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Challenges Faced By Students To Conduct Online Academic Activities During Covid-19 Pandemic

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Abstract: *The outbreak of COVID-19 has desperately disrupted human life activities. As the first line of defense; transportation, manufacturing industry, tourism, education, shopping malls have been completely shut down. Education sector soon decided to prepare for online classes. Educational institutes, teaching staff and students were not well prepared and well equipped for e-learning in most of the world. The rising advances in information technology have led to the development of new learning and teaching methods in the education sector. A lot of developing countries have adopted e-learning as an instrument to improve accessibility and moderateness of advanced education. During the COVID-19 lockdown period, numerous colleges across the world had to accept internet educating and learning in spite of many challenges. Pakistan also is doing practice of e-learning classes in spite of many issues. Google zoom, Microsoft Team, LMS, YouTube, Whats App, online white board, bit paper; Self CAD, Google classroom etc. are being used as tools in e-learning. The major goal of this study was to identify the challenges faced by students to conduct online academic activities during COVID-19 pandemic. The nature of this study was quantitative and survey method was used for this study. Population was all postgraduate students at university level. The University of Agriculture, Faisalabad was selected through purposive sampling. All the students of M. Phil education from 2nd and 4th semester were selected as target population through purposive sampling. A sample of 153 students was drawn through www.surveysystem .com out of 254 total populations at confidence level 95% and confidence interval 5%. A well designed questionnaire was used as a research tool for this study. Statistical Package for Social Sciences (SPSS) was used for data analyzing. Almost half (49.7%) of respondents belong to 22-24 years of age, (20.9 %) respondents belong to 25-27 years, (18.3 %) belong to 25-27 years of age, (5.9 %) respondents age belong to 31-33 years and (5.2%) respondents age belong to Above 34 years. More than half (54.9 %) were male respondents while (45.1%) respondents were female. It was founded that Almost half (49.7%) respondents were very highly agreed with the statement of zoom a digital resource used in class for online learning rank at 1st position with highest (mean value 4.42). It was found that more than one third (33.3%) respondents were very highly agreed with the statement of learning management system (LMS) a digital resource used in class for online learning rank at 2nd position with mean value (4.09). It was concluded that Higher Education Commission (HEC) should directed to all universities and all colleges to make very much fabricated learning the executives frameworks (LMS) to start online classes so that loss of learning should be remove.*

Keywords: Covid-19, Pandemic, LMS, Youtube, Whatsapp, SPSS

Introduction

The pandemic of COVID-19 has blowout internationally and nearly total population of the world being affected by this virus. This pandemic has spreading gradually. First time it was diagnosed in the month of December 2019, in Wuhan a city of China. Due to this virus whole world advising the public to take care, not gather any place and play a role of responsible. Different general techniques and strategies for public care and their safety are announcing from different channels. Hand washing, use of face mask, keep distance from other people, and avoid any gathering. Govt. is using different strategies like lockdown and stay at home to control the transmission of the disease and situation. This pandemic has generated very serious and alarming challenges for all countries of the world (Sintema, 2020).

COVID-19 has desperately outbreak and disturbed on a large scale human activities and routines of life. This epidemic has disturbed all kinds of work and has bad impression the routine life. Like defense, Transportation, tourism, purchasing, manufacturing industry, marketing and shopping malls , departments stores and education, have been completely effected and are lying shut down. As like education is the backbone of any nation. So education sector soon decided to start online classes (Agarwal and Kaushik, 2020).

Scholars training and judgments are done through online, in these trials a lot of mistakes and error are happening and a particular uncertainty and confusion is found among the guardians, students and teachers. The procedure got to lead online evaluation varies as indicated by the convenience and fitness among the instructors and the closeness of the students. Appropriate method, procedure and technique to check literary theft is yet to be set up a various instructive organizations, educational institutions mostly due to large no. of scholar, teachers and population. Banned for all types of schools, all types of colleges and every type of universities have not quite recently affected internal assessments and evaluations for the rule public capacities like General Certificate of Secondary Educations (GCSE), be that as it may, a level have similarly been dropped for the entire accomplice in the UK. Dependent upon the length of the lockdown, postponement or fixing of the entire appraisal assessment might be a grim possibility (United Nations, 2020).

