STUDY ON THE IMPACT OF ONLINE LEARNING ON STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT

The study aimed to investigate the impacts of online classes on academic performance and to identify the positive and negative impacts of online classes on the academic performance of students, the descriptive analytical approach was used in the study, the study shows that online learning has both positive and negative impacts on the academic performance of the students. The study indicated that online learning affects both negatively and positively on the academic level of students, in addition to that distance education is characterized by high flexibility which in turn offers less stress on them, in addition to social isolation.

*Keywords***:**

Online learning: also called distance education, e-learning, and online learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication

Academic performance: is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests

INTRODUCTION

Background:

Modern technology has appeared in the field of education and its importance has increased with the emergence of the Corona pandemic, and many universities and other higher education institutions are using distance or online learning instead of direct learning, in line with government measures that seek to limit the spread of the pandemic, this study dealt with the extent of the impact of online learning at the student's academic levels.

Problem statement:

Online learning is used rabidly without any check This reflects negatively on the students' academic performance, in addition to the weak infrastructure of some students (such as electronic devices and the Internet), which makes these students not regularly attending lectures.

Study questions:

The following are the study questions:

1. What is the impact of online learning on student academic performance?
2. What is the negative impact of online classes on student academic performance?
3. What is the positive impact of online classes on student academic performance?

Study objectives:

The following are the objectives of the study:

1. To investigate the impacts of online learning on academic performance
2. To identify the positive and negative impacts of online learning on the academic performance of students

Significance of the study:

Online learning is now being used by every institute and hence this study is of great significance in explaining the way the academic performance of students is impacted by the online classes. (Willis, 2019).

LITERATURE REVIEW

Distance education is education that takes place over the Internet, and distance education can be accessed throughout the world. Students who have access to a computer and internet connection can earn an online degree and choose from a range of modules and tutorials to suit their lifestyle. Distance education can be synchronous or asynchronous. In many cases, distance education is available in an asynchronous package, and this is what makes it flexible and the ideal alternative to face-to-face education, especially for professionals and workers. Salman Khan defined distance education as a means of delivering information to a remote audience using the Internet. Thus, all definitions of distance education focus on the way information are presented, and it is preferable when defining distance education to focus on the ways in which technology has changed how information is delivered. Distance education has changed learning theories.

Conditions for the success of distance education:

There are several tips that will help you create the ideal distance education conditions and enjoy a good learning experience:

    1. Start early:

People who choose distance education tend to feel a little uncomfortable if they are not fully aware of how to organize time and so they must start early to learn before getting busy with fast food and applications. You should also make them aware of your expectations such as the level of participation required of you and the time frame for completing the distance learning course and achieving your personal goals, which enhances motivation and participation.

    3. Elimination of sources of scattering:

There can be many sources of distraction such as external noise that prevent the online learner from participating effectively. Although you may not control some of the distractions, you can reduce and control them such as making sure all course elements such as images, multimedia and graphics are not controversial for example some videos use an unusual tone of voice and this is a distraction for some online learners.

3. Make a clutter-free plan:

The design of a distance education course greatly affects the e-learning environment because a stacked course layout which is characterized by abundance of images, colors, long texts, can increase the ability to stress and confuse online learners on the other hand the structured scheme can make online learners feel It allows them to focus on the task at hand and when completing any particular educational content you can plan it in a different colour.

4. Incorporating a background sound

Background music can help inspire distance learners and create a mood for them and contribute to building an emotional connection with the subject, especially if the learners are hearing. It is necessary to choose the appropriate music for you, for example, classical music creates a sense of calm and peace, while others may feel uncomfortable in general. There are several websites to find the right music for you as a background for a distance education course.

5. Give Online Learners a Break

Online learners need time to deal with the information in a distance learning course. For this reason, you should give them periodic breaks to improve their information retention. Some learners may consider stepping away from the course and taking on different activities, which contributes to a positive and supportive learning environment.

6. Use images to inspire and motivate.

Images can convey a variety of feelings and sensations, which is why images are carefully selected. You can choose an inspirational and motivational image that is characterized by a positive image. You can check out a variety of different photo sites to see what items grab your attention and express a certain feeling or tone. In general, the first impression that is formed by the image.

