RESEARCH PAPER

Promoting Academic Honesty in Public Universities: A Constructivist Approach

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ABSTRACT

The constructivist perspective asserts that the acquisition of knowledge is a cognitive process centered on the creation of significance; it pertains to the manner in which individuals comprehend and interpret their encounters. Constructivism is the combination of numerous theories in one form. This study investigated the methods employed by students to engage in misconduct during online examinations. Under the topology of interpretivism qualitative research method was employed. The method of the research was phenomenology. Interviews with students provided insights into their perceptions of the online teaching-learning process. Students expressed concerns about the confusion generated by the online teaching-learning policy implemented. They highlighted their lack of technological expertise and perceived shortcomings of the online teaching policy, which created opportunities for student misconduct. Additionally, the formative and summative assessment methods were deemed inadequate. Some students also identified loopholes in the system that hindered effective learning.

| **Keywords:** | Academic Dishonesty, Constructivism, Misconduct |

Introduction

The constructivist viewpoint asserts that the acquisition of knowledge is a dynamic procedure that involves the creation of significance; it is the manner in which individuals comprehend and interpret their encounters (Amineh & Asl, 2015). Constructivism is the amalgamation of various theories into a unified entity. It entails the integration of both behaviorist and cognitive principles. The inception of constructivism is thought to trace its roots back to the era when Socrates propounded the notion that educators and students should engage in dialogue, in order to elucidate and formulate latent knowledge through the medium of questioning (Amineh & Asl, 2015). Constructivism, as a pedagogical principle, posits that educators should prioritize the assessment of their students' pre-existing knowledge and provide them with opportunities to apply said knowledge in practical settings (Mvududu & Thiel-Burgess, 2012). Mvududu and Thiel-Burgess exemplify the constructivist perspective, which is regarded as a prominent theoretical stance in the field of education. Due to the absence of a universally accepted definition, constructivism is perceived by some as a theory concerned with the process of learning, whereas others view it as a theory addressing the nature of knowledge. However, certain scholars and theorists regard constructivism as a theory pertaining to pedagogy. Furthermore, alternative perspectives propose that constructivism can be understood as a theory of science education or as a comprehensive worldview.

In terms of practice, Creswell et al. (2007) that the participants who can construct the meaning of a situation, questions become broad and general, through discussions or interactions with other persons a meaning typically found. As the researcher who listens

consciously to what people say or do in their life setting the open-ended questions are best. So, constructivist researchers sometimes calls the "processes" of interaction between individuals.

Wager (2014) founded that for the editors and publisher plagiarism has caused many problems. He defined the plagiarism in relation to research reports such as the position of coped material in report the enough of referencing and the intention of the authors as well as the extent of the copying. The plagiarism should depend on the type and extent of the copying. Vysotska et al. (2018) it has been determined that there exist four subdivisions of plagiarism, each of which serves a distinct purpose. These subdivisions are contingent upon the type of activity and the area of application. The subdivisions are as follows: Professional, which involves the inclusion of intellectual, creative, and professional achievements of others for a professional objective; Educational and scientific, which entails appropriating intellectual property specifically for the purpose of obtaining a scientific degree or certification, or verifying an existing degree; Social, which is similar to professional plagiarism but occurs outside of a professional setting; and Normative, which involves appropriating the outcomes of systematic scientific work, laws, and bills developed by others, as well as practical solutions.

The authors further founded that we can detect the plagiarism by three methods. The first one is in text the frequencies of vowels and consonants. The second one is frequencies of voiced voiceless nasal and other types of letters and their combinations and third one is frequencies of letter using.

Shahabuddin (2009) the American Heritage Dictionary defines plagiarism as the act of appropriating and employing the concepts or written works of another individual as one's own, while the Oxford Dictionary describes it as the act of appropriating and utilizing the ideas and writing of another person as if they were one's own. Irrespective of the perpetrator, plagiarism is deemed unethical and immoral. Plagiarism has emerged as a significant predicament within the realm of academia (Guterman, 2008).

