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College level Challenges of E-learning in Bhojpur

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Abstract

Education system is being upgraded day by day with advance technologies that are from traditional learning to modern E-learning. This article is relevant for learners as it is providing flexibility in learning with optional choices for study to the learners with unlimited access of information.

E-learning is the effective tool of teaching and learning process and different schools and universities of Nepal are broadly adopting this E-learning strategy and offering for distance education nowadays. Supporting higher education with modern technologies like E-Learning is very important for a country to improve quality of education, to meet student's expectations and to continue teaching-learning and training when face to face education is less possible. The main objective of this research is to find out the college level challenges of E-learning in Bhojpur and to show the change of learning process from the traditional learning to E-learning in Bhojpur. This paper is qualitative in nature. The paper has been written in descriptive way. Both primary and secondary sources are used to carry out it. The question-answer method is used to get primary information from the respondents. The researcher has used open ended questions as a tool and asked to the respondents respectively. From this study, we found the college level challenges of E-learning in Bhojpur. The challenges mentioned are lack of ICT infrastructure and facilities, lack of social interaction among students and educators, lack of budget and fund, less focused on online learning, Unwillingness of the learners, poor internet connection, motivation issues, assessment and evaluation process.

Keywords: Challenges, distance learning, E-learning, impact and traditional learning

Introduction

The present time has been changing day by day; much technological progress can be seen these days. The term E-learning simply occurs at the computer generally with the internet via browser. E-learning or Electronic learning is the process of acquiring knowledge through electronic materials or contents in a web based technologies. E-learning, also known as electronic learning refers to the process of acquiring knowledge, skills, or information through electronic means, typically using the internet or digital technologies. It is a form of education or training that takes place online, allowing learners to access educational materials, participate in interactive activities, and receive instruction remotely. With the invention of many advanced technological media's like computer, internet, mobile and so on, many bulk of message or information can be send or receive these days making easy for human communication. These kinds of sources have made easy getting information of the things around the world. As a result, with due technological advancement people can easily access the important message or information and can easily solve any kind of problems within a short period (Yanuschik et al., 2015). It has broadened the mind of people thinking increasingly. Before 21st century, people had to do more effort in getting necessary information. In fact, at that time they required to know which sources provide the reliable information and even if they knew the sources that might not be available. In this 21st century, now everything has changed with the advanced development of technology. We need to do is that only turn on our computer and browse the browser and type the information required. Then, within a short time and less cost our required information will be seen in our computer screen. Most of the finding of this information depends on internet accessibility rather than person's location. Due to advancement of modern technology, people have become more mobility to do multiple tasks in the world (Yanuschik et al., 2015). Modern technology has broadened teaching and learning process with E-learning approaches. The transformation can be seen in traditional way of learning to modern E-learning with the arrival of information technology and its growing use in educational sectors. Today's students use the information and communication technology as the tool for learning information. By this, they acquire more information informally and formally with modern E-learning comparing traditional learning. Traditional learning is different process of learning comparing E-learning as it is teacher centered learning and in traditional learning, the contents or reading materials are provided by the teacher which every students have to study the same topic at the same time provided by the teacher. However, E-learning, contents are largely available and students can have flexibility of learning with optional topic they desire and it is learner centered instructional strategy which provides students opportunity for self-paced learning. Observing the techniques of both learning strategy, E-learning has no limitation of accessing information which the traditional learning limited accessing the

information for the students. Now, we see most of the schools and universities upgrading the educational system and applying the step-up education with E-learning approach from traditional learning approach that are helping for distance learning.

