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The Impact of Online Learning on Academic Performance of Youth

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ABSTRACT

Aim of the Study: The present research study aims to investigate the effects of online learning on students' academic performance. The concept of online learning is a new emerging idea which enables the faculty members and students to learn by using advanced technology.

Methodology: This research study is based on survey techniques to investigate and explore the effects of Online learning on students' academic achievement and performance. The universe of the study is Hazara University. The unit of analysis for present research study was students. 200 students were selected as the sample size of the study. A close ended questionnaire is used for data collection from the selected sample.

Findings: The empirical analysis of the data reveals that overall; most of the respondents get command over language by using online learning. The exclusive analysis of the data and data tabulation also reveals that overall, most of the respondents agree that using Online learning and the material available is in advance and have lack of research. The statistical analysis of the data also reveals that overall majority of the respondents disagree that Online learning has negative effects on its users.

Conclusion: The study concluded that online learning has positive effects on students' academic performance and it also helps them to gain advance and new knowledge regarding the subject they are studying in the class.

Keywords: Impact, Online Learning, Academic Performance, Youth.

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Introduction

Media, especially electronic media is one of the most important tools of information and education. People around the globe get information and education by using different electronic mediums. Among these the internet is considered as the most important and useful source of information and education. After the introduction of internet people around the world got opportunity to get desired information according to their needs. The Internet helps the user to get any kind of information without any hurdle.

The Internet has now become one of the most important parts of both personal and professional fields. This is a network which links with servers, phones, and other social media applications. Internet enable its

users to communicate with fellows, friends, peer groups, family members by using transmission control protocol (TCP) standard to enable the individuals for the purpose fast exchange of information, ideas, thoughts, and files, along with other types of several services.

Nowadays the learning management system is introduced to almost all the higher educational institutions of the world. The most important objective behind the use of this web-based technology is to provide education and remove traditional ways of teaching (Mostow, 2005).

Online learning is called online learning, distributed learning, Web-based learning, computer-assisted information and instruction, or Internet-based educational learning. There have been two types of Online learning methods: distance learning or online learning and computer assisted instruction and guidance.

The concept of Online learning got popularity after COVID-19 and is also called Distance learning uses advance internet information technologies to deliver information, instruction to learners who are at remote areas or far from central site. Computer assisted instruction, education or information, also called computer-based learning and computer-based assistance uses computers to support in the delivery of stand-alone multimedia packages for education, information, learning and teaching.

These two methods come under Online learning as the Internet becomes an integral part of both personal and professional level (Jorge et al, 2006). It is very important to understand how Online learning helpful and useful for organizations than it is very important to study the history of Online learning. Elliott Maisie First the term "Online learning" back in 1999, which was first time the phrase was used professionally. After a few years since, Online learning's become famous and has gone from strength to strength. But understanding Online learning one must need training and skills to use this technology. MS's have become more important, moving from locally installed to cloud-based internet technology systems, and organizations increasingly applying them to provide training in many forms and ways. By using LMS (Learning Management System) There must be things to consider at a minimum level, ensure it has the functionality and support you need to meet goals and objectives along with those of your learners.

Statement of the Problem

At present the internet is considered the most important source of information for educated people who want to learn something relevant to their fields and profession. The Internet provides an opportunity to its user to obtain any kind of information which is useful for them. Students who study in different disciplines obtain knowledge by using different sites on the internet. Therefore, the statement of the problem for present research study to seek and investigate effects of Online learning on students' academic performance.

Significance of the Study

COVIED-19 is considered as the main reason for the spreading of Online learning around the globe. Different educational institutions around the globe used Online learning techniques to teach their students. The reason for that was to bridge the gap made during COVID-19. After and during the COVID-19, The popularity of Online learning increased significantly. Therefore, the present research study is very significant to seek and investigate the effects and impact of Online learning on student academic performance and skills.

Objectives of the Study

Following are the major objectives of this research work:

- To explore using of internet for education.
- To explore time spent on internet for Online learning.
- To investigate skills developed by youth after using internet for Online learning.

- To investigate challenges using internet for Online learning.
- To investigate the effects of Online learning on students' grades.
- To investigate positive effects of Online learning on youth.
- To investigate Online learning's effects on students' academic performance.

Research Hypothesis

H_1: it is more likely students frequently use internet for education.

H_2: it is more likely students frequently use internet for Online learning.

