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Exploring The Psychological Challenges Faced By Young Learners In Online Education

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Abstract

The online education system propelled a sudden shift to online learning in Punjab public elementary schools, particularly in Rawalpindi, exposing significant challenges, such as inadequate access to technology, lack of teacher training, and reduced student engagement. Subjects like Science, Math, and Language Arts were especially difficult to teach online. This study addresses these ongoing issues, aiming to provide solutions for more effective online and hybrid education in the post-pandemic era.

Using a quantitative approach, the researchers conducted a descriptive study to explore these challenges and the strategies employed by teachers and students to navigate online education. The purposive sampling technique was used for sampling form the targeted schools which offered online education during the pandemic. A research questionnaire for teachers and students was developed and validated by field experts, which was designed to capture detailed insights into the participants' learning experiences and perspectives.

Data were collected from teachers and students in grades 6th, 7th, and 8th in public and semi-public schools in Rawalpindi, with a focus on subjects such as Science, Math, Arts, Social Sciences (History, Geography, Islamiyat), and Language Arts (Urdu/English). The data was analyzed using descriptive analysis, including frequency, mean differences, and standard deviation. The results indicated that teachers struggled with limited access to technology and insufficient training. The study emphasized the need to equip teachers with devices and skills for effective tech use. Additionally, student engagement in online learning was lower than in face-to-face settings, with many students finding online classes more challenging. The study found that teachers struggled with online lessons due to limited access to technology. These issues persist post-pandemic in Pakistan, where political instability, economic crises, and limited public funding make effective online education difficult.

The study recommends that the schools should have better resources and provide teachers with online teaching experience and a learning management system for unexpected closures. The government needs to invest in digital infrastructure and teacher training to improve online learning and close the digital gap. Overall, it stresses the need for professional training for teachers and students to enhance online education. As the world transitions out of the pandemic, these challenges persist, highlighting the need for improved technological infrastructure and teacher training to support blended learning models.

Keywords: Psychological Challenges, Online Education, Elementary Schools, Academic Performance, Student Well-being, Educational Disruption.

Introduction

The COVID-19 pandemic in 2019 led to multiple crises worldwide (Ali, 2021). One major impact was on education, forcing a rapid shift from traditional in-person, face-to-face classes to online learning. This change, driven by the need for social distancing, brought many challenges, especially in low-resource areas. The sudden switch affected both teachers and students, particularly at the elementary level, creating numerous obstacles in the teaching and learning process (Bond M. et al., 2021). To cope with the situation, schools globally began using existing technological tools to create learning content (Crawford et al., 2020).

This research aimed to explore the difficulties teachers and students faced with online learning and assessment at the elementary level. Tools like WhatsApp, Email, Google Meet, and Zoom became essential for teaching, but in Pakistan, where many educational tasks are done manually, the transition was tough. Teachers and students struggled with unreliable internet connections, especially in rural and marginalized areas, which hindered the online learning process (Tejedor, S., 2021). Researchers focused on the problems teachers and students encountered in adapting their teaching methods, achieving learning outcomes, assessing students online and connectivity issues during online classes.

The motivation for this research came from the challenges observed during the pandemic's shift to online education. Researchers noticed that both teachers and students struggled with online platforms and accounts. These difficulties led the researchers to investigate the concerns around online education and assessment and to seek possible solutions. The core issue is that elementary-level teachers and students face significant challenges in online education, leading to problems in learning and assessment. The pandemic has made online teaching a significant challenge, requiring teachers to improve their skills in online teaching, assessment, and feedback (Lucas et al., 2023). This research primarily focuses on identifying these challenges in online education at the elementary level.

Research Objectives

1. To study the challenges faced by the teachers and students in online education offered by elementary schools in Rawalpindi.
2. To draw implications to address the challenges faced by teachers and students in the instruction and assessment of different subjects.

Research Questions

1. What is online education being offered in federal public semi-government schools in Rawalpindi?
2. What are the instructional and assessment challenges faced by elementary grade teachers in offering different subjects online?
3. What are the instructional and assessment challenges faced by elementary students in different subjects due to online education?

Problem Statement

The COVID-19 pandemic compelled educational institutions worldwide to shift abruptly from face-to-face instruction to online modes of teaching and learning. In Pakistan, particularly in public and semi-public elementary schools, this sudden transition exposed deep-rooted structural, technological, and pedagogical gaps within the education system. Elementary-level learners, who rely heavily on direct interaction, guided instruction, and emotional support, were especially vulnerable to the challenges posed by online education. Teachers and students in Rawalpindi faced limited access to digital devices, unreliable internet connectivity, insufficient training in online teaching tools, and a lack of structured learning management systems, all of which disrupted the continuity and quality of learning.

Beyond infrastructural limitations, online education also introduced significant psychological and instructional challenges for young learners. Reduced student engagement, difficulty in understanding concepts through screens, lack of immediate feedback, and limited opportunities for interaction adversely affected students' motivation, concentration, and overall learning experience. Subjects such as Mathematics, Science, and Language Arts proved particularly difficult to teach and learn online due to their conceptual and skill-based nature. Teachers struggled to assess students' understanding accurately, while students experienced anxiety, confusion, and disengagement in virtual classrooms.

