



STUDENTS EXPERIENCES REGARDING ONLINE CLASSES AND ITS EFFECTS ON THEIR ACADEMIC PERFORMANCE: A CASE STUDY OF THE ISLAMIA UNIVERSITY OF BAHAWALPUR

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Abstract

Online learning is education that takes place over the Internet. It is often referred to as "e-learning" among other terms. The study titled as "students experience regarding online classes and its effects on their academic performance: a case study of the Islamia university of Bahawalpur". Survey research method was selected to complete this study. The objectives i.e. to examine effectiveness of online classes on academic performance of the students. Through questionnaire as tool, survey was conducted. Tool of data collection was created on Likert scale format. The data regarding all students in the Islamia University of Bahawalpur as (universe of study) under study was taken from university website. In this study by using convenient sampling technique data was collected. For calculation of representative sample, Raosoft sampling calculator has been used. Total sample was found equal to 381 out of 46000. When the researcher collected all the data from the given respondents then it was analyzed and run systematically by a computer program name SPSS (Statistical Package for Social Sciences). Hence, Maximum respondents agreed that online learning is best solution during pandemic situation. Maximum respondents agreed that online learning enhance time management skills of students. Maximum respondents agreed that online learning reduces expenses of students. Majority students claimed that due to online classes their hostel expenditures, their food, clothes, and fare expenditures are reduced. Majority 67.2% of students agreed that due to online learning they have become more advance.

Keywords: Online, Students, Education, Academic, Performance

Introduction

The World Health Organization (WHO) marked COVID-19 as a worldwide general wellbeing crisis of global worry on 30th January 2020 just as a pandemic on 11th March 2020 (Cucinotta and Vanelli, 2020). The initial two instances of COVID-19 in Pakistan were affirmed by the Federal Health Ministry in Islamabad and Karachi on 26th February 2020 (Saqlain, Munir, Ahmed, Tahir, and Kamran, 2020). As of 19th June 2020, the complete quantities of instances of COVID-19 in the nation were 165,062 with 3,229 death's (Covid-19 Stats, 2020). In response to the COVID-19, Pakistani specialists shut all educational institutions the nation over on 13th March 2020 (Ali, 2020). According to the orders given by the Federal Government of Pakistan, the Higher Education Commission (HEC) gave orders to advanced education institutions to begin planning for Distance Learning (DL) modes, reschedule the continuous tests and help their students online consistently until the COVID19 emergency stays unaltered (Ali, 2020).

Absolutely, in the same way as other different parts of regular daily life, COVID-19 genuinely affected students, educators, and educational associations all throughout the world (Mailizar, Almanthari, Maulina, and Bruce, 2020). The pandemic caused schools, universities and colleges across the globe to close down their doors with the goal that students could follow social separating measures (Toquero, 2020). That being said, moving flawlessly from a climate of ordinary training to separate and virtual learning couldn't occur without any anticipation. This

fast change is connected to different obstacles and difficulties now (Crawford, Butler-Henderson, Rudolph, and Glowatz, 2020). But since no one knows when this pandemic will vanish completely, educational institutions across the globe chose to utilize the generally accessible specialized assets to make internet learning material for students of every single educational field (Kaur, 2020).

This was not the first run through when regular/physical teaching classes were suspended. SARS Covid (SARSCoV) likewise adversely affected physical classes of an huge number of nations all throughout the planet and SARS-Cov as well as H1N1 Flu outbreak moreover contrarily affected schooling activities in 2009 (Cauchemez et al., 2014). Essentially, Covid-19 constrained educational specialists to rethink the customary method of eye to eye learning and they began considering distance learning as a practical choice to make up for the study for length of three to four months, in this way decreasing the danger of contamination for understudies before ordinary exercises are continued (Kaur, 2020). Online courses are given by many establishments yet two issues exist. To start with, from a large scale perspective, very little is set up in regards with the impacts and viability of online schooling (McPherson and Bacow, 2015). Second, the ability to effectively educate carefully is probably going to vary dependent on the wide scope of learning objectives that guide our informative and instructive needs (Liguori and Winkler, 2020).

