TRANSNATIONAL HIGHER EDUCATION AND E-LEARNING: A SPECTRUM OF OPPORTUNITIES, CHALLENGES, AND FUTURE IN THE POST-PANDEMIC REALM

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Abstract

Higher education providers across the globe are confronting overwhelming disruptive patterns due to the COVID-19 epidemic. which has dramatically reshaped the face of global higher education. Transnational higher education (TNHE) is gaining traction as a method of bringing globally renowned learning to students' doorsteps. With competition heating up again following the disruption to foreign student flows caused by the COVID-19 epidemic, demand for global study opportunities closer to home is expected to surge, opening new opportunities for transnational education projects around the world. To deliver the same student experience as before the COVID-19 pandemic's temporary switch from the typical teaching practices setting to remote online learning, however, has been challenging for all parties. However, TNHE can assist in the rebuilding of the post-COVID-19 international education system. The difficulties that TNHE programs are currently encountering are examined in this essay along with prospective consequences on teaching, learning, and student assistance as the post-COVID-19 educational landscape evolves. This research is supported by both a detailed analysis of the literature and unofficial data from many parties. It also examines the best way to build a strong transnational education environment over the next ten years in order to improve the standard and sustainability of international higher education.

Keywords – Higher Education, Transnational Higher Education, COVID-19, E-Learning, Online Learning.

INTRODUCTION

COVID-19 was not the first or final epidemic. In 1918, a pandemic "driven by Spanish Flu raced throughout the world, resulting in a devastating global public-health calamity in which an estimated 50 million people died in two years" (Nkengasing,2021) In comparison, less than 5 million people had died from the COVID-19 outbreak in the previous two years (World Health Organization, 2022). The effects of this outbreak were less severe than those of the "Spanish Flu" thanks to advances in technology and medicine. As a result of the COVID-19 pandemic's impact on educational systems all around the world, the World Bank, UNESCO, and UNICEF have dubbed it "the worst education catastrophe ever." (2021, p.4) Without a shadow of a doubt, two years after the global COVID 19 outbreak, higher education has been significantly impacted. The repercussions are extensive and serious. Not only have activities related to the globalization of higher education been stopped and rearranged by the outbreak, but also activities linked to the essential purposes of transnational higher education, such as teaching, research, and societal service. Furthermore, because the epidemic is ongoing, its effects on TNHE are larger and long-lasting than projected. (Huang, Craciun & De Wit, 2022)

The COVID-19 epidemic has seriously disturbed the global educational systems, shaking up practically every industry, including education, and forcing the closure of universities, colleges, and schools in a number of nations. This closure placed significant pressure on the academic institution, which had to deal with an extraordinary change from conventional to e-learning study. The pandemic prompted innovative approaches to e-learning. Most governments have implemented limits, with the medium of education shifting into either synchronous or asynchronous modes (Almahasees, Mohsen, and Amin, 2021). The closing of academic institutions has impacted up to 99 percent of the world's student population in lower-middle-income countries (The Economic Times, 2020). The COVID-19 pandemic has changed the landscape of education around the world and strengthened the ground-breaking notion that learning shouldn't be restricted by where or how you study; rather, it should be possible from anywhere, at any time. Because of recent technological improvements, technology is playing an important part in this issue. To equip themselves to grow and thrive together and sustain educational continuity even amid tragedies, universities have started to design hybrid learning methodologies that integrate essential technology (Dhawan, 2020). Online education has grown more technologically, financially, and practically practicable as information and communication technologies (ICT) have improved. Since then, Teaching and Learning methodologies have evolved, and institutions all over the world have widely adopted e-learning education as a recognized teaching and learning procedure. However, one common misperception about providing e-learning is that its quality is inferior to conventional face-to-face classroom-based learning (Alam, Ma, Watson, Wijeratne, and Chai, 2022).

During the COVID-19 pandemic, about 1.6 billion students in more than 190 nations around the world have been affected by national-level educational institution closures, accounting for around 90 percent of the global student population (UN,2020). Student mobility dropped significantly during the pandemic when international borders were closed. Students were unable to travel to anglophone countries for their higher education purposes. With more students and institutions traveling across borders to complete higher education programs, Transnational Higher Education (TNHE) is a growing area of study. The majority of TNHE initiatives encountered the same issue (host institution closure), especially those that were in countries whose operations were immediately disrupted at the beginning of the outbreak. Because of recent improvements in educational tools and technologies, educational activities in TNHE have fast converted into e-learning or online Teaching and Learning due to travel constraints (Alam, Ma, Watson, Wijeratne and Chai, 2022).