Today's advance technology is more helpful for creating educational material including texts, images, audios and videos that are helping educator for creating good learning environment improving communication and interacting with students. So, E-learning tool has been using more adequately for teaching and learning processes. E-learning is the key of learning with web based technology and other electronic materials. Internet is the main source of information and these days internet is easily available everywhere. This E-learning has made easy learning with low cost for the students and also has made trainer or teacher easy for training and teaching. According to Al-Hassan (2017) "E-learning comes at the beginning of transformation how individuals learn and how they use learning in practice also with the accelerating pace of knowledge growth and change as well as the increasing pressure of the market place made the researcher to look for the innovative learning". As looking backward the history of Education in Nepal, there was a traditional culture of learning i.e. Gurukul system where students used to get knowledge and information and learn skill through their Guru at Guru's Ashram or temple. Now with due emerging technologies of learning in Nepal, learning system is going changing with new approach i.e. online learning which is as a form of distance learning and E-learning is helping distance learning as it is the broader concept of learning with electronic materials. Earlier education system has used somehow different multimedia CDs and DVDs as E-learning in Nepal. In earlier, students were only used to learn with face to face approaches using textbooks or from teachers with use of chalk and blackboard as teaching and learning materials. These days, students can use different learning materials including computer with internet, web based tools, e-books, smart board in place of blackboard, audio and video with projector, animated objects etc.

Now Nepal is going on the way to new innovative technology with flourishing of education system following new learning strategy i.e. E-learning and there is no limitation of learning for the students. Now in Nepal, learning process has been made more flexible and some of the flexible approaches are online or distance learning (Pangeni, S., 2016). Indeed, the spreading of the ICT technologies have created a great influence towards emerging of new learning technology called E-learning. The spreading of the ICT technologies is helping for the transfer of knowledge and skills these days. E-learning is the base for training and education combined with information and technology. The training and education both help in learning and will assist in acquiring knowledge whereas information and technology both help in knowledge management. The emerging trends of E-learning market includes social learning, mobile learning, MOOCs (Massive Open Online Courses) etc. Due to globally increasing the E-learning market, many higher

educational institutions of Nepal are adopting E-learning strategies and running online learning or distance education these days (Baturay, M., 2015). E-learning, also known as electronic learning is a method of education that utilizes electronic technologies to deliver learning materials, courses, and training programs to learners. It is a flexible and convenient approach to learning that takes advantage of digital platforms and resources. E-learning can take various forms, including online courses, virtual classrooms, webinars, educational apps, and interactive multimedia modules. It enables learners to access educational content anytime and anywhere, as long as they have an internet connection and a compatible device. Using E-learning, not only enhancing quality of teaching and learning but also increases' individual ability to use computer technology and other emerging technologies. Hence, E-Learning refers to the use of systems of electronic education such as computer, internet, intranet, multimedia disks, electronic magazines, virtual newscasts, and etc. whose purposes are to reduce time and expenses and achieve better, faster, and easier learning. E-Learning becomes a crucial component of teaching in universities. It becomes a common style of providing educational materials in higher education by universities in every part of the world. Because of these changes there is an increasing need for flexible delivery of education. The academic leader believes that E-learning is important for the growth of higher educational institutions. Now, students are enabling to enroll in courses or on campuses with the beginning of E-learning but that were not facilitated before for the students.

Many institutions are now looking different ways of facilitating non-traditional learning. E-learning system for teaching and learning has become more popular in the recent years. More over students were using this phenomenon of learning using different E-learning system. One type of E-learning system is learning management system (LMS) which has become more popular these days. LMS is also called course management system (CMS) or virtual management system (VMS). Nowadays, many universities are broadly adopting this type of learning system with newly emerging system called E-learning system. LMS is web base software which has distributed learning content making available online over the internet (ADB, 2021). LMS is the platform that delivers this E-learning to users by which user can log on and can select different courses they want with complete assessment. Asian Development Bank (2021) determined that "This LMS is concerned with the development of tools for resources and courses". This LMS system is now enhancing the teaching technique of teacher and also helping organize learning groups and track learner activities; support sequenced and customized learning programs. Distance education with internet technology helping Nepalese students for multiple option of flexible learning.

