PERCEPTION OF TEACHERS ABOUT ONLINE TEACHING DURING COVID-19 AND THE DEVELOPMENT OF STUDY HABIT IN UNDERGRADUATE STUDENTS

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ABSTRACT
This study deals with "Perception of Teachers about Online Learning during COVID-19 and Development of Study Habits in Undergraduate Students" at the University of Education, D. G. Khan Campus, Ghazi University and Meer Chakar khan Rind university DG khan. The study investigates the number of students who received education during the Covid situation to fulfill their educational aspirations, which created new ways and means for students to explore the study material and the effect of online learning on students to share their views with other students during class discussion. This study shows advantages and disadvantages among students to verify the effectiveness of student learning. Students acquired new concepts using various applications through an online learning process under the supervision of teachers. This study shows the disadvantage of the students regarding the study habits that are disappearing from their core to show the study essence among the students. Students attempted final papers in the form of groups at home, which had a negative impact on students' studies. This study confirms that online learning has proven to be valuable for students in line with current knowledge trends. There are various studies on the effectiveness of online learning among students, but the findings of this study differ from other studies. The population of the study was "Teachers who teach Undergraduates" from Social Sciences including B.S Economics and B.Ed (Hons) and Natural Sciences in B.S Phy and B.S Chemistry. Survey method was adopted as the research instrument for data collection of this study. SPSS software was used for data analysis. This study will be useful in the future for all students who want to get education from various internet sources and get the essence of online learning through interest development.
Keywords: COVID_19, Study habits, online teaching, E-learning.

INTRODUCTION
After being declared a worldwide epidemic, numerous republics thoughtfully considered how to save their community from its meager dose. These republics participated in numerous actions to minimize the risk of disease for further dispersion. Limits on sailing, required isolation for businesses, social alienation, limits on community conferences, closure of institutes, colleges and universities, closure of trade, forcing the community to minimize daily actions and continue in their residences, lockdown was accepted as a mandatory amount of the most remote of the republics (Lancet, 2020).

It banqueted so quickly that numerous republics had to implement lockdowns as a stop-gap plan to stop the spread of the virus for rapid dispersal (Paital, 2020). However, their events had an

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optimistic effect on the community, but there is also a dark side to the picture as it had a bad impact on business, health, travel and education. (Pragholapati, 2020).

As the review conducted by Hills (2000) states, suitable and creative atmosphere helps to improve learning habits and has an optimistic role in their educational results, but educating students in an inappropriate atmosphere reflects the ability to absorb, which could impact on their education. Goals. It is too strong that the majority of the student's study procedures are skill fully followed by continuous checks, usually followed by precise schoolwork and diligence, note-taking and time management. All investigators document that learning habits vary from distinct to separate, has a precise goal of education through learning habits. It continuously depends on performances and skills that can help increase motivation and conceal study habits into consequences, or increase knowledge. In this way, educational habits have also been episodic with COVID-19.

Covid-19 has an impact on all types of teaching process (Nicola, 2020). An educational organization providing online education to the world. Practically together, the conditions of creation must adjoin or locally close facilities by completing 1.7 billion students around the circuit (UNESCO, 2020). All Space Republics must postpone or cancel their events in occupied locations to limit gatherings and also stop the further spread of this virus. Thus, this measure places a heavy burden on teenagers, especially students in university classes (Esposito, 2019).

Due to the postponement of classroom teaching, all universities have adopted online teaching for teenagers. It has been cast as an alternative to classroom learning (Sahu, 2019) but is not appropriate in our current situation. Because most newcomers have no method of educating this online system due to less attention to this method or device due to profit and digital divide (UNESCO, 2020).

