



ORIGINAL CONTRIBUTION

Challenges Faced by Teachers and Students of Islamabad Postgraduate Colleges during Covid-19

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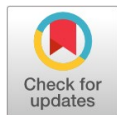
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Abstract— The study aimed to examine the challenges faced by teachers and students at Islamabad Postgraduate Colleges during COVID-19. The main objectives of the study were to examine the challenges faced by teachers during COVID-19, analyze the challenges faced by students during COVID-19, and compare the challenges of teachers and students during COVID-19. In Islamabad; there were seven postgraduate colleges for women. The population of this study consists on all the teachers and students of these colleges. Using Gay's suggestion, the researcher selected 10% of the teachers and 10% of students through random sampling technique for the purpose of data collection. In order to measure the variables, research instruments (questionnaires) for teachers and students were developed. Data were collected through questionnaires, and the SPSS software was used to tabulate, analyze, and interpret the data. The mean, median, percentages, and t-test were used to look at the data in light of the study's goals. The findings of the study were analyzed on the basis of categories. It was concluded that the COVID-19 pandemic greatly affected the teaching and learning processes of the Islamabad Postgraduate Colleges. Teachers were facing challenges in the online teaching process during the COVID-19 pandemic. It has negatively impacted on the students' satisfaction levels towards their studies. The study explored an unprecedented situation and the challenges it brought. The use of internet and online mode of learning was totally new to this population. The knowledge of these problems makes this study significant for helping in defining scope of online learning in futuristic perspective.

Index Terms— Challenges, Teachers, Students, COVID-19, Individuals, Organization, Self-confidence

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Introduction

Education helps individuals develop their personalities, ideas, and interactions with others, as well as prepares them for real-world situations. It elevates individuals to a position of prominence in their communities and in the communities they call home. Being educated has several advantages, including a decent job, a high social position, and self-confidence.

Anxiety exploded throughout China on December 8th when the World Health Organization (WHO) declared a disease with the official term "novel coronavirus". (Zu et al., 2020). People were moving from one city to the next in China at the time, and the virus spread quickly.

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(Chen & Yang, 2020). When this festival comes around, a lot of individuals go back to their hometowns, and this illness spreads all over the globe as a result. The infection that spread as a consequence of this movement had terrible impacts on human health and the economy (Baker et al., 2020). The World Health Organization declared COVID-19 a pandemic on March 11, 2020, of international importance as a worldwide public health emergency. In Islamabad and Karachi, Pakistan's Federal Health Ministry reported on February 26, 2020, the first two instances of COVID-19. On June 9th, 2020, there were 165,062 instances of COVID-19 throughout the nation, and 3,229 people died as a result. (UNESCO, 2020).

The COVID-19 epidemic had a broad influence on education, as it did on other fields. Not just in Pakistan, but all around the globe, the whole educational system has crumbled, from the basic school level on up. The Pakistani government has stated that all educational institutions in the nation would be shut down on March 13th, 2020. For now, Pakistan's Higher Education Commission has requested higher education institutions to start planning a distance learning model, postpone current exams, and give their students a lot of online help in the year of our Lord (Adnan, M. 2020).

Many people over the globe are alarmed, and college students are afraid they may miss whole semesters. There have been several universities, institutions, and schools that have decided to abandon face-to-face teaching. According to researchers, a return to face-to-face education is expected shortly. This degree of social prejudice has a detrimental impact on educational prospects since it is so common. Academic departments are attempting to find solutions to this baffling problem. Our understanding of illustration scheduling has been reinforced by these examples. (Viner et al., 2020). According to UNESCO's 2020, many educators are increasingly supporting online education as a solution to this dilemma. In recent decades, big institutions have slowly transitioned from face-to-face to online transfer of their programmers.

According to (Hageman (2020), keeping up with the times requires extensive forethought and investment across all industries. If higher education institutions do not allow students and teachers to practice online and if they do not have the appropriate infrastructure to document the instructor on campus grounds, or even at home, the instructor may be used as long as the task is completed and submitted by the benefiting students, then the virtual education system must be supplied.