Arnold et al. (2007) It was determined that students attending larger universities held the belief that they had a greater likelihood of successfully engaging in dishonest academic practices compared to students enrolled in smaller educational institutions. Consequently, there exists an absence of any substantial variance in terms of the extent of academic deceitfulness when considering the gender of the students. (McCabe et al., 2002) it has been contended that establishments of advanced education must reaffirm their dedication to a long-established practice of uprightness and respectability. Hendershott et al. (2000) it has been determined that the cultivation of heightened consciousness regarding academic dishonesty must be embraced at every level of an organization.

McCabe et al. (2002) it has been determined that it is imperative for all leaders within institutions to prioritize academic integrity and implement extensive initiatives that foster a robust culture of honor. Lambert et al. (2003) stated that it is immoral to engage in academic dishonesty in the literature. Some research characterized academic dishonesty in terms of specific infractions, including plagiarism or test-taking fraud.

According to Colnerud and Rosander (2009), there are three types of academic dishonesty based on the degree of consciousness and intent. The following are the details. This kind of dishonesty is characterized by intentional misrepresentation. Plagiarism of this type according to Lipson and Reindl, is illegal. It refers to the conduct of pupils deliberately and purposefully claiming the work of another as their own. This kind of dishonesty is characterized by self-manipulation.

Berge and Collins (2000) included in their study an "electronic mailing list," also known as a discussion group, online forum, online forum, just a "list," or mistakenly as a

LISTSERV®. This type of list is a subscription list kept in an email distribution program, such as majordomo, listproc, MailMan, or LISTSERV®, to which individuals can subscribe using their email address and subject to the terms specified in the mailing list owner's header. Every time an email is posted to the electronic address on the list. The complete subscriber list receives it. The subscription lists of numerous print periodicals, whose subscribers are identified by their postal address and name, are comparable to the lists of email discussion groups.

We have been interested in online education for the past few years, both as a supplement to in-person instruction and as a stand-in for it. We have also participated in the electronic discussion group (EDG) format's use in the delivery of professional development seminars. In our opinion, a moderator is crucial to establishing an engaging and encouraging online community (Berge & Collins, 2000) .. An increasing amount of descriptions of the roles and responsibilities of online teachers in course-related computer conferences can be found in the literature in these domains. Electronic email lists are a common tool used by remote educators in both their professional and instructional capacities. In actuality, a lot of today's online learning involves debate facilitation and moderation. This study aims to provide users of mailing lists with a better understanding of these technologies.

Wiyono et al. (2021) lecturers apply information technology in the online learning process according to their level of education and rank. The findings demonstrated that several forms of information technology were employed by the lecturers in the online learning process. Of the 26 app categories, Google Meet, YouTube, WhatsApp, and email are the ones that lecturers use the most frequently. Regarding schooling level, there are variations in the information technology that lecturers employ; nevertheless, there. Teachers responding to this survey believe that Yelon's concepts are teacher-centered. According to the comments, the majority of these online teachers take a learner-centered approach. The decision to employ specific teaching methods and to require specific learning activities may be a result of the teachers' own decisions rather than an influence of the online environment. "If you taught off-line before teaching online, did you change your style once online, and why?" was one critical question that was not asked. This is critical because, in the end, understanding the factors that influence teaching and learning, as well as the changing roles of instructors and students, will be required before substantial educational advances can be made.

Coomey and Stephenson (2018) found that four fundamental characteristics of online learning have been widely regarded as critical to excellent practice. Dialogue, participation, support, and control were among the characteristics (DISC). The majority of the 'lessons learned' centered on the importance of structuring the learning activity and designing the materials to promote dialogue, ensure active participation of the learner, provide personal or other support and feedback, and allow the learner to exercise the degree of control expected. Below is a quick rundown of my thoughts on each. E-mail, bulletin boards, 'real-time' chat, asynchronous chat, group discussion, and debate are all examples of dialogue in online courses.

