Paradigm Shift in Higher Education Institutes from Traditional Teaching to Online Mode Adopted During COVID-19

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ABSTRACT

This study was mainly focused on the "Paradigm shift from traditional teaching to online mode during the Pandemic days. Main objective of present study were to: evaluate the impact of paradigm shift on higher educational institutes during pandemic and to compare the achievements of graduates through traditional ways of learning and online mode. This research was descriptive in its nature. For data collection, the survey method was used by the researcher. All the required information was collected through a self-made questionnaire for university students. The sample of this study was 3 universities from two different districts and 414 students. The data which was collected through a questionnaire was analyzed by using, mean, frequency, standard deviation, and ANOVA tests use for the independent variables. Major findings of the research asserted that the learners and teachers encountered issues and challenges while learning and teaching through innovative technology. It was recommended that the university should facilitate the learners for the provision of internet and tutorials for the use of modern apps. The IT department of HEIs should play the role in this regard. Teachers should be provided with the pedagogical and andragogical in service trainings to incorporate innovative information communication technologies such as open educational resources (OER) and social media as a tool of teaching to the students to enhance teaching learning process (TLP).

Keywords: COVID, Online teaching, innovative teaching, teaching through technology, online education

INTRODUCTION

The year 2019 encountered the spread of the pandemic in the China city Wuhan. The world named it COVID-19. "CO" implies "Corona", "VI" implies "Virus", "D" implies "Disease" and the "19" implies the year in which it broke out (31st December 2019). The pandemic caused the closure of life and educational institutes in the world. All educational organizations shifted their mode of education from formal to virtual. Early all around the world, it was recommended by the educational authorities in each affected nation to conduct online classes and move the traditional instruction framework to online instruction mode. It was executed nearly in each nation and the instruction framework was run completely by an online framework. COVID-19 has affected gravely millions of students in Pakistan. It'll not just impact short-term advances but have a long-term unsettling influence on their advancement. There's no question that's had destructive impacts on the educational process. Closure of the educational institutions had a negative effect on the students uncommonly living in country areas and low-income students as well.

Pakistan confronted different issues and challenges. In 2019, there was 36.86 percent populace had web get to watched by Media transmission Specialists (PTA) (PTA, 2019). In all these circumstances the Higher Instruction Commission (HEC) remained viable in its activities and attempted its best to resolve all the specialized issues and give a smooth flow for the online education direction. But the advances in Pakistan have not been utilized appropriately and numerous issues still exist in this process.

There are no lasting choices for web openings for online classrooms. There's a noteworthy need for the data Innovation foundation in Pakistan. Online education needs practice and better planning to attain fruitful results. Online education in Pakistan faces numerous issues such as secure power, a solid web association, and the need for computerized gadgets and the information on how to utilize them. Load shedding is additionally a concern of students living in rural zones (Manzoor, 2020). Overall, it was challenging for both teachers as well as; for students in embracing the online instruction framework. When teaching online, the teachers could not communicate with their students formally and were constrained to stay away from learners. The only communicative medium to support teaching-learning was web teaching. Essentially, the students too had a small sum of time for connection with their teachers. But it was recommended that the use of innovation has gotten to be better known in schools at the elementary and secondary levels so it may give modern openings for teaching and learning. But for this advance, the students must moreover be encouraged to utilize computerized devices for their learning (König et al., 2020).

Online learning is beneficial for those who have advanced devices and web availability. As Burns and Myhill (2004) said that learning can be affected when the educators and learners communicate with each other, and the complete course environment is based on the dialog between the instructor and learner. Instructors play a critical part to exchange instructor-centered to learner-friendly learning using innovation educating. (Paudel, 2020). The learning handle in online learning is all based on the teachers' conjointly students' understanding.

