

Satisfaction of Management Students towards online Classes during Covid-19 Pandemic in T.U.

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ABSTRACT

This study examines the satisfaction level of Management students towards online classes during covid-19 pandemic in T.U. The effect of Covid-19 on educational institutions has interrupted the traditional method of teaching and learning which ultimately created the demand of online classes. This study aims to find out the perception and satisfaction of MBS Program students who have attended their classes through online mode during the Covid-19 pandemic. To achieve the research objective, the data were collected from the primary source mainly through structure questionnaire under convenience sampling basis from 384 respondents of MBS students of Kathmandu valley who has attended the online classes. Pearson correlation and multiple regression analysis has been used to determine the relationship and impact of the dimension of online classes and the satisfaction level of students. The study revealed that technology plays an important role for the effectiveness of online classes which supports for the enhancement of the satisfaction level of students towards online classes. The study showed that due to the frequently power cut off and unstable internet network problems faced by the students during their online classes. The internet facility available for teaching and learning activities is not so good so that the level of satisfaction of the students towards online classes is decreased. The study also revealed that the instructors and learners both should be updated with the latest and modern technology for the effectiveness of the online classes.

Keywords: *Technological dimensions, instructor's dimension, Covid-19 Pandemic, online learning, assessment and evaluation*

INTRODUCTION

Corona Virus 2019 (COVID-19) which was started from Wuhan, China, gained a pandemic status on March 12, 2020. The transmission of COVID-19 has increased surprisingly with the arrivals of Nepalese

citizens and foreigners from neighboring countries like China, India, as well as from abroad. The World Health Organization (WHO) has declared a public health emergency in on January 30, 2020 and the COVID-19 was referred as pandemic disease in March 11, 2020.

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On January 24, 2020, the first case of COVID-19 was formally confirmed to a 32-year-old Nepali who had returned from Wuhan, China. Since March 24, 2020, the Government of Nepal decided to enforce countrywide lockdown in order to curtail the spread of the corona virus in the country. Since then, the lockdown period has been extended several times and affected several sectors badly including education too. As a consequence of the prolonged lockdowns, educational institutions in Nepal have been temporarily closed.

UNESCO (2020) estimated that nearly nine million students in Nepal were affected due to nationwide closures of education institutes due to the covid-19 pandemic. Due to the novel corona virus pandemic, many universities and colleges in the world suspended classroom teaching and learning activities and switched to online teaching mode (Mahdy, 2020). Due to the closure of educational institutions for a long period of time, it forced to change the teaching and learning activities to online learning from physical mode of teaching and learning activities.

Since COVID-19 pandemic, online class has been a reality as an alternative educational tool in Nepal. Numerous educational institutions have switched to online education system using Google Classroom, Microsoft Team, Zoom, and Google Meet. Before covid-19, no teachers, colleges and students were familiar about online classes in Nepal. There was no good access of electricity and internet service in most of the parts of the country (Subedi, et.al., 2020). Additionally, Tribhuvan

University has started online classes at the Bachelor, Master, and above levels using Microsoft Teams on all of its constituent campuses. In this scenario it is important to understand, how students and teachers perceive and react to the online classes in Tribhuvan University.

Traditional classroom settings only allow a small number of students to participate in discussions, whereas online learning makes possible for the participation in a large number of students. The learners who are unable to attend traditional classes includes such as live in remote locations, work full-time and can study after work, they prefer online classes. Distance learning students should know to accessing of computer and Internet. An online course helps in unbounded course delivery methods by time or location allowing for accessibility to instruction at anytime from anywhere. The environment of online learning is more convenient way according to the present busy lifestyles. It provides easy access a course from anywhere, Seven days a week and 24 hours of the day for many of today's students.

In this pandemic situation of Covid-19, every sector of business activity including educational sector were closed due to lockdown. So, to deal with such pandemic situation and continued the study, every educational sector started online classes. But it was new and challenging for Nepalese society.

The organization closures have significant negative effects on society and the economy in addition to having an effect

on students, instructors, and families. The use of online learning platforms and programs by educational institutions and teachers to reach students remotely and minimize the disruption of education was advised by UNESCO in reaction to the closure of educational institutions. Around eighty-seven lakh students were affected due to the closure of educational institute in COVID-19 pandemic period.

A large number of populations in Southeast Asia lacks access to the internet and electronic devices. The disparity in internet speeds across locations is just one example of how the lack of infrastructure may be witnessed. Internet speeds in urban regions are frequently noticeably faster than those in less developed places.