One thing seems quite clear, the habit of studying has undergone precise changes as a result of the rapid development of the Internet and the development of information technology (Biasutti, 2017). Now e-learning approaches are adopted for upcoming equipment and for pupils to attend and engage in the lecture online (Biasutti). It is only existence accepted to take full advantage of current technology and soil the habits of learning. The massive use of online curricula in undergraduate classrooms requires a lot of information to make a decision—the fancy teaching excellence and countless college-level data analyzes (Rizvi). For example, Gasevic's study determined that all time management plans have a fixed and precise time to demonstrate an educational presentation (Caballero-Hernandez JA).

In a short period of time, the disease of COVID-19 has established the position of online education on a myriad of scales. During this state, it can also be found that most of the devices that prevail contain chat messages, received according to the number of members. In addition, there are insufficient proposals for the contribution of instructors during the online learning process (Maldonado-Mahauad 2018). In addition, mobile learning and all study habits associated with e-learning have become a very suitable alternative for some undergraduate students. Combining all this with e-learning has required many secondary students to be alive, achieve and take responsibility for their own learning activities, as well as being recognized and acting on what is their individual acceptance of custom. Inclined (Tsai, 2019).

Numerous researches have recommended that self-regulated learning has an impact on student achievement and propensity outcomes (Gasevic, 2019). The researchers recommended that beginners with significantly improved self-regulatory knowledge continue to be productive in classrooms and e-learning. These investigations and advancements in blurring appropriate plans for judgments and personal learner assessments have remained required during the COVID-19 pandemic to ensure good outcomes in e-learning settings. A linear assessment that requires all pupils to take a similar test in the number and order of training sessions during the assessment period. These are the overall plans which are mandatory during computerized valuation. An online test that usually has an article that determined answer theory was optional by Lord in 1980 to eliminate the disadvantages of a linear test (Gasevic, 2019). The online test usually allows quick variations for each care of the test articles usually based on the students' previous answers to make them real by the minute. A

computer-modified test phase using the uniqueness to perfect each student by having certain questions and requiring certain care to answer (Ebner, 2020).

Statement of Problem

This is the response we usually see in our community that the common people have done poorly in our teachings, especially during the days of COVID-19. Its intelligence is the fact that our system has remained idle, we have not conducted behavioral checks, and exams are an improved choice for deepening pupils' study habits and their educational presentation at the undergraduate level. Therefore, the main focus of this research is the regulation of "Effectiveness of online learning during COVID-19 and the development of study habits among undergraduate students: An analysis".

Objective of Study

The objectives of the study were:
1. To regulate the perception of teachers about effectiveness of online teaching during covid-19.
2. To examine the behaviour of undergraduate learners during online teaching during covid-19.

Research Questions

1. What is the perception of teachers about effectiveness of online teaching during covid-19?
2. What is the behaviour of undergraduate learners during online teaching during covid-19?

Significance of Study

The consequence of study would make the learners to be allowed to produce good habits that would prime towards an outstanding outcome in their studies. This research would also make the pupils to discovery a dissimilar method of getting difference among the students and they would be gifted to produce improved preparation that would make them talented to get outstanding location in their own field.

The consequences of research would also contribution subtle parentages that how they mature their children to useful study habits by using outcomes. Educators would get consequence of findings productive chiefly in execution their responsibilities in their institutes. This would be attained precisely only by using precise evidence. Lastly, the consequence of finding would too gathering up learners to inspire their rewards to give status to their studies and give up idleness, inspection and other disruptive voices amongst learners of their age.

REVIEW OF LITERATURE

There are many perspectives on online learning and teaching, the most prominent perspective being the use of digital media to provide access to learning materials for impartial teaching and learning. Online learning and mastery, as defined by Regime and Jones (2020), is a teaching method that supports learning with digital technology and information and provides students with assistance in all necessary exercises. Otherwise, the relationships of Internet education, online education, computer-assisted teaching, knowledge on the computer, learning of pupils using the Internet, teaching methods and e-acquisition of sympathy were used. According to the exam, online learning is a method of teaching and learning that occurs in the classroom using computers and the Internet (Mathew, 2016).