E-learning, or hybrid learning, which blends digital and conventional education, is growing in importance as a component of teaching and learning across the globe as a result of the ongoing COVID-19 epidemic. More universities and institutions are putting these concepts into practise and adopting them. Likewise, as previously remarked, public perception of the quality of e-learning is shifting, and COVID-19 has encouraged institutions to invest in e-learning despite posing a risk to humanity (Mukhtar, Javed, Arooj, Sethi, 2020). Furthermore, during the COVID-19 outbreak, e-learning proved to be genuine and helpful for many students, ushering in a new era - the e-learning revolution. Despite current education system transition and challenges, TNHE programs can nevertheless serve as a foundation for rebuilding the international education system post-COVID-19. As a result, this paper will completely cover the TNHE concept, E-Learning components of TNHE, challenges faced by TNHE programs and providers during COVID-19, opportunities, and the future of TNHE (Alam, Ma, Watson, Wijeratne and Chai, 2022).

After the pandemic there has been much research and studies on E-learning, students' perspectives and adaptability on E-learning, and so on. For example, In Kuwait, a study was done to assess students' perspectives on the future of E-learning following the latest pandemic. The survey concluded with students having a positive image of using E-learning in higher education. The study's benefit is the recommendation for building and delivering courses concerning the use and use of m-

learning (Alanezi & AlAzwani, 2020). Another study investigated the challenges of e-learning in medical schools during the COVID19 epidemic (Rajab, Mohammad, Gazal, & Alkattan, 2020). Yildiz (2020) did a meta-analysis study on recent trends in educational technology from 2015 to 2020. The study focused on numerous aspects of the field. The study's findings demonstrated that the use of educational technology in learning was acceptable. Another study looked at the significance of E-learning and examined the shortcomings, strengths, problems, and potential of e-learning during the epidemic (Shivangi, 2020). The study offered some advice on how to deal with e-learning issues during natural catastrophes and epidemics. The International Association of Universities 2020 surveyed to assess the global impact of COVID19 on higher education institutions. The study's findings suggested that the COIVD-19 issue had an impact on all the institutes' activities. The findings also revealed a detrimental impact on activity quality and educational opportunity disparity (Mahyoob, 2020). This clearly explains the importance and gravity of how E-Learning has become a key component of Education following the pandemic.

TRANSNATIONAL HIGHER EDUCATION: AN OVERVIEW

UNESCO defines TNHE as "All types of higher education study programs and higher education services where the learners are located in a country different from the one where the awarding institution is based" (Harvey, 2018). TNHE is associated with activities in higher education that involve academic, student, program, and institution mobility across boundaries of national authority. The phrase "internationalization abroad" is relevant (Moreira, Brandão, Longa, Campolargo and Lopes, 2019) The World Trade Organization (WTO), which represents 159 nations and the majority of international trade, has exhibited a strong interest in transnational education programs that have been classified as internationally traded services under the General Agreement on Trade in Services (GATS). Transnational education has formed and is rapidly expanding (Bannier, 2016). Australia, the United Kingdom, the United States, Germany, and New Zealand are the world leaders in the export of transnational education programs (Francois et al., 2016). China, India, Malaysia, Singapore, and Hong Kong have the most transnational education students. The global expansion of transnational education has had a significant impact on India and China. Over the last decade, both countries' educational enrollment has more than doubled (Bannier, 2016). Asia represents an estimated 70% of the global demand for international higher education within the next ten years according to the findings of Bannier (2016). TNHE enables higher learning to cross and build bridges across countries (Francois, Avoseh, and Griswold, 2016).

While the preponderance of TNHE courses gives undergraduate education in technology, math, engineering, medical knowledge, and computing, post-graduate TNHE programs are increasingly growing in popularity. Collaborative TNHE provisions, in which foreign institutions collaborate with a local partner in the host nation to deliver academic programs, and independent TNHE provisions (stand-alone), in which no host-nation institutions are typically involved in the process of developing or delivering educational programs (Knight, 2016). These two groups deal with numerous concepts and methods of global education. Examples include branch campuses abroad, joint, and dual degree programs, fly-in lecturers for brief courses, and distance and online learning. According to a survey of the literature, the following are the most popular varieties of TNHE that are regularly used around the world. International degree validity and franchising, International Branch Campus, Joint/Dual/Multiple Degrees, Co-founded/Joint Institutions Progression Agreements, Credit Transfers from Course to Course, and Distance/Online Learning (Alam, Ma, Watson, Wijeratne and Chai, 2022).