7. Develop a culture that supports distance education:

One of the most effective ways for teachers to teach distance education and create a positive online environment, each of your audience should rate as an important part of a supportive

learning culture that keeps them online for life. Develop an organizational program that gives them the help they need by creating online forums or a social media page where they can gather online to discuss topics, address their concerns and most importantly, emphasize the importance of distance education.

Academic achievement concept:

Academic achievement means reaching a certain level of proficiency in studying, whether in school or university, and this is determined through many tests or reports for teachers, your library company can help you prepare a pdf graduation research plan on academic

Factors affecting academic achievement:

There are many factors that affect academic achievement, such as personal factors, environmental factors, and others, which are as follows:

Personal factors:

Personal factors are mental abilities such as cognitive ability, intelligence, the child's special mental preparations, moods, ways of thinking, etc., and physical health, such as health status, nutrition, and the child's impairments that need special care.

Environmental factors:

The environmental factors are the school environment, teachers' interaction with students and students with each other, the various curricula, and activities, in addition to the family environment represented by the parents in the sense of the cultural level of the family and the family atmosphere. His academic achievement and his interactions with others.

DATA COLLECTION

The collection of the data is done using a primary source of data which is the first-hand data that is collected for the purpose of a study. The quantitative approach is adopted for the purpose of data collection and analysis as well.

Questionnaire designing

A questionnaire is used as the research instrument in this study. The questionnaire is having close-ended questions which are in the form of multiple-choice questions. The participants must answer the question by selecting one of the given options. (Abbasi, 2021).

DATA ANALYSIS

The data collected through a questionnaire is analysed using the statistical approach. In statistical approach the statistical methods are applied to identify the frequencies of the results. The SPSS is used for this purpose.

1. **Gender**

Gender

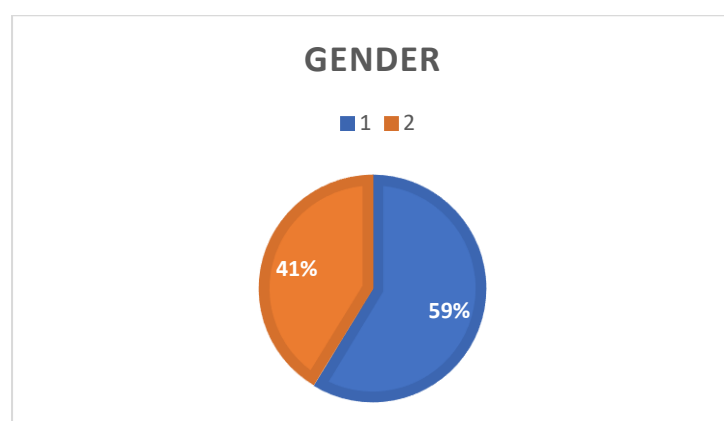|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	142	54.4	58.6	58.6
	2	100	38.3	41.32	100.041.32
	Total	242	92.7	100.0	
Missing	System	19	7.3		
Total		261	100.0		

Table 1 gender

Figure 1 gender- Researchers 2022

Male respondents are 59% while the female respondents are 41% which shows that the student ratio in Omani institutes is not that much gaped.

