A REVIEW OF THE EFFECTS OF CORONAVIRUS ON UNIVERSITY STUDENTS' LEARNING

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1. INTRODUCTION

In late 2019, a pneumonia-like illness was identified in Wuhan, China. Further analysis revealed that the coronavirus was the cause of the illness. This led to a global outbreak of the coronavirus illness 2019 (COVID-19), which was declared a pandemic and a public health emergency of worldwide concern by the World Health Organization (WHO) on January 30, 2020, and March 30, 2020, respectively. COVID-19 is mainly spread through inhalation and contact with droplets from infected individuals. To prevent the spread of the disease, various measures have been implemented, including social distancing and lockdowns. However, despite these measures, the virus has spread rapidly worldwide.

Lockdowns are effective in stopping the spread of the disease, but they have inherent challenges that affect people's welfare and activities in various areas, such as politics, business, healthcare, tourism, entertainment, agriculture, sports, and education. The lockdowns have especially affected the educational system in all affected nations.

Numerous universities have had to suspend and postpone classes, exams, and assessments due to the extensive transmission of the virus. However, despite the lethal nature of the disease, many colleges have strategically resumed classes. Universities worldwide have adapted to the circumstances by switching to new methods of instruction, such as online (digital) instruction. Though the online learning environment is linked to both positive and negative factors, it has become the most successful learning approach during the pandemic.

However, there are drawbacks to online learning that impact both teachers and learners, such as flexibility, cost, and accessibility. Accessibility of digital technologies and the dependability of Internet services are significant challenges, particularly in many developing nations. Many online learners are unfamiliar with the platform and need help to afford the services and resources fully. Despite these obstacles, motivated students require less monitoring and support. However, those who need more motivation to study find it difficult to advance in this style of instruction. These factors and other difficulties have contributed to students' declining academic performance.

The pandemic has also accelerated unemployment and hurt the local and global economies. In many nations affected by COVID-19, graduate development programs and recruiting have been discontinued. Most countries have halted internship programs or are only doing them very seldom due to the pandemic's adverse effects on the micro- and macroeconomic sectors. Most pupils who study industry-related subjects drop out of school.

The primary duties of every well-established university are academic. Therefore, any barriers to the successful and efficient implementation of academic activities should be investigated, and necessary action should be taken. This research looks at how COVID-19 is affecting students' learning and suggests ways colleges can best address the pandemic while providing academic programs. An emerging opportunity to preserve and enhance academic activities without compromising the quality of education was explored. The paper covers the impact of COVID-19 on various aspects of student learning, including the adverse effects on learning (both internal and external assessment), internships and graduate development programs, the way lectures, tutorials, and lab activities are delivered.
1.1 Contribution of Theory

The subject of this study is the efficacy of teaching and learning at the university level in light of the COVID-19 pandemic. The study's target audience includes academic staff, students, and individuals who actively assist with university teaching and learning activities. The study's findings will help the administration and university council decide on suitable and efficient knowledge acquisition and dissemination strategies amid the epidemic. Additionally, the study is anticipated to significantly contribute to the emerging online teaching and learning field in the advanced, digitally connected society. It is also expected that the institution will accept and implement the study's findings to lessen the negative impacts of COVID-19 and improve the efficiency and convenience of teaching and learning.

2. IMPACT OF COVID-19 ON STUDENTS LEARNING

2.1 Pandemic Prevention Strategies and Their Impact

In January 2020, the coronavirus started to spread around the world. When a few suspected cases appeared in Bangladesh, the government announced that all educational institutions, including universities, should close. Smita conducted exploratory research to determine how the coronavirus affected universities from the students' viewpoint. According to the study, the university had to close due to the sudden lockdown. All participants (100%) reported that the announcement of university closures was sudden and shocking. Students were asked to evacuate the campus immediately, and all university functions were suspended. Most students expressed worry about their academic futures.

Furthermore, due to social distancing measures implemented as a countermeasure against the COVID-19 epidemic, colleges were forced to suspend academic activity in several countries. Educators' ability to provide high-quality training throughout different online stages reflects differences in their worldviews. Despite the challenges teachers and students face, online learning remains the sole viable choice and is widely accepted and implemented globally.

In light of the pandemic, online learning tools have become increasingly important for educational institutions, helping undergraduate students adjust to life beyond college. So that you know, staff and students' readiness for the upcoming adjustments should be monitored and helped. While motivated students quickly adapt to the online learning environment, other students need help to alter and adjust. For web-based learning, there is no one-size-fits-all teaching strategy. Different approaches to online learning are required for different subjects and levels.