Literature Review

Thanks to various online platforms, the way educators provide high-quality education is changing dramatically. According to Tadesse and Muluve (2020), the instructional machine and educators have embraced “Education in Emergency” through unique online systems. In the dearth of choices, switching from conventional face-to-face training to online training is unique for newcomers and educators (Adams et al., (2018). Many colleges and universities have transitioned from conventional classrooms to online classrooms and from offline to online examinations by utilizing online assessment tools (Chung et al., 2020). However, online evaluation tools can have drawbacks. There are various measuring inaccuracies associated with online evaluation tools compared to conventional measurement (Bibi Noraini & Jihan, 2020). However, assessment and evaluation are important as they are an integral part of education that measures learning outcomes. Moreover, it gives valid records for employees to compare candidates while recruiting graduates. New graduates’ matching efficiency (the matching between the fresh graduates with the target market of job specifications) is declining as disturbances in candidates’ outcomes increase, resulting in increased employment separation rates and slower earning growth.

According to Preeti (2020), this is both personally and societally expensive. Additionally, it is difficult to supervise how learners take online courses and to guarantee that they are not cheating on online tests (Basilaia & Kvavadze, 2020). Adding to the point, online laboratory examinations, practical exams, and performance testing are not feasible. Learners who do not have access to the internet may have difficulties with tests and evaluations (Sahu, 2020). According to Osman (2020), assessing and evaluating learners’ performance in online learning is challenging for both educators and learners, mainly when teaching practicum and technical competence, and assessing practical skills is challenging. Learners’ assessments are conducted online, with educators, learners, and parents experiencing trial and error, ambiguity, and misunderstanding. Conducting online assessments takes a variety of forms, depending on the educator’s convenience and skill and the learners’ compatibility. According to Tadesse and Muluve (2020), many schools and institutions have yet to develop effective methods to prevent plagiarism, owing to the enormous student population.

According to Shahzad et al. (2021), technology such as artificial intelligence has transformed conventional education into contemporary learning. Thus, E-learning is a broader word that encompasses technology-based learning through websites, learning portals, video conferencing, YouTube, mobile applications, and a plethora of other free blended learning websites. However, the effectiveness of any information system is contingent upon the system’s users (Almaiah et al., 2020). Thus, in the context of an E-learning system, learners’ acceptance of E-learning is seen as a critical factor in

determining success. Most institutions of higher education offer online courses to students on and off campus. According to Almaiah et al. (2020), developed nations are likely to have less anxiety about their learners' desire to embrace and utilize the E-learning system since necessary progressive steps have already been achieved as stated by Almaiah et al. (2020). The problems associated with implementing E-learning systems in underdeveloped nations remain a reality owing to the developing countries' digital divide (Almaiah et al., 2020). According to Krishnan et al. (2020), despite the growing popularity of online courses, most students choose conventional classroom instruction. In comparison to online education, physical classroom instruction is more natural, and students have the chance to argue, think, and discuss with their classmates and professors. They concluded in their results that face-to-face instruction is critical for practical learning since E-learning may encounter unanticipated technological difficulties at any moment. In addition to that, E-learning is always reliant on a stable internet connection with a high-bandwidth connection. It is not always successful, owing to a lack of connection and severe energy scarcity. E-learning is poorer in rural regions than in metropolitan ones, due to a lack of infrastructure required for online courses, which results in students being unable to attend virtual classrooms (Mohammad Izzamil et al., 2021). However, E-learning is more pronounced these days due to the pandemic and many countries are trying out to adopt it to ensure continuity of learning. E-learning platforms were critical throughout the pandemic, assisting schools and colleges in facilitating student learning when universities and schools were closed (Subedi et al., 2020). While adjusting to new changes, assessing and assisting staff and student preparedness is necessary. Learners with a fixed mentality have difficulty adapting and adjusting, but learners who have a growth mindset readily adapt to a new learning environment. There is no one-size-fits-all methodology for online learning due to the diversity of disciplines and their associated demands. Diverse disciplines and age groups need distinct methods for online education (Doucet et al., 2020).

