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**ВЛИЯНИЕ COVID-19 НА УЧЕБНУЮ УСПЕШНОСТЬ СТУДЕНТОВ
НАЦИОНАЛЬНОГО ИНСТИТУТА БИЗНЕСА (НИБ)
THE IMPACTS OF COVID-19 ON THE ACADEMIC PERFORMANCE
OF NATIONAL INSTITUTE OF BUSINESS (NIB) STUDENTS**

Аннотация. Эпидемия коронавируса вынудила многие университеты и колледжи по всему миру отменить физические занятия (COVID-19). Чтобы избежать распространения болезни, все камбоджийские учебные заведения и колледжи должны адаптироваться к онлайн-обучению. Цель данного исследования — определить влияние эпидемии COVID-19 на успеваемость студентов Национального института бизнеса (НИБ) во время карантина. Ожидается, что студенты NIB заполнят онлайн-опрос в форме Google. Хотя требуется 332 участника, на анкету, основанную на опросе, было получено 262 ответа, или 78,91%. Исследование показывает, что пандемия COVID-19 в разной степени повлияла на академическую успеваемость студентов NIB (97,2%) во время карантина, за исключением 2,8%, хотя онлайн-обучение дает студентам возможность улучшить свои навыки. Основными проблемами онлайн-обучения являются снижение интереса к обучению, чрезмерные расходы на сетевые услуги, крайние трудности с пониманием и выполнением некоторых уроков учащимися, отсутствие уверенности в себе и общении, влияние погоды, включая дождь, и другие причины. что учащиеся легко теряют концентрацию.

Abstract. The coronavirus epidemic has forced numerous universities and colleges throughout the world to cancel physical classes (COVID-19). In order to avoid the spread of the disease, all Cambodian institutions and colleges must adapt to online learning. The purpose of this study is to determine the influence of the COVID-19 epidemic on the academic performance of students at the National Institute of Business (NIB) during lockdown. Students at NIB are expected to complete an online Google form survey. Although 332 participants are required, the survey-based questionnaire received 262 replies, or 78.91%. The research shows that the COVID-19 pandemic impacted the academic performance of NIB students (97.2%) to varying degrees during lockdown, with the exception of 2.8% even though online learning provides students an opportunity for soft-skill improvement. The major challenges of online learning are waning interest in learning, excessive spending on network services, extreme difficulty in getting learners to comprehend and follow some lessons, lack of self-confidence and communication, the effect of weather including rain, and due to the reason that learners easily lose concentration.

Ключевые слова: COVID-19, пандемия, успеваемость

Keywords: COVID-19, pandemic, academic performance

1. Introduction

1.1. Background of the Study

Coronavirus disease 2019 (COVID-19) is a novel viral illness that first surfaced in late December 2019 in Wuhan, China (Zu et al., 2020). This infectious disease is caused by a new strain of the CoV (Su et al., 2016). The local sickness subsequently expanded globally producing a pandemic in



