THE MAJOR CHALLENGES AND OPPORTUNITIES OF E-LEARNING FOR TEACHERS AND STUDENTS IN COVID-19 PANADAMIC: A DESCRIPTIVE STUDY

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ABSTRACT

Background: The worldwide spread of the Corona virus has presented several challenges to the educational sector in recent years. It is crucial to understand the students' experiences with online learning amid the Covid-19 pandemic in view of the present study. Even though this issue has been studied extensively, more is still needed to learn about the challenges students face and the precise strategies they use to overcome them. The consequences of online learning during the Covid-19 outbreak undoubtedly offered many opportunities while offering specific challenges that influenced the overall psychological health of teachers and students. Aim: This study will thoroughly analyse the opportunities, issues, and psychological repercussions of students' and teachers' rapid move to online learning during the COVID-19 pandemic. Method: A descriptive qualitative method using the literature review has been adopted in the present study. The present study's data is obtained from the previous related published works to draw out the objectives of the present study. Findings: The research revealed that the pandemic caused by Covid-19 had the most effects on the students' psychological health and the overall quality of their educational experiences. The techniques that students employ the most often include resource management and utilisation, seeking assistance, improving technical aptitude, learning time running techniques, and effectively maintaining control over the learning environment. The researchers focus on the implications of these findings for ongoing research, classroom instruction, and politicians' decisions. The atmosphere in which they learned at home was the most challenging assignment for them, but learning technological literacy and competency was the easiest.

INTRODUCTION

COVID-19, short for "Coronavirus Disease 2019," is a viral illness caused by a novel coronavirus called SARS-CoV-2. The emergence of COVID-19 can be traced back to late 2019 in Wuhan, Hubei Province, China. The COVID-19 pandemic has significantly impacted

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our lives, including education. With the rapid spread of the virus and the need to minimize physical interactions, schools and educational institutions worldwide have faced unprecedented challenges. In response to this crisis, educators, students, and parents have had to adapt to new learning modes to ensure that education continues despite the constraints imposed by the pandemic. The COVID-19 pandemic necessitated the adoption of e-learning methods across various educational levels, from primary schools to higher education institutions. E-learning encompasses a diverse range of approaches, such as virtual classrooms, webinars, online assessments, video lectures, and collaborative platforms. As educational stakeholders navigated this new landscape, understanding the specific challenges and opportunities that emerged became crucial for effective implementation and policy-making.Nowadays, e-learning is the standard in higher education. Even if the norm is followed, it has presented several difficulties for educators and students, particularly those who study English needing more technical expertise (Erlangga, 2022).

One of the most notable educational adaptations during the pandemic has been the transition to remote learning. With the help of technology, schools, and universities have shifted their teaching methodologies from traditional in-person classes to virtual classrooms. Over the last half-century, there has been a significant expansion in the field of educational technology. English courses in schools and universities are becoming better because of technological advancements. Technology is essential for educational purposes. The ability of instructors to show videos, music, movies, and live plays in English has contributed to the widespread use of technology in classrooms throughout the globe (Ghafar & Mohamedamin, 2022). This transition has allowed students to continue their education while minimizing the risk of virus transmission. Many studies have been conducted to understand the challenges, benefits, and overall impact of e-learning during this period. The study conducted by Raheem and Khan in 2020 delves into the critical role of e-learning in mitigating the challenges posed by the COVID-19 crisis on education systems worldwide. As the pandemic forced widespread closures of schools and universities to contain the virus's spread, e-learning emerged as a promising alternative for maintaining continuity in education.(Hodges et al., 2020)this study investigates the challenges educators and students face during the rapid transition to emergency remote teaching. It explores the technological, pedagogical, and social aspects of the sudden shift to e-learning and identifies opportunities and lessons learned for future educational preparedness.

(Saputra et al., 2021)explore the experiences and perspectives of students in Indonesia during the transition to online learning amidst the COVID-19 pandemic utilizing a phenomenological approach. The research delves into students' lived experiences as they adapted to the sudden shift from traditional face-to-face education to remote online learning. A study by (Ningsih, 2020). Investigates students' perspectives on online learning during the COVID-19 pandemic. The research explores students' experiences, challenges, and feedback regarding remote education through a qualitative approach.

Moreover, (Bansal et al., 2023). present a comprehensive review of existing research on students' engagement in online learning during the COVID-19 pandemic. By

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systematicallyanalyzing a range of studies, the research aims to understand the factors influencing student engagement and the challenges learners face in the virtual learning environment.