According to Haris (2020), rather than attending face-to-face classes, students in online programs utilize personal computers at home to connect to the internet. Because of the lack of alternative possibilities for educating pupils in the classroom, the term "online teaching and learning" has been popular in the educational community in recent years. The pandemic of COVID-19 has resulted in a massive death toll all over the globe, as well as widespread dread and confusion. Students are being evacuated from schools throughout the globe as a result of the growing epidemic. Online education is not always beneficial to the student community. This has led to widespread worries about the problematic subject of teaching and learning via online education during COVID-19.

According to Salam (2017), when it comes to education, online learning is most successful in nations with modern digital infrastructures. However, this is not the case in Pakistan. A large portion of educational and administrative tasks at academic institutions in Pakistan are still performed manually. People in rural and impoverished areas of Pakistan are particularly affected by a lack of speedy, affordable, and reliable internet connections (Wains & Mahmood, 2008). Students who use smartphones to access the internet are unable to take advantage of online learning since cell phones cannot access a substantial quantity of online material. Organizational agility was measured by the sudden shift to online learning, with certain academic institutions concentrating on the digital transfer of educational materials rather than focusing only on the use of online education and delivery methods. (Wu, 2020).

There is a dearth of resources in higher education institutions, and the marginalization of students is a reminder of this, where students are unable to engage in digital education because of a deficiency of access to the internet and the most recent technology (Zhong, 2020). Another important issue linked with online learning is the lack of sufficient connection between students and teachers. Concerns about online course contents are frequently addressed to the teacher through e-mail, which necessitates a quick response time from the instructor (Zhong, 2020).

Students who prefer face-to-face learning won't be interested in virtual courses. A further significant omission from online education is traditional classroom socializing. Because students are only able to communicate with each other digitally, they are unable to meet face-to-face. The digital learning environment lacks the opportunity for a real-time exchange of ideas, information, and expertise (Britt, 2006).

Adjusting to an online setting might be difficult for both facilitators and students (Jacques and Salmon, 2007). Based on previous literature this study aims to highlight the challenges faced by teachers and students of Islamabad Postgraduate colleges during covid-19.

Statement of the problem

This research study was designed to analyze the Challenges Faced by Teachers and Students of Islamabad Postgraduate Colleges during Covid-19.

Objectives of the study

The following were the objectives of the study:

- To analyze the challenges faced by Teachers during COVID-19.
- To analyze the challenges faced by Students during COVID-19
- To compare the challenge of students and Teachers during COVID-19.

Research questions

The following were the Questions of the study:

- What are the challenges faced by Teachers during COVID-19?
- What are the challenges faced by Students during COVID-19?
- What are the difference between the challenges of students and teachers during COVID-19?

Significance of the study

This study has enormous prominence and importance. There are so many researches that are done about online learning during the pandemic. There are only few researches are available about challenges faced by teachers and students at different level (Ali, 2020). Of the several studies that have been conducted; none has examined Challenges Faced by Teachers and Students of Islamabad Postgraduate Colleges during Covid-19. This study is also important and considerable from the aspect of highlighting the challenges of Postgraduate colleges of Islamabad.

This is also helpful for the stakeholders of the colleges in searching the solution of Problems. The findings of the study highlight all the Challenges Faced by Teachers and Students of Islamabad Postgraduate Colleges during Covid-19. The findings of this research are useful for the teachers and students.

Review of Related Literature

Previous research in online learning during the COVID-19 crisis and studies linked to online learning problems are included in this section. One of the primary goals of the research was to get the most recent information on the subject of challenges faced by teachers and students in COVID-19.