For successful learning, the teachers used live streaming for conveying the lectures to their students. Whereas numerous of the teachers were utilizing live streaming first time but they were attempting their best to educate successfully inconceivable ways, so they took chance for that and a few of them too received appreciation for their efforts. On the other hand, permit or get to advanced applications such as Zoom, and Microsoft are made accessible for both teachers and students for smooth online instructing and learning preparation. It permitted the teachers to select the way better choice for them additionally for their students. There were too few students who had specific contact with the corona patients, so it was guaranteed to consider those students who seem not to attend the classes. Rather than inquiring them to require classes the teachers arranged for those students to get the missed content and questions which were answered by the teacher (Sahu, 2020).

Online education may be a mix of different sorts of innovation moreover video spilling, online classrooms, and mixed media conjointly through e-mail. This strategy of educating and learning was created through the final few decades, whereas online education has less efficacy than the traditional strategy of education since of the face-to-face interaction of the student and teacher (Simon, Jackson & Maxwell, 2013).

Study Objectives

1. To explore the learning weaknesses of the learners taught through virtual presentations of teaching online mode adopted during COVID-19.

2. To understand higher educational institutes managed to provide facilitates to online Mode Adopted During COVID-19.
3. To compare the achievements of graduates through traditional teaching and online teaching.

Research Questions

1. To What extent do the higher educational institutes manage to provide the facility of online classes during COVID-19?
2. What are the learning weaknesses of the learners taught through virtual presentations of teaching online mode adopted during COVID-19?
3. How higher educational institutes managed to provide facilitates to online Mode Adopted During COVID-19
4. compare the achievements of graduates through traditional teaching and online teaching?

LITERATURE REVIEW

Traditional teaching

Educational experts like König, Jäger-Biela & Glutsch, regarded traditional teaching as monotonous and face-to-face interaction between the teacher and the taught (König, Jäger-Biela & Glutsch, 2020). They further divided traditional teaching into four factors: **(a)** reading of the text from books, (b) attending the lectures regularly, (c) oral presentation of the topic and then also replying to the asked short question from the audience, and (d) participation within the lectures utilizing whiteboard in an intelligently way. Kuzu announced that in Traditional education teacher is the source of information whereas, the students/learners are as inactive collectors (Kuzu, 2008). In a formal classroom learning is much seen as teacher controlled and it is like "jug and mug". The information is being poured from one individual to another (Raja & Khan, 2018). The teacher is asked to convey the information and should know whether students can get it or not.

Role of ICT in traditional teaching

The traditional teaching process begins when as it were chalk and board were accessible for education, but presently numerous educating techniques are accessible just as overhead projection, audio-visual help, and control point presentations. The use of innovations has been expanded within the teaching and learning process (Sabitha & Sudhakar, 2018). It could be a set of electronic tools and resources that are utilized to make, manage, store, and exchange data. Computers, the Internet, telephone, radio, and TV are diverse implies of ICT. ICT is accommodating in more extensive points as students contact other researchers all around the world and upgrade their information by communicating with them (Usman & Dangara, 2016). The education which is conducted through the utilization of computerized equipment is really related to utilizing different terms such as distance, open, online, adaptable, and mixed instruction to title many.

Shifting mode traditional to online teaching

Online instruction empowers the learner and instructor to communicate through the different implies of digital media even being physically far off from each other. Online education could be a strategy of study through online mode in which the teachers broadcast the lectures and communicate through the web. During the Pandemic days each field of human, as well as education all over the world has been smashed This infection brought about the most prominent unsettling influence with respect to the instruction framework. It affected more than 1.6 billion

students in about 190 nations and nearly all continents. It affected nearly 94 percent of the world's students. To diminish the results of this infection instructive specialists chose to teach the students through distinctive online modes based on the accessible assets (material, human). For this reason, the online instruction framework was the foremost fitting inclination to carry on the students' instructive exercises on track.

Developed nations advanced their development innovation and utilized their competencies with respect to the field. On the other hand, the under-developed nations began at a lower level of online teaching and learning. Online education is executed at nearly every level of educational teaching the vital times of this epidemic, the online instruction framework was compelling of giving education to understudies all around the world (Paudel, 2020).