(Badiuzzaman et al., 2021) investigate the latent digital divide and its contributing factors in e-learning among Bangladeshi students during the COVID-19 pandemic by analyzing data and exploring various factors. The research aims to understand the disparities in digital access and utilization for online learning. The study sheds light on the challenges faced by Bangladeshi students in accessing e-learning resources, which can be crucial in formulating strategies to bridge the digital divide and promote equitable educational opportunities during crises.Li et al. (2021) investigate the impact of e-learning on students' mental health during the COVID-19 pandemic. This study assesses the psychological challenges faced by students and explores the potential strategies and interventions that can support their well-being in the virtual learning environment.

The main objective of this descriptive study is to provide a comprehensive overview of the major challenges and opportunities teachers and students face during the COVID-19 pandemic-induced e-learning transition. The study aims to contribute to the growing body of literature on the subject and offer insights that can inform educational policies and practices during future crises or in blended learning environments.

Moreover, the benefit of the present study lies in its comprehensive examination of the major challenges and opportunities faced by teachers and students during the COVID-19 pandemic-induced e-learning transition. By offering nuanced insights, the research contributes to the scholarly literature, informs educational policies, and enriches the understanding of e-learning's transformative role in shaping resilient educational systems.

E-learning and Covid-19

E-learning, or electronic learning, refers to using digital technologies and the internet to deliver educational content and facilitate learning outside of traditional classroom settings. It involves using computers, mobile devices, and online platforms to access educational materials, participate in virtual discussions, and complete assignments and assessments.

E-learning offers several advantages over traditional classroom learning. It provides flexibility regarding time and location, allowing learners to conveniently access educational resources and engage in learning activities. It also caters to various learning styles and preferences by offering multimedia content, interactive exercises, and personalized learning paths. Additionally, e-learning often enables self-paced learning, allowing individuals to progress through the material quickly.

The COVID-19 pandemic, which emerged in late 2019, has profoundly impacted education systems worldwide. With the need for social distancing and the closure of schools and universities, educational institutions rapidly shifted to e-learning as an alternative mode of instruction. This transition was driven by the accessibility and versatility of online learning platforms and the widespread availability of internet connectivity and digital devices.

During the pandemic, e-learning played a critical role in ensuring continuity of education. It allowed students to continue their studies remotely, minimizing disruptions to

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their learning process. Teachers and educators adapted their teaching methods to deliver lessons through video conferencing tools, recorded lectures, virtual classrooms, and online discussion forums. E-learning platforms provide a means to distribute educational resources, share assignments, and conduct assessments, thus maintaining the educational ecosystem.

While e-learning offered a solution to the immediate challenges presented by the pandemic, it also highlighted various issues and disparities. Not all students had equal access to technology and internet connectivity, leading to concerns about the digital divide and unequal educational opportunities. Additionally, some learners faced difficulties adapting to the self-directed nature of online learning and the lack of face-to-face interaction with peers and instructors(Zhu et al., 2018).

Despite the challenges, the pandemic accelerated the adoption of e-learning and sparked innovation in educational technology. It encouraged educational institutions to invest in infrastructure and resources to enhance their online learning capabilities. Teachers and students gained valuable experience leveraging digital teaching and learning tools, expanding their skill sets and technological literacy. E-learning also opened up new possibilities for lifelong learning as individuals of all ages explored online courses and training programs to acquire new knowledge and skills.

On the other hand, learning amid COVID-19 has presented several challenges. Access to technology and reliable internet connections has been a significant hurdle for many students, particularly those from underserved communities. This digital divide has highlighted the need for equitable access to technology and internet connectivity to ensure all students can participate in remote learning. Moreover, the absence of face-to-face interactions has impacted students' social and emotional well-being. The lack of physical contact with peers and teachers can lead to feelings of isolation and disengagement. Educators have implemented various strategies to address this challenge, including virtual group activities, online counseling services, and increased communication to maintain a sense of community and support students' emotional needs.

RESEARCH METHODOLOGY

A descriptive qualitative method using the literature review has been adopted in the present study. Literature reviews have organisational patterns, combine summaries and synthesis, often in specific conceptual categories, and aim to identify previous studies with existing concepts and theories. The present study's data is obtained from the previous related published works to draw out the objectives of the present study.