This is a successful and best way of empowering skills and abilities, for instance, ability of critical thinking, fundamental reason and self-coordinated learning. On line learning/virtual talk, way of joining online classes home place of setting, which have much importance as like video conferencing WhatsApp, Google Zoom, YouTube Cisco, and Web. Versatile adoption of cloud-based knowledge is best for the leaders' stages, for instance, Skype, Big Blue Button are logically being used. Troubles, difficulties and many other hindrance are present in the process of teaching and learning With the openness of an expanse of stages and online informative gadgets, the customers the both educators and scholar, face progressive delays while using it or implying 136 Higher Education for the future these gadgets. A part/segment of the problems and complications distinguished and presented and announced by various researchers are summed up as follows: Mostly acknowledged and renowned problems which related with online learning are directly, sensibleness, elasticity, knowledge instructional technique and procedure, long lasting effect of learning and informative, planning (Murgatrotd, 2020).

Teaching method for nonstop Education which remain continue in all situations is online education. Because due to COVID-19 many hindrance happen in education system and the situation is very bad. Especially in Lockdown situation gathering is not possible and keeping in mind social distance every step is very important due to the epidemic of COVID-19. Because this epidemic provoked to finish the private educational intuition and mostly private schools colleges have closed. Many organizations have closed their offices in many nations due to COVID-19 pandemic. A variety in viewpoint in the process in which teachers express worth

preparing from several online advances. The process of learning through online, distance education and continuing with teaching and training have become a solution for learning and gaining knowledge in overall pandemic of COVID-19. Despite the having many troubles, difficulties and technical problems for both teachers and the students. Changing through typical process and sorting out approximately way to web knowledge may be a totally uncommon experience for both understudies and educators, ought to acclimate to with basically the same replacements obtainable. Guidance structure and the instructors or teachers have gotten Preparing in Emergency which is utter need of present day done on many online stages and completely to receive and gain a system that are masterminded Pokhrel and Chhetri 135 online learning, gadgets have expected and a serious and most important inevitable portion during this epidemic. This is very helpful in the process of gain knowledge. Schools and universities are doing work with teachers and students for online learning while mostly universities and schools are off (Subedi *et al*., 2020).

After this pandemic situation is very mysterious and uncertainty have create as well as many challenges we have to face in coming days. We need to find out the most ideal answer and best possible solution for these issues. Organizations must give a stage and platform to web based learning. Web or internet should be to be adequate to go to the online classes, preparing and workshops for the educators and understudies. Online instruction ought to be directed and reasonable techniques for the understudies to go to the labs and perform rehearses (Yusuf and Jihan, 2020).

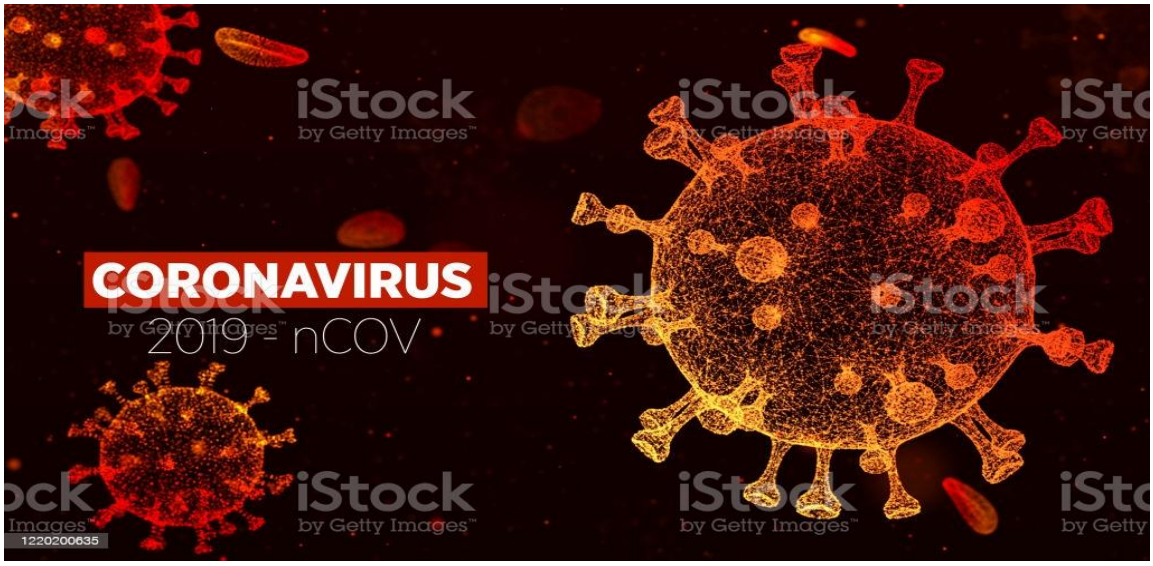

Fig: 1.1

https://media.istockphoto.com/photos/corona-virus-in-red-background-microbiology-and-virology-concept-picture-id1220200635