Literature Review

As per Alexander et al. (2009) the most frequently noted element of online learning is the requirement for assistance. Periodic face-to-face interaction, online tutorial supervision, peer assistance, expert guidance, performance feedback, support services, and software tools are all examples of support. The most crucial characteristics of a good online course, according to almost all students, are excellent methods for instructor/tutor/peer feedback. Students who are exposed to more traditional delivery methods seem to expect more traditional feedback and become disappointed if they do not receive it.

(Coomey & Stephenson, 2018) suggest that for tutor support to be effective, the framework should make the position of tutor "obvious and distinct." Online students appear to be more equipped to receive non-traditional support in distant learning and graduate programmes about multi-media. Students regard the course as 'congenial' and feel themselves as a community when the course format allows them to form strong working groups.

According to (McConnell, 2002) in this context, control refers to how much control learners have over essential learning tasks, as well as how much they are encouraged to exert that control. Responses to exercises, speed and timing, content selection, management of learning activities, learning goals and outcomes, overall direction, and performance evaluation are all examples of control.

Synonym of paradigm model pattern example standard prototype archetype, Ideal, gauge, criterion, paragon. The preceding examples of locus of control and task definition, as well as their common occurrence throughout most of the instances in the study, show that much of contemporary online learning experience falls into four paradigms:

• Teacher-controlled, specified learning activities
• Teacher-controlled, open-ended or strategic learning
 • Learner-managed specified learning activities
• Learner-managed, open-ended or strategic learning

Oliver and Lake added in their study Western Australia in which teacher-education students who needed to develop practical skills and a theoretical understanding of audio graphics as an instructional technology did so in a course that employed the technology as the delivery medium. This form of course delivery was distinguished by a teaching program that included knowledge production, authentic contexts, student-centered learning, and collaboration, among other instructional features. The course was evaluated and found to have excellent levels of student performance and satisfaction, as well as favorable learning outcomes.

There are two types of students having behavior with respect to cheating. One who gets more motivation by good goals are more attracted towards of cheating due to the greed of grades. These types of students have only concern of grades having no moral values. The other one who has taste of learning. "The immediacy and severity of classroom or employment expectations are so severe that individuals' reflective ethical stances are snowed under," according to (Allman et al., 2009) . They further discovered that students were more likely to engage in passive cheating by assisting other students rather than active cheating which involves cheating on their own.

The second way of dishonesty is through the cheating in assignments. Assignments are given to the students for checking their ability and skills. This type of cheating is common among the students and they consider it as normal practice of their student life. It is necessary to assess the level of dishonest behavior of higher education students from perspective of cheating on assignment.

Different studies have looked into the dishonest actions of students based on their age. According to reports, younger pupils cheat more frequently than their older counterparts. Another point of view was considered mainly that children have their own code of ethics on how to behave in society when they are younger. But as they grow older, they demonstrate morality in their actions and become more philosophical. The common forms of academic dishonesty are as under in dishonesty on examination that relates the first one is assisting another person in cheating on a test: Second one is taking a test on someone else's behalf or having someone else take an exam on your behalf: Third one is after an examination has been graded, changing an answer and submitting it as a scoring

error: Fourth one Making up an excuse to avoid taking an exam or missing a deadline (LoSchiavo & Shatz, 2011).

The common forms of academic dishonesty are as under in dishonesty on written paper that relates the first one is without footnoting and copying a few phrases or paragraphs from a published source including the internet: Second one is making up or falsifying a bibliography is a serious offence: Third one is in a bibliography list real but unread sources: Forth one is when a paper will be graded, it will be rectified for spelling grammar and mechanics (Faucher & Caves, 2009).