RESULT AND DISCUSSION

Covid-19's Effect on the Educational System

This part discusses the significant shift in instructional practices among teachers due to the proliferation of online platforms as a result of the Covid-19 pandemic. It also highlights the challenges faced by learners and instructors in transitioning from traditional face-to-face education to online learning.

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The rapid shift to online learning in response to the Covid-19 pandemic has been a global phenomenon impacting educational institutions worldwide. (Tadesse & Muluye, 2020) emphasize the necessity for teachers to adapt their instructional methods to ensure a high standard of education in the online environment. This aligns with the concept of "Emergency Remote Teaching," where educators had to rapidly transition from traditional classroom settings to remote online teaching (Hodges et al., 2020). Teachers faced the challenge of using online platforms and digital tools effectively to deliver engaging and effective instruction during the crisis.

The study by (Tadesse & Muluye, 2020) also underscores the essential role of online platforms in facilitating education during the pandemic. The increased use of these platforms aligns with the theory of the "Technology Adoption Model" (TAM), which posits that an individual's intention to use technology is influenced by perceived usefulness and ease of use (Davis, 1989). During the pandemic, the perceived usefulness of online platforms became evident as they provided a means for educators to continue instruction despite physical school closures and social restrictions.

On the other hand, the transition to online learning also brought challenges for learners and instructors. (Adams et al., 2021) discuss the challenges that learners and newcomers face in online learning, such as adjusting to the online environment, managing distance training, and coping with the pressure to develop digital competencies. This aligns with the "Technology Integration Theory," which emphasizes the need for teachers to undergo professional development to effectively integrate technology into their teaching practices (Ertmer, 1999). Instructors faced the challenge of acquiring new skills and strategies to navigate the online learning landscape successfully.

The challenges faced by both learners and instructors during the transition to online learning are consistent with the concept of the "Digital Divide," which refers to the unequal access to technology and digital resources among different populations (Van Deursen & Van Dijk, 2019). Learners from socio-economically disadvantaged backgrounds may face additional barriers to accessing online education, exacerbating educational inequalities during the pandemic.

The research results discussed above align with educational technology adoption theories, emphasizing the necessity and challenges of transitioning to online learning during the Covid-19 pandemic. The adoption of online platforms by educators reflects the perceived usefulness of technology in emergency situations, while the challenges faced by learners and instructors underscore the importance of addressing the digital divide and providing adequate support and training for successful online learning. The transition to online learning represents a significant paradigm shift in education, and as such, it requires thoughtful consideration and support for all stakeholders involved.

Covid-19's Influences on the Learning Atmosphere

The Covid-19 pandemic has had a profound impact on the learning atmosphere, leading to the closure of schools and the adoption of electronic and technological solutions for

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continued education. This discussion will explore the research results presented in the part and compare them with other studies to understand the influences of Covid-19 on the learning atmosphere.

The unexpected global school closures during the Covid-19 outbreak have disrupted the traditional learning environment, affecting students, parents, and educators worldwide. Many families and authorities have sought various approaches to ensure students' satisfaction and engagement during this challenging period. The use of electronic and technological solutions has become essential in keeping students interested in learning and connected to their broader community. However, the digital divide has emerged as a significant issue, as not all students have equal access to the necessary information, abilities, and tools for secure online learning (Allam et al., 2020).

The research by Allam et al. (2020) aligns with other studies that have highlighted the impact of the digital divide on education during the pandemic. The digital divide refers to the disparity in access to and utilization of technology among different socioeconomic groups (Van Deursen & Van Dijk, 2019). Studies have shown that students from economically disadvantaged backgrounds face challenges in accessing online resources and participating fully in remote learning (Kniffin et al., 2021). This digital inequality has implications for educational equity and calls for targeted interventions to bridge the gap and ensure inclusive learning environments.

The pandemic has led to systemic changes in teaching and learning methods, as educational institutions had to adapt to remote education. Tarkar, P (2020).Emphasizes that teaching and assessment methods, as well as learning frameworks, were impacted by the sudden transition to online learning. This aligns with the concept of "Emergency Remote Teaching" (Hodges et al., 2020), where educators had to quickly adapt their instructional strategies to suit the virtual environment. This shift to online education prompted institutions to adopt digital learning tools and platforms, as seen in the case of colleges and universities embracing online classes through learning management systems.

