
Exploring the Experiences of Teachers in Online and Face to Face Classes During the COVID - 19 Pandemic

Adeel Aizad¹, Vicar Solomon², Muhammad Roman^{3*}**Abstract**

This qualitative study aimed to explore the experiences of teachers in online and face-to-face classes during the COVID-19 pandemic. The sample consisted of seven teachers ($n = 7$) from Jhang, Pakistan, with diverse backgrounds in terms of age and academic disciplines. The data were collected through interviews, and inductive thematic analysis was conducted to identify common themes and patterns. The findings revealed several challenges and difficulties faced by teachers in online classes, including camera shyness, technological challenges, internet connectivity issues, lack of familiarity with online tools, equipment limitations, communication and engagement challenges, and cultural limitations. On the other hand, advantages of online classes were identified, such as increased reach and access to students and the introduction of new teaching methods. Teachers also highlighted the learning experience and adaptation in online classes, including learning new technology and tools and overcoming challenges to improve skills. The emotional and professional impact of online teaching was discussed, including concerns about job security, financial difficulties, decreased engagement and feedback, and a lack of recognition or rewards. Findings revealed challenges in online classes such as technological difficulties and lack of engagement, but also advantages such as increased reach. Teachers adapted by acquiring new skills but faced emotional and professional impacts. Comparisons with face-to-face classes highlighted accessibility challenges. Institutional support and ongoing training were crucial.

Keywords: COVID-19 Pandemic, E-Learning, Experiences of Teachers, Face-to-Face Learning

Received: 03 May 2024; Revised Received: 27 June 2024; Accepted: 28 June 2024

¹MPhil Scholar, Department of Psychology, University of Jhang, Jhang, Pakistan.

²Assistant Professor, Department of Psychology, University of Jhang, Jhang, Pakistan.

^{3*}Assistant Professor, Department of Sociology, University of Jhang, Jhang, Pakistan.

***Corresponding Author Email:**

drroman@uoj.edu.pk

Introduction

The closure of educational institutions disrupted students' learning, mostly in countries where internet connectivity is poor or pupils lack necessary online learning tools such as computers (Schleicher, 2020). On the other hand, the

nations equipped with information and communication technologies (ICTs), have evolved their learning and teaching procedures into online mode (Di Pietro et al., 2020). Aside from recreating valuable instructional resources in an online network, virtual lectures demand extra logistical support, such as a device and access of internet (Khanom et al., 2021). In reaction to COVID-19, all levels of schooling need an instantaneous move towards virtual education that may be both an opportunity and a difficulty (Toquero, 2020). During this time, online teaching proved to be a lifeline for both students as well as teachers. Despite the COVID-19 epidemic, online education remained the cornerstone of education (Shenoy et al., 2020; Sahu, 2020). Because of the COVID-19 epidemic, teachers and students all around the globe had to adjust to virtual teaching and learning techniques (Shenoy

This article is distributed under the terms of the Creative Commons Attribution Non Commercial 4.0 International License (<https://www.creativecommons.org/licenses/by-nc/4.0/>) which permits non-Commercial use, reproduction and distribution of the work without further permission provided the original work is attributed as specified.

© Copyright: The Authors (2024)

et al., 2020). Teachers who were new to online teaching (Shenoy et al., 2020) experienced a great deal of worry and concern. Before the COVID-19 pandemic, the mainstream of past research focused on colleges, leaving teachers and students in primary and secondary schools with little experience with emergency remote education (Lestari & Gunawan, 2020). They have to learn the technical aspects of instructing online through training and interaction with their colleagues. They also had to get set for online evaluations of students. Students, however, had several difficulties in adjusting to online learning and the unfamiliarity of the experience. Most of the literature on e-learning, educational issues, and instructors' experience are drawn from contexts in which educational institutions did not have to rely on online learning and teaching (Ali & Ahmad, 2011; Farid et al., 2015).