more than 200 nations. COVID-19 was declared a worldwide pandemic by the World Health Organization (WHO) on March 11th (Organization, 2020). COVID-19 is an extremely infectious disease that impacts the respiratory system. It spreads by aerosols which could stick and contaminate any surface and remain viable for many days (WHO, 2020; Li et al., 2020). COVID-19 symptoms range from moderate to severe and include fever, dry cough, shortness of breath, and tiredness. In high-risk individuals, such as the elderly and those with comorbidities such as hypertension, diabetes, cancer, and heart issues, the illness may evolve into a more serious systemic disease with more significant consequences include breathing difficulties, pneumonia, and heart and kidney failure (DO & BEEN, 2020; Lupia et al., 2020). To maintain and decrease the COVID-19 spread, people had better regularly know how it spreads, practice social distance, wash the hands, wear mask, restrict travel, and watch for the symptoms of coronavirus (Health Matters, 2021). The first known case on the severe illness created by a CoV outbreaks in 2002, and it was called as "Severe Acute Respiratory Syndrome" (SARS) that cause to a severe epidemic in China (Lu et al., 2020). It started in China and has now spread to 17 nations, infecting over 8,000 individuals and resulting in a 9.6% death rate (Hui, 2017). COVID-19 had infected 64,350,473 individuals globally as of December 4th, 2020, according to the WHO, with 1,494,668 verified fatalities (Ahmed et al., 2020). The virus has ruined countries all across the world, including Cambodia (Lucero-Prisno et al., 2020). According to Cambodia's Health Minister, who has been fighting coronavirus (COVID 19) since 2020, there is no distinction among ASEAN member states because Cambodia confirmed the first case of coronavirus in Sihanoukville in January 27, 2020 (Channel News Asia, 2021). The 20 February Community Event took place on February 21st, 2021. A total of 47 positive cases have been discovered as a result of this. Furthermore, the Ministry of Health used the occasion to encourage individuals who attended the Community Event on February 20 to get COVID-19 testing at Chak Angre Health Centre (Khmer Times, 2021). Cambodia finally recorded its first official death from the pandemic on March 11, with the total case count at 1,163. As of May 18, Cambodia had 159 deaths and 23,282 total cases. Hospitals are turning individuals away because the country's health-care system is unable to keep up with the exponential surge in COVID-19 cases (BROOKINGS, 2021). To assist limit the spread of coronavirus throughout the capital and abroad, many businesses have announced temporary closures or adjustments, and urge all Cambodians to avoid Phnom Penh since the city is experiencing a health crisis, and it is thus not advised to visit the city for any reason other than the emergency requirement, said Cambodian Prime Minister Hun Sen Statement (B2B Cambodia, 2021). The globe was already experiencing a "learning crisis" before the worldwide COVID-19 epidemic broke out (UNESCO, 2013; d'Orville, 2020). The spread of the virus has thrown the school system into a fresh and huge crisis. The temporary shutdown of educational institutions has impacted more than 87% of the world's student population—over 1.5 billion students in 165 nations (UNESCO, 2020). Education, as we all know, is the bedrock of every nation's growth. Since the coronavirus affected city dwellers and provinces, Cambodia's educational system has been impacted, and the critical problem of continuing education has been addressed to keep students' health secure throughout the coronavirus pandemic (Rashid et al., 2020). Soon later, several nations began offering online teaching to students via Zoom, Skype, FaceTime, and other similar platforms to encourage online education and restore the traditional teaching sequence (Chen et al., 2020).

The influence of COVID 19 on medical students, dental medical students, and radiology trainees has been underlined in the research. In addition, the American Veterinary Medical Association (AVMA) has said that COVID 19 had a significant influence on veterinary practices in a considerable number of answers (Mahdy, 2020). However, there has been no research into the influence of COVID-19 on NIB students. As a result, the purpose of this research is to examine the influence of the COVID-19 pandemic on the educational system at the National Institute of Business, with a focus on NIB students' academic performance during the lockdown. This will aid in the development of strategies for overcoming such obstacles to academic success.



1.2. Research Problem

During the last strong spread of coronavirus, the 20 February Community Event, the city's educational system has completely been modified to include online and distant learning and teaching as usual. As a result, many students have struggled to adapt to online classes. As a result, the COVID-19 epidemic will have influenced on student academic achievement.

1.3. Research Objective

This study aims to determine the influences of the COVID-19 pandemic on NIB students' academic performance during lockdown.

1.4. Research Question

The research question for this study is: What are the influences of COVID-19 pandemic on NIB students' academic performance during lockdown?

1.5. Significance of the Study

The study will benefit both the institution and the person in the following ways:

- National Institute of Business: the findings may convince the management team to look for a way to improve academic performance.
- Future researchers: It will be beneficial to next-generation researchers who want to involve themselves with a similar study since it will give a fundamental understanding of NIB student academic performance during the COVID-19 epidemic.

1.6. Scope of the Study

Without a doubt, this study is not without flaws. Its application is limited to NIB students. It focuses only on the academic performance of students at the National Institute of Business during the COVID-19 epidemic. The drawbacks are clear. The sample size is limited, which means the study does not cover the opinions of other stakeholders including students, instructors, and members of the public. As a result, the research's findings are restricted.

1.7. Meaning of Key Terms

- COVID-19: as a disease caused by SARS-CoV-2, the coronavirus that emerged in December 2019 (Johns Hopkins Medicine, 2020).
- Pandemic: an outbreak of infectious disease that occurs over a wide geographical area and that is of high prevalence (Britannica, 2021).
- Academic performance: as measured using Grade Point Average typically on a scale of zero to four (Ballotpedia, 2021).

