

## **IMPACTS OF COVID-19 ON EDUCATION IN DISTRICT DIR UPPER, KHYBER PAKHTUNKHWA**

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### **Abstract**

*This study investigates the impacts of COVID-19 on the education of district Dir Upper KP Province Pakistan. A complete lockdown throughout the globe has drastically affected social life and the world's education has suffered particularly. During this lockdown total of 967 Government schools were closed in District Dir upper KP Pakistan. Of these 806 are Primary schools, 85 Middle schools, 54 High schools, and 22 High Secondary schools in which a total of 205426 students were enrolled. Data were collected through questionnaires to 50 respondents that consisted of teachers, parents, and educational experts selected from different Tehsils of Dir upper. The collected data were analyzed using SPSS software. The results show that COVID-19 has affected badly the education system in district Dir Upper. The findings also show that the educational institutes have no facilities, teachers are not trained and the online teaching syllabus has not been followed for online classes. Moreover, there are numerous other problems with online*

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*teaching including teacher and student interaction, lack of classroom environment, technical issues, unavailability of IT equipment, proper and relevant training of virtual teaching, lack of proper monitoring, improper questioning answering, etc. Due to these significant shortcomings, the closure of the educational institutions, and the absence of the face-to-face teaching-learning outcomes of the students in the District Dir upper are producing a negative impact. It is recommended that Govt. of Pakistan and HEC and other stakeholders make a comprehensive plan to implement VT not only at the higher level of education but also at the higher secondary, elementary, and primary levels. Teachers and students should be provided with the necessary training, facilitate them with computers, and also provide funds for its implementation in all over Pakistan.*

**Keywords:** Covid-19, Education, Online teaching, Difficulties, School closure, Dir.

## **1. INTRODUCTION**

The coronavirus or COVID-19 is a deadlier pandemic, caused by the Sars-Cov-2 virus (Fred plapp, 2020). The family of corona viruses is Corona viridae and its order is Nidovirales. Due to its crown-like spikes on its outer layer, it was named coronavirus. The outside surface of this virus depicts crown-like Spikes that are why it was given the name coronavirus. The size of coronavirus is (0.065 - 0.125 micrometers in diameter) and the

nucleic material of coronavirus is single-stranded RNA and 26-32 kb length in size. (Fig.1).

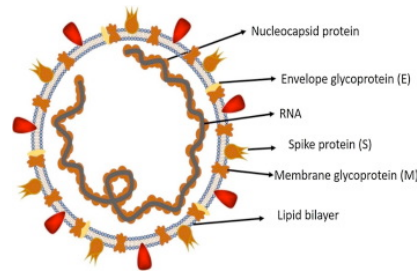


Fig. 1. Structure of respiratory syndrome causing human coronavirus.

In 2019, in Wuhan city of China, there was an outburst of a new coronavirus that has taken the lives of more than eighteen hundred and infected over seventy thousand individuals within the fifty-five days of this pandemic. The International Committee on Taxonomy of Viruses (ICTV) gives the virus named SARS-Cov-2 and the disease as Covid-19 (Shereen, 2020). The symptoms of COVID-19 include shortness of breath, sore throat, chest pain, fever and misperception, trouble walking, weight loss, vomiting, increasing heartbeat, and bluish skin color. Immediate medical treatment is recommended for those who have the above-mentioned symptoms (Wikipedia, 2019).

Always cover your face with Face Masks in crowded and closed areas. When you are coughing or sneezing use of handkerchief or tissues. Avoid such places that are crowded and social gatherings.

Moreover, wash your hands frequently for at least 20 seconds with soap and water otherwise you can use sanitizer in the absence of water and soap (<https://www.nhs.uk>, 2020).

At the end of 2019 the disease of coronavirus (COVID-19), broke out in a particular state of China, which gradually spread to the whole world. Monitoring its expansion, the WHO officially declared the emergency on 30<sup>th</sup> Jan 2020 at the international level and affirmed it as a global threat to public health. Due to its rapid growth, it was declared as a pandemic on 11, March 2020.