There are problems unique to this modality such as lack of expertise and set-up other organizational and technological constraints (Bao, 2020). There are a large number of studies deal with the impact on education sector by COVID-19. A meta-analysis of 20 countries conjured different results depending on the place, technical access and adaptation to this terrible situation. The report found that underdeveloped nations have more hurdles as they lack knowledge on how to start online teaching and also the resources. Good practices included online training for staff and students in Hong Kong were observed (Crawford et al., 2020).

More focus has been placed on educators and their methods, as well as the attempts made to deliver instruction in very difficult situations (Colville et al., 2021; Greenhow et al., 2021). The sudden transition to remote learning presented pedagogical and practical difficulties. Conversely, "hybrid" learning—which teaches in-person and online at the same time—and in-person instruction presented unique difficulties when students returned to their classes after extended periods of closure. Research suggests that instructors may experience

higher stress and burnout as a result of these changes (Kim et al., 2022; Pressley, 2021). Chiasson et al. (2015) conducted a qualitative research investigation delved into the experiences of ten faculty members who designed and delivered an online course that they previously taught in a face-to-face classroom. Planning, implementation, and reflection were among the data analysis categories. The data revealed eight common patterns within the categories. The themes discussed included technological assistance received during online course development, faculty dedication, faculty member role, instructional methods used within the online course, teaching adjustment in a course delivered online, faculty member esteem, and control. Jelińska and Paradowski (2021) investigated the capacity of teachers to effectively manage the difficulties posed by remote learning and the level of interaction between them and their students. Their study compared responses to the two variables by two different categories of teachers; one group was more active in remote education and dealing well with the difficulties of online teaching, whereas the second group scored lower on both of these fronts. The study spans continents and educational levels. According to the study's overall findings, teachers who had previously taught and learned online were the most engaged and had the easiest time making the switch from traditional face-to-face instruction to online learning. In contrast to other research, this one used cluster analysis to further investigate the characteristics of these two teacher groups. Around 1500 educators from 118 different nations participated in the study (Jelińska & Paradowski, 2021). In a different study, which concentrated on the experiences of educators with remote learning amid the COVID-19 pandemic, a lot of students voiced their worries about being cut off from their peers, being cut off from academic communities, experiencing problems with hardware and software, not having a quiet space or a separate room at home for virtual learning, not having access

to libraries and other resources, and being cut off from clinical and laboratory activities. In addition to lamenting their increased workload and responsibilities, faculty members stressed the need of having access to complete mental health treatments that should be available to them as well as to their students (Bawa, 2020). Faculty who switched to remote learning during COVID-19 reported far more workloads and stress than they did in face-to-face sessions, according to a research by Marek et al. (2021).

Capacio et al. (2021) conducted a study that investigates teachers' experiences with online learning and instruction. The respondents were chosen from private school elementary instructors in Pagadian City who provided virtual learning in the 2020-2021 school year. Because the researcher employed social skills to generate information and meaning, the study was founded on the interpretivist model. A case study was used. Teachers' experiences contextualized in aim, online teaching perceived problem areas and ideas for improvement. This study is supported by data coming from different sources such as the Interview Guide Questions, Principals' Assessment Form and finally it comes from Researcher's Checklist. Secondly, virtual learning is highly advantageous in the sense that it maintains a balance since students find this shift challenging. It's actually not surprising to see that Zoom conference calls made the list. This is definitely been our go-to web platform in 2020 and it doesn't look like things are changing anytime soon! The challenges faced by the participants were power outages and poor internet throughout various parts of their training journeys, technical operations, and inability to control classroom management issues in certain environments, lack of preparation on participant's part as well adjusting their work schedule. All modifications accepted by the participants consisted of (some) execution instead of traditional branches. While prior research investigates disparities in instructional techniques and faculty

members' transition to online education, there is no study that focuses explicitly on the pandemic environment. In addition, there is a paucity of in-depth study of the issues faced by instructors, their adjustments, and the support systems given by institutions in the literature. Furthermore, the geographical variety of the research sample is restricted. The researcher is motivated to conduct a study to learn about the experiences of selected Teachers in online and face to face teaching.