The research results presented in the paragraph also underscore the significance of higher education in shaping a nation's economic future (Mohamed et al., 2022). This aligns with the "Human Capital Theory," which highlights the role of education in developing skilled human capital that drives economic growth and development (Schultz, 1961). Ensuring continuity in higher education through online platforms during the pandemic became crucial in producing a skilled workforce and fostering economic resilience.

The discussion abovehighlights the influences of Covid-19 on the learning atmosphere, including the digital divide, systemic changes in teaching and learning, and the importance of higher education in defining a nation's economic future. These findings are consistent with other studies that have emphasized the challenges and opportunities brought about by the pandemic in education. Addressing the digital divide and effectively integrating technology into educational practices remain critical areas of focus for creating inclusive and resilient learning environments in the post-pandemic era.

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The Challenges of E-Learning For the Students

This part is intended to discuss the main challenges faced by students during the Covid-19 crisis in the context of e-learning. Several studies from different countries shed light on these challenges.

Coman et al. (2020) conducted a study in Romania and identified technical issues and the lack of a suitable teaching style for the online environment as the main challenges of e-learning. This finding aligns with the concept of "Technological Barriers," which refers to the difficulties students encounter in using digital tools and platforms for learning (Al Lily, 2020). The lack of preparedness of educational institutions for online learning contributed to these challenges.

In Vietnam, (Que, 2021) conducted a study that revealed the emergence of many imperfections in e-learning during the Covid-19 crisis. Insufficient technical, mental, and academic support, along with inappropriate infrastructure, were found to be collective challenges of e-learning. This aligns with the concept of "Infrastructure Challenges," which refers to the lack of adequate technological resources and support systems for successful online learning (Khlaif & Salha, 2020).

In the Philippines, (Guillasper et al., 2021) found that learners negatively perceived e-learning, considering it impersonal and lacking in feeling. The learners' perception might be influenced by their experiences with face-to-face learning, which offers more personal interaction and social connection (Gonzalez-Ramirez et al., 2021). The study also pointed out that intermediate computer competency and internet connectivity acted as barriers for learners, affecting their engagement in e-learning.

A study conducted in Indonesia by (Mulyani et al., 2021) revealed that the majority of learners preferred face-to-face teaching and learning over e-learning. This preference could be attributed to the sense of social interaction and immediate feedback that face-to-face learning offers (UNESCO, 2020). The study also emphasized the need for extra support tools and sufficient assistance to facilitate the transition to e-learning.

Similarly, (Raad & Nehal, 2022) conducted a study at Aligarh Muslim University (AMU) in India and found a negative attitude towards online study modes and methodological challenges in online classes and assignments. These findings align with the concept of "Pedagogical Challenges," which refers to the difficulties in adapting teaching methods and strategies to the online environment (Bhuasiri et al., 2012). The lack of face-to-face interaction and the need for effective online instructional methods might have contributed to students' negative perceptions.

In conclusion, it has been revealed several common challenges faced by students during the Covid-19 crisis in the context of e-learning. These challenges include technical issues, lack of preparedness, insufficient support, infrastructure limitations, negative perceptions towards e-learning, and the need for effective pedagogical strategies. Addressing these challenges requires a holistic approach, including improving technical infrastructure, providing adequate support, and implementing effective pedagogical methods to enhance students' learning experiences in the online environment.

As discussed above, the challenges can be summarised as follows:

1. Lack of significantly impacted the physical presence of a teacher and classmates. Some students may need help to stay motivated and engaged with the coursework.

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2. Technical difficulties: E-learning relies heavily on technology, which can sometimes be unreliable. Technical difficulties such as slow internet connection or malfunctioning devices can hinder the learning experience.

3. Limited interaction: E-learning can be isolating, as it often lacks the face-to-face interaction that traditional classrooms provide. This can make it difficult for students to ask questions and receive immediate feedback.

4. Distractions: E-learning can also be distracting, especially if students are not in a structured environment. Home environments may have distractions such as family members, pets, or household chores that interfere with learning.

Challenges Face the Teachers in E-learning

(Wallett et al., 2022) highlights some of the key challenges faced by both teachers and students in e-learning, such as the need for familiarity with online tools and limited access to computers, internet, and mobile networks in developing countries. This aligns with the concept of "Digital Divide," which refers to the disparities in access to technology and digital resources among different populations (Van Deursen & Van Dijk, 2019). The lack of access to necessary technological resources can hinder both teachers' and students' engagement in online courses and limit their ability to participate fully in e-learning activities.