COVID-19 in Pakistan

On January 30, 2020, the WHO declared the COVID-19 epidemic to be the world's sixth urgent health service (SPHEC) (Bilgin, Kurtkulagi, Kahveci, Duman & Atak Tel, 2020; Qalati, 2020). Coronavirus outbreaks have happened before, but this is not the first time they've done so. This includes the Middle East Severe ARS-CoV pandemic, as well as the Coronavirus-related Respiratory Syndrome (CRS) epidemic in the United States (WHO, 2019). The first outbreak of the COVID-19 virus occurred in China, a border country. In the Western hemisphere, Italy ranks first in the COVID-19 mortality rate, whereas Iran ranks second in the northern hemisphere. In Karachi, Sindh province, on February 26, 2020, Pakistan's health ministry proclaimed the first COVID-19 event (Saqlain et al., 2020). According to the Federal Ministry of Health, another case was discovered the next day in Islamabad. It has only taken 15 days for the total number of set cases in Pakistan were exceed the number of reported cases. Sindh had the highest number, while GilgitBaltistan had the lowest (Ali, 2020).

Coronavirus pandemic's effects on the education system

The widespread spread of the Coronavirus hampered educational activity. The coronavirus epidemic led to the widespread shutdown of schools throughout the globe. It caused major hiccups in both academic and professional endeavors. In an effort to stem the spread of the coronavirus epidemic, numerous nations throughout the globe shut down their schools. Over half of the world's students were affected by countrywide closures, which were detected by the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2020).

In terms of population, rural and urban slum regions are the most vulnerable since they account for more than 70% of current enrollment and have substantial concentrations of children who have previously dropped out of school. A wider socioeconomic disparity in education might expand as an effect of the Covid-19 situation, affecting the whole literacy rate of the nation (Bilal, Wazir, & Shahzad, 2021; Copeland et al., 2021).

The effects of Covid-19 on Pakistan's education system

Workplace ethics have undergone a sea shift as a result of the epidemic. By eliminating the premise of on-campus study, Covid19 has had a significant influence on Pakistan's education system. Due to the shutdown of educational institutions in Pakistan, online teaching was a completely new notion for Pakistani students. Because of this, the educational system in Pakistan is having a difficult time transitioning from on-campus instruction to online instruction. The pandemic has shown us how technology may be used to update our teaching methods.

Concept of online education

In the twenty-first century, education would be impossible without the use of technology. A rise in the use of technology in education has shifted instructors' roles from that of information dispensers to those of motivators, mentors, and facilitators who encourage students to engage and learn in their classes. Learners may now take use of a variety of new methods of instruction made possible by technological advancements such as mobile devices and cloud-based systems, such as the ones described above. It's becoming more difficult for education stakeholders and students alike to adapt to online education. Access to learning materials for example MOOCs (Mega Open Online Courses), a variety of learning methods is made possible through the deployment of relevant educational technology (Onyema et al., 2019).

Online educational platforms

The use of online education platforms is critical to ensuring that all students have equal access to educational opportunities. Because of the development of digital technologies and the widespread use of distant education, online learning has its origins in the transmission of lectures, online classroom sittings, and additional educational funds and goings-on over internet in an efficient and reliable manner).

Online teaching

The dramatic worldwide shift in educational practise has raised the burden on educational institutions to ensure that students get high-quality education (Galván Casas et al., 2020). Teachers now China was forced to teach since the comfort of their own homes because of a lack of internet infrastructure and technological assistance (Zhang et al., 2020).

There were several difficulties in Pakistan's distant teaching situation, and instructors have been able to assign interaction accomplishments among pupils appropriately (Waqar, 2020). Urgent action is needed to address Pakistan's teachers' career growth in online education, given the seriousness of the issue at hand. Furthermore, research shows that online education is successful, particularly in more developed nations (Basilaia & Kvavadze, 2020).

Online teaching and learning has improved significantly in underdeveloped nations like Pakistan, but a number of obstacles still stand in the way of ICT integration's full potential in education (Salam et al., 2017). It has been shown in previous Pakistani research that pupils do better on digital platforms than they do on conventional (Shehzadi et al., 2020). According to Farid 2015, Teachers, on the other hand, are found to lack digital competence when it comes to producing pedagogical lessons, although their role cannot be overlooked in participating ICT in teaching. There was also an emphasis on students as end users in the research referenced (Alharbi, 2019). Most teachers are considered digitally literate, but it is necessary for them to understand how to use ICT in the classroom professionally (Al-Samarraie, 2018). According to certain research, there is a considerable gender difference when it comes to the production of digital instructional materials, by a tendency toward males rather than women (Boyte-Eckis et al., 2018).

