

# Post-Covid Challenges and Opportunities for Higher Education

**Jayanta Kumar Mete**  
**University of Kalyani**

**Rahul Das**  
**University of Kalyani**

**Arnab Chowdhury**  
**Amity University, Uttar Pradesh**

*All over the world, the Covid-19 pandemic has had a big impact on the higher education sector. It has also put a lot of pressure on the Indian system of higher education. As a result, all academic institutions and colleges now teach their students through online platforms, thus forcing the higher education sector of the country to move its base online. The present crisis should be used as an opportunity to devise new ways to improve education that everyone can use and understand. Many new types of learning, new ideas, and recent trends have resulted from the pandemic. As we move forward, the same may happen.*

*Keywords: higher education, post-Covid-19, Covid-19 pandemic, impact, opportunities*

## INTRODUCTION

The Covid-19 pandemic has had significant effects on education around the world. A worldwide ban on face-to-face schooling led more than two billion students to complete their studies online. Most countries were not prepared for this crisis or successful with online teaching at the time of its occurrence. The traditional structure of higher education systems around the world was radically altered as a result of the pandemic. This study was also severely hindered. Even though university and college closures hurt students, professors, and their families, they also triggered cultural and financial issues. Because Covid-19 thrives in this kind of situation, it was vital to close down all education programs.

Millions of students and instructors throughout the world have been forced to stay at home in the wake of the Covid-19 outbreak, which has affected 90% of the world's students by the closure of more than 210 countries' institutions of higher education. Higher education is in the midst of a seismic transformation. As a result of the Covid-19 pandemic, the schooling system has faced major challenges. In higher education, instructors and students are struggling to adapt to a new reality in which all learning and teaching are conducted via technology. This is a once-in-a-lifetime opportunity to break out of the traditional university classroom model. Overall, this would be a boon for the Indian educational system (Ramola, R. C. 2021).

People were traveling to and from other countries in China when the virus was initially discovered in Wuhan City, China, at the end of December 2019, as it quickly spread throughout the world. The first case of Covid-19 was found in India on January 30, 2020. As participants in numerous academic activities and

long/short-term studies abroad, academics routinely travel to other countries. Several universities operate student exchange services that allow students to travel both domestically and internationally. In addition to large gatherings in classes and dorms, many students rely on public transportation to get across campus. More than 400 million students are enrolled in higher education in India, of which 38 million are enrolled in college or university. Over 40,000 colleges and universities comprise India's higher education system, making it one of the world's most expansive systems of higher learning. Many students are day scholars who frequently interact with the older population in their immediate surroundings, increasing the likelihood of the virus spreading. Therefore, it made sense to close all schools and universities to prevent the virus from spreading to a large number of people, both young and old (Ramola, R. C. 2021).

## **CHALLENGES**

In 2020, Covid-19 led institutions around the world to face unprecedented challenges, which simultaneously highlighted and aggravated existing shortcomings and dysfunctions. In particular, six challenges stand out from the rest, starting with the shift from face-to-face to online teaching. Second is dealing with a financial situation that is in jeopardy. Third, is to ensure the health and well-being of students, instructors, and staff members. Reopening campuses as securely and quickly as feasible is the fourth challenge and planning for the post-pandemic scenario is the fifth. Finally, it is important to help the administration and society deal with the numerous facets of Covid-19.

The first challenge references the continent's lack of universities. Second, there is a lack of financial support for higher education due to decreasing state investment and insufficient charitable assistance. There are not enough professors to go around and academic employment has become less appealing as academic labor has become undervalued. Fourth, there is a lack of research funds and output. The fifth challenge refers to the deterioration of physical and technical infrastructure due to a lack of proper care.

### **Technological Challenges**

Many factors contributed to the reduction in auxiliary service revenues, including the closure of campuses, the decline in student enrolment, the loss of jobs for parents/families, and the decline in philanthropic donations. Job layoffs, reductions in salary and pensions, postponement of capital projects, and contract renegotiation were among the harsh budget cuts universities had to implement. Others drew closer to insolvency and eventual closure. New investments in technological networks were difficult to maintain under such conditions.

### **A Divide Based on Technology & Access**

The availability and accessibility of digital infrastructure, such as the Internet, computers, and cell phones, are essential if education is to remain uninterrupted. There are significant class and gender disparities that affect access to these resources, even though urban pupils have better access than rural students. In addition, problems with accessibility are exacerbated by other limitations such as inconsistent electricity sources, unsanitary living conditions, and inadequate study areas.