TNHE AND THE COVID-19 PANDEMIC

The outbreak of Coronavirus started in early 2020, Following the declaration of COVID-19 as a pandemic by the Director-General of the World Health Organization (WHO) on 30 January 2020, to avoid the spread of the COVID-19 virus, numerous countries throughout the world undertook epidemic preventive measures such as social distance. (WHO,2020). It has resulted in unparalleled health and socioeconomic crisis, which we are currently experiencing and will be remembered for a

long time and has badly damaged the whole education system around the world. Significantly, the closure of institutions, colleges, and universities by the individual municipal governments has halted all stages of education. Many nations also implemented stringent travel restrictions and shut down entire states and cities, affecting education significantly. Most countries' education policies include a shift away from traditional classrooms and toward remote internet modes. Likewise, most TNHE programs, regardless of format, decided to shift traditional educational activities to distance e-learning. It was a fast revolution in education delivery that included methodological transformation, and the use of technology in teaching and learning says Demuyakor, (2020), Oyedotun, (2020), Vollbrecht, Stransky Cornelison, (2020). While COVID-19 has severely hampered international student mobility, Because of its nature, TNHE is less subject to travel restrictions and restricted borders. As a result, By changing some standards, TNHE is better equipped to meet the demand for foreign credentials, either as a temporary "holding pattern" or as a quickly expanding post-pandemic business model.

The advantages of TNHE are already seen in the event of a COVID-19 outbreak, as many students who had intended to pursue international degrees abroad have opted to study domestically instead. This is a result of the government enforcing local or international travel restrictions, worries about health and safety abroad, families suffering financially as a result of the pandemic and hence afraid sending their children abroad to expensive nations, among other reasons. Parents and students are concerned for their children's safety and well-being due to the COVID-19 epidemic and recent world events, and they do not believe it is safe to move to and live in another country. Many students had intended to study abroad, but because of worries about COVID-19, many had to abruptly postpone or abandon their plans. Furthermore, some students have chosen to stay in their home country while studying remotely at an outside university and/or enroll in a host institution for a foreign degree through TNHE programs (Alam, Ma, Watson, Wijeratne and Chai, 2022).

TNHE AND E-LEARNING: AN OVERVIEW

Historically, numerous countries did not expressly acknowledge online, digital, or virtual modes of presentation, which can impact academic development or entry to specialized professions. In contrast, the COVID-19 outbreak has resulted in greater flexibility, and in most cases, governments have now embraced virtual delivery as a contingency remedy until social distance laws are implemented. Providers need to understand the extent of flexibility allowed in the country where delivery is usually performed (Glautier et all, 2020). As a result of university closures and travel restrictions, many issues have arisen in TNHE, including disruptions in student learning and engagement, review and internal assessment or continuous evaluation, hiring of faculty and staff, maintenance of the academic calendar, and admission processes for the next session, among others (Rathe and Sarkar. 2020) Switching to an online version is the simplest and quickest option to keep educational activities going. It is referred to as e-learning, online learning, or remote online teaching and learning. E-learning has been around for a while, but it goes far beyond simply digitizing on-campus materials and activities and is not a "one-size-fits-all" solution for most schools. Instead, extensive planning and a substantial number of resources are needed, including a heavy workload for personnel, and any economies of scale will only be achieved over time and in certain courses (Tsiligiris, 2020). E-learning has both advantages and disadvantages. E-learning benefits include time, money, and effort savings as well as global access to online education. One advantage of online learning is the ability to record lectures when students ask for it. Teachers are carefully assessing and getting ready for recording, which improves teaching methods and practices. Access to the lectures at any time will help students learn more efficiently. Writing, speaking, and reading obstacles as well as the fact that not all students have dependable internet connection were some of the challenges experienced in English language proficiency and other English programs. Some pupils encountered network difficulties and a dearth of excellent educational technology (Mahyoob, 2020).