Rationale

The COVID-19 pandemic has necessitated a rapid shift in education from traditional face-to-face instruction to online and hybrid learning formats. Understanding teachers' experiences in these various forms of teaching is critical for influencing educational practices and resolving the issues that occur during such transitions. The purpose of this qualitative research project is to investigate and compare instructors' experiences in online and face-to-face classrooms during the COVID-19 epidemic, offering useful insights on the advantages, limits, and potential implications of each medium.

Objectives

1. To analyze the teachers' experiences of online and face-to-face classes during the COVID-19 pandemic.
2. To compare the experiences teachers in online vs face-to-face classes during the COVID-19 pandemic.
3. To identify and determine the preferred instruction method among teachers and investigate the underlying reasons behind their preferences.
4. To examine the potential implications of the experiences in online and face-to-face classes for future educational practices.

Research Questions

1. What are the experiences of teachers in online and face-to-face classes during the COVID-19 pandemic?
2. How do the experiences of teachers differ between online and face-to-face classes during the COVID-19 pandemic?

3. What are the preferred teaching methods among teachers during the COVID-19 pandemic?
4. What potential implications can be drawn from the experiences of teachers in online and face-to-face classes for future educational practices?

Method

Research Design

This study used a qualitative research design to investigate teachers' experiences in both in-person and virtual classrooms during the COVID-19 pandemic. This allowed the researchers to ask participants open-ended questions to elicit detailed responses based on words, ideas, opinions, etc. (Creswell, 1994, 2014). A qualitative approach, according to Creswell and Creswell (2018), focuses on examining and comprehending the meaning that people or groups assign to a social or human situation. The qualitative technique was

considered acceptable for this study because it allowed the researcher to get insight into the lived experiences of instructors in both in-person and virtual classrooms during the COVID-19 epidemic.

Sample

A purposive sampling strategy was employed to select participants who could provide rich insights into the research question. The sample included seven teachers ($n = 7$) from Jhang, Pakistan, representing a diverse range of ages (27-50 years old; $M = 31.86$, $SD = 8.22$) and academic disciplines. The teachers were faculty members at various private institutions within Jhang, encompassing primary, secondary, and collegiate levels. This sample size was chosen to ensure data saturation, meaning that no new themes emerged through further interviews.

Table 1

Demographic Characteristics of Sample (n=7)

| Variables | Frequency | % | Variables | Frequency | % |
|-----------------|-----------|-----|-----------|-----------|-----|
| Gender | | | Age | | |
| Male | 6 | 86% | 25-30 | 5 | 72% |
| Female | 1 | 14% | 31-40 | 1 | 14% |
| Education Level | | | 41-50 | 1 | 14% |
| Bachelor | 3 | 43% | | | |
| MS / M.Phil. | 4 | 57% | | | |

Inclusion / Exclusion Criteria

Those teachers were selected those have at least one year of experience of teaching both online and face-to-face classes. Those who have taught at least one course with both online and face-to-face components during the pandemic and teachers from different academic disciplines were included. The teachers who have only taught in one mode (i.e., online or face-to-face) during the pandemic and teachers from Government Institutions were excluded.

Procedure

Participants were contacted through various educational institutions in Jhang. Based on a thorough examination of current literature and interaction with the research supervisor, a semi-structured interview guide was created. The interview guide sought to investigate teachers' experiences in online and face-to-face classes during the COVID-19 epidemic. The researcher shows up and talks about what he was studying and why it matters. He told the participants who might join in that whatever they say will be a secret and no

one will know about them. He asked them if they were easy with it and they said yes before starting the chats. The participants knew they didn't have to do it if they didn't want and could quit anytime without getting in trouble. One-on-one interviews were conducted with each participant in a quiet and comfortable room to minimize distractions. The interviews were audio-recorded to ensure accurate capture of participants' responses. On average, the interviews lasted between 15 to 20 minutes. The researcher followed the semi-structured interview guide while encouraging participants to elaborate on their experiences and provide specific examples.