### **Lack of Clarity on Examinations**

The grading system and how to hold exams for students who are done with elementary school have been considered many times; however, the pandemic situation slowed down the process of establishing a country-wide procedure for examinations. As a result, many students have not finished their school curriculum and have lost time as they try to go to college.

### **Working With the State Government to Increase Literacy Rates**

Public-private partnerships work to increase the number of people (parents and children) by focusing on teacher preparation, funding for services and equipment, and publicizing the advantages of reading to everyone.

This is a time of opportunity even though Covid-19 has rocked the education landscape. Working with the Indian government to implement innovative teaching practices and providing all students with the necessary tools and resources will enable India to better prepare the country's next generations for successful careers and meaningful lives.

### **Lack of Face-To-Face Contact With Teachers and Students**

Online learning does not provide learners with "normal" classroom exchanges as there would be no face-to-face interaction between educators and pupils, preventing students from fully clarifying their doubts.

### **Insufficient Course Materials**

Some of the hindrances or impediments mean that the materials offered by the university fall short of what students expect and timely access to materials will not always be possible. It also influences pupils' self-esteem as in the case of the classroom teaching technique, which is based on physical contact.

### **Lack of Concentration and Dedication**

Considering the fact that students would be doing their research in addition to growing their talents, they will also be less dedicated to their studies because they will not have as many limitations from top authorities, allowing them to be less focused on their studies in college. In addition, if the students are simultaneously working, they do not prioritize their studies as high as they would otherwise.

### **Adaption Toward Digital Learning for Learners and Professors Would Be Difficult**

Pupils in rural or distant locations may not be aware of internet resources and advanced technology, making it challenging for them to keep up with the times and for educators to work with students who are resistant to change. Instructors may also be hindered from keeping up with rapid advances in technology in some cases.

### **Reduced Employment Opportunities**

The cancellation of a large number of university admissions tests and career opportunities has had a detrimental influence on the lives of students. Indian citizens working abroad were also affected by the decision to end their contracts. Government employment is non-existent in India; as a result, recent graduates are feeling the pressure of employers pulling back on job offers due to the pandemic. Many students in India and other countries may have to find new occupations. Due to various constraints imposed by Covid-19, it is possible that graduates may be unable to find employment outside of India. This pandemic is expected to result in an increase in the unemployment rate. People's desire for education may wane as they scramble for food rather than shelter as demand increases over limited supply (Pravat, 2020b).

### **Education Assessment System Severely Affected**

The vast majority of scheduled tests, both internal and external, have been rescheduled or canceled altogether. Students' education suffers as a result of the postponement of assessments. The postponing of external tests has a direct impact on student's educational and professional futures. Many institutions have been managing internal assessments online using various digital solutions. Students are fearful of being locked in the same grade or class for the near future. As a result, many students who sat for final/board exams are severely disadvantaged as the lockdown has prevented them from transferring their credits to schools in other countries in time for the following school year.

### **Heavy Workload**

Universities' ICT departments have been burdened by the sudden and rapid digital transition as they hurry to establish e-platforms, consisting of external applications into their systems, and completing the migration to external applications. Because they must adapt their course materials to make them compatible

with students' use of e-platforms, instructors also shoulder some of the burden. It is estimated that the excessive workload has resulted in unexpected monetary and personal expenses.

### **Destabilized All Educational Activities**

Lockdowns have been imposed on all sectors, including schools, following the outbreak of Covid-19. As educational activities ceased, many institutions were forced to close, posing numerous issues to the various stakeholders (Pravat, 2020a). In this regard, a variety of activities, including admissions, exams, entrance exams, and competitive exams were postponed, and many higher education admission exams canceled, posing a significant obstacle for current students. In the absence of students, faculty, and staff on the campuses, the fundamental difficulty was to maintain the teaching–learning process. Using online education was the natural choice for the universities. Within a brief period, HEIs were able to give students online help. This year's Covid-19 conference helped increase the use of modern technologies in education and served as a catalyst for all educators and students to advance their technological proficiency. To better serve their students, higher education institutions have begun using various e-conferencing systems, such as Google Meet, Skype, YouTube live, Facebook lives, WebEx, and others, to hold training sessions, initiation meetings, and counseling classes. It was decided to take this step to build an effective online teaching environment and inspire students to participate in online activities. Teachers and students have improved their use of electronic media for the exchange of information by using WhatsApp, Google Drive, Telegram, Twitter, and so on (Pravat, 2020b) while staff members have been exchanging significant documents and developing a private repository on the internet as well. Students are urged to email their assignments to the college as scanned documents. After the Covid-19 shutdown, institutions started to receive intern summaries and projects via email.