Active online training, according to Adedoyin and Soykan (2020), is most relevant when there is online teaching and learning aids, facilities and attention. Since online teaching and learning is entirely mobile and internet based, teachers and students who do not have proper access to the internet may be denied access to online classes during the period of the COVID-19 epidemic. Online teaching has achieved significantly to its credit a confidential teaching history and mastery over the cold. Due to the characteristic and oppressive conclusion imposed by the COVID-19 epidemic, almost every republic has alternated right into this diverse disorder, and this environment has completely injured colleges, universities, and better vocational schools (Dhawan, 2020).

The rapid outbreak of the COVID-19 has forced military higher education institutes to transition from conservative physical education with a distinctive feature to online education, which is central to the anxiety-worshipping world-ending institutes. Instructors and investors may face challenges and potentials as a result of using online learning. Through the extended, numerous researchers have observed the well-being and disadvantages of online classes on many opinions in the industry (Donitsa-schmidt, 2020).

There may be a temptation to highlight the position of subtle elements similar to time flexibility or educational subjects in receiving online knowledge. Surry (2009) says that cellular wi-fi networks, operational education, practical asset distribution and the Hashemi (2021) model are factors of appropriate size. The current state of the technical substructure is one of the most significant coaches for sustaining digital teaching and learning. According to Almaiah (2020), the achievement of any recording machine is determined by how it is used.

As a result, as part of the modern age, the web and the Internet are one of the most accessible and fruitful tools of e-learning. Unlike typical communication methods, Internet-based communication can transmit data using a full-duplex method (Chokri, 2012). In addition, it is serious for fruitful online teaching and learning that there should be availability of various software and working systems. Another according to Almazová (2020) is the help of organizations and skills of scientists, which are wirelessly referred to as information, knowledge and services that serve to fulfill all the holidays organized for restoration work and modernization of computer, internet and infrastructure. an important technical thing that could be Wi-fi for hit online mentoring and learning.

RESEARCH METHOD

Researchers need to assemble data to test a hypothesis or answer questions in all types of studies. Researchers have developed numerous methods and plans for data collection and analysis. In order to meet the objectives of the study, the researchers decided to adopt the descriptive measurement method of the current research. The descriptive research method was carefully tailored to collect data from instructors on the effectiveness of online learning during COVID-19, as well as from students on the development of study habits. The descriptive approach of the challenge is designed to gather accurate information about the current state of affairs and draw good logical conclusions from the data.

Population

The population of the study consists of teachers from the University of Education D G Khan Campus, Ghazi University Dera Ghazi Khan and Meer Chakar Khan Rind University DG Khan Pakistan. There were 46 teachers in mentioned universities who were teaching undergraduate classes and were Population of study.

Sample and sampling Technique

The sample size was taken from the research advisory table by Krejcie & Morgan (1970). 41 teachers become a sufficient trial range and were used as a sample.

Analysis of Data

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean
1.	Online teaching is measured as cheap for educational solutions.	21(52)%	11(27)%	5 (12)%	3 (7)%	1 (2)%	4.17
2.	Online teaching helps in improving the values of education.	19(46)%	13(32)%	4(10)%	3(7)%	2(5)%	4.07
3.	Use of computer advantages to make the work very stimulating.	9(22)%	10(25)%	5(12)%	12(29)%	5(12)%	3.14