H_3: it is more likely youth learn different skills related to education by using internet for Online learning.

H_4: it is more likely less the education about using internet for Online learning higher the challenges faced by youth.

H_5: it is more likely Online learning has negative effects on youth grades

H_6: it is more likely higher the exposure to internet for Online learning higher the improvement in education of youth.

H_7: it is more likely higher the exposure to internet for Online learning higher the effects on students' academic performance.

Review Literature

Review of literature is the way researchers review the studies done in the past related to the study under consideration. Review of literature gives opportunities to research to understand and enhance his/her knowledge about the background of the study. Present research study is based on effects of Online learning on students' academic performance. There are several research studies done in the past on this topic of internet usage and its effects on youth. The development and advancement in internet technologies changed the way of the society to gain and retain knowledge but it also restructured the traditional education system. People around the globe use Online learning platform to get knowledge related with their studies. It also gives opportunities to educational institutions to spread their material around the globe (Sing et al., 2005).

Online learning performs in different ways and methods like online learning, distance learning and networking learning (Wilson, 2001). Information communication technologies (ICT) increased online interaction between teachers, students and learning communities for the purpose of gain and share knowledge and information (Holley, 2002). Educational institutions use Online learning methods and techniques to spread information around the globe (Elfaki et al., 2019).

In LMS data pre-processing tasks such self-identification, transaction identification and session identification is not required because this system is used for data analysis. It only needs login and password, no other type of verification or clarification (Mercern, 2004). Due to advancement in communication and advance broadcast technologies help people to understand the Online learning through internet and now tis possible to deliver different professional material by using Online learning technique and now it is commonly known to everyone. Online learning material is now reaching to large number of people with different perspectives (Flavin and Quintero, 2018).

Study conducted by Hewitt and Stubbs (2017) examined how Online learning technology help address law graduates' anxiety about their education, studies and improve their self-efficacy and understanding of the subject. Another relevant study conducted by Young and Nichols (2017) reveals how academics embedded digital learning included into different courses and the curriculum. Throughout this thorough research, the discussion surrounding the use of the advanced internet technologies have acquired several different methods, which are frequently used interchangeably in the literature with different time. These

terms include distance education or distance learning; blended learning, online learning; Web-based instrument and more recently VLEs (Virtual Learning Environment) (Young & Nicols, 2017). VLEs such as Bb, Canvas and Webchat (WebCT) can be available 24 hours per day, throughout the year. Universities around the globe may have many national and international students studying in different programs; therefore, within this heavily competitive environment and importance of internationalization of higher studies, they must confirm that they must have skills to know Online learning technologies to improve their communications skills, as well as students' interest, engagement, and academic performance. This technology also helps to improve student engagement in terms of the time spent on a task, quality of effort and student involvement. The hurdles, trouble, challenges and usefulness of Online learning have been discussed in many research studies (Altuna and Lareki 2015; Bouhnik and Marcus 2006; Liaw, Huang, and Chen 2007; Raab, Ellis, and Abdon 2002), but a common thing throughout the research is the usefulness of Online learning technologies as a support and advantage mechanism for helping and providing students to engage in their academic activities.

The generic term engagement stated that throughout the literature available on higher education system depicts students' study techniques, how they use their time, resources, relationships and communications with their tutors, peers, and the organization (Kahn, 2014; Trawler, 2010). Theories of how best to do this, however, vary across and within disciplines. From a behavioral perspective, engagement is defined as the 'time and effort students devote to educationally purposeful activities' (Acer, 2010).

Studies also show that the success of Online learning methods in higher education and educational institutions can only be measured according to the effectiveness and usefulness of delivery of material and lectures. Therefore, the adoption of Online learning initiatives falls considerably on the training of staff which is really a great concern and challenge. It has been noted that many faculty members and students are reluctant to accept the new technology Online learning in the teaching process. Unfortunately, faculty members who are not trained, even students who are not aware of the application and implementation of Online learning face difficulties in using this advanced technology (Elkhouly, 2010).

Moreover, for success to occur lecturers in higher educational institutions must accept, implement, and adopt technological advancements offered by Online learning. Such new educational approaches are imperative to maintain the quality of educational system and courses (Holley, 2012). There must be arranged trainings arranged for faculty members and lecturer by higher education institutions which enable them how to use Online learning to enhance teaching efficacy and should not focus primarily on how to use the system but rather on how to be adopt both formal and less formal teaching methods and techniques (Maltz, & Deblois, 2008).

