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SHADOW EDUCATION AND ITS IMPORT IN TEACHER EDUCATION IN ZIMBABWE: WHAT EMERGENCIES HAVE TAUGHT US

Pfuurai Chimbunde[1] & Godfrey Jakachira[2]

Abstract

This qualitative case study was undertaken to report the emergence of shadow education (SE) in teacher education in Zimbabwe as perceived and portrayed by lecturers and student teachers. WhatsApp discussions and Google interviews generated data from 12 lecturers and 12 students selected using snowball sampling. Informed by Charles Wright Mills' sociological imagination and the Technology Acceptance Model, the thematically analysed data reveal that behind the lecturers' and student teachers' engagement in SE were wider societal problems. Lecturers engaged in SE not only because they were unethical, but also because they were deep in abject poverty and were incapable of supporting their families. Rather than adopting online teaching and learning as an alternative employed to continue education during the COVID-19 pandemic, students who lacked technological skills disapproved of it and turned to SE. Considering these findings, the study recommends that employers review the lecturers' remuneration for them to be motivated and committed to providing quality online teaching and learning. Additionally, before entry into colleges, students must be exposed to technology in sync with the dictates of the Fourth Industrial Revolution (4IR). The study extends the conversation on SE, which has been confined to primary and high schools and opens cans of worms to its presence in institutions of higher education.

Keywords: Online learning, policy, education management, ethics

INTRODUCTION

The outbreak of COVID-19 in 2019 and the subsequent travel restrictions established to curtail the spread of the virus saw education institutions closing and shifting to online pedagogy. As a result of the detection of COVID-19 and its detrimental effects on people's lives, education, among other sectors, was presented with insurmountable challenges that emanated from the fact that schools and colleges adopted online teaching and learning overnight to ensure continuity of education without putting contingencies in place. Intrinsically, two issues emerged: students were made to learn online even if they were not technologically savvy and lecturers had to deliver their

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lectures using the online mode despite that they were either competent or not, using the online platforms. A walk through one of the leisure parks in Harare, Zimbabwe, the site of the current study, reveals that wall-less classrooms had mushroomed and that shadow education (SE) had proliferated.

The term shadow education, which had gained currency in global scholarship, has been used by Bray (2021b) to refer to supplementary educational activities that are done outside school hours for payment. SE is then private supplementary teaching offered by a tutor outside formal education to students for a fee. The visibility and intensity of SE have been confined to high school students (Liu, 2018; Hajar, 2019) based on the premise that they used it to better their academic performance to enter prestigious institutions of higher education. Hajar and Abenova (2021) explain that doing well academically is the clearest path to a better life, so parents sometimes employ tutors to provide SE, thereby giving additional training in the key subjects required by universities for admission. Strangely, SE has taken a new shape and form because of the global COVID-19 health pandemic since its presence became noticeable in colleges of education in Zimbabwe. Initial surveillance showed that lecturers were working in cohorts with the students to promote SE in teacher education, while the students were willing participants. However, the emergence and expansion of SE in colleges of education in Zimbabwe invited mixed feelings, as stakeholders questioned the quality of online teaching and the caricature of the educators. The study was undertaken to report on Zimbabwean lecturers' and students' voices on the emergence of shadow education in Zimbabwe's institutions of higher learning amid COVID-19.

BACKGROUND STUDY

When COVID-19 was declared a pandemic on 20 March 2020, countries in all corners of the world implemented national school closures, affecting both students and lecturers (Chimbunde, 2021; Krishnamurthy, 2020). To mitigate the spread of the virus, governments around the world imposed social distancing measures, lockdowns and cessation of personal contact outside immediate households (García-Morales, Garrido-Moreno and Martín-Rojas, 2021), thereby rendering face-to-face teaching and learning redundant and inapplicable. The closure of learning institutions was necessary to uphold the World Health Organisation's protocols and regulations. These measures, however, brought massive changes in the education sector. As such and in a very short period, the entire education system from elementary to higher education had to completely transform its activity to evolve into an online teaching-learning scenario, which led academics and students to become unfamiliar due to the need to adapt swiftly to total online settings (Krishnamurthy, 2020; Chimbunde, 2021).