Traditional Teaching to Online Mode Adopted During COVID-19

After the lockdown was executed all over the world, it was essential to move the students from traditional mode to online teaching and learning since that was the as it were choice cleared out. But too, it may be pre-established considerations that no innovation can supplant the best position of the traditional educating strategy of formal instruction since of the coordinated interaction between student and teacher. But, after the emergency of Corona infection, the online teaching and learning approach got to be an educational move from the traditional mode.

Education never has been a top need of Pakistan's government. It does not matter which political party is administering the problem is fair and diligent. The display government reduced the lockdown and presented a modern term for smart lockdown. All the educational institutions were closed for more than 6 months. To overcome the misfortune of learning of the students the first ever television school was presented in Pakistan on 14 April. This step was appreciable. HEC is an advisory in higher education and its primary reason is the application of educational approaches in universities. Within the arrangements, it was clearly seen that universities were not prepared for a sudden online move and has to work on the method. Other than this, the students were too stressed about the quality of education they were feeding. There were too issues with the staff individuals who didn't know how to utilize computerized instruments for digitizing their substance (Rehman, 2020).

Paradigm Shift Barriers

All the educational institutions had faced challenges and barriers in conducting online education some of them are: 1. Unavailability of technology, 2. Lack of communication, 3. Lack of time management, 4. online pedagogical issues, 5. Problems faced in students' online evaluation, 5. Administrative issues, 6. Lack of teacher's training and skills, 7. Technical issues due to unavailability of internet connection, mobile phones, computers, or laptops from the student's side. COVID-19 affected the education of Pakistan as instructive teaching was closed and were pushed to receive online education frameworks. Online education is all around preplanning and preparing of the staff individuals. But in Pakistan, there are no certain offices for online preparation courses for workforce individuals. It is related to the boundaries and challenges of issues in training, technical issues conjointly deficiency of the aptitudes confronted by the learners in online education. At the same time, each person has a particular boundary for sharing their data so, a few students were conscious to share their security things (Anwar, 2020).

Paradigm Shift Challenges

The closure of the institutes due to the spread of COVID-19 had an unprecedented impact on education in Pakistan. The digital revolution spread in Pakistani HEIs since the outbreak of COVID-19 in academic institutions has resulted in online lectures, teleconferences, open digital

books, online exams, and connections in virtual environments. The significant positive impact of COVID-19 has also been reported in terms of learning efficiency and performance through the adoption of online learning strategies (Raju, 2020). The reality is that, for many learners, learning online training is just a formality and not a real alternative to regular education (Siddiqui, 2011). Also, some teachers do not consider the fact that students may lose their internet connection during online testing (Rehman, 2020). Online classes explore the benefits of being friends with friends that are nothing but special. School, college, and university administrations have opted for online courses as a different way of resuming education (Basilaia & Kvavadze, 2020). There are many problems with distance learning. These difficulties are experienced by both teachers and students. Poor IT skills and difficulties teachers face limited access to student supervision. Students' problems with limited support options and internet inactivity (Nashruddin, Alam & Tanasy, 2020).

RESEARCH METHODOLOGY

In this study, the researcher used a quantitative research method. The focus of the quantitative research method is to classify highlights, check them, and develop measurable models to clarify what is observed. Quantitative information is more productive and able to test theories. Researchers used instruments, such as surveys or equipment to gather numerical information. In the quantitative research method, the information is within the frame of numbers and measurements. This study was conducted to determine the "Paradigm shift in HEIs from traditional teaching to online mode adopted during COVID-19". Finally, the researcher used the data retrieved through a random sampling technique from 412 responses selected of which 153 were male and 259 were female respondents. The researcher accessed learners who were taught during the Pandemic. Table 1 gives detail about the demographic information of the sample of the study.