Challenges in online teaching

There is no face-to-face contact in online classes, unlike in regular classrooms. Teachers are now faced with the difficulty of delivering their courses exactly in order to help students achieve their educational goals. Teachers and students in poor nations, on the other hand, are more likely to encounter technological difficulties (Eltahir, 2019).

According to Aljaber (2018) Knowledge from prior studies revealed various impediments to the use of technology in teaching and learning in emerging nations, such as humble communication among learners and instructors, insufficient help, insufficient substructure, and insufficient ICT expertise.

Poor internet access and insufficient digital self-efficacy were also found to be important obstacles to the use of Information and Communication Technology (ICT) Pakistan's higher education institutions (Kanwal & Rehman, 2017). According to the findings of another research, a lack of technical expertise and knowledge is a key barrier to effective ICT integration in higher education, which was further broken down into three primary categories: (a) Learners; (b) Teachers (Kebritchi et al., 2017).

According to Hamutolu and Basarmak (2020) there is a favorable influence on internal obstacles, such as technology pedagogical self-efficacy, guidance, family opposition, and learning-teaching activities beliefs when external hurdles are overcome. Teacher motivation, both intrinsic and extrinsic, has a significant impact in the continued use of flipped instruction and in the development of digital self-efficacy, according to a research by Al-Samarraie and Saeed (2018). The most common hurdles to technological integration were insufficient infrastructure, a lack of digital competence, and low motivation (Tosuntaş et al., 2019).

Use of online learning in education

Learning is a fundamental human need and a key component in the development of a country (Hafeez et al., 2020). Distance education has been made possible because to rapid advances in information and communication technologies. Distance learning students may utilise computers linked to the network, allowing them to study at any time from any location (Acosta-Tello, 2015).

Using a range of student-focused, more sophisticated, and Internet-based gadgets, online education and teaching is recognized as a way that may improve the learning-teaching process and deliver learning experiences in a current or asynchronous setting (Yang & Li, 2017). Learners are able to engage in online lectures, direct contacts with professors and quick replies are feasible in the effective learning-teaching environment. It is not possible to access learning resources in a live learning environment, but they are available via a variety of learning management systems. It is impossible to respond quickly and immediately in this setting (Littlefield, Rubinstein, & Laveist, 2019).

Many avenues for social interaction are available in today's educational system. This lethal infection necessitates the widespread use of such internet distribution channels (Basilaia & Kvavadze, 2020). Those living in rural and underprivileged areas of Pakistan are particularly affected by the lack of fast, inexpensive, and reliable internet connections (Wains & Mahmood, 2008).

There is a substantial quantity of online information that cannot be accessed by students who access the internet via their cellphones. Since the sudden shift to online learning has become a test of an organization's agility (Wu, 2020), academic institutions have begun to concentrate more on the digital transfer of educational material than on online teaching and delivery techniques. A stark reminder of academic institutions' resource shortages and students' social exclusion, the incident showed how outdated technology and limited internet connection limit organizations' ability to respond to students' needs for digital education (Zhong, 2020).

The challenges of online learning

In both developed and developing nations, the use and acceptance of e-learning is a major challenge for universities, although in developed countries, the problem is likely to be less of a worry because of the progress that has already been made in this area, according to literatures (Almaiah et al. 2016b). However, as Eltahir (2019) pointed out, the digital gap between developed and developing nations makes it difficult for underdeveloped countries to implement an e-learning system.

According to Aung and Khaing 2015, there are a number of difficulties associated with the implementation of online system. Following our analysis, it discovered that these issues might be divided into four general categories:

- Technology
- Individual
- Cultural
- Course

We also discovered that these obstacles vary greatly from nation to country because of cultural, contextual, and readiness differences. In undeveloped nations, for example, e-learning adoption was hampered by a lack of ICT expertise, a shoddy network, and shoddy content production.

