A STUDY ON THE POSITIVE AND NEGATIVE IMPACTS OF ONLINE LEARNING AT THE GRADUATE LEVEL

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Abstract: Now a day's online learning has been adopted rapidly by educational institutions. Online learning has become an important part of the education agenda around the world. This study examined the impacts and effectiveness of online learning at the graduate level. The objective of the research was to explore the online learning system at the graduate level and find out the positive and negative impacts of the online learning system. The descriptive mixed method was used. The sample was MA students of six departments from the faculty of social sciences. The population was the female campus of International Islamic University and the total population was 445 students and the sample size was 210. A standardized questionnaire was used (close &open-ended questionnaire). For data analysis, the mean was used. The results indicated online learning is learning something through the internet. students face challenges in online learning like internet issues, electricity issues, distracting environment, technical issues, and lack of resources. Positive impacts were: online learning develops technical and digital skills among students, students can learn easily, it is flexible, and it increases students' attendance in online classes. The negative impacts are that online learning needs more time, and effort for learning, lack of student participation, and less interaction between students and teachers. This study is helpful for the educational sector in improving the quality of online learning. It is recommended to HEC and the university to provide resources and advanced devices for the students to work or at least ensure that any online learning activities can be completed with a smartphone because through this all students can get benefit from online learning.

Keywords: positive, negative, online learning, impact, university level, methodology

Introduction

Online learning has been on the increase in the last two decades. In the United States, though higher education enrollment has declined, online learning enrollment in public institutions has continued to increase (Allen & Seaman, 2017), and so has the research on online learning. There have been review studies conducted on specific areas of online learning such as innovations in online learning strategies (Davis et al., 2018),

The study was intended with the purpose to identify and explore online learning and its (online learning) positive and negative impacts at the graduate level. descriptive research methodology was used for this research study. The study of the positive and negative impact of online learning at the graduate level was beneficial for students, teachers, universities and administration as well. This study

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made it easier for students to know how positive and negatively online learning affects students' skills and their performances and how can improve. So, this study's findings were redounding to society's benefit, because it increased knowledge about online learning and its effects. Administrators were guided on what should way of learning be adopted by teachers in the school to improve student's performance and it was also helpful for the teacher to know whether online learning affects more positively or negatively on students' performance. Universities that apply the recommended approach derived from the results of this study trained students better that which mode of learning is better according to its positive and negative effects on them

While there have been review studies conducted on specific online learning topics, very few studies have been conducted on the broader aspect of online learning examining. Over the last decade, online learning, or E-learning has become an important part of the education agenda around the world. Online learning uses the Internet and other information technologies to create educational experiences for students (Horton, 2001).

 One of the reasons for the popularity of teaching online in higher education is the advantage it affords for learning anywhere, at any place, and at any time students may desire. The literature also identifies the major problems and deficiencies of online learning. The primary concerns are frustrations associated with hardware and software problems; the additional time required by faculty to prepare and conduct courses; the additional time students must spend learning to use the computer system; the limited writing and communication skills of some students; lack of timely response from instructors; and student drop-out/attrition in courses.

This last factor is probably more a characteristic of distance education (see Kember, 1995) than online learning. In addition to factors concerning learning, using technology in education is seen as a means of improving productivity, efficiency, and reliability. Other factors combine to encourage the need for investment in education (Weller 2002). Online learning systems often include a way to support learner interaction, either by integrating with Facebook or using their system for that purpose.

online learning has been adopted rapidly by educational institutions and organizations. The researcher knew the challenges and problems of emerging education, by empowering teachers first, and parents and the media second, so that the student is safe from the spread of negative phenomena and challenges that hinder his learning. In this research, the researcher found out the positive and negative impacts of online learning systems at the university level what is online learning? What is the satisfaction level with online learning? What is the positive impact of online learning? What is the negative impact on online learning so, those all things were found out in this research, So, it was very effective for teachers, students, or administration to improve or try to fill this gap because in the future this was necessary for all of us.

Literature review

Online learning:

A "partially online" course integrates existing resource materials that are available either in print or non-print form such as textbooks etc. with some elements of online learning. This might include the

use of a learning management system or simply a mailing list for some asynchronous discussion (Naidu & Oliver,1999)

As Lynch (1999) said that online learning contains educational experience materials. And it brings out effect on new age learners' life, the life of their teachers, their families, the community, and the institution. Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001).

