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RESEARCH ARTICLE

EFL TEACHING AND LEARNING CONTINUITY AMID AND BEYOND THE PANDEMIC: AN ANALYSIS

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Abstract

COVID-19 has impacted the majority of the world's sectors. In most places throughout the world, education is the only industry that has entirely transitioned to an online method. During the pandemic, online learning was the ideal choice for continuing education, particularly in tertiary education. The purpose of this study is to identify the issues and hurdles that English language learners (EFL) have when transitioning to online learning in the second semester of 2020 because to the COVID-19 epidemic. This study's contribution is to analyse learners' new experiences in online education and to examine the practicality of virtual ways of learning. The study discovered that the primary issues influencing and impacting online EFL learning during COVID-19 are technological, academic, and communication concerns. The study found that students were most satisfied with the support offered by teaching staff and their universities' public relations during the worldwide shutdown and transition to online learning, with a sample of 30,383 students from 62 countries. Despite this, they were unable to recognise their own enhanced performance in the new teaching environment due to a lack of computer skills and the perception of a larger burden. This study focuses on the obstacles and variables that influence the acceptability and usage of E-Learning as a teaching tool in higher education. As a result, it will aid in the development of a strategic plan for the effective implementation of e-learning, as well as the acceptance of technology as a good step toward evolution and transformation.

Introduction:-

The impacts of e-learning and its components on language acquisition are demonstrated in this research. In this study, we refer to second language acquisition or foreign language learning as language learning. Language learning via distant education is popular across the world, and it may be accomplished using the internet, multimedia, CDs, DVDs, and a variety of other methods. Because language acquisition is difficult and time-consuming, as well as expensive in some situations, we may save expenses and time by utilising distance education and e-learning. COVID-19, a worldwide public health issue, was declared by the World Health Organization (WHO) in January 2020 as a new coronavirus disease epidemic and was declared a pandemic in March 2020 [1]. Numerous

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institutions, universities, and colleges have discontinued face-to-face instruction. This will have a detrimental influence on educational activities because social distance is important at this period. Educational institutions are attempting to devise different approaches to dealing with this tough situation [3]. This shutdown fueled the expansion of online educational activities, ensuring that education would not be disrupted. Many faculty members have been involved in determining the best way to provide online course material, engage students, and conduct assessments [4]. This crisis would force organisations that had previously been unwilling to adjust to adopt new technologies. The educational sectors were having a tough time dealing with the contemporary environment; professional education, particularly medical education, was more difficult [5].

The purposeful use of networked information and communications technology in teaching and learning is generally referred to as e-learning [1]. E-learning may also be characterised in this way: the use of electronic systems such as the internet, computers, and multimedia CDs with the goal of reducing expenditures and goings and comings. Now that we've covered the definitions of e-learning, let's look at the characteristics and benefits of e-learning. We may modify our perspective on e-learning by understanding the following features: it is a learner-centered teaching process, and the duty of the instructor is to lead or facilitate this teaching process. It is handy for students to access at any time and from any location. It is a form of cooperative learning. E-learning is quick and dynamic, and it saves money (like: travel time and travel costs for students). It encourages self-paced learning, allowing students to learn at their own speed. E-learning encourages interaction between students and educators. It also promotes holistic learning by including all instructional materials and technologies, such as virtual classrooms and simulations. Most methods of e-learning provide significant benefits such as flexibility, convenience, and the opportunity to work at the learner's own speed [2]. As you can see, E-Acquisition, like communicative techniques of language learning, is founded on learners. Learners are the primary pillars in the learning process, and they may become self-sufficient by utilising e-learning and choosing what they want to accomplish.

Despite its benefits, e-learning has various flaws and drawbacks, including as Learners' social relationships suffer as a result of e-learning. Some students have limited understanding on how to use the internet and computers, therefore they are unable to work effectively with them. E-learning minimises the number of face-to-face sessions and instructor monitoring of students. Some teachers have little expertise or knowledge of this type of teaching/learning process. Because e-learning takes place in certain virtual settings, is primarily based on the internet, and can be done from anywhere in the globe, it minimises the number of face-to-face contacts and social ties. Furthermore, because e-learning users must be able to deal with technology such as the internet and computers, they must be conversant with these. Users may encounter difficulties due to a lack of technical understanding.