According to the results of another research, the key difficulties preventing the effective adoption of an e-learning system in Pakistan are system characteristics, internet experience, and computer self-efficacy (Kanwal and Rehman 2017). Insufficient ICT infrastructure, a scarcity of technical know-how, and a lack of funding were all recognised as major issues in a comparable research done in Kenya. It has been shown that poor interface design; insufficient technical assistance and lack of IT skills are the main obstacles to implementing current e-learning programmes successfully. (Mulhanga and Lima 2017).

E-learning attempts in Libya have failed because of cultural, political, and economic obstacles, (Kenan et al. 2013). E-learning obstacles may be broken down into four categories: management challenges, technology challenges, implementation difficulties, and cultural difficulties. Despite these attempts, no research has looked into the real difficulties that users confront while using an e-learning system.

A research done by Al-Araibi et al. (2019), which focuses on technical challenges, found that 45 percent of e-learning programs in underdeveloped nations fail, 40 percent fail partially, and just 15 percent succeed. As a result of these and other studies, a large number of IS/IT researchers have performed investigations on the difficulties associated with successfully implementing e-learning system efforts.

Researchers are now looking at how the new way in education affects students and teachers. Some focused on national policy, job development, and curriculum while others concentrated on the particular learning experience of children throughout pandemic. According to Fawaz et al. (2021) studied the effects of COVID-19 on college students' mental health and coping strategies. According to a study by Copeland et al. (2021), the pandemic had a significant influence on students' behavioral and emotional functioning, particularly their attention and externalizing issues (i.e., mood and wellness behavior).

Methodology

The present study was conducted in Islamabad Postgraduate Colleges, Islamabad. The size of the sample was 120 respondents and was selected by a convenient sampling technique. The respondents were those who were the learning and teaching at Islamabad Post Graduate Colleges of Islamabad. Questionnaire was prepared for teachers and students. SPSS was used to analyze the data. The comparison of challenges faced by students and teachers was found by using T.Test The researcher used a self-developed questionnaire for the study . The finalized questionnaires of all two categories of 3 pages each were duplicated.Almost 120 copies of two types of questionnaires were prepared for final collection of data from sample. Survey method was used for data collection from the respondents. Data was collect through research instrument. After data collection data was analyzed by using SPSS.

Results

1st Research objective:

To examine the challenges faced by teachers during COVID-19. The first objective was analyzed using percentages, the mean, and standard deviation.

Table I

About complete responses of teachers regarding challenges during Covid 19

	<i>N</i>	Mean	<i>SD</i>	Std. Error Mean
Limited Learning Facilities	20	14.30	3.27	.733
Limited Knowledge of Teaching Learning Tool	20	18.10	3.97	.888
Difficulty in Assessments	20	18.30	4.30	.962
Communication Barriers	20	17.35	5.13	1.147
Lack of Guidance	20	17.85	4.31	.965
Class Management	20	19.00	4.03	.903

This table about to examine the challenges faced by teachers during COVID-19 and questionnaire was used to collect data. The following table highlights the major challenges faced by teachers during COVID-19. As per the highest mean score (19.00) teachers were faced a lot of challenges in classroom management. And according to the Lowest mean score (14.30) teachers were facing less challenges in Limited Learning Facilities.

2nd Research objective:

To analyze the challenges faced by students during COVID-19 The analysis of the second objective was analyzed using percentages, the mean, and standard deviation.

Table II

Is about complete responses of students regarding challenges during Covid 19

	<i>N</i>	Mean	<i>SD</i>	Std. Error Mean
Limited Learning Facilities	100	6.91	2.13	.213
Limited Knowledge of Teaching Learning Tool	100	5.18	1.69	.169
Difficulty in Assessments	100	13.84	5.39	.539
Communication Barriers	100	14.26	5.22	.522
Lack of Guidance	100	14.89	5.81	.581
Class Management	100	13.94	4.79	.479

Table II about to analyze the challenges faced by students during COVID-19 and questionnaire was used to collect data. The following table highlights the major challenges faced by students during COVID-19. As per the highest mean score (14.89) students were faced a lot of challenges in lack of guidance. And according to the Lowest mean score (5.18) students were facing less challenges in uses of teaching learning tools.