In March 2021, the World Health Organization, the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the United Nations Children's Fund (UNICEF) jointly released a report advising schools to promote children's overall prosperity, well-being, and security. Training advancement should be at the forefront of all significant.
Given the detrimental effects that school closures have on the health and success of students, closures should only be considered as a last option. To achieve this goal, networks and schools should implement social and general welfare initiatives to the extent necessary to continue on-site tutoring. Models include smaller class sizes, ensuring more significant gaps between work zones and stuttering breaks. Long-term school closures will exacerbate inequities similar to teaching results throughout the District. It was suggested that schools should be the last places to close because closings have been shown to hurt children’s well-being, prosperity, and academic performance. In the unlikely event that major incidents occur or other measures cannot stop local transmission, receptive school closures may be considered a last resort, and controls over school environments should be specifically tailored to the needs of different age groups.

2.2 Enrollment of Students

The COVID-19 pandemic has caused various issues, including a surge in students dropping out of school. Research in Nepal shows a significant increase in student withdrawals in Sierra Leone, Guinea, and Liberia\cite{12-15}. It is predicted that the rate of failure and withdrawal will continue to rise as the pandemic worsens. When students lose their enthusiasm and morale for learning, they no longer view themselves as learners. COVID-19 has caused several factors leading to student withdrawals, such as parents losing their jobs and the government imposing university restrictions. These factors have also negatively impacted the economy, forcing parents to prioritize their family’s needs over their child’s education.

In California, an analysis of administrative data has been conducted to compare the enrollment trends of university students before and during the pandemic. Since the start of the 2020-21 academic year, fewer students have enrolled in colleges, which can be attributed to the pandemic’s fatal danger and the COVID-19 limitation laws enforced by universities. Enrollment decreased by 4% in 2019, and the decline became even more significant in 2020, with a 15% drop indicating that in-person programs would not be offered\cite{12}. However, enrollment slightly increased by 0.9% in the first part of 2021.

2.3 Teaching and Learning Platforms

Conducted a literature review on the impact of COVID-19 on colleges worldwide. The research revealed that most of the studies on COVID-19’s effects on colleges were conducted in the United States. However, since the pandemic is still relatively new, further research should be carried out in different countries to better understand its impact on colleges. The review aimed to identify practical approaches to working with students and to help implement innovative methods of delivering learning.

While developed countries have been able to quickly adapt to online learning platforms, many underdeveloped nations need assistance in adapting to these educational changes\cite{13}. Several studies have found that COVID-19 has forced colleges to embrace online or virtual learning\cite{13,14}. Multiple articles have demonstrated the positive effects of digital learning. Teachers have acquired online teaching skills to supplement in-person instruction. They have developed superior course design skills, kept up with rapidly changing technology and the online/virtual world, comprehended every aspect of e-learning, offered more accessible means for students to connect with them, and improved their digital creativity, competency, and research.
However, both faculty and students were not entirely comfortable with the shift to online instruction. With only one learning platform choice available, learners with diverse learning requirements may not benefit as much (Zhou, 2020), which could compromise student evaluations' authenticity and quality. The review also highlighted the inherent consequences of the shift to digital learning, including the instructor's ability and skills, unequal access to resources for student engagement and motivation, the affordability and reliability of internet access, and lower student participation than in-person instruction.

Joseph, and Tunde [13] conducted a qualitative study on professors' opinions of the virtual learning environment utilized in Nigerian universities. The study aimed to determine the lecturers' reactions to the final transition to virtual instruction brought on by the COVID-19 pandemic. Out of the 435 participants, only 192 (or 44%) used virtual instruction. Of the 192 instructors who participated in virtual teaching, 54 (28%) were affiliated with state universities, while 138 (72%) were with private ones. The national government and the university did not provide hands-on training, and resources such as internet access and electricity were inadequate and inconsistent. Public university lecturers were not using virtual teaching because there was no subscription to the virtual teaching program. Joseph and Tunde [13] concluded that the enabling agencies are failing to fulfill their responsibilities.

A study was conducted to explore the challenges faced by teachers during the COVID-19 pandemic. The study involved eighty educators from both public and private schools. According to the findings, the most common problems faced by teachers were unstable power and a need for more tools and resources to support online learning. The study found that teachers need more skills and knowledge to use modern online teaching and learning resources. Despite expertise with online and remote learning platforms, many teachers need help to utilize online learning tools to address students' learning. They believe that after COVID-19, contact teaching and learning will be valued again, and blended learning approaches will take center stage.