This virtual class of e-learning was created to increase the students' conviction and faith in their faculty throughout the COVID-19 epidemic [5], not only to complete the course but also to keep in continual contact with the learners. It is expected that with the deployment of e-learning, faculty members' roles will shift from conventional teacher-centric to student-centric models, which will suit the current innovative curriculum used at our college of medical. As a result, the purpose of this research is to estimate university staff perspectives, evaluate their experiences, identify hurdles, and analyse their difficulties to e-learning during the COVID-19 pandemic. Furthermore, the study will look at the characteristics that influence the adoption of e-learning as a tool for teaching in higher education, which might aid future efforts to implement e-learning not just during the pandemic but also in other non-pandemic scenarios throughout the teaching life.

Literature Review:-

The section that follows contains earlier research in online learning undertaken during the COVID-19 crisis, as well as several studies linked to online learning issues and educational technology in general. In a basic education institution in Kuwait, a research was done to assess students' perspectives on the future of mobile learning in the aftermath of the current epidemic. The survey concluded with students having a positive opinion of using mobile learning in higher education. The study's benefit is the advice for building and delivering courses concerning the usage and use of m-learning. The downside of this study is that the sample size (52 participants) is insufficient to generalise m-learning in higher education (Alanezi & AlAzwani, 2020). Another research looked into the problems of online learning in medical education during the COVID-19 epidemic (Rajab, Mohammad, Gazal, & Alkattan, 2020). The study included 208 participants: students and faculty members from Alfaisal University's college of medicine in Riyadh, Saudi Arabia. Communication, evaluation, online education experience, technology usage tools, time management, anxiety, and coronavirus illness stress were mentioned as problems in the research. Shih (2005) performed a research to evaluate Taiwanese EFL learners' online learning practises. It was also shown that

effective learners employed a broader range of tactics, including metacognitive and cognitive strategies, than failed learners. Puzziferro (2008) investigated the association between self-regulated learning practises and college students' online learning results. The most commonly utilised tactics were effort management, followed by time and study environment, while peer learning and assistance seeking were the least commonly employed. It was also shown that time and learning environment were the online learning techniques that might predict students' grades. Students who handled their time properly and studied in a favourable setting were more likely to succeed in their online courses.

Liu and Feng (2011) established a link between metacognitive methods, online learning behaviour, and test success in their study. The study's authors found that students in the high-score group utilised more metacognitive methods than those in the low-score group. The authors also discovered that pupils who spent more time learning performed better. As previously noted, utilising good online language learning methodologies appears to be critical to reaching a successful outcome in online language learning. Previous research has also found a link between the usage of online language learning tools and academic accomplishment. Many students, however, struggle in an online learning environment and prefer a face-to-face classroom situation (Webster & Hackley, 1997). During the epidemic, however, students stated that online learning was successful. Yildiz (2020) did a meta-analysis research on current trends in educational technology from 2015 to 2020. The research focused on a variety of aspects in the sector. The study's findings demonstrated that the use of educational technology in teaching and learning was suitable. The influence of the pandemic on entrepreneurial education is discussed in an essay published by the editorial board Liguori and Winkler (2020). They advocated for greater research and resources on the issues of online entrepreneurship education. Another research analysed the significance of online learning and examined the examination of the pandemic's shortcomings, strengths, problems, and potential in online education (Shivangi, 2020). The research offered some recommendations for dealing with online learning issues in the aftermath of natural catastrophes and epidemics. Wolfinger conducted a case study for characteristics of teenage online learners in Pennsylvania (2016). The project concentrated on achieving entirely online virtual learning through middle school. The study focused on academics, social support, learner characteristics, and educational support. The findings highlighted the significance of instructors' roles in virtual learning, and parental engagement might boost their academic success. The International Association of Universities 2020 sponsored a poll to assess the global impact of COVID-19 on higher education institutions. The study's findings suggested that the COIVD-19 issue had an impact on all of the institutions' activities. Alturise (2020) did a research at Qassim University in Saudi Arabia on the satisfaction of learners and teachers in the online learning paradigm utilising the Blackboard platform. The study indicated that while e-learning is a step forward in education, more effort is needed to develop online learning applications. During COVID-19, several researchers study issues and impediments in e-learning based on their educational environment and the facilities supplied by various institutes. The purpose of this research is to identify university students' challenges during the present global crisis, as well as potential solutions that might improve learners' performance and overcome these challenges in the future. Aayesha et al (2021) suggested the advance challenges which are there in online learning.