2. Literature Review

Pandemics and epidemics caused extensive illness and death, as well as a great deal of human misery and economic loss. The costs of the several historical diseases including the SARS (Severe Acute Respiratory Syndrome) epidemic in 2003, the H1N1 flu pandemic in 2009, and the Ebola pandemic in 2014-2016 amounted to over US\$40, US\$45, and US\$55 billion respectively (Remmits & Sweijts, 2020). The SARS epidemic began in Guangdong Province, People's Republic of China, in mid-November 2002 and spread to more than 30 nations in a couple of weeks. By August 2003, the World Health Organization had reported 8422 cases of confirmed SARS, of which 916 resulted in the death of the patient (Organization, 2003). In April 2009, a new strain of influenza virus known as swine-origin 2009 A (H1N1) appeared in Mexico and the United States, and has since spread to 209 nations. As of 17 January 2010, the World Health Organization (WHO) reported at least 14,142 deaths (World Health Organization, 2010). Between 2014 and 2016, Ebola ravaged in West Africa. There were 28,600 reported cases and 11,325 deaths, according to the Center for Disease Control and Prevention (CDC) (Yamin, 2020).



Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), the seventh human coronavirus, was discovered in Wuhan, Hubei province, China, during the recent epidemic of pneumonia in January 2020 (Wu et al., 2020; Zhou et al., 2020). Globally, there have been approximately 231 million confirmed cases documented, with over 4.7 million deaths. However, the numbers of weekly COVID-19 cases and deaths continued to decline. Over 3.3 million new cases and over 55 000 new deaths were reported during the week of 20 to 26 September 2021, decreases of 10% as compared to the previous week for both cases and deaths (World Health Organization, 2021). There is no known cure yet for the COVID-19 scourge, but many supportive therapies have been tried including antivirals, steroids, vitamins, and local herbs for the treatment of COVID-19 infection (Ogunbiyi, 2021). However, COVID-19 vaccines were being developed by several research and development groups across the world. As vaccines are created and manufactured, mass vaccination and immunization will become an important part of pandemic preparedness and planning. Public health organizations have employed mass vaccination in the past, and it is being advocated as a potential COVID-19 immunization alternative (Asgary et al., 2020). Routine vaccination of pregnant women and children must remain a priority during the covid-19 pandemic response (Cecil et al., 2018). Increasing the healthcare capacity for testing and tracing, implementing quarantine and physical distancing measures, restricting movement, and prioritizing the most vulnerable groups, the elderly and/or chronically sick patients, should be treated as ways to minimize the spread and impact of the virus (Berawi et al., 2020). Other restrictions such as suspending all commercial international flights, all travellers subject to 14-day quarantine, all visa operations are suspended (Sam et al., 2020).

The coronavirus disease (COVID-19) pandemic has emerged as both a global health and socioeconomic crisis, with many countries implementing unparalleled mobility restrictions to control the spread of the virus (Rutz et al., 2020). The IMF (2020) predicts that the COVID-19 pandemic will cause world economic growth to fall 3 percent in 2020. Economic growth in developed countries will decline by 6.1 percent, while economic growth in emerging markets and developing economies will decrease by 1 percent. World trade is predicted to fall between 13% and 32% in 2020 because the COVID 19 pandemic disrupts normal economic activity and life throughout the world (World Economic Outlook, 2020). Given the importance of large coronavirus-affected economies like China, Europe, and the United States in global manufacturing and trade, a slowdown in production in these countries inevitably leads to significant supply-chain disruptions, affecting businesses that are heavily reliant on trade, such as specialized manufacturing and health-care supplies (Ivanov, 2020). Despite the pandemic, Cambodia develops its political and economic ties with China. As the first foreign leader to visit China during the pandemic, Cambodian Prime Minister Hun Sen expressed support for the country and opposed travel bans to and from China. In exchange, China sent a team of medical professionals and medical equipment to Cambodia to help with the pandemic. On the economic front, the two countries have agreed to a comprehensive free trade pact (Neak & Sok, 2021). However, while Cambodia, a country of 16 million people, has only recorded 130 COVID-19 cases and zero deaths (as of 24 June 2020), the economic toll of the pandemic is sizeable. At least 1.76 million jobs are estimated to be at risk in its three most important sectors: garments, tourism, and construction (World Bank, 2020). Garment exports have been particularly hard hit within manufacturing, with decreased demand from retailers in Europe and the United States coupled with reduced access to Chinese inputs. According to the Cambodian Garment Manufacturing Association, 180 garment companies had shut down in Cambodia as of 4 May, with another 60 planned (Banga & te Velde, 2020). Furthermore, owing to human rights concerns, the EU's decision to suspend Cambodia's trade preferences under the EBA initiative in August 2020 might result in an extra \$100 million in taxes in the EU for the garments industry (European Commission, 2020). According to the President of the Cambodian Hotel Association, by April 2020 about 650,000 people who were employed as hotel staff, cooks, drivers, tour guides, and travel agents were affected by COVID-19. Tourism declined by 52 percent earlier this