The common forms of academic dishonesty are as under in dishonesty on paper or class work that relates the first one is taking someone else's work and passing it off as one's own: Second one is making someone else's work appear to be one's own: Third one is when the instructor has requested individual work, it is acceptable to collaborate on an assignment: Forth one is receiving substantial unauthorized assistance with an assignment: Fifth one is allowing someone to plagiarize your work (Pekovic et al., 2020).

Material and Methods

We also have adopted the phenomenological study in our research. The purpose of the phenomenological study is to find out the experiences of students in online teaching learning process and on the basis of experience of what they had done. So we want to know the experiences of the students in online teaching learning process. That is why we adopted the phenomenology study.

We conducted interviews with various students. We sampled in a convenient manner. The least rigorous technique is convenience sampling, which involves selecting the most accessible subjects. It is the least expensive for the researcher in terms of time, effort, and money, but it frequently results in poor data quality and lacks intellectual credibility. In many qualitative investigations, convenience sampling is used, but a more deliberate approach to sample selection is typically justified. We get a lot of samples from students. We also made consent forms. Before interviews, we gave consent forms to students. We agreed students for focused group interviews. So in this way, less time consumed and we got a lot of data in the same time but if we conduct the interviews of each student it may cause a wastage of time and also less collection of data.

For the purpose of data analysis, we had conducted total three focus group interviews.

Focus group interviews were one-on-one interviews with a group of people to gather a variety of data.

Thematic Analysis of Students' Interviews

There were three themes emerged from the students interviews conducted from the three different departments which are given as following.

Results and Discussion

Theme # 1: Effective and Ineffective Teachers

In Covid-19 the educational institutions were suddenly closed and the students were very confused that when will the educational institutions reopen. Some of the faculty members and students were out of city so due to this situation many students and faculty members were gone back to their homes. They did not know that what will happen next. There was a very big confusion among the students and faculty members. But suddenly, the

students were known that after the one week there will be online classes on Google classroom. The students were shocked to hear this news of online classes. Students did not have any experience about online classes. As S1a said:

Students said that we did not know that how this online system will run. Because some of the teachers were very serious about their course, while on the other hand, some teachers were not serious. Some of the teachers were taking the class regularly as per time table but some of the teachers did not take the classes regularly according to timetable. These teachers only wait that when will the class finish. On the other hand the teachers who were serious were made the questions and answer sessions for the active participation of the students at daily base. Due to these teachers we have to learn every day. We have very good learning and skills in this subject. But there are also some subjects we did not get learn anything and we have no command on these subjects because the teachers of such subjects were non serious as compared to other responsible teachers.

So there were also some teachers who did not take even one of class. Due to these teachers, student do not even know this subject is also in their course. That's why students were very confused about learning. We did not say that teachers are responsible of all these things. Also students are involved in this non serious behavior. They did not take any action against these teachers. Students were also not interested of taking class because some students thought that online system is a boring procedure. These students do extra activities except of class. Teacher also did not have any tension of such student learning. Such teachers just take a class to fulfill their attendance they have no worry about students learning some students did not take their class but their attendance is 100 percent.

S2a explained that in Covid-19 the students were confused when the educational institutions were closed because they did not know that when the educational institutions were reopen. Due to this, many of the students came back to their homes because they were out of city. Even the faculty members also did not know that when will the institutions reopen. S2a shared:

Due to Covid-19 the classes were not started but after one or two months the classes started online and we did not have any experience of online classes. We did not know about the assessment. The students were also worried about the CGPA. Although the students were also not familiar about the assessment that how assessment will be done. They examine the other universities online system. They saw that how other universities took the assessment. But after some time, when the university policy came to us then we know how the assessment will be done in our university.