Methodology:-

The data used for this research was the combination of (Ayesha et al. 2021, Dr.Ayesha et al 2021) and Aleksander et al 2021. In both of the research paper the target population comprised of higher education above 18 years old. The target populations were approached by normal advertisement and social media. The data was grouped continent, country and genre wise. Each question has the dependability on one another at every target question and answer has been materialized using proper statistical analysis. Some of the response was very difficult to analyze as said by author Aleksander which significantly shows the dependability of geography to a great extend when such social survey are carried out based on question and its answer analytics. We have done all kind of analysis specifically understanding the pandemic effect on students learning behavior, their playing timing and social friend circle analysis. The questions consist of closed ended questions covering the different aspects of higher, grad education student life, online home work situation, emotional life, socio-demographic characteristics, personal habits, roles taken by institutes and other things which has given the significant incite in our research.

Socio-demographic and geographic characteristics of the survey respondents

Age	Number (%)
Under 20	26.9

20-24	54.9
25-30	9.8
over 30	8.4

Table 1:- Showing the Age vs % number

Fig 1:- Showing the analysis of Age vs % number which were part of the questionare.

Gender	Number (%)
Male	34.4
Female	65.6

Table 2:- Gender vs % for male and female characteristics.

Fig 2:- Showing the analysis of Age vs Gender which were part of the questionare.

Table 3:- Showing table for citizenship analysis .

Citizenship	Number (%)
Yes	94.1
No	5.9

Fig 3:- Showing the citizenship analysis

Table 4:- Showing the employees characteristics of their working status.

Status	Number (%)
Full time	88.1
Part time	11.9

Fig 5:- Showing the analysis of full time and part time contribution on the questionnaire.

Table 6:- Showing the data for the terms analysis.

level of study	Number (%)
First	80.5
Second	14.8
Third	4.7

Fig 6:- Showing the data for the terms analysis

Table 7:- Showing the department characteristics for different field of study and their contribution.

Field of study	Number (%)
Arts and humanities	10.2
Social science	37
applied Science	31.1
Natural and life science	21.1

Fig 7:- Showing the department characteristics for different field of study and their contribution.

Table 8:- Showing the scholarship distribution among the people.

scholarship	Number (%)
Yes	29.2
No	70.8

Fig 8:- Showing the scholarship distribution analysis.

Table 9:- Showing the ability of pay dataset among the selected people.

Ability to pay	Number (%)

Yes	52.6
No	47.4

Fig 9 :- Showing the data analysis for the ability of the person to Pay.

Table 10:- Showing the table for analysis on the data which has showed the analysis for the cancellation of the classes which is onsite.

Cancelled onsite classes	Number (%)
Yes	86.7
No	13.3

Fig 10:- Showing the analysis onsite and offsite environment

Table 11:- Showing the analysis for the lost job dataset.

Lost job	Number (%)
Yes	61.7
No	38.3

Fig 11:- Showing the data analysis for people with their job status.

Table 12:- Showing the geographic data collection.

Continents	Number (%)
Africa	8.6
Asia	23.7
Europe	44.9
North America	7.8
Oceania	0.6
South America	14.4

Fig 12:- Showing the geographic analysis in the pie chart.

The study population's socio-demographic and other parameters are displayed. Approximately two-thirds of the population of 30,383 higher education students fall into the age range of under 20 students (26.9%), 20 - 24 age range (54.9%), 25-30 age range students (9.8%), and rest of the students over 30 age range (8.4%), with females accounting for 65.6 percent and males accounting for 34.4 percent. The majority of the respondents (94.1%) were from the United States, while the rest were from other countries (5.9%). Residents who work full-time account for 88.1 percent of the population, while those who work part-time account for the remaining citizens (11.9 %). The majority of the students were studying at the first level (80.5%), with 14.8 percent studying at the second level. A small number of students at the third level of the participants were learning (4.7 %).

Students studying in the field of arts and sciences have a population of total (10.2 percent), students studying in the field of social science had a population of (37.0 percent), students studying in the field of Applied Science had a population of (31.1 percent), and the rest of the students studying in the Natural and Life Sciences had a population of (21.7 %). In 2019/2020, 70.8 percent of respondents did not have a scholarship, and only half of those that did received one (29.2).