Online learning can be successful in progressed nations (Basilaia and Kvavadze (2020) which is the reason in Pakistan it is ineffectual. Nonetheless, in Pakistan, a huge arrangement of learning and educating, just as regulatory exercises of universities and colleges and schools are taken care of physically (Salam, Jianqiu, Pathan, and Lei, 2017). Absence of admission to quick, moderate and solid web associations prevents the course of web based adapting particularly for the people who are living in rural areas just as underrated networks of Pakistan (Wains and Mahmood, 2008).

Students who access the web through cell phones can't exploit web based learning on the grounds that a lot of online material isn't open by means of cell phones. The sudden change to online learning turned into a proportion of confident nimbleness (Wu, 2020), with a few educational institutions principally centered around the exchange of educational substance to the advanced world and not explicitly on online based educating and lectures conveyance techniques. In any case, it was a token of the absence of assets in educational foundations and the social underestimation of students, where insufficient access and accessibility of the internet and the absence of most recent innovation influenced hierarchical responsiveness and student's ability to take an interest in online advanced learning (Zhong, 2020).

Absence of genuine connection with teachers is one more significant concern related with internet online learning. Furthermore, concerns in regards to any substance of the online course are generally talked about with the important course teacher by email, which requires response time (Zhong, 2020). Online/Virtual classes can't hold any importance with students who are material students. Traditional classroom socialization is another major missing in online learning. Students just speak with their classmates carefully and never see individual students face to face, and accordingly the continuous sharing of thoughts, information and data is to some degree missing from the computerized learning world (Britt, 2006).

The current conditions are one of a kind; in contrast to normal online learning circumstances, as some may contend, it is all the more precisely emergency learning (Pace, Pettit, and Barker,

2020). There is a more grounded need for academic institutions to work on their educational program and the utilization of new informative techniques and methodologies ought to be of most extreme importance (Toquero, 2020).

Academic institutions are additionally the central places of social trainings and cooperation. In the event that academic institutions working are suspended, several kids and youth will miss social connection based activities that are vital for development and learning. Students should keep on learning, especially oppressed youngsters and adolescents, both of whom are affected by schools suspension, so this is a terrific issue to be handled. While momentary conclusion of academic institutions as an outcome of crises isn't later, the worldwide degree and speed of present-day lectures unsteadiness are tragically unbeatable and, whenever supported, may deliver mental pain and unhappiness at different levels (McCarthy, 2020).

Even though we know that ICT adoption is unavoidable in higher education, but due to the limited budget for higher education in Pakistan (Abbas, Ahmed, Khalid, & Yasmeen, 2017), no special funds are allocated for latest technologies and ICT initiatives in the education sector (Kayani, 2005). Just after the closure of educational institutions across the country, all licensed higher education institutions in Pakistan were told to use e-learning and management systems to conduct online classes (Ali, 2020). Majority of educational institutions were forced to suspend their online classes for a limited time due to the unavailability of learning and management systems. Only a few higher-ranked universities of the country were able to start their online classes immediately.

Majority of Pakistan's based research on e-learning challenges and opportunities adoption has been conducted in a normal situation and context (e.g., Ali & Ahmad, 2011; Bukhsh, 2007; Farid et al., 2015; Yousuf, 2007), where e-learning was not considered an important method to exemplify the learning and teaching cycle and interactive technology was utilized by very few national academic institutions.

Some Pakistani academic studies undertaken in the past have also documented promising findings of distance learning. Ali and Ahmad (2011), concluded that, just like conventional learning, there is satisfactory interaction in distance education among instructors and learners, the content is well-designed and up-to-date, the instructors are committed, and trained with the skills and possess the required knowledge. However, the present-day situation is entirely different from the normal distance learning programs, where all higher education institutions across Pakistan are forced to implement distance learning methodologies regardless of limited resources and funds.