Like many other countries of the world, Bhutan also effected this epidemic. In keeping view this epidemic, many cautions and strategies adopted to control the situation. Due to COVID-19 epidemic, Bhutan take many steps as like first closed all schools, colleges and Universities. Not only remain closed educational institutions but also reduce the business hours, and all markets were remain closed till first two week of March, 2020 (Kuensel, 2020). In spite of many strategies, this epidemic spread in all over the world. To keep save from this disease and betterment of public and society a complete national level lockdown was applied with effect from 1 August 2020. In the middle, developments were permitted, workplaces started working, schools and colleges returned for chosen stages and proceeded for online learning and teaching for other people. In excess of One lak seventy thousands (170,000) kids in Bhutan, today are influencing by the school conclusion (Palden, 2020).

Different effect and factors are sweeping and has influenced getting the hang of during this

scholarly year. At small level, universities, colleges and schools have ended vis-à-vis instructing. In this way, there are squeezing want to develop and carry out non-compulsory instructive evaluation techniques. In actual meaning the COVID-19 pandemic has provide a chance of review of education system. Chance to make a well education system according to the present needs and advanced learning. But it is not easy and has many challenges and difficulties along with (Dhawan, 2020).

Almost 264 million kids and youngers are not in school (UNESCO, 2017), and this pandemic made the present circumstance further most noticeably awful and painful. As the COVID-19 pandemic blowouts, there has been an expanding move towards educating on the web due to closing down of schools, schools and colleges for an endless time frame as the main choice left. Consequently, this situation provides an opportunity to seriously re-examine, redo and update our schooling framework in much requesting need of remarkable current circumstance. Casual and non-formal training is likewise enormously impacted. In any case, it is a grounded suspicion (Martinez, 2020).

Flexibility should be incorporated into our instructive frameworks, system of education and furthermore showed three patterns that would be found in ongoing changes viz. expanding instructive advancements, encouraged public-private instructive organization and computerized partition hole (Tam and El-Azar, 2020).

Privatization and Globalization of training has been disintegrated astoundingly because of restricted portability and limitedly bound trade projects of scholarly exercises among the nations during the COVID-19 lockdown. The underdeveloped nations called third world countries are confronting strategy loss of motion in taking care of the unexpected moving situation of instructive preparation, the board and association during this pandemic with their broke specialized foundation, scholarly inadequacy and absence of assets; particularly among them, low and center pay nations would experience the misfortunes most as they were at that point running out of money (Thomas, 2020).

Facility for online learning and teaching to youngsters and can't give web based learning gadgets, the online schooling presents is very complicated and have many danger just as benefits and advantages. Accordingly, it's anything but's a head for scholar to participate in disengaged exercises and self-exploratory education. Absence of parental behavior, particularly for lively students, is another test, as the two guardians are working. The reasonable issues around veritable workspaces obliging for various procedures and strategies for education and the normally awakened understudies are by and large unaffected in their learning as they need least oversight and course, although the feeble social affair including understudies who are frail in learning face difficulties. Some scholars who are intelligent but they belong to a poor family and their position is not to that they can pay for online learning so their financially condition hinder them to learning and they suffer and hardly bear the expense of electronic learning because for on-line package have to paid which are costly for poor people. Many students' suffered due to their poverty because they cannot get accesses to online learning and remain absent from classes in this way due to remain absent from classes they remain in academic loss. Apparently their degree going to drop for not join the classes held for both year-end evaluation and inside evaluation due to lessened contact hour for scholar and nonattendance of conversation with teachers. They remain in loss because due to not getting access in class they could not understand bitterly the lecturer and their academic performance became poor and finally drop out happen (Sintema, 2020).

Since the causative specialist was not distinguished, accordingly, these first cases were named as "Pneumonia of unknown aetiology." After careful examination of the escalated episode by the "Chinese Center for Disease Control and Prevention" (CDC), the etiology of the sickness was perceived as pneumonia brought about by an original infection. The infection has a place with the Covid family and was named as the novel Covid pneumonia and was named as 2019-n Cov by the Chinese

specialists. Later on, it was named as "extreme intense respiratory disorder Covid 2" by the "Worldwide Committee on Taxonomy of Virus" (Zhu *et al.,* 2020).