Although emergency online education served as a temporary solution during school closures, many of these challenges persist even in the post-pandemic era, especially in low-resource settings like public elementary schools in Pakistan. Despite the growing emphasis on blended and hybrid learning models, limited empirical evidence exists on the specific instructional, assessment, and psychological challenges faced by elementary teachers and students in this context. This gap highlights the need for systematic investigation to understand these challenges comprehensively. Therefore, the present study seeks to examine the instructional, assessment, and psychological challenges experienced by teachers and students in elementary-level online education in Rawalpindi, with the aim of informing effective policy decisions and sustainable educational practices.\

Research Significance

This study holds significant value for educational stakeholders by providing empirical insights into the challenges of online education at the elementary level in Pakistan. While much of the existing literature focuses on higher education, limited research addresses the unique needs and experiences of young learners and their teachers during emergency and post-pandemic online education. By concentrating on public and semi-public elementary schools in Rawalpindi, this research contributes context-specific evidence to an under-explored area of educational research.

For teachers, the findings highlight critical gaps in professional training, technological preparedness, and instructional support required for effective online teaching. Understanding these challenges can guide the design of targeted professional development programs, enabling teachers to adopt interactive teaching strategies, effective assessment methods, and student-centered online practices. The study also underscores the importance of equipping teachers with appropriate digital tools and continuous institutional support to enhance their confidence and teaching effectiveness in virtual environments.

For students, particularly young learners, the research emphasizes the psychological and academic difficulties associated with online learning, including reduced engagement, difficulty in comprehension, lack of motivation, and limited interaction. By documenting students' perspectives, this study helps educators and policymakers recognize the importance of age-appropriate instructional designs, timely feedback mechanisms, and supportive online learning environments that promote student well-being alongside academic achievement.

From a policy perspective, the study provides evidence-based recommendations for government bodies, school administrations, and curriculum planners. The findings highlight the urgent need for investment in digital infrastructure, reliable internet access, and the implementation of structured learning management systems in public schools. The study also informs policymakers about the necessity of developing contingency-ready education systems capable of responding to future disruptions without compromising learning quality.

Academically, this research contributes to the growing body of knowledge on online and blended learning in developing countries. It offers a foundation for future comparative and longitudinal studies on digital education, assessment practices, and student well-being at the elementary level. Overall, the study serves as a valuable resource for improving online education practices, reducing educational inequalities, and supporting sustainable learning models in Pakistan's elementary education system.

Methods and Materials

Research Approach

The researchers used the Quantitative approach. Their aim was to investigate the challenges faced by teachers and students in online education at the elementary level. The quantitative research approach is appropriate and relevant to investigating the challenges teachers and students face in online education at the elementary level.

Population, Sample Technique, Sample Size

We selected teachers and students from 6th, 7th, and 8th grades in public schools in Rawalpindi, where online education was provided. We used purposive sampling to choose the schools, which allowed us to conduct the study. The data was collected from 180 students and 60 teachers. The sample included students and teachers from public and semi-public schools in Rawalpindi City, where online education was offered. We focused on teachers who taught language (Urdu/English), Social Sciences (History/Geography/Islamiyah), Science, Math, and Arts online during this period.

The researchers calculated the sample size based on the schools in Rawalpindi that offered online education and granted us permission to conduct research. We selected four schools: School A, School B, School C, and School D. Each school had 15 teachers and 45 students, a total of 60 teachers and 180 students from the four schools. The data was analyzed using 'Descriptive Statistics' with SPSS Software 26.0.

Research Instrument

In this study, the researchers used self-developed questionnaires to collect data. These questionnaires gave detailed insights into each participant's knowledge and experiences. They included close-ended questions to identify the challenges teachers and students faced in online education at the elementary level. The data was gathered from teachers and students in public and semi-government schools using these questionnaires.

The study was statistical, focusing on the research problem. Experts validated the questionnaires. The participants were elementary school teachers and students from grades 6th, 7th, and 8th. Initially, the research instrument used a 5-point Likert scale with options: 'Strongly Agree (SA),' 'Agree (A),' 'Uncertain (U),' 'Disagree (D),' and 'Strongly Disagree (SD).' For analysis, the scale was simplified to a 3-point scale by combining 'Strongly Agree' and 'Agree' into 'Agree (A)' and 'Strongly Disagree' and 'Disagree' into 'Disagree (D).'

Ethical Considerations of the Research

Participants were asked to join after giving informed consent. They were given enough information to understand the study and its possible outcomes, allowing them to decide freely without any pressure. The questionnaire was carefully reviewed to remove any language that could be seen as offensive, unclear, or discriminatory. The dignity and privacy of the participants were prioritized throughout the research. Anonymity was guaranteed for both individuals and organizations involved. Full consent was obtained from all participants, and the confidentiality of the research data was strictly maintained.

