ABSTRACT

During the Covid-19 crisis, online education boomed. Traditionally, many higher education institutions throughout the globe embraced online learning to address genuine learning. However, Today's uncertain future necessitates online education. This move from traditional to online learning may be difficult for some stakeholders. In view of the present unusual scenario, our educational system must be completely overhauled. This emergency remote teaching and learning has several facets. Stakeholders encounter various advantages and disadvantages when it comes to online education. As a result, the study's goal is to better understand and analyse what forces drives and restrain stakeholders towards online education. It is critical to identify and map the stakeholders engaged in online education before analyzing aids and obstacles. The bulk of the study has been done from the perspectives of teachers and students. There was need for more research on the viewpoints of stakeholders such as university administrators and information technology professionals. This study also looked at ways based on empirical findings to address the challenges of online education.

This study used a qualitative case study research approach and MUET used as a case. Primary data were gathered using a semi-structured interview questionnaire. Secondary data sources were also employed in this investigation. This study's sample size is 55 MUET stakeholders (Teachers, students, university administration and IT Experts). The data was analyzed using a 10-point rating scale, total average mean, and force field analysis. The influence and interest of stakeholders was rated on a 10-point scale. The driving and restraining factors toward online education were analyzed using force field analysis.

This study revealed four primary sorts of stakeholders types: Regulators (high influence and high interest), Facilitators (high influence and low interest), Providers (low influence and high interest), and Beneficiaries (low influence and low interest.). Online education allowed regulators to continue education during crises like COVID-19. Regulators were worried about power and internet speed. Now more facilitators are considering online education. Facilitators battled with rapidly changing technological developments. Accessibility boosted online education's demand for providers.

Provider's main concerns were internet and electricity. The ease of online education attracted beneficiaries. Online education was hindered by lack of hands-on experience. Driving forces outweigh restraining forces overall for most stakeholders, online education was a helpful tool during the outbreak. In this university context, online education is welcomed for several reasons. So academic change is easy.

Stakeholders agreed to improve coordination, use of intelligent technology, multimedia material, and gamification as a solution to overcome the challenges of online education. The Covid 19 pandemic calls for hybrid or blended learning. The study's conclusions should be used by MUET policymakers, designers, and developers.

Keywords: (Covid-19, Online education, Stakeholders identification, Stakeholders mapping, Force Field Analysis)