In context of Nepal, the practice of online classes is new to many colleges to the teachers as well as students too. There is no good access to electricity and internet service in most parts of the country. So, this study was carried out to access the problems faced by students and teachers and the perception of students towards online classes during the COVID-19 pandemic.

Due to a lack of prior preparation and a weak institutional infrastructure, Tribhuvan University has trouble in deciding an online mode of instruction. Despite the challenging circumstances, Tribhuvan University took the initiative to form a committee to identify the primary issues with online teaching. It also directed all of its constituent, community, and private colleges to provide online mode of teaching. After this decision, many higher

education institutes that were closed due to the COVID-19 pandemic have initially focused on transiting to online mode of teaching (Crowford et al., 2020). This decision also created an opportunity for higher education providers to establish their online education strategy. In this context, this study aims to explore the perception of students towards various dimensions of online classes. The paper also attempts to analyze the impact of the dimensions of online classes on student satisfaction.

LITERATURE REVIEW

In current times, various fields are experiencing drastic changes through advancements in science and technology. This change is not confined to just one industry; rather, it immediately impacts every sector. Few could dispute that education is the fundamental tenet at the core of culture, progress, and advancement. It should not come as a surprise that educational institutions show great eagerness to enhance their educational systems in order to keep up with the rapid and successive change and growth in technologies. This is the fact that their use has become a common practice in current times. Any societal changes have corresponding effects on the educational process (Alasmari, 2022).

Due to the advancement of latest and modern technology, it allows to design different types of online contents. While designing the online courses, it is very important to consider the preferences and perception of learners to make the online learning more effective and productive. The preference of learners

is influenced by their readiness or willingness to participate in collaborative learning. Learning satisfaction represents learners' feelings and attitudes toward the learning process or the perceived level of fulfilment attached to one's desire to learn, caused by the learning experiences (Topala and Tomozii, 2014). In the online context, satisfaction has been found to be one of the most significant considerations influencing the continuity of online learning (Moore and Kearsley, 2011; Parahoo et al., 2016). To meet learners' real learning needs and create an effective learning environment, a growing body of literature have been conducted to examine various determinants of learner's online satisfaction (Jiang et al., 2021).

When there is a physical gap between the teacher and the student, distance education is a technique that makes learning easier. Technology is employed to bridge the gap between teacher and students and replicate face-to-face interaction. It provides a platform for educational programs that cater to people who are geographically away from their place of study. Distance learning is one of the most effective and latest teaching approach which links between the teacher and students. In present times, online education relies on modern technological tools such as computers, tablets, and smartphones (Gismalla, 2021). The stated, curriculum can be developed in an electronic format which supports easy access for the learner and teacher. In modern times, this approach of education is based on the communication devices and internet agents. These resources are conventions through which distant

education has recently found the right conditions to grow and develop. This advancement of teaching and learning process is more flexible to complete the educational process. The teacher can utilize a variety of presenting techniques to the diversity of approaches and contemporary technology in network and virtual site design (Alkhouja & Baghareeb, 2022).

Lack of academic and technical skills, interaction, motivation and accessibility and affordably of Internet usage and administrative as well technical issues creates the barriers that prevent students from satisfaction level on online education (Mullenburg and Berge 2005). Interaction in the classroom, student engagement, course structure, teacher awareness, and facilitation positively influence students' perceived learning satisfaction on online classes (Baber 2020) . Online support service quality, perceived ease of use and usefulness of online platform, computer self-efficacy, academic self-efficacy, prior experience, and online learning acceptance, were found to significantly impact on students' online learning satisfaction (Jiang et al., 2021).

Availability of latest online platforms for e-learning has the greatest influence in the satisfaction level of students. As the pandemic outbreak was sudden, therefore, to implement effective online learning system educational institutions faced many challenges like planning and arranging online classes, choosing of online platforms, monitoring the quality of online teaching, insufficient preparation

time for teachers and lack of expertise on ICT (Chen et al., 2020). Online learning platform is convenient to use for the students but at the same time, it has led to decrease in teachers- students interaction as compared to face-to-face teaching sessions (Saghafi et al., 2014).

The main benefits of online classes are that they are more convenient, flexible, bring education right to your home, offer more individualized attention, help you meet interesting people, give you real-world skills, encourage lifelong learning, have financial advantages, help you develop self-discipline, and connect you to the global community. The main drawbacks of taking online classes are that you must be an active learner and take responsibility for your own education. Online classes can also lead to a feeling of isolation (Taba 2021).