Results

This study explored the challenges teachers and students face at the elementary level in online education. Focusing on the teachers and students of the elementary level of four schools, this study involved 240 participants from 4 schools (180 students and 60 teachers). 45 students were from each school of grade 6th, 7th and 8th and 15 teachers participated in research from each school. Most of the teachers had 15+ years of experience in the teaching field. Nevertheless, some teachers had 25 to

30 years of experience and around two years of experience. Most teachers had Masters, Masters in Philosophy (M.Phil.), and Bachelor of Education (B.Ed.) degrees. All teachers use online platforms like Whats App to communicate and discuss with students.

We used descriptive statistics for data analysis. Benefiting from the relevant literature, we identified four major themes: (i) Online Education, (ii) Online Teaching, (iii) Online Assessment and Feedback, and (iv) Subjects, that were categorized as Language Arts (English/Urdu), the second category was Science, Math's, Arts and third category as Social Sciences (History/Geography/Islamiyat).

Online Education Teachers

Focusing on teachers and students, we inquired about the importance of online education. In total, 60 teachers were surveyed across four schools, with 15 teachers from each (See Table 1). Among the teachers, 65% (39 out of 60) agreed that there should be an appropriate learning management system (LMS), while 32% (19 out of 60) considered it unnecessary for elementary-level students. During online education, schools provided computers or laptops, and 90% (54 out of 60) disagreed because they received no teaching devices. In comparison, 10% (6 out of 60) agreed they could use the computer lab for administrative work and online teaching. Regarding the availability of computer labs for teaching in hybrid mode, 15% (9 out of 60) agreed, 33% (20 out of 60) were uncertain, and 48% (29 out of 60) disagreed.

As for privacy protection software, 58% (35 out of 60) agreed, 18% (11 out of 60) were uncertain, and 27% (16 out of 60) disagreed. For online training workshops, 48% (29 out of 60) agreed, 27% (16 out of 60) were uncertain, and 23% (14 out of 60) disagreed. Regarding full-time access to laptop/computer systems, 72% (43 out of 60) agreed, 18% (11 out of 60) were uncertain, and 10% (6 out of 60) disagreed. Training by school administration to use online software was agreed upon by 57% (34 out of 60) of teachers, with 7% (4 out of 60) uncertain and 35% (21 out of 60) disagreeing. The use of different apps for designing assignments was accepted by 65% (39 out of 60) of teachers, 18% (11 out of 60) were uncertain, and 15% (9 out of 60) disagreed.

Acceptance of student assignments on MS Word was agreed upon by 75% (45 out of 60), with 13% (8 out of 60) disagreeing and 10% (6 out of 60) uncertain. For paper-based assignments, 92% (55 out of 60) agreed, 3% (2 out of 60) were unsure, and 5% (3 out of 60) disagreed. Finding it challenging to teach concepts from a computer screen was acknowledged by 80% (48 out of 60), with 5% (3 out of 60) disagreeing and 13% (8 out of 60) uncertain. Difficulty in understanding the level of students in online teaching was recognized by 78% (47 out of 60), while 8% (5 out of 60) disagreed and 13% (8 out of 60) were uncertain. Difficulty in getting responses to questions from students in online education was acknowledged by 65% (39 out of 60), with 13% (8 out of 60) uncertain and 20% (12 out of 60) disagreeing.

Online Teachers Students

The data from Table 2 indicates that out of the 180 students surveyed from four schools, 88% (158 out of 180) agreed there should be a suitable Learning Management System (LMS). In contrast, 17% (30 out of 180) were uncertain, and 29% (52 out of 180) disagreed with the statement. Additionally, 85% (153 out of 180) of students disagreed that the school provided a computer system for online learning, while 7% (12 out of 180) agreed and 2% (4 out of 180) were uncertain. Regarding the availability of computer lab facilities for online classes, 64% (116 out of 180) disagreed, 17% (30 out of 180) were uncertain, and 13% (24 out of 180) agreed. When it comes to privacy protection software, 56% (101 out of 180) of students agreed, 7% (12 out of 180) were uncertain, and 33% (59 out of 180) disagreed. Furthermore, 54% (97 out of 180) of students agreed that they were given proper training workshops online, 18% (32 out of 180) were uncertain, and 30% (54 out of 180) disagreed.

Regarding full-time access to a laptop/computer system, 62% (112 out of 180) agreed, 18% (32 out of 180) were uncertain, and 14% (26 out of 180) disagreed. In terms of being trained to use online software programs, 53% (96 out of 180) agreed, 17% (31 out of 180) were uncertain, and 33% (59 out of 180) disagreed. Additionally, 67% (120 out of 180) of students agreed that they used Apps for MS Word, while 23% (42 out of 180) disagreed, and 11% (20 out of 180) were uncertain. When it comes to using Apps for assignments, 23% (42 out of 180) of students disagreed, 6% (11 out of 180) were uncertain, and 75% (136 out of 180) agreed. Moreover, 57% (103 out of 180) of students used MS Word for assignments, 18% (33 out of 180) were uncertain, and 28% (51 out of 180) disagreed. In terms of understanding concepts from a computer screen, 72% (129 out of 180) of students found it difficult, 6% (11 out of 180) were uncertain, and 12% (22 out of 180) disagreed.

