**Unveiling the Virtual Classroom: An In-depth Analysis of the Online Education System**

**Literature review**

Virtual classroom is based on Information and Communication Technology. Tertiary institution should integrate virtual learning effectively into their systems because the world is becoming more technologically inclined. That was why Oye, Lahad, Madar & Ab. Rahim (2012) called the new technological trend an e-driven world. This e-driven world has brought unimaginable changes in all aspects of life. Consequently, students should be well equipped through virtual learning to provide them with the necessary experiences for personal growth and development.

In their contribution, Olibie, Ezoem and Ekene (2014) described virtual learning as an enabling process, which depends on learners awareness. For virtual learning to be achieved, there must be awareness to knowledge and understanding of the meaning, structure and the components of any new technology. When this is done, it will provide the base for effective learning among the students in the universities.

Di Pietro et al. published a report in which they attempted to investigate the consequences of the Covid-19 pandemic on education. It generated projections regarding the influence and future of learning based on pre and during Covid-19 data. The following are the four critical conclusions drawn from the article: (a) learning is likely to experience a stumbling block; (b) the impact on student achievements is likely to differ with economic factors; (c) social-economic disparity expressed in extreme reactions, less-wealthy families are subjected to greater environmental strain; (d) the broadening social inequality could have long-lasting effects

In addition, Virtual Learning Environment (VLEs) are defined as computer-based environments that are relatively open systems, allowing interactions and encounters with other participants and providing access to a wide range of resources (Pelet and Lacarte, 2012).

Bates (2017) published a report on online education in Canada [[4](https://www.scirp.org/journal/paperinformation.aspx?paperid=119749#ref4)]. According to the author, Canada has an extensive online and distance education history. Even before the Covid-19 pandemic, online education enrolment had grown rapidly in North America. As of 2017, almost all Canadian post-secondary institutions (except Quebec) offer distance learning in various fields of study. Canadian institutions have been using the Internet, learning management systems, interactive lectures, social media, mobile devices, and synchronous sessions to deliver online courses. Many institutions already had comprehensive strategies for expanding online education before the pandemic as they recognized the importance of online education. Although the country has a long history of online learning, it still faces several issues. The main barriers pointed out by Canadian institutions were lack of resources and lack of specialists in learning technology. This barrier is related to online learning administrative support. As one sample solution to the problem, the provincial government of British Columbia has focused on developing Open Education Resources (OER), which can be valuable support for online education. With open resources, it is easier for students to have access to online resources

Daoud et al. performed a comprehensive review that evaluated the academic benefits of providing internet access at home, focusing on equality surrounding household internet access. It discovered several favorable associations between household internet access and the value of education for qualification, personal character, and social life. However, the relationship was not apparent and did not prove causality. Variables affect the aspects of online behaviors, including how technology is integrated and determine the educational value of household internet use .

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