Upon termination of every interview, the researcher did proceed to convey expressions of gratitude towards the participants owing to the allocation of their time and their readiness to divulge personal experiences. The audio recordings of the interviews were transcribed verbatim, ensuring the removal of any identifying information to maintain participant anonymity. A thematic analysis strategy was used to evaluate the data; this is a useful technique for identifying, evaluating, and summarizing themes and patterns in the data (Braun and Clarke, 2006). Bless et al. (2006) six steps were employed in the analysis of the data. The six steps include

becoming acquainted with the data, creating preliminary codes, looking for themes, going over themes, defining and labeling themes, and creating the report. The researcher decided to use inductive analysis as the foundation for the current study since themes may be developed both inductively and deductively. The initial stage in thematic analysis is to familiarize with the obtained data, which involves the detailed transcription of the collected data. All of the interviews were first transcribed, after which responses were divided into several sections and assigned codes to produce the scientific themes. After the coding process, all codes have been combined to create a few thorough, scientific themes that underwent evaluation, revision, and finalization.

Analysis

The data obtained from transcribed interviews underwent thematic analysis, where it was divided into separate sheets for transcription. Core and sub themes were identified during this process. Initially, common themes were gathered and further analyzed to identify recurring patterns. From these reduced themes, both Core and sub themes were derived. The core themes served as a central theme that encompassed various sub aspects explored during the analysis.

Table 2*Experience of Teaching with Online Classes during the COVID-19 (N=7)*

| Themes | Sub Themes | Frequency |
|------------------------------------|---|------------------|
| Challenges and Difficulties | Camera Shyness | 3 |
| | Technical, equipment Challenges and Energy Crisis | 2 |
| | Lack of Familiarity with Online Tools | 3 |
| | Cultural Limitations | 2 |
| Advantages and Disadvantages | Increased Reach & New Teaching Methods | 2 |
| Learning Experience and Adaptation | Learning New Technology and Tools | 2 |
| Emotional and Professional Impact | Job Security & Financial Difficulties | 2 |
| Pedagogical Limitations | Decreased Engagement and Feedback | 2 |
| | Inability to Express and Explain Topics Effectively | 2 |
| Support | Support from Institutions | 2 |

The Table 2 summarizes experience teaching online classes during the Corona epidemic, concentrating on various subjects and their frequency. Camera shyness, technology hurdles, internet access concerns, a lack of expertise with online tools, equipment constraints, communication and engagement challenges, and cultural limits were all faced.

“The problem we faced as a teacher was that till date we had never faced the camera.” (Participant – 1)

“It was difficult especially for the teachers who were not familiar with the technology, we were afraid of the camera.” (Participant – 2)

The benefits and drawbacks of increasing reach and access to students, as well as the introduction of new teaching methods, are examined. Learning new technologies and tools, overcoming hurdles, and developing

abilities are all part of the learning process and adaptability.

“But online classes also had many advantages. For example, it allowed us to reach more people and connect with students living in remote areas. It introduced us to different teaching methods that we might not have used in the classroom.” (Participant – 2)

Concerns about work stability, financial challenges, diminished participation and feedback, and a lack of recognition or awards are among the emotional and professional consequences. Student accessibility and engagement raise concerns about student access to technology and the internet, particularly in remote locations. Pedagogical difficulties, such as the inability to adequately describe and explain issues and the difficulty in evaluating student knowledge are addressed. Institutional assistance is emphasized as well.

Table 3*Effectiveness of Online Classes: What Worked and What Did Not? (N=7)*

| Themes | Sub-Themes | Frequency |
|---------------------------------|---|-----------|
| Advantages of Online Classes | Flexibility in syllabus & Working from home | 3 |
| | Access to lecture recordings | 2 |
| | Enhancement of teaching skills | 2 |
| Challenges and Ineffectiveness | Lack of student engagement and motivation | 2 |
| | Difficulty in assessing | 2 |
| | Limited interaction and communication | 2 |
| | Technical issues (internet connectivity, power outages) | 2 |
| Impact on Teaching Methodology | Recorded videos & Limited non-verbal communication | 2 |
| | Inability to gauge student understanding | 3 |
| Infrastructure Issues | Insufficient resources and recording facilities | 2 |
| Student Behavior and Engagement | Non-serious attitude in online classes | 4 |

The Table 3 summarizes the efficacy of online classes, highlighting what worked and what did not. It includes benefits such as more flexibility in covering the material, access to lecture recordings, and improved teaching abilities.