The term online learning can be used to refer to a wide range of programs that use the Internet to provide instructional materials and facilitate interactions between teachers and students and in some cases among students as well (Horn and Staker 2010).

Fully online learning is a form of distance education in which all instructions and assessments are carried out using online, internet-based delivery (Picciano and Seaman 2009; U.S. Department of education 2007). Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001). Over the past two decades, teaching and learning processes have been influenced by technological, instructional, and pedagogical advances (Chou & Tsai, 2002; Kavanoz, Yüksel & Özcan, 2015). Nowadays, students' demands are transforming because their study habits and learning strategies have already changed due to the pervasiveness of the Internet (Persico & Pozzi, 2015).

Impacts of Online Learning

Viewing teaching presence as a significant factor in successful online education, Garrison and his colleagues (2009) explored constructs of teaching presence, including instructional design, discourse facilitation, and direct instruction. Instructional design focused on planning, structuring, processing, interacting, and evaluating online courses. Its activities include, but are not limited to, creating online presentations, lectures, notes, audio, and visual mini- lectures individual and group activity assignments with scheduled deadlines, and providing guidance on how to use the technology on the course websites garrisoned al (2009), garrison anArbaughgh (2007)Kopczynski et al (2010). In the 1990s, it was found that students felt physically isolated when they participated in online courses (Cereijo, Young & Wilhelm, 2001; Daugherty & Funke, 1998), especially when the instructor could not immediately provide feedback to learners (McIsaac, Blocher, Mahes, & Vrasidas, 1999). This problem remains till today; students suffer isolation when they study in an online environment and this situation is often considered to be unavoidable (McInnerney & Roberts, 2004).

one benefit of online learning concerned with its effectiveness in educating students, its use as professional development, its cost-effectiveness to combat the rising cost of postsecondary education, credit equivalency at the postsecondary level, and the possibility of providing a world-class education to anyone with a broadband connection (Bartley & Golek, 2004; De la Varre, Keane, & Irvin, 2011; Gratton-Lavoie & Stanley, 2009; Koller & Ng, 2014; Lorenzetti, 2013).

Moreover, there has been also an increase demand for online learning from students from all walks of life. Online learning is a form of distance learning or distance education, which has long been a part of the American education system and it has become the largest sector of distance learning in recent years (Bartley & golek, 2004; Evans & hasse, 2001).

Online learning hathe the potential to improve learning outcomes by replacing lecture time with the group and individual work that engages students more actively in learning, enabling greater motivation and deeper learning (Twig ,2003). Some online programs are game-based, facilitating situated understandings, multiple perspectives and transfer through immersive experiences and activities (Dede 2009; Gee 2006).

A child who spends too much time in virtual worlds is less likely to have effective social skills to interact in the real world simply from lack of practice. (Kim, LaRose & Peng) posited technology negatively impacted social skills.

Researchers see blended learning in the middle of spectrum face-to-facece and fully online instruction (graham, Allan, and Ure 2005; U.S. Department of education 2007; waston et al.2010)

Harmon and Lambrinos (2012) hypothesized that the outcomes might be different for graduate students who might be more mature and have better independent learning skills.\

In an experimental study of 228 university students, Xu et al. (2014) found that personalized virtual online learning environments improved students' exam performance, satisfaction and self-efficacy compared to non-personalized virtual learning environments.

line learning represents many different purposes and practices just as face-toface learning represents a range of practices. For example, in face-to face education, teachers may lecture, encourage small group activities or, most likely, adopt a range of practices in a single course. Not surprisingly, emerging evidence indicates that some online learning programs are more effective than others. It is also important not to generalize findings across programs with differing designs (Cavalluzzo 2004).

online learning might improve productivity by using instructional resources such as books and computer-based materials as well as teachers and peers more effectively. Productivity gains can result from focusing on specific student needs in order to improve learning or from using student time more effectively, as students are not constrained by the collective pace of the class. In addition, flexible scheduling and other forms of individualization might help retain students who are otherwise at risk of dropping out of an institution (Repetto et al. 2010).

Learners could receive resources of texts, figures, audio and video, and interpersonal interaction through hyperlinks and online inquiries (Chen, 2010). You don't have to live in the same city or the same country to attend the learning institution of your choice. You can study wherever you have access to a computer and Internet connection. Moreover, the course offered at distance learning centers are cheaper than the courses provided at traditional education centers (Brown, 2017).