Another online study surveyed private institutions in Oman and the Middle East to determine how they provide labs and assess their students. The study found that using multiple learning platforms or methodologies is essential rather than just one face-to-face method. More than 90% of participants say using digital learning techniques is beneficial. Virtual learning has satisfied over 60% of the 90% of respondents who favored digital learning. However, ICT infrastructure is one of the main challenges in providing digital learning. The study also found that private colleges have modern ICT infrastructure to support online instruction. The participants favored Video conferences as the best online teaching and learning medium. However, participants stated that online learning does not fit these nations because most institutions in underdeveloped nations like Bangladesh need more internet resources and competence. The problems with online learning include frequent power outages, unreliability, and high internet service costs. Additionally, participants said online education could have been more exciting.

The epidemic has limited the amount of face-to-face teaching and learning that can take place between pupils and teachers. Therefore, the online teaching-learning mode is appropriate for moving forward with educational activities.
Additionally, a study was conducted to determine lecturers' views on remote learning and teaching methods. The study aimed to evaluate the instructors' participation in online instruction for Nigerian public and private institutions during the pandemic. According to the responses of 192 professors, 28% of lecturers in public universities and 72% of lecturers in private universities used virtual learning to interact with their students [13,14]. When asked why they did not participate in virtual teaching, 243 lecturers from both public and private universities gave their reasons. Of these, 59% said that the university and government did not provide incentives, 4% said they lacked technical skills, 31% said they were at fault for internet and electricity outages, and 6% said the university had not yet subscribed to an online teaching platform.

When Joseph (2021) examined whether lecturers had received virtual training before COVID-19, 23% claimed to have, while the remaining 77% had not. When asked about the degree of IT infrastructure required for virtual teaching, 405 instructors were surveyed; 93% stated that Nigeria lacked the necessary infrastructure, while 7% thought it was acceptable (Joseph et al., 2021). They were also asked about their understanding of technology teaching and learning aids. Telegram accounted for 68% of social media platform usage, followed by WhatsApp at 21%, Google Classroom at 14%, Google Teams at 1%, and Zoom at 23% [13,14]. When evaluating the ease and effectiveness of in-person and online instruction, 80% said they preferred the classroom, and 20% said online learning was more convenient [13,14].

An investigation conducted in Nepal revealed that unequal access to education is caused by digital learning. Most underdeveloped nations consider e-learning to be ineffective. According to a Nepalese survey, only 35% of schools have internet connectivity, and only 13% can offer online courses. ICT infrastructure and internet access services are unequally distributed between urban and rural areas. Students in urban areas are more likely to have access to reliable internet services than those in rural areas. Furthermore, access to the internet and e-learning is limited by the affordability of internet costs [13, Dawadi 15]. In Nepal, equitable access to online education was a significant obstacle that prevented students from completing their coursework.

The satisfaction of students with the online delivery of lessons was summarized in Table 1. Students utilize various online learning methods [1], including live video and audio conferencing, uploading audio presentations, and recording video lectures. Of 199 students, 25.40% were satisfied with online live lectures (video conferencing), with the remaining 20.70%, 17.80%, 16.40%, and 13.10% being dissatisfied, neutral, pleased, and very dissatisfied, respectively. Similarly, 201 students responded to a poll on online live lectures (audio conferences) with the following results: 24.4%, 22.1%, 18.8%, 18.3%, and 10.8% were dissatisfied, satisfied, neutral, extremely satisfied, and very unhappy, respectively. Additionally, of 209 students, 27.2% expressed satisfaction with the online lectures recorded on video, whereas 26.8%, 16%, 14.6%, and 13.6% expressed dissatisfaction, neutrality, and extreme dissatisfaction, respectively. Furthermore, 210 students were asked to evaluate the presentations that were uploaded online and had background audio explanations. Of these, 22.50% expressed great satisfaction, 21.10% expressed dissatisfaction, 20.20% expressed satisfaction, 18.30% expressed dissatisfaction, and 16.40% expressed neutrality.
Table 1. Shows the level of satisfaction among students regarding the online delivery of instruction.

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2.4 Students Assessments

The COVID-19 pandemic has changed the way students are assessed in schools around the world. Many institutions have stopped offering external exams and are using online courses and platforms for continuous assessment. However, assessing students online can be challenging as it's difficult to determine if they are cheating. Uneven access to internet resources has also made it hard for some students to participate in online activities. As a result, students' engagement and motivation levels have decreased, and lab experiments have become difficult to conduct [16-20].