2. **Age**

Age

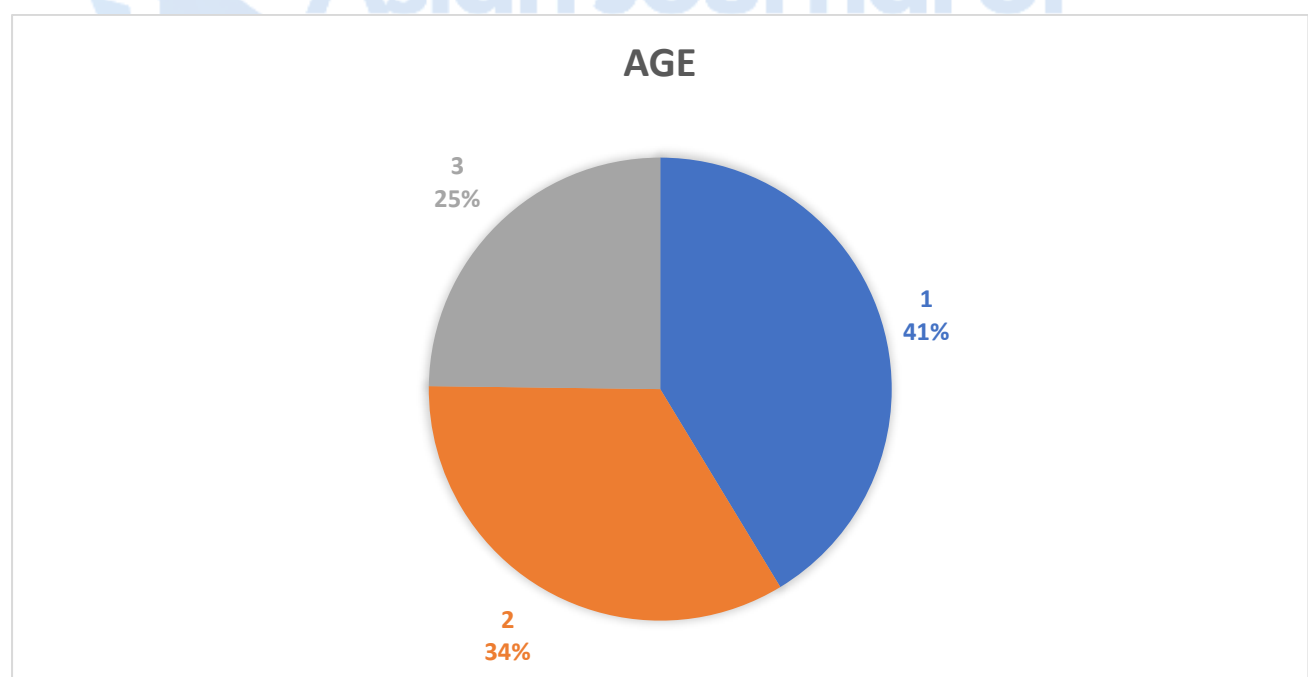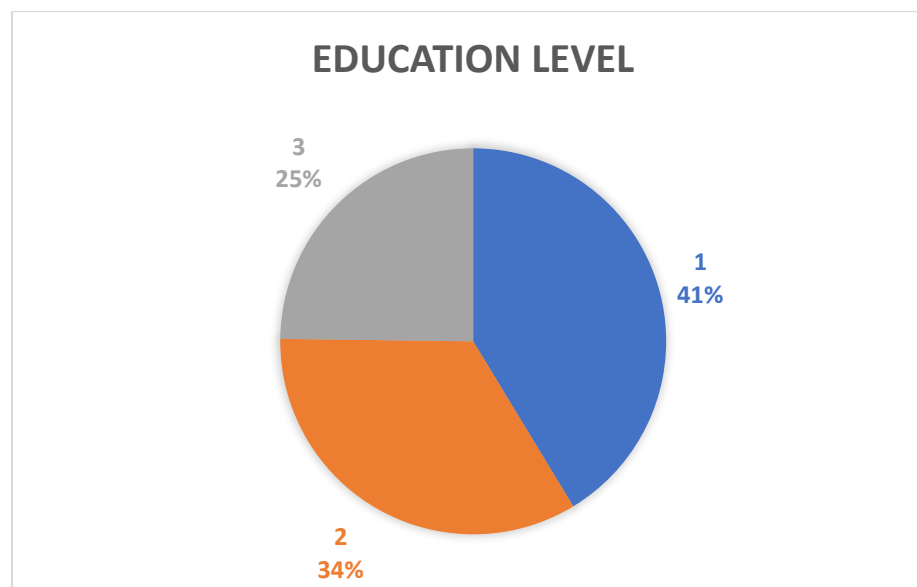|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	100	40.8	38.3	38.3
	2	82	33.4	31.4	31.4
	3	60	24.4	22.9	22.9
	Total	245	93.9	100.0	
Missing	System	16	6.1		
Total		261	100.0		

Table 2 age

Figure 2 age

41% are of age group 10-16 while 34% are of 17-25 age and 25% belong to age groups 23-35 which shows that young students are more in the education sector.

3. Education

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	100	40.8	38.3	38.3
	2	82	33.4	31.4	31.4
	3	60	24.4	22.9	22.9
	Total	245	93.9	100.0	
Missing	System	16	6.1		
Total		261	100.0		

Table 3 education

Figure 3 education

41% are of school level while 34% are of college-level and 25% belong to university level which shows that school students are more in the education sector using online class.