4.	Teaching online suits, diversity of educational talents.	1(2)%	7(17)%	3(8)%	11(27)%	19(46)%	2.02
5.	The use of the electric substantive is always appropriate than the substantive pattern.	15(37)%	9(22)%	4(9)%	7(17)%	6(15)%	3.49
6.	Online learning has expanded convenience and flexibility.	21(51)%	11(27)%	5(7)%	3(13)%	1(2)%	4.12
7.	Teaching using a computer is always preferred.	14(34)%	16(39)%	2(5)%	7(17)%	2(5)%	3.81
8.	Online teaching has better information about the employee.	15(36)%	17(41)%	2(5)%	6(15)%	1(3)%	3.95
9.	Online learning promotes self-discipline and time management.	13(32)%	12(29)%	5(12)%	7(17)%	4(10)%	3.56
10.	Online teaching brings more contented wisdom.	14(34)%	13(32)%	3(7)%	9(22)%	2(5)%	3.68
11.	Online teaching can use excellent knowledge.	7(17)%	18(44)%	5(12)%	10(25)%	1(2)%	3.49
12.	Teaching Online Educator Designs is a well-organized way to deliver lessons.	9(22)%	8(20)%	5(11)%	13(32)%	6(15)%	3.02
13.	During Online classes, student attendance remains high.	7(17)%	6(14)%	13(20)%	8(32)%	6(14)%	2.83
14.	Teaching Online is cooperative to improve the presentation associated with the profession	8(19)%	6(15)%	6(15)%	16(39)%	5(12)%	2.90
15.	Conversing opinions using a social system is fun.	5(12)%	9(22)%	6(15)%	17(41)%	4(10)%	2.85
16.	During the Instruction Online Study of the fortnightly is valued.	15(36)%	12(29)%	3(8)%	8(19)%	3(8)%	3.68
17.	Online teaching increases the effectiveness of the teacher.	17(41)%	13(32)%	5(12)%	4(10)%	2(5)%	3.95
18.	Online teaching provides a better opportunity for education than the old way of education	19(46)%	9(22)%	4(10)%	9(22)%	0(0)%	3.93
19.	The use of online skills allows the implementation of more	14(34)%	11(27)%	3(8)%	12(29)%	1(2)%	3.61

#	Statement						
	work that would not then be conceivable.						
20.	Teaching Online skills are careful and easy to use during teaching and learning.	9(22)%	13(32)%	4(9)%	13(32)%	2(5)%	3.41
21.	Online learning improves critical thinking skills.	17(41)%	11(27)%	4(10)%	7(17)%	2(5)%	3.83
22.	Instruction Online supports virtual communication and association.	8(19)%	12(30)%	5(12)%	13(32)%	3(7)%	3.22
23.	Online teaching increases student access to instructors.	5(12)%	7(17)%	6(15)%	17(41)%	6(15)%	2.71
24.	The cost effectiveness of teaching online is better than teaching physical education and education.	18(44)%	14(34)%	4(10)%	3(7)%	2(5)%	4.05

In the statement "Online teaching is measured as cheap for educational solutions" indicates that 52% of instructors responded "Strongly Agree" 27 % of instructors responded "Agree" 12 % of instructors responded "Undecided" 7 % of instructors responded "Disagree" 2 % of instructors responded "Strongly Disagree." The average was 4.7. Statement "Online teaching helps in improving the values of education" shows that 46 % of instructors answered "Strongly agree" 32 % of instructors answered "Agree" 10 % of instructors answered "Undecided" 7 % of instructors answered "I disagree" 5 % of instructors answered "Strongly disagree". The average was 4.07. Statement "Use of computer advantages to make the work very stimulating" shows that 22 % of instructors answered "I definitely agree" 25 % of educators answered "I agree" 12 % of educators answered "Undecided" 29 % of educators answered "I disagree" 12 % of instructors answered "I strongly disagree". The average was 3.14.

Statement "Teaching online suits, diversity of educational talents" indicates that 2 % of instructors answered "Strongly agree" 17 % of instructors answered "Agree" 8 %t of instructors answered "Undecided" 27 % of instructors answered "I disagree" 46 % of instructors answered "Strongly disagree". The average was 2.02. Statement "The use of the electric substantive is always appropriate than the substantive pattern" indicates that 37 % of instructors answered "Strongly agree" 22 % of instructors answered "Agree" 9 % of instructors answered "Undecided" 17 % of instructors answered "I disagree" 15 % of instructors answered "Strongly disagree". The average was 3.49. Statement "Online learning has expanded convenience and flexibility" indicates that 51 % of instructors answered "Strongly agree" 27 % of instructors answered "Agree" 7 % of instructors answered "Undecided" 13 % of instructors answered "I disagree" 2 % of teachers answered "Strongly disagree". The average was 4.12.