Table.2

Demographic details

Serial	Variable	Respondents	*f*	%
1	participants	Male	154	37.2
		Female	260	62.8
2	Residential Area	Rural	183	44.2
		Urban	231	55.8
3	Monthly Income	Below 20,000	156	37.7
		20,000-40,000	160	38.6
		Above 40,000	98	23.7
4	Student Status	Under GAT Class	207	50.0
		MS/M.Phil.	188	45.4
		Ph.D.	19	4.6
5	Year of Study/Semester	1st semester	111	26.8
		2nd semester	114	27.5
		3rd semester	90	21.7
		4th semester	42	10.1
		5th semester	13	3.1
		6th semester	14	3.4
		7th semester	10	2.4
		8th semester	20	4.8
6	University Name	IUB	132	31.9
		GSCWU BWP	90	21.7
		BZU	192	46.6
7	Attended Online Classes	Yes	158	38.2

		No	256	61.8
8	Gadgets for attending online classes	Mobile	328	79.2
		Computer or Laptop	86	20.8
9	Platform for online Classes	Mobile Conversation (for audio material)	39	9.4
		Google Classroom	90	21.7
		Zoom LMS	180	43.5
		Whatsapp Group	81	19.6
		Other	24	5.8

Table.2 elaborated on the demographic details and the sample respondents were given a semi-structured self-developed tool to give their retorts on a five-point Likert scale. Questions were based on the objectives and research questions of this study and served the purpose of the study-related factors. The respondents of the study were orally advised to indicate their level of similarity with each explanation. Retrieved information was collected by the researcher herself and coded in SPSS version 20, for analysis purposes. The instrument was totally checked by specialists. The research device was reexamined and refined considering their great recommendations. The specialists were educationists, IT experts, and University professors. After the discourse analysis, some amendments were taken away from the questionnaire and with the endorsement of experts. Final prints of the questionnaires were taken for the data collection.

Table. 3

Reliability tool index

Cronbech'Alpha	Cronbech's Alpha based on standardized items	N of items
.935	.934	32

The reliability, content validity, and face validity of the questions were replaced after the consultation with the educational experts. Reliability of the tool was calculated after incorporation of the pilot studied computations to SPSS which state value of 0.91.

RESULTS AND DISCUSSION

Tradition teaching mode shifting to online mode

Table. 4

Shifting from traditional mode to online

Item No.	Statement		SDA	DA	UD	A	SA	Mean	SD
1	I cannot contact with my teachers to clear my misconception	*f*	76	61	86	81	110	3.21	1.449
		%	18.4	14.7	20.8	19.6	26.6		
2	I am convinced with the way teacher teaches me online.	*f*	77	62	93	76	106	3.17	1.441
		%	18.6	15.0	22.5	18.4	25.6		
3	I Cannot handle my time due to online classes	*f*	62	65	64	83	140	3.42	1.462
		%	15.0	15.7	15.5	20.0	33.8		
4		*f*	60	43	74	73	164		

	It is difficult to control time while taking lectures on social media.	%	14.5	10.4	17.9	17.6	39.6	3.57	1.456
5	Lack of effective communication between learners and instructors	*f*	39	50	79	92	154	3.66	1.334
		%	9.4	12.1	19.1	22.2	37.2		
6	I feel puzzled while joining an online class	*f*	67	64	79	75	129	3.33	1.459
		%	16.2	15.5	19.1	18.1	31.2		
7	Online classes disturbs my concentration span	*f*	61	62	87	84	120	3.34	1.411
		%	14.7	15.0	21.0	20.3	29.0		
Total								23.70	7.83

Table 4 identified that the majority of the respondents were of the opinion that they are unable to construe with the content that is shared or taught by the teacher online could not clear their misconception about the topics delivered to them. In the second question the respondents were of the view that the instructor could not logically intervene their mental and rational issues as they were unable to work out what has been delivered to them. The third question was asked about the time handling for the learners who were taking online classes during the days of Pandemic. Several students (M 3.66, S.D 1.33) approved of the lack of effective communication between learners and instructors. Most respondents agreed that they feel puzzled while joining an online class (M 3.66, S.D 1.33). Many students (M 3.34, S.D 1.41) agreed that they were unable to cope with the teaching learning process.