Thus, academics had to convert materials and methods rapidly to a format that was suitable for online delivery while students had to quickly adapt to the demands of online teaching. In light of these events, two issues of concern emerged: online teaching and learning were imposed on students who were not technologically sound and lecturers' competencies in the use of online pedagogy were still yet to be audited. Chimbunde (2021) explain this could have been so because COVID-19 did not give warning shots about its outbreak. Such is the nature of natural disasters and pandemics, which normally do not announce their coming but their presence. In support, García-Morales *et al.* (2021) observe that universities have experienced a large-scale transition to online learning and that transformation was hasty and compelled by circumstances.

With the outbreak of COVID-19, a growing body of literature has investigated the challenges and prospects that students, lecturers, administrators and institutions face because of pandemic-induced online teaching and learning (Adnan and Anwar, 2020; Cucinotta and Vanelli, 2020; Muftahu, 2020; Adarkwah, 2021; Chimbunde, 2021). Previous work has tended to focus on how to improve online teaching and learning in higher education to ensure continuity in education. A neglected area in this field was how final-year students in teachers' colleges responded to the sudden introduction of online teaching and learning and how they refashioned and recalibrated their educational experiences. The study aimed exploring how final-year students in Zimbabwe responded to the hurriedly introduced online teaching and learning amid the COVID-19 pandemic given that they were to sit for their final examinations in the next few months. The Zimbabwean community raised concerns about the strengths and feasibility of online teaching and learning given the poor internet connectivity across the country (Adarkwah, 2021; Chimbunde, 2021). There has been some disagreement regarding online teaching and learning. Some members of the community doubted its efficacy and suggested private lessons for their children, thereby neglecting the WHO health guidelines and regulations on how to mitigate the spread of COVID-19. Despite health concerns, SE has mushroomed in wall less classrooms in Zimbabwe not only for high school students but also for trainee teachers in colleges of education. In the study, we report on the perspectives of students and lecturers on the emergence of SE amid COVID-19 using the Zimbabwean experience. For the sake of clarity and to put it into the context of the study, the concept of SE is hereunder unpacked.

The phenomenon called shadow education is not new in scholarship because old and new studies acknowledge that it has expanded to reach almost all corners of the globe and has become a part of daily life in an increasing number of households (Subedi, 2018; Makwerere & Dube, 2019; Zhang & Bray, 2020; Duong and Silova, 2021; Bray, 2021b). The concept of SE,

despite its diversity in meaning, is generally understood to mean a set of educational activities that occur outside formal schooling and are designed to promote the student's formal school career (Zhang & Bray, 2020; Bray, 2021;). Seen this way, SE, therefore, connotes educational activities, for example, tutoring and private lessons, which occur outside of the formal channels of an educional system that are designed to better a student's opportunity to successfully move through the entire allocation process. SE, therefore, means different types and forms of private supplementary teaching, that is, teaching in academic school subjects, which is in addition to regular school instruction and is mostly provided for a fee. These forms include cram schools, one-on-one private tutoring and examination preparatory courses. It is called SE because to a large extent, its content replicates that which is found in formal schools. Bray (2021a) explains that as the curriculum changes in schools, it changes in shadow.

A recent review of the literature on shadow education found that the main force underlying the demand for SE by parents and students is social competition because they both perceive education to be a major instrument for social mobility and see it as an investment for the future (Zhang and Bray, 2020; Bray, 2021b; Duong and Silova, 2021; Wei and Guan, 2021). What drives teachers to engage in SE is different from students' motivation. In their study in Zimbabwe, Chidhakwa and Chitekuteku (2012) report that the growth of SE in Zimbabwe was increasingly becoming worrisome to the various stakeholders in education. For instance, some had become sceptical about the quality of the initial formal teaching in the schools that needed to be supplemented through private lessons, while others questioned whether it was a money-spinning venture for the teachers or it was a valid teaching exercise for the benefit of the learner. In answer to that question, Subedi (2018) argues that the motivation of private tutoring for the teacher is additional earnings, while better and improved learning along with higher performance in school examinations is the main intent of the students. Various views emerge that relate to SE, of which some studies describe the act as teacher-entrepreneurialism while others depict SE as unethical money-spinning ventures for educators (Chidhakwa and Chitekuteku, 2012; Makwerere and Dube, 2019; Bray, 2021b). While SE had received bad publicity in some quarters of the world, some stakeholders, especially parents and students, view it as an investment in education and an avenue for social advancement for students struggling in their studies. As argued by Nam and Chan (2019), SE is great for parents worrying about their children's ability to compete at school or to obtain higher scores. Hence, many parents trust SE as a helper and a complement to formal education. In this context, SE acts as a remediation platform meant to assist students who lag in some aspects of their formal schooling.