### **OPPORTUNITIES**

On its own, online learning offers advantages like a wide range of adaptability, interactive content, self-pacing, and opportunities; however, it is currently being adopted by colleges to align their actions with both local and global practices in combatting the Covid-19 disease outbreak while maintaining the academic calendar. Due to the pandemic, educational institutions have accelerated the digital transformation of their programs. Universities serve many more purposes outside teaching and economics.

### **Integrating Digital Technologies With Teaching & Learning**

Indian higher education has recently undergone a fundamental shift in teaching and learning processes in response to the massive clamor from industry. Many businesses and industries claim that Indian workers lack the necessary skills required for employment. Student learning suffers as a result of classroom teaching methods that are too rigorous. The ability to learn outside of the classroom is essential for acquiring the abilities needed in the workplace. Acquiring predetermined skill sets is part of the Skill India Mission as well, which is a competency-based framework that categorizes all degrees according to a progression of levels of competence, competencies, and ability. Technology such as mobile phones, iPad, laptops, high-speed online, and several applications allow students of the twenty-first century to access information and connect with a network of professionals and colleagues via a variety of applications. The availability of cutting-edge technologies and concepts has served as an inspiration for educational producers. Covid-19 is a godsend when it comes to updating the school sector.

### **Economically Good**

Higher education will be more accessible to all students due to the lower enrolment costs compared to traditional classroom-based systems.

### **Self-Learning and Skill Development**

With less reliance on others, pupils can better hone their abilities in a more self-directed environment. Individuals will also be better able to adjust to a sudden unforeseen scenario due to the flexible approach of e-learning.

### **Acquiring Skills for Staff**

As a result of the pandemic, staff members have been able to develop new approaches in virtual teaching and digital content production as well as establish new ways of assessing students and learning principles. This presents an opportunity for the educational sector to unite, build bridges between countries, and interact around the globe.

### **Research Innovation**

This pandemic is, without a doubt, a threat to humanity (Poon & Peiris, 2020) and the WHO has declared a state of emergency because of the spread and severity of the virus across the world. It is important for educational technologists, especially those who work with distance learning to take advantage of the surge in web-based learning participants as a way to improve their research and produce new ways to solve problems in digital training.

### **Technology Innovation**

The Covid-19 pandemic was a great example of how IT experts could respond like a “SWAT team” to provide answers and deliver the latest technical therapies offered by IT specialists (Manfuso, 2020). There is no doubt that they are up to the challenge of providing more should similar crises arise. Consequently, this can be employed in the management of corporate operations and crises.

### **Socio-Economic Interventions**

In the United States, Internet Service Providers (ISPs) are implementing socio-economically effective interventions such as the delivery of community broadband to university and K-12 students. As a result, the Eastern Mediterranean University and Turkcell have agreed to give free internet access to its students and staff as a moral obligation and innovation strategy. Meanwhile, Vodacom has launched special bundles and increased their zero-rated offer to all public citadels of learning in South Africa: students and teachers can access their virtual education platforms without incurring network information monthly subscriptions.

## **POST COVID-19 TRENDS IN HIGHER EDUCATION**

Covid-19 has compelled society to undergo an essential period of change. The actions taken to cope with the pandemic can lead to a brighter future due to the benefits gained. The day after tomorrow is a brand new beginning and it is up to us how it will unfold. The old paradigms of class sessions, modes of instruction, and testing methods are undoubtedly challenged by modern technology. Education can now imagine new teaching and learning methods due to the latest developments as outlined below.

### **Personalized Learning**

There is no need to limit one’s education to the confines of a classroom or a set of rules. A single instructor may be responsible for a large number of students in the future. Students’ objectives and requirements are considered when learning modules are tailored to fit various learning styles and learning materials come from a variety of sources. Students have the option to continue their education within the new paradigm if they so desire.

### **Declining Attendance Among Students**

Understandably, after lockdowns end, many parents may be hesitant to send their children away to school or university. A boarding school may be out of reach for families who lost their employment because of the outbreak. Home-schooling could continue for another few months as a result.