A few recent research studies have explored the challenges and opportunities associated with e-learning during pandemics (Mailizar et al., 2020). Researchers are trying to explore the advantages and challenges of recent e-learning initiatives from the perspective of various stakeholders. The study conducted by Mailizar et al., (2020), suggested that students' voices are important on this issue, therefore, future research should investigate students' opinions regarding online learning to examine the challenges faced by students. More research is needed to explore the challenges of utilizing e-learning that hinders students from achieving their learning goals. Basilaia and Kvavadze (2020) also suggested that the quality of learning online should be investigated in future research studies.

Significance/ Implication of the Study

Online learning is not a new technique in modern era, but in developing countries especially in Pakistan online learning practice has been used for the first time in whole country. This research would help academic learners to understand the consequences of online learning. Many of researches already have been done on online learning, but a few researches focus on academic performance of the students by online learning. Therefore this research would be helpful.

Objectives

- (1) To examine the effectiveness of online learning on academic performance of university students.
- (2) To identify the challenges of online learning faced by university students.
- (3) To examine experience of students regarding online learning.

Methodology

It was descriptive research; by using questionnaire as tool; students experience regarding online classes and its effects on their academic performance was examined.

Population

The population of study was the Islamia University of Bahawalpur.

Sampling

In this study researcher used Raosoft calculator for sampling distribution; by using proportional allocation technique required sample was selected. Total population of the Islamia University of the Bahawalpur is approximately 46000 (university website). Total sample size was 381 students from the Islamia University of Bahawalpur. By using method of convenient sampling data was collected from respondents.

Tool of Data Collection

In this research researcher used questionnaire as a tool for data collection. Questionnaire was developed on 5 point Likert scale.

Analysis of Data

Data was analyzed by using (SPSS) software (version 23).

Results

Frequency distribution of effectiveness of online classes

	Strongly Agreed	Agreed	Neutral	Disagreed	Strongly Disagreed
Online learning may be the best solution during this pandemic situation	0.5%	59.3%	19.4%	19.7%	1.0%
Online learning can be effective in digitally advanced countries	0.0%	23.6%	24.7%	46.5%	5.2%
Online learning enhance time management	1.0%	49.1%	24.7%	21.5%	3.7%
Online learning reduces expenses of students	1.0%	46.5%	31.2%	19.7%	1.6%
Online learning helps students to become more advance	2.6%	67.2%	16.0%	13.6%	0.5%

Online classes are beneficial for both teachers and students	1.6%	52.2%	11.3%	34.4%	0.5%
Online classes enhance group activity	0.0%	35.7%	19.7%	41.5%	3.1%
Online classes are beneficial for average students	0.0%	19.4%	7.1%	65.6%	7.9%
Online classes provide platform to students for communication	0.5%	42.8%	10.5%	42.0%	4.2%

This table shows frequency distribution of multiple questions of effectiveness of online classes. For this purpose researcher developed questionnaire to complete the survey and to know about students experience and opinion about online classes. This table shows the frequency distribution of “Online learning may be the best solution during this pandemic situation” majority 59.3% of students agreed that online learning is best solution during pandemic situation while only 19.7% students disagreed. This table shows results of statement “Online learning enhance time management” majority 49.1% agreed that online learning enhance time management skills of students while only 21.7% disagreed on this statement. Further this table shows frequency distribution of “Online learning reduces expenses of students” majority 46.5% agreed that online learning reduces expenses of students and only 19.7% disagreed on this statement. Further this table shows frequency distribution of “Online learning helps students to become more advance” majority 67.2% of students agreed that due to online learning they have become more advance and 13.6% disagreed on this statement. Further this table shows frequency distribution of “Online classes are beneficial for both teachers and students” majority 52.2% of students agreed that online classes are beneficial for both teachers and students and 34.4% disagreed on this statement. Further this table shows frequency distribution of “Online classes enhance group activity” 35.7% of students agreed that online classes enhance group activity and 41.5% disagreed on this statement.

Further this table shows frequency distribution of “Online classes are beneficial for average students” 19.4% of students agreed that online classes are beneficial for average students and majority 65.6% disagreed on this statement. Further this table shows frequency distribution of “Online classes provide platform to students for communication” 42.8% of students agreed that Online classes provide platform to students for communication and while also 42.0% disagreed on this statement.