Before the COVID-19 pandemics, 52.6 percent of students were able to pay for their whole study fees, whereas 47.4 percent of students were unable to pay for their studies. Because of the pandemic, onsite sessions were cancelled for 86.7 percent of the responders, and just 13.3% of the classes were completed. In the COVID-19 Pandemic, 61.7 percent of people died.

As a result, the final sample includes 30,383 students from 62 different countries. The participants were also divided into six continental subsamples based on the Worldometers' geographical classification. The final sample was distributed throughout the continents as follows: Europe is a continent that has a (44.9 %) (EU; i.e., 47.0 percent of total participants: Poland, Italy, and Turkey), Asia (23.7 percent) (AS; i.e., 47.8%: India, Bangladesh, and Pakistan),

South America (14.4 percent) (SA; i.e., 75.8%: Chile and Ecuador), Africa (8.6%) (AF; i.e., 54.4 percent: Ghana, Nigeria, and Egypt), North America (7.8%) (NA; i.e., 81.4 (OC; i.e., 100 % : New Zealand).

Academic work

Table 13:- Showing the workload characteristics with teaching and PR support separate analysis.

	larger workload	satisfied with teaching	satisfied with PR support
Global	43.4	57.6	56.5
Africa	37.8	36.6	39.1
Asia	38.4	55.4	54.8
Europe	58.6	58.9	40.3
North America	54.6	64.9	58.9
Oceania	69.9	79.7	64.7
South America	43.9	57.4	40

Because of the epidemic, all colleges had to cancel their onsite classes, thus they had to conduct their classes online. This, however, is brand new for kids and instructors all across the world. Some instructors are delighted with their instruction, while others are dealing with a heavier burden. Students are becoming tired with online learning, and some students want to learn, but owing to bad network connections in the countryside, they are unable to attend online lectures through mobile.

Students who studied from home had to be self-motivated, able to obey the rules and regulations nicely, and attend the online lectures on a daily basis. They must also finish their assignments and projects in addition to their studies. Lecturers, on the other hand, are under a lot of stress due to their workload. On a worldwide scale, students have reported a 43.4 percent reduction in workload in the epidemic, and they are somewhat more happy with the instruction (57.6%), while the public at large has shown strong support (about 56.5 percent of the general agrees). In Africa, 37.8% of people believe that students have a heavier burden, but they are also slightly happy with the instruction (36.6%), and the public can support online learning 39.1% of the time. On the Asian continent, 38.4 percent of students feel they have a heavier burden, whereas 55.4 percent of students and 54.8 percent of the general public are satisfied with teaching in Asia. In Europe, higher workload is 58.6%, instructor satisfaction is 58.9%, and public satisfaction with online learning is 40.3 percent, which is lower than student satisfactionIn North America, 54.6 percent of students have a higher workload, and they are more satisfied with their teachers, at 64.9 percent, whereas public satisfaction is about 58.9 percent. The Oceania continent has a higher workload of 69.9%, and they can also be happy with online teaching, which is considerably higher at 79.7%, and the general population is content with 64.7 percent of teaching. In South America, 43.9 percent of students have a heavier study load, and they are more satisfied with online courses (57.4%), while public satisfaction is just 40%.

The chart is shown below:

Fig 13:- Showing the geographical analysis for analysis on workload, satisfied and PR support analysis.

Changes in habits

Table 14:- Showing the parameter for habits.

	Shaking hands	Leaving the house for unnecessary reasons	Wearing a mask outside	Washing your hands
South America	-93.00%	-95.00%	98.00%	80.00%
Oceania	-89.00%	-94.00%	20.00%	85.00%
North America	-85.00%	-68.00%	70.00%	80.00%
Europe	-72.00%	-73.00%	80.00%	70.00%
Asia	-66.00%	-68.00%	95.00%	73.00%
Africa	-75.00%	-80.00%	85.00%	73.00%
Global	-70.00%	-70.00%	87.00%	74.00%

The Covid-19 epidemic has had an impact on people's everyday routines all throughout the world. People in this area shake hands, converse with each other at short distances, go on tours, picnics, touch everything, and much

more. But they must now modify their habits of shaking hands and leaving the house for no reason, wash their hands properly, and adhere to the social distancing guidelines.