“We were not restricted to cover or finish the syllabus in so many days like you had to finish it.” (Participant – 3)

“Online classes had the advantage that those who were slow learners used to go back and watch the replay, so we did not have a big problem of shortening the duration of the lectures.” (Participant – 1)

Challenges and ineffectiveness, on the other side, include concerns with student

involvement, assessment complexity, restricted contact and communication, and technological obstacles. The influence on teaching style exposes a reliance on recorded videos as well as limits in nonverbal communication and assessing student comprehension. Infrastructure difficulties, student behavior and participation, and social and cultural elements are all investigated.

“Some students' behavior in online classes was non-serious because in online classes students are not in the eyes of the teachers, they don't study by themselves and create problems for others and the atmosphere of the class is also bad.” (Participant – 7)

Table 4*Perspective on Face-to-Face/Live Classes Now: Lacks and Effectiveness*

| Themes | Sub Themes | Frequency |
|-----------------------|--|-----------|
| Accessibility | Lack of internet and mobile service & electricity | 2 |
| | Understanding and engagement | 2 |
| Monitoring/Assessment | Ability to assess students' reactions and adjust teaching methods | 3 |
| | Conducting tests and checking understanding | 4 |
| Personal Connection | Bond between teachers and students | 2 |
| | Creating a comfortable environment for questions and discussions | 3 |
| | Conducting experiments and competitions to make the subject more interesting | 2 |
| Hectic Routine | Repetition of same lecture | 3 |
| | Boredom | 2 |

Table 4 presents a thorough view of face-to-face/live classes, demonstrating both their shortcomings and their efficacy. Accessibility, infrastructure, retention/understanding, monitoring/assessment, human connection, time management, teaching style, and a frantic routine are among the identified superordinate themes. These themes throw light on the issues that face-to-face/live classrooms confront, such as restricted internet and cell service, reliance on energy, the need to re-teach material covered online, difficulty in monitoring and assessing student progress, and time limits.

“And a deficiency was that, the lecture had to be repeated in every class so I was often bored.” (Participant – 5)

On the other hand, participants acknowledge the benefits of face-to-face/live classrooms, such as the personal connection between professors and students, the opportunity to alter teaching techniques, and the possibility for generating exciting learning experiences through experiments and contests. Overall, the table provides insightful perspectives on face-to-face/live classes, offering a balanced picture of their limits and merits. *“Second, you could keep a check and balance on them. You could conduct tests with them at any time.” (Participant – 3)*

Table 5

Possibilities of Online Classes Replacing Face-to-Face/In-Person Classes (N=7)

| Themes | Sub Themes | Frequency |
|------------------------------------|---|-----------|
| Advantages of Online Classes | Time-saving benefits & Accessibility | 2 |
| Drawbacks of Online Classes | Difficulties in teacher-student interaction | 2 |
| | Limited resources | 4 |
| | Cultural factors influencing acceptance | 3 |
| | Network issues in rural areas | 3 |
| | Electricity and load shedding issues | 4 |
| Potential Future of Online Classes | Inevitability of online education in the future | 4 |
| | Training for teachers and students | 2 |

The Table 5 analyses the advantages, disadvantages, and probable future scenarios of online classes replacing face-to-face/in-person classes. Online classes provide the advantages of saving time and increasing accessibility, while the disadvantages include difficulty in teacher-student contact, limited resources, cultural considerations, network issues, health problems, time constraints, and test obstacles.

“Online classes are not suitable for all students, especially those from

disadvantaged backgrounds. They don't even have phones, and even if they do, people in villages who don't already educate girls will never give them phones.” (Participant – 2)

The table also emphasizes the inevitability of online education in the future and the importance of teacher and student preparation to prepare for this transformation.