Additionally, 81% (145 out of 180) of students found it challenging to understand teachers' instructions online, 7% (13 out of 180) were uncertain, and 6% (11 out of 180) disagreed. Moreover, 36% (64 out of 180) of students found it easier to ask questions from teachers online, 26% (46 out of 180) disagreed, and 14% (25 out of 180) were uncertain. Furthermore, 53% (95 out of 180) of students were comfortable

answering questions in a chat box, 22% (40 out of 180) disagreed, and 21% (38 out of 180) were uncertain. Lastly, 51% (92 out of 180) of students showed active participation, 23% (42 out of 180) were unsure, and 21% (37 out of 180) disagreed. Overall, the data indicates varied perceptions among students regarding online education.

Online Teaching Teachers

Table 3 shows that 70% (42 out of 60) of the teachers agreed that the school administration guided them with technical issues, while 20% (12 out of 60) disagreed, and 8% (5 out of 60) were uncertain. The results indicate that 70% (42 out of 60) of the teachers provided students with guidelines/instructions for homework tasks. In comparison, only 17% (10 out of 60) still determined the type of guidelines included (i.e., written or verbal). Just 2% (1 out of 60) of teachers were still determining whether they provided guidelines/instructions for homework tasks to students; the remaining 90% (54 out of 60) agreed with the stance.

Furthermore, 78% (47 out of 60) of teachers agreed that they were provided guidelines/instructions for homework tasks, while 18% (11 out of 60) were uncertain due to their rarity, and 2% (1 out of 60) disagreed. 73% (44 out of 60) of teachers informed students before cancellation, while 25% (15 out of 60) were uncertain as they provided them with a class task. During online classes, 43% (26 out of 60) of teachers agreed they needed more time to deliver lectures with concentration. In comparison, 18% (11 60) disagreed, and 37% (22 out of 60) were uncertain, indicating their surrender.

56% (34 out of 60) of teachers agreed that they encouraged class discussions on chapters/topics with students, while 35% (21 out of 60) were uncertain, and 7% (4 out of 60) disagreed. As elementary school students often take classes with the assistance of their parents or siblings, 50% (30 out of 60) of teachers agreed that students actively participated. However, 23% (14 out of 60) disagreed, despite 32% (19 out of 60) being uncertain. Almost all teachers (88% or 53 out of 60) agreed that they charged their laptops and mobile phones before class, while 5% (3 out of 60) were uncertain. 80% (48 out of 60) agreed that they prepared lectures before class, while 13% (8 out of 60) were uncertain, and 5% (3 out of 60) disagreed based on their experience. The results also indicate that 72% (43 out of 60) of teachers kept a notebook/word document to take notes during class, with 18% (11 out of 60) being uncertain and 8% (5 out of 60) disagreeing. Additionally, 75% (45 out of 60) of teachers agreed that teaching online was difficult, with 13% (8 out of 60) uncertain and 8% (5 out of 60) disagreeing.

Online Teaching-Students

The results under the theme of online teaching present data from 180 students across four schools regarding various aspects of online education (see Table 4). 46% (83 out of 180) of students agreed that the school administration guided them with technical issues, 25% disagreed, and 26% were uncertain. 83% (150 out of 180) of students received guidelines/instructions for home tasks, with 13% uncertain and 3% disagreeing. 80% (144 out of 180) of students agreed that their teachers encouraged them during online classes, while 13% were uncertain and 2% disagreed. 63% (114 out of 180) of students agreed that teachers informed them before class cancellation, with 29% uncertain and 8% disagreeing. 59% (107 out of 180) of students found it difficult to stay attentive due to siblings taking classes, while 29% were uncertain and 18% disagreed. 50% (90 out of 180) of students agreed that teachers encouraged class discussion, with 23% uncertain and 27% disagreeing.

65% (117 out of 180) of students responded to teachers' questions, while 23% were uncertain and 16% disagreed. 65% (117 out of 180) of students charged their mobile/laptop before class, with 15% uncertain and 16% disagreeing. 72% (130 out of 180) of students read assigned chapters/topics before class, while 13% were uncertain and 14% disagreed. 51% (92 out of 180) of students kept notebook/word documents for class notes, with 27% uncertain and 25% disagreeing. 54% (98 out of 180) of students prepared for online classes, 21% were uncertain, and 27% disagreed. 62% (111 out of 180) of students found it difficult to understand in online classes, with 26% uncertain and 14% disagreeing. 62% (112 out of 180) of students agreed that teachers scheduled classes beforehand, 26% were uncertain, and 14% disagreed. 58% (104 out of 180) of students agreed that teachers took online classes regularly, while 12% were uncertain and 5% disagreed. 77% (139 out of 180) of students agreed that teachers ended classes on time, with 17% uncertain and 6% disagreeing. 53% (95 out of 180) of students took online classes regularly, while 33% were uncertain and 13% disagreed. 64% (116 out of 180) of students joined online classes on time, with 27% uncertain and 9% disagreeing.