On a worldwide scale, 70% of the population can shake hands with one other and leave the house for no cause, but there are others who can practise excellent habits, such as 87 percent of respondents wearing a mask outside and a little lower 74 percent of people washing their hands. In South America, 93 percent of the population shakes hands, and more than 93 percent, or 95 percent, of the population can travel outside the house, but 98 percent of the population wears a mask outdoors and washes hands (80 percent). Shaking hands (89 percent), leaving the home (94 percent), wearing a mask outside (20 percent), and washing hands are all higher in Oceania (85 percent). In North America, (85%) people shake hands, (68%) people leave the house for no reason, (70%) people wear masks, and (85%) people wash their hands (80 percent). Shaking hands (72%) is more common in Europe than leaving the home (73%) or wearing a mask outside (80%). (70 percent). Shaking hands (66%) and leaving the home (68%) are the most common activities in Asia, whereas wearing a mask (95%) and washing hands are the most common (73 percent). Shaking hands (75 percent), leaving the house for no reason (80 percent), wearing a mask (85 percent), and washing hands (74 percent) are all common practises in Africa.

Fig 14:- Showing the analysis for the habits of the people

Emotional Life

Table 15:- Showing the emotional life analysis for the people during covid 19 pandemic.

	Bored	Anxious	Hopeful	Frustrated
Global	44.6	39.9	39.6	39.9
Africa	46.5	37.8	38.1	42.4
Asia	43.2	31.6	42.6	36.7
Europe	46.7	46.7	34.5	49.9
North America	49.8	57.4	38.1	59.9
Oceania	45.6	64.5	26.6	65.6
South America	40.9	65.3	30.9	57.5

The impact of COVID-19 pandemics on students and responses has had an emotional and mental health impact. Before Covid-19, kids played outside and went to school, which helped them maintain their physical and emotional health. Now that they can't play outside because of Covid, they are bored and frustrated at home.

On a worldwide level, the responses students are experiencing boredom (44.6%), anxiety (39.9%), hope (39.6%), and frustration (39.6%). (39.9 percent). The majority of the world's population has been sitting at home for the past one or two years, and some of them are becoming dissatisfied and want to leave the house. In Africa, 46.5 percent of respondents are bored, compared to 43.2 percent in Asia, 46.7 percent in Europe, 49.8 percent in North America, 45.6 percent in Oceania, and 46.5 percent in South America (40.9 percent). In Africa (39.9%), Asia (43.4%), Europe (46.7%), North America (57.4%), Oceania (45.6%), and South America (45.6%), people are anxious about covid -19. (40.9 percent). People are hoping that they will be able to leave the house soon, and students are similarly optimistic. Africa had the highest level of optimism (38.1%), followed by Asia (42.6%), Europe (34.5%), North America (38.1%), Oceania (26.6%), and South America (26.6%). (30.9 percent).

The impact on students' health can clearly be seen over the previous two years. Initially, all respondents were delighted to stay at home and not have to study, but now they are upset because they must go outside the house. People are irritated in Africa (42.4 percent), Asia (36.7 percent), Europe (49.9%), North America (59.9%), Oceania (65.6 percent), and South America (65.6 percent) (57.5 percent).

When it came to positive feelings, North America seemed to have the happiest pupils, while Asia seemed to have the most hopeful.

Fig 15:- Showing the emotional characteristics in the graphical format for bored, anxious, hopeful and frustrated.

Personal Circumstances

Table 16:- Showing the personal circumstances linked with the geography.

	global	Africa	Asia	Europe	North America	Oceania	South America
Studying issues	40.2	42.6	40	45.3	36.2	42.3	44.6
Future education	39.6	44.3	38.5	40.5	37.7	23.8	49.1
Personal finances	37.9	45.7	36.1	35.7	36.9	35.8	49.1
Professional career in the future	42.6	59.2	40.1	48.8	40.8	35.9	59.3

The COVID-19 pandemic has a significant impact on the world's population. It may have an impact on studies, careers, and business, among other things. During the lockdown, pupils were constantly concerned about their future professional careers and higher educational studies. People all across the world are having troubles, and many are at risk of losing their employment. Business owners are also at a loss because they are unable to open their stores due to the shutdown. We are all concerned about our future.

On a worldwide scale, students were concerned about their future professional careers (42.6 percent) as well as study concerns, such as lectures, seminars, and practical work (40.2 percent). Their future education (39.6) and personal money are less important to them (37.9).