“I can't take it now, yes, but in the coming time, everything has to be online.” (Participant – 4)

Table 6
Preferred Teaching Mode and Reasons (N=7)

| Themes | Sub Themes | Frequency |
|---------------------------------------|---|-----------|
| Preference for Physical Classes | Interaction and Accountability | 2 |
| | Sense of Preparedness and Syllabus Completion | 2 |
| | Organized Setup | 2 |
| Preference for Blended/Hybrid Classes | Combining Theory and Practical Learning | 2 |
| | Flexibility and Accessibility | 2 |

The Table 6 summarizes the favored teaching modalities and the rationale for them. Physical lessons were preferred by participants because to the advantages of engagement and accountability, a sense of readiness and syllabus completion, increased learning through conversations, teaching social skills and character development, and an organized setting.

“I have been teaching physical classes for many years, and I love it. It has a much organized environment. In a physical classroom, classes are held at specific times. Students have a sense of

Discussion

The thematic analysis provides useful insights into the experiences of teachers in online and face-to-face classes during the COVID-19 pandemic. The primary themes that emerged from the data will be discussed in this part, as well as their consequences for educational practices.

One of the data's most significant themes was the hurdles and difficulties that teachers confront in online classes. Camera shyness, technology obstacles, internet access issues, a lack of expertise with online tools, equipment limits, communication and engagement challenges, and cultural restrictions were all mentioned by participants. These difficulties underscore the importance of providing proper technological assistance and training to teachers in order for them to effectively traverse online teaching settings. Web cameras, headphones, and microphones, as well as aid with recording and editing lectures, should be provided by institutions. Rasmitadila et al. (2020) and Shenoy et al. (2020) found comparable teacher experiences in their research. The

accountability that is lacking online.” (Participant -2)

Blended/hybrid classes were also popular due to their ability to integrate theory with practice, as well as the flexibility and accessibility they provide. In terms of the future, participants emphasized the importance of training and adaptability in order to properly utilize various teaching approaches.

“I see the benefits of both physical and online classes, but I want to use a hybrid or a mix of them.” (Participant-5).

teachers who participated in these researches reported that they, too, experienced mental uncertainty during the early stages of education virtualization. They did, however, indicate varying degrees of pleasure over time (Rasmitadila et al., 2020; Shenoy et al., 2020). Furthermore, continual training and support for instructors is critical in addressing the challenges they experience and ensuring effective online education. Mwila et al. (2021) suggested that teachers take computer refresher sessions in order to efficiently provide online lectures. Faculty members weren't happy with this kind of instruction since there wasn't enough high-speed internet bandwidth available for creating and uploading instructional materials. Faculty members faced obstacles during this era, including a lack of standard infrastructure and appropriate hardware and software technology. Utilizing personal equipment resulted in the gadgets' degradation and numerous repairs. In 2020, Rezaei did a research that detailed the difficulties faced by faculty members. They claimed that the majority of instructors'

computers and mobile phones were out of date (Rezaei, 2020). Numerous studies have shown the absence of adequate infrastructure, especially in developing nations (Dhawan, 2020; Kaup et al., 2020).

On the other hand, the benefits of online classes have been discovered. Teachers recognized greater student reach and access, as well as the introduction of innovative instructional approaches. Online classes give students more flexibility in covering the syllabus and access to lecture recordings, which can be useful for students who missed a class or need to review the subject. According to Ali (2020), online learning environments encourage experiences in which learners may connect, collaborate, and take responsibility of their learning at their own speed and time. It is vital to emphasize, however, that the obstacles and downsides associated with online classes, such as low student interest and motivation, difficulty assessing student learning, and limited interaction and communication, must be addressed in order to optimize the learning experience. According to Ali (2020), a meta-analysis reveals that the ability to accept change is a significant obligation for successful technology integration since it allows students and lecturers to develop and use the necessary modern skills.