4. Online learning develops an interest in me

Online learning develops an interest in me

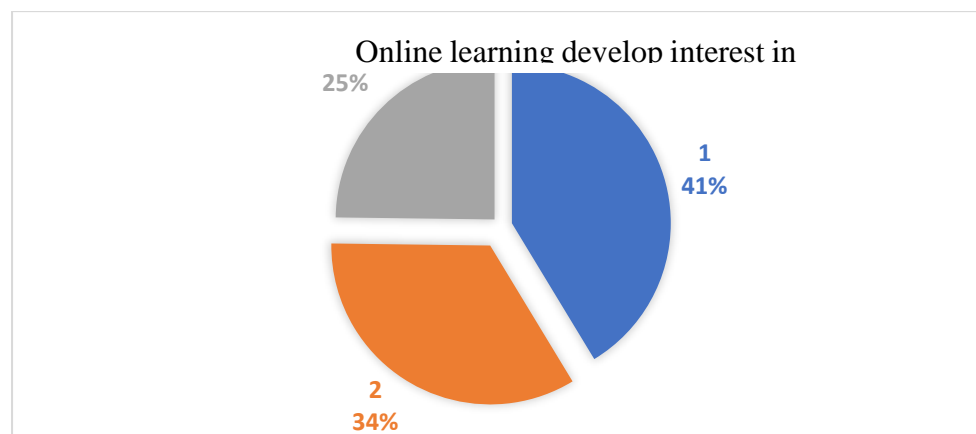|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	100	40.8	38.3	38.3
	2	82	33.4	31.4	31.4
	3	60	24.4	22.9	22.9
	Total	245	93.9	100.0	
Missing	System	16	6.1		
Total		261	100.0		

Table 4 Online classes develop interest in me

Figure 4 Online learning develop an interest in me

41% state that online classes interest them while 59% are of the view that online classes do not interest them.

5. Online learning develops an interest in me due to

Online learning develops an interest in me due to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	100	40.8	38.3	38.3
	2	82	33.4	31.4	31.4

		Frequency	Percent	Valid Percent	Cumulative Percent
	3	60	24.4	22.9	22.9
	Total	245	93.9	100.0	
Missing	System	16	6.1		
Total		261	100.0		

Table 5 Online learnings develop an interest in me due to
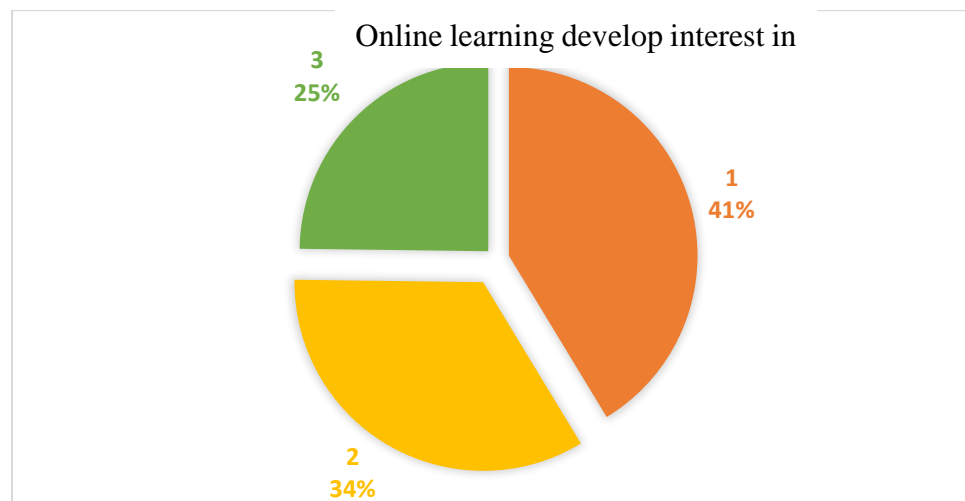

Figure 5 Online learnings develop an interest in me

41% state that online classes interest them due to the use of interactive applications while 34% stated that they get interested in it due to the use of computer devices. 25% stated that both uses of Interactive applications and the use of computer devices interest them in online classes.