Challenges of E-Learning

1) Lack of ICT Infrastructure and Support

The current literature research highlighted several barriers to implementing an E-learning system. According to Almaiah et al. (2020), the difficulties may be categorized into four categories:

a) Technology difficulties, b) individual difficulties, c) cultural difficulties, and d) course difficulties. It is discovered that these problems vary significantly throughout countries owing to diverse cultures, settings, and preparedness. For example, the primary barriers to E-learning system adoption in underdeveloped nations were a lack of ICT competence, inadequate network infrastructure, and a lack of content creation (Aung & Khaing, 2015). In similar research done in Kenya, three significant barriers to E-learning were identified:

insufficient ICT infrastructure, a lack of technical skills, and budgetary restrictions (Tadesse & Muluye, 2020). According to research conducted by Rahim & Chandran (2021), the key challenges impeding the effective implementation of current E-learning programs include poor interface design, insufficient technical assistance, and a lack of IT skills. A study conducted by Aboagye et al.(2020) identified that key challenges faced in implementing E-learning are related to technological infrastructure and digital competence, socio-economic factors, assessment and supervision, and heavy workload and compatibility (as cited in Heng and Sol, 2021). Thus, the common problems in practicing E-learning are related to technological competence, technological infrastructure, lack of content creation, individual and cultural differences. Moreover, Heng & Sol (2021) stated that the lack of accessibility to the internet was a great challenge for learners of Southeast Asia. However, issues with the internet are not the only problem highlighted in the region. A study conducted in the Philippines identified the learning environment at home to be the greatest challenge (Barrot et al., 2021). Similarly, a study conducted in Malaysia by Bibi Noraini and Jihan (2020), revealed six significant challenges for universities, educators, and students when implementing E-learning methodologies: ICT infrastructure, required online skills, platform security, motivation for lecturers and students while using the online method, and context-specific. Many people feel technical problems are the main barrier for E-learning (Pangeni, S. 2016).

2) Lack of Budget and Funding in some Higher Institutions

Furthermore, accessibility cost, flexibility, pedagogy, lifelong learning and educational policy are often the highlighted issues in E-learning (Alkhezzi & Ahmed, 2020). Numerous nations have significant challenges in internet connectivity and the availability of digital gadgets. While economically disadvantaged students in many developing nations cannot afford online learning gadgets, online education exposes the learner to increasing screen time (Hove & Dube, 2021). As a result, offline activities and self-exploratory learning have become critical for pupils. They added that lack of parental direction, particularly for young learners, is another issue, primarily when both parents work. There are practical concerns with physical workplaces favorable to various learning modes as they may have difficulties integrating online learning tools (Bibi Noraini & Jihan, 2020). Institutions will need to budget for both per-learner and overall expenditures associated with online learning versus more conventional modes of instruction. Cost may become more bearable if courses can be leveraged over a larger learner (Ab Wahab & Mohamad, 2022). Additionally, a school might shift some expenses to learners and parents by pushing them to purchase any essential multimedia equipment for online education, such as PCs, laptops, printers, or scanners (Bozkurt et al., 2020). However, there are also restrictions on internet access in some places, creating further complications. Several of the challenges that educators and learners may face include familiarity with online tools,

the capacity to optimize the benefits of the medium, teachers' availability during times of need, and the ability to provide feedback and prompt responses from learners due to a limited number of computers, internet access, mobile network access, and a shortage of ICT-trained teachers in developing countries (Morgan, 2022). As educators, they face a variety of challenges in E-learning, including limited exposure to platform setup (zoom meetings, Google Hangout Meet, Telegram, and Google Classroom, among others), concerns about student participation, and a lack of assessment methods for determining course learning outcomes (Zhu et al., 2018) and a lack of expertise developing e-content (Bozkurt et al., 2020). Additionally, educators are concerned about students' devices and Internet access to participate in online classes. Technical difficulties encountered by learners participating in activities such as not having an email to create a new account, being unable to explore how to use tools on the platform, and not knowing how to search for uploaded assessments create another panic among educators (Bozkurt et al., 2020).