Pedagogical constraints were also noted, such as the inability to adequately describe and explain issues and the difficulty in measuring student understanding. These constraints highlight the significance of interactive and engaging teaching practices in online classes. Teachers should look for novel approaches to encourage student participation while also ensuring excellent communication and comprehension in the online learning environment. This observation is consistent with the findings of Rasmitadila et al. (2020). Teachers were also unable to efficiently align curriculum delivery, which was identified as one of the impediments. The usefulness of online classes, as well as their ability to replace face-to-face/in-person classes, was also investigated. While participants saw online

classes as providing time savings and accessibility through platforms such as Zoom and YouTube lectures, they also expressed concerns about difficulties in teacher-student interaction, limited resources, cultural factors, network issues in rural areas, health issues, electricity and load shedding issues, limited time, and issues with online exams and assessment. These findings imply that a mixed strategy combining the strengths of both online and face-to-face training may be preferable, providing for flexibility.

Conclusion

The findings revealed a range of challenges and difficulties faced by teachers in online classes, including camera shyness, technological issues, internet connectivity problems, and lack of familiarity with online tools. On the other hand, advantages such as increased reach and access to students and the introduction of new teaching methods were also identified. The research highlighted the cruciality of infrastructural assistance, educative training, along with incessant professional maturation for educators in steering through virtual pedagogic settings. The findings emphasized the weightiness of sustaining an equilibrium between digital and in-person learning, taking into account the merits and demerits intrinsic to each instructional manner. These insights provide valuable implications for educational practices, informing policymakers and institutions on ways to enhance the quality of both online and face-to-face instruction in future contexts.

Limitations

The study's findings are based on a small sample size of seven teachers from a specific location (Jhang). This restricts the generalizability of the results and limits the ability to make broader conclusions about teachers' experiences in online and face-to-face classes during the COVID-19 pandemic.

Contribution of Authors

Adeel Aizad: Conceptualization, Investigation, Methodology, Data

Curation, Formal Analysis, Writing – Original Draft

Vicar Solomon: Methodology, Writing - Reviewing & Editing, Supervision

Muhammad Roman: Methodology, Writing - Reviewing & Editing,

Conflict of Interest

There is no conflict of interest declared by the authors.

Source of Funding

The authors declared no source of funding.

Data Availability Statement

The datasets of the current study are not available publicly due to ethical reasons but are available from the corresponding author [M.R.] upon the reasonable request.

References

- Ali, A., & Ahmad, I. (2011). Key factors for determining student satisfaction in distance learning courses: A study of Allama Iqbal Open University. *Contemporary Educational Technology, 2*(2), 118–134. <https://doi.org/10.30935/cedtech/6047>
- Ali, W. (2020). Online and Remote Learning in Higher Education Institutes. A Necessity in Light of COVID-19 Pandemic. *Higher Education Studies, 10*, 16-25. <https://doi.org/10.5539/hes.v10n3p16>
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies, 2*(2), 113–115. <https://onlinelibrary.wiley.com/doi/full/10.1002/hbe2.191>.
- Bawa, P. (2020). Learning in the age of SARS-COV-2: A quantitative study of learners' performance in the age of emergency remote teaching. *Computers and Education Open, 1*, 100016.
- Bless, C., Higson-Smith, C. & Kagee, A. (2006) *Fundamentals of social research methods: an African perspective*. Cape Town: Juta.
- Braun, V., and Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77–101. doi: 10.1191/1478088706qp063oa
- Capacio, L. J. A., Celesio, G. A., & Naparan, G. B. (2021). Teachers' experiences in online teaching and learning modality. *EduLine: Journal of Education and Learning Innovation, 1*(1), 59-75.
- Chiasson, K., Terras, K., & Smart, K. (2015). Faculty perceptions of moving a face-to-face course to online instruction. *Journal of College Teaching & Learning (TLC), 12*(3), 321-240.
- Crawford, J., Butler-Henderson, K., Rudolph, J. and Glowatz, M. (2020) COVID-19: 20 Countries' Higher Education Intra-Period Digital Pedagogy Responses. *Journal of Applied Teaching and Learning (JALT), 3*, 1-20. <https://doi.org/10.37074/jalt.2020.3.1.7>
- Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 4th Edn. Thousand Oaks, CA: Sage Publication, Inc.
- Creswell, J.W. & Creswell, J.D. (2018) *Research design: qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage.
- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems, 49*(1), 5–22.
- Di Pietro, G., Biagi, F., Costa, P., Karpiński, Z., & Mazza, J. (2020). *The Likely Impact of COVID-19 on Education: Reflections Based on the Existing Literature and Recent International Datasets*; Publications Office of the European