Over the past almost two years, e-learning has grown significantly and become widely used, and academics are now accepting of substituting portions of the usual service (such as lectures). There has been a wider shift in key stakeholders' perceptions of the usefulness of e-learning, including regulators, higher education providers, academics, students, and families, despite the fact that classroom interaction is an incredibly valuable and distinctive component of teaching and learning (Tsiligiris, 2020). The majority of institutions in most nations have accepted and recognised distant online teaching and learning over the past two years, despite the fact that many of those countries had not previously formally recognized e-learning. The COVID-19 epidemic has shown that not only is online learning welcomed and used, but that both domestic and international universities are allowing more latitude in curriculum, evaluation, student interaction, and delivery. As a result, COVID-19 has a greater effect on evolving institutions' investments in online learning even if it poses a threat to humanity. This is the first time in history that the transition from in-person instruction to online distance learning has been made so quickly. Because there was little control or advance guidance, this occurred frequently, and as a result, not everyone transitioned well to teaching in this way (Green, Glautier, Haddleton, King, MacKinlay, McLaughlin, Shaw, 2020) Following are some of the basic tips for E-learning for a smooth learning experience. Managing the technology by using multiple monitors. Using a microphone during lectures, holding students' attention, maintaining better clarifications of terminologies, and Increasing students' engagement through activities, Online quizzes are some examples (Islam, Kim, Kwon, 2020) In times of crisis and difficulty, the role of information technology (IT) and the COVID-19 pandemic in accelerating present and future e-learning entrepreneurial activation is regarded as a remedy (Mahyoob, 2020).

CHALLENGES AND OPPORTUNITIES OF TNHE IN E-LEARNING

In recent years, the COVID-19 outbreak has produced a massive digital revolution in the education business, putting universities in a condition of transition and creativity. The frequent change in the delivery modality, which is fully dependent on technologies, is one of the largest obstacles in the majority of TNHE programs. Throughout the course of the program, participants from all interested parties—including higher education providers, regulators, students, academics, and families—have encountered several difficulties (Lederman,2020). This section recognizes and briefly explains some concerns impacting TNHE stakeholders.

Health and different time zones - Because of university closures during the epidemic, The majority of students went home, thus it was essential for their physical and mental wellbeing that they started taking use of e-learning options in various time zones. Before switching from traditional face-to-face learning to remote e-learning, this was an important factor to take into account. For example, unlike in normal circumstances, most learning activities cannot be delivered in synchronous mode (Vollbrecht, Porter, Cornelison, 2020).

Student Attitudes and Support - Students at TNHE are often accustomed to a particular style of delivery, and considerable modifications are being implemented, which are critical roles throughout the transition to e-learning, potentially disrupting student learning (Coman, Tiru, Schmitz, Stanciu & Bularca, 2020) As a result, in order to guarantee that learning objectives and student expectations are met, the institution's measures and/or any revisions must be regularly conveyed to students, and more resources must be made available. It is more crucial than ever for providers to communicate with students about any changes to delivery and assessment (Alam, Ma, Watson, Wijeratne, and Chai, 2022). First, students must learn how to adjust to e-learning. Such challenges could arise because of technological shortcomings, such as a lack of IT knowledge (Almahasees, Mohsen, and Amin, 2021).

Learning and Inequality - Many data points point to severe learning loss during the COVID-19 crisis, exacerbating educational inequity. Downey, Yoon, and Martin (2018) The so-called "faucet theory" (Entwisle, Alexander, Olson, 2001) Likewise, COVID-19 and university closures may not have an equal impact on all students. When it comes to remote online education, many TNHE students lack

access to necessary technical resources, acceptable broadband access, or amenities like a quiet space with a desk and a computer. The rapid and compelled transition to e-learning is hindered in large part by inequality in learning. Not all homes are equally prepared to move to online schooling, which requires a personal device and constant Internet access, in order to avoid falling behind. These elements have expanded the digital gap between those who can and cannot meet the new fundamental needs of the modern society. Disparities in access are brought about by human traits (such as technological prowess), contextualized social realities, and economic circumstances (e.g., the ability to afford relevant technologies). Personalized blended learning that takes into account these factors in light of this complex situation is the right balance for a post-pandemic society (Shohel, Ashrafuzzaman, Ahsan, Mahmud, Alam, 2021).