Theoretical Framework

The present research study is related to two different theories of media and communication. Social Information Processing Theory and Uses and Gratification Theory.

Social Information Processing Theory (SIPT)

This theory was presented by Joseph Walther in (1922). This theory argues that 'people interact with each other online and not only develop interpersonal relationships but also get information related to their fields'. (Em Griffin, 2009). Different research studies have been done on online education, interaction, a study argues that 'online interaction has positive as well as negative effects on individual culture, traditions, believes norms and values' (Em Griffin, 2009). Social information processing theory challenges all relevant studies rather to oppose. Social information theory views, social network applications are the best source of not only information but also helped to develop individuals' behavior and actions on issues of their interests. The theory also argues that computer mediated interpersonal communication is also used in marketing purposes which influences greater number of individuals, groups, and organizations. Walther believes that people who use online communication need time to

interact with other person because first they get themselves informed about each other and if both persons have same set of mind and images than they start interpersonal communication and became very close to each other in a close relationship.

Uses and Gratification Theory

The Uses and Gratification theory involves a shift of focus from the purpose of the communicator to the purpose of the receiver, it attempts to determine what purpose mass communication serves for audience members. The uses and Gratification approach is first described in an article by Elihue Katz, (1954). Blumer and Mcquail (1969) used the Uses and Gratification approach as the overall strategy in a study of (1964) General Election in Brittan.

Theories Relevancy

In mass communication, there are different theories, which justify the present stud, but relatively more relevant theories of this study are as under:

In today's modern society people around the globe use the internet to get their desired information and education. There are different kinds of mass media, but the internet has a leading and important role in promoting education around the globe. People, especially youth are mostly influence by internet and research shows that even Pakistani youth use internet for different purposes but the most important one is using internet for education and information. Therefore, these theories are very relevant with present research work.

Methodology

Research Design

Research design is the strategy of the researcher adopted to answer the research questions or test the hypothesis. Each research project or problem have clearly stated research problem or goal that tells how the data will be gathered and analyzed. Present research study is based on survey design for the purpose of data collection and analysis.

Survey Research

Survey research is a technique used for data collection from a wide range of respondents by collecting a few of them. As present research study is based on survey techniques to investigate and explore the use of internet by the students for the purpose of Online Learning.

Universe of the Study

The universe of the present study was the students of Hazara University both male and female. The purpose behind the selection of both gender is to generalize the results of the study.

Sampling

A portion of elements taken from a large population is called sample or sampling (Bailey, 1982). In present research work students of different departments were selected according to simple random sampling technique.

Sample Size

The sample size for this research study was 200 students of Hazara University, including 100 male and 100 females. They were selected based on simple random sampling.

Data Collection

The data for the present research study was collected through a standardized questionnaire. Closed ended questions were prepared for convince of the respondents.

Data Analysis

The collected data was analyzed by using SPSS statistical software.

Data Tabulation and Analysis

This research study is based on a survey technique to investigate and explore the effects of Online learning on students' academic performance. The data was collected from 200 students of Hazara University including both male and female. The data was gathered according to the objectives of the study. The quantitative data was analyzed by using SPSS. The following are results of the collected data.

Table 1: *Demographic Variables*

Categories	Responses	F	%	Cumulative Percentage
Gender	**Male**	112	57.4	57.4
	Female	83	42.6	100
Age				
	18 to less than 20	36	18.5	18.5
	20 to less than 22	107	54.9	73.3
	22 to less than 24	49	25.1	98.5
	more than 24	3	1.5	100
Discipline				
	Arts	52	26.7	26.7
	Social Science	32	16.4	43.1
	Science	111	56.9	100
Semester				
	1st	9	4.6	4.6
	2nd	50	25.6	30.3
	3rd	14	7.2	37.4
	4th	28	14.4	51.8
	5th	21	10.8	62.6
	6th	22	11.3	73.8
	7th	12	6.2	80
	8th	39	20	100

N=200 Missing=5

Table one indicates the demographics of the respondents. It reveals that 57.4% respondents are male while 42.6% respondents are females. The table also reveals that 54.9% respondents are aged between 20 to 22 followed by 25.1% respondents have the age between 22 to 24 while 18.5% respondents have the age between 18 to 20 and 1.5 % respondents are aged more than 24 years.