According to a study conducted by Bibi Noraini and Jihan (2020), educators face four significant challenges in online learning, including the following: 1) learners were less focused on online learning; 2) the platform/medium of instruction was unsatisfactory; 3) learners abandoned learning tools such as books and laptops in residential colleges, and 4) learners' internet access was unsatisfactory to the point that lectures had to be extended from the scheduled time. There were four strategies for overcoming these obstacles. 1) Institutions should provide more comprehensive and e-learning platforms for online learning; 2) educators and learners should have adequate internet access to ensure smooth and uninterrupted online classes; 3) educators should receive workshops or training on managing online classes; and 4) courses requiring mathematical computation, in addition to a more suitable teaching platform, the student population per group should be small enough to accommodate.

Many previous researches have examined a variety of difficulties encountered by both learners and educators. Learners encountered numerous obstacles, including administrative concerns, social interaction, academic and technical abilities, motivation, time constraints, restricted access to resources, and technological difficulties (Barrot et al., 2021). Learners encountered online education difficulties, including a lack of online student discipline, faculty resistance, and the high expenses connected with online production and delivery (Shahzad et al., 2021). These difficulties are comparable to those identified in previous research, including unclear duties and responsibilities, a delay in receiving feedback from educators, a lack of technical support, a heavy reliance on technology, and poor learners performance and satisfaction (Chung et al., 2020). Additionally, difficulties might occur due to a lack of desire and a feeling of alienation and isolation, as learners see themselves as an online component (Sahu, 2020). Learners

perceived it to be less appealing than other modes of instruction, unfriendly to learners, and insufficiently participatory to foster a sense of connection with educators and peers through social media platforms such as Facebook, Whats App, We Chat, and email (Haleem et al., 2020). Meanwhile, various issues have been identified, including learners' attitudes, personnel resources, time limits, lecturer self-efficacy, and technological difficulties (Zhu et al., 2018). The coronavirus lockdown may lead individuals to experience tension, dread, and anxiety, such as a fear of death or their families dying (Sahu, 2020). This stress might hurt the learners' mental and physical health. The pandemic may have had a significant impact on learners' careers or may have prevented them from graduating this year's higher education undergraduate students (Niranjan, (2020). All learners may not have positive interactions with online learning apps and platforms (Haleem et al., 2020), as some learners may be more active while others may take longer to get acquainted with the system. The loss of social connection and the difficulty of learners to create study groups, which they formerly enjoyed, are among some of the difficulties they now face.

According to Tümen (2020), who conducted a study titled "College Students' Views on Pandemic Distance Education: A Focus Group Discussion", while distance education can be beneficial during a pandemic, certain forms of distance education lack interaction between learners and educators, which has been a significant issue. The data indicate that most viewpoints expressed concerns about the adverse effects of virtual education on learners' learning, including a lack of connection, communication difficulties with educators, tests, assignments, time management, and conventional educational traditions. Participants in the study mostly complained about not having enough opportunities to challenge lecturers. Parallel to this conclusion, the researchers discovered that learners could not raise questions as they arose, forcing them to wait for a further encounter with the lecturers (Ab Wahab & Mohamad, 2022). It is necessary to evaluate the learner's anxiety about ODL activities. Before organizing ODL activities, educators must examine learners' Internet access and computer skills, which might induce concern (Bozkurt et al., 2020), especially in sub-rural and rural areas. Will students complete the tasks outlined in ODL activities independently, without physical connection with peers or lecturers, and how motivated will students be to complete their studies when faced with interruptions and problems at home? The factors mentioned earlier seem to significantly influence students' preparedness for online learning and academic achievement (Shahzad et al., 2021).