- Union: Brussels, Belgium, Volume 30275.
- Farid, S., Ahmad, R., Niaz, I. A., Arif, M., Shamshirband, S., & Khattak, M. D. (2015). Identification and prioritization of critical issues for the promotion of e-learning in Pakistan. *Computers in Human Behavior, 51*, 161–171. <https://doi.org/10.1016/j.chb.2015.04.037>
- Greenhow, C., Lewin, C., & Staudt Willet, K. B. (2021). The educational response to COVID-19 across two countries: a critical examination of initial digital pedagogy adoption. *Technology, Pedagogy and Education, 30*(1), 7-25.
- Jelinska, M., & Paradowski, M. B. (2021). Teachers' Engagement in and Coping with Emergency Remote Instruction during COVID-19-Induced School Closures: A Multinational Contextual Perspective. *Online Learning, 25*(1), 303-328.
- Kaup, S., Jain, R., Shivalli, S., Pandey, S., & Kaup, S. (2020). Sustaining academics during COVID-19 pandemic: The role of online teaching-learning. *Indian Journal of Ophthalmology, 68*(6), 1220-1221. https://doi.org/10.4103/ijo.IJO_1241_20
- Khanom, M., Hoque, A., Sharif, P.I., Uddin, A.T.M.M., Hossain, M.A., & Sabuj, M.U. (2021). Teachers' perception on virtual teaching learning activities and assessment: Web based study on a non-government medical college in Bangladesh. *Bangladesh Journal of Medical Education, 12* (1), 3–9.
- Kim, L. E., Oxley, L., & Asbury, K. (2022). “My brain feels like a browser with 100 tabs open”: A longitudinal study of teachers’ mental health and well-being during the COVID-19 pandemic. *British Journal of Educational Psychology, 92*(1), e12450.
- Lestari, P. A. S., & Gunawan, G. (2020). The Impact of Covid-19 Pandemic on Learning Implementation of Primary and Secondary School Levels. *Indonesian Journal of Elementary Child Education, 1*(2), 58–63.
- Marek, M. W., Chew, C. S., & Wu, W. C. V. (2021). Teacher experiences in converting classes to distance learning in the COVID-19 pandemic. *International Journal of Distance Education Technologies (IJDET), 19*(1), 89-109.
- Mwila, K., Kalolo, F., Mudenda, S., & Hikaambo, C. N. (2021). Impact of COVID-19 on Academic Activities of Final Year Nursing Students: A Zambian Reflection. *International Journal of Basic & Clinical Pharmacology, 10*, 806-812. <https://doi.org/10.18203/2319-2003.ijbcp20212377>
- Pressley, T. (2021). Factors Contributing to Teacher Burnout During COVID-19. *Educational Researcher, 50*(5), 325-327.
- Rasmitadila, Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies, 7*(2), 90–109.
- Rezaei, A. M. (2020). Student learning evaluation during the Corona: Challenges and Strategies. *Educational Psychology, 16*(55), 179–214.
- Sahu, P. (2020). Closure of universities due to coronavirus disease 2019 (COVID-19): impact on education and mental health of students and academic staff. *Cureus, 12*(4), e7541.

- Schleicher, A. (2020). *The Impact of COVID-19 on Education Insights from Education at a Glance 2020*; OECD: Paris, France. <https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf>
- Shenoy, V., Mahendra, S., & Vijay, N. J. M. S. J. (2020). COVID-19 lockdown technology adaption, teaching, learning, students engagement, and faculty experience. *Mukt Shabd Journal*, 9(4), 698–702.
- Toquero, C. M. (2020). Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context. *Pedagogical Research*, 5 (4), em0063. doi:10.29333/pr/7947