3rd Research objective:

To compare the challenges of teachers and students during COVID-19 The data for the 3rd research objective was analyzed by using mean, percentages, and sample T. Test.

Table III

About comparison of teachers and students responses regarding challenges during Covid 19

		<i>N</i>	Mean	<i>SD</i>	Std. Error Mean
Limited Learning Facilities	Teachers	14.30	20	3.27	.733
	Students	6.91	100	2.13	.213
Limited Knowledge of Teaching Learning Tool	Teachers	18.10	20	3.97	.888
	Students	5.18	100	1.69	.169
Difficulty in Assessments	Teachers	18.30	20	4.30	.962
	Students	13.84	100	5.39	.539
Communication Barriers	Teachers	14.26	100	5.22	.522
	Students	16.53	100	5.103	1.171
Lack of Guidance	Teachers	14.89	100	5.81	.581
	Students	17.00	100	3.815	.875
Class Management	Teachers	19.00	20	4.03	.903
	Students	13.94	100	4.79	.479

Table III about to compare the challenges of teachers and students during COVID-19. To analyze this objective questionnaire was used to collect data. The following table compares challenges faced by teachers and students during COVID-19. As per the highest mean score (19.00) teachers were faced a lot of challenges in Class Management. And according to the Lowest mean score (5.18) students were facing less challenges in uses of teaching learning tools.

The Results of T-Test showed that students faced significantly more challenges than teacher in facilities of internet, guidance facilities and classroom management. While teachers were facing significantly more challenges with respect to Limited Knowledge of Teaching Learning Tool and assessment during Covid 19

Finding and Discussion

The study aims to explore and examine challenges faced by teachers and students at Islamabad postgraduate colleges during COVID-19. As a result of COVID-19, all educational institutions throughout the globe adopted a physical learning style. Higher-ups at academic institutions have turned to online education to keep up with the times. The first objective of the study was to analyze the challenges faced by teachers during COVID-19 on the basis of a questionnaire. To answer research question one, descriptive statistics were used to calculate the percentage, mean, and standard deviation of challenges faced by postgraduate college teachers. The study's first goal was to measure the challenges of teachers, and descriptive statistics were used. Several researchers have suggested that online learning may not be as effective as predicted in preserving students' and faculty' health, even if it can be utilized with several digital instruments, such as tablets and smartphones (Guo et al., 2020). Other studies also suggested that it is essential for students to have access to sufficient and current materials to facilitate their online learning (Azevedo & Marques 2017). Magen-Nagar et al. (2019) also observed a similar issue in the same way that students' active engagement is essential for effective learning, but poor attendance is another obstacle that adversely impacts their learning process.

The findings highlighted that teachers had no proper availability of digital equipment and they faced lots of issues like no online platform, Staff resistance and negative attitude towards e-learning. The teachers also reported of facing difficulty getting students to adapt to this way of learning. The findings also depicted workload of teachers as a challenge during Covid 19. They also faced challenges in their level of interactions with students in the online course. They were facing challenges in applying distance learning to practical sessions. Development of e-materials was also a challenge for teachers. Other challenges were lack of internet facility outside the organization as well as no incentives for the extra workload faced by teachers. These findings were in line with other researches done in Pakistan (Ahmad, 2020). Some of the same issues that instructors encounter have been examined in other studies: insufficient money; restricted access to ICT equipment; limited time and availability of the internet (McGuinness & Fulton, 2019). The most up-to-date technology is needed to help students learn faster at institutions (Wang et al., 2018).