Table5.

Limited Technology Resources

Item No.	Statement		SDA	DA	UD	A	SA	Mean	SD
8	I am unable to use technology while taking classes online	*f*	118	86	64	50	96	2.81	1.538
		%	28.5	20.8	15.5	12.1	23.2		
9	Fluctuation of internet connection during online classes troubles me.	*f*	109	79	92	48	86	2.81	1.470
		%	26.3	19.1	22.2	11.6	20.8		
10	My skills to use technology for online learning are insufficient.	*f*	94	87	77	69	87	2.92	1.458
		%	22.7	21.0	18.6	16.7	21.0		
11	Noise at home distracts me while listening to the online lectures from teacher.	*f*	62	61	88	84	119	3.33	1.412
		%	15.0	14.7	21.3	20.3	28.7		
12	In absence of personal computer lecture inclusion gets disturbed.	*f*	109	79	92	48	86	2.81	1.470
		%	26.3	19.1	22.2	11.6	20.8		
	Total							14.68	5.77

Table 5 elaborated that the university graduates seemed not to have technology capability as majority of the respondents attained Mean score 2.81 which is great in number. Most respondents agreed that learners have internet accessibility as mean score indicated that majority of them had to face some major fluctuations on internet. Many respondents 52% partially agreed with the statement that they are skilled enough to use technology. majority of learners showed that they have no free place from auditory and visual-auditory distractions. Most Learners have no availability of digital gadgets to use for joining online classes

Table 6

Opinion on both Situations

Item No.	Statement		SDA	DA	UD	A	SA	Mean	SD
13	I am unable to pay expanses of online education system.	*f*	58	49	78	65	164	3.55	1.457
		%	14.0	11.8	18.8	15.7	39.6		
14	My study gets disturbed due to inductive environment of my home.	*f*	62	13	77	20	242	3.89	1.495
		%	15.0	3.1	18.6	4.8	58.5		
15	Traditional learning and teaching seemed quite apt to me.	*f*	40	31	74	62	207		
		%	9.7	7.5	17.9	15.0	50.0		
16	Syllabus delivered in traditional teaching is more interactive than online learning.	*f*	68	50	72	69	155	3.88	1.495
		%	16.4	12.1	17.4	16.7	37.4		
17	I got low grades in online classes.	*f*	81	76	96	59	102	3.47	1.493
		%	19.6	18.4	23.2	14.3	24.6		
18	I understand traditional topics more than online classes	*f*	52	33	66	65	198	3.06	1.448
		%	12.6	8.0	15.9	15.7	47.8		
19	My confidence enhances in traditional learning	*f*	29	24	64	62	235	3.78	1.430
		%	7.0	5.8	15.5	15.0	56.8		
20	I and my teacher interaction is better in traditional classes	*f*	23	30	58	84	219	1.257	4.09
		%	5.6	7.2	14.0	20.3	52.9		
21	Discipline in classroom is more effective in traditional classroom	*f*	25	32	66	84	207	4.08	1.207
		%	6.0	7.7	15.9	20.3	50.0	4.00	1.231
	Total							33.79	8.42

Table 6 shows explore that most learners agreed that online learning is costly in terms of effort, resources, and time (mean 3.55, SD 1.457). Most learners think that they are not satisfactory in the home learning environment (mean 3.89, SD 1.457). The learners (mean 3.88, SD 1.495) agreed that they learn better in traditional classes. Most respondents agreed that they learn the course material better than online learning (mean 3.47, SD 1.493) and got bad grades due to online classes (mean 3.06, SD 1.448). Most learners agreed that they understand the topics better in physical classes (mean 3.78, SD 1.430) and enhance their confidence level in physical classes (mean 4.09,

SD 1.257). respondents agreed that their concepts were clear in a traditional setting with teachers (mean 4.08, SD 1,207) and more discipline in traditional classes (mean 4.00, SD 1.231).