Frequency distribution of Challenges during online classes

	Strongly Agreed	Agreed	Neutral	Disagreed	Strongly Disagreed
Students face network issues especially in rural areas	1.0%	53.0%	18.6%	25.7%	1.6%
Internet packages are not affordable by students	0.0%	58.3%	16.0%	24.7%	1.0%
It is not possible for every student to have digital devices for instance laptop, smartphone.	1.6%	35.4%	24.7%	37.3%	1.0%

Online classes is problem for students of research	0.5%	61.4%	16.3%	21.3%	0.5%
Students pay less attention while taking online classes	0.5%	22.6%	8.9%	64.8%	3.1%
Lake of proper interaction with instructor also reduces learning capabilities	0.5%	27.6%	17.6%	50.7%	3.7%
Conventional classroom socialization is another major missing in online learning	0.0%	32.8%	11.0%	54.6%	1.6%
Due to lack of physical interaction students are unable to discuss and share more information	0.5%	37.3%	28.6%	33.1%	0.5%
Online classes reduce learning of practical activities	0.5%	53.0%	17.8%	27.0%	1.6%
Online classes have negative impacts on grades of students	1.0%	33.6%	9.2%	54.1%	2.1%

This table shows frequency distribution of multiple questions of Barriers of online classes. For this purpose researcher developed questionnaire to complete the survey and to know about students experience and opinion about online classes. This table shows the frequency distribution of “Students face network issues especially in rural areas” majority 53.0% of students agreed that Students face network issues especially in rural areas while only 25.7% students disagreed. Further this table shows frequency distribution “Internet packages are not affordable by students” majority 58.3% of students agreed that Internet packages are not affordable by students while only 24.7% students disagreed on this statement. Further this table shows frequency distribution “It is not possible for every student to have digital devices for instance laptop, smartphone”. Majority 37.3% disagreed that it is not possible for every student to have digital devices for instance laptop, smartphone while 35.4% agreed on this statement. Further this table shows frequency distribution “Online classes is problem for students of research” majority 61.4% agreed that Online classes is problem for students of research and only 35.3% disagreed on this statement. Further this table shows frequency distribution “Students pay less attention while taking online classes” majority 64.8% disagreed that Students pay less attention while taking online classes and only 22.6% agreed on this statement. Further this table shows frequency distribution “Lake of proper interaction with instructor also reduces learning capabilities” majority 50.7% disagreed that Lake of proper interaction with instructor reduces learning capabilities while only 26.7% agreed on this statement. Further this table shows frequency distribution “Conventional classroom socialization is another major missing in online learning” majority 54.6% disagreed that Conventional classroom socialization is another major missing in online learning and only 32.8% agreed on this statement. Further this table shows frequency distribution “ Due to lack of physical interaction students are unable to discuss and share more information” majority 37.3% agreed that Due to lack of physical interaction students are unable to discuss and share more information and only 33.1% disagreed on this statement. Further this table shows frequency distribution “Online classes reduce learning of practical activities” majority 53.0% agreed that online classes reduce learning of practical activities and only 27.0%

disagreed on this statement. Further this table shows frequency distribution “Online classes have negative impacts on grades of students” majority 54.1% disagreed Online classes have negative impacts on grades of students while only 33.6% agreed on this statement.

Hypothesis Testing:

H₁: Online learning has positive effects on academic performance of university students

H₀: Online learning has no positive effects on academic performance of university students

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.037 ^a	.001	-.001	.497

a. Predictors: (Constant), EFFECT

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.462	.146		9.986	.000
	Online Learning	.006	.008	.037	.712	.477

a. Dependent Variable: CGPA

These table show result of linear regression analysis test. The results revealed that claim hypothesis is not rejected, because the value .006 and sig. value .000 shows positive relation between online classes and academic performance of the students. The model is also fitted to the regression line as the R² value = 0.001 revealed it. There is no negative value in the results, therefore there is no negative relation between variables.

