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Gawhar Shah Gawhari
Teaching Assistant,
Lecturer and HoD,
Information System
Department, Shaikh Zayed
University, Khost,
Afghanistan

Najib Ullah Sadaat
Teaching Assistant
Lecturer, Information System
Department, Shaikh Zayed
University, Khost,
Afghanistan

Mohammad Anwer Anwer
Senior Teaching Assistant
Lecturer, Information System
Department, Shaikh Zayed
University, Khost,
Afghanistan

Corresponding Author:
Gawhar Shah Gawhari
Teaching Assistant,
Lecturer and HoD,
Information System
Department, Shaikh Zayed
University, Khost,
Afghanistan

Opportunities, challenges and solutions to the online education during the COVID-19 pandemic in Afghan higher education institutions

Gawhar Shah Gawhari, Najib Ullah Sadaat and Mohammad Anwer Anwer

Abstract
Online learning, which is needed more than ever today, plays an important role in the educational development of a society. Through online education, millions of students around the world are getting their education and have achieved new heights in this field. The need has been exacerbated by the outbreak of the COVID-19 pandemic, which has caused many challenges to the education sector in the country. The learning process of tens of thousands of students was disrupted and caused a major setback in teaching methods, learning mechanisms, and schedules. To prevent the virus from spreading further, the ministries of education (MoE) and higher education (MoHE) in the country, like other countries, tried to provide online learning opportunities to their students. In order to find online learning opportunities, challenges, and solutions, we have collected and analyzed the views of dozens of students and teachers in this research. This research paper discusses the situation in terms of infrastructure, public awareness, cultural and economic aspects, as well as how to coordinate the curriculum in order to promote online education in Afghanistan during the COVID-19 pandemic. In the final section of the research, a number of recommendations have been made for the better development and management of online and e-learning as a whole in Afghanistan.

Keywords: higher education, online education, e-learning, COVID-19 pandemic

Introductions
The value of online education increased as the coronavirus spread around the world and governments were forced to close all crowded places, including educational centers, to prevent further spread of the deadly virus. The World Health Organization (WHO) estimates that more than 2 million students worldwide have been dropped out of school or been severely affected by the pandemic [6]. According to a UNESCO report, 1576021818 students in 188 countries have been infected by the coronavirus [7]. Therefore, universities and higher education institutions have been forced to adopt a policy that does not endanger the lives of their students and administrative staff and allows the teaching process to proceed without hindrance. That is why they turned to online learning [6]. The lack of strong internet and digital tools, stable electricity, the unpreparedness of teachers for online teaching, as well as the lack of digital skills and lack of on-time attention to online learning, have led to a number of major problems in the development of online learning [5]. Also, many universities and higher education institutions were not well prepared for online education [6].
In the developed world, which is very advanced in the field of technology, conducting non-formal education may not be a difficult task, but developing countries faced serious problems in this area. Afghanistan, already struggling with severe problems, COVID-19 worsened the conditions even more and severely damaged the curriculum. As the pandemic out broke, the Afghan government declared a state of emergency to combat the spread of the deadly virus [8]. COVID-19 is a deadly disease caused by the coronavirus. The virus first appeared in Wuhan, China. The COVID-19 disease is easily transmitted from one person to another and without proper health care, no one, young and old, is immune to the deadly effects of the disease [7]. COVID-19, which has seized up almost the entire world, has severely affected higher education, among other areas of life. To save the lives of students and teachers around the world, universities, and training centers were closed until the situation returned to normal [5] and off-campus learning was introduced. Higher education that has undergone a dramatic change due to the Coronavirus needs to work on strategies to find a permanent solution for

online or offline e-learning. Although online learning has been conducted in some institutions for decades, the level is very limited. Online learning by higher education institutions is on the rise, but this decision must be made in light of the findings of research conducted in this area and the views of students and faculty [5].

The key research sections of this article are as follows: First, the problem statement is done, followed by the research questions and research objectives. The following sections discuss research methods, research patterns, as well as the sources of information for research. This is followed by a review of past artifacts. The rest of the research focuses on research findings and debates, which form an important part of this article. In the last part of the research, several suggestions and recommendations have been made for better management, efficiency, and effectiveness of online learning.