In Covid-19 the first policy was introduced by the university was the main teacher model. In main teacher policy, the students have many issues because they did not have any experience of this policy (Main teacher policy). S2a shared:

In Covid-19, the main teacher model policy that was introduced by the university have many issues for us. For example, in this policy the teacher have to send the three to four lectures per day and it was difficult for us to listen these lectures one day. Some of the lectures were of one hour or forty minutes. Some of the teachers that have attended the class but their lectures were uploading after five or four days. We did not understand these recorded videos. The main issue of the recorded videos that we could not ask question from the teacher if we have any confusion in the recorded lecture. Due to this, they did not understand the recorded lectures. Due to this, the learning was very bad. Due to some limited time, we could not make any discussion about the topic. We have sent the lectures of Faisalabad teacher .We did not have any previous or deep knowledge about the topic. Some the teacher sent the lectures after the class and some of the teachers sent before the class. Some of the teachers took the class in morning but those students who have not able

to attend the class in morning. That is why they took the admission in evening but the teachers took the classes in morning.

According to the S2a the main teacher policy was very boring policy designed by the university. Because the students have interest to watch the movies. Students did not watch the recoded lecture of one hour or forty minutes. It was a very boring procedure for the students. As S2a shared:

It was a very boring policy for us and after the class, we asked from our other class fellows that have you understand the lecture. The mostly students response was in "No". If we ask any question from the teacher during the class due to some internet issues, the teacher could not able to hear our voice. And if teacher hear our questions then due to internet issues we could not able to hear the answer of teachers. We can say that the reason of this that we was not have any experience of online learning. We have only the experience of physical classes. Although our teaching practice was also online we just only made the forty lesson plans. So we can say that our practical was not good. And most of our subjects were very interesting if we learn it physical then our learning will be improved but not in online classes during Covid-19 we just make our marks not have any understanding of the subjects.

As S3a shared his views that in start, the university has gave us a big gap of study during the Covid-19. When the suddenly the educational institutions were closed every one even the teachers were also confused that when will the institutions reopen. As S3a explained:

During Covid-19 when the educational institutions were closed the classes were started after a short break. We did not know that how the system will run. After a short break, they sent us some recorded lectures. The teachers group in which we intended, they did not gave us proper news of the reopening of university. Due to this everyone was confused about the assessment. The first policy of university in which the main teacher sent a recorded lecture to the co teachers and then co teacher move on these recorded lectures towards us. The main issue of this policy was that we could not understand the recorded lecture because we have not direct interaction of the teacher. We just only listen the recorded lectures. Material and slides of these lectures were not proper. There was not proper schedule of uploading the data. We did not know about the lectures that how many lectures will be uploaded in a week. There were some teachers that sent ten recorded lectures in one day. Some students have the internet issue if such students download the lectures there would have to shift to another place for this purpose. If you sent fifteen recordings after a week then how could this student hear the fifteen recordings? This is impossible for him. In you tube lecture procedure the students did not know that what we are actually studying.

Theme # 2: Kinds of Academic Misconduct

In Covid-19, student did a lot of misconduct in online teaching learning. Student did not have any kind of interest in online learning. As S1 shared that during Covid-19, there were a lot of misconduct towards the teachers and students also. As S1a said:

Some of the teachers were taking the class regularly as per time table but some of the teachers did not take the classes regularly according to timetable. These teachers only wait that when will the class finish. Some of the students were also included in this category. They only join the class for ten to fifteen minutes and after mark the attendance they leave the class we can say that they only join the class for just attendance. On the other hand some of the students did not join the class but their attendance marked regularly. In online teaching learning process there is not teacher and student face to face so due to this the

students only joined the class and then they involved to other activities. They did not attend the class actively. They only just fulfill the formality of taking the class.

So in taking the online classes during the Covid-19, the students made the misconduct. We can say that the students do not have any experience about the online classes. Even the teachers were also unserious and they did not take ant step to make this better process. They also just complete the formality of taking the classes.

Using Website to Make Questions

In Covid-19, the paper was conducted online in the form of multiple choice questions. Students in this also misconducted. The teachers made the whole paper from the website. Some of the teacher told their students to make the multiple choice questions. They told the students that every student has to make the ten MCQs and then sent to me. As S1a said: "Our teachers made the paper MCQs type, they told us to make the MCQs we made and then made a PDF file".

