

## The Concept of Online Education After the Outbreak of COVID-19 And Its Influence on Education, Families, Students and Educators

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**Abstract:** COVID-19 has created numerous modifications to human life and altered people's outlooks on life. In this study, the effects of Corona on education, family life, students, and teachers were examined, and the findings were discussed. First, the concept of online education, which has become an integral part of our lives, was emphasized. The transition to online education's challenges and the overall studies on the subject were examined. During the second phase, the positive and negative effects and outcomes of the pandemic on family life were documented. In the final section, the impacts of education on educators and students, the two inseparable components of education, were underlined, and the obstacles encountered in this process, technical challenges, and disparities in education between urban and rural locations were studied.

**Keywords:** Covid-19 Challenges, Covid-19 Education, Influence of Covid-19

### 1. Introduction

COVID-19 is the most recent problem the world has confronted. This virus has shown its effects in diverse locations and has spread to practically every part of the world. It can be helpful to analyze the evolution of this virus and its repercussions.

On December 31, 2019, cases of the disease of unknown cause were detected in Wuhan, China. Later, this disease was determined to be Covid-19, and the World Health Organization (WHO) later diagnosed the disease COVID-19. Since its emergence, the COVID-19 pandemic has spread to all countries. The pandemic has affected countries in all respects and especially manifested itself in the fields of education and economy (Tarkar, 2020).

In February of 2020, the first COVID-19 instances in Iraq were confirmed. On April 25 in Iraq, 46,135 tests were conducted, of which 1,763 were positive. Despite safeguards such as emergency hospitals, information centers, and curfews adopted by authorized personnel in Iraq as part of Covid-19 in June, the number of incidents of illness and deaths soared (Alsayed et al., 2022). Not only did the pandemic harm Iraq, but it largely affected the entire world.

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Additionally, the Kurdistan region has been greatly influenced by Covid-19. The government has made the necessary preparations and warned the people about this dangerous pandemic. Among the precautions implemented are the closing of borders, the prohibition on going outside without a mask, the closure of tourist centers, and the restriction of transportation. After this phase, stricter limitations were implemented. Including the closing of private and public schools, the imposition of a curfew, and the quarantine of anyone exhibiting coronavirus symptoms (Shabu et al., 2021).

The pandemic has greatly hindered the growth of nations. Countries are implementing a variety of measures, such as lockdowns, online work, school closures, postponement of transportation services, etc. In order to avoid the spread of the COVID-19 epidemic, the majority of countries have temporarily suspended their educational institutions. These school closures and lockdowns effect the bulk of the world's student population (Tarkar, 2020).

Faced with all of these rapid changes, some nations acted swiftly, whereas less technologically advanced nations moved more slowly. Throughout conjunction with the spread of the coronavirus in the Middle East prior to its arrival in the Kurdistan area and the spring break of colleges and institutions, the Ministry of Higher Education planned multiple meetings. One of these meetings was held on February 26, 2020, and it aimed to organize the appropriate virus-fighting systems and determine how the scientific institutes of the Ministry of Higher Education may assist the Ministry of Health in this endeavor. (Amin, 2021, p.2).

### **1.1 The Concept of Online Education After the Outbreak of Pandemic**

Despite the fact that the number of private university student's increases year, institutions continue to seek to increase their market share by employing a variety of techniques to bring potential students to campus (Khan & Yildiz, 2020). This pandemic that has occurred in the world has revealed the idea of digital education. Although many state members and parents are against this idea, it has become a necessity to go to online education in Iraq and in various countries of the world. For instance, Serin (2022) reported that the emergence of corona brought the idea of digital education to academic fields. In this context, he added that students' education levels, wishes, and educational backgrounds should be taken into account when transitioning from regular education to online education.

The introduction of online education during the Covid-19 era has caused a variety of issues. The issue of computer literacy took on new dimensions for the generations of teachers who grew up in the pre- and post-millennium era, giving these educators a unique perspective on the issue (Yildiz, 2022). It was not easy to switch from regular education to online education. In connection with this, Teymori and Fardin (2020) claimed that there will be certain changes in world education with Covid-19. In the past, online education was seen as a helpful part of normal education, but with the advent of the corona, digital education began to be applied and needed in all countries of the world.