Problem statement

The Ministry of Higher Education abruptly developed and implemented a model for online education. But there are more challenges ahead. They did not conduct the study to take the necessary advantage of the opportunities in their place, nor did they take the necessary steps to correct the problems faced by the Afghan public and private universities as well as higher education institutions. The implementation of the online Higher Education Learning Management System (HELMS) shows that there several opportunities that need to be taken advantage of in the field of online education. But there are a number of challenges and problems that online learning cannot be properly implemented, and teachers, as well as the students, cannot take advantage of it as expected.

Research questions

1. What are the opportunities for online higher education in Afghanistan?
2. What are the main challenges of online learning in higher education?
3. How can the Ministry of Higher Education, public and private higher education institutions find easy solutions to the challenges facing online education?

Research objectives

The objectives of the research are many, and it is possible to take advantage of the results of research in various educational and scientific centers and institutions in the field of online or e-learning, but there are three main specific objectives we would like to outline in this research. The article attempts to outline these objectives as follows:

1. Finding opportunities for online higher education in Afghanistan.
2. Identify the problems of the online higher education system.
3. Ministry of Higher Education, public and private higher education institutions, to find easy solutions to the existing challenges facing online education.

Methodology

As this research is about online education, most of the information is collected through the online Google Form Questionnaire in Khost province collected and analyzed from teachers and students of Shaikh Zayed University and Pamir Higher Education Institutions. Research articles by other authors and researchers have also been used to review past works.

Sample size and sample selection

In this study, two universities in Khost province, one of which is Shaikh Zayed State University and the other one is Pamir Private Higher Education Institution, have been selected as examples. A total of nine teachers and students from Shaikh Zayed University and Pamir Institute of Higher Education have been interviewed through a questionnaire. This is despite the fact that both universities are currently taking advantage of the online system of higher education (HELMS), which has been implemented in both universities.

Information resources

In a review of past works, we have read many published articles on online learning and have collected information scientifically related to our research. Other information has been extracted by asking the participants directly for their views. In all, two types of resources were used, online through Google Forms, and offline through face-to-face meetings.

Literature review

According to Afghanistan's higher education law, access to higher education is the right of every Afghan citizen [Constitution of Afghanistan, Article 41]. State universities and higher education institutions operate under the ministry of higher education, with thousands of young Afghans studying there. After completing high school, the graduates participate in the university entrance exam (Kankor) to continue their education in universities and the institutes specified for higher education. These institutes are private universities recognized by the ministry of higher education.

On-Campus lessons are conducted in the presence of the teacher and student in accordance with the regulations of the Ministry of Higher Education. With the outbreak of the COVID-19 pandemic, the educational process of Afghanistan, like the rest of the world, was disrupted and all educational institutions were forced to remain closed under the decision of the cabinet [9]. With the closure of universities and institutions of higher education, the teaching process was severely hampered and students were deprived of teaching materials for some time. Because of these problems, and the foreseeable long-term effects of COVID-19 on higher education including other aspects of life, the need to take necessary steps to prevent the disruption of the educational process was felt. With the advent of COVID-19, universities and many higher education institutions have been forced to switch to online teaching methods instead of traditional teaching methods, including institutions that were previously reluctant to adopt this modern teaching method [5]. Teachers were instructed by the ministry of higher education to pass on their teaching materials to their students in every possible way so that they could use them at home. To achieve this goal, teachers used different systems such as Google Classroom, Zoom, WhatsApp, or even special web pages. Using different types of systems was a bit difficult for the students, as not all the teaching materials were in one place and they were dealing with different problems. The ministry of higher education stepped up its efforts to fill this gap and restart the learning process, resulting in the creation of a nationwide learning

management system (HELMS). It was used as a single platform and officially introduced the very first formal process of online learning in Afghanistan [10]. With the advent of the HELMS system, the problems were reduced to a certain extent, but some problems still remained. Power outages, lack of telecommunication coverage, lack of or poor internet access, high internet prices and lack of access to computers or smart phones were the major problems the students in rural areas were faced with [media]. The study was conducted to better understand these problems, as well as to explore the opportunities, challenges, and solutions available to online education, with a focus on how to improve online education in Afghanistan. Reflects the current situation. Before we move on to the results and debate of our research, let us take a brief look at some of the international works in the field of online education.