72% (129 out of 180) of students agreed that online classes lacked face-to-face interaction, 20% were uncertain, and 9% disagreed. 72% (129 out of 180) of students agreed that teachers used PowerPoint presentations (PPTs) in online classes, while 20% were uncertain and 9% disagreed. 54% (98 out of 180) of students agreed that teachers used videos for teaching online, with 27% uncertain and 18% disagreeing. 56% (101 out of 180) of students agreed that teachers used clear and appropriate language in online classes, while 26% were uncertain and 18%

disagreed. 70% (126 out of 180) of students agreed that Urdu was used to explain the main topic, with 18% uncertain and 13% disagreeing. 73% (132 out of 180) of students agreed that instructions were given according to their age/class, 18% were uncertain, and 5% disagreed. 57% (103 out of 180) of students agreed that teachers related topics with real-life examples, with 31% uncertain and 12% disagreeing. 51% (91 out of 180) of students found it convenient to learn from home, while 19% were uncertain and 30% disagreed. 55% (99 out of 180) of students agreed that it was difficult to find a noise-free environment, with 22% uncertain and 26% disagreeing.

Online Assessment and Feedback Teachers

The research article analyzed data from 60 teachers across four schools. The following percentages of teachers responded to online education-related activities: 66.7% (40 out of 60) agreed that online quizzes (oral/written) were taken (see Table 5). In comparison, 15% (9 out of 60) were uncertain, and 16.7% (10 out of 60) disagreed. 80% (48 out of 60) of teachers agreed that they asked questions from students to bring attention during online classes, with 20% (12 out of 60) being uncertain. Regarding finding a noise-free environment, 66.7% (40 out of 60) agreed it was difficult, while 28.3% (17 out of 60) were uncertain. When assessing learning during online classes, 46.7% (28 out of 60) agreed to determine in the middle of the lesson, and 70% (42 out of 60) decided to evaluate at the end. For task-based activities promoting critical/analytical thinking, 56.7% (34 out of 60) agreed, and 40% (24 out of 60) were uncertain, with 3.3% (2 out of 60) disagreeing. Practical-based assignments were agreed upon by 58.3% (35 out of 60) of teachers, while 38.3% (23 out of 60) were uncertain, and 1.7% (1 out of 60) disagreed.

Regarding timely submission of assignments, 38.3% (23 out of 60) agreed, 30% (18 out of 60) were uncertain, and 23.3% (14 out of 60) disagreed. Timely feedback provision was agreed upon by 51.7% (31 out of 60) of teachers, with 30% (18 out of 60) being uncertain and 18.3% (11 out of 60) disagreeing. Written feedback was agreed upon by 65% (39 out of 60) of teachers, while 16.7% (10 out of 60) were uncertain, and 11.7% (7 out of 60) disagreed. The effectiveness of student learning was agreed upon by 33.3% (20 out of 60) of teachers, while 40% (24 out of 60) were uncertain, and 35% (21 out of 60) disagreed. Teacher satisfaction with student learning was expressed by 30% (18 out of 60) of teachers, 28.3% (17 out of 60) were uncertain, and 30% (18 out of 60) disagreed. Creating different situations to assess learning was agreed upon by 55% (33 out of 60) of teachers, while 25% (15 out of 60) were uncertain, and 13.3% (8 out of 60) disagreed. Difficulty in assessing all students online was reported by 85% (51 out of 60) of teachers, with 5% (3 out of 60) being uncertain and 16.7% (10 out of 60) disagreeing.

Online Assessment and Feedback Students

In a study involving 180 students from four schools, each with 45 students, findings reveal various aspects of online assessment and feedback. When asked if teachers posed questions during online classes, 69% (125 out of 180) agreed, 22% were uncertain, and 8% disagreed (see Table 6). Similarly, 35% (64 out of 180) decided that teachers brainstormed questions at the beginning of class, with 25% uncertain and 40% disagreeing. Mid-class assessment was agreed upon by 80% (144 out of 180) of students, while 27% were unsure and 11% disagreed. At the end of class, 62% (112 out of 180) agreed with the assessment, 20% uncertain, and 18% disagreed. The effectiveness of different situations for assessing understanding saw 32% agreement, 32% uncertainty, and 37% disagreement. Regarding activities and assignments, 54% (97 out of 180) agreed that they promoted critical thinking, 31% were uncertain, and 13% disagreed.

Practical activities were favored by 45% (81 out of 180) of students, with 22% uncertain and 31% disagreeing. Meeting deadlines for assignment submission was affirmed by 54% (98 out of 180) of students, while 21% were unsure and 24% disagreed. Written feedback was preferred by 49% (88 out of 180) of students, with 36% unsure and 16% disagreeing. Online quizzes were supported by 56% (101 out of 180) of students, with 27% unsure and 17% disagreeing. Lastly, 44% (80 out of 180) of students acknowledged the impact of feedback on learning, with 21% unsure and 36% disagreeing.