Bozkurt et al. (2020) identified various challenges faced by teachers in e-learning, including limited experience with platform setup, concerns regarding student engagement, difficulties in assessing the effectiveness of course materials, and a lack of expertise in developing e-content. These challenges align with the concept of "Pedagogical Challenges," which refers to the difficulties in adapting teaching methods and strategies to the online environment (Bhuasiri et al., 2012). Teachers may need support and training in using online platforms effectively and developing engaging and interactive course materials to enhance student learning experiences.

Abdul Rahman et al. (2021) conducted research under Malaysian Movement Control Orders and found that teachers faced challenges in increasing and maintaining student involvement in online learning. This aligns with the concept of "Student Engagement," which is crucial for effective learning outcomes in e-learning environments (Fredricks et al., 2004). Engaging students in an online setting requires innovative and interactive instructional approaches that encourage active participation and motivation.

Additionally, Ab Wahab and Mohamad (2022) discussed the absence of engagement from the instructor's viewpoint, emphasizing the challenge of not being able to see students' faces and respond promptly to help. This aligns with the importance of "Instructor Presence" in online learning, where the active presence of teachers in the virtual classroom can foster a sense of community and facilitate communication and support.

Based on the discussion above, it can be noticed that there are several common difficulties faced by educators during the transition to online learning. These challenges include limited access to technology, concerns about student engagement, difficulties in adapting teaching methods to the online environment, and the need for effective instructor

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presence. Addressing these challenges requires comprehensive support for teachers, including training in online pedagogy and the effective use of digital tools, as well as providing access to necessary technological resources for both teachers and students. By addressing these challenges, educators can enhance the quality of e-learning experiences and promote student success in virtual classrooms.

Based on the researchers' experiences and discussion above, the challenges faced by teachers can be summarised as follows:

1. Adapting to new technology: Teachers may need to become more familiar with the technology used for e-learning, making it challenging to deliver lessons effectively.
2. Limited interaction: Just like students, teachers may struggle to interact with their students in an e-learning environment. This can make gauging student understanding and adjusting teaching methods accordingly tricky.
3. Time management: E-learning requires a lot of preparation and planning, which can be time-consuming for teachers already managing other responsibilities.
4. Ensuring academic integrity: E-learning presents new challenges in ensuring academic integrity, such as preventing cheating on exams or ensuring students complete their work.

Opportunities of E-learning

The COVID-19 pandemic has significantly impacted education worldwide, leading to the widespread adoption of e-learning or online learning as an alternative to in-person education. E-learning uses digital technologies and the internet to deliver educational content and facilitate learning remotely.

This part discusses the positive aspects and opportunities of using e-learning during the Covid-19 pandemic. Itpresents findings from various studies that highlight the bright side of e-learning and its potential for enhancing education during crises.

Several researchers, including Alenazy et al. (2019) and Ramirez et al. (2015), have shown the advantages of using e-learning during the Covid-19 pandemic. These studies likely emphasized the potential of e-learning to provide continuity in education, reach a wider audience, and offer flexible learning options. E-learning's ability to deliver education remotely and asynchronously can be particularly beneficial during emergency situations, such as the pandemic, where traditional face-to-face learning is not feasible.

Alyoussef (2021) conducted a study at King Faisal University and found that e-learning was considered the finest choice during the pandemic to enable learners to continue theiracademic studies with quality. This aligns with the concept of "E-learning Continuity," which refers to the ability of e-learning to maintain education delivery despite disruptions (Chen et al., 2019). The study also highlighted e-learning as a step towards developing education and countries, suggesting that the adoption of digital technologies in education can contribute to educational advancement and national development.

Similarly, Gurban and Almogren (2022) conducted a study in Saudi Arabia, analyzing students' perceptions of e-learning. The study found that e-learning was perceived as participatory and efficient, providing flexible and effective learning opportunities with easier

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management and accessibility of distance learning. This aligns with the concept of "Student Satisfaction," where learners' positive experiences and perceptions of e-learning contribute to their overall satisfaction and engagement in the learning process (Eom et al., 2006).

Mabrur et al. (2021) conducted a study on junior high school students' readiness to participate in e-learning and online EFL (English as a Foreign Language) classes during the pandemic. The study revealed that most students had positive perceptions about e-learning and were eager to engage in online lessons. This aligns with the concept of "Student Motivation," where learners' intrinsic motivation to engage in e-learning activities positively influences their learning outcomes and experiences (Deci& Ryan, 2008). The students' familiarity with e-learning tools and devices and their motivation to participate in online classes further support the opportunities of e-learning during the pandemic.