Electronic learning or online learning is all about methods of learning without the time and space constraints, where a student can electronically interact with the tutor, teaching materials, and/or other students [3] and increase their level of knowledge. In Afghanistan, too, some work has been done for online learning. According to the five-year strategic plan for higher education, the e-learning program in Afghanistan is divided into three main phases, the first of which is the enrichment phase (2015-2016), in which the evaluation of Afghanistan's public universities and higher education institutions takes place, and their needs are identified. This phase includes capacity building of staff members, development of infrastructure and enrichment of teaching materials, all of which create a good platform for the second phase. The second phase (2017-2018), which is a mixed learning phase, includes the creation of digital libraries, the establishment of electronic committees at the university level, capacity building of faculty staff, and the monitoring of quality assurance. In phase III (2018-2020), which is a virtual learning phase, in accordance with e-learning standards, co-learning trainings will be conducted in which classes will be conducted entirely in a virtual format as well as in observation. And monitoring will also take place [1].

Although remote or online education is in its early stages of implementation in developing countries, a study shows that the growth rate of e-learning is 35.6 percent, which has led the higher education institutions to move to this new form of learning due to time and cost constraints [2]. According to another study, e-learning has had a positive effect on quality, efficiency, performance, time and cost in all areas of education [3]. Information and communication technology, which is the backbone of online education, can make significant progress in improving the quality of higher education, including information storage and rapid retrieval, minimizing data loss, providing qualitatively well-structured contents, facilitating teaching and learning methods, as well as speeding up the learning process, and access to learning anytime from anywhere [4].

In developing countries, lack of infrastructure, poor or no Internet access, lack of resources, lack of motivation and support from the administration, lack of policy as well as personal and social behaviors are the major challenges to online education [2]. Creating infrastructure for information and communication technology in a country is directly related to the availability of stable electricity. In addition to stable electricity, online learning requires the necessary tools such as the Internet, computers, smartphones, printers, scanners and other multimedia-related devices. Many higher education institutions, teachers and students do not have an adequate amount of access to such equipment [4]. Also, the purchase of such equipment requires high financial cost, which many politicians are reluctant to invest in higher education. Another challenge to online education is the lack of a sound policy and vision for e-learning by the government and higher education institutions. Cultural and social barriers are also a serious obstacle to online learning, the main example of which is the low participation of female students in off-campus or online classes. The difference in languages is another example. Among other challenges, corruption is a serious problem facing e-learning in some countries, which, despite high levels of investment, has not made the progress it needs. Also, the reluctance of teachers to conduct e-learning, lack of necessary skills, knowledge, and sufficient time in this field are serious challenges that have hindered the good implementation of online learning [4].

Results and Discussions

This topic of ((Opportunities, Challenges, and Solutions to the Online Education During the COVID-19 Pandemic in Afghan Higher Education Institutions)) was a significant for the participants in this study, in this study Shaikh Zayed University and Pamir Private Higher Education Institutions graduated and current lecturers and students actively participated with us. A total of 251 participants took part in the study, of which 89.6% were students and lecturers at Shaikh Zayed University and the remaining 10.4% were from Pamir Private Higher Education Institutions (Table 2). All 31 questions were covered in one questionnaire, and separate sections were considered for (opportunities, challenges and solutions), one question was also available for qualitative feedback.

Table 1: Choose the name of your university/higher education institution in the following section

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Pamir Institute of Higher Education	26	10.4	10.4	10.4
	Shaikh Zayed University	225	89.6	89.6	100.0
	Total	251	100.0	100.0	

Online education has just begun in Afghanistan, and people from other professions are unfamiliar with it. That's why computer science students and professors, who make up 79.3% percent, have contributed the most to the research. The question of determining the level of education is evident from the perspectives, which found that participants other than those in the computer science profession participated in the study very rarely and only (20%) of the participants from all 14 selected faculties participated. This can also be defined as the fact that students and teachers of professions other than computer science are unfamiliar with online learning and can be considered a major problem (Table 2).