According to Pakistan's, Federal Health Ministry in Islamabad and Karachi, the first two victims of this virus in Pakistan recorded on the 26<sup>th</sup> Feb 2020. Then each day the numbers increased in between few months till 19th June 2020, the numbers reached 165,062 including 3,229 losses of human lives means deaths. This worsened situation compelled the government and all educational institutions were close on 13th March 2020 across the country as a reaction to COVID-19, to stop the spread of it. Following the issued orders of the Ministry of Federal Education of Pakistan, the HEC also gave orders to higher education institutions to prepare proper plans for distance learning (DL) methods. As a result, the procedure of online teaching and examinations was built (Anwar, 2020). This study is an informative effort that has examined the bad effects of Covid-19 on education and it is limited to District Dir Upper. But this study stands in its unique position due to its universality because

it not only highlighted the divesting effects of corona on education especially in Primary or High-level education specifically in Dir upper but generally throughout the world.

### **The Education System in Dir Upper**

Article 25-A of the 1973 Constitution of Pakistan compels the state thus “The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law". Generally, the educational system of Pakistan is divided into 6 levels: Preschool level, Primary level, Middle level, High level, HSSC level, and University level programs leading to graduate and postgraduate degrees (Wikipedia, 2020). The current education system of Pakistan is the continuation of nearly twenty-six thousand nine hundred three (26,903) educational institutions, which facilitate forty-one million eighteen thousand three hundred eighty-four (41,018,384) students with the help of one million five hundred thirty-five thousand four hundred sixty-one (1,535,461) teachers (Hussein, 2015). The total number of schools in KP is 37,988 out of the above-mentioned schools (Gouleta, 2015).

### **Statistics of Dir Upper Education**

Schools Level	No. of Boys Schools	No. of Girls Schools	Total no, of institutions	Total No, of students
Govt. Primary Schools	582	224	806	154967

Govt. Middle Schools	57	28	85	13433
Govt. High Schools	38	16	54	19955
Govt. Higher Secondary Schools	18	04	22	17071
Total	695	272	967	205426

(District education office Dir upper)

### **Effect of COVID-19 on Educational Institutions**

The coronavirus disease severely affected the educational system throughout the entire globe. As a result, of the pandemic all the educational institutions have been closed. In April 2020, due to the fatal pandemic, nearly 1.723 students have been suffered (Mustafa, 2020). The closure of educational institutions that are universities, colleges, and schools, interrupts the teaching for students worldwide in COVID-19. It is important to say, that the lockdown of educational institutions affected internal assessments. The extended lockdown has had various effects on educational institutions all over the world and also in Pakistan. But it would be right to say that it interrupted the careers of the students, in the pandemic. It was decided that all students in grades 10<sup>th</sup> and 12<sup>th</sup> would be issued a certificate of high school. As per HEC orders, most colleges and universities have also canceled their traditional exams and have launched some online examining tools. This year due to the COVID-19 pandemic university graduates may be harshly affected: In all developing

countries including Pakistan, recompense for the students' loss can be fertile in the coming educational period and will improve educational reform in the future one advantage is this will be that the combine plan of private and government institutions will be better for students in future. Moreover, the cost of approaching education through online classes needs to be minimized in regions where these online classes are provided using technological tools like Zoom, LMS WhatsApp, etc. In this regard, the HEC needs to be in continuous connection with all educational institutions for getting feedback. For better reform, it is necessary for the concerned authorities that they should be make a platform where students can put forward complaints about the online education system (The Nation, 2020). Post Covid-19, in March 2020 all educational institutions were closed down to prevent the expansion of the virus. According to HEC orders, universities, colleges, and schools are rapidly improving platforms to teach courses online. However, the greater increases in online learning show the already present Haws in the system and also build new tasks. Pakistan School Association (PSA) has specified that if the coronavirus comes under control; then the school will reopen on 15 August. To continue the process of education, a private TV channel, Tele school launched by the government, will broadcast online classes up to some extent. In Pakistan there are 164.9 million mobile links as of January 2020, out of 220 million populations there were only 76.38 million

internet users. In addition, there are only 1 million children who go to schools, according to PTA, out of approximately 28.69 million school-going children, who have the services of digital devices and the internet. In Pakistan, the major challenges facing the internet are access, relevance, and security. Bytes published a report for all, according to this report, 37 percent of the total population of Pakistan aged 15-65 years know about the internet while 17 percent use it, and only 14 percent are on social media. Furthermore, only 12% of females and 21% of males are online which is unequal among the users of the internet. This shows the big challenges towards the using of the internet in common. There are some areas in Pakistan as the province of Baluchistan, where one of the biggest problems is the absence of internet, GB, and KPK have weak internet connection followed by various protests of hundreds of students against the online classes ordered by the government-arranged (The News, 2020).