However, in his cutting-edge paper of 2021, Bray raises some critical issues against SE, in which he argues that situations in which teachers neglect their regular duties to devote their energies to private tutoring raise ethical issues. Furthermore, teachers are alleged to be coercing regular students to take their paid private lessons. This, they do by complaining that the syllabi are too wide to be completed without extra lessons and then go on to leave vital content to be taught in their private tutoring, thereby disadvantaging those who do not attend. Seen this way, SE can be an unscrupulous creation by teachers for their benefit. What remains unclear from research is the perspectives of educators on their position regarding SE, although the phenomenon of them providing private supplementary lessons has been reported in studies undertaken in countries as diverse as Cambodia, Egypt, France and Zimbabwe (Ille and Peacey, 2019; Makwerere and Dube, 2019; Mustafa *et al.*, 2021; Bray, 2021b).

Following an upsurge of interest in SE, studies, for example Bray (2021b), Duong and Silova (2021), Mahmud (2021), Šťastný (2021), Subedi (2018), Wei and Guan (2021), Zhang and Bray (2020), have been conducted on SE, its motives, prospects, challenges, backwash on the education system and policy implications. These studies have widened our understanding of SE and made contributions to the discernment of this global phenomenon. However, none of the studies from our survey of the current literature has explored how COVID-19 has led to the massification of SE in teacher education. The study threaded this uncharted territory to report on the emergence of SE, siphoning from the perspectives of lecturers and students from colleges of education in Zimbabwe.

THEORETICAL FRAMEWORK
The study is guided by the Technology Acceptance Model (TAM) and Charles Wright Mills' sociological imagination. The TAM is Fred Davis' theory advanced in 1989, which sheds light on the acceptance of technologies among users. The theory is based on two premises: perceived ease of use and perceived usefulness (Venkatesh and Davis, 2007). According to Davis (1989), ease of use is the degree to which a person believes that using a particular system would be free from effort. In the context of the study, if the online platforms are easy to use, then the chances of acceptance of online teaching and learning by students are higher. In this case, the students will have positive attitudes towards it. Perceived usefulness is seen as the degree to which a person believes that using a particular system would enhance his or her job performance (*ibid.*). This means acceptance of technology rests on whether someone perceives that technology is useful for what they intend to do. Therefore, individuals' perceptions lead to attitudes about technology, which affect behavioural intentions to use or not to use technologies (Venkatesh & Davis, 2007). The TAM was useful in the study, as it offered an explanation and insights into the external factors that

influenced the students' beliefs, attitudes and objectives in accepting COVID-19-induced online teaching and learning (Davis, 1989) and how they responded in the face of uncertainties such as pandemic and futuristic emergencies.

The sociological imagination, developed by Charles Wright Mills, was the second lens used in the study. Mills uses the term "sociological imagination" to refer to the ability to link or connect what we think are personal issues with the wider society (Gwirayi, 2010). The power of sociological imagination lies in the ability to connect personal troubles to public issues and public issues in the terms of their human meanings (Mills, 2000 cited in Giddens, 2009). Thus, it is an awareness of the relationship between an individual and the wider society. Sociological imagination helped in the study to gain insights into the students and their lecturers' behaviour and experiences as reflected after the outbreak of COVID-19 and the introduction of online teaching in colleges. As such, it was a helpful tool, as it allowed us to look beyond a limited understanding of the sudden emergence of SE in colleges of education and how that was connected to the education sector and its stakeholders in a new way through a broader lens than what people might otherwise. Using this lens, the study broke free from the immediacy of the personal circumstances of students and lecturers and put SE into a wider context. Thus, adopting a sociological imagination allowed us to see that SE that appeared to concern only individual lecturers and students reflected larger societal issues (Giddens, 2009).

RESEARCH METHODOLOGY

The qualitative case study guided by the TAM and the sociological imagination sought to explore the students' and lecturers' perceptions of the rise of SE in colleges of education amid COVID-19-induced online teaching using the Zimbabwean experience. The study sat comfortably in the qualitative approach because it was premised on the meanings created by students and lecturers and the context (Yin, 2015) of COVID-19-induced online teaching and learning. The study was interested in interrogating the way lecturers and students interpreted their concrete real-life experiences of online teaching and SE amid COVID-19 in their minds and their own words, hence the use of the qualitative approach.