The second objective of the study was to analyze the challenges faced by students during COVID-19. To analyze the second research question, descriptive statistics were calculated to report percentage, mean, and standard deviation for challenges faced by students at postgraduate colleges. The findings showed that students faced the challenge of lack of effective communication, lack of suitable internet facilities at home. They also faced the lack of awareness in using modern technology for online classes. The findings showed that students faced the challenge of less interaction with teacher as well as peers. The challenge faced by students was the adaptively to online mode of learning. The students had to improve their digital skill to cope up with online learning. The study found that online learning improved quality of education in students. According to the study's findings, the COVID-19 pandemic impacted the academic calendar some of the same issues that instructors encounter have been examined in other studies: insufficient money; restricted access to ICT equipment;

limited time and availability of the internet (McGuinness & Fulton, 2019). The most up-to-date technology is needed to help students learn faster at institutions (Wang et al., 2018).

The last objective of the study was to compare the challenges of students and teachers during COVID-19. It was about the responses of teachers and students regarding challenges during COVID-19 being compared. Researcher was comparing the challenges of teachers and students during COVID-19. This table presents a comprehensive, quantitative frame work of challenges for postgraduate teachers and students during COVID. The details of each theme were given by using Mean, SD, and T.Test. These six categories of the study were compared with the teachers and students. Limited learning facilities, limited knowledge of teaching learning tools, assessments, lack of technical skills, communication barriers, and class management . It is concluded that students face more challenges as compared to teachers in the Limited Learning Facilities, in the Limited Knowledge of Teaching Learning Tools, in communicating, in guidance and in classroom management. While teachers faced more challenge in assessment than the students during the pandemic. Other research has shown the same problem (Kanwal & Rehman, 2017). Some of the same issues that instructors encounter have been examined in other studies: insufficient money; restricted access to ICT equipment; limited time and availability of the internet (McGuinness & Fulton, 2019). The most up-to-date technology is needed to help students learn faster at institutions (Wang et al., 2018). There were a number of issues, similar to previous research Teachers must be technologically proficient if they are to handle the current challenges in education (Gallardo-Echenique et al., 2015).

Conclusion

The study aims to explore and examine challenges faced by teachers and students of Islamabad postgraduate colleges during covid-19. It was concluded that COVID-19 pandemic greatly affected on the teaching learning process of the postgraduate colleges. Teachers were facing challenges in online classes teaching process during Covid-19 pandemic. It has negatively impacted on the students' satisfaction level towards their studies.

Teachers face a variety of challenges while seeking to transition to newer digital platforms. Teachers' ability to teach was harmed by class management and a lack of direction. According to recent study (Park & Kim, 2020), colleges should have the most advanced technology accessible to assist students in learning more efficiently.

Online classes were proving challenging for all of the students. The great majority of students are fearful of attending purely online classes. Insufficient internet connectivity, insufficient involvement and communication between students and teachers, and inefficient technologies were among the major difficulties faced by postgraduate students in Islamabad. Traditional classrooms and face-to-face instruction have been phased out in favor of online instruction, creating a totally new learning experience for pupils.

Limitations

The study was limited to:

- Public Sector Female Postgraduate Colleges of the Capital Territory
- Only colleges in Islamabad's urban area was included in the study.

No male colleges or rural area issues could be addressed in this study. Moreover the study is only based on self-report about the issues faced by students and teachers.

Recommendations

To assist teachers and students overcome the problems of online learning, this research study recommends the following steps be used. The conclusion leads the following recommendations:

- During this epidemic, students should be able to continue their education by implementing effective Education Continuity Plan (ECP).
- The educational institutions that can control the digital learning experience in the case of future health crises should have access to the necessary infrastructure.
- The education system must be adequately funded, and stakeholders in higher education institutions must get capacity-building training.
- At this critical period, the open-source digital learning and learning management system could be adopted by the institutional teachers to conduct online learning.

Recommendations for Future Research

The study has suggested some lines for future research. The present study included the postgraduate colleges of Islamabad. The study was also limited to the urban area. Furthermore, no male college was included in the study. The study's findings may not represent the views of all public sector colleges in Islamabad. The study could be further expanded by including the colleges in the rural areas of Islamabad. It is suggested that replication needs to involve a greater number of teachers and students in the study.

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