The quantity of cases revealed outside in China on March 11, 2020, were thirteen (13) times more than which were declared by the government of China. For instance 118,000 cases in 114 countries and more than 4000 passing thus, COVID-19 was articulated as a pandemic by the WHO. As indicated by the current estimations and measurements uncovered by the WHO, almost, 67,618,431 confirmed examples of COVID-19 internationally, and almost 1,544,985 deaths occurred due to it (WHO 2020b).

1.1 Pakistan and Covid-19

At whatever point differentiated and the made countries which are having top tier clinical benefits and testing workplaces, the presentation and exhibition of Pakistan in evening out the COVID-19 twist during the essential wave has been extremely astonishing. Till 15 August, the overall COVID-19 cases about 23 million with more than 810,000 death rate, however in Pakistan, almost 292,000 positive cases were note down with 6200 deaths. This thig has been recognized to the brilliant and splendid lockdown contrive dispatched by the public power which included conspicuous verification of COVID spaces of interest across Pakistan and confining those specific areas. The countries which have been at the most incredibly terrible hit had people with a typical age of 35–45. Furthermore, various examinations have included that a few metropolitan networks and not the whole country are giving signs of expansive gathering immunity. This wonder is helping the general population to adjust to the Covid-19 (Kermani, 2020).

The countries which share their boarders with Pakistan have been genuinely suffering and facing the bad situations of Covid-19. For instance, China which is the point of convergence and beginning point of COVID-19 having 4634 passing. While Iran organized in the North moreover has astoundingly huge number of death rate which were recorded as 50,594. Unquestionably the main example of COVID-19 in Pakistan was represented by the "Administration of Health, Government of Pakistan" on February 26, 2020, in Karachi (Ali *et al.,* 2020).

Although around a similar time "Pakistan Federal Ministry of Health" confirmed one more or another case in the public authority Islamabad the capital of Pakistan. In the range of 15 days, the amount of doubted cases was represented with 471, 20 (4.25%) were the confirm examples of COVID-19. The province of Sindh had the greatest number of positive cases, for instance 14 as like that in Gilgit-Baltistan were five (05) and in Baluchistan was one (01). All of the positive cases were represented and reach in Pakistan from to London Iran and Syria (Waris *et al.,* 2020).

The geological area or space of our national or country and the predictable extension in the quantity of COVID-19- contaminated and positive cases recommended and suggested there were basic needs of key availability and brief exercises were expected to control the situation before it ends up being more lamentable and regrettable. The "Administration of National Health Services, Regulation and Coordination Pakistan" on February 12, 2020, introduce and presented a "Public Action Plan" considering COVID-19 with the objective that the spread of infections and contamination can be stop and controlled. In addition, it will probably support the emergency status of the neighborhood the country all things considered with the objective that an ideal and effective response could be made concerning the propelling situation concerning COVID-19. The government of Pakistan has taken various steps in this regard (Waris *et al.,* 2020).

According to present situation and circumstances of Pakistan an amount of 420,294 cases have been represented or count down from "Administration of Health, Government of Pakistan". In the country from them 8588 are dynamic cases and 6523 passing as of October 6, 2020. Since now Pakistan is going up against and confronting the second COVID-19 zenith, the unique cases have climbed to 55,354 and 8398 passing have occurred. The total number of

recovered cases recorded was 300,616 while 3,702,607 tests have been coordinated all over the country as of October 6, 2020. At this point the recovered cases uncovered are 356,542 with 5,794,242 outright number of tests. The biggest number of positive cases has been represented by the Province of Sindh, Punjab, Khyber Pakhtunkhwa (KPK), Federal (ICT), Baluchistan, Azad Kashmir and Gilgit-Baltistan. The biggest number of deaths has been counted by the territory of Punjab as like Sindh and KPK. Sindh has the biggest number of recovered patients with Punjab second and KPK third. The demise rate concerning the positive cases in Pakistan is 2.0% while the recovery rate was 95.2% (till October 6, 2020). At this moment during the resulting apex, the recovery rate has dropped to 84.8% (GOP, 2020).

1.2 Objectives

- To assess the utilization of digital resources for online learning
- To measure the skill level of students to use digital tools for academic activities.
- To examine the problems faced by the students in the online academic activities.
- To compile recommendations for the improvements in online academic activities at the university level.

2. METHODOLOGY

This part of research indicates the procedure of collection/gathering information and furthermore its interpretation. This strategy gives an approach to researcher how to utilize the technique for information gathering, interpreting and description of data. Basically it offers the whole plan of research, assortment/gathering principles for the respondents. For instance mean standard deviation, frequency, and percentage and weighted score.