### **The Actions of different Countries to Control Covid-19**

- 26th January: The first country in the world China started measures to occupy the coronavirus 2019 by extending the Spring Festival leave and thus closing all schools, colleges, and universities around the country.
- 3rd March. According to a report twenty-two nations had made protective actions containing tentative termination of all educational institutions, affecting 290.5 million



learners in the entire globe. In response, UNESCO called on nations to support suffering learners and their families as well as assist big-scale comprehensive online programmers.

- 4th March: UNESCO expresses the 1st worldwide statistics on educational institutions' terminations and suffered learners.
- 5th March: Due to COVID-19 the majority of learners were affected that's why crisis measures were located in China where two hundred thirty-three million students suffered, Japan at 16.5 million, and Iran at 14.5 million.
- 10th March: According to the UNESCO report, due to COVID-19, 1/5 of students all over the world were "staying away from school" whereas an extra 1/4 was excluded from higher education institutions
- 13th-16th March: According to UNESCO, State governments in forty-nine states applied educational institutions termination on 13 March; with thirty-nine nations that closed educational institutions countrywide and twenty-two nations with limited educational institutions closure. This figure enlarged to seventy-three nations.

- 19th March: 50% of the students were influenced by school terminations overall resulting to cross country termination in one hundred two nations and nearby termination in eleven nations influencing eight hundred fifty million kids and youth.
- 20th March: Over 70 percent of the global students were influenced by school terminations with one hundred twenty-four country-wide educational institutions terminations.
- 27th March: Approximately 90 percent of the global learner's populace was out of school.
- 29th March: More than 1.5 billion students were influenced by countrywide school terminations. Others were disturbed by limited terminations.
- In the middle of April: In response to the coronavirus pandemic, an aggregate of 1.725 billion students had been suffered globally by the termination of educational institutions. As per the UNESCO checking report, one hundred ninety-two nations had carried out countrywide school terminations which affected approximately 99 percent of the world student populace.
- 30th June: The CDC reviewed its rules for establishments of essential, secondary, and tertiary education, in which it

unequivocally didn't suggest the universal testing of students and staff but only recommended tests for those individuals who are showing coronavirus indications or who have come into contact with an individual who had coronavirus case.

- 30th September 2020, nearly 1.077 billion students have recently suffered due to the terminations of educational institutions in the response to COVID-19 pandemic. A report by UNICEF observed, that approximately 61.6 percent of understudying learners are affected. Fifty-three nations are currently applying for nationwide terminations while twenty-seven are applying for local terminations and recently 72 schools in these states are open (Wikipedia, 2020).

## **2. LITERATURE REVIEW**

Onyema (2020) writes in his research work about Corona virus that its appearance put the most essential field of life education into serious concern and spells of threat throughout the world. To control the expansion of it through social dissimilarity policies, it prompted unscheduled terminations of educational institutions in more than one hundred nations of the world. An estimated due to the coronavirus, over 1 billion learners are suffering and remain out of school.

Shahzad et. all (2020) argue in their research paper that COVID-19 is not endemic but has proven a pandemic. It didn't affect a specific region but the entire world on a large scale. So, it is obvious that it affected the essential pillars of education meaning students and teachers both in terms of learning, timing, and finances. To control the situation and to lessen the loss of studies of students a new way of safe teaching the VT is proving prominent techniques of teaching in these miserable conditions in the whole world.