year reported by Tourism Ministry (2020) (Khmer Times, 2021). As the National Bank of Cambodia's latest Financial Stability Review 2020 (FSR 2020) reported, the Cambodian Ministry of Land Management, Urban Planning, and Construction approved only \$7.8 billion in new construction projects, down 32.1 percent from \$11.4 billion in 2019, covering 17 million square meters, down 26.9 percent (Phnom Penh Post, 2021). As the agricultural sector of Cambodia, the spread of COVID-19 has raised the need for food and storage in all nations, resulting in increasing demand for Cambodian rice exports. According to the Cambodian Rice Federation, overall rice exports to overseas markets reached more than 300,000 tones, increasing 40.46 percent in the first four months of 2020 compared to the same period previous year (Phnom Penh Post, 2020). The pandemic's impact on insurance, financial, telecommunications, and computer-related industries is anticipated to be limited. Because most, if not all, of these services may still be supplied online in work-from-home settings, they are more resistant to any voluntarily and selectively imposed social distance after the lockdowns are released (Vox EU, 2020). Coordination between the Cambodian government, microfinance lenders, international investors, and development partners is vital to offer debt relief (Brickell et al., 2020). The government is already working on a long-term strategy for the digital economy (for 2020–2035), which needs to target closing the digital divide and boosting an inclusive digital transformation in the wake of economic losses from COVID-19 (Banga & te Velde, 2020).

Recently, the Covid-19 pandemic has caused recent changes and upheavals in the educational sector, which is a driver for any country's growth. School closures are adopted globally as a COVID-19 disease pandemic containment strategy (Buonsenso et al., 2021). Accordingly, as an outcome of the measures taken worldwide, more than 1.57 billion enrolled students of all ages from more than 190 countries have experienced an interruption of education which equals nearly 90% of the global student population (UNICEF, 2020). In order to mitigate the effects of the pandemic, the educational industry appears to be turning toward e-learning internationally (Adeoye et al., 2020). Online learning is the use of the internet and some other important technologies to develop materials for educational purposes, instructional delivery and management of the program (Fry, 2001). With a comparable characteristic, distance learning/education has the same structure as online learning. It can be synchronous (happening at the same time) or asynchronous (self-paced) (Offir et al., 2008). However, academic and non-academic employees are required to be taught to have enough facilities and excellent teaching capabilities in order to improve the quality of education (Budur et al., 2021). Additionally, some of the most popular online communication platforms that would change the destination and direction of the whole education system across the world in post-COVID-19 circumstances are Start.me, Neo, Classtime, Classwize, Ted-Ed, Coursera, Google Classroom, Bakpax, Pronto, Skillshare, ClassDojo, Edmodo, Blackboard Learn, Parlay, Docebo, Feedback Fruits, Udemy, WeVideo, WizIQ, Flipgrid, Codecademy, Gynzy, Adobe Captivate, Seesaw, Edx, GoGuardian, Elucidat, Kami, Pluralsight, G Suite, Otus, Articulate 360, Floop, Future Learn, Hapara, Shift, Lectora Inspire, Kialo Edu, Buncee, LanSchool and many more (Mishra et al., 2020). With online learning, the teachers assigned work to students via the internet, delivered lectures through live video conferencing using different Apps. There are WhatsApp groups of guardians, teachers, students, and parents for effective communication through which they are always in touch to share their difficulties through this e-medium (Jena, 2020a). Students submit their works and receive feedback online. Students can also connect and interact with their peers online, and sometimes they can be together in an online class with an instructor while working through their digital lessons, materials, or assessments (Stauffer, 2021). COVID-19 has also created many challenges and opportunities for educational institutes to strengthen their technological knowledge and infrastructure (Jena, 2020b). Although the experiences of implementing distance learning help students improve their ability to communicate, form connections, and comprehend ideas and concepts related to the workplace, they can also provide technical problems for some students. The student must also have self-discipline and be able to motivate themselves without the presence of a teacher or supervisor or



similar interaction (Artino Jr & Stephens, 2009). The return of children to school has been variable and is still an unresolved and contentious issue (Buonsenso et al., 2021).