Statement "Teaching using a computer is always preferred" indicates that 34 % of instructors answered "Strongly agree" 39 % of instructors answered "Agree" 5 % of instructors answered "Undecided" 17 % of instructors answered "I disagree" 5 % of instructors answered "Strongly disagree". The average was 3.81. Statement "Online teaching has better information about the employee" indicates that 36 % of instructors answered "Strongly agree" 41 % of instructors answered "Agree" 5 % of instructors answered "Undecided" 15 % of instructors answered "I disagree" 3 % of teachers answered "Strongly disagree". The average was 3.95. Statement "Online learning promotes self-discipline and time management" indicates that 32 % of instructors answered "Strongly agree" 29 % of instructors answered "Agree" 12 percent of instructors answered "Undecided" 17 % of

instructors answered "I disagree" 10 % of instructors answered "Strongly disagree". The average was 3.56.

Statement "Online teaching brings more contented wisdom" indicates that 34 % of instructors answered "Strongly agree" 32 % of instructors answered "Agree" 7 % of instructors answered "Undecided" 22 % of instructors answered "I disagree" 5 % of instructors answered "Strongly disagree". The average was 3.68. Statement "Online teaching can use excellent knowledge" indicates that 17 % of instructors answered "Strongly Agree" 44 % of instructors answered "Agree" 12 % of instructors answered "Undecided" 25 % of instructors answered "Disagree" 2 % of instructors answered "Strongly Disagree". The average was 3.49. Statement "Teaching Online Educator Designs is a well-organized way to deliver lessons" indicates that 22 % of instructors answered "Strongly Agree" 20 % of instructors answered "Agree" 11 % of instructors answered "Undecided" 32 % of instructors answered "Disagree" 15 % of instructors answered "Strongly Disagree". The average was 3.02.

Statement "During Online classes, student attendance remains high" indicates that 17 % of instructors answered "Strongly agree" 14 % of instructors answered "Agree" 20 % of instructors answered "Undecided" 32 % of instructors answered "I disagree" 17 % of instructors answered "Strongly disagree". The average was 2.83. Statement "Teaching Online is cooperative to improve the presentation associated with the profession" indicates that 19 % of instructors answered "Strongly agree" 15 % of instructors answered "Agree" 15 % of instructors answered "Undecided" 39 % of instructors answered "I disagree" 12 % of instructors answered "Strongly disagree". The average was 2.90. Statement "Conversing opinions using a social system is fun" indicates that 12 % of instructors answered "Strongly Agree" 22 % of instructors answered "Agree" 15 % of instructors answered "Undecided" 41 % of instructors answered "Disagree" 10 % of instructors answered "Strongly Disagree". The average was 2.85.

Statement "During the Instruction Online Study of the fortnightly is valued" indicates that 36% of instructors answered "Strongly agree" 29% of instructors answered "Agree" 8% of instructors answered "Undecided" 19% of instructors answered "Disagree" 8% of instructors answered "Strongly disagree". The average was 3.68. Statement "Online teaching increases the effectiveness of the teacher" indicates that 41 % of instructors answered "Strongly Agree" 32 % of instructors answered "Agree" 12 % of instructors answered "Undecided" 10 % of instructors answered "Disagree" 5 % of instructors answered "Strongly Disagree". The average was 3.95. Statement "Online teaching provides a better opportunity for education than the old" indicates that 46 % of instructors answered "Strongly Agree" 22 % of instructors answered "Agree" 10 % of instructors answered "Undecided" 22 % of instructors answered "Disagree" 0% of instructors answered "Strongly Disagree". The average was 3.93.