Saeed (2020) writes in her research work that, the reported number of suffering learners or students in Pakistan is almost 46,803,407, and separately the ratio of affected learners at every level is different. For instance, at the pre-primary level is 8,636,383, while the number at the secondary level is 13,357,618, and at the tertiary level of about 1,878,101. Therefore, the government of Pakistan must take measures and bold decisions to develop the means of education. It is the responsibility of the government to ensure the access of learners to technology, with the Internet, in the most distant and backward areas of the nation.

Musatafa's (2020) analysis in his research paper that, leading to the near total closing of educational institutions of every grade about 1.723 billion learners suffered in the middle of April 2020. In UNESCO monitoring report pointed out that due to the country-wide lockdown in 191 countries and regions locally enforced closures resulted loss of study habits to an estimated

98.4 percent of the world's learner populace. Although this pandemic not only impacts the educational field workers for example teachers and students but their families also face major common financial problems. It means it gives birth to many social and financial issues including understudy debt, digital learning, homelessness, and food anxiety, As well as access to health care, childcare, internet housing, incapacity services, etc.

Baol et. all, (2020) Explained in their research work that, efforts have been made to prevent the spread of this novel coronavirus in April 15th, 2020, over 1.5 billion learners experienced school closures throughout the world. However such closure means an interruption in formal education and might cause adverse outcomes on young pupils or school-age children's academic results. The importance of formal education can be observed through experiments that without formal education the kindergarten children would receive 67% less (2.41 v/s 7.23 points/100 days) literacy ability as compared to those learners who receive formal education. But the reverse result one can find during this COVID-19 school closures and lack of formal education is that kindergarten children as compared to formal educational learners whose parents hardly read to them regularly would improve 5.1 points of literacy ability from January to 1st September 2020. This analysis disclosed that reading books every day to children at regular capacity lessens 1.6 points or 31 percent of this possible loss. So the experts of Education and

policy builders can advance this common and essay solution to assist in literacy ability development during such a school's terminations, which may be an effect for future pandemic occurrences and useful in such a common incidence as countries see the public health benefits of physical distancing.

Gandolfi (2020) writes in his research paper that, the two major world problems of the present COVID-19 pandemic are learning and education. Unfortunately, in this study, it is observed that, because of the distance of the development era of coronavirus, in the Fall of 2020 full opening of schools appears to be impractical without the spread of the virus to support the possibility of some in-person learning, we model the spread of the epidemic within each single school by an SEAIR model with an outer cause of infection and an appropriate functional loss and then assess maintainable opening plans. It bends out that mixed models, with nearly periodic changes of in-class and remote teaching days or weeks, are usually (close to) optimal. In a classical example, the optimal strategy prescribes a school opening of 90 days out of 200 with the number of Covid-19 cases among the individuals related to the school increasing by around 67 percent concerning no opening, in its place of the nearby 200%increase that would have been outcomes of full opening. As the clinical fraction is low in children, these resolutions could lead to very few or no symptomatic cases inside the school during the entire school year.

Zahra et. all (2020) focuses in their research paper on the difficulties faced by students who belong to rural areas. This is further increased by this world-spread disease COVID-19 and the mismatched role of HEC with rural areas learners. The conclusive evaluation mode in education to cope with complicated circumstances taken by HEC has been unsuccessful. Students of rural regions should be replaced to provide them with the means and ways of educational facilities.

Burgess (2020) analyses in his research study that, due to lockdowns and closure of schools not only affected the student's community but their families as well. The intense short-term disturbance such as home schooling is challenging for parents. While at the side it is also a balky shock to children's social life and learning. It is obvious that online teaching is effective in such a critical situation but it is difficult for both teachers and students because it needs special professional skills which are not with every student. A lot of trials and mistakes in online assessments, and frequent cancelations created uncertainty among students.

Pragholapati (2020) also wrote in his research work that, the cause of COVID-19 spread is usually contact and it can transform from one individual to another individuals (through touch, saliva, etc.), so this is the social distancing strategy applied around the world at the same time, ask the people to live at homes, even physical distance to prevent the growth of it. Due to this safety measure educational activities have closed in the entire world. To

prevent its expansion most governments across the globe have closed educational institutions for the short term as an effort to restrain the spread of the coronavirus pandemic. So, this closure at national and local levels impacts millions or an estimated 91% of the world learner's populace.

