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IMPACT OF COVID-19 LOCKDOWN ON THE PRESENT AND FUTURE OF E-LEARNING; EVIDENCE FROM UAE

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ABSTRACT

The purpose of this research is to identify and obtain information on the e-learning process under the covid-19 pandemic environment in UAE. Further to investigate the impact of e-learning on the usage of technology. This research uses the quantitative approach to achieve the objectives. We developed and use a questionnaire to get the responses from respondents. Researchers used an online survey via google form to deal with the comparison between different ways of learning (Traditional Learning and E-learning). We used the structured survey and collected 100 responses from different ages and disciplines from different academic institutions within the United Arab Emirates. Findings show that there is a positive relationship between usage of the online learning method and an increase in demand for e-learning technology in the future. Also, there is no critical connection between the replacement of e-learning and the traditional method of learning. E-learning can't replace the conventional method of learning completely, because of certain issues, such as network connection issues, absence of fixation, and so forth. We think along with certain limitations our research is able to contribute significantly towards literature. Further, policymakers can also use our research as a reference to shape policies related to long-term usage of e-learning methods and also related to forecasting the demand for technology.

INTRODUCTION

This study aims to explore how covid-19 lockdown can impact the technology and use/demand of technology in future education. We know the concept of technology and learning is not something new for us. Technology is the set of knowledge, skills, experiences, and techniques through a human life change,

transform and use our environment in order to create tools, machines, products, and services that meet our needs and desire.

E-learning is a sort of guidance and learning framework where students and the educators, or whoever is engaged. Now came the important question of why are we attempting to research “the impact of COVID-19 lockdown on the future of E-Learning and technology? The answer is very clear, in the pandemic situation, we are forcing to adapt our-self with a new learning method. According to Radha, et al. (2020), any freak accident that happens in the world will always have an impact on education. It can say since the epidemic of COVID-19 has a footprint on education. The outbreak of this dangerous virus across the world has forced educational institutions to shut down to control the spread of the virus (Shabbir, 2017; Shabbir et al., 2016). This condition made the education professionals think about alternative methods of teaching during this lockdown. Thus it paves the way for online education. According to (Soni V. 2020, Mustafa & Nishat 2019) the implementation of lockdown and social distance has been enforced as one of the preventive measures to spread the coronavirus. Especially the education system which has completely shut down and proceed with the academic program. It is a shift from the regular learning process to electronic learning. This research is an attempt to know more about the impact of technology on COVID-19 in future education, also we consider the different factors or challenges raised by the current situation imposed by the pandemic.

As we know from the observation and recent past literature, the pandemic has affected the education sector from different aspects, such as the transformation of learning from traditional learning to online learning. Furthermore, it requires some exertion and systems to incorporate successfully into the course material. In any case, whenever we talk about expectation, innovation in e-learning can be achieved from a powerful educating instrument (Shabbir and Wisdom, 2020). The COVID-19 is affecting pretty much every segment of the education sector. Due to the COVID-19 pandemic spreading over the world the education part is not an only exemption, but organizations and the industrial sector are included. Everything is virtual, with no physical development. Schools, colleges, establishments of all levels have been canceled or postponed. No doubt, going to class is the best open approach accessible to improve abilities. From a monetary perspective, the essential purpose of being in school is to expand the youngster's capacity. The COVID-19 has brought an adverse impact to traditional education and pushed it to an advanced turn of events. Online classes have become the most reasonable solution for securing a nonstop ascent in education.

Based on the problem statement and selective literature we came up with certain research questions: How the usage of present e-learning technology can cause a change in the ability and the affordability in future in the education sector? Whether online learning methods can change the preferences of students from traditional to online learning methods? To answer research questions, we set certain research objectives, as follows: To determine the impact of usage of E-learning technology in present and on the ability and the affordability in future in the education sector. To determine

whether online learning methods can change the preferences of students from traditional to online learning methods.