Using Website for Answers

In Covid-19, the paper was conducted online in the form of multiple choice questions. Students used many websites for searching the answers. As S2a said:

We received a link of the paper by the co teacher and we were doing the paper together. We have used the multiple websites to find out the correct answers. The most common application that we used was the Socratic Application. In this application we scan the question by taking the screenshot and this application displayed us the correct answer. It was the easy and quick way to find out the answers.

As S3a shared that during the Covid-19, there were many loopholes in online classes and online paper. Those students did not attend the class but their attendance marked and this was a very worst system. Students attend the class only for fifteen or twenty minutes after attendance they left the class. Teachers did not take any action for such students. Due to this, the students were not taking interest in online teaching learning. The first policy of university in which the main teacher would have to design the course and record the lecture was also very boring for the students. This was so boring for students because the video lectures of teachers were very lengthy and the students have interest to watch the movies and they do not have any interest to watch long lectures videos. So there was a big issue of the recorded lectures made by the main teacher. S3a said:

For the formative assessment, the teachers gave us assignments every student made the copy paste of each other and submitted to the teachers even the teacher also did not check their assignments. Because there was no response toward the teachers. The assignments were totally copy paste. And for the summative assessment the teachers sent us the paper link and we have made the WhatsApp group when the first MCQ was mark, it was sent in the WhatsApp group. There is also the option in our mobiles to open the double application and we opened the Google search out the answer of the question and mark the MCQs.

In formative and Summative assessment the students have made the misconduct in the form of the groups. Due to this, the marks of a brilliant and nil students became the same. Even it has been also seen that the marks was high of nil students then the brilliant students.

Reasons for Academic Misconduct

Duration of covid-19 was very tough time for teachers and students. Teachers and students faced many difficulties in online education system of covid-19. Education system

conducts the online system duration of covid-19. Duration of covid-19 students did not knew the education system will be conducted in online sessions. Students saw the notification of university they were very shocked because they did not know the technology system will be used it's really difficult for students. Students were very confused because that time was very difficult for teachers and students. Many students belong to the poor family and they did not have luxury. Many students shared their laptops with your fellows. As S1a said:

The university did not have any official software like MS word or antivirus etc. University did not have any permanent policy for online teaching learning. In Covid-19, the policy was changing day by day. The policy that was to upload the recorded lectures of one hour that was very boring for us. We did not listen the lecture actively for one hour. The teachers were also did not take any action due to this we have not actively participate.

In covid-19, the learning of the students was not good and due to the unserious behavior of the teachers. By afraid of the low CGPA and fail the students also misconduct in the formative and summative assessment. In formative assessment, the students copy paste each other assignments. As S2a said:

When teacher gave us any assignment and instructed that you have to upload it on the Google classroom. When the students started to upload the assignments on the Google classroom, we have to copy paste from of the student assignment and then made a new one assignment and uploaded on the Google classroom. It means that the teachers did not have any experience of online teaching or using the Google classroom. In summative assessment, the mostly teachers said to the student to make the MCQs and those MCQs will be the part of the summative assessment. The students made a PDF file of al MCQs and on the day of paper, we only search the word of the statement and find out the correct answer and mark it on the sheet. Most of the teacher did not shuffle the MCQs due to this student's easy find out the answer of the exact MCQs.

Due to the misconduct of the students, the learning of the student was not effective. The students have not any type of grip on the subjections that were taught online during the Covid-19. The students who were brilliant saw that the CGPA or marks of the nil students were also the same without any preparation of the exams then brilliant students were also became the nil. They had also no participation in the classroom.

Mostly students did their paper with the help of seniors. They did their paper in groups. They have downloaded different application for cheating purpose. They also used pdf files for cheating. They click on find key and by one click they get the right answer. In formative assessment, student have very short time, while on the other hand in finals, they have much time for discussion. So, they cheated in the final exams. Most of the students who done their paper very early, they send in WhatsApp groups. So, this was also the big cause of cheating.