Minhaj Ullah (2021) wrote in their research article that many students didn't know about digital tools before, but now they've learned about them and believe these tools will be helpful for their future careers. However, most students don't like online classes because they don't have enough resources, face time constraints, or lack internet access. Some students also dislike online classes because they can't do practical work. One major issue highlighted is the poor internet connection in Khyber Pakhtunkhwa. Other problems include a lack of proper infrastructure, low motivation to learn, limited socialization, difficulty in performing practical tasks, ineffective communication between students and teachers, and poor exam outcomes. Online exams are also disliked due to one-way communication, a higher risk of cheating, and potential negative impacts on mental and physical health, such as spending too much time in front of screens and adopting a sedentary routine.



### 3. Results and Discussion

#### 3.1 Data analysis

The description of the quantitative data analysis has been given in detail. First, a brief discussion and brief description of the demographic characteristics of the respondents were given and then Univariate analysis (Frequencies and Percentage) of the given quantitative data can also be found in the form of a table along with an explanation.

**Table No. 1**

Gender of Respondent	Frequency	Percentage
Male	30	60
Female	20	40
Total	50	100

#### Explanation

Table no.1 shows the Gender of Respondents. It illustrates that 60 percent of the respondents are male while 40 percent of the respondents are female. From the above table, it can be concluded that we have representations from both genders.

<b>Table No. 2</b> Age of the Respondent	Frequency	Percentage
20 to 40	14	28
40 to 80	36	72
Total	50	100

### Explanation

Table no.2 shows the ages of Respondents. It illustrates that 28.0% of the respondents are between 20 and 40, while 72.0% of the respondents are between 40 and 80 years. From the above table, it can be concluded that we have well matured and experienced respondents.

**Table No. 3**

Occupation	Frequency	Percentage	
Teaching	27	54	
	Primary		5
	Junior High School		7
	High School		8
	University		7
Educational Experts	14	28	
Parents	9	18	
Total	50	100	

### Explanation

Table no 3. shows the Occupations of Respondents. It illustrates that 54.0% of the respondents are teachers from lower to higher levels, included and 28.0% of the respondents are educational experts and 18.0% of the respondents are parents. From the above table, it can be concluded that we have well-educated and experienced respondents.

**Table No. 4**

Qualification of Respondent	Frequency	Percentage
Master	33	66
Higher education	17	34
Total	50	100

**Explanation**

Table No. 4 shows the Qualifications of Respondents. It illustrates 66.0% of the respondents have master's degrees while 34.0% of the respondents are highly qualified. From the above table, it can be concluded that we have well-educated and experienced respondents.

**Table No. 5**

Response	Frequency	Percentage
Yes	46	92
No	4	8
Total	50	100

**Explanation**

Table no. 5 shows the respondents' response to the statement "Do you think that COVID-19 affected the education of the district?" 92 percent of the respondents approve of the statement while 8 percent of respondents are not agree with this statement. It is

concluded that the majority of the study elements i.e. 92.0% have views that COVID-19 affected the education system in the District badly.

**Table No. 6**

Response	Frequency	Percentage
Yes	42	84
No	8	16
Total	50	100

**Explanation**

Table no. 6 shows the respondents' response to the statement "Do you think that students, teachers, and parents all faced equal problems?" 84 Percent of the defendants approve the statement while 16 Percent of defendants are not agree with this statement. It is concluded that the majority of the respondents i.e. 84.0% have the opinion that all three groups faced equal issues in education during COVID-19.

**Table No. 7**

Response	Frequency	Percentage
Yes	37	74
No	13	26
Total	50	100

### **Explanation**

Table no. 7 shows the respondents' response to the statement "Do you think that primary and middle education faced more damage than higher education?" 74 Percent of the defendants approved the statement while 26 Percent of respondents did not agree with this statement. It is concluded that the majority of respondents i.e. 74.0% have the opinion that primary and middle level education faced more complexes and problems than higher education.

### **Table No. 8**

Response	Frequency	Percentage
Yes	13	26
No	37	74
Total	50	100

### **Explanation**

Table no. 8 shows the respondents' response to the statement "Do you think that online classes were effective?" 26 Percent of the defendants approve the statement while 74 Percent of respondents are not agree with this statement. It is concluded that the majority of the study elements i.e. 74.0% have the views that the online education system and classes are not effective and suitable for the mentioned district.