Research Methodology and Design

The research design of this study was a descriptive research methodology. This research by using this methodology explored the online learning system and also its positive and negative impact on the online learning system at the university level. questionnaires were used to collect data or the subtype of this were close or open-ended questions. The variables in this study were used both independent and dependent in this study online learning was independent or impacts were the dependent variable.

This research was conducted on MA students of the faculty of social sciences, from the female campus of IIUI university, there were a total of eight departments including (Education, Media & Communication, Sociology, Anthropology, Islamic Art & Architecture, Politics & International relation, Psychology, History & Pakistan studies) in this faculty but here only six because two departments like (Sociology and History & Pakistan studies) not offered MA program. The total population of the research was 445. A random sampling technique was used. So, the sample size of the selected population was 205, According to (Gay,2012). A standardized questionnaire was used (close &open-ended questionnaire). Close-ended items had 5 options agreed strongly agreed, neutral, disagreed, and strongly disagreed. For data analysis, the mean was calculated. The data were analyzed through SPSS software. Tables were formed for presenting the mean score. open-ended questionnaires were analyzed through thematic analysis.

Findings and Results

72.6% students agreed and mean score was (3.74) about the positive impacts of online learning system. Therefore, online learning system has positive impacts on the students.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	13	139	47	11	0	210
Percentage			6.2%	66.2%	22.4%	5.2%	0 %	100%
Mean								3.7456

58% students disagreed that the content quality of online learning system and traditional system are similar. The mean score was (2.40). so, the content quality of online learning system and traditional learning system is not same.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	8	47	32	59	64	210
		Percentage	3.8%	22.4%	15.2%	28.1%	30.5%	100%
		Mean						2.4095

56.7% students agreed and the mean score was (3.36) about the development of technical skills among students through online learning. Therefore, in the views of students online learning develops technical skills among students.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	46	75	26	36	27	210
		Percentage	21.9%	35.7%	12.4%	17.1%	12.9%	100%
		Mean						3.366

50.5% students agreed and the mean score was (3.25) regarding students leaning easily through online learning system. So, learn easily through online learning.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	33	73	37	48	19	210
		Percentage	15.7%	34.8%	17.6%	22.9%	9.0%	100%
		Mean						3.2524

51% students agreed that online learning is flexible for students. The mean score was (3.27). Therefore, online learning is flexible for student.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	31	63	41	43	19	210
		Percentage	14.8%	36.2%	19.5%	20.5%	9.0%	100%
		Mean						3.2714

77.1% students agreed that online learning needs more time and effort. The mean score was 4.00. so, online learning needs more time and effort.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	87	75	21	17	10	210
		Percentage	41.4%	35.7%	10.0%	8.1%	4.8%	100%
		Mean						4.0095

66.7% students agreed and mean score was (3.64) about Student's feedback is limited in online learning. Therefore, online learning the feedback of students is limited.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	51	88	27	29	14	210
		Percentage	24.8%	41.9%	12.8%	13.8%	6.7%	100%
		Means						3.6429

58.1% students agreed that online learning allows students to be more independent. The mean score was (3.40). so, online learning has maximum positive that it allows students to be more independent.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	42	80	31	35	22	210
		Percentage	20.0%	38.1%	14.7%	16.7%	10.5%	100%
		Mean						3.4048

66.6% students agreed that online learning system provides better learning opportunities. The mean score was (3.06). Therefore, online learning system provides better learning opportunities.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	53	87	25	29	16	210
		Percentage	25.2%	41.4%	11.9%	13.8%	7.6%	100%
		Mean						3.0619

65.7% students agreed and mean score was (3.70) regarding class participation is neglected in online learning system. Therefore, online learning system class participation is neglected.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	67	71	28	31	13	210
		Percentage	31.9%	33.8%	13.3%	14.8%	6.2%	100%
		Mean						3.7048

64.2% students disagreed and the mean score was (2.39) about students show non serious behavior toward online learning. so, students do not show non serious behavior toward online learning.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	19	30	26	74	61	210
		Percentage	9.0%	14.2%	12.4%	35.2%	29.0%	100%
		Mean						2.3905

51.5% students disagreed that Face to face leaning can be replaced with online learning. the mean score was (2.60). so, in the views of respondents face to face learning can't be replaced with online learning.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	21	50	32	44	64	210
		Percentage	9.5%	23.8%	15.2%	21.0%	30.5%	100%
		Mean						2.6095

64.3% of respondents agreed that a shortage of resources is an obstacle in the way of learning and the mean score was (3.76). so, a Shortage of resources is an obstacle in the way of online learning. (like a computer, internet connection).