Subjects -Teachers

The research article presents data from 180 students across four schools. Of these, 43% (77 out of 180) agreed that they were given practice activities to improve reading fluency/communication skills, while 29% (52 out of 180) were uncertain, and 28% (51 out of 180) disagreed (see Table 7). Additionally, 39% (70 out of 180) of students agreed that debates and discussions were conducted online by teachers, with 17% (31 out of 180) uncertain and 43% (78 out of 180) disagreeing. Furthermore, 68% (123 out of 180) of students agreed that language arts teachers shared words and their meanings in written form, while 23% (41 out of 180) were uncertain, and 8% (14 out of 180) disagreed. However, only 37% (66 out of 180) of students agreed that language teachers explained words with pictures/shapes during online classes, with 29% (53 out of 180) uncertain and 34% (61 out of 180) disagreeing. Additionally, 43% (77

out of 180) of students agreed that language teachers conducted dictation tests, while 15% (27 out of 180) were uncertain, and 42% (76 out of 180) disagreed. Moreover, 62% (112 out of 180) of students agreed that language teachers taught word meanings online by writing them down, while 16% (28 out of 180) were uncertain, and 17% (30 out of 180) disagreed. Additionally, 62% (112 out of 180) of students agreed that it was difficult to learn online as a second language student, while 18% (32 out of 180) were uncertain, and 20% (36 out of 180) agreed. Furthermore, 49% (88 out of 180) of students agreed that teachers used an online whiteboard, while 10% (18 out of 180) were uncertain, and 41% (74 out of 180) disagreed. Additionally, 70% (126 out of 180) of students disagreed that science labs and art studios were available during the pandemic, while 19% (35 out of 180) agreed and 11% (19 out of 180) were uncertain. Moreover, regarding the difficulty in understanding working models/videos, 38% (69 out of 180) of students agreed, 31% (56 out of 180) were uncertain, and 31% (55 out of 180) disagreed. Furthermore, 62% (111 out of 180) of students agreed that they developed technical skills, while 13% (23 out of 180) were uncertain, and 27% (48 out of 180) disagreed. Lastly, 47% (85 out of 180) of students agreed that it was difficult, while 23% (41 out of 180) were uncertain, and 23% (42 out of 180) disagreed.

Subjects Students

In a study involving 180 students from four schools, each with 45 students, various aspects of online assessment and feedback were examined. Findings revealed that 69% (125 out of 180) of students agreed that teachers posed questions during online classes, 22% were uncertain, and 8% disagreed (see Table 8). Similarly, 35% (64 out of 180) agreed that teachers brainstormed questions at the beginning of class, with 25% uncertain and 40% disagreeing. Mid-class assessment was decided upon by 80% (144 out of 180) of students, while 27% were uncertain and 11% disagreed. At the end of class, 62% (112 out of 180) agreed with the assessment, with 20% uncertain and 18% disagreeing. The effectiveness of different situations for assessing understanding saw 32% agreement, 32% uncertainty, and 37% disagreement. Regarding activities and assignments, 54% (97 out of 180) agreed that they promoted critical thinking, 31% were uncertain, and 13% disagreed. Practical activities were favored by 45% (81 out of 180) of students, with 22% uncertain and 31% disagreeing. Meeting deadlines for assignment submission was affirmed by 54% (98 out of 180) of students, while 21% were uncertain and 24% disagreed. Written feedback was preferred by 49% (88 out of 180) of students, with 36% uncertain and 16% disagreeing. Online quizzes were supported by 56% (101 out of 180) of students, with 27% uncertain and 17% disagreeing. Lastly, 44% (80 out of 180) of students acknowledged the impact of feedback on learning, with 21% uncertain and 36% disagreeing.

Mean Comparison Table for all four schools, Teachers, and students

Table 9 reveals that most students felt online education was challenging in school A (M=0.68, SD=.655), followed by the online assessment and feedback they got from their teachers (M=2.61, SD=.883). Furthermore, the overall statistics also revealed that there were some students in school 'A' who found it challenging to learn and understand some subjects online, such as some mathematical concepts (M=2.27, SD=.903), followed by online education (M=2.25, SD= .748). While teachers' assessment from school 'A' revealed that the most challenging task for them was to teach several subjects online and make students learn some concepts (M=2.9, SD= .273), followed by online teaching (M=2.4, SD=.493). Many teachers from school 'A' felt that online assessment and feedback they gave online which they thought were not as effective as they did in traditional classrooms (M 2.3, SD=.538), followed by the satisfaction teachers showed about online education as a whole (M=2.1, SD=.540).