Table 2: Choose your academic field in the following section

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Administration and business	3	1.2	1.2	1.2
	Agriculture	9	3.6	3.6	4.8
	Computer Science	199	79.3	79.3	84.1
	Economy	6	2.4	2.4	86.5
	Education	1	.4	.4	86.9
	Engineering	4	1.6	1.6	88.4
	English Literature	4	1.6	1.6	90.0
	Journalism and public relations	2	.8	.8	90.8
	Languages and literature	6	2.4	2.4	93.2
	Law and Political Science	5	2.0	2.0	95.2
	Medicine	4	1.6	1.6	96.8
	Sharia	5	2.0	2.0	98.8
	Social sciences	3	1.2	1.2	100.0
	Total	251	100.0	100.0	

In both the institutes, (13.1%) lecturers with master's degree and (78.5%) current students have participated. There is a big difference between a student and a teacher. Although we have made considerable efforts to gather feedback, the teachers have not been fully involved, and we believe that this may be due to the fact that they are not fully motivated and managed in online learning (Table 3).

Table 3: What is your educational status?

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Bachelor's degree graduate student	12	4.8	4.8	4.8
	Current student of undergraduate degree	197	78.5	78.5	83.3
	Lecturer (Bachelor)	7	2.8	2.8	86.1
	Lecturer (Master)	33	13.1	13.1	99.2
	Lecturer (PhD)	2	.8	.8	100.0
	Total	251	100.0	100.0	

Also in the study, 76.9% of the participants aged between 18 and 30 years, and 14.3% of the respondents aged between 31 and 40 years old are determined. Males constitute 85.7% of the population and females 12.4% constitute female students and faculty (Table 4 and 5).

Table 4: How old are you?

		Frequency	Percent	Valid percent	Cumulative percent
Valid	<18	19	7.6	7.6	7.6
	>55	1	.4	.4	8.0
	18-30 years old	193	76.9	76.9	84.9
	31-40 years old	36	14.3	14.3	99.2
	41-55 years old	2	.8	.8	100.0
	Total	251	100.0	100.0	

Table 5: What is your gender?

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Female	31	12.4	12.4	12.4
	Male	215	85.7	85.7	98.0
	Prefer not to say	5	2.0	2.0	100.0
	Total	251	100.0	100.0	

Teachers and students of public and private universities have realized the importance of online education in today's world. They have made it clear that education is very important and a necessary way for getting higher education. 32.7% are less in agreement on the importance of online learning and 50.2% are more in agreement, with students and faculty almost equally agreeing, disagreeing, and opposition, have expressed their views. Similarly, 80.8% consider online education as a necessary way/tool for higher education and a small number opposite (Table 6 and 7).

Table 6: Online learning is very important today

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	82	32.7	32.7	32.7
	Disagree	16	6.4	6.4	39.0
	Neither agree nor disagree	15	6.0	6.0	45.0
	Strongly agree	126	50.2	50.2	95.2
	Strongly disagree	12	4.8	4.8	100.0
	Total	251	100.0	100.0	

Table 7: Online education is an esxsential tool for higher education

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	100	39.8	39.8	39.8
	Disagree	18	7.2	7.2	47.0
	Neither agree nor disagree	17	6.8	6.8	53.8
	Strongly agree	103	41.0	41.0	94.8
	Strongly disagree	13	5.2	5.2	100.0
	Total	251	100.0	100.0	

However, since online learning does not have the facilities that are available for in-class learning, this may be the reason why online learning isn't more interesting and convenient for students and teachers than in-class learning. 62.6% of the study participants did not show more interest in online learning than in attendance lessons. For 28.3% of people, online learning is more convenient and interesting than attending classes. There has been a past exit, two variables have been raised in this question (convenient and interesting). If we discuss facilities, it is clear that lessons in the classroom may not be more convenient for students than online learning at home. Students and teachers can feel comfortable learning online. Some students may find it better to sit down for a lecture and watch the lecture at home several times and get to know each other, as well as relax. These are the reasons why in-class learning is more convenient and interesting than online learning (Table 8).

Table 8: Online learning is more useful and effective than preparatory learning

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	46	18.3	18.3	18.3
	Disagree	72	28.7	28.7	47.0
	Neither agree nor disagree	23	9.2	9.2	56.2
	Strongly agree	25	10.0	10.0	66.1
	Strongly disagree	85	33.9	33.9	100.0
	Total	251	100.0	100.0	

With the spread of the code-19, the opportunity has arisen for online higher education to take place alongside higher education in classroom. However, since students and professors at public and private universities in the country have little experience in online learning, the study participants were asked the question of the effectiveness and usefulness of classroom learning over online learning. In 26.6% of the respondents, they are against online learning. This means that participants (students and faculty members) who learn and practice from online learning face challenges and do not like them/are in classroom learning is more effective than online learning (Table 9).