University of Agriculture, Faisalabad was the research area which is situated in the middle of the city Faisalabad. Population for this study was all postgraduate students at university level in the University of Agriculture, Faisalabad. There were (254) M. Phil students in University of Agriculture, Faisalabad. All the students of M. Phil education from 2nd and 4th semester were selected as target population through purposive sampling. Total target population was 254 students.

Sample is the representative part of the population which is selected for study instead of whole population. Sample size of this study was 153 students. By keeping 5% confidence interval and 95% confidence level, a sample of 153 students was drawn through www.surveysystem.com out of 254 total population. According to Strydom (2005) sampling process consist on absorbing/ fascinating any segment of population. A well designed questionnaire was used as a research tool in this study for data collection.

After collection of data the data was analyzed and evaluated. Data analysis means investigation about raw material and information which is collect during research process. In this study Statistical al Package for Social Science (SPSS) was used to analyze the data. Percentage, frequency, mean, standard deviation and weighted score were used in SPSS for interpreting and discuss the results.

3. RESULTS AND DISCUSSIONS

Results and discussion of data are not only essential steps in research but also main purpose of the research. In scientific research, interpretation of information and evaluation of data has much importance. Because this segment is the main part of research. Forecast, calculation and simplification cannot be completed without this segment of research that is the goal of systematic and scientific research. An effort to complete the data analyses and evaluate, measured and interpret the data, make appropriate suggestions and draw conclusion as a result in keeping all thing in view.

Table1: Ranking of respondents to identify the digital resources are used in class for online learning and how do you rate the performance of that learning tool.

Statements	Weighted Score	Mean	S.D	Rank Order
Zoom	677	4.42	.66	01
Learning management system (LMS)	626	4.09	.75	02
Microsoft Team	621	4.05	.80	03
Google forms	613	4.00	.97	04
Self CAD	601	3.92	1.01	05
Online white board,	591	3.86	1.08	06

Scale: 1= Very low, 2= Low, 3= Medium, 4= High, 5= very High, X= No response

Table 1 shows that less than half (49.7%) respondents were very high agreed that zoom a digital resource used in class for online learning at ranked 1st position with weighted scored 677 (mean value 4.42). While less than half (45.1%) respondents were highly agreed that zoom a digital resource used in class for online learning. Few (3.9%) respondents were undecided that with the statement of zoom a digital resource used in class for online learning. A few (.7%) respondents were low agree with the statement of zoom a digital resource used in class for online learning and a few (.7%) respondents were very low agree with the statement of zoom a digital resource used in class for online learning.

More than one third (33.3%) respondents were very high agreed with the statement of learning management system (LMS) a digital resource used in class for online learning at ranked 2nd position with weighted scored 626 (mean value 4.09). While less than half (42.5%) respondents highly agreed with the statement of learning management system (LMS) a digital resource used in class for online learning. Less than one forth (24.2%) respondents were medium agreed with the statement of learning management system (LMS) a digital resource used in class for online learning.

More than one forth (29.4 %) respondents very highly agreed with the statement of Microsoft Team used in class for online learning at ranked 3rd position with weighted 621scored (mean value 4.05). Less than half (48.4%) respondents highly agreed with the statement Microsoft Team a digital resource used in class for online learning. Less than one fifth (19 %) respondents' medium agreed with the statement of Microsoft Team a digital resource used in class for online learning. Few (02%) respondents low agreed with the statement Microsoft team a digital resource used in class for online learning. A few (.7%) respondents very low agreed with the statement of Microsoft Team a digital resource used in class for online learning.

Less than one third (31.4%) respondents very high agreed with the statement of Self CAD a digital resource used in class for online learning ranked at 5th position with weighted scored 601 (mean value 3.92). Less than half (43.1%) respondents were highly agreed with the statement of Self CAD a digital resource used in class for online learning. Less than one fifth (15.7%) respondents were medium agreed with the statement of Self CAD a digital resource used in class for online learning. Some (6.5%) respondents were low agreed with the statement of Self CAD a digital resource used in class for online learning. Few (3.3%) respondents were very low agreed with the statement of Self CAD a digital resource used in class for online learning.

Less than one third (32%) respondents very high agreed with the statement of Online white board, a digital resource used in class for online learning ranked 6th position with weighted scored 591 (mean value 3.86.. Less than half (39.2%) respondents highly agreed with the statement of Online white board, a digital resource used in class for online learning. Less than one fifth (15.7%) respondents' very medium agreed with the statement of Online white board, a digital resource used in class for online learning. Less than one tenth (9.2%) respondents were low agreed with the statement of Online white board, a digital resource used in class for online learning. Some (3.9 %) respondents were very low agreed with the statement of Online white board, a digital resource used in class for online learning.