The results from school 'B' reveal that for most students, the online assessment and feedback they get from their teachers was satisfactory (M=2.53, SD=.762), followed by online teaching (M=2.43, SD=.664). Moreover, some students in school 'B' found it challenging to learn and understand some subjects online (M=2.20, SD=.785), followed by online education (M=2.12, SD= .788). Teachers' assessments from school 'B' revealed that most teachers were satisfied with their online teaching (M=2.37, SD=.522), followed by online education (M=2.27, SD=.550). Likewise, some teachers believed that the online assessment and feedback they gave were less practical than in traditional classrooms (M=2.5, SD=.619), followed by teaching subjects as the least challenging task for the teachers of school 'B' (M=2.3, SD=.267

In school C, the data indicates that students generally felt moderately satisfied with online assessment and teacher feedback, with a mean score of 2.25 and a standard deviation of 0.791. Similarly, teachers reported being moderately confident with teaching online, with a mean score of 2.4 and a standard deviation of 0.601. Additionally, students expressed moderate satisfaction with online teaching (M=2.44, SD=0.532) and found learning and understanding some subjects online somewhat challenging (M=2.60, SD=0.835). Conversely, teachers reported being very satisfied with teaching online (M=2.67,

SD=0.312) and found it relatively easy to teach subjects online (M=2.26, SD=0.730).
In school D, students generally expressed moderate satisfaction with online assessment and teacher feedback, with a mean score of 2.17 and a standard deviation of 0.626. Similarly, teachers reported being moderately satisfied with teaching online, with a mean score of 2.2 and a standard deviation of 0.627. Additionally, students indicated moderate satisfaction with online teaching (M=2.37, SD=0.634) and found learning and understanding some subjects online somewhat challenging (M=1.94, SD=0.127). Conversely, teachers reported being moderately satisfied with teaching online (M=2.2, SD=0.498) and found it relatively easy to teach subjects online (M=2.2, SD=0.125).

Discussions

This discussion chapter explores the major discoveries and revelations made during the investigation. Within the framework of our investigation, we examine the consequences of the data analysis. The discussion provides a framework for analyzing the importance of our results and drawing insightful conclusions. Transitioning from conventional face-to-face to online learning may be a completely different experience for teachers and students, which they must adjust to since there are few or no other options. Through different internet platforms, the school system and instructors have accepted "Education in Emergency" and are pushed to adopt a system for which they are unprepared. Unger and Meiran (2020) also found that online education has become a useful tool for keeping educational activities running smoothly and avoiding the potential loss of academic sessions caused by lockdown in many world areas. However, they also added that research on online education reveals that students have a wide variety of reactions, with the majority expressing worry about online learning and how it differs from traditional in-class learning. However, despite the advantages of an online teaching and learning environment, teachers who teach online courses face challenges that they may have yet to face in a traditional teaching and learning environment, which may harm students' learning performance. Similarly, teaching online is undoubtedly different from teaching in a classroom, presenting several challenges for teachers. According to Bao (2020), the barriers to online learning are lessening since students and instructors have had the chance to learn about and engage with educational technological tools, including mobile-based education, computer-based teaching, and web-based learning. He went on to say that the accessibility of online education throughout the world and the ability to save time, money, and effort are all advantages of online learning. When students want teachers to record lessons, one advantage of online learning is the ability to record lectures. Teachers thoroughly study and prepare for recording, which positively impacts teaching techniques and approaches. On the contrary, García-Peñalvo (2020) claimed that many teachers experience problems while teaching English language skills and other English courses online, including writing, speaking, and reading issues. Phonetics and phonology challenges, in which the instructor must teach phonemes, allophones, morphemes, and other linguistic concepts face to face, are also faced by teachers.
Students' absence, a lack of communication and engagement between teachers and students, insufficient use of technology, inadequately trained staff, and lousy network connections are just a few of the problems that today's teachers face. Online learning needs more effective communication abilities. Teachers offer tasks to improve reading and writing skills but may need help to write so convincingly that teachers grasp the concept behind their functions. Because of their current learning style, some students are afraid to engage with teachers and peers. It might occur because of a lack of interest in using apps and video calls or because they cannot express themselves through live chats, e-mails, or text (Nesher Shoshan, H., & Wehrt, W., 2022). Once students find it impossible to learn online, they begin to lose hope. Encouragement is needed to perform activities and involve students. Lack of motivation for all students is a popular struggle (Gilbert, 2017).
Student commitment and participation in online learning must be increased because they have decreased over time. The utilization of a variety of teaching approaches will inspire more enthusiasm for online learning. The government should create online educational materials that are aligned with the national curriculum and assist teachers. We need appropriate online tools for online teaching. Several web applications are available for online education, but the biggest challenge is low computer literacy among non-IT teachers. This will prevent teachers from using many available apps since the program requires a thorough understanding. Teachers, however, choose the format PowerPoint, word, and film. However, this medium of schooling needs more substantial human contact or interpersonal contact (Kebritch, 2017).
The findings revealed that most of the teachers had full access to a laptop or computer system, but the school needed to give training about the software, which made the teaching challenging for them. Teachers need professional development to help them acquire technological skills in an online teaching environment, which may be done through training and assistance. Teachers must be prepared

to use multimedia platforms and equipment. Not all teachers are ready for the current situation, which opens up problems in our education system in general. We are also mindful of the need to make greater use of new technology if we want to increase the efficiency of the learning process but also to provide teachers with enough resources and training to support the quality of the curriculum