Technological Limitations and Adjustments - Due to rapid technology innovation, there has been a significant increase in educational platforms and tools in recent years that are easily adaptable in a short period. Teleconferencing through the cloud using video systems like as Zoom, Microsoft Teams, Blackboard Collaborate, and others. Because TNHE students and employees must engage in distance e-learning from home using educational tools and platforms, a high-speed and constant internet connection can provide significant challenges for both students and staff (Clune,2020) (Agyeman & Amoakphene (2020). During online learning, the majority of students used the WhatsApp platform (Mahyoob, 2020). Access to internet content routinely utilized in some developed countries, such as YouTube videos, is restricted in some countries, and this will necessitate ongoing consideration by providers (Glautier et all, 2020). Ultimately, this is a frequent issue for any remote online education, causing educators to be worried about guaranteeing an inclusive education supply. Many TNHE students were discovered to have insufficient access to a suitable internet connection, resulting in unequal learning experiences. (Alam, Lau & Chai, 2020)

Skilled employees, as well as further support and training - Changes in the delivery method are expected to necessitate more training for workers, especially those working at TNHE institutions, as well as potential enhancements. Changes to assessment forums and related activities, new methods of collaboration with UK institutions, novel use of cutting-edge technology, and novel teaching techniques are a few examples (Glautier et all, 2020). Technical assistance is required to increase capacity, as well as online training for workers to become accustomed to online delivery techniques, policies, and procedures. Correcting assessments and projects through online platforms, monitoring and marking attendance, Q and A through artificial intelligence systems, and converting an entire curriculum to a digital platform are some of the challenges that TNHE providers and academics will face when transitioning from face-to-face learning methods to E-learning in a short period.

Addendums to the TNHE contractual relationships if needed - Based on the TNHE memorandum of understanding and delivery models, there may be some legal ties to altering delivery modalities, albeit most TNHE programs have already adopted an alternate delivery strategy during the COVID-19 epidemic. For any TNHE arrangement, a quick temporary shift in distribution mode was required for instruction to continue. Green et al., On the other hand, it was suggested that TNHE partners carefully study the general formal agreement's language as well as any operational agreements that outline the responsibilities of both parties. Check to see if these formal agreements permitted changes to delivery mode. Next, go through the regular approval procedures for any addenda to the agreements to allow the necessary modifications while adhering to any emergency regulations (e.g., COVID-19). The emergency standards can be applied in the short term as a uniform strategy for their operating agreements, but considerable changes in teaching, learning, assessing, providing for students, and adjusting and using technology may be necessary (Green, Glautier, Haddleton, King, MacKinlay, McLaughlin, Shaw, 2020).

Space for wellbeing - There is increased pressure to excel academically and preserve one's place in an increasingly competitive atmosphere, which adds to poor well-being (Burns, Dagnall, Holt, 2020). Higher education students are coping with a new learning environment as a result of the COVID-19 epidemic, and this quick change in the learning environment is likely the main reason of the poor well-being of students. Students are under increased pressure to meet deadlines as a result of the lack of personal contact with academic professionals, as well as their reduced capacity as a result of the technological shift (Zhai and Du, 2020).

Students' Perspective - Numerous activities, responsibilities, and ongoing communication with teachers are all crucial components of the educational process that many students neglect (Mahyoob, 2020). The use of online learning prevents students from participating in traditional classroom activities. Peer learning does not benefit students, either. These challenges have an impact on the personalities of the pupils and prevent them from taking turns (Almahasees, Mohsen, and Amin, 2021). Another most difficult obstacle that students had to overcome was distractions at home (e.g., noise) and limits in learning space and resources (Barrot, Llenares, and Rosairo, 2021).

OPPORTUNITIES

COVID-19 has put contemporary educational systems to the test and challenged us in a variety of ways. COVID-19 demonstrates the significance of online education and the efficacy of technology-assisted education by requiring the implementation of new teaching and learning methodologies. It instils trust and resilience in the educational system, preparing it to deal with any future disaster. The blended and/or mixed-mode learning technique is regarded as a long-term educational strategy. As a result, it is the ideal way to prepare students to be employable both locally and globally in a world where knowledge is more than just a collection of facts. Institutions in the TNHE are more likely to have made the transition easily than those without digital distribution tools. Virtual course instructors with extensive expertise may be able to devise methods for disseminating a wealth of information. Additionally, there is a chance to concentrate on the educational foundation of the distribution model, such as the classroom environment and the use of asynchronous delivery, which can help overcome the challenge of time inconsistencies (Glautier et all, 2020).