Table 9: Online learning is a good alternative to attendance lessons

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	101	40.2	40.2	40.2
	Disagree	34	13.5	13.5	53.8
	Neither agree nor disagree	24	9.6	9.6	63.3
	Strongly agree	59	23.5	23.5	86.9
	Strongly disagree	33	13.1	13.1	100.0
	Total	251	100.0	100.0	

As students and faculty have commented on the importance, effectiveness and usefulness of online learning, they have also noted a number of key issues. Electricity for example: The presence of electricity is more important for online learning. Fifty percent said they did not have access to electricity for using online learning. 37.4% of the research participants did not have the problem of static electricity and 7.6% did not express their views on the issue of static electricity. Fifty-one percent of students and teachers do not have access to electricity, which is a must for online learning. This is a major problem they face (Table 10).

Table 10: I have a fixed supply of electricity for online education

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	57	22.7	22.7	22.7
	Disagree	48	19.1	19.1	41.8
	Neither agree nor disagree	19	7.6	7.6	49.4
	Strongly agree	37	14.7	14.7	64.1
	Strongly disagree	90	35.9	35.9	100.0
	Total	251	100.0	100.0	

Similarly, the Internet (convenience, cost, and speed) are three other major problems and challenges that online learning students and teachers suffer from. 60.5% of people do not have access to internet to get online education; 86.8% say internet costs are too high; and 65.7% do not agree with the speed of the Internet and have a weak Internet (Table 11, 12 and 13).

Table 11: I have access to the internet to participate in online learning

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	56	22.3	22.3	22.3
	Disagree	44	17.5	17.5	39.8
	Neither agree nor disagree	16	6.4	6.4	46.2
	Strongly agree	27	10.8	10.8	57.0
	Strongly disagree	108	43.0	43.0	100.0
	Total	251	100.0	100.0	

Table 12: It costs a lot of money to get online education

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	33	13.1	13.1	13.1
	Disagree	12	4.8	4.8	17.9
	Neither agree nor disagree	7	2.8	2.8	20.7
	Strongly agree	185	73.7	73.7	94.4
	Strongly disagree	14	5.6	5.6	100.0
	Total	251	100.0	100.0	

Table 13: Internet speeds are guaranteed for online learning

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	50	19.9	19.9	19.9
	Disagree	51	20.3	20.3	40.2
	Neither agree nor disagree	15	6.0	6.0	46.2
	Strongly agree	21	8.4	8.4	54.6
	Strongly disagree	114	45.4	45.4	100.0
	Total	251	100.0	100.0	

In response to the question of whether the learning environment is suitable for them to pursue online learning? According to the research, 47.5% of the respondents said that the environment is good and conducive to online learning, environment for 41.8% is unsuitable for the participants and the remaining 10.8% do not think so (Table 14).

Table 14: My learning environment is conducive to online learning

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	89	35.5	35.5	35.5
	Disagree	48	19.1	19.1	54.6
	Neither agree nor disagree	27	10.8	10.8	65.3
	Strongly agree	30	12.0	12.0	77.3
	Strongly disagree	57	22.7	22.7	100.0
	Total	251	100.0	100.0	

On the other hand, research participants are more concerned about the quality of (online learning and teaching materials) than attendance/classroom learning. 66.9% do not consider the quality of online education and 40% do not consider the quality of online learning materials to be good and say that the quality of online learning and the teaching materials that are shared are isn't assure. Besides that, online learning 21% and 43.4% of the quality of teaching that is shared between teacher and student are assured. There are many teachers who have used positive feedback about teaching materials, but the students are against it (Table 15 and 16).

Table 15: The quality of online learning is better than the quality of attendance learning

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	38	15.1	15.1	15.1
	Disagree	52	20.7	20.7	35.9
	Neither agree nor disagree	25	10.0	10.0	45.8
	Strongly agree	20	8.0	8.0	53.8
	Strongly disagree	116	46.2	46.2	100.0
	Total	251	100.0	100.0	

Table 16: The quality of teaching materials available for online learning is good

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	63	25.1	25.1	25.1
	Disagree	65	25.9	25.9	51.0
	Neither agree nor disagree	41	16.3	16.3	67.3
	Strongly agree	38	15.1	15.1	82.5
	Strongly disagree	44	17.5	17.5	100.0
	Total	251	100.0	100.0	

From the point of view of teacher collaboration in online learning, 55.4% of the research participants agreed with it, and 32.6% were disagreed. Students are satisfied with the teachers' cooperation in online learning (Table 17).