6. Online learning distracts me

Online learning distracts me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	100	40.8	38.3	38.3
	2	82	33.4	31.4	31.4
	3	60	24.4	22.9	22.9
	Total	245	93.9	100.0	
Missing	System	16	6.1		
Total		261	100.0		

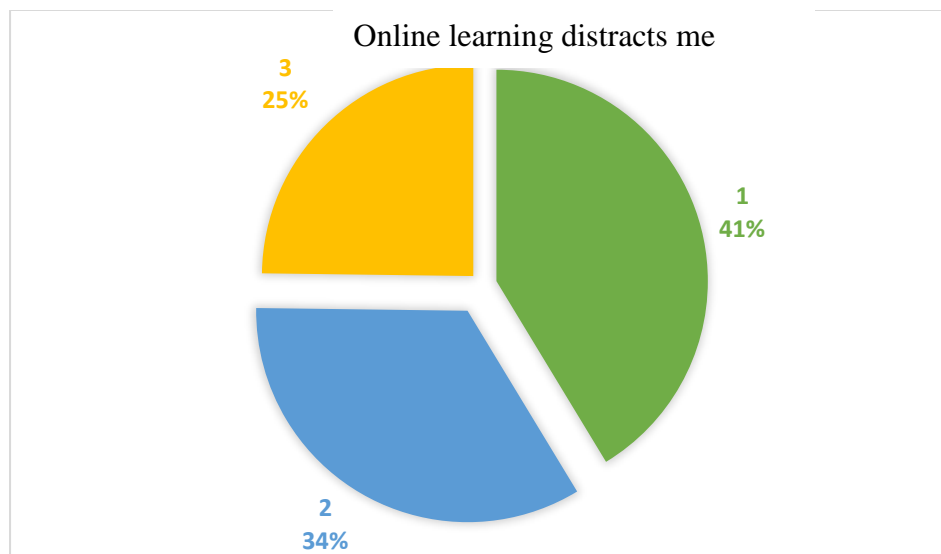*Table 6 Online learnings distracts me*

Figure 6 Online learning distracts me

41% state that online class distracts them while 34% stated online class do not distract them.

7. Online learning is beneficial for the academic performance of students

An online learning is beneficial for the academic performance of students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	100	40.8	38.3	38.3
	2	82	33.4	31.4	31.4
	3	60	24.4	22.9	22.9
	Total	245	93.9	100.0	
Missing	System	16	6.1		
Total		261	100.0		

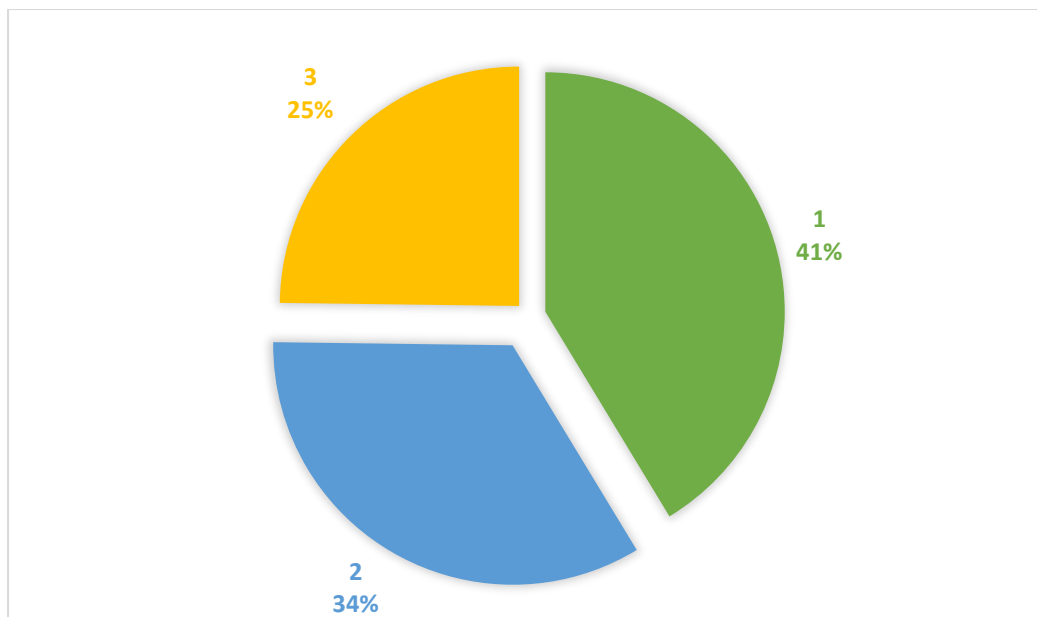*Table 7 Online learning is beneficial for the academic performance of students*

Figure 7 Online learnings is beneficial for the academic performance of students

41% state that online class is beneficial for academic performance while 34% stated online class does not benefit them.