Table 2 Ranking of respondents to identify which digital resources are used for online Examinations and how do you rate the performance of that learning tool?

Statements	Weighted Score	Mean	S. D	Rank Order
Learning Management system of University	622	4.06	.92	01
Zoom	586	3.83	1.14	02
WhatsApp	574	3.75	1.19	03
Microsoft Team	553	3.61	1.17	04
Google scholar	547	3.57	1.16	05
Online tutorial websites	503	3.28	1.23	06

Scale: 1= Very low, 2= Low, 3= medium, 4= High, 5= very High, X= No response

Table 2 indicates that more than one third (37.9%) respondents were very high agreed that learning management system of University a digital resource used for online examinations ranked at 1st position with weighted scored 622 (mean value 4.6). More than one third (38.6 %) respondents were highly agreed with the statement of learning management system of University a digital resource used for online examinations. Less than one fifth (15.7%) respondents were medium agreed with the statement of learning management system of University a digital resource used for online examinations and less than (7.8 %) respondents were low agreed with the statement of Learning Management system of University a digital resource used for online examinations.

More than one third (35.9%) respondents were very high agreed with the statement of Zoom a digital resource used for online examinations at ranked 2nd position with weighted scored 586 (mean value 3.83). while more than one forth (28.8 %) respondents were highly agreed with the statement of Zoom a digital resource used for online examinations. More than one fifth (21.6 %) %) respondents were medium agreed with the statement of Zoom a digital resource used for online examinations. Less than one tenth (9.8%) %) respondents were low agreed with the statement of Zoom a digital resource used for online examinations and Less than one tenth (3.9 %) %) respondents were very low agreed with the statement of Zoom a digital resource used for online examinations.

More than one third (34%) respondents were very high agreed with the statement of WhatsApp a digital resource used for online examinations ranked at 3rd position with weighted scored 574 (mean value 3.75). While less than one third (29.4%) respondents were highly agreed with the statement of WhatsApp a digital resource used for online examinations. Less than one third (19.6) respondents were medium agreed with the statement of WhatsApp

a digital resource used for online examinations More than one tenth (11.8%) respondents were low agreed with the statement of WhatsApp a digital resource used for online examinations and some (5.2%) respondents were very low agreed with the statement of WhatsApp a digital resource used for online examinations.

More than one forth (28.1 %) respondents were very high agreed with the statement of Microsoft team a digital resource used for online examinations ranked at 4th position with weighted scored 553 (mean value 3.61). While more than one forth (29.4%) respondents were highly agreed with the statement of Microsoft Team a digital resource used for online examinations. Less than one forth (22.9) respondents were medium agreed with the statement of Microsoft Team a digital resource used for online examinations. More than one tenth (15%) respondents were low agreed with the statement of Microsoft Team a digital resource used for online examinations and some (4.6%) respondents were very low agreed with the statement of Microsoft Team a digital resource used for online examinations.

More than one forth (25.5 %) respondents were very high agreed with the statement of Google scholar a digital resource used for online examinations ranked at 5th position with weighted scored 547 (mean value 3.75). While less than one third (32.7%) respondents were highly agreed with the statement of Google scholar a digital resource used for online examinations. Less than one fifth (19.6%) respondents were medium agreed with the statement of Google scholar a digital resource used for online examinations. Less than one fifth (18.3%) respondents were low agreed with the statement of Google scholar a digital resource used for online examinations and some (3.9%) respondents were very low agreed with the statement of Microsoft Google scholar resource used for online examinations.

More than one fifth (20.9 %) respondents were very high agreed with the statement of Online tutorial websites a digital resource used for online examinations ranked at 6th position with weighted scored 503 (mean value 3.28). while less than one forth (23.5%) respondents were highly agreed with the statement of Online tutorial websites a digital resource used for online examinations. More than one forth (27.5%) respondents were medium agreed with the statement of online tutorial websites a digital resource used for online examinations. Less than one fifth (19.6%) respondents were low agreed with the statement of Online tutorial websites a digital resource used for online examinations and some (8.5%) respondents were very low agreed with the statement of Online tutorial websites resource used for online examinations.

Table 3 Ranking of respondents to identify which digital resources are used for research and how do you rate the performance of that learning tool?