Research conducted in 2021 shows that more coursework is being assigned instead of final exams, and assessments now account for 35% of final grades. However, some students have had difficulties finishing their schoolwork. Teachers and students must gain the necessary skills to conduct and administer online continuous assessments.

The purpose of laboratory experimental lessons is to provide face-to-face instruction in a small space. However, since online learning does not allow for laboratory experiments, students need to test their basic ideas and reasoning logically and scientifically. Although online teaching and learning have their challenges, digital learning platforms have pushed for educational continuity.

A study was conducted to compare the performance of 748 business students at the Faculty of Business Administration of Future University in Egypt. The study found that participants preferred online tests and quizzes due to the benefits they provided during the COVID-19 pandemic.
lockdown. Participants found online assessments to be more convenient, efficient, and accurate as the grading and assignment processing were automated, reducing lecturers' workload. As a result, the professors were encouraged to include more online tests and quizzes in their curriculum [21-24]. Students were provided links to lectures, allowing them to avoid irrelevant assignments. However, according to school data, the study also found a decline in student involvement, with less than half of them regularly attending online classes.

The drawbacks of online learning were also examined during the pandemic. The study found that inadequate internet access was a significant issue affecting online lectures and tests, according to 50% of academic personnel. Students felt that online instruction prevented them from receiving direct learning support, particularly for technical and lab courses. Students who performed averagely or had learning disabilities claimed that they did not receive adequate attention as compared to face-to-face instruction. The discontinuation of the training and internship program was also cited as a disadvantage of lockdowns [25].

In Nepal, a research study found that most internal assessments were canceled, and all external tests and examinations were postponed. The cancellation of assessments negatively impacted students' learning as assessments can be used to determine whether students have understood the material and whether they should advance to the next instructional level. The study also found that tests motivate students to learn. The postponement of internal assessments had a detrimental effect on student's performance and employment prospects. The study suggested that continuous evaluation has replaced final external exams, and extra homework was assigned to students to determine their final scores for each semester. The examination format included open-book examinations, onsite exams, quizzes, additional coursework, and current coursework. The workload and additional homework increased due to the cancellation of final examinations.

Finally, a survey showed that despite the pandemic, students were not concerned about the quality of their education. However, about 72% of students were worried about their understanding of the education topic due to the impact of COVID-19.

2.5 Internship and Graduate Development Program
The COVID-19 pandemic has caused a rapid increase in unemployment rates, which has negatively impacted both local and global economies. Many countries have had to discontinue their graduate development programs and recruitment processes due to the pandemic.

A study conducted in 21 countries revealed that the pandemic has affected everyone, despite the strict measures put in place to curb its spread. Graduating students’ lack of participation is indicative of the problems faced by the global economy. Graduate recruiting has been halted in several countries, and it is believed that the pandemic will continue to impact various economic initiatives [12-15, 20, 23].

According to an Australian study, there will be a 14% reduction in internship and graduate development programs in 2020. Some companies have experienced a more significant decline in graduate employment than others, and experts predict that COVID-19 will further exacerbate this trend. Despite the reduction in graduate jobs, many students still plan to pursue postgraduate education, believing that the global economic downturn will impact the labor market. Career development and recruitment activities are expected to move online.

Tristram Hooley’s analysis of reports on COVID-19: Global impacts on graduate recruitment from the Institute of Student Employers, the International Network of Employers, and University Careers Services, revealed that Belgium and Canada experienced a 30% decline in graduate and intern hiring in 2020. Many students have reported that their academic experiences and career prospects have been significantly impacted by the pandemic. The labor market is expected to continue to shrink, and university job fairs are now conducted online.

A preliminary study, which examined the literature from the students’ viewpoint, found that the pandemic has negatively affected employment and internship opportunities. Only 18.5% of individuals received an offer, compared to 81.5% who said they did not. When asked if they would start working immediately after graduation, 99% of respondents said they would instead wait up to three months to find employment. Every participant stated that COVID-19 has had a significant impact on the labor market, making it challenging to secure employment.

Over 75% of the students expressed concerns about their job prospects in the future, according to a study conducted by Abushammala [1]. The students’ opinions on their likelihood of employment in the future are depicted in Figure 2.