8. Online learning is harmful to the academic performance of students

The online learning is harmful to the academic performance of students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	100	40.8	38.3	38.3
	2	82	33.4	31.4	31.4
	3	60	24.4	22.9	22.9
	Total	245	93.9	100.0	
Missing	System	16	6.1		
Total		261	100.0		

Table 8 Online learning is harmful to the academic performance of students
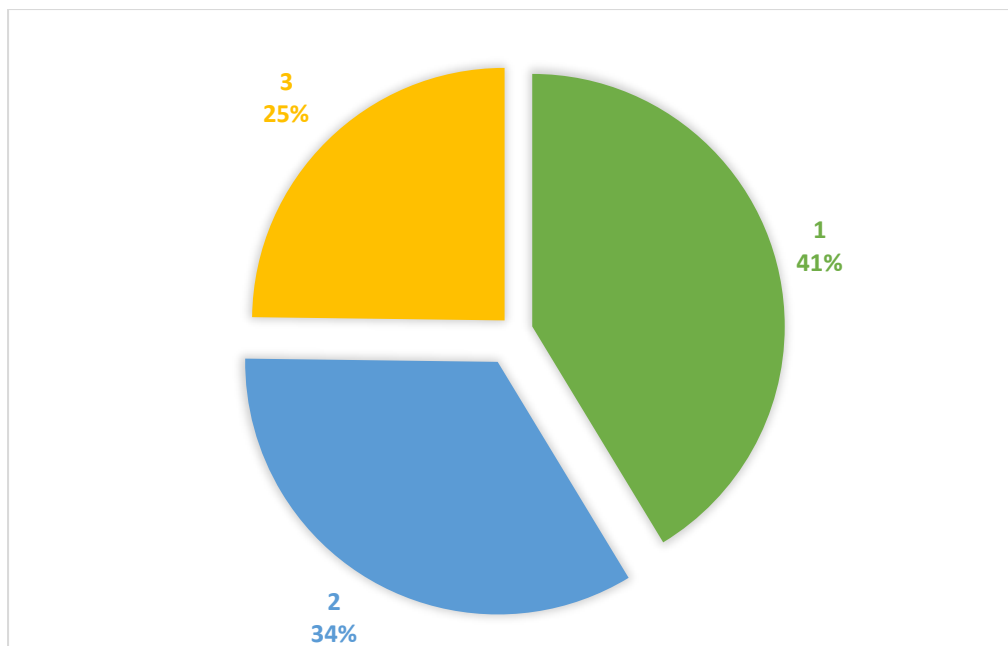
*Figure 8 Online learnings is harmful to the academic performance of students*

41% state that online class is harmful to academic performance while 34% stated online class do not harm it

9. Online learning is good for the academic performance of students because it offers flexibility

The online class is good for the academic performance of students because it offers flexibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	130	53.06	49.80	49.80
	2	82	33.4	31.4	31.4
	3	30	12.2	11.49	11.49
	Total	245	93.9	100.0	
Missing	System	16	6.1		
Total		261	100.0		

Table 9 Online learning is good for the academic performance of students because it offers flexibility