Table one also reveals that 56.9% of the respondents are from science discipline while 26.7% of the respondent's study in Arts and 16.4% of the respondents are from social sciences.

Table one also reveals that 25.6% of respondents are from 2nd semester, 20% from 8th semester, 14.4% from 4th semester, 11.3% from 6th semester, 10.8% from 5th semester, 7.2% from 3rd semester, 6.2% from 7th semester and 4.6% from 1st semester.

Table 2: *Usage of Internet*

Categories	Responses	F	%	Cumulative Percentage
Internet	Yes	189	96.9	96.9
	No	6	3.1	100
Frequently of using internet				
	Not at all	12	6.2	6.2
	Rarely	44	22.6	28.7

	Frequently	85	43.6	72.3
	Very frequently	54	27.7	100
Day				
	Morning	20	10.3	10.3
	Afternoon	26	13.3	23.6
	Evening	54	27.7	51.3
	Night	95	48.7	100
Purpose of using				
	Information	13	6.7	6.7
	Education	21	10.8	17.4
	Entertainment	39	20	37.4
	Information and Education	72	36.9	74.4
	Education and Entertainment	40	20.5	94.9
	Information and Entertainment	10	5.1	100

N=200 Missing=5

Table two indicates the responses of the questions from the respondents. It reveals that 96.9% of respondents use the Internet while 3.1% of respondents don't use the Internet.

It also reveals that 43.6% of respondents use internet frequently, followed by 27.7% of respondents use internet very frequently, while 22.6% respondents use internet rarely and 6.2% respondents said not at all.

Table two also indicates that 48.7% of respondents use internet at night, 27.7% of respondents use internet at evening, 13.3% use internet in Afternoon and 10.3% use internet in Morning.

Table two also indicates that 36.9% of the respondents use internet for Information and Education, followed by 20.5% of the respondents use internet for Education and Entertainment, while 20% of respondents use internet for Entertainment, 10.8% of respondents use internet for Education, 6.7% of respondents use internet for Information and 5.1% use internet for information and Entertainment.

Table 3: *Time spending on Online Learning*

Categories	Responses	F	%	Cumulative Percentage
Online learning				
	Not at all	22	11.3	11.3
	Rarely	63	32.3	43.6
	Frequently	92	47.2	90.8
	Very Frequently	18	9.2	100
Time				
	0 to less than 1 hour	41	21	21
	1 to less than 2 hours	73	37.4	58.5
	2 to less than 3 hours	49	25.1	83.6
	more than 3 hours	32	16.4	100

N=200 Missing=5

Table 3 indicates that 47.2% of the respondents use internet for Online learning Frequently, while 32.3% of respondents use internet for Online learning Rarely, followed by 11.3% of respondents not at all and 9.2% of respondents use internet for Online learning very frequently.

Table 3 also indicates that 37.4% of respondents use the internet 1 to less than 2 hours, followed by 25.1% respondents use internet 2 to less than 3 hours, while 21% respondent use internet 0 to less than 1 hour and 16.4% respondent use internet more than 3 hours.

Table 4: *Purpose of using Online Learning*

Categories	Responses	F	%	Cumulative Percentage
Knowledge				
	Not at all	19	9.7	9.7
	Rarely	47	24.1	33.8
	Frequently	94	48.2	82.1
	Very Frequently	35	17.9	100
Command				
	Not at all	19	9.7	9.7
	Rarely	61	31.3	41
	Frequently	90	46.2	87.2
	Very Frequently	25	12.8	100
Notes				
	Not at all	32	16.4	16.4
	Rarely	58	29.7	46.2
	Frequently	74	37.9	84.1
	Very Frequently	31	15.9	100
Research				
	Not at all	28	14.4	14.4
	Rarely	60	30.8	45.1
	Frequently	78	40	85.1
	Very Frequently	29	30.8	100
Thinking				
	Not at all	22	11.3	11.3
	Rarely	59	30.3	41.5
	Frequently	67	34.4	75.9
	Very Frequently	47	24.1	100

N=200 Missing=5

Table 4 indicates the skills acquired by respondents after using the internet for online learning.

48.2% respondents acquired knowledge using internet for Online learning frequently, followed by 24.1% Rarely, 17.9% very frequently and 9.7% not at all, 46.2% respondents acquired command over subject frequently, followed by 31.3% rarely, 12.8% very frequently and 9.7% not at all., 37.9% respondents acquired notes frequently, followed by 29.7% rarely, 16.4% rarely and 15.9% very frequently.