This investigation was conducted to determine the status of the learning methodology in the period of covid-19 adopted by the academic institutions in UAE, during the year 2020, The aspects looked into were the qualifications of teachers, their methods and strategies- facilities forms of supervisory assistance, problems and proposed solutions to the problems. This study is an attempt to further investigate the impact of covid-19 on education through learning methodology. It will help teachers and students to shape the structure of any technology in a good way. We use an online survey which we created from google form because we found it to be the easiest. The survey was only in English language and in two sections: section 1 was about information such as gender, age, major, level of study; section 2 was the technological use, such as the device in use, the degree of understanding, the degree of computer skill; and section 3 comparison between e-learning and traditional.

LITERATURE REVIEW

Many studies have been conducted to understand how and where the raises of challenges the education's sector is facing, this allows us to say the ability that we determine the relation between traditional (face to face) and E-learning (online). Abidah et al. (2020) believes that the closures of the educational institution due to the outbreak of COVID-19 lead to an unprecedented impact on education. During the lockdown, teachers are instructed to teach through online learning platforms. Raju (2020) argued that there is a need to adopt innovative teaching for continuing education and to overcome mental stress and anxieties during the lockdown. Strielkowski, et al. (2020) says that the outbreak of COVID-19 results in the digital revolution in the higher education system through online lectures, teleconferencing, digital open books, online examination, and interaction in virtual environments. Camargon et al. (2020) AND Mughal et al (2022) observed the significant positive impact of COVID-19 also reported learning efficiency and performances by adopting online learning strategies. Manzoor and Ramzan (2020) explores that the online mode of the teaching-learning process is often discriminatory to poor and marginalized students. It is identified that hearing-impaired students face challenges in online learning.

The procedure shows more than any time that we have challenges coming from this pandemic either from a teacher or student the use of technology in the education became a must necessaire for us either we are having the good skills of the use or no. But let raised an example of how the UAE manages to fight the current situation. A typical topic of surveys managing training change has to do with the inclination for policymakers to regard instructive strategy as "the enchantment formula for progress" (Power et al. (2021)). O'Sullivan addresses the effect of riches on the UAE's choices, recognizing the UAE from other creating nations hoping to validate their legislatures. For the student the impact was very clear such as The most immediate impact has been that the temporary cessation of classroom activity has left students, particularly undergraduates and those on the verge of finishing high school and aspiring to begin tertiary education, in a completely new situation and

without a clear idea of how long the impact will last, the immediate effect it will have on their daily life, costs and other financial burdens and, naturally, on the continuation of their studies. For example, a case study for study under the vulnerable situation, in Latin America, on average, only half of the people between 25 and 29 years who were enrolled did not complete their studies, either due to abandonment or because they are still studying. Of those who drop out, half do so in the first year of their career (Buttell and Ferreyra, 2020). But this doesn't mean all this has negative on education well there is a study drive in Spain that shows that there is a significant positive effect of the COVID-19 confinement on students' performance. This effect is also significant in activities that did not change their format when performed after the confinement. We find that this effect is significant both in subjects that increased the number of assessment activities and subjects that did not change the student workload. However, the analysis of students' learning strategies before confinement shows that students did not study continuously (Shabbir and Ahmed, 2020; Shabbir, 2019; Shabbir, M. S., 2019; Shabbir, M. S., 2020; Shabbir and Zeb, 2020; Anser et al 2021; Shahzadi et al, 2021; Ramos et al 2021; Altaf et al, 2021; Shabbir, M. S., 2018; Shabbir, 2018; Shabbir et al., 2017; Shabbir and Khalil ur Rehman, 2015). Based on these results, they conclude that COVID-19 confinement changed students' learning strategies to a more continuous habit, improving their efficiency. For these reasons, better scores in students' assessment are expected due to COVID-19 confinement that can be explained by an improvement in their learning performance.

