

A REPORT ON DURING THE COVID-19 PANDEMIC, HOW EFFECTIVE WAS EMERGENCY E-LEARNING?

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ABSTRACT

The Covid-19 pandemic prompted the closure of universities and colleges around the world, in the hopes that public health officials' recommendations of social distance would help flatten the curve of infection and reduce overall epidemic fatalities. However, the greatest method for students to learn about educational quality is through the use of an e-learning framework. The goal of this study was to look at characteristics that reflected actual e-learning system usage among university students during the covid-19 epidemic. Students' attitudes about use, which in turn affects actual use of the e-learning system during the Covid-19 epidemic, are positively connected with facilitating condition, perceived control, and self-efficacy. Structural equation modelling (SEM) and route analysis were used to test the model based on user data from the e-learning system used, which was acquired via an online survey. The results revealed that students' attitudes toward using the e-learning system had a beneficial impact on their learning during the Covid-19 epidemic. Previous research has rarely looked at an integrated paradigm in the context of e-learning programmes in developing nations.

Keywords: Covid-19, Higher Education, E-learning, Economics.

INTRODUCTION

Because of the sudden shutdown of educational facilities as a result of covid-19's emergence, authorities have suggested using alternatives to traditional learning methods in emergencies to ensure that students are not left without a way to study and to prevent the epidemic from spreading. E-learning is a type of formal learning that uses electronic resources. Although education can take place in traditional classrooms, e-learning relies heavily on computer technology and the Internet Abad & Sheldon (2008).

When the covid-19 virus first arose, traditional educational methods were replaced with e-learning since social gatherings at educational institutions were seen to be a potential source of virus transmission. Despite the hurdles and analysed numbers indicating that students are less likely to profit from this sort of education, e-learning is the best alternative available to ensure that diseases do not spread since it ensures geographical distance. ICTs provide unique educational and training opportunities for people and organisations through improving teaching and learning, as well as innovation and creativity (Al-Rahmi et al., 2018).

Furthermore, the use of ICT can aid in the development of an educational policy that promotes the development of creative and innovative learning environments in educational institutions. As a result, activities and experiences associated with this sort of education are given a lot of attention. In a number of developing countries, this technology is widely used by most colleges. There are many learning-related processes in an educational setting, and educational institutions generate large amounts of potentially rich data on a regular basis in order to extract knowledge from that data for a better understanding of those processes.

E-learning is playing an increasingly important part in today's educational environment, as it is transforming the entire educational system and becoming one of the most popular topics among academics. It is described as the application of various types of ICT and electronic gadgets in the classroom. The majority of students nowadays desire to study online

and graduate from universities and colleges all over the world, but they are unable to do so since they live in rural areas with limited communication options. Because e-learning allows participants to save time and effort if they live far away from the universities where they are enrolled, many academics advocate online courses Cheng (2012).

This study was created using "*e-learning system*" technology adoption methods to examine students' attitudes toward the application and intent of behaviour during the covid-19 epidemic in order to impact the implementation of the e-learning method. Several researchers discovered that students' attitudes about technologies, such as the e-learning system, had a significant positive impact on their self-efficacy Nikou & Economides (2017).

During covid-19-related stay-at-home orders, this study examined college students' comprehension of the use, adoption, and acceptance of online learning. A form of the extended TAM was employed successfully in this study to depict the mechanism seen by university students of applying the e-learning system during the pandemic in order to explore variables anticipating the use of the e-learning system during the pandemic.

Other researchers interested in technology integration study, particularly during pandemics such as covid-19 and based on virtual-based studies among university students, might examine and alter the scale in the future depending on the findings. The tool assists in resolving the structural equation study's significant contribution to academic talent development. Using the material validity and measurement model, the model is claimed to be accurate and dependable. Previous research had employed comparable metrics in order to test their scale (Wang et al., 2020).

CONCLUSION

During the covid-19 epidemic, online learning was an influential and successful source of the e-learning system, according to this investigation, which evaluates university student perspectives. According to the students, online learning is a fun and effective way for them to learn because it allows them to manage their time and resources more efficiently. Regardless of the time constraint, learners can readily access the educational information. The TAM model has been widely utilised in higher education to evaluate the e-learning system under normal conditions.

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