Online education is a method of education in which students utilize their home computers and the internet to avoid academic institutions. Due to the lack of alternatives for educating students in the classroom, online teaching and learning has recently become a trend in the field of education (Alam, 2020; Abdulrahman & Kara, 2022; Yilmaz, 2021; Macasling et al., 2023). The transfer of teaching and learning

to online delivery, necessitated by the COVID-19 epidemic, has become a fundamental element of the global education system (Paudel, 2021, p.5).

Despite different national legal systems that make the recognition and accreditation of unconventional (face-to-face) degrees challenging, several governments are looking to online education programs to ensure the continued education of their students. These projects may entail synchronous online communication and the design, delivery, and evaluation of online learning activities in a virtual learning environment (Vlachopoulos, 2011).

Practically, by 2019, many schools and institutions will prioritize web-based learning (e-learning platforms) as their primary action plan. However, not everyone acted with confidence and authority to implement these action plans. In the current pandemic crisis, numerous institutes are concentrating on these topics. In addition, they will appreciate the significance of staff and teacher development and preparation for the effective use of web-based learning, as well as the necessity of a good technical foundation (Jung & Lee, 2018).

Corona has not only brought about dreadful changes in our lives but has also aided teachers and students in becoming more tech-savvy. For example, the concepts of online classroom, zoom meetings, and Google Forms should be emphasized. Professors and students at the university gradually acclimated to the situation. Through the online classroom, instructors now distribute course materials and relevant information. Educators provide live courses using Zoom and other applications. Frequently, trainers offer digital support on internet sites. Educators utilize all digital resources, including translation software, to help students comprehend lectures. The instructors teach using their personal computers, which are frequently connected with digital pens (Chakraborty et. al, 2021).

Online education has received the value it deserves in the time of Corona and has helped a generation not to stay away from education for about 2 years. It is unknown whether there will be online education once the corona fully disappears from our lives, but it is certain that all online activities will continue to be popular (Lockee, 2021).

## **2. Covid-19 and Education**

The Covid19 pandemic process has been a negative element with far-reaching implications on all sectors and platforms, necessitating radical changes and subsequent tactics. Without a question, one of the fields that this process influences and guides the most is education (Celik et al., 2022). The most effective weapon of national policy for developing skills is education. The school years are a fascinating period. In addition to laying the framework for development, this is the perfect time to enhance social skills and social awareness (Chandasiri, 2020).

COVID-19 and the quarantine procedure had numerous profound effects on humanity. It had a major negative impact on the psychology and social lives of the people, as well as their economy (Altun, 2022; Celik et al., 2022). Covid-19 has completely disrupted the conventional logic of education by bringing the classroom experience into people's homes. This period has had an impact on educators, students, parents, and members of the community. Thomas and Thomas and Rogers (2020) claimed that during the pandemic, when schools are closed, children are quarantined at home, and parents are expected to serve

as teachers, everyone has specific responsibilities. The first is to provide advice on how to best handle the current circumstance. The second objective is to address larger questions regarding the future implications of this massive educational experiment.

## **2.1 The Influence of Covid-19 on Education**

Many issues have arisen as a result of the Covid-19 procedure. The school system suffers in numerous ways as a result of this process. A financial strain on students and faculty is one of these drawbacks. The added financial difficulties this procedure has imposed on the education industry as a whole have had a significant impact on all businesses operating in the field (Bilgin et al., 2022). Previous researchers have remarked in their works that education is one of Corona's most influential fields. This is due to the fact that many nations have never encountered such a situation before, and that teachers and students are not accustomed to online education and are therefore unprepared. COVID-19 affects all areas of education, exams and analysis, as well as extending the start and end dates of schools and even the academic year (Pujari, 2020).

According to the TUAC Secretariat Briefing (2020), the majority of nations have temporarily closed daycares, nurseries, elementary and secondary schools, and colleges and universities to avoid the spread of the COVID-19 epidemic. According to Tarkar (2020), state governments in India have begun temporarily closing schools and other institutions to mitigate the effects of the new coronavirus and stop its spread. These procedures were announced to the public in March in an effort to avoid gatherings. The administration initially said that schools would be suspended for one month, but gradually extended the suspension term, and it is uncertain when they will reopen.

During this time, several significant events occurred, including university graduation and entrance tests, board exams and semester exams at universities, kindergarten registration and the suspension of admission to higher education. No urgent solution to stop the spread of COVID-19 has been identified. The closing of schools will not only cause a temporary delay in the education sector for students who continue their study, but it will also be detrimental to the comfort and well-being of all nations throughout the globe.