Table 17: Teachers are very supportive when it comes to learning online

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	85	33.9	33.9	33.9
	Disagree	40	15.9	15.9	49.8
	Neither agree nor disagree	30	12.0	12.0	61.8
	Strongly agree	54	21.5	21.5	83.3
	Strongly disagree	42	16.7	16.7	100.0
	Total	251	100.0	100.0	

The Internet and online learning through it are three factors that need to be taken into consideration in dealing with psychological problems, information security and the safety of online education users in view of the country's culture. The Internet, a global network, is connected to millions of people around the world. In addition, there are thousands of hackers, Internet thieves, and various types of destructive activities, which must be taken into account, and the Internet, especially online education operators and users should not be ignored and throws**.**

64.9% research participants are concerned about the safety of personal information when conducting online learning; and 17.9% don't think so. 73.8% have a positive view of self-safety when studying online and say that there is no such concern in that area. 15.6% are concerned about their own safety and 10.8% disagree. Although research has shown that the use of the Internet, especially the use of social media, can lead to psychological problems, 62.2% of respondents say that while studying online they do not experience any psychological problems, but 23.9% people describe and feel that online learning can increase stress (Table 18, 19 and 20).

Table 18: Are you concerned about the security of your personal information when conducting online learning?

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	103	41.0	41.0	41.0
	Disagree	28	11.2	11.2	52.2
	Neither agree nor disagree	45	17.9	17.9	70.1
	Strongly agree	60	23.9	23.9	94.0
	Strongly disagree	15	6.0	6.0	100.0
	Total	251	100.0	100.0	

Table 19: Do you feel safe while receiving online education?

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	92	36.7	36.7	36.7
	Disagree	20	8.0	8.0	44.6
	Neither agree nor disagree	27	10.8	10.8	55.4
	Strongly agree	93	37.1	37.1	92.4
	Strongly disagree	19	7.6	7.6	100.0
	Total	251	100.0	100.0	

Table 20: You do not feel any psychological problems while studying online

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	80	31.9	31.9	31.9
	Disagree	38	15.1	15.1	47.0
	Neither agree nor disagree	35	13.9	13.9	61.0
	Strongly agree	76	30.3	30.3	91.2
	Strongly disagree	22	8.8	8.8	100.0
	Total	251	100.0	100.0	

In developing countries, or where online learning has not been used before, it is imperative for the state to have a unified policy for online learning; create a complete online system to eliminate the trouble of using multiple online posts and websites, and teachers need to be trained to use it. 94.1% consider government policy necessary for better development of online education; 92.5% agree to create a single online system. However, 3.6% said that a unified system for online learning isn't necessary. 91.7% of the participants consider it necessary to train teachers for online learning (Table 21, 22 and 23).

Table 21: The government should have a policy for the better development of online education

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	24	9.6	9.6	9.6
	Disagree	3	1.2	1.2	10.8
	Neither agree nor disagree	7	2.8	2.8	13.5

	Strongly agree	212	84.5	84.5	98.0
	Strongly disagree	5	2.0	2.0	100.0
	Total	251	100.0	100.0	

Table 22: In order to get online education, one has to work on a single and complete online system

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	31	12.4	12.4	12.4
	Disagree	3	1.2	1.2	13.5
	Neither agree nor disagree	10	4.0	4.0	17.5
	Strongly agree	201	80.1	80.1	97.6
	Strongly disagree	6	2.4	2.4	100.0
	Total	251	100.0	100.0	

Table 23: Teachers must be fully trained to conduct online learning

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	24	9.6	9.6	9.6
	Disagree	5	2.0	2.0	11.6
	Neither agree nor disagree	11	4.4	4.4	15.9
	Strongly agree	206	82.1	82.1	98.0
	Strongly disagree	5	2.0	2.0	100.0
	Total	251	100.0	100.0	

The implementation of a single policy requires special funding by the government or the private sector. In order to provide online education services in the country, the officials of private higher education institutions are taking advantage of all kinds of online education. They do not use the online government system on the pretext that they do not have enough funds. The cost of online education and the same special budget is another important suggestion, with 91.7% research participants approving it, but 5.2% rejecting it (Table 24).