In developing societies such as Cambodia, online learning is not common, and there are many issues when it comes to implementing this learning mode (Heng & Sol, 2021). The core challenges actually existed in online educational activities are technological infrastructure and digital competency, socioeconomic issues (educational disparity), evaluation and supervision, excessive workload, and compatibility (some subjects such as sports sciences require physical interactions) (Adedoyin & Soykan, 2020). Cambodia's educational system still requires time to improve. While the fact that the number of internet users in Cambodia is growing, some Cambodian students, particularly those in rural areas, still lack access. According to Khmer Times, the number of internet customers in Cambodia increased by 20% in 2019 to 16.1 million (Khmer Times, 2019). Despite the Ministry of Education, Youth and Sport's (MoEYS) efforts to provide online learning opportunities by broadcasting video lessons on television and other online platforms such as the MoEYS Facebook page, YouTube channel, and e-learning website, the number of students who have had access to online learning remains low (UNESCO, 2020). Furthermore, teachers might visit students' homes to provide clarification and assistance if they are regularly missing from small group meetings. Working closely with village chiefs and commune leaders is also a necessity to provide assistance and motivation to certain parents who urge their children to help with household or farm tasks (Global Giving, 2021). Students from low-income households cannot afford a broadband connection or the necessary gear to support their online studies, such as Desktop computers, laptops, or tablets. Instead, they use cellphones to access courses and learning materials, as well as to complete assignments and take examinations (Asian Vision Institute, 2020). Moreover, many children in rural areas may have lost the opportunity to continue their education because their parents cannot afford appropriate technological devices for them (Heng, 2020). Currently, teachers have had minimal control over their students' work while using online assessment, making it difficult to prevent cheating and guarantee that students finish the assessment tasks individually (Heng & Sol, 2021). To enhance equity and access to online learning, universities are advised many methods including creating accessible materials, choosing adequate digital technologies, recording lectures and caption videos and audio content, adopting inclusive culturally responsive teaching, adopting a flexible approach to student participation, ensuring financial support and equipment, understanding student needs, and addressing systemic racism (Davidson et al., 2021). Considering the highly critical situation of the COVID-19 pandemic, when students do not really comprehend the lesson, it might be difficult for them to ask questions. They may occasionally abandon an online learning session to participate in social media, gaming, or other activities unrelated to their education (Heng, 2020). As well as, to engage students who tend to be unwilling to participate actively in online classes, teachers are recommended to begin class early and use the chat feature to perform regular checks with students. Inviting students to turn on their videos might also help them pay more attention in class. Another way to keep them interested is to ask for their feedback in real time during online classes (Fung et al., 2021). During the celebration of Teachers' Day in 2019, Samdech Krala Hom Sar Kheng, Deputy Prime Minister and Minister of Interior, stated that "despite the rapid development of technology, teachers still play a crucial role that technology has not yet been able to replace, especially the ability and professionalism of teachers to manage the teaching process in the classroom" (Sar Kheng, 2019). Schools and universities are still closed, although some private schools that can meet COVID-19 safety standards have been allowed to reopen (Asean News Today, 2020). The Ministry of Education, Youth and Sport (MoEYS) has recently released guidelines for other schools to follow when they can reopen (Phnom Penh Post, 2020).



3. Research Methodology

The research methodologies used will be demonstrated, including the data collection procedure, population, sample size, sample survey design, research instrument, and statistical analysis. To address the research questions, this study depends on primary data.

3.1. Research Design

In this study, a quantitative technique was implemented in the form of a descriptive study. The questionnaire, which was modified from the National Library of Medicine, was used to obtain data. The goal of the survey was to find out more about "The Impact of the COVID-19 Pandemic on Academic Performance of NIB Students". The survey was split into two sections. Section one looked at the participants' demographics, while section two examined the influence of the COVID-19 epidemic on academic performance throughout lockdown.

3.2. Research Site

Respondents for this study were students at National Institute of Business during lockdown.

3.3. Population and Sample

Many professional courses are offered by the National Institute of Business (NIB), which is Cambodia's prominent business school with the highest standards of quality for developing future generations to assist Cambodia's and the region's socioeconomic growth. According to the administrative office, only 1950 students of National Institute of Business (NIB) have officially been selected as the targeted total population. As a result, the sample size was chosen to fulfill the requirements of practicality and dependability. Therefore, the population sample is required to have a 95% level of confidence and a 5% error margin. Due to this, the sample size was determined using the Yamane formula (Mora & Kloet, 2010), as shown below:

$$n = \frac{N}{1 + Ne^2} = \frac{1950}{1 + 1950(0.05)^2} = 332$$

N = total population; n = sample size; e = error

As a result of the calculations, the sample size for this study is 332

3.4. Research Tool

Because it was convenient and easy to use, an online survey named "Google Form" was created, and the questionnaire link was shared with various students for data gathering.