Findings and Discussions

This research mainly focused on students experience regarding online classes and its effects on their academic performance. For this research researcher used survey method and sample was selected from the Islamia University of Bahawalpur. The results show that online classes has positive effects on academic performance of university students. For this purpose researcher used linear regression analysis test for better interpretation of results. Majority 59.3% of students agreed that online learning is best solution during pandemic situation while only 19.7% students disagreed. In this context online classes are useful for students because there is lower chance of getting infected by pandemic virus. Majority 49.1% agreed that online learning enhance time management skills of students while only 21.7% disagreed on this statement. The students who have taken online classes they claimed that due to this their time management skills are enhanced, because online session are fixed they are started on exact time. Majority 46.5% agreed that online learning reduces expenses of students and only 19.7% disagreed on this statement. Majority students claimed that due to online classes their hostel expenditures, their food, clothes, and fare expenditures are reduced. Majority 67.2% of students agreed that due to online learning they have become more advance and 13.6% disagreed on this statement. By

using laptops or smartphone during pandemic situation for online classes they have become more advanced regarding use of technology. Majority 52.2% of students agreed that online classes are beneficial for both teachers and students and 34.4% disagreed on this statement.

During online classes students have faced multiple problems for instance majority 53.0% of students agreed that Students face network issues especially in rural areas while only 25.7% students disagreed. Majority 58.3% of students agreed that Internet packages are not affordable by students while only 24.7% students disagreed on this statement. Majority 37.3% disagreed that it is not possible for every student to have digital devices for instance laptop, smartphone while 35.4% agreed on this statement. Majority 54.6% disagreed that Conventional classroom socialization is another major missing in online learning and only 32.8% agreed on this statement. Majority 53.0% agreed that online classes reduce learning of practical activities and only 27.0% disagreed on this statement. Majority 54.1% disagreed Online classes have negative impacts on grades of students while only 33.6% agreed on this statement; this statement shows that mostly students want online class medium, because online classes have no negative impact on their grades.

In this research researcher found some important findings for instance only 35.7% of students agreed that online classes enhance group activity and 41.5% disagreed on this statement. It means online classes reduced group activity among students. Only 19.4% of students agreed that online classes are beneficial for average students and majority 65.6% disagreed on this statement. It means the students who are not good in studies for them online classes are not beneficial therefore they would prefer physical classes. Further this research revealed that 42.8% of students agreed that Online classes provide platform to students for communication and while also 42.0% disagreed on this statement. It means half students are agreed that online classes can provide a platform while other half percent claim that it cannot provide platform. There is another issue that must be addressed that majority 61.4% agreed that online classes is problem for students of research and only 35.3% disagreed on this statement. It means that students who are in final year and their degree required research work , they cannot learn or they cannot do research work by during online medium of classes, because researcher needs respondents for data collection and proper guidelines from his/her supervisor on daily basis. According to Basilaia and Kvavadze (2020) Online learning can be successful in progressed nations which is the reason in Pakistan it is ineffectual. No doubt, online learning is successful in developed countries , but in Pakistan it is not affectual until yet, because many of the students according to this research faced netwerok problems, many of the students can't afford expensive internet pakages, many of the students don't pay attentions during online class that is why it online learning in Pakistan is less effectual as compared to developed nations.

Conclusion

Present study was conducted to find out students experience regarding online classes and its effects on their academic performance. Results of the study stated that Maximum respondents agreed that online learning is best solution during pandemic situation. Maximum respondents agreed that online learning enhance time management skills of students. Maximum respondents agreed that online learning reduces expenses of students. Majority students claimed that due to online classes their hostel expenditures, their food, clothes, and fare expenditures are reduced. Majority 67.2% of students agreed that due to online learning they have become more advance.

Drawing conclusions is using information that is implied or inferred to make meaning out of what is not clearly stated. Writers give readers hints or clues that help them read between the lines, since not everything is explicitly stated or spelled out all the time. Survey questionnaire method was used for the collection of data. The sample was the students of the Islamia university of Bahawalpur, the sample was taken by using method of convenient sampling. Data was analyzed by using the SPSS software. From the analysis it is found that there are positive effects of online classes on academic performance of the students. It is also concluded that online cases are not beneficial for the students of research work.

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