Table 24: There should be a special government budget for online education

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	27	10.8	10.8	10.8
	Disagree	8	3.2	3.2	13.9
	Neither agree nor disagree	8	3.2	3.2	17.1
	Strongly agree	203	80.9	80.9	98.0
	Strongly disagree	5	2.0	2.0	100.0
	Total	251	100.0	100.0	

In order to receive online learning, teaching materials must be shared with students in a timely manner and use Outcome Based Education/Student Centered Learning. More than 93.7% of the participants have offered to share the teaching material between the teacher and the student on their own time and 82.2% of the participants find it useful to use the student-centered methodology. Out of 251 students, 10% do not have an opinion on student-centered teaching methods. Since these methods are new, it is possible that they did not understand the importance of them (Table 25 and 26).

Table 25: In order to get online education, you have to share the materials with the students in time

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	23	9.2	9.2	9.2
	Disagree	4	1.6	1.6	10.8
	Neither agree nor disagree	9	3.6	3.6	14.3
	Strongly agree	212	84.5	84.5	98.8
	Strongly disagree	3	1.2	1.2	100.0
	Total	251	100.0	100.0	

Table 26: Student-centered methodology should be used in the online learning system

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	51	20.3	20.3	20.3
	Disagree	11	4.4	4.4	24.7
	Neither agree nor disagree	25	10.0	10.0	34.7
	Strongly agree	156	62.2	62.2	96.8
	Strongly disagree	8	3.2	3.2	100.0
	Total	251	100.0	100.0	

For the implementation of online learning, 94% cite the need for inclusive coordination, and 92% participant say that the encouragement of teachers and students for online learning is very important (Table 27 and 28).

Table 27: There must be inclusive coordination for the implementation of online learning

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	36	14.3	14.3	14.3
	Disagree	4	1.6	1.6	15.9
	Neither agree nor disagree	7	2.8	2.8	18.7
	Strongly agree	200	79.7	79.7	98.4
	Strongly disagree	4	1.6	1.6	100.0
	Total	251	100.0	100.0	

Table 28: Teachers and students should be encouraged to practice online learning

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	36	14.3	14.3	14.3
	Disagree	6	2.4	2.4	16.7
	Neither agree nor disagree	10	4.0	4.0	20.7
	Strongly agree	195	77.7	77.7	98.4
	Strongly disagree	4	1.6	1.6	100.0
	Total	251	100.0	100.0	

Conclusions and Recommendations

Lack of proper electricity, lack of knowledge of teachers and students in online education, economic problems of students such as inability to buy computers and smartphones, lack of internet access, slow speed of internet, higher prices of internet bundles, lack of systematic planning, lack of proper management because online education is not taken seriously, lack of internet access due to various reasons in remote areas, online education putting stress on students, scarcity of teaching materials, lack of access to practical lessons, low quality of teaching materials, are the factors which have led students and teachers to say that online learning can never a place of off-campus learning.

Online learning is important for teachers and students, and an analysis of the results of this study shows that there are better opportunities to take advantage of this type of learning, but given the above problems and challenges. Here are some suggestions on how to look or get an appointment for antique items in your online education:

- A unified policy for online education should be developed across the country.
- According to the above-mentioned policy, a budget should be allocated by the government for the implementation of online education.
- A unified education management system should be established across the country for online learning.
- All parts of the country, including remote areas, should be covered by the Internet.
- The speed of the internet is weak across the country, students and teachers are not able to take advantage of the weak internet of online learning.
- As teachers and students are unable to conduct online learning effectively due to low internet speeds and high prices, it is recommended that special attention be paid to the speed and low cost of the internet. For example, Students and teachers can be given special packages to use the Internet.
- Capacity building, public awareness, and incentive programs in the field of online education should be conducted for teachers and students of all government and non-government universities and higher education institutions.
- Online learning should be well-managed and based on this principle; a timetable should be established at the university and college level for the advancement of online learning. As a result, teachers and students have been able to participate in their online classes, such as attending training.
- Special studios should be set up in at least all the faculties for recording and editing online learning courses. To be used in the production of quality teaching materials.

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