The current research used an interpretive case study that was analysed through qualitative methods. According to Yin (*ibid.*), a case study is an enquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between the phenomenon and context are not evident and in which multiple sources of evidence are used. We considered Yin's (*ibid.*) argument that a case study investigates a contemporary phenomenon within its real-life context. Thus, the case study approach was useful to hear the lecturers' and students' voices on how they experienced

COVID-19-induced online teaching and how they responded to its backwash. The case was helpful because one strength of it was its endowment with several perspectives that were deep-seated in a particular background. The study employed WhatsApp discussion and Google interviews to solicit data from 24 participants, made up of 12 lectures and 12 students, drawn from colleges of education in Zimbabwe. We elected to use Google interviews instead of face-to-face interviews because of COVID-19 pandemic lockdown restrictions. As such, Google interviews allowed us to direct the interview questions to the focus of the project, enable us to conduct a cross-analysis of the results (Patton, 2015) and open opportunities to probe further for new and relevant issues that could develop during the Google interviews. Later, we created a WhatsApp group for discussion using false names to conceal identities. We then discussed issues related to the focus of the study. The 24 participants were selected using snowball sampling. According to Schutt (2015), snowball sampling is used when it is extremely difficult to identify participants of the desired population to be studied. In the context of the study, while SE was a global phenomenon, the current Ministry of Education in Zimbabwe banned private lessons in all schools and elsewhere. Therefore, finding participants for the study was difficult because those who provided SE were afraid of and risked victimisation or dismissal from work. The snowball sampling procedure was thus used to access people who were most unlikely to consent to be studied. Therefore, we identified one case with the characteristics that we were interested in and then generated data. We then asked the research participant to introduce us to other relevant cases. The new cases also introduced us to other cases. In this way, the sample became bigger like a rolling snowball and totalled 24 participants.

In data analysis, we used Miles and Huberman's (1994) basic steps for coding. Coding summarises the content of short sections of text in a few words on a line-by-line basis. In the study, emphasis was placed on the meaning the lecturers and students made of their narratives as well as the reason it was "the way it is" (Maree 2012, p. 103). The data generated were analysed in tandem with the themes that emerged from the study as per the dictates of the focus of the research. Data trustworthiness was improved through member checking, where themes were sent back to the students and lecturers who made confirmations of whether the data corresponded to their lived experiences in their contributions during the data generation process (Creswell and Creswell, 2018). Furthermore, the trustworthiness of the study was enhanced through data triangulation by using two instruments, namely Google interviews and WhatsApp discussions, to generate data. The use of various lecturers and students from different college settings assisted in confirming the findings. Adherence to strict ethical guidelines to respect participants' secrecy, privacy, self-respect, rights and anonymity was religiously followed.

EVIDENCE FROM THE GROUND

LECTURERS AND SE AMID COVID-19

It was a finding of the study that lecturers provided SE to students who were about to write end-of-year examinations as a means to supplement their income during the COVID-19 pandemic given that they had no other sources of income. In the words of L6:

> COVID-19 was both a challenge and an opportunity for us. The travel ban imposed to contain the pandemic saw most of us confined to our neighbourhoods with no meaningful activities that could generate income for us. I then decided to supplement my meagre salary by providing private lessons to examination-bound students from my college. I knew they had not adequately completed their programmes and thus desperately needed private tutoring to prepare for exams. Thus, an additional activity was needed to kill boredom and at the same enrich my pocket…. the fees for private lessons are tempting because it is charged in US dollars while the salary is still in Zimbabwean dollars.

In agreement, L2 had this statement:

> We used to hear about private lessons being done in primary and high schools. Well, the phenomenon has mushroomed in colleges of education. I provide SE because the salary I get from my employer cannot sustain my family. Therefore, doing private teaching during this pandemic is helping to augment my salary. What I get from the employer is a mockery of the services that I render.

The sentiment is unique in that it revealed that SE was now not confined to high schools but had also encroached on teachers' colleges, a new trend that had not been previously reported anywhere in studies. In justifying why lecturers provide SE, L4 added that:

> As a college lecturer, I am underpaid and generally unable to support my family based on the official government salary. The financial strain is forcing me to look for other means to generate income and SE is one such option.