According to a report published by Pew Research Center, a rising number of students are from lower-income (Horton, 2020). According to (Raaper and Brown (2020)) Teaching and Learning report was produced by an expert panel to highlight how emergent technology has the potential to transform future provision of higher education. The two main envisaged changes, adaptive learning and extended reality. The introduction of adaptive learning offers a personalized approach to enable all students to access a wide range of learning resources and to provide information to educators about how students are learning from their experience. Essential for adaptive learning is the integrated application of two types of emergent technology: artificial intelligence (AI) and learning analytics (Arslan et al 2021, Sadiq et al 2021; Said et al 2021; Mughal et al 2022; Wu et al., 2020). The application of artificial intelligence creates "thinking machines" to provide learning content and assessments that can adaptively interact with students using text and voice. The implementation of online learning is mostly carried out using the WhatsApp application (Dewi, 2020), with the consideration that on average teachers and students or parents of students have this application on each gadget. This application has a WhatsApp Group feature so that teachers and students can discuss and share documents with each other. The teacher uses this feature to share learning material documents and assignments for students, then students will send the assignments they have completed through this group as well.

According to (Putri et, al .2020) revealed some of the challenges and obstacles experienced by students, teachers, and parents in online learning. Challenges related to students are limited communication and outreach among students, higher challenges for students with special educational needs, and longer

screening times. Parents saw the problem as being more related to a lack of discipline at home learning, more time spent helping their children study at home, especially for children under grade 4 in Primary School, lack of technology skills, and heavy internet bills. higher. According to Putri et al. (2020), teachers identify more challenges and obstacles, including some restrictions in the choice of teaching methods that usually apply in regular face-to-face classes, less curriculum material coverage, lack of technological skills that hinder the potential for online learning, lack of ability - multiple sources in Indonesian resulting in more time needed to develop e-content, longer screen time as a result of creating e-content and providing feedback on student work, more intense and time-consuming communication with parents, challenges for better coordination with teachers, principals, and higher internet bills.

The challenges of this online learning process. Due to the slow network, the information or material that is conveyed takes a long time to be received by parents, or vice versa. This is also a factor of distance and network limitations in the environment where the students live. Respondents stated that in learning, the material presented was sometimes not in line with what the teacher targeted. Respondents added that even in collecting assignments, it was overwhelming to give a period of time due to various reasons given by students. Judging from one of the influencing factors, the internet quota is the main obstacle in the online learning process, because the internet quota accommodates the smooth learning process online. The challenge for teachers in the online learning process is that the assignments given to students are not entirely students who do, there is parental interference in the assignment process. However, there are also parents who are not able to make peace at home, so no one can help accommodate the learning facilities for students.

"Students sometimes do assignments, they are not completely doing it or there are also parents who are not at home, so no one can help in accommodating student learning facilities", Respondents put forward the limitations of media when online learning is implemented, he also added that they are still there are students and parents who are not tech literate. A study states that activities in teaching are not easy to facilitate (Moorhouse, 2020). However, the combination of alignment and misalignment modes of instruction is seen as a way of supporting learning in technology when face-to-face is not an option. Moreover, coupled with the uneven distribution of teachers (Suryaman et al., 2020). Teachers are focused on urban areas, while in rural areas they face more obstacles. With the implementation of this online learning, we keep teachers and students close even through instant messaging platform (IMP) communication. The most important thing is that the challenge is still being evaluated to get maximum learning and create independent learning skills in this pandemic Jun et al. (2021); Arif et al. (2020).

Raza et al. (2020) say One of the most important positive effects of the Corona pandemic is that it prompted those in charge of education to come up with unorthodox ideas to mitigate the negative effects of disrupting the educational process, which had a great impact on low-income families with less opportunity to access technology and the Internet.

RESEARCH METHODOLOGY

we used a questionnaire to collect the responses to this research study. The survey scale comprises four sections: Section 1 was about demographic information as gender, age, level of education, year of study, and major of study; Section 2 addresses determinants of physical and mental experience and educational status; Section 3 demonstrates the accessibility of different tools and equipment such as place, time, and computer skills (ability); and Section 4 deals with the comparison between different ways of learning (Traditional Learning and E-learning).

In this research, we have used an online survey to gather the data. We use the structured Survey with the aim to collect 100 responses of different ages and disciplines from different academic institutions within the United Arab Emirates. We used a random sampling technique for data collection. The population of this study is academic institutions of the UAE. The sample size is 100 respondents. We use frequency analysis to confirm the hypothesis of the study.