Online learning is considered as less effective by students in remote areas; this happens due to the poor communication networks and infrastructure which do not adequately support to follow online learning. Teachers need to evaluate how to teach as well as re-design models and approaches to be applied in learning. This can be achieved by adjusting to the student's current situation to generate interest and willingness to learn online (Harefa and Sihombing, 2021). The presence of the Internet facilitates human work in many ways, especially in the field of education. The current learning process requires teachers and students to use technology. However, not all students can accept and adapt to these changes. The acceptance of changes in the learning

process differs among students. This can be influenced by age, thinking ability, and students' interest in technology. Students of all ages seem to react differently to the practice of online learning, with older students showing greater appreciation. There are still major variations in how learners view their online interactions during learning. There are also concerns about the online learning environment's efficacy (Koochang, Paliszkievicz, Nord, & Ramim, 2014).

The satisfaction of students towards inline classes was communication and flexibility whereas faculty were satisfied with students' enthusiasm for online learning. Technical problems led to reduced student satisfaction, while faculty were hampered by the higher workload and the required time to prepare the teaching and assessment materials (Elshami, W. et. al 2021). The students were not satisfied with their online classes due to low participation, lack of enough interaction, unattractive content delivery and the problems of poor internet service and frequent power cut. Even though online classes were reported to be convenient in term of saving time, still the students perceived it to be less effective (Rijal, 2022).

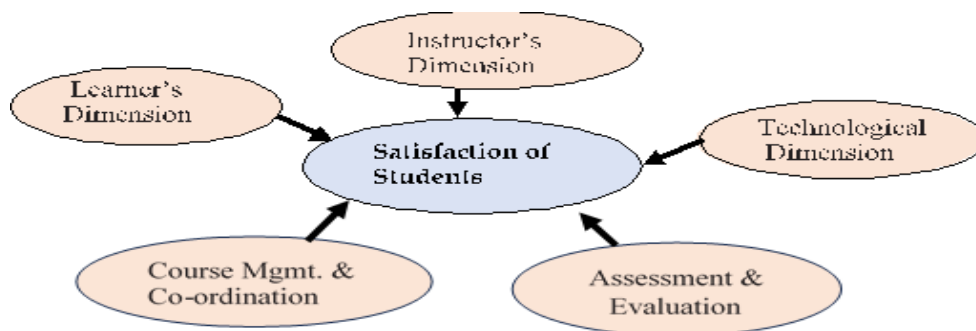
Research Framework and Hypotheses

The research framework is designed to understand the factors that may affect the satisfaction level of management students on online classes during covid-19 pandemic. The extant literature available strongly supports that the satisfaction of students on online classes is affected by the learner's dimension, instructor's dimension, technological dimension,

course management and co-ordination and assessment and evaluation. The research framework has been developed to test the effect of these variables on the

satisfaction of students on online classes. The research framework of the study has been portrayed in Figure 1.

Figure 1
Online classes and students' satisfaction



Based on the above research framework, the following hypotheses were formulated:

H1: Learner's dimension has significant impact on student satisfaction on online classes.

H2: Instructor's dimension has significant impact on student satisfaction on online classes.

H3: Technological dimension has significant impact on student satisfaction on online classes.

H4: Course management and co-ordination has significant impact on student satisfaction on online classes.

H5: Assessment and evaluation has significant impact on student satisfaction on online classes.

RESEARCH METHODOLOGY

This study employs descriptive and causal-comparative research design. The survey technique was used for collecting the required data. The study variables have been measured through many instruments developed by Chandhok and Tyagi (2012), Parker and Decotiis (1983), and Shahriari et al. (2013). It consists of a total of 25 items, with five items in each dimension (Learner's dimension, Instructor's dimension, Technological dimension, Course management and co-ordination and Assessment and evaluation) and 7 items in (satisfaction of students) which were measured on 5 point Likert scales ranging from 1 (strongly disagree) to a maximum of 5 (strongly agree).

The population of the study is the total number of students who are enrolled in the MBS Program of Tribhuvan University in Kathmandu valley and attend the online classes for their academic study. As per the source of the Office of the Dean, Faculty of Management, Tribhuvan University, around 15,000 students have been enrolled in MBS program at Kathmandu valley in 2019. Out of those students, 400 students were selected as sample. The sample was selected on a convenience sampling basis. The questionnaire has been distributed to those 400 students. Among them, 350 students have returned the questionnaire as their response. The response rate is 87.5%. Frequency distributions were calculated to describe the demographic variables of the respondents. Mean, Standard deviations, correlations, and regression analysis were used to analyze the data.