### **Technology Can Be Used to Aid in Teaching and Learning**

Educators and students alike increasingly rely on digital and technological solutions for all aspects of their education, entertainment, and socialization. Technology such as e-mail, WhatsApp, videoconferencing, Instant Messaging, or any other tool can be used by students to interact with their lecturers as well as other students electronically.

### **Student Movement Between the United States and Other Countries May Be Curtailed**

Students and their families must weigh the risks of moving to a new country for higher education against the benefits of doing so. Social distancing is expected to continue for some time and may have an impact on face-to-face teaching and learning on college campuses. As a result of the epidemic, most parents might look for acceptable options closer to home and may limit their travel inside the country less than usual. The crisis has affected schooling around the world. Many institutions throughout the world have shut their doors and are now offering their whole curriculum online. In recent years, several global meetings in higher education have been canceled or converted to a sequence of webinars.

### **Blended Learning May Take the Leading Role**

Face-to-face instruction is combined with online components to provide a hybrid learning experience. Since its emergence, Covid-19 has pushed educational institutions to embrace a blended learning approach that makes use of digital technologies. Educators and students alike have become more tech-savvy as a result of this change. The traditional face-to-face mode with post-Covid-19 technology mode will move toward a blended mode of teaching-learning, revolutionizing the structure of the educational system.

## **LITERATURE REVIEW**

Al-Baadani & Abbas (2020) examined that human capital was shaped in large part through education, which is a key predictor of economic progress. Since the reopening of higher education institutions must be rethought, many countries began reopening educational institutions in a staggered and disinfection-based manner. The Indian government now faces the task of establishing a standard operating procedure for reopening higher education institutions. As a result of the current economic downturn, organizations have the opportunity to rethink the country's long-standing educational institutions and implement more current and effective teaching methods that are appropriate for today's students.

Ali, W. (2020) highlighted that Covid-19 had an important impact on the adaptability of educational institutions. According to his findings, colleges around the world are increasingly embracing online learning. Results also showed that apart from resources, the preparedness, trust, and desire of staff members also play a vital role in ICT-integrated education.

Aristovnik et al. (2020) presented insights into the pandemic and students' perceptions and happiness in several areas of their lives, including the current and distant future. The importance of socio-demographic (and regional) factors in students' satisfaction was also emphasized in the presentation. "The Institution should identify students' segments and offline mode of teaching should be arranged for them" was framed as an inquiry with an agree/disagree option due to the significance of this component.

Bond, M. (2020) presented a bioecological model of student engagement in an effort to fill some of the gaps in previous studies. After reviewing the literature, Bond determined that most studies had been conducted primarily on educators in Europe and Asia with more studies being conducted in high schools and providing practical advice for instructors.

Bozkurt, A. & Sharma, R. C. (2020a) concluded that the global schooling problem was brought on by the Covid-19 epidemic. They suggested that to address the challenges caused by pandemics, extra efforts must be made to ensure that education is prepared to withstand external threats. Countries around the world devised a variety of solutions to the educational crisis. During this difficult period, many educators' primary worry was not on the quality of instruction but rather transferring from an offline to an online business model. They suggested emergency remote teaching or re-engineered distance education and working with a variety of stakeholders (such as psychologists, sociologists, therapists, and the like) to provide more

prompt and effective answers. Producing solutions that cover a wider range of issues was critical because caring for and supporting students are as crucial during moments of emergency as content delivery.

Cao, W. et al. (2020) used cluster sampling to survey Changzhi Medical College students regarding psychological stress caused by the Covid-19 pandemic. They found 0.9% of respondents to have severe anxiety, 2.7% moderate anxiety, and 21.3% mild anxiety. Anxiety symptoms were found to be positively correlated with financial and daily life consequences as well as scholastic delays, whereas social welfare was found to be negatively correlated with the degree of anxiety. Students' mental health should be monitored during epidemics according to one suggestion.

Daniel, J. (2020) presented guidance for teachers, administrators, and officials in dealing with the Covid-19 pandemic. Daniel discussed how, in his viewpoint, institutions were able to respond quickly to the varied concerns of students and that students' learning paths will need to be repaired following the pandemic; a list of resources was provided for this purpose.

Deshmukh (2020) discussed the country's education policy and the best ways to improve students' knowledge, abilities, and attitudes to help the country grow. Additionally, the author emphasized the importance of a human relations model in providing high-quality instruction. On the subject of crisis remote teaching, it was determined that there was no other option other than online distance learning.