Data analyzes and discussion

This study uses a frequency test to study our demographics, following tables will show details of the collection we gather from our findings.

Age of Individuals

Table 1 shows the distribution of respondents according to age. Statistics show that 87% of respondents belong to 18-24 years and 13% fall in 25-30 years.

Table 1.

Age of people (in Years)	Frequency	Percent (%)
18-24	87	87
25-30	13	13
31-35	0	0.0
36-40	0	0.0
40 and above	0	0.0

Stream of the major study

Table 2 shows the distribution of respondents according to the study major. Statistics show that 57% of respondents belong to commerce and management, and 20% of respondents belong to Arabic literature or art, and 9% fall in sharia, 7% belong to communication, and 6% fall in the study of the Quran, and 1% for other major.

Gender

Table 3 demonstrates the distribution of respondents according to gender. Statistics show that 58% of respondents belong female, and 42% fall in male.

Table 2

Stream of major	Frequency	Percent (%)
Commerce and management	57	57
Science of Quran	6	6
Communication	7	7
Sharia	9	9
Arabic literature or art	20	20
Others	1	1

Table 3

Gender	Frequency	Percent (%)
Male	42	42
Female	58	58

Level of study

Table 4 shows the distribution of respondents according to the level of study. Meanwhile, statistic represents that 86% of respondents belong to undergraduate, and 10% fall in graduate or postgraduate, and 3% fall in research, and other intention is 1%.

Table 4.

Level of study	Frequency	Percent (%)
Undergraduate	86	86
Graduate or postgraduate	10	10
Research	3	3
Other purpose	1	1

Mode of study

Table 5 presents the distribution of respondents according to education conditions provided by institutions. Furthermore, it shows that 55% of respondents belong to online learning, and 23% fall face to face, and 22% fall in the mixing strategy.

Table 5:

Mode	Frequency	Percent (%)
Traditional face to face	23	23
Completely online	55	55
Blended where some components studies are done online	22	22

Devices used in the current situation

Table 6 explores the distribution of respondents according to the use of devices. Also, the statistics explain that 72% of respondents belong to using a laptop, and 15% fall on desktop, and 6% fall on smartphone, and 4% fall on the tablet, and 3% won't reply.

Table 6:

Devices	Frequency	Percent (%)
Desktop	15	15
Laptop	72	72
Smartphone	6	6
Tablet	4	4
Not to answer	3	3

Degree of understanding

Table 7 shows the distribution of respondents according to the degree of understanding on the e-learning. Also, 39% of respondents belong to average, and 27% fall in yes, and 18% fall in no, and 8% all-in beneficial, and 7% all in interesting, and 1% fall in not to reply.

Table 7:

Degree	Frequency	Percent (%)
Yes	27	27
No	18	18
It was average	39	39
Beneficial	8	8
Very interesting	7	7
Prefer to do not answer	1	1

Preference between traditional and online learning

Table 8 shows the distribution of respondents according to preference between traditional and e-learning. Also, it explores that 48% of respondents belong to prefer traditional learning and 27% fall in preferring online learning, and 25% fall in preferring both of them.

Table 8:

Preference	Frequency	Percent (%)
Online	27	27
Traditional	48	48
Both of them	25	25

Technology impact on e learning

Table 9 shows the distribution of respondents according to technology impact on learning or not. Furthermore, it shows that 67% of respondents belong to yes, and 13% fall in maybe, and 6% fall in no.

Table 9

Technology Impact	Frequency	Percent
Yes	67	67%
No	6	6%
Maybe	27	27%

Level of computer skills

Table 10 shows the distribution of respondents according to computer skills. It illustrates that 47% of respondents belong to normal, and 28% fall in great, and 20% fall in good, and 5% fall in not great.