Table 7

Mean Comparison of Factors based on Gender.

Gender			Institutions' overall management	Concentration level of students in online classes	Converting from traditional to online mode	Limited technology resources	Students opinion on both situations
Male	N	154	154	154	154	154	154
	Mean	19.48	15.51	19.93	24.73	15.00	33.84
	S.D	2.64	3.67	5.91	6.93	5.73	8.36
le	N	260	260	260	260	260	260
	Mean	20.26	15.16	18.79	23.09	14.69	33.80
	S.D	2.62	3.64	6.24	8.26	5.79	8.47
F-value		8.54	.912	3.33	4.28	.714	.399
Sig.		.004	.340	.069	.039	.008	.930
Total Number		414	414	414	414	414	414
Total Mean		19.97	15.29	19.21	23.70	14.69	33.80
Total S.D		2.65	3.65	6.13	7.83	5.77	3.42

Table.7 shows that in the mean comparison of factors based on Gender substantial the scores obtained from the mean difference show insignificant value from male while the females mean score also seemed insignificant.

Table 8

Comparative analysis

Domestic Area			Institutions' overall management	Concentration level of students in online classes	Converting from traditional to online mode	Limited technology resources	Students opinion on both situations
Rural	N	183	183	183	183	183	183
	Mean	19.22	15.44	19.67	24.25	15.83	33.74
	S.D	2.58	3.68	5.98	7.52	5.69	8.82
Urban	N	231	231	231	231	231	231
	Mean	20.56	15.17	18.86	23.27	13.78	33.84
	S.D	2.56	3.64	6.25	8.05	5.60	8.10
F-value		27.71	.531	1.77	1.57	13.22	.013
Sig.		.000	.467	.183	.210	.000	.908
Total Number		414	414	414	414	414	414
Total Mean		19.97	15.29	19.21	23.70	14.69	33.80
Total S.D		2.65	3.65	6.13	7.83	5.77	8.42

Table.8 showed the mean comparison of a rural and urban residential area. The mean difference is quite clearly given in the (F) value given in the table while the p value indicated the insignificance of the data delivered and elaborated.

Table 9

Mean Comparison of the factors based on Student status.

Student status			Institutions' overall management	Concentration level of students in online classes	Converting from traditional to online mode	Limited technology resources	Students opinion on both situations
Under GAT Class	N	207	207	207	207	207	207
	Mean	19.28	15.17	20.10	25.34	15.55	35.16
	S.D	2.60	3.676	5.754	7.177	5.765	7.777
MS/M.Phil	N	188	188	188	188	188	188
	Mean	20.47	15.48	18.56	22.47	13.94	32.65
	S.D	2.357	3.724	6.483	8.028	5.675	8.848
Ph.D	N	19	19	19	19	19	19
	Mean	22.63	14.68	16.05	18.11	12.74	30.26
	S.D	3.20	2.750	4.983	8.239	5.566	8.556
F-value		22.02	.614	5.891	12.35	5.09	6.30
Sig.		.000	.542	.003	.000	.007	.002
Total number of N		414	414	414	414	414	414
Total Mean		19.97	15.29	19.21	23.70	14.69	33.80
Total S.D		2.65	3.659	6.138	7.830	5.77	8.42

Table.9 elaborated that the comparison is built on the basis of significance and central tendency differences which are different among post graduates and undergraduates.

Table 10

Mean Comparison of factors based on attended online classes.

