, let's think about how to prepare it to deal with any possible future unseen crisis.

### **Recommendations**

The under mentioned are recommendations for efficient usage of learning management system in blended learning on the attitude of prospective teachers in educational training institutes:

1. Teachers must adapt their attitude to embrace a new model of teaching from instructions to education facilitation and administration rather than information dissemination.
2. Higher education institutes must arrange frequent trainings on online learning for enhancing their teacher's skills. Teacher training institutes must build expertise in prospective teachers for the sue of off-line as well as online e-resources and even in blended learning.
3. In the view of technical advancement, there is a need to upgrade curriculum for teacher education and in general for other disciplines.
4. A cohesive and improved learning experience would be provided with high quality educational materials designed for traditional curriculums. E-content should be designed in a way that can be used through different e-learning software. It is therefore necessary to ensure that the material presented is in accordance with the methodologies used in different institutes and thus more likely to lead to good learning.

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