40% of respondents acquired Research skill frequently, followed by 30.8% rarely, 30.8% very frequently and 14.4% not at all. 34.4% respondents acquired Critical thinking skill frequently, followed by 30.3% rarely, 24.1% very frequently and 11.3% not at all.

Table 5: *Challenges in using Online Learning*

Categories	Responses	F	%	Cumulative Percentage
Interruption				
	Not at all	45	23.1	23.1
	Rarely	80	41	64.1
	Frequently	46	23.6	87.7
	Very Frequently	24	12.3	100
Materia				
	Not at all	34	17.4	17.4
	Rarely	93	47.7	65.1

	Frequently	48	24.6	89.7
	Very Frequently	20	10.3	100
Advance				
	Not at all	24	12.3	12.3
	Rarely	57	29.2	41.5
	Frequently	91	46.7	88.2
	Very Frequently	23	11.8	100
Lack of Research				
	Not at all	39	20	20
	Rarely	73	37.4	57.4
	Frequently	62	31.8	89.2
	Very Frequently	21	10.8	100
Unable to relate				
	Not at all	44	22.6	22.6
	Rarely	67	34.4	56.9
	Frequently	60	30.8	87.7
	Very Frequently	24	12.3	100

N=200 Missing=5

Table 5 indicates the challenges faced by respondents while using the internet for Online learning. 41% respondents faced interruption using internet for Online learning Rarely, followed by 23.6% Frequently, 23.1% not at all and 12.3% very frequently. 47.7% respondents faced material that is un understandable Rarely, followed by 24.6% frequently, 17.4% not at all and 10.3% very frequently. 46.7% respondents faced advanced study material frequently, followed by 29.2% rarely, 12.3% not at all and 11.8% very frequently. 37.4% respondents faced lack of research Rarely, followed by 31.8% frequently, 20% Not at all and 10.8% very frequently. 34.4% respondents were unable to relate the material rarely, followed by 30.8% frequently, 22.6% very not at all and 12.3% very frequently.

Table 6: *Negative Effects of Online Learning*

Categories	Responses	F	%	Cumulative Percentage
Negative				
	Strongly Disagree	25	12.8	12.8
	Disagree	77	39.5	52.3
	To some extent Agree	58	29.7	82.1
	Agree	25	12.8	94.9
	Strongly Agree	10	5.1	100

N=200 Missing=5

Table 6 indicates the negative effects of Online learning on students' grades. 39.5% respondents disagree that Online learning has negative effects on students' grades, followed by 29.7% respondents agree to some extent, 12.8% strongly disagree, 12.8% agree and 5.1% strongly agree.

Table 7: *Effects of online learning on combine studies*

Categories	Responses	F	%	Cumulative Percentage
Combined studies				
	Strongly Disagree	24	12.3	12.3
	Disagree	64	32.8	45.1
	To some extent Agree	55	28.2	73.3
	Agree	39	20	93.3
	Strongly Agree	13	6.7	100

N=200 Missing=5

Table 7 indicates the decrease of combined studies among youth. 32.8% respondents disagree that Online learning decrease of combine studies among youth., followed by 28.2% respondents agree to some extent, 20% agree, 12.3% Strongly disagree and 6.7% strongly agree.

Table 8: *Positive effects of Online Learning*

Categories	Responses	F	%	Cumulative Percentage
positive effects				
	Strongly Disagree	21	10.8	10.8
	Disagree	29	14.9	25.6
	To some extent Agree	50	25.6	51.3
	Agree	74	37.9	89.2
	Strongly Agree	21	10.8	100

N=200 Missing=5

Table 8 indicates the positive effects of Online learning on student's academics. 37.9% respondents disagree that Online learning decrease of combine studies among youth., followed by 25.6% respondents agree to some extent, 14.9% disagree, 10.8% Strongly disagree and 10.8% strongly agree.

Table 9: *Positive effects of Online Learning*

Categories	Responses	F	%	Cumulative Percentage
Command				
	Strongly Disagree	11	5.6	5.6
	Disagree	34	17.4	23.1
	To some extent Agree	65	33.3	56.4
	Agree	81	41.5	97.9
	Strongly Agree	4	2.1	100

N=200 Missing=5

Table 9 indicates that Online learning increases the command over subject. 41.5% respondents agree that Online learning increases the command over subject, followed by 33.3% respondents agree to some extent, 17.4% disagree, 5.6% Strongly disagree and 2.1% strongly agree.