2.6 Physical, Mental and Financial Stress
Based on research papers, COVID-19 has hurt the psychological well-being of teachers and students. The shift to online learning disrupted the academic lives of learners and educators, destabilizing the teaching profession and affecting mental health. Digital learning has limited students' exposure to the job market and recruitment, resulting in increased anxiety and mental health issues. The sudden closure of schools has traumatized everyone, including professors and students. Students have also placed extra strain on their lecturers by expecting them to be proficient in digital learning resources, even when unaware of the challenges involved.

The study found that people's habits, hunger levels, sleep duration, timing, weight, and tiredness changed during the COVID-19 epidemic. These health issues prevented most participants from studying at home. Poor diet and lack of exercise affected participants' physical health, leading to changes in their study habits. More than 90% of students reported that stress was their primary mental health concern. They were not motivated to embrace the new educational movement due to their anxiety about becoming sick. When schools reopened, participants were concerned about being unable to cover the entire course material because they would feel pressure to complete their work quickly. The cessation of internships, graduate development programs, employment recruiting, and graduation were among the issues raised that have resulted in students feeling depressed and lacking academic motivation.

The COVID-19 financial crisis has also affected students' academic achievement. Many self-sponsored students and their parents who rely on part-time work cannot pay for their education due to job suspensions and downsizing. The economic downturn has had a significant impact on students and their families. It is not feasible for families to use their meager savings to pay for online education. Some respondents reported that their parents needed help to afford the tuition fees for the upcoming semester or the daily cost of internet access. According to the proposal, financial difficulties have been linked to exam failure and a break until the following semester.

In conclusion, the exploratory investigation found that due to the COVID-19 pandemic, all academic activities are conducted online, except for lab experiments and practical sessions conducted in compliance with safety requirements. Participants reported that 23% and 25.9% of courses were in-person, and 51.9% were online lectures.

2.7 Opportunities and Challenges

Hashemi (2021) conducted a qualitative study to explore the potential and difficulties associated with online teaching and learning in universities during the COVID-19 pandemic. The participants in the study reported that being transparent in online teaching and learning was difficult, and technological issues, such as incorrect passwords and inefficient online instruction, were also challenging. The study also identified the advantages and disadvantages of online teaching in higher education and the main obstacles to online teaching. Hashemi found that a lack of internet access was a significant problem, hindering and complicating online instruction for 36.62% of the respondents. Inconsistency and power outages were also substantial impediments to online teaching and learning, accounting for 31.36% of the total after the absence of internet connectivity. Energy problems could eventually impact internet connections, leading to a lack of online instruction.
Another issue 8.59% of respondents mentioned was the devaluation of digital platforms for teaching and learning due to a lack of necessary technological tools and gadgets. Similarly, 5.89%, 5.25%, 4.77%, 4.32%, and 3.20% stated that they lacked the infrastructure, time, confidence, training, and support necessary for online teaching and learning, respectively. These difficulties present an opportunity to upgrade infrastructure and learning facilities to ensure efficient teaching and learning, not just during the pandemic but also in the future. Due to the rapid growth of technology, online teaching and learning have become the norm in most industrialized nations. Virtual teaching and knowledge make it possible to engage students globally at a lower cost and with greater convenience. Digital technology that can improve online learning and teaching education has gained prominence due to the COVID-19 threat [20]. Initially, participants in education were perplexed about how instruction would be given and accepted. However, online teaching and learning had to be used due to the severity and necessity of maintaining educational continuity. Administrators at institutions gave their professors training and access to online digital tools by default. With the help of various e-resources like Google Meet, Zoom, Skype, YouTube, Facebook, Cisco, WebEx, and others, the participants acquired practical experience with digital tool communication tools like webinars and conferences that promote effective participation during this dangerous period. Meenal [20] said that individuals can participate remotely in educational activities thanks to digital teaching and learning. With digital tools, students can collaborate more and gain the confidence to participate honestly and in groups. Although COVID-19 has severely disrupted educational institutions, digital learning platforms have pushed for educational continuity. The most efficient ways to measure contact are through application lessons, examinations, assessments, and hindered lab experiments [20].

According to a TI expert professor at Future University in Egypt's Faculty of Business Administration, online learning will only pick up speed and eventually become a necessary part of higher education. The Covid-19 lockdown has given the university a chance to upgrade its infrastructure for online learning, widen the internet's coverage area, boost data storage capacity, require the university administration to purchase authorized e-learning tools, and give lecturers and students more IT training [29-33]. According to Narayanan [33], most participating lecturers praised using enterprise social tools for efficient administration and faculty member meetings during the COVID-19 lockdown. These tools promoted increased participation in decision-making, accountability, and transparency, as well as real-time decision-making and implementation.