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	52	83	54	15	6	210
		Percentage	24.8%	39.5%	25.7	7.1%	2.9%	100%
		Mean						3.7619

66.6% of students agreed and the mean score was (3.62) Students can learn easily anytime through online learning. so, through online learning students can learn easily at anytime.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	53	87	25	29	16	210
		Percentage	25.2%	41.4%	11.9%	13.8%	7.6%	100%
		Mean						3.6286

48% of students agreed that the teacher provides a high rate of opportunities for students to respond. The mean score of the statement was (3.18). Therefore, in the views of respondents, online learning has a positive impact that teacher provides a high rate of opportunities for students to respond.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL

Students	210	Frequency	26	75	47	35	27	210
		Percentage	12.3%	35.7%	22.4%	16.7%	12.9%	100%
		Mean						3.1810

16. 40.5% of students disagreed that Students are able to access the internet as needed for their studies. The mean score was (2.96). so, online learning has a negative impact in that Students are not able to access the internet as needed for their studies.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	33	46	46	50	35	210
		Percentage	15.7%	21.9%	21.9%	23.8%	16.7%	100%
		Mean						2.9619

17. 54.3% of students agreed and the mean score was (3.25) about students feeling comfortable communicating electronically. So, online learning has a positive impact that students feel comfortable communicating electronically.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	28	86	25	54	17	210
		Percentage	13.3%	41.0%	11.9%	25.7%	8.1%	100%
		Mean						3.2571

18. 47.6% of students disagreed that the background and experience of the student will be beneficial to online study. The mean score was (2.81). Therefore, the background and experience of the student will not be beneficial to online learning.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	23	46	41	70	30	210
		Percentage	11.0%	21.9%	19.5%	33.3 %	14.3%	100%
		Mean						2.8190

19. 50.9% of respondents agreed and the mean score was (3.28) about its comfortable for students, to compose text on a computer in the online learning environment. So, online learning has a positive impact in that in online learning environment students feel comfortable composing text on a computer.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	36	73	37	43	21	210
		Percentage	17.1%	34.8%	17.6%	20.5%	10.0%	100%
		Mean						3.2857

20. 50.9% of students agreed that in an online learning system students can manage their study time effectively and easily to complete assignments on time. The mean score was (3.23). Therefore, it's the positive impact of online learning that students can manage their study time effectively and easily to complete assignments on time.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	41	66	29	50	24	210
		Percentage	19.5%	31.4%	13.8%	23.8 %	11.4%	100%
		Mean						3.2381

21. While 63.8% of students disagreed and the mean score was (2.31) about Learning is the same in class and at home (online). So, in the views of respondents, the learning is not the same in class face to face and at home (online).

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	20	22	34	62	72	210
		Percentage	9.5%	10.5%	16.2%	29.5%	34.3%	100%
		Mean						2.3143

22. 54.8% of students disagreed that learning on the internet outside of class is more motivating than a regular course. The man's score was (2.58). so, learning on the internet outside of class is not more motivating than a regular class which can be a negative impact on online learning.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	21	37	37	64	51	210
		Percentage	10.0%	17.6%	17.6%	30.5%	24.3%	100%
		Mean						2.5857

23. 54.7% of respondents agreed and the mean score was (3.30) about Students can ask freely and share /her answers freely in online learning. therefore, students can ask freely and share /her answers and views freely in online learning.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	37	78	31	40	24	210
		Percentage	17.6%	37.1%	14.8%	19.0%	11.4%	100%
		Mean						3.3048

24. 66.7% of students agreed and the mean score was (3.69) about the minimal physical interaction between student and teacher in online classes. So, in online classes, there is minimal physical interaction between student and teacher which can be a negative impact on online learning.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	59	81	37	13	20	210
		Percentage	28.1%	38.6%	17.6%	6.2%	9.5%	100%
		Mean						3.6952

25. 59% of students responded disagreed that Online learning eliminates the cost points of student transportation, students' meals, and most important infrastructure. The mean score was (2.40). Therefore, online learning does not eliminate the cost points of students' transportation, students' meals, and most important infrastructure.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	frequency	12	23	51	75	49	210
		Percentage	5.7%	11.0%	24.3%	35.7%	23.3%	100%
		Mean						2.4000