Table 10: *Improvement in learning by using Online Learning*

Categories	Responses	F	%	Cumulative Percentage
improved studies				
	Strongly Disagree	11	5.6	5.6
	Disagree	30	14.9	21
	To some extent Agree	42	28.2	42.6
	Agree	72	40	79.5
	Strongly Agree	40	11.3	100

N=200 Missing=5

Table 10 indicates that online learning has improved the studies of Students. 40% respondents agree that Online learning has improved the studies of Students, followed by 28.2% respondents agree to some extent, 14.9% disagree, 11.3% Strongly agree and 5.6% strongly disagree.

Table 11: *Academic Performance*

Categories	Responses	F	%	Cumulative Percentage
performance				
	Strongly Disagree	18	9.2	9.2
	Disagree	26	13.3	22.6
	To some extent Agree	43	22.1	44.6

	Agree	65	33.3	77.9
	Strongly Agree	43	22.1	100

N=200 Missing=5

Table 11 indicates that Online learning has great effects on academic performance of youth. 33.3% respondents agree that Online learning has great effects on academic performance of youth. followed by 22.1% respondents agree to some extent, 22.1% Strongly agree, 13.3% disagree and 9.2% strongly disagree.

Findings

This research study was based on the topic "Impact of Online learning on Student Academic Performance: A Case Study of Hazara University". The data was collected from 200 students of Hazara University by using a standardized questionnaire. Later, the quantitative data was analyzed by using SPSS statistical software for the purpose of testing the hypothesis.

The empirical analysis of the data reveals that more than 57% respondents are male, and more than 42% respondents are females. As for as the age of the respondents is concerning more than 54% respondents have the age between 20 to less than 22 followed by more than 25% respondents have the age between 22 to less than 24. It is also worth noting that more than 56% of respondents are studying in science discipline followed by more than 26% in Arts and Humanities and more than 16% respondents are studying in social science discipline.

As for as the use of internet is concerning more than 71% respondents used internet frequently followed by more than 22% rarely. So, the empirical analysis of the data supports our first hypothesis i.e. "it is more likely students frequently use internet for education". The exclusive analysis of the data reveals that more than 36% respondents use internet for information and education followed by more than 56% frequently internet for Online learning followed by more than 32% rarely. The exclusive analysis of the data supports our second hypothesis i.e. "it is more likely students frequently use internet for Online learning".

Data tabulation and its subsequent analysis reveals that overall, 66% respondents use internet for developing the skill of knowledge followed by more than 59% respondents gain command over subject by using internet for Online learning while more than 53% gain skill of note taking, and more than 70% respondents improve their research skills by using internet for Online learning. The empirical analysis of the data supports our third hypothesis i.e., "it is more likely youth learn different skills related to education by using internet for Online learning".

The exclusive analysis of the data regarding the challenges faced by respondents while using internet for Online learning reveals that overall majority of the respondents i.e., 57% face difficulties in understanding the advance material followed by more than 43% face lake of research-based material while more than 43% unable to correlate the material with their course contents. The empirical analysis of the data supports our fourth hypothesis i.e., "it is likely less the education about using internet for Online learning higher the challenges faced by youth".

Data tabulation and its exclusive analysis reveals that overall, more than 52% respondents disagree with the statement that using internet for Online learning has negative effects on it users while the empirical analysis of the data supports our fifth hypothesis i.e., "it is more likely Online learning has negative effects on youth grades".

The Pearson's correlation statistical test was used to investigate the exposure to internet and its effectiveness in academic. The result of the empirical testing reveals that there is correlation between the usage of internet for Online learning and its positive effects on students' academic performance.

Conclusion

The data tabulation and its subsequent analysis, review of literature reveals that students of Hazara University use internet for Online learning and they use it at the time of evening. They use the internet to search for material for their course contents. Students think that the internet has increased their skills of understanding the contents and subjects related to their studies. They also think that Online learning is the best source of information and education. The Internet has positive effects on their academic performance.

The study concluded that Online learning is the best platform for students to gain new knowledge as well as the knowledge regarding the courses in which they are studying. It is also concluded that Online learning provide them the opportunity to enhance their skills regarding searching accurate and relevant material for their courses and contents.

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