**Table No. 9**

Response	Frequency	Percentage
Yes	32	64
No	18	36
Total	50	100

**Explanation**

Table no. 9 shows the respondents' response to the statement "Do you think that students did not have enough internet facilities?" 64 Percent of the defendants approve the statement while 36 Percent of respondents are not agree with this statement. It is concluded that the majority of the defendants i.e. 64.0% have the opinion that the internet facilities and services are not satisfactory in the district.

**Table No. 10**

Response	Frequency	Percentage
Yes	35	70
No	15	30
Total	50	100

**Explanation**

Table no. 10 shows the respondents' response to the statement "Do you think that the common people can't afford an online education system?" 70 Percent of the defendants approve the statement while 30 Percent of respondents do not agree with this

statement. It is concluded that the majority of the respondents i.e. 70.0% have the opinion that most of the residents are from the lower class, who can't afford online education due to high expenses.

**Table No. 11**

Response	Frequency	Percentage
Yes	45	90
No	5	10
Total	50	100

**Explanation**

Table no. 11 shows the respondents' response to the statement "Do you think that there are internet issues in most of the areas of the district?" 90 Percent of the defendants approve the statement while 10 Percent of respondents do not agree with this statement. It is concluded that the majority of the respondents i.e. 90.0% have the judgment that due to the hilly district, most of its area hasn't the satisfactory facility of internet for online classes.

**Table No. 12**

Response	Frequency	Percentage
Yes	38	76
No	12	24
Total	50	100

**Explanation**

Table no. 12 shows the respondents' response to the statement "Do you think that Dir upper faced more problems as compared to settled areas?" 76 Percent of the defendants approve the statement while 24 Percent of respondents are not agree with this statement. It is concluded that the majority of the defendants i.e. 76.0% have the opinion that district Dir Upper is not suitable for online education as compared to the settled urban areas of the province due to its geography and lack of facilities.

**Table No. 13**

Response	Frequency	Percentage
Yes	8	16
No	42	84
Total	50	100

**Explanation**

Table no. 13 shows the respondents' response to the statement "Do you think that the educational institutions have enough facilities for online classes?" 16 percent of the defendants approve the statement while 84 Percent of respondents are not agree with this statement. It is concluded that the majority of respondents i.e. 84.0% have the view that most of its educational institutes have no facility for online classes, and some have a little but not enough set up for online education system.



**Table No. 14**

Response	Frequency	Percentage
Yes	33	66
No	6	12
No Response	11	22
Total	50	100

### **Explanation**

Table no. 14 shows the respondents' response to the statement "Do you think that the teaching staff is not trained for online classes?" 66 Percent of the defendants approve the statement while 12 Percent of respondents are not agree with this statement. It is concluded that the majority of the respondents i.e. 66.0% have the judgment that most of its educational institutes do have not well-trained teachers for online classes.

### **3.2 MAJOR FINDINGS**

#### **Major Findings**

1. The majority of the study respondents i.e. 92.0% have views that Covid-19 affected the education system in the District Dir upper.
2. The majority of the defendants i.e. 84.0% have the opinion that all three groups faced equal issues in education during Covid-19.

3. The majority of respondents i.e. 74.0% have the opinion that primary and middle-level education faced more complexes and problems than higher education.
4. The majority of the study elements i.e. 74.0% have the view that the online education system and classes are not effective and suitable for the mentioned district.
5. The majority of the respondents i.e. 64.0% have the opinion that the internet facilities and services are not satisfactory in the district
6. The majority of the respondents i.e. 70.0% have the opinion that most of the residents are from the lower class, who can't afford online education due to high expenses.
7. The majority of the study elements i.e. 90.0% have the judgment that due to the hilly district, most of its area hasn't the satisfactory facility of internet for online classes.
8. Majority of the defendants i.e. 76.0% have the opinion that district Dir Upper is not suitable for online education as compared to the settled urban areas of the province due to its geography and lack of facilities.
9. Majority of respondents i.e. 84.0% have the view that most of its educational institutes have no facility for online classes, and some have a little but not enough setup for the online education system.