Dhawan, S. (2020) studied e-learning modes in times of crisis using the SWOC (Strength, Weaknesses, Opportunities, and Challenges) analysis. EdTech start-ups' growth during times of pandemic and natural disaster were highlighted along with recommendations for research universities on how to deal with the issues of online learning.

D'Orville, H. (2020) argued that the current problem in educational institutions owing to the Covid-19 pandemic provides an opportunity for deeper international collaboration in teaching and research. This would help narrow the focus and implement study results, particularly those utilizing digital technologies like apps and websites. According to many authors, educators should receive sufficient training on how to use new digital teaching tools.

Gonzalez, T. et al. (2020) analyzed the previous year's academic cohort and found that students who tested positive for Covid-19 outperformed those in the prior year's cohort. The results of tests conducted in both online and in-person settings were compared (this was part of a larger study analyzing learning strategies). The authors found significant gains in online and face-to-face test performance when students were restricted due to Covid-19 illness. While students' test scores improved, there was little evidence that online or stay-at-home learning altered the learning process from the students' point of view.

Gupta, A. & Goplani, M. M. (2020) discussed educational institutions in India with special reference to schools and colleges, and assessed the actions and decisions done by the government to ensure the safety of educational institutions and their related stakeholders. The data for the study were gathered from numerous official websites, newspapers, e-news items, and interviews with teachers as well as interviews with students. Decisions to shut down institutions for the benefit of stakeholders and society were deemed suitable by the participants in their conversation.

Hodges, C. et al. (2020) differentiated various responses to the crisis from well-planned online learning experiences from online courses

Jake, B. (2020) stated that the Covid-19 lockdown was lifted on May 30, 2020, after 68 days (nearly one-fifth of the year). Reopening Indian educational institutions had not been decided in the first two unlock phases. According to a recent survey, 92% of Indian parents were hesitant to bring their children back to school as soon as it reopened. It is time to turn the difficulties caused by Covid-19 into advantages for all academic institutions. UNESCO, UNICEF, the World Bank, and the World Food Program's guidelines for reopening educational institutions are some of the most significant variables to consider while preparing guidelines for reopening academic institutions.

Koawo, E. et al. (2020) recommended that through its Student Affairs and Counselling Sections, the university should continue to educate students about stress management and how it affects academic performance. However, the online teaching-learning process and examinations might have put a greater strain on students' academic achievement during the Covid-19 pandemic.

Linda, D. H. & Maria, E. H. (2020) explored ways to help teachers meet the social–emotional and academic needs of pupils in the event of an Ebola outbreak. High-quality educator training and a shift in educator training and professional development are necessary to meet the demands of today’s learners according to their research. The impact of Covid-19 on education and the issues faced by educators and researchers were examined and debated.

Strielkowski, W. (2020) proposed that when the Covid-19 pandemic is over that people should be ready for a new world. There must be clear criteria and effective preparations for restarting higher education institutions and sufficient support systems by the government to ensure that students may return and participate in teaching and learning when they are able. It is also critical to provide pupils with a safe learning environment. After 8–9 months of Covid-19 lockdown, educational institutions are being reopened in a phased manner. Such circumstances necessitate a careful examination of students’ views on restarting schools.

Teras et al. (2020) found that the Covid-19 pandemic created a sellers’ market in the education technology industry as institutions sought digital learning solutions. These solutions may not always be driven by the best pedagogical practices.

Zhang et al. (2020) suggested that online teacher training and scholarly research into online education must be supported by the federal government

Alkhalidi & Abualkishik (2019) stated that some students may find faculty expectations unreasonable while others may not be able to meet them. Some students may have a digital learning gadget that lacks a camera. Many advantages of the virtual classroom are hindered by the use of mobile phones and tablet computers. The hand-raising capability that was available in some learning management systems (LMS) may not always be available on the mobile versions of these same LMS (i.e., the difficulties associated with using Mobile Blackboard as an example).

Kopp, M. et al. (2019) concluded from the perspective of higher education institutions that digital transformation could be viewed as the aggregate of all digitalization required to achieve the transformation process that allows institutions of higher learning to positively employ digital technology optimally. An important aspect of this process was ensuring that all parties involved had the necessary data and insights to work together effectively and collaboratively.

Littlefield, J. (2018) pointed out that it is more vital to put in the work than it is to read. There may be a possibility that the online content provided by many universities would be of low quality, making it difficult for pupils to learn efficiently. Students face numerous challenges when attempting to learn through the internet due to a combination of inadequate material transmission, technical obstacles, and a lack of clarity about the intended learning outcomes.