Table 10

Level of computer skills	Frequency	Percent
Not good	5	5%
Good	20	20%
Average	47	47%
Excellent	28	28%

Effective mode of learning in the future

Table 11 shows the distribution of respondents according to the traditional way of learning will not be effective as e-learning in the future. Meanwhile, it shows that 39% of respondents belong to maybe, and 29% fall in yes, and 17% fall in do not consider so, and 5% fall in think never.

Table 11

Effect	Frequency	Percent
Yes	29	29%
No	27	27%
Maybe	39	39%
Never	5	5%

Test of Hypotheses

H1: Increase in the usage of online learning methods will cause an increase in the demand for E-learning technology in the future.

There is a positive relationship between usage of the online learning method and an increase in demand for e-learning technology in the future. as per our research, technology has an impact on e-learning as well, such as the applications students adopted, and the internet connection speed, all are the factors that impacted online learning. at the same time, when more and more students are taking online learning, the demand for technology will be increase.

H2: online learning methods can change the preferences of students from traditional to online learning methods.

There is no critical connection between e-learning and the traditional method of learning on the grounds, as per our exploration, e-learning can't supplant the

conventional method of learning completely, because of certain variables, such as network association issue, absence of fixation, and so forth.

Accordingly, we conducted on the literature review, the development of instruction innovation has likewise empowered online training to turn out to be more sensible and available than at any time. Each of the studies needs a computer, a web association, and some fundamental IT abilities.

Some have additionally brought up that a long way from being a substandard learning experience, the one-on-one exercises that are frequently important for online instruction have taken instructor understudy connection to another level, where one understudy is getting all the consideration and the collaboration, and preparing can be so remarkable and significant.

While countless nations have gained critical ground in their arrangement of essential instruction to all residents, there is still an excessive number of individuals, regularly living in far-off territories who cannot get to education, online instruction could be utilized to arrive at the last gathering of residents. Without legitimate admittance to training and thus satisfy Supportable Improvement Objective for concerning quality instruction. Without a doubt, with the much more extensive spread of innovation and extending of the worldwide command of training for all, online instruction's capability to get reciprocal, or sometimes choices, to customary training cannot be neglected. Rather of debating whether online education can compete with traditional institutions, perhaps we should focus on how we can use it to provide high-quality training to people all around the world, particularly the poor and disadvantaged. This won't be an easy task; rules for online training are desperately needed. The question of accreditation and quality control is one of the most unusual issues. When you include global measures, this becomes much more perplexing. Cross-fringe credit or degree accreditation has been a major concern for various training frameworks for a long time. That will be made more difficult by the adaptability of internet learning.

CONCLUSION:

The empirical analysis shows that students and teachers face a variety of challenges. For example, technology expertise remains weak, additional internet quota costs are incurred, communication and socialization between students and teachers is limited, and teachers' working hours are unrestricted. Our ability to deal with large-scale disruptions has been put to the test by the current crisis.

Also, e-learning cannot completely replace traditional learning due to a number of factors like network association issues, a lack of focus, and so on. Therefore, 29.1% of students believe that e-learning is preferable, while 71% believe that traditional learning is the best option. E-learning technology will be in higher demand in the future as the use of online learning methods grows. Whereas 20% of students belong to YES, 27% belong to NO, 29 belong to MAYBE, and 5% are NEVER. Meanwhile, 42% of students agree that online learning can shift students' preferences from traditional to online learning.

And, 58 percent, on the other hand, do not. When it comes to acquiring the necessary data.

RECOMMENDATION:

The empirical findings recommend future researchers increase the sample size in order to obtain more facts. More responses from a diversity of individuals can help to broaden the findings for future research. New researchers can also add autonomous structures to their research. Furthermore, the institutions should encourage teacher-student interactions and improve the use of technology so that future researchers will have an easier time conducting their studies.

Limitation:

Despite the fact that the research met its objectives, there were certain inherent constraints. First, due to the time constraints, this study was confined to a small sample size within the population that could be reached for a response. As a result, the study should have included more individuals at various levels in order to generalize the findings to bigger populations. Second, the student's complete work may influence the result of the correlation between the student's motivation in responding to some extent.

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