Attended online classes before COVID-19			Institutions' overall management	Concentration level of students in online classes	Converting from traditional to online mode	Limited technology resources	Students opinion on both situations
Yes	N	158	158	158	158	158	158
	Mean	19.11	15.39	19.03	23.30	14.41	33.87
	S.D	2.45	4.00	6.66	8.18	5.99	8.98
No	N	256	256	256	256	256	256
	Mean	20.50	15.23	19.33	23.95	14.86	33.75
	S.D	2.63	3.43	5.79	7.61	5.63	8.07
F-value		28.92	.200	.243	.663	.615	.018
Sig.		.000	.655	.622	.416	.433	.895
Total Number		414	414	414	414	414	414
Total Mean		1997	15.29	19.21	23.70	14.69	33.80
Total S.D		2.65	3.65	6.13	7.83	5.77	8.42

Table.9 showed the fact about learners attending their online classes before the pandemic COVID-19 significant mean score (F=28.92, P=0.000).

Table 10

Suggestions to improve the online education process.

S. No	Statement	Frequency	Percentage
1	Free internet connection	110	27.5%

2	Need a scholarship for the semester fee	91	22.75%
3	Make better applications for online learning	79	19.75%
4	Improve teaching style	66	16.5%
5	Enhance the digital education	41	10.25%
6	Others	13	3.25%

It is obvious from the above table that the minor number of respondents has a free internet aptitude while the learners who think that they are unable to pay their semester fees are also low. Even the respondents who believe online applications are better seemed to be in majority which is contradictory to the statements given before. There are also less number of people who take teaching style innovation on line teaching as the style and strategy of teachers did not change and this produced more issues for the teaching learning process and seemed a great hurdle in the path of attaining paradigm shift.

FINDINGS

In the light of the results attained in the form of tabulation and discussions detailed in the above analysis it is easily found that the learners at university level seemed to have issues while paradigm shifts.

1. It was found that these issues are quite genuine which can be termed as: issue of finance as they are bound to take heavy semester fee and in Pakistan internet services are poor and costly so the burden of the extra charges was shifted to poor parents who were already bent by heavy fee structure of the university.
2. Another finding which was attained during this shift from face to face to online learning was the problem of poor internet services. Third and foremost finding had been the mobile phone which is as costly as all the houses in the Pakistan do not have personal computers. There is no privacy available for the learners to sit alone in a room and catch up with the lectures that are delivered by the teacher.
3. Majority of the learners live in joint family system and most of them have children and family. This shows that the learner faced noisy condition and low concentration span for focusing at a lecture.
4. Another problem on the part of the teachers had been the training and practices on the part of the teachers who are less aware of the medias used for teaching such as; Google meet, zoom, Skype, what's up call and learning manage system.
5. They are not aware how to develop their accounts and use them properly for the learning schemes. The study conducted by (Adnan, & Anwar, (2020) also confirmed that teachers do not deliver their lessons effectively in online classes.
6. This research also made clear that the respondents could not clearly analyze their thoughts and experiences delivered by the teacher while teaching online. It is because the teacher could not see or receive the feedback from the learners whether they are able to comprehend the content that is delivered to them.
7. The shy and less communicative apprentice could not question while the teacher in pursuance of the lecturing which they are used to deliver continues to teach them without prior thinking what is delivered was conveyed to the other side of the table .

Some relative studies in this regard also shared the dame findings such as (Arslan. 2020) and (Mulenga & Marban, 2020) shared the same gap as identified in the present study.