Online learning is good for academic performance of students
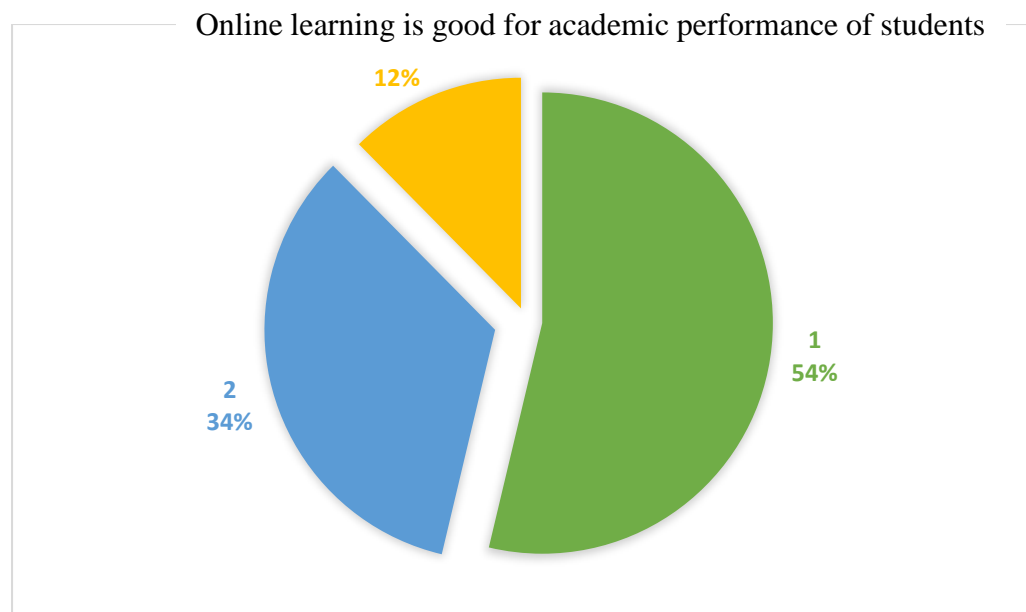
Figure 9 Online learning is good for the academic performance of students because it offers flexibility

54% state that online class is good for academic performance as it offers flexibility while 34% stated in negation. The reason is that flexibility offers more student engagement and less stress making academic performance effective.

CONCLUSION

Findings

The analysis of the data shows that online learning has both positive and negative impacts on the academic performance of the students. The study indicates that online learning impacts the students' academic performance positively by enabling them to take classes from far and distant places without missing the lecture due to convince issues. Another positive impact is that online learning offer flexibility to students which in turn offers less stress to them. This made students perform well as the ack of stress helped them to perform well as well as engage more which shows that it affects the academic performance positively. The utilization of different devices, apps, and multimedia tools to make learning a more interactive and hence the academic performance of the students is impacted in a more positive manner causing a clear improvement in the academic performance of the students. A lot of negative impacts are also

on the academic performance of students as the online learning cause a lot of distraction for the students and hence, they get distracted very easily and do not pay attention to the lecture which causes a negative impact on the academic performance more precisely because when the lecture won't be taken seriously then the academic results will be automatically poor. Another negative impact of an online learning is social isolation and less learning from peers which result in poor impacts on the academic performance of the students.

Recommendations

In the light of the findings of this study, I would recommend that to make online learning effective and to avoid the negative impacts of the online learning on academic performance the important thing that should be done is to adopt the hybrid model of education. This will help in using booth modes at the same time. Another recommendation is that while taking online classes the video chat of every student should be made compulsory to be opened as this will avoid the students to do distracting activities and will ensure that everyone takes the class attentively as well. Following these recommendations, the online classes can be made effective, and their negative impacts can be mitigated.

Appendix

This questionnaire is developed to study the Impact of online learning on students' academic performance. The questionnaire is having 9 questions that are to be answered by choosing one option from the given options. Before proceeding, check the following box to show your will to participate in this study. You are required to provide honest information in the following questions. **I agree to answer all these questions as a part of this research voluntarily** ☐			
Following are 9 questions that are to be answered with one of the given options			
Gender	Male	Female	Others
Age	10-16	17-22	23-35
Education level	School	College	University
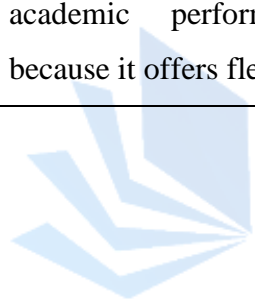
Online learning develops an interest in me	Yes	no	Don't know
(Attempt if the answer to the above question was yes) Online learning develops an interest in me due to	Interactive application use	Use of computer devices	Both
Online learning distracts me	Yes	no	Don't know
The online learning is beneficial for the academic performance of students	Yes	no	Don't know
An online learning is harmful to the academic performance of students	Yes	no	Don't know
An online learning is good for the academic performance of students because it offers flexibility	Yes	no	Don't know

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