RESULTS

In this study, various statistical tools and techniques were used to analyze and interpret the data. The characteristics of 350 respondent is classified on the basis of various demographic variables like gender, marital status, age, location of participating in online classes, currently studying semester, mode of internet, quality of internet, device used to attend the online classes and prior knowledge of online classes before joining their class.

Table 1 shows that 64.28 percent of respondents surveyed were male and 35.72 percent were female. It shows that about two third of the total respondents are from the age group of 20-25 years who are attending the online classes during covid-19

pandemic. Out of the total respondents more than two third respondents are unmarried. Out of the total respondents, 54% are participating the online classes from the location of metropolitan city. More than two third respondents used Wifi to take the online classes and more than two third respondents have good internet connections. Around two third respondents have no prior knowledge of online classes.

Table 1
Respondents Characteristics

Variables	Frequency	Percent
N	350	
Gender		
Male	225	64.28
Female	125	35.72
Age		
20-25	256	73.14
26-30	63	18
Above 30	31	8.86
20-25	256	73.14
Marital Status		
Unmarried	265	75.71
Married	85	24.29
Location of Participating in Class		
Metropolitan/Capital city	189	54
Town	114	32.57
Village	47	13.43
Online Study Semester		
MBS 1st Semester	147	42
MBS 2nd Semester	-	-
MBS 3rd Semester	203	58
MBA 4th Semester	-	-
Mode of Internet		
WIFI	266	76
Data Package	84	24
Quality of Internet		
Best	28	8
Good	263	75.14
Poor	59	16.86
Best	28	8
Device Used for Online Classes		
Laptop	114	32.57
Smartphone	217	62
Tablet	19	5.43
Prior Knowledge on Online Classes		
Yes	91	26
No	259	74

Source: Field survey, 2022

Test of Reliability

Consistency tests can be measured by using different methods. This study used Cronbach alpha to measure the reliability of each construct. If the value of the Cronbach alpha is greater than 0.7, it is considered as the consistency of a measure

(Lewis & Sauro, 2017). In this study, the alpha values range from 0.712 to 0.920, which fulfills the reliability criteria, as Lewis & Sauro mentioned. Hence, there is no issue of reliability which indicates that the constructs in this study are reliable for further investigation.

Variable	Cronbach's Alpha	No. of items
Learner's Dimension	0.738	5
Instructors' Dimension	0.837	5
Technological Dimension	0.712	5
Course Mgmt. & Coordination	0.911	5
Assessment and Evaluation	0.900	5
Satisfaction of students	0.920	7

Source: Field survey, 2022

Descriptive and Relationship Analysis

The descriptive analysis shows that all the construct mean values are greater than 3.00, which indicates that the satisfaction of student towards online classes is highly affected by technological dimension followed by instructor's dimension. Table 3 shows a strong correlation (0.876) between assessment and evaluation and class management and co-ordination. A moderate correlation was found between student satisfaction and learner's dimension, as their correlation was 0.630. Similarly, the correlation between assessment and evaluation, class management and co-ordination and learner's dimension are also found to be moderate 0.567 and 0.651 respectively. A weak correlation between assessment and evaluation, class management and co-ordination and technological dimension was found, as their correlation is 0.004. and 0.046 respectively. Table 3 shows that the

level of student satisfaction towards the online classes are significantly positively correlated with the 1 percent significance level with the learner's dimension, instructor's dimension, technological dimension, class management and co-ordination and assessment and evaluation.

Table 3*Descriptive Statistics and Correlations Coefficients*

	Descriptive Statistics		Correlations Coefficients					
	Mean	S.D.	1	2	3	4	5	6
1. LD	3.68	0.96	1					
2. ID	4.41	0.80	.571*	1				
3. TD	4.43	0.99	.280**	.038	1			
4. CMC	3.54	1.13	.651**	.676**	.046	1		
5. AE	3.53	1.10	.567**	.773**	.004	.876**	1	
6. SS	3.37	1.12	.630**	.763**	.773**	.840**	.834**	1

** Correlation is significant at the 0.01 level (2-tailed).

Test of Hypothesis

The impact of independent variables on dependent variable was estimated using multiple regression. The findings from the regression analysis for the satisfaction level of students towards online classes based on the explanatory variables are depicted in Table 4.