Statement "The use of online skills allows the implementation of more work that would not then be conceivable" indicates that 34 % of instructors answered "Strongly Agree" 27 % of instructors answered "Agree" 8 % of instructors answered "Undecided" 29 % of instructors answered "Disagree" 2 % of instructors answered "Strongly Disagree". The average was 3.61. Statement "Teaching Online skills are careful and easy to use during teaching and learning" indicates that 22 % of instructors answered "Strongly agree" 32 % of instructors answered "Agree" 9 % of instructors answered "Undecided" 32 % of instructors answered "I disagree" 5 % of instructors answered "Strongly disagree". The average was 3.41. Statement "Online learning improves critical thinking skills" shows that 41 % of instructors answered "Strongly Agree" 27 % of instructors answered "Agree" 10 % of instructors answered "Undecided" 17 % of instructors answered "Disagree" 5 % of instructors answered "Strongly Disagree". The average was 3.83.

Statement "Instruction Online supports virtual communication and association" indicates that 19 % of instructors answered "Strongly agree" 30 % of instructors answered "Agree" 12 % of instructors answered "Undecided" 32 percent of instructors answered "I disagree" 7 p% of instructors answered "Strongly disagree". The average was 3.22. Statement "Instruction Online supports virtual communication and association" means that 12 % of teachers answered "strongly agree" 17 % of

teachers answered "agree" 15 % of teachers answered "undecided" 41 % of teachers answered. Statement "The cost effectiveness of teaching online is better than teaching physical education and education" shows that 44 % of teachers answered "strongly agree" 34 % of teachers answered "agree" 10 % of teachers answered "undecided" 7 % of teachers answered "disagree" 5 % of teachers answered "strongly disagree". The average was 4.05.

CONCLUSION

Based on the 1st knowledge objectives, which was to "modify the effectiveness of online teaching", the following conclusions were drawn. There are many compensations that show the effectiveness of online education, whether online education is cheap for an instructional solution from all points of view. The motive is that it is valuable for students living in remote and regressive areas. Because it is cooperative to reduce your expenditure on your knowledge. Our study also shows that most researchers and instructors agree that Teaching Online is an extremely active tool in the fight against the rising cost of higher education by reaching the cost of completing a class of many more students associated with the usual placement separating the cost of tens . or hundreds of thousands of students affiliated with dozens (Bowen, 2013).

On-line teaching aids the progress typical of education as students sit in visible progressive technologies and proceed to vary a great deal by way of various leaning methods. Our training empowers us with the confidence that online knowledge is cooperative when it comes to standard world-class learning for any individual, any place, any time as long as the learner has the method to the internet (Bowen, 2013). Use of computer assistance to stimulate work. The motive is that in advance Teaching Online is not practical when it is used, instructors pay more attention to the use of this advanced technology. Instructors will find it stimulating to use the computer through instruction. Some of the optimistic learning outcomes signal improved instruction as controlled for by test scores, student selection, and improved awareness of instruction and the online format (Sibley, 2005).

Instruction Online suits, variety of knowledge of elegance. As the world's inclination towards learning has changed, formal and ancient methods of teaching are not considered suitable in the current knowledge situation. Many new and innovative teaching methods are available today. Instruction Online conforms to these adjustable methods. It has been found that whenever the computer is used, it is the basis of great enjoyment for all students. So today, the new computer-based learning approaches being adopted are generating excitement, attention and desire. As online education produces, there are more and more gasification functions that are used in the use of gaming machines, and worldwide achievements in non-gaming manuscripts that engage students are used to increase assignment appointments (Dixen, 2011).

RECOMMENDATIONS

1. If online learning and knowledge is compulsory for students, then students would have adequate checks and balances.
2. Each student's test questions should be different.
3. Each question would be given the correct time after which the question would disappear.
4. A variety of questions related to the topic will be included in the class to give students a lively variety.

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