This finding concurs well with studies that argue that in many developing countries, teacher salaries often hover close to the poverty datum line and suggest that the pattern of classroom teachers supplementing their incomes by tutoring students after school hours could be explained in terms of a necessity rather than a choice (Bray, 2021b; Duong & Silova, 2021). Benefitting from the sociological imagination, this finding is better explained in that teachers provided SE not because of their choice but because they were forced by the need to support their families. It was not their problem but rather a societal concern reflecting poor remuneration in public colleges. Although the lecturers appeared cruel, disreputable and opportunistic when providing SE, they had a heavy liability in which they conglomerated their regular work in the mainstream with lecturing after school hours to support their families. Considering this context, teachers could be presented as victims of the broader economic system. The explanation of the finding from the sociological imagination lens refutes studies that portray teachers who participate in tutoring activities as corrupt and frame their work in terms of profit, competition, or entrepreneurship (Chidhakwa & Chitekuteku, 2012;

Makwerere & Dube, 2019; Bray, 2021; Mahmud, 2021; Wei & Guan, 2021). Rather, the sociological imagination explains that an ideal situation was that teachers in public schools must be well paid so that they remain committed to their duties. This finding underlines just how important it is for developing countries to look into the welfare of the lecturers so that their commitment to what they are employed to do remains uncompromised. Otherwise, lecturers could respond to market signals that again could raise ethical issues that include but are not limited to the neglect of their core duties in colleges.

ONLINE TEACHING AND LEARNING AMID COVID-19

The WhatsApp discussion and Google interviews revealed that students were not technologically savvy and could not access and understand lectures provided during COVID-19-induced online teaching and learning. In the words of S2:

> I benefit very little from COVID-19-induced online teaching. Learning online is difficult, especially for me. I happen to have challenges with the use of the online platforms in use; therefore, accessing the lecture is a hurdle on its own. This online learning thing is a foreign terrain for me. I don't have the skills, nor do I know to navigate the learning process. It is not easy to get and understand lectures using the online mode. In addition, I am more comfortable with the traditional face-to-face learning I learnt from elementary school up to tertiary. The possession of modern Information and Communication Technology tools is yet another challenge that I face.

The finding suggests that COVID-19 had exposed that online teaching and learning were not fully operational and higher education institutions were undergoing radical transformations driven by the need to digitalise education and training processes because college students lacked innate technological capabilities for online learning. In support, S3 said:

> Online teaching and learning were abruptly adopted by our college. This mode of learning demands extra effort. With the limited time available before I write final examinations, I believe online teaching is a sheer waste of time. Rather, I looked for a private tutor to help me prepare for my examinations instead of trying to work out the details of how to access online lectures.

In addition, it emerged from the WhatsApp discussion that lecturers were just scanning and sending notes through the WhatsApp platform without explaining them. S5 complained that:

> We just received pictures of teaching notes taken from textbooks....or extracts of textbooks downloaded from the internet which needed the lecturers' input for us to understand. However, alas, the lecturers' voices were missing. Private lessons provided the missing voice.

From the perspective of the sociological imagination that informed the study, we argue that it was not the lecturers' problem to send pictures of notes and extracts of textbooks but the college's problem of not training the lecturers in online pedagogical skills. As a result, the lecturers were not conversant with online pedagogical skills since if they were, they could have

accompanied the notes with a video and voice as was expected. In the context of the study, the learning content was not explained and the students experienced challenges in mastering it. They then eventually turned to SE.

The findings reflected in the narratives of the students further strengthened several studies' conviction that the overnight shift to online teaching and learning amid COVID-19 in Africa was fraught with challenges such as lack of information and communication technology (ICT) resources, resistance to online learning by students and academic staff and lack of ICT literate skills of users (Adnan & Anwar, 2020; Muftahu, 2020; Chimbunde, 2021). We argue that such a scenario is worrisome given that the process of digital transformation in higher education began years ago and the COVID-19 pandemic accelerated it, leading to fundamental overnight changes. We argue the pandemic could have found us with fundamental resources for the digitalisation of education had institutions of higher education made a conceited effort to digitalise their teaching and learning processes. With this view, preparation for online teaching and learning could have started years back, starting with the procurement of appropriate infrastructure, technological platforms and methodological training of lecturers and students for online delivery using all the technical and educational resources available.