3.5. Data Analysis

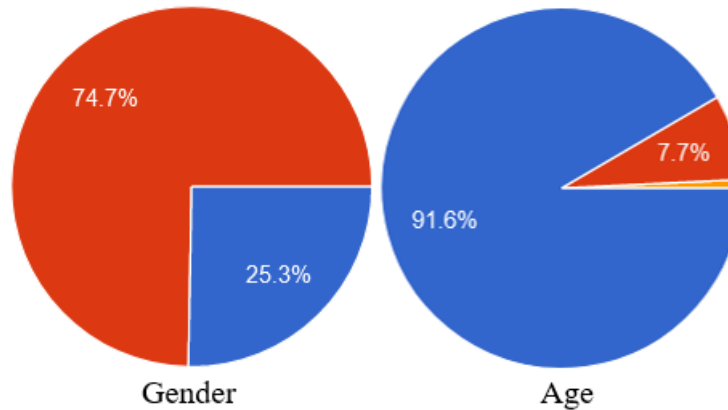
Descriptive statistics were applied to analyze the data. The mean values and percentage of frequencies were computed using data from an online survey. The data was converted into an excel format, and all computations were performed using Jamovi version 2.0. There were fifteen questions used to analyze the data: three single-choice questions, six multiple-choice questions, two Likert-scale questions, two linear-scale questions, and two free-text questions.

4. Data Findings and Interpretation

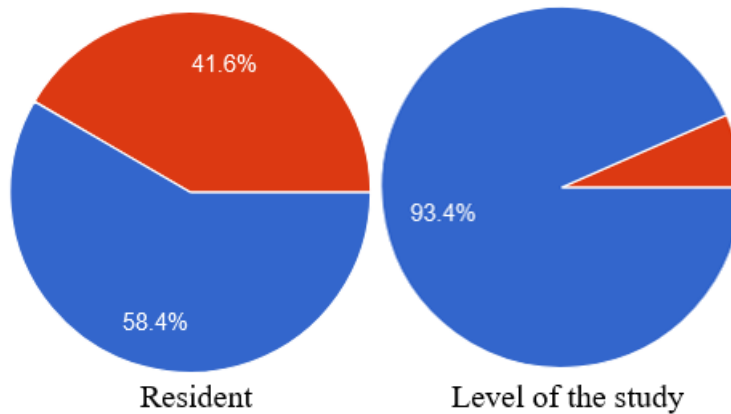
4.1. Demographic Characteristics

This survey requires 332 replies to be analyzed. However, 262 people responded, accounting for a 78.91% response rate. Of the participants 262, the number of males and females in this study is not similar. However, the number of females is much higher than the number of males; that is, 195 (74.7%) to 66 (25.3%). This may be due to the reason that there are currently more female students attending NIB, especially the classes which are selected to administer the questionnaires. Additionally, the bulk of the participants are between the ages of 18 to 22, accounting for 239 (91.6%) of the overall number. The remaining 20 (7.7%) and 2 (0.8%) individuals are in the age groups 23-27 and 28-32, respectively; none of the participants is beyond 32 years old.





About 153 (58.4%) of participants are residents in a city, while 109 (41.6%) of the participants are in the province. The bulk of the participants, 241 (93.4%), are Bachelor student, while 17 (6.6%) is Associate.



The participants are from 5 different majors which are accounted for 27.3% in management, 38.3% in accounting and finance, 3.9% in economic, 9.4% in banking and finance, and 21.1% in marketing.

Table 1: Professional Skills

Levels	Counts	% of Total	Cumulative %
Management	70	27.3 %	27.3 %
Accounting and Finance	98	38.3 %	65.6 %
Economic	10	3.9 %	69.5 %
Banking and Finance	24	9.4 %	78.9 %
Marketing	54	21.1 %	100.0 %

The majority of the participants (52.5%) are first academic year, 28.4% are third academic year, 15.3% are fourth academic year, and 3.8% are second academic year.

Table 2: Levels of Undergraduate Students

Levels	Counts	% of Total	Cumulative %
First academic year	137	52.5 %	52.5 %
Third academic year	74	28.4 %	80.8 %
Fourth academic year	40	15.3 %	96.2 %
Second academic year	10	3.8 %	100.0 %



4.2. Assessing the Impact of COVID-19 Pandemic on the Academic Performance

The majority of participants claim that the COVID-19 pandemic during lockdown has a variable impact on their academic performance. 41.6% of individuals are greatly affected, meanwhile, 22.8% are considerably affected, 23.6% are moderately affected, and 9.2% are slightly affected. Interestingly, 2.8% of respondents stated that lockdown has no impact on their academic performance.