10. Majority of the respondents i.e. 66.0% have the judgment that most of its educational institutes do have not well-trained teachers for online classes.

### **Conclusion**

COVID-19 has badly affected the education system in District Dir Upper. Technology can be used as the immediate solution to this problem in all educational institutions' closures, but it cannot take the place of a face-to-face educational system in which the teachers and students interact. School closure due to COVID-19 increases the pressures on students, teachers, parents, and especially on those persons who have limited digital services, education, and resources for continued education. Students, teachers, and parents all faced the problems due to Covid-19. Lower levels of education like primary and middle faced more damage, complexes, and problems than higher levels of education. Students of District Dir Upper do not continue their learning activities because they face many problems in the online education system. Many students live in such areas where they are not even able to have suitable access to electricity and quick internet supply.

The online education system was not effective and suitable in Dir Upper because the students lacked internet facilities and other prerequisite services for online classes. There is a slower internet speed in Dir Upper as compared to the settled urban areas of the

province. This is due to its geography and lack of facilities. Most of the people cannot afford the expenses of online education due to poverty and lack of exposure. Many students in such areas do not have the proper skills of helpful technologies which makes it hard to exploit the abilities of learning technology during the closures of educational institutions. These factors affected the superiority of teaching, learning, and academic success mostly for students with special needs or those with learning problems that often require more physical attention and guidance from the teachers. The educational institutes have no facilities for online classes and the teachers were not trained properly for online classes. A proper online teaching module or syllabus has not been followed for online classes. Furthermore, there are several other problems with online teaching including teacher and student interaction, student-to-student interaction, lack of proper classroom environment, technical problems, absence of IT apparatus, suitable and essential training of virtual teaching, lack of proper monitoring, improper questioning answering, etc. Due to these major weaknesses, the closure of the educational institutions, and the absence of the face-to-face teaching-learning outcomes of the students in the District Dir upper are producing a negative effect in the study area. Sometimes, the students of district Dir face the issue of internet interruption in the video. The students also lack the skills to make use of technology accordingly.

## **Recommendations**

- Before the outbreak of the pandemic, the VT preferred to give education in many countries of the world with obvious purposes. But in Pakistan, it has been chosen as an experimental base for the first time under the Covid-19 pandemic scenario. But it is not enough, it needs some attention from the competent authorities such as the government HEC and other participants to make a comprehensive plan to implement VT not only on the higher level of education but on grassroots levels as well. Because at higher secondary, elementary, and primary levels VT is not practiced.
- On a priority basis, the VT should be used objectively.
- All educational institutions like schools, colleges, and universities must ensure the modern technology and other digital skills that are necessary for online education.
- Proper and essential training must be provided to teachers and students for active learning.
- Provide computers and other necessary resources to learners for online education.
- Pakistan must promote active strategies for E-teaching (Electronic Teaching and Learning) which is in practice all over the world.

- Govt. of Pakistan must take the responsibility to provide funds for its implementation all over the country.
- For the awareness and promotion of both teachers and students, Seminars and workshops must be conducted in different areas of Pakistan.
- Pakistan's government needs to make a proper plan to handle the crisis caused by the coronavirus. Firstly, they prepare properly to adhere to the safety guidelines and then reopen the educational institutions of the country.
- It is the best timing for Pakistan's Ministry of Education and its participants to show their due responsibility and make a sincere commitment to education – a sector that has otherwise become a source of making big bucks at the cost of learning.
- To avoid such problems in the future, the Pakistani government needs to increase the funds of education in annual funds and access to technology, with Internet, especially in the backward areas of the country like District Dir Upper.
- The government of Pakistan should give incentives to all companies of telecommunication to make advanced internet services, especially in rural areas of the country.

- Moreover, educational institutions can partner with digital networks to offer a channel for special digital education. While examinations need a physical presence, this process too needs modernization and a move toward digitization.
- Likewise, Pakistan kept before how African nations like Sierra, Leone during the period of Ebola, were spreading education over Radio and TV. This required small dependence on the internet and computers while making use of the present means of communication.

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