Moreover, teachers did not use different apps to design assignments but accepted all the assignments in Word files and pictures of paper-based assignments. Efficient instruction is often linked to instructors' attendance, selection, and coordination. It can be not easy to decide if a teacher may be present in the online classroom, particularly if other tasks and classes need focus. In addition, when classes are not scheduled, and students attend a classroom every hour of the day, high-quality attendance in the online classroom is necessary to manage this expectation in advance

The teachers' data revealed that it is more difficult for them to grab students' attention in online classes, and students of some schools are hesitant to answer the questions in online courses. Online learning needs more effective communication abilities. Teachers offer tasks to improve reading and writing skills but they may need help writing so convincingly that teachers grasp the concepts behind their functions. Because of their current learning style, some students are afraid to engage with teachers and peers. It might occur because of a lack of interest in using apps and video calls or because they cannot express themselves through live chats, e-mails, or text.

Furthermore, teachers used power points but said the lack of face-to-face interaction affected their teaching. From the students' personal experiences, the finding is that most students needed the computer systems facility provided by the school where they got software training. Also, students had full-time access to a laptop/computer system. Moreover, students' data showed that they use apps for their home assignments and have done them on MS Word. Furthermore, students also send pictures of paper-based assignments. In addition, students feel it is difficult to understand the teachers 'instruction in online education and that it is not easier to ask questions from teachers online.

The assessment and feedback in online classes were different from traditional learning in online courses, and based on the data of the students, it can be concluded that students' learning could have been more satisfactory than in face-to-face classes. Students reported that online courses are more challenging than traditional classroom learning because of the different issues, e.g., delayed or no feedback and less assessment. In all elementary classrooms, organization, and class structure are essential elements. However, designing a class structure inside the online classroom can be one of the most challenging facts of online teaching. Careful organization and coordination are the keys to successful online teaching. As the class size increases, a clear course design becomes necessary. Quality course design includes facilitated discussion and several events, transparent schedules and specific timelines, and immediate feedback (Grant & Thornton., 2007).

Findings

1. Teaching online presents several challenges for teachers, such as a lack of online learning tools, inadequately trained staff, bad network connections, students' short attendance, a lack of communication and engagement between teachers and students, and insufficient use of technology.
2. Teachers of Science and Math subjects preferred to use LMS/WhatsApp for online teaching as they were more adept in these than teachers of language arts, Arts and Social Sciences, etc.
3. Teachers and students need more training in technological skills to use professional development to help them acquire technological skills in an online teaching and learning environment, which may be done through training and assistance.
4. The school administration had not provided appropriate training courses to the teachers, making online teaching more challenging for all subjects.
5. There needed to be more feedback, practical assessment, and motivation from teachers were among some of the reasons that made learning online tricky for students.
6. Most teachers delivered their lectures using PowerPoint presentations but did not use interactive activities to engage students in online learning.
7. The teachers and students claimed that the absence of face-to-face connection impacted their teaching and learning.
8. The subject of Arts plays a vital role in relaxing the human body mentally and physically; the subject was not taught when the brilliant syllabus was introduced for examinations.
9. Most elementary students indicated that learning in an online class is more complex than learning in a traditional classroom owing to various difficulties, such as delayed or no feedback and less assessment, lack of full-time access to a laptop/computer system, inadequate training, etc.

Conclusion

All in all, the transition of the educational system to an online format. Online learning has become an

important component of education. However, despite the advantages of an online teaching and learning environment, teachers who teach online courses face challenges that they may have yet to face in a traditional teaching and learning environment, which may harm students' learning performance. As a result, most countries have implemented lockdown and social distancing measures, which have resulted in the closure of schools, training institutes, and higher education facilities. As a result, there has been a paradigm shift in how educators deliver quality education through various online platforms. Despite the obstacle's teachers and students face, online learning, remote learning, and continuing education have proven a cure for this unprecedented worldwide epidemic. In this respect, the government should develop online educational materials related to the national curriculum, and they should also provide support to teachers so that they can help students develop an interest in online classes.

Recommendations

Teachers and students need professional development to help them acquire technological skills in an online teaching and learning environment, which may be done through training and assistance. Teachers should use interactive tools and learning apps such as Sabaq and Talimabad to teach online. Teachers should design interactive lessons to teach their subjects online to engage students in learning. Schools may use of Learning Management System (LMS) to enhance the learning opportunities of their students. Teachers may use interactive communication-based tools and activities. Since Language Arts (English/Urdu) also require developing listening, speaking, reading, and writing skills, teachers should use interactive video platforms such as Zoom and Google Meet. Government may provide internet accessibility for all students and teachers.

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Conflicts of Interest

There are no conflicts of interest.

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