Table 3: The Impact of COVID-19 Pandemic on the Academic Performance

Levels	Counts	% of Total	Cumulative %
Greatly affected (5)	104	41.6 %	41.6 %
Moderately affected (3)	59	23.6 %	65.2 %
Considerably affected (4)	57	22.8 %	88.0 %
Slightly affected (2)	23	9.2 %	97.2 %
Not affected (1)	7	2.8 %	100.0 %

4.3. Evaluation of Online Education During COVID-19 Pandemic Lockdown

During lockdown, participants used a variety of electronic devices for online study, according to the data. Smartphones (78.1%) and laptops (17.7%) are the most commonly used electronic devices for online learning, while PC (2.3%), iPads (1.2%) and other (0.8%) are the least commonly used gadgets.

Table 4: Electronic Devices

Levels	Counts	% of Total	Cumulative %
Laptop	46	17.7 %	17.7 %
Smart Phone	203	78.1 %	95.8 %
iPad	3	1.2 %	96.9 %
Other	2	0.8 %	97.7 %
PC	6	2.3 %	100.0 %

During lockdown, alternate study hours for online learning are available. 59.1% of participants spend 3 to 4 hours per day on online learning, 16.6% spend 1 to 2 hours, 13.9% spend 5 to 6 hours, 5.4% spend 7 to 8 hours, and 5% spend more than 8 hours per day.

Table 5: The Studying Hours

Levels	Counts	% of Total	Cumulative %
1 hour to 2 hours per day	43	16.6 %	16.6 %
Above 8 hours	13	5.0 %	21.6 %
7 hours to 8 hours per day	14	5.4 %	27.0 %
3 hours to 4 hours per day	153	59.1 %	86.1 %
5 hours to 6 hours per day	36	13.9 %	100.0 %

Online learning receives a 56.6% assessment, while practical lessons receive a 51.2% valuation, which is slightly higher than average. About 26.6% of participants give a high grade to online learning, while 32.6% give a low score to practical learning. However, 16.8% of participants offer good marks to online learning with high practical lessons (16.3%).



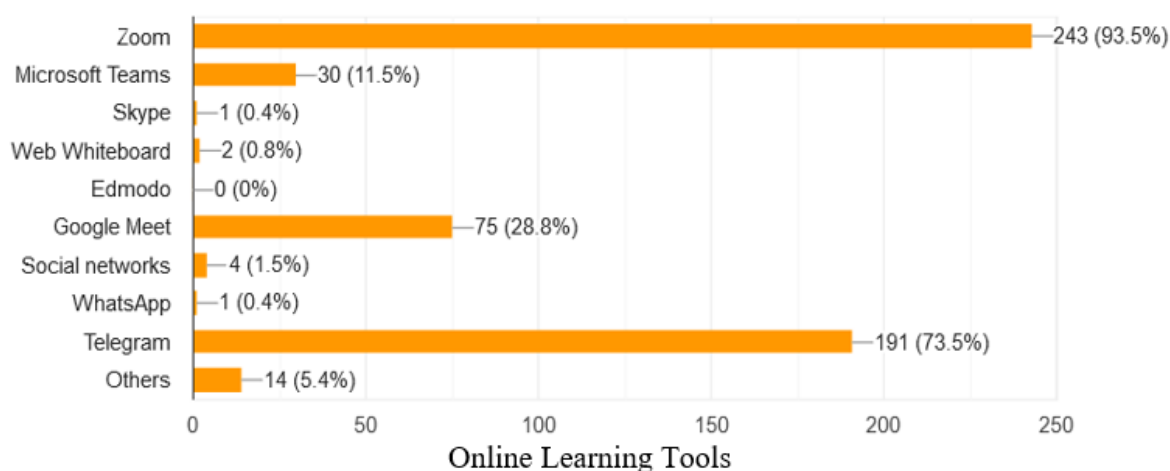
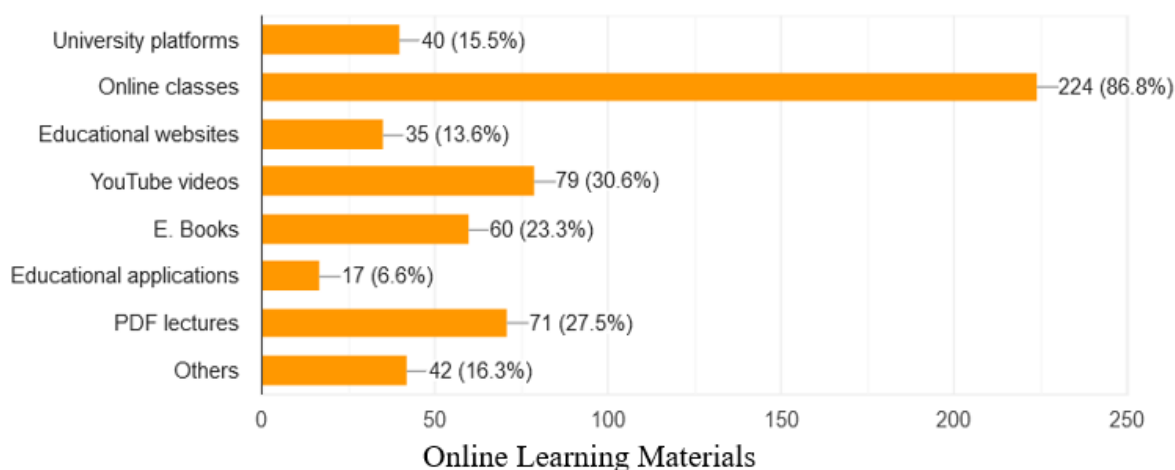
Table 6: Rating on Online Learning