Wajdi et al. (2020) reported that coronavirus (COVID-19) influences the education systems of countries with varying levels of personal income. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) acknowledged that Covid-19 had altered the global education system (UNESCO, 2020a). All educational platforms can be utilized and benefited from by students, educators, and parents. Digital learning and teaching management systems, open courses for all educational types, and internal learning content (UNESCO, 2020b).

In his research article, Mustafa (2020) mentioned that several developing nations deliver education via radio, television, and the Internet. The poorest families and students, however, lack radios, televisions, and other home-learning devices. Some developing nations supply textbooks, digital support, and study aides to economically disadvantaged youngsters for this reason. Internet outages or lack of connectivity, lack of technical help, and inadequate access to information are obstacles for educators, students, and parents in developing nations.

## **2.2 The Influence of Covid-19 on Families**

With the spread of COVID-19, the globe is facing a tremendous amount of stress, and the effects on individual and family life are pervasive (Lebow, 2020). Since the schools are closed, parents of school-aged children will need to take on the additional responsibilities of teaching and coaching their children in their academic and extracurricular pursuits. Additional household duties (particularly for women, who typically shoulder the lion's share of these activities) are a known stressor in the workplace (Lebow, 2020). This all suggests that many more couples may begin divorce in the time of COVID-19 (Prasso, 2020). According to the notion of family systems, the ups and downs of one family member might have repercussions for the entire family (Broderick, 1997). Whether the child's condition is physical or mental, every family member and the family unit as a whole will be affected by a sick child. The family dynamic and its long-term goals must be modified (Khasawneh, 2021).

Besides these problems, with COVID-19, we had to switch from regular education to online education. For this reason, some emerging nations give financially disadvantaged youngsters with textbooks, digital support, and study guides. Internet outages or lack of connectivity, a lack of technological support, and inadequate access to information are obstacles for educators, students, and parents in developing nations. To participate in online education, students must possess the necessary technologies. Not all students in third-world nations are affected. Due to poverty, the risk of contracting corona exists for many students whose financial circumstances are inadequate (Zhang, 2020).

Students are compelled to live under stress, have learning limits, separate from their friends, and continue their lives in a restricted atmosphere due to the closing of the traditional school system (Di Pietro et al., 2020). Students are compelled to live under stress, have learning limits, separate from their friends, and continue their lives in a restricted atmosphere due to the closing of the traditional school system. Tadesse and Muluye (2020) stated that in this setting, the most vulnerable are poor, technologically illiterate households with lower educational levels and children with low learning motivation, which exacerbates inequality. In the majority of rural areas, students may be obliged to support their family solely through farming and livestock herding. Moreover, female students from low-income families and rural areas may be more exposed to sexual abuse, forced labor, and early marriage.

## **2.3 The Influence of Covid-19 on Students**

According to UNESCO (2020b), the closure of schools and higher education institutions has had a significant mental and physical impact on children, students, parents, and teachers not only in one location, but around the world, particularly in developing nations. Because of the coronavirus lockdown, many people are experiencing negative emotions, including worry about their own mortality or the mortality of those close to them (Sahu, 2020).

It can be difficult to create and maintain an online "presence". Many kids would not have been able to engage with classmates or establish new friends as they normally would in a classroom setting because of the lockdown (Garrison, 2016). For educators, students, families, and a country's government, transitioning from regular education to online education is never easy, due to a lack of funding, staff, technology infrastructure, internet access, and educational resources (Basilaia & Kvavadze, 2020).

Di Pietro et al. (2020) put forward that schools, students, instructors, and parents are all touched by the COVID-19 epidemic. The COVID-19-related issue exacerbates social inequality in schools. Students with wealthier parents attend schools with superior digital infrastructure, and their instructors may have a higher level of digital technology experience. Some schools may be well-equipped with educational materials and digital technologies. This epidemic widens the gap between those who have access to online learning opportunities and those who do not. A significant number of pupils have uneven access because they lack digital connections (Skochelak & Stack, 2017). In terms of the quality of their education, it is a truth that pupils from low-income households prefer schools with a lesser degree of education than others. As a result of COVID-19, according to Tadesse and Muluye (2020), more young people are enrolling in schools where online education is a priority. Due to a lack of technology, it becomes difficult to pursue online education in rural areas. We should not disregard the reality that there is a significant disparity in infrastructure between public and private schools. In several regions of the globe, private schools are preferable to state schools. Different students utilize the digital environment in different ways.