DISCUSSION

Many studies have explored the challenges and problems related to shifting traditional teaching to online mode, this study also confirmed the barrier and challenges to shifting higher education from traditional teaching to online teaching. (Singh & Thurman 2019) explained the challenges with student-teacher interaction during online classes; live teaching required attendance, student-teacher interaction for obtaining feedback, however shifting traditional teaching to online mode interruption due to internet connectivity issues (Madhuwanthi, et al. 2021). The patterns or ways for individuals to do things in a different way are called paradigm shifts and individuals' life changes include their behavior, skills, attitude, and knowledge. (Kunwar, et al. 2022) discussed some major challenges of the paradigm shift from traditional teaching to online teaching in a higher education institution to the adoption of digital technologies such as high Dropout ratio, Emotional Well-being, Technology Adaptation, Social Inequalities, Accelerate to Change, and Access to Quality Education. (Rehana, et al. 2020) identified that learners faced a communication gap because words expressed verbal messages and nonverbal messages are expressed away from the actual importance of words; gestures, eye contact, and posture are the major parts of nonverbal communication. that nonverbal communication is missed during online teaching. (Mishra, et al. 2020) explained that teachers' residential locations are in a remote area and they faced connectivity problems like video issues; could not concede the substantial time mandatory for machine learning. Online instruction tools like YouTube, Google Meet, Zoom, and Facebook are available and used on a need base; institutions trained the teachers, and they gained experience. During the COVID-19 teachers, training was given on LMS and guided them to use different online platforms such as Udemy, Telegram, Zoom, LinkedIn learning, and Google meets. (Ali 2020) explained that the World bank noted various barriers to shifting traditional teaching to online teachings such as time duration, equality concerns, motivations, opportunities, adaptability of parents, students, and teachers, understanding of digital content, and online needs support during offline solutions.

Conclusion

1. Considering data received from the respondents, it was concluded that the learners at the graduation level were not able to deeply analyze thoughts, experiences, and theories about the application of knowledge in the subjects which were taught to them through online lectures. They did not seem to get satisfactory aptitude through e-learning content, and they were not able to attain proper feedback on their work in online classes.
2. Most of the students seemed to have complained that they could not find a place free from visual and auditory distractions.
3. The majority of the diffident clinched that online learning was costly in terms of resources, time, and effort. The students did not have a favorable environment at home for online study.
4. The students gained more knowledge in traditional ways of learning and they may perhaps not learn the course material better in online than traditional classes.
5. They believed they could not remain alert in online classes and could not participate in group activities properly. This type of learning was new to them and for most of the respondents (teachers, taught) the features of online apps and gadgets were new, and they

do not know how to operate them, especially LMS and Zoom apps. They heralded that they could not contact their teachers to clear their misconceptions.

6. They were not satisfied with the instructions given by teachers in online classes. The students could not manage time due to online classes and it was difficult for them to manage time for online classes at home during COVID-19.
7. There was a lack of communication between students and teachers. The students felt confused while attending online classes and they could not concentrate on the task in online classes. The students got bad grades because of online classes. Face-to-face interaction with teachers enhanced the confidence level of the students and they could clear their concepts more by meeting their teachers in a traditional setting. The students agreed that the traditional education system is more disciplined than an online mode of education.

RECOMMENDATIONS

- Relevant course material for students should be provided by the teachers online before the deliverance of the lecture or discussion so that they might have time to learn beforehand and there should be ample time fixed for the discussion and question-answer sessions.
- The teachers should teach the students about online learning and the features of ZOOM and LMS might be given in tutorials by the university IT Department so that the novice learners might be able to confiscate the situation.

Strengths and Weakness of the Study

The present study holds strong points to help stakeholders to figure out the main hurdles and difficulties for conducting online Classes in Pakistan which were taken during the pandemic days when the traditional class work was limited to virtual or technological presentation. This research tried to sort out the difficulties faced by the teacher and teachers ought while teaching by using innovative technological aspects of the ICT. This study explored the shortcomings and advantageous factors faced by learners and teachers at the time of the pandemic. It is quite important to note down for future use of conversion of traditional educational setup to online mode among prospective educators. It seemed quite feasible to mix both methods in order to improvise the learning capabilities of the students. This study suggested the resolution of issues faced during COVID, 19. Higher educational institutes are turning themselves into brick concepts of education to click educational innovation. Such varsities can get benefit from this research and fulfill the demands of the new age and modern usage of technology may be incorporated with the traditional method of teaching.

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