The sentiment expressed by S2 and S3 reinforces the TAM's argument, which claims that ease of use is an important aspect of embracing technology. In the context of this finding, online teaching and learning faced challenges in their acceptance because students believed that using online teaching and learning modes were demanding and needed extra effort. If the online platforms were easy to use, then the chances of acceptance of online teaching and learning by the students were higher. Another critical observation of the finding suggests that there was very little of the perceived usefulness of online teaching and learning when facing examinations shortly (Davis, 1989); hence, acceptance of it rested on whether or not students perceived technology as useful for writing examinations. This finding was in contradiction with current calls for the adoption and application of the Fourth Industrial Revolution (4IR), which underscores the need to be technologically savvy. The study further argues that SE is following developments in education and online teaching and that learning is the need of the hour given the challenges posed by COVID-19. The question that remains to be answered is as follows: Are there no chances that SE can also be done online using what we may call "Microsoft Schools and Zoom lecturers"? We are yet to see this shortly.

SE AMID COVID-19
The most remarkable finding to emerge from the WhatsApp discussion was that students, on realising their incapacity to learn online, opted for SE

during COVID-19 to compensate for lost lectures and advance their academic achievement since it was a coping strategy. Students revealed that they had to refashion and recalibrate their educational experiences. S5 thus narrated:

> On noticing that I was benefiting very little from online teaching and racing against time to write examinations, I decided to look for another way to learn the same concepts. I then head-hunted lecturers who could provide private tutoring. I was afraid of failing the final examinations, which were soon to be written within months. The private tutor is assisting me to catch up with what I miss from online teaching. Hence, I can write the examinations with confidence.

S1 added that:

> Online teaching and learning need extra time for me to be familiar with its demands. However, time is limited, as I need to concentrate on forthcoming examinations. I do not have time. I need serious revision of my work. No wonder why I looked for a private lecturer.

Our findings extend previous research in this area. In fact, in addition to what was previously reported that SE was an investment in academic work (Bray, 2021b; Mahmud, 2021; Wei & Guan, 2021), we found that students were also drawn to SE because they could not gain from COVID-19-induced online teaching and learning since they had limited time left before the commencement of final examinations. Given that context, the findings indicate that the COVID-19 crisis has served as a catalyst in the emergence of online learning in institutions of higher education and has brought with it many challenges. As such, learning how to navigate the online platforms students was one such challenge that consumed examination preparation time and therefore could disturb the overall academic achievement. Instead of our analysis remaining confined to the standard performance of as a factor that drives students to SE, the sociological imagination lens widens our knowledge that COVID-19-induced online teaching contributed to the rise of SE in colleges of education in Zimbabwe. Failure by students to embrace online teaching and the closeness of the examination dates were driving factors to join SE. This finding significantly differs from previous results reported in the literature, which tended to claim that students regarded SE as a means to improve their school performance and maximise their chances of admission to higher education institutions (Bray, 2021a; Hajar & Abenova, 2021; Mahmud, 2021; Mustafa *et al.*, 2021). The study argues that these students were already in tertiary institutions and thus college admission was no longer a driving factor. Rather, the students were possibly lured by the need to have a better placement in society after completing their studies. The study further argues that it has followed developments in education and that there are chances that SE could be done online through Zoom tutors and Microsoft schools with the unforeseen future of COVID-19.

CONCLUSIONS AND RECOMMENDATIONS

The study has explored the reasons for the rise of SE in Zimbabwe amid COVID-19, drawing from the voices of students and lecturers. The findings show that lecturers and students had different agendas in SE. On the side of the teachers, the emergence to supply private lessons was linked to their meagre remuneration, that was inadequate to support their families. For students, in addition to being a coping strategy to advance their academic achievement, their failure to adjust and embrace online teaching and learning during COVID-19 worked as a driver for them to turn to SE. It is not confined to primary or high schools but has also encroached on institutions of higher education. SE follows the development of education around the world. Online teaching has gained relevance in the education sector and its continuance even after the COVID-19 pandemic and futuristic emergencies are certain. It is not surprising to see the establishment of Zoom lecturers and Microsoft Schools providing SE soon.

Policymakers should revamp salary structures to increase the performance of lecturers. Lecturers need to be paid decent salaries for them to remain motivated and committed to their core business to avoid private lessons that are not sanctioned by the government. The research suggests that policymakers should be serious in initiating the acceptance of the Fourth Industrial Revolution and its use and application in the digital society. The study suggests that ICT be an examinable component for one to gain entry into colleges of education, especially in developing countries. This would ensure that college students who are future teachers are computer literate and will transfer those skills to their future students. In our view, the findings reported representing an excellent initial step toward understanding the emergence of SE in institutions of higher education. Remarkably, the findings of the study have added substantially to our understanding of COVID-19-induced online teaching and learning and SE.

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