Levels	Counts	% of Total	Cumulative %
1	21	8.2 %	8.2 %
2	47	18.4 %	26.6 %
3	145	56.6 %	83.2 %
4	35	13.7 %	96.9 %
5	8	3.1 %	100.0 %

Table 7: Rating on Online Learning in Practical Lessons

Levels	Counts	% of Total	Cumulative %
1	26	10.1 %	10.1 %
2	58	22.5 %	32.6 %
3	132	51.2 %	83.7 %
4	31	12.0 %	95.7 %
5	11	4.3 %	100.0 %

Online classes (86.8%) and YouTube (30.6%) are the most popular sources of online learning materials, followed by pdf lectures, e-books, university platforms, educational websites, and educational applications. During the lockdown, many online tools have been utilized to access online learning, including Zoom (93.5%), Telegram (73.5%), Google Meet (28.8%), and Microsoft Teams (11.5%), followed by social networks, Web Whiteboard, Skype, and WhatsApp.



4.4. The Common Problems with Online Learning of NIB Students

The following is a brief description of the participants' responses to the common problems with online learning:

- Diminishing interest in learning
- Spending excessively on network services
- It is extremely difficult to get learners to comprehend and follow some lessons
- Lack of self-assurance and communication
- Weather does have an effect; especially rain seems to have an influence
- Because of the surroundings, learners easily lose concentration

4.5. Comment or opinion on online learning

- Students have more time in class, but not efficiency
 - Teachers do not pay great attention like they do in the physical class
 - Students are hard to focus on lectures because of the atmosphere surrounding them
 - Most teachers lack knowledge of using technology, and they are difficult to respond
- students
- There is no good communication
 - Students can easily cheat during the exams which are prepared through online program
 - Students can study only theories, but practical lesson
 - Students can save money by studying from home
 - Students' mental health is damaged
 - It keeps students safe from COVID-19

5. Conclusion and Recommendation

5.1. Conclusion

The research focuses on the influence of the COVID-19 pandemic on NIB students' academic performance. The primary goal is to determine the effect of the COVID-19 pandemic on NIB students' academic performance during lockdown. The survey has been running for three months. For six weeks, both domestic and overseas literature was critically reviewed. This survey employs a quantitative approach in the form of a descriptive study. A questionnaire was used as a data collection instrument. This survey requires 332 replies to be analyzed. However, 262 people responded within one week, accounting for a response rate of 78.91%. According to the results of the analysis, the majority of responders (74.7%) are female, while males are stated in 25.3%. 91.6% are between the ages of 18-22, while 7.7% and 0.8% are chronologically in the ages of 23-27 and 28-32. Around 58.4% live in a city, whereas 41.6% live in province. 93.4% are Bachelor's degree holders, while 6.6% are Associate. The bulk of the participants (52.5%) is in their first academic year, followed by 28.4% in third academic year, 15.3% in fourth academic year, and 3.8% in second academic year.

The study indicates that, with the exception of 2.8%, the COVID-19 pandemic during lockdown has a negative influence on the academic performance of NIB students (97.2%). The major challenges of online learning are waning interest in learning, excessive spending on network services, extreme difficulty in getting learners to comprehend and follow some lessons, lack of self-confidence and communication, the effect of weather including rain, and due to the reason that learners easily lose concentration.

5.2. Recommendation

Students may study at their own pace while using online learning. However, because NIB students want practical teaching, there are several major difficulties to online learning for them. As a result, learning it via an online course is challenging. Students believe that with an online education system, it is impossible to improve learning quality since they may cheat on exams. If teachers



understand how to adopt new methodologies in the class, online education may be improved or made more appealing. Students, on the other hand, prefer face-to-face instruction over online instruction.

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