Objectives of the Study and Research Questions

The main objective of this research is to find out the challenges of E-learning in Bhojpur and to show the change of learning process from the traditional learning to E-

learning in Bhojpur. As higher educational institutions of Nepal are largely adopting the newly emerging learning approach that is E-learning approach, we also study that the state of education system in Nepal with E-learning system. This study is designed to answer the following research questions:

- 1) What are the challenges of E-learning in Bhojpur?
- 2) Why are higher educational institutions broadly adopting E-learning strategies these days?

Methods and Materials

This paper is qualitative in nature. This paper has been written in descriptive form. Both primary and secondary sources have been used to carry out it. The require data were collected by random sampling method. The number of total population was 16 each college (Five lectures, Ten Students and an administrator altogether sixteen). Secondary sources are websites, books, journals and articles have been used to collect information. Primary sources are asking topic related questions to the college administrator, teachers and students at different higher educational institutions situated in Bhojpur district. The question-answer and discussion method is used to get primary information from the respondents. The researcher had used open ended questions as a tool and took an interview to the respondents respectively. The researcher has taken all colleges in Bhojpur as a sample to collect information.

Results and Discussion

Most of the colleges in Bhojpur have used online teaching and learning system during the time of covid-19 pandemic only. Various institutions are used the modern scientific technologies for teaching and learning. From the collecting data, the researcher has found the following results,

- Most of the colleges have tried to use E-learning more than conventional/traditional learning.
- Bhojpur College is conducting E- learning classes at master level at present time.
- Most of the colleges have used the electronic materials as computer, projectors, iPods; E-boards, email, internet, websites etc.
- Because of the regular unavailability of electricity, they can only use laptop poorly.
- Most of the students have said the teachers have used modern technologies /electronic materials rarely in the classroom.
- There is no skillful and trainee E-learning and teaching teachers at Bhojpur.
- They totally have to depend on textbooks and traditional teaching methods.
- They have hardly gained knowledge from net, internet and goggle.
- Students have learned only from textbooks except computer and so on.

- Students said E-learning assist students and trainees towards learning and E-learning exposes learners to real-world data.
- They have told E-learning produces positive effects to all in the field of education.
- They said E-learning delivers high-quality training, including training around the globe without travel and it creates valuable learning resources timely.
- The lecturers and administrator have said lack of budget and funding they can't conduct E-learning classes regularly.
- They have said learners' internet access was unsatisfactory to the point that lectures had to be extended from the scheduled time.
- Most of the students have used e-learning materials while they get internet access in the colleges.

The modern teaching and learning system has changed with use of information and communication technologies. Indeed, E-learning refers to the use of information and communication technology to enhance and support learning in higher education. The enhancement of education system is due to the emerging of E-learning system these days. E-learning is providing more flexibility and ability to get information for the students at any place accessing the internet. Higher educational institutions are largely adopting the E-learning strategy for distance education or online learning. The emerging technologies are helping to create teaching and learning materials that has assist the students to learn themselves by reading different E-learning materials such as e-book, multimedia, CDs and DVDs, tutorial videos, web based technology etc.

It was also found that due to the innovation of new learning system called E-learning, it would lacks face to face interactions between teachers and students. Instructors need more preparations, so that they can answer learners' questions and clear their doubts. Online courses take more time and effort than traditional courses. Converting existing classrooms to online courses has proven harder than many designers expected. E-learning is often used as a type of distance learning and distance learning is 'impersonal' due to the lack of face to face contact. E-learning is basically suited for distance learning as it is more flexible with E-learning materials. With the shortage of educators and teaching materials, students are living in a rural area facing problems of education. E-learning is the emerging technology that transforms existing institutes into new one meeting the challenge of new generation.