Sandkuhl & Lehmann (2017) stated that the digital transformation of higher education institutions is a prominent issue that many people in the field of education should be concerned about. People’s abilities to use ICT (Information Communication Technology) in all areas of their lives are still at an “intermediate” level; hence, universities need to be ready to help students learn how to deal with problems and find solutions.

Bork, R. H. & Rucks-Ahidiana, Z. (2013) examined the responsibilities and expectations of students and instructors in two online college programs. This leads to both students and instructors experiencing “anger, misunderstanding and stress.” “Internet etiquette” would be the phrase used to describe these needs and roles and the behaviors that follow them. There may be regional or national variations in student and teacher duties and expectations, but students and teachers in academic settings have been socialized to a face-to-face situation. However, as previously indicated, both groups found themselves in a position where face-to-face educational settings were unlikely to continue in their totality or their majority for the near future. For both teachers and students, online classes continue to pose issues and, thus, the hope is to offer some practical concerns and equitable viewpoints to help promote and support more professional behaviors in these major learning forms.

Coy, K. et al. (2013) realized that the quality of education had been degraded by students who needed aid and supervision.



## DISCUSSION

The disruptive power of Covid-19 and the widespread implementation of online technologies that help people learn online make this a once-in-a-lifetime opportunity to change higher education around the world, and it is going to happen soon. People live in a digital world that we can see all around us. Online learning will remain for a long time and the way people learned at school has changed a lot after a few months of online experiences. It has become even more important for people to learn online after the Covid-19 pandemic. Our study found that a wide range of technological tools and platforms are used to help people learn when they are online. Some of the tools are web-based, like learning platforms and video-conferencing tools. Others are Massive Open Online Courses (MOOCs), streamed workshops, chat apps, and educational tools. It took a long time for people to get used to online classes; instructors, professors, and schools all had trouble learning in this new way. Universities need to be aware of these barriers and use their resources to get around them in the short term and enabling them to move forward. They need to pay extra attention to the technological age of active learning and to teach professors, administrators, and students how to use specific tech tools. Then, the future of higher education around the world would change if more people went to school online. It is clear that universities need to mix face-to-face and online learning to meet students' needs to improve one's learning chances in this digital world.

## SUGGESTIONS

- The online teaching–learning process should be taught to educators and students alike. Governments and educational institutions should make it a priority to give internet access and digital devices to all students to promote web-based learning and keep people safe in the event of an epidemic/pandemic (Pravat, 2020c).
- On the other hand, many online learning systems allow students to choose from a wide range of courses on the same subject matter. As a result, the quality of courses offered online may vary. The rapid growth of online learning platforms necessitates the development of quality assurance mechanisms and quality benchmarks by HEIs (Higher Education Institutions).
- New methods of academic assessment should be implemented if the Covid-19 pandemic continues. Students' academic progress can be assessed via online modes such as quizzes and minor projects.
- Virtual educational activities can be made more effective with government support of HEIs. Internet and technology access for students should be improved because many students cannot afford this.

## CONCLUSION

As a result of the Covid-19 pandemic, a wide range of industries have been forced to redefine their standards of advancement. One of the most severely impacted industries is higher education. As a new beginning, let us see it as an opportunity to evolve the education system. Higher education in the United States will be shaped by the decisions made during this pandemic time. Education may be made more effective and the country can advance if the proper actions are taken. If we cannot come to a robust decision, then the quality of the product will suffer. As a result, it is up to those in positions of power to steer the country in the right direction by making wise choices now. Authorities as well as faculty members have a significant role to play in ensuring that quality online education is available in the future. To recover from the pandemic, all parties must work together. Universities and countries that react fast to this pandemic will be successful in this wonderful opportunity to improve higher education around the world.

It is hoped that HEIs will look to new ways to deliver courses, think about pedagogy, and make these available to students. It is important for universities to think more about the human side of change as it affects lecturers and students as they move forward in the face of uncertainty. HEIs (each faculty) should develop guidelines and provide materials for individuals to complete and take charge of their online courses.

In this way, students may feel more like they belong and become more active in virtual classrooms, which is why this is important. Dawn and Robyn had “snap lockdowns” in February 2021 and June of that year. Keeping this in mind, they say that HEIs should change the culture of trust where educators value and recognize the program of study and feel supported by both academic and administrative staff so that they can learn and grow.

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