Respondents in Africa are concerned about their studies (42.6%), future education (44.3%), and personal money (45.7%), but they are most concerned about their professional job in the future (59.2 percent). Studying troubles (40 percent), future education (38.5 percent), and personal money (36.1 percent) are all concerns in Asia. They are also concerned about their professional careers in the future (40.1 percent). Students in Europe are less concerned about their personal money (35.7%) and are more concerned about their studies (45.3%), future education (40.5%), and future professional career (40.5%). (48.8 percent).

In North America, 40.8 percent of respondents are worried about their job career in the future, studying concerns (36.2 percent), future education (37.7%), and personal money (40.8 percent) (36.9). In Oceania, studying concerns (42.3 percent), future education (23.8 percent), personal finances (35.8%), and professional career (42.3 percent) are the most popular topics (35.9 percent). In South America, 44.6 percent of students are more concerned about their practical work, assignments, and lectures than they are on their future education and personal finances (49.1%), and they are more concerned about their future professional job (59.3 percent).

Fig 16:- Showing the personal circumstances linked with geographic location

Role of Institution

Table 17:- Table showing the role of institution for geographic dataset.

	Global	Africa	Asia	Europe	North America	Oceania	South America
Banks	38.7	34.1	39.9	32.8	38.4	40.1	17.6
Government	40.7	40.9	58.7	45.5	20.1	90.7	11.8
University	48.2	48.6	58.5	53.7	54.1	60	42.1
Hospitals	67.4	66.2	69.6	67.3	68.3	82.3	52.1

Different institutions (e.g., the government, colleges, banks, and hospitals) can all have a role in the lockdown. During COVID-19's lockdown time, we polled students on their satisfaction with their replies. Universities are required to administer tests online, and although some students are pleased with their results, others are not. On a worldwide scale, the majority of the people is content with the hospital's function (67.4%), with banks (38.7%), the government (40.7%), and universities (40.7%) being somewhat more satisfied (48.2).

Hospitals play a major role in Africa, Asia, Europe, North America, Oceania, and South America, and people are content with that in Africa (66.2 percent), Asia (69.6%), Europe (67.3%), North America (68.3%), Oceania (82.3 percent), and South America (82.3 percent) (52.1 percent).

University satisfaction is slightly lower than hospital satisfaction. Africa (48.6%), Asia (58.5%), Europe (53.7%), North America (54.1%), Oceania (60%) and South America (60%) are the regions with the highest percentages (42.1 percent)

In Africa, 40.9 percent of respondents are content with their governments, somewhat higher in Asia (58.7%), slightly lower in Europe (45.5%), and significantly lower in North America (20.1%). The government received a large response from Oceania (90.7 percent) but just a little response from South America (11.7 percent).

The replies from other institutions are significantly higher than the ones from banks. The function of banks will satisfy 34.1 percent of the population in Africa, 39.9% in Asia, 32.8 percent in Europe, 38.4% in North America, 40.1% in Oceania, and 40.1% in South America (17.6).

Fig 17:- Showing the role of institution for geographic dataset.

Conclusion:-

Before the COVID-19 pandemics, 52.6 percent of students were able to pay for their whole study fees, whereas 47.4 percent of students were unable to pay for their studies. Because of the pandemic, onsite sessions were cancelled for 86.7 percent of the responders, and just 13.3% of the classes were completed. In the COVID-19 Pandemic, 61.7 percent of people died. On a worldwide scale, students have reported a 43.4 percent reduction in workload in the epidemic, and they are somewhat more happy with the instruction (57.6%), while the public at large has shown strong support (about 56.5 percent of the general agrees). The impact on students' health can clearly be seen over the previous two years. Initially, all respondents were delighted to stay at home and not have to study, but now they are upset because they must go outside the house. People are irritated in Africa (42.4 percent), Asia (36.7 percent), Europe (49.9%), North America (59.9%), Oceania (65.6 percent), and South America (65.6 percent) (57.5 percent). On a worldwide scale, students were concerned about their future professional careers (42.6 percent) as well as study concerns, such as lectures, seminars, and practical work (40.2 percent). Their future education (39.6) and personal money are less important to them (37.9). On a worldwide scale, the majority of the people is content with the hospital's function (67.4%), with banks (38.7%), the government (40.7%), and universities (40.7%) being somewhat more satisfied (48.2).

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