Indeed, the researcher got the barriers like cost, language, lack of human resources; lack of ICT tools etc. inhibited the growth of E-learning. Eliminating all the above mentioned barriers will definitely help upgrading the status of the people living in not Bhojpur but in Nepal. Stoffregen et al. (2016) explains that "E-learning in the public sector often refers to blended information and communication technology (ICT) -

supported training, meaning that online sessions are combined with traditional face-to-face seminars”. Most courses are offered through E-learning with the increasing competitiveness as well as saving costs. Al-Hassan (2017) explains that the main challenge is to provide efficient and adaptive E-learning system to the learner. To get achievement on efficiency of E-learning, E-learning systems can be modeled as the directed graph and each node to be represented as learning objects whereas learning objects includes concept, object, an image or an audio session. E-learning is being widely adopted and used in developed areas, there is ease of accessing to get information however there is no easy of accessing to get information for students living in developing areas. So there is a challenge of providing the infrastructure of learning taking account of internet connectivity and making availability of E-learning materials.

Conclusion

The researcher got so many challenges in E- learning Education system in Bhojpur. Although it was found that it is being the most desired, effective and cheaply available tools for learner, it is more resourceful for learner as they can acquire more information accessing internet. For the respondents many educational institutions are offering online learning /distance education using E-learning materials. As like the severe disease covid, most of the colleges are ready to conduct E-learning classes in Bhojpur. It was less found the people who are unable to give full time for learning in a higher educational institution due to their own circumstances, E-learning has made easy learning for them by themselves using different web based technologies or seeing the tutorials in a computer or mobile on accessing the internet in the colleges.. With the advancement of modern technology, students are getting more opportunities of multiple option of flexible learning. In Nepal, Kathmandu University is offering MOOC for online courses that will help people learning with flexible option. Learning management system or course management system is the type of E-learning which is now broadly adopted by the universities. Due to increasing use of E-learning strategy in education and training, E-learning markets are day by day up growing increasingly. Due to this largely availability of E-learning materials, the higher educational institutions are broadly adopting the E-learning strategies these days. In case of Bhojpur, the higher educational institutions aren't properly used e-learning cause of internal and external factors. The Covid-19 pandemic also had led to the new norm of nearly fully integrating technology into daily lives, especially in educational institutions. A few challenges educators and learners have faced in online teaching and learning, such as lack of facilities, lack of technical skills, lack of social interaction among students and educators, poor internet connection, motivation issues by both parties, difficulties in assessing and evaluating students.

To sum up, it was found that many past studies highlighted the impact of Covid-19 on the education system which opened the doors to the problems which resulted in the challenges in E-learning. Movement restrictions not only impacted the learning of learners but also affected the measurement of their learning. The result of the restrictions forced educators and learners to switch from traditional learning to online learning as a new norm. One of the spotlights was more families have relied on technology and digital solutions to keep children engaged in learning, entertained, and connected to the outside world. E-learning does not seem to always be fond of the winning side. Even though E-learning enables educators to achieve their objectives in teaching and assist schools and colleges in facilitating students' learning. Online laboratory examinations, practical exams, and performance testing are not feasible as the focus goes down to the assessment. Learners who do not have access to the internet may have difficulties with tests and evaluations. The challenges in E-learning are lack of ICT infrastructure and support among educators and learners and insufficient funding among educational institutions. The challenges between the educators and learners are interconnected to each other such as limited number of computers, internet access, mobile network access, and a shortage of ICT-trained teachers. This paper could alert relevant authorities such as educational institution administrators, officers serving the Ministry of Higher Education and policy makers. They need to develop a good plan and carry out measures to overcome the challenges to ensure the effectiveness of online teaching and learning. Universities and educators need to create programs to make learners aware of the challenges and to inform them of how to overcome them, motivating them to embrace online learning. University administrators should include in their plans to upgrade their online platforms to better ones and provide training opportunities for lecturers to familiarize themselves with the E-learning systems, enhancing knowledge on creating content and delivering them digitally.

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