Statements	Weighted Score	Mean	**S**. D	Rank Order
Google forms	576	3.76	4.27	01
Google scholar	544	3.55	1.26	02
Online digital library	531	3.47	1.19	03
Telephonic	526	3.43	1.22	04
Face book messenger	511	3.33	1.25	05
University portal	153	1.00	.00	06

Scale: 1= Very low, 2= Low, 3= medium, 4= High, 5= very High, X= No response

Table 3 indicates that less than one forth (24.8 %) respondents were very high agreed with the statement of Google forms used for digital resources used for research ranked at 1st position with weighted scored 576 (mean value 3.76). While more than one forth (25.5%) respondents were highly agreed with the statement of Google forms a digital resource used for research. More than one forth (26.1%) respondents were medium agreed with the statement of Google

forms a digital resource used for research. More than one tenth (13.7%) respondents were low agreed with the statement of Google forms a digital resource used for research and less than one tenth (9.2%) respondents were very low agreed with the statement of Google forms a digital resource used for research.

More than one fifth (21.6%) respondents were very high agreed with the statement of Google scholar used for digital resources used for research ranked at 2nd position with weighted scored 544 (mean value 3.55). while more than one forth (27.5%) respondents were highly agreed with the statement of Google scholar a digital resource used for research. Less than one forth (22.9%) respondents were medium agreed with the statement of Google scholar a digital resource used for research. Less than one fifth (19.6%) respondents were low agreed with the statement of Google scholar a digital resource used for research and less than one tenth (8.5%) respondents were very low agreed with the statement of Google scholar a digital resource used for research.

Less than one forth (23.5%) respondents were very high agreed with the statement of Online digital library a digital resources used for research ranked at 3rd position with weighted scored 531 (mean value 3.74). While more than one forth (28.1%) respondents were highly agreed with the statement of online digital library a digital resource used for research. More than one forth (27.5%) respondents were medium agreed with the statement of online digital library a digital resource used for research. More than one fifth (13.7%) respondents were low agreed with the statement of online digital library a digital resource used for research and less than one tenth (7.2%) respondents were very low agreed with the statement of online digital library a digital resource used for research.

Less than one third (30.7%) respondents were very high agreed with the statement of Telephonic a digital resources used for research ranked at 4th position with weighted scored 526 (mean value 3.43).While more than one forth (24.2%) respondents were highly agreed with the statement of Telephonic a digital resource used for research. More than one forth (20.9%) respondents were medium agreed with the statement of Telephonic a digital resource used for research. More than one fifth (18.3%) respondents were low agreed with the statement of Telephonic a digital resource used for research and less than one tenth (5.9 %) respondents were very low agreed with the statement of Telephonic a digital resource used for research.

Less than one third (30.7%) respondents were very high agreed with the statement of Face book messenger a digital resources used for research ranked at 5th position with weighted scored 551 (mean value 3.33). While more than one forth (24.2%) respondents were highly agreed with the statement of Face book messenger a digital resource used for research. More than one forth (20.9%) respondents were medium agreed with the statement of Face book messenger a digital resource used for research. More than one fifth (18.3%) respondents were low agreed with the statement of Face book messenger a digital resource used for research and less than one tenth (5.9 %) respondents were very low agreed with the statement of Face book messenger a digital resource used for research.

Less than one forth (24.8%) respondents were very high agreed with the statement of University portal a digital resources used for research ranked at 6th position with weighted scored 503 (mean value 3.28). While less than one forth (24.8%) respondents were highly agreed with the statement of University portal a digital resource used for research. More than one forth (27.5%) respondents were medium agreed with the statement of University portal a digital resource used for research. More than one fifth (17%) respondents were low agreed with the statement of University portal a digital resource used for research and less than one tenth (6.5 %) respondents were very low agreed with the statement of University portal a digital resource used for research.

Table 4 Ranking of respondents to identify how you would rate your skill level to use digital tools

for academic activities

Statements	Weighted Score	Mean	**S**. D	Rank Order
Remove software problems	581	3.79	1.06	01
Use properly LMS	573	3.74	1.16	02
Internet connectivity	561	3.66	1.21	03
Use of e-learning	552	3.60	1.25	04
Use of gadgets	542	3.54	1.21	05
Ability of tackling internet issues	520	3.39	1.20	06

Scale: 1= Very low, 2= Low, 3= medium, 4= High, 5= very High, X= No response

Table 4 shows that more than one third (33.3 %) respondents were very high agreed with the statement of remove software problems used for digital tools for academic activities ranked at 1st position with weighted scored 581 (mean value 3.79). While more than one forth (26.8 %) respondents were highly agreed with the statement of remove software problems used for digital tools for academic activities. More than one forth (27.5%) respondents were medium agreed with the statement of remove software problems used for digital tools for academic activities. More than one tenth (11.1%) respondents were low agreed with the statement of remove software problems used for digital tools for academic activities and a few (1.3%) respondents were very low agreed with the statement of remove software problems used for digital tools for academic activities.