Table 4*Regression Results*

Predictors	Coefficients	t-statistic	p-value	VIF
Constant	.400	1.441	.150	
LD	.207	3.865	.000	2.075
ID	.453	9.601	.000	1.967
TD	-.267	-5.797	.000	1.148
AE	.580	14.633	.359	1.026
CMC	.033	.918	.000	2.320
Adj.R ² = .796		F-value = 224.072	F(sig) = 0.000	D.W. = 1.243

Note. Independent variables are learner's dimension (LD), instructor's dimension (ID), technological dimension (TD), assessment and evaluation (AE), class management and co-ordination (CMC). The dependent variable is satisfaction level of students on online classes.

Source: Field survey, 2022

The R-Square, which shows the coefficient of determination of the variables, is .796. The R-Square measures the overall fitness of the model. The result of R-Square indicates that the model explains about 79.6% of the variability in satisfaction level of students based on different dimensions of online classes. This means that the model used in this study explains about

79.6% of the variation in the dependent variable. It indicates that about 20.4% of the variations in satisfaction level of students are affected by other factors the model does not include.

Similarly, Table 4 shows the F-Statistics about 224.072, with a p-value of 0.000. The finding from the F-value proves the

estimated model's validity. This figure suggests that the explanatory variables are significantly associated with the study's dependent variables. That is, they strongly determine the satisfaction level of students towards online classes. Further, the value of the Durbin-Watson statistic is 1.243, which means that the data used in the study are free from autocorrelation. The VIF of the model is less than ten, means there is no multicollinearity between the independent variables included in the model.

The regression analysis table shows a positive and significant relationship

between LD, ID, TD, CMC and satisfaction of students. This result is supported by the t-statistics value (3.865, 9.601, -5.797, .918 and the p-value < .01). The results can be explained as a positive increase in the learner's dimension, instructor's dimension, technological dimension and class management and co-ordination will increase significantly in satisfaction level of students towards the online classes. The regression result shows that assessment and evaluation has positive but insignificant relationship with the satisfaction of students towards online classes.

Table 5

Hypotheses Acceptance and Rejection

Hypotheses	Result
H1: Learner's dimension has significant impact on satisfaction of students	Accepted
H2: Instructor's dimension has significant impact on satisfaction of students	Accepted
H3: Technological dimension has significant impact on satisfaction of students	Accepted
H4: Assessment & evaluation has significant impact on satisfaction of students	Rejected
H5 : Class management has significant impact on satisfaction of students	Accepted

Discussion

This study examined the perception and satisfaction level of MBS students enrolled in Kathmandu valley towards online classes during COVID 19 pandemic. The results revealed that learner's dimension, instructor's dimension, technological dimension and class management and co-ordination have significant positive relationship with the satisfaction level of students but assessment and evaluation have positive but insignificant relationship with the satisfaction level of students towards the online classes. Bhuasiri et. al. (2019) highlighted that the technological aspects is an important

factor in a successful e-learning system; hence, the readiness of the technological aspects needs to be thoroughly explored in order to analyze the overall e-learning readiness. This study found the significant positive relationship between technological dimension and satisfaction level of students. Holsapple and Lee-Post (2016) explained that, in an e-learning context, online users must use the updated and modern technology to complete their online tasks in the online learning environment. Ranadewa & et. al. (2021) explored that the learners' satisfaction is the degree to which a learner is delighted towards the involvement in online

learning. The learners' commitment is the degree to which a learner is engaged in the online learning committedly and the willingness to engage in online learning. In the period of covid- 19 pandemic, the learners were found satisfied due to taking the classes from their home in the pandemic and lockdown period.

Eishimi (2021) explored the successful and effective teaching and learning process through online mode of the study. The perception and satisfaction level of student and teachers can be defined as the attitude resulting from an evaluation of educational experience, facilities and services. Faculty satisfaction is defined as the perception about the efficient, effective and beneficial for the students as well as faculty. On the other hand, student satisfaction is related to the value of the learning process in the teaching and learning process. The level of satisfaction towards online classes of students increased due to the communication system of instructor, student participation in online discussions, flexible class schedule, technology support, pedagogical skills of the instructors, and feedback in teaching and learning process. The quality of instructor, course design, prompt feedback, and expectation of students positively impact students' satisfaction.

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