One of the key opportunities is the attitude toward e-learning and adaptability. The COVID-19 pandemic has served as a significant motivator for the growth of their e-learning abilities and knowledge. Most people improved their skills and e-literacy thanks to teachers' dedication to delivering e-learning and offering the required training. Academic professionals changed their educational perspectives, which had prevented them from embracing new methods and technologies (Doherty et all, 2018) Students improved their abilities to use different software, download electronic content, and participate in e-learning because of the switch from traditional to virtual instruction. Many academics contend that for students to be adaptable in a competitive career, they must not only have a traditional education but also have a working knowledge of emerging technology. Some people think that the coronavirus pandemic has caused students and teachers to constantly update their abilities to keep up with the rapidly changing digital environment and maintain their digital literacy.

FUTURE OF HE AND TNHE WITH E-LEARNING

E-learning was typically seen as an afterthought or an optional addition prior to COVID-19, with face-to-face learning continuing to be the norm for university programs. However, in order to survive, several colleges have examined how they employ technology to enable remote workers and coworkers to work from home, enabling a truly hybrid approach to learning. Education is not confined by where or how you learn today during COVID-19; The most important thing is that despite the pandemic, you keep learning. Universities all over the world have created and implemented blended learning approaches to learning because of recent advancements in computer sciences, information technology, computers, telecommunications, and other technological fields.

The adoption model of education has already attracted a lot of attention and resources, and there is growing discussion about the potential post-COVID-19 framework of higher education, even if it is to evaluate their course structure and content, a fundamental revision of key strategies, a redesign of universities' core activities, and so on (Simamora, 2020).

Experts believe that a post-pandemic recession will hasten the recent shift away from high-cost study destinations and toward more cheap locales closer to students' home countries. This means that TNHE programs, which are often less expensive than comparable programs in the West, would be especially appealing to students from low- and middle-income nations. Because most TNHE programs include a face-to-face component that is important to many students, developing a mixed-mode learning provision as a potential pandemic-proof TNHE solution, with investment opportunities in online technology and the development of online instructional practices, may be more appropriate. Online ways for obtaining foreign degrees are obviously on the rise, primarily through blended study at academic and partner institutions. (Ilieva, Pilsbury, 2021) While it will take another year to fully comprehend how the epidemic would affect international enrollment in well-known locations, the immediate effect does not seem to be as bad as had been anticipated. According to a recent Times, Higher Education audience poll on international recruitment, overseas demand for UK university spaces has decreased by less than 25%, while most TNHE programs are oversubscribed. What is clear is that universities must take a more holistic approach to their position as global social entrepreneurs, with a primary focus on tackling sustainability and employability challenges. (Tsiligiris, 2020)

Everything has been transformed by technology, including education. eLearning has radically altered the educational landscape (Brain, 2020). Following are some of the reasoning provided through studies on why E-Learning is the future of Education:

Sustained Education – If only traditional learning methods were used, the entire planet would have experienced learning lags during the pandemic. And it was critical for the sustainability of institutions and students to continue their education to enhance their abilities in the face of a pandemic or any other crisis that would prevent them from receiving traditional learning methods. As a result, e-learning would help students overcome these obstacles.

Technology Advancements - Every day, technology advances. New technologies that are presented today eventually fill the gaps. The same rule can be used to eLearning.

Ample of Benefits – E-learning has many benefits and is the future as it has time flexibility, Easy access to various programs, no transport or commute hassle, Students could learn at own speeds, Comparatively lower cost and students could learn while being employed.

CONCLUSION

The transitional education (TNHE) system has been updated globally to prevent the development of COVID-19, with online education acting as the main medium of instruction. There are many obstacles to overcome, though. Most of the technological issues are caused by the unreliability of Internet connectivity for hundreds of students and employees who are online at once, as well as by the fact that many students do not have access to digital devices. This chapter in-depth discussed COVID-19 and its implications for transitional schooling. It may be too soon to make predictions about how instructors and students will respond to online courses or about the long-term impacts on, say, student employability. Scholars, students and their families, corporations, professionals, institutions, and governments should all work together to create inclusive and accessible learning environments, instructional resources, and tools that maintain the sociality, inclusivity, and accessibility of education. It will also boost universities' capabilities for future emergency preparedness. Furthermore, future research will investigate and compare COVID-19 graduates' perspectives, assessments, student experiences, and employability across various TNHE models and delivery modes to provide a more complete picture and full outcomes. E-learning has been demonstrated in the literature to give students potential and accomplishments in the TNHE setting,

including improved e-learning perceptions and resilience, preventing students from disengaging from the learning environment, enabling students to take ownership of their learning, and documenting and monitoring education. These modifications came with challenges, including communication gaps, time restraints, infrastructure gaps, and other issues.

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