More than one third (33.3 %) respondents were very high agreed with the statement of Use properly LMS used for digital tools for academic activities ranked at 2nd position with weighted scored 573 (mean value 3.74). While more than one forth (28.8 %) respondents were highly agreed with the statement of Use properly LMS used for digital tools for academic activities. More than one fifth (20.9%) respondents were medium agreed with the statement of Use properly LMS used for digital tools for academic activities. More than one tenth (13.1%) respondents were low agreed with the statement of Use properly LMS used for digital tools for academic activities and a few (3.9%) respondents were very low agreed with the statement of Use properly LMS used for digital tools for academic activities.

More than one third (30.7 %) respondents were very high agreed with the statement of Internet connectivity used for digital tools for academic activities ranked at 3rd position with weighted scored 561 (mean value 3.66). While more than one forth (27.5 %) respondents were highly agreed with the statement of Internet connectivity used for digital tools for academic activities. More than one fifth (22.9%) respondents were medium agreed with the statement of Internet connectivity used for digital tools for academic activities. More than one tenth (12.4%) respondents were low agreed with the statement of Internet connectivity used for digital tools for academic activities and a few (5.9%) respondents were very low agreed with the statement of Internet connectivity used for digital tools for academic activities.

More than one third (28.1 %) respondents were very high agreed with the statement of Use of e-learning used for digital tools for academic activities ranked at 4th position with weighted scored 552 (mean value 3.60). While more than one forth (32.0 %) respondents were highly agreed with the statement of Use of e-learning used for digital tools for academic activities. More than one fifth (17.0%) respondents were medium agreed with the statement of Use of e-learning used for digital tools for academic activities. More than one tenth (15.0%) respondents were low agreed with the statement of Use of e-learning used for digital tools for academic activities and a few (7.2%) respondents were very low agreed with the statement of Use of e-learning used for digital tools for academic activities.

More than one third (26.1 %) respondents were very high agreed with the statement Use of gadgets used for digital tools for academic activities ranked at 5th position with weighted scored 542 (mean value 3.54). While more than one forth (30.7 %) respondents were highly agreed with the statement Use of gadgets used for digital tools for academic activities. More than one fifth (20.3%) respondents were medium agreed with the statement Use of gadgets used for digital tools for academic activities. More than one tenth (17.0%) respondents were low agreed with the statement Use of gadgets used for digital tools for academic activities and a few (5.9%) respondents were very low agreed with the statement Use of gadgets used for digital tools for academic activities.

More than one third (21.6 %) respondents were very high agreed with the statement ability of tackling internet issues used for digital tools for academic activities ranked at 6th position with weighted scored 520 (mean value 3.39). While more than one forth (24.8 %) respondents were highly agreed with the statement ability of tackling internet issues used for digital tools for academic activities. More than one fifth (29.4%) respondents were medium agreed with the statement ability of tackling internet issues used for digital tools for academic activities. More than one tenth (17.0%) respondents were low agreed with the statement ability of tackling internet issues used for digital tools for academic activities and a few (6.5%) respondents were very low agreed with the statement ability of tackling internet issues used for digital tools for academic activities.

4. Conclusion

The present study examines the university student's perception concerning challenges faced by Students to Conduct Online Academic Activities during COVID-19 pandemic and to analyze student's e-learning skill and aptitude. A major reason of problems of students is unawareness from technology. Mostly students faced problems because they don't know how to use internet, web matters, many other process and their use properly. That is why, they face many problems during online classes. As well as students face problems teachers also facing this problems because before coming COVID-19 pandemic manual system was working but after coming COVID-19 pandemic and due to lockdown this system totally crash. There was not its substitute. So both teachers and students face many problems during online classes.

Today world has become a global village, it is time of technology and different countries of world performing many work through online. Bad situation of Pakistan indicates the badly and alarming situation of online learning system of Pakistan and indicates that there is much need of work for online classes and need to adopt a full mechanism. The govt. of Pakistan, especially minister of education should take steps to compute the world and instore coming disasters. E-learning technology provides access to students in every field to take every type of information. E-learning technology remotes distance and enables the students take classes in setting their home. Additionally, this research demonstrates the parallel practice and experience of being educated as done through the physical teaching like class room teaching as students notice e-learning as related to face to face-learning.

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