E-learning has shown potential in providing continuity in education, reaching a wider audience, and offering flexible and effective learning opportunities. Students' positive perceptions and motivations towards e-learning contribute to its success in enhancing education during crisis situations. Embracing e-learning during the pandemic and beyond can lead to the development of education and contribute to the advancement of nations by providing accessible, quality education for learners worldwide.

Although the findings were encouraging, it was still necessary to remember the percentage of students who needed to be more knowledgeable about their preparation. Education institutions must reduce the dropout rate and do their utmost to overcome e-learning's shortcomings in order to provide the finest online learning experiences.

Here are some of the advantages ofe-learning during the COVID-19 pandemic:

1. Shift to Online Learning: As schools and educational institutions were forced to close to contain the spread of the virus, many turned to online platforms and tools to continue delivering education. This shift enabled students to access learning materials and participate in classes remotely from their homes.

2. Virtual Classrooms: Online learning platforms and video conferencing tools such as Zoom, Microsoft Teams, and Google Meet became popular for conducting virtual classrooms. Teachers could deliver live lectures, share presentations, and interact with students through real-time discussions, chat features, and video calls.

3. Asynchronous Learning: E-learning also facilitated asynchronous learning, where students could access pre-recorded lectures, videos, and digital course materials at their convenience. This flexibility allowed students to learn at their own pace and review the content as needed.

4. Learning Management Systems (LMS): Learning management systems, such as Moodle, Canvas, and Blackboard, became crucial in organizing and managing online courses. These platforms provided a centralized hub for teachers to upload course materials, assign tasks, conduct assessments, and track students' progress.

5. Online Assessments: Traditional exams and assessments had to be adapted to an online format. Teachers utilized various methods like online quizzes, assignments, and discussion

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boards to evaluate students' understanding of the material. Proctoring software was also employed to maintain academic integrity during remote exams.

6. Challenges and Inequalities: While e-learning provided a way to continue education during the pandemic, it also highlighted existing disparities. Not all students had equal access to devices, internet connectivity, or conducive learning environments, creating challenges for those from disadvantaged backgrounds.

7. Teacher Training and Support: Educators had to quickly adapt to the new online teaching methods. Many institutions provide training and support to help teachers learn how to effectively use online tools and platforms for instruction.

8. Blended Learning: Some educational institutions implemented a blended learning approach, combining online and in-person instruction when it was safe to do so. This hybrid model aimed to combine the benefits of face-to-face interaction with the flexibility and accessibility of online learning.

9. Future Implications: The pandemic accelerated the adoption of e-learning and highlighted its potential in the field of education. Even as the situation improves, it is likely that e-learning will continue to play a significant role in education, offering increased flexibility and opportunities for remote learning.

It's important to note that the specific implementation of e-learning during the COVID-10. Pandemic varied across countries, institutions, and educational levels. Different regions and schools had different approaches based on their resources, infrastructure, and the severity of the pandemic in their area.

CONCLUSION

E-learning, often known as electronic learning, delivers educational materials and facilitates learning outside of conventional classroom environments. In order to access educational resources, participating in online conversations, and finishing projects and evaluations entails using computers, mobile devices, and online platforms. E-learning uses electronic media and technology to deliver educational content and facilitate learning. During the COVID-19 pandemic, e-learning emerged as a critical tool for educational institutions worldwide. As schools and universities were forced to close their physical premises to ensure the safety of students and staff, e-learning platforms and online teaching methods became the primary means of continuing education.The present study has shown mixed attitudes and perceptions regarding e-learning during the COVID-19 pandemic. E-learning allowed educational systems to continue functioning despite physical limitations. While it presented challenges, it also highlighted the potential of technology to transform education and provided valuable insights into improving online learning experiences in the future.E-learning tools and devices are crucial in education, especially amid the covid-19 crisis. Some recommendations for learners and teachers to use these tools and devices are first to identify their learning objectives and then choose the appropriate tool or device to help them achieve them. They should also ensure they have the technical skills to use the tool or device effectively. Additionally, it is essential to consider the accessibility and inclusivity of the tool

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or device for all learners. It is worth mentioning that effective e-Learning requires active engagement, clear communication, and a proactive approach from both teachers and learners.

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