Discussion

Online education system had very difficult time for teachers to conduct their classes and cover the whole syllabus of students. Main teacher model was the policy of university according to this policy there was only teacher who was communicating to co teachers that were under the main teacher. Main teacher model convey their messages of university faculty to the other teachers. The main teacher designed the curriculum course and then sent to their respective teachers and then those teachers uploaded it on Google classroom. That was a video of one hour and upload their lectures of videos its very time consuming.

Main teacher model design the curriculum of course and convey the other teachers of course scheme. The main teacher, who was designing the course, he had to do more work.

First if any student had the confusion about the course he discuss it with teacher and the co teacher discuss it with the main teacher and then co teacher clarify it to students that's why main teacher had confused at that time because the huge burden of the course of students. Main teacher model design the assessment for the students to deliver the assessment of co teachers and describe the whole pattern of work. The policy of main teacher model compared with American institution of teachers. American institution of education system had very well for Pakistan country because the Americans' universities conduct the distance learning of education in summer vacations and their students with familiar the online learning that's why the students of American institution duration of covid-19 had never face the difficulties of online learning system.

In Covid-19 during the online classes and online exams the students did a lot of misconduct. Because some of the teacher were unserious in online teaching learning process so students to pass out the exams searched the different means of cheating. The main reason should be the issues of internet coverage for mostly students. Some of the students did not familiar with the technology even the teachers did not know much better about the technology. The Higher Education Commission would provide the internet facility to all the students who have not access of it. Provide them 3G or 4G internet so that they would able to attend their classes. So technology was a big issue for the students and teachers. So, to reduce the students Misconduct University would introduce the new policy of online classes. First of all university would conduct the paper application base not multiple choice questions. If the university take the multiple choice question, then you need to make such paper that students should take time 1 or 2 minutes to solve one MCQ and teachers would took one minute for each MCQs. After one minute MCQ have to remove and the new one comes. Teacher would have to arrange the questions answer session during the online classes and said to their students according the participation we will give you marks. Due to this every student would try to take an active participation in class discussion and due to this activity the misconduct of the students will be reduced. By shuffling the MCQs in summative and formative assessment the misconduct can also be reduce.

Conclusion

An important development in education is the transition from teacher-centered to student-centered instruction. In a teacher-centered learning environment, the instructor is the knowledge source and the students are the ones who gain from it. On the other side, student-centered education places a strong emphasis on how students contribute to the creation of knowledge in the classroom. In a student-centered approach, teachers adopt the position of "assistant to students who set and enforce their own rules". Instructors respond to assignments from students and invite them to submit further or different solutions.

Even though there had been instability throughout the world recently, it had been especially difficult, and there had been a significant effect of online learning on both students and professors. Online learning and teaching has many advantages, but there are some disadvantages as well. Students' learning process is facilitated by the flexibility in scheduling classes. In the course of COVID-19, students encounter a variety of difficulties inside the online learning environment. Because they had never studied online, students were perplexed by the online learning environment.

Students were stunned at the time. The study investigated the attitudes of educators and learners about online education. Comparing online schooling to online classrooms reveals that it is useless. Students who learn online confront a variety of difficulties because they find it difficult to adjust to the virtual environment and because there is a disconnect between them and their teachers. In addition, the government ought to counsel telecom companies on how to raise the quality of student services while keeping costs down. It's crucial to remember that children with special needs ought to attend sequential classes, with special needs educators helping to facilitate their processes.

Recommendations

Based on the findings following are recommendations:

- ➢ Advocate for the adoption of constructivist teaching methods in public universities to promote student-centered learning. Encourage instructors to act as facilitators, guiding students in the creation of knowledge and setting their own academic standards.
- ➢ Initiate faculty development programs to train educators in effective online teaching strategies and methods. Provide resources and support to help them transition from traditional, teacher-centered approaches to more interactive and engaging online teaching methods.

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