According to Tzifopoulos (2020), school suspensions in low-income nations have generated problems for kids, parents, and educators. It has been reported that students from nations with lesser levels of education and income have a greater chance of contracting corona. Younger pupils are more dependent on their parents than older students when it comes to internet technology use. On the other hand, Chandasiri (2020) claims that pupils are more protected in the countryside than in the cities. Occasionally, urban pupils are better educated about the epidemic scenario than rural ones.

The rural students' perspective on the pandemic is unconcerned. Unfavorable to the mental health of the pupil/student are factors such as low parental income, a propensity for job loss, wage cuts, and various parental pressures. According to Owusu-Fordjour et al. (2015), there were already discrepancies in access to a good education between students in urban and rural areas, as well as those from higher and lower socioeconomic backgrounds, prior to the advent of coronavirus. School closures may aggravate already existent inequities among pupils.

#### **2.4 The Influence of Covid-19 on Educators**

Educators are among the groups most affected by Covid-19, according to studies. Numerous schools were closed as a result of government action during the Covid-19 outbreak. This has mandated that teachers work online, where they must provide web-appropriate classes, homework, assignments, and evaluations. For example, when it comes to helping their kids learn a new language, teachers can't do without the aid of technology. Each language course makes extensive use of a wide range of technological tools. The process of learning a new language has been aided and enhanced by technological advancements. Teachers can modify classroom activities and improve language acquisition with the aid of technology (Yildiz, 2021). However, numerous instructors with limited or no training in technology are confronted with a substantial shift in their employment. The hurried response to the Covid-19 outbreak did not allow for a steady approach. Effectively, the nature of teachers' work transformed suddenly. It has entered unknown territory where there are no rules and much of what works offline may not work online (Winter et. al, 2021).

The teaching staff is overworked and stressed as a result of the sudden shift to adopt and implement online education. It would be beneficial for educators to review the curriculum, lesson plans, and annual plans of online education that started quickly. Educators must be self-assured and independent in decision-making in order to attain healthy outcomes and establish systematic techniques. Furthermore, they must exchange ideas and interact with other educators (Rashid & Yadav, 2020). Face-to-confront-trained teachers face difficulties while attempting to teach online. The Covid-19 pandemic and accompanying school lockdowns have compelled professors to transfer their classes online to ensure that pupils complete their education. This is not a simple shift, and the success of online teaching depends on educators' skills, knowledge, and abilities (Winter et al., 2021).

Winter et al. (2021) emphasized that external factors such as equipment availability, access to resources, training, and support are the first to be considered. If students and teachers lack access to computers and high-speed Internet connections, it is impossible to undertake online education. Internal impacts include educators' attitudes and views towards technology use, as well as their skills and knowledge. Additionally, assistance should be provided within the school. Educators must adapt to new teaching methodologies and this mentality, regardless of how little training they receive on online education (Schlichte, 2020).

According to the Teaching and Learning International Survey (TALIS 2018) conducted by the OECD, forty percent of instructors had no professional development in the use of technology, and nearly twenty percent felt a strong need for additional training (Thomson & Hillman, 2019). Younger teachers, as well as those with in-service training, were found to utilize technology more frequently than their senior counterparts.

### **3. Conclusion**

The COVID-19 epidemic and subsequent quarantine have clearly had an impact on many sectors of society. First and foremost, the importance of education to the future of a country makes it highly valued. The world of online education is foreign to parents, kids, and teachers alike. During the Covid-19 shift, countries with more advanced technologies have seen fewer casualties, whilst others with less economic advancement and internet access have undoubtedly struggled and faced difficulties.

Secondly, COVID-19 has clearly had an impact on the families that had to live in a small area and with their doors shut during the Corona era. Many families' psychological health suffered during this process, and even separations took place. Contrarily, successful outcomes were observed in some households, where spouses grew closer and shared problems, parents spent more time with their kids, and so on. Finally, educators and students, who are two inseparable elements of education, faced the difficulties of the pandemic process. Teachers and students with a technological background have survived this process with less damage, but those who do not know what the internet and technology are in their lives have received great injuries. In conclusion, although we consider how much the Corona has affected us, it has also taught us the value of being flexible and accepting several systems.

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