3. FUTURE RESEARCH

Covid-19 has impacted many facets of university operations, not only student learning. In the context of COVID-19's effect on universities and its goals to guarantee the delivery of adequate education, both direct and indirect pandemic-related issues negatively impacted students' learning. The influence of COVID-19 on students' learning has been examined from their point of view. Nonetheless, Covid-19 has impacted administrators, lecturers, and educational activities. Education demands must align with and accommodate the natural effects of pandemics. Administrative support must be considered while developing academic staff capability and providing them with the information and tools necessary for, 03022 (2024)E3S Web of Conferences https://doi.org/10.1051/e3sconf/202449103022
Another element influencing kids’ learning was the need for more appropriate authority to offer mitigating aid. An inquiry from various angles is also necessary to take balanced measures to support students’ learning successfully.

The epidemic has given institutions the chance to enhance their operations, particularly in the area of information and communications technology. Technology has advanced quickly, and there has been a strong need for ICT infrastructure and applications at institutions. Applications and ICT were updated to meet the standards of the most recent generations and editions of technology. Additionally, COVID-19 allowed staff members to train themselves to be capable in the digital age. When implemented well, online teaching and learning reduce the financial strain on the involved individuals and organizations in real-time and at a reasonable cost. Studies on the importance of ICT use in pandemic scenarios ensure effective teaching and learning.

4. CONCLUSION

The impact of COVID-19 is felt worldwide and affects every aspect of human well-being. Despite numerous control measures to stop the spread of the virus, it continues to spread alarmingly. As a result, educational sessions have been disrupted, with multiple universities being compelled to suspend and postpone classes, exams, and assessments. However, colleges have since been pushed to deal with the epidemic and resume classes. Covid-19 has imposed both opportunities and problems on university academic activities.

To prevent viral transmission through physical contact with infected individuals, universities in COVID-19-affected areas have embraced online instruction as a security and control measure. Switching from in-person instruction to online teaching and learning environments has become the only choice available to all stakeholders in the face of COVID-19. While there are benefits and challenges associated with teaching and learning online, the effects of digital teaching and learning have been largely positive.

Lecturers have acquired online teaching techniques to enhance in-person instruction. They gained superior course design skills, kept up with the rapidly changing technology and online/virtual world, comprehended every aspect of e-learning, offered more accessible means for students to connect with them, and improved their digital creativity, competency, and research. However, there are drawbacks to online teaching and learning.

From the lecturer’s perspective, organizations such as universities and governments, particularly in underdeveloped nations, must provide their professors with the tools to lecture online. The problems include inadequate online resources, insufficient hands-on training, erratic power supplies, and non-subscription to online teaching and learning programs. One of the biggest problems with online teaching and learning is the lack of internet connection and services, which can be costly for those who cannot afford it. Teachers need to be more knowledgeable about using these technological tools, and some students need help using online learning platforms. Online instruction ignores technical aspects of learning, such as those found in lab settings, and students’ comprehension of the subject matter needs to be improved.

Anxiety and mental health problems have been brought on by the shift from studying to online platforms. Everyone, both instructors and pupils, is traumatized by the unexpected and abrupt shutdown of schools. Teachers are under pressure because of the high standards set by students for their proficiency in online instruction.
The pandemic has brought significant changes to the lifestyles of both staff and students. Due to working from home, changes in sleep patterns, weight loss, and appetite alterations, they are no longer as focused on teaching and learning. The pressure-related stress that students encounter is a prevalent mental health issue. To accommodate digital learning, universities have changed the way they assess students. External exams are no longer administered; students are given additional coursework and ongoing evaluations. They are determining if students cheat during online quizzes and examinations is challenging. Tests and lab practical’s need to be more relevant, and students must have equal access to internet resources to participate in online activities and receive reliable evaluations.

The financial crisis sparked by COVID-19 has affected students’ academics, and self-sponsored students and their parents who depend on part-time work cannot pay for their education. The economy has been in recession, financially impacting students and their guardians. Due to the seriousness of COVID-19, schools had to close right away. Numerous groups argued that closing schools should be the last option. Extended closures of schools might result in imbalances and learning gaps. The pandemic has also led to declining graduate development and internship programs, adversely affecting students’ career prospects. The labor market is expected to continue to contract, and students must apply for jobs online. Due to the pandemic, many students have stopped attending classes, increasing the rate of failure and withdrawal. Parents losing their employment in conjunction with the economy entering a recession, school closures, and COVID-19 limitation laws all contribute to students’ continuity.

5. REFERENCE


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