26. 53.8% of students agreed and the mean score was (3.45) about the isolation of students in online learning. so, online learning student feels isolated which is the negative impact of online learning.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	41	72	49	37	11	210
		Percentage	19.5%	34.3%	23.3%	17.6%	5.2%	100%
		Mean						3.4524

27. 68.1% of students agreed that Through online learning students can attend classes from anywhere which improves student attendance. The mean score was (3.67). Therefore, online learning improves students' attendance because they can attend classes from anywhere.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	66	77	20	27	20	210
		Percentage	31.4%	36.7%	9.5%	12.9%	9.5%	100%
		Mean						3.6762

28. 50.5% of students agreed and the mean score was (3.22) about improvements in grades through online learning. so, in the views of respondents, online learning improves students' grades.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	43	63	37	32	35	210
		Percentage	20.5%	30.0%	17.6%	15.2%	16.7%	100%
		Mean						3.2238

29. 66.2% of students agreed that online learning relaxation develops laziness among students. The mean score was (3.70). Therefore, the relaxation of online learning can cause laziness among students.

Respondents	NO	perceptions	SA	A	UD	DA	SDA	TOTAL
Students	210	Frequency	70	69	29	23	19	210
		Percentage	33.3%	32.9%	13.8%	11.0%	9.0%	100%
		Mean						3.7048

Findings from the analysis of qualitative data obtained from masters level students:

1. Most of the respondents define online learning that it is learning something over the internet. However, to some students, online learning is the same as E-learning and distance learning. In the view of students, learning something through the internet with electrical devices is online learning.

2. Most of the students faced the challenge of internet issues and electricity issues during online learning. However, to some of the students distracting environment is also a challenge that students face during online learning.

3. To most students, the positive impact of online learning is that it increases their digital skills and develops their digital skills among students. However, few students opined that online learning has a positive impact in that it makes learning flexible.

4. The negative impact of online learning is that in online learning, there is a lack of student participation and less interaction between students and teachers. However, few respondents said that online learning has a negative impact that online learning practical work is neglected, and online learning impacts negatively on grades.

5. Most of the respondents prefer face-to-face mode or on-campus learning modes for learning.

Recommendations

According to the findings and conclusions, the following recommendations were formulated:

1. Shortage of resources is an obstacle in way of online learning. it is recommended to HEC and university that provides resources and advanced devices for the students to work or at least ensure that any online learning activities can be completed with a smartphone because through this all students can get benefit from online learning and provides all resources to the students that are necessary for online learning.

2. The content quality is not the same in the online learning system as in the traditional system. It is recommended to university departments that the content quality may be the same in both online learning systems and traditional learning systems.

3. University Students face internet issues during learning. it is recommended to the government and universities Provide free internet connection to all students and make sure that all students easily have access to the internet for their studies because the internet is essential for online learning. In online learning with access to the internet, students can gain more knowledge.

4. In an online learning system, the environment does not motivate students to learn. So, it is recommended to teachers and universities that the learning environment may be motivating and interesting in an online system that enhances the interest of students to gain knowledge.

5. There is a lack of student participation and less interaction between students and teachers. It is recommended to teachers that the teaching and learning process should be based on two ways of communication. There may be class activities in online classes that can be discussed and short quizzes. It will decrease the loneliness of students in the online learning process and will increase student participation and also help with interaction with teachers.

6. Online learning system is much more flexible for students which develops laziness in students. It is recommended to university teachers that in online learning there may be a proper schedule for learning like time limit of assignment submission and proper schedule of online lectures

Conclusion

Following conclusion were drawn according to the findings of the study:

1. It is concluded that online learning is basically learning something through internet with the help of electronic devices like phone, computer etc. online learning is also called E-learning or virtual learning.

2. During online learning, students face many challenges that includes internet issue, week signal problems, electricity issues, distracting environment, technical issues lack of resources (like internet, advance devices).

3. Online learning has both positive and negative impacts on university level students and at their learning.

4. There are many positive impacts of online learning that are: It develops technical and digital skills among student. Through online learning students can learn easily. Online leaning is flexible for students because in online learning students can learn anything from any place at any time, that also increase students' attendance in online classes. It allows students to be more independent in learning because it provides better learning opportunities to students. In online learning students feel comfortable in communicating electronically. Student feels comfortable in composing text on a computer in online learning environment. It's also positive impact of online learning that students are able to complete assignments on time and manage their study time effectively. In online learning students can ask and share their views freely. online learning improves students' grades that can be positively impacts on learning outcomes.

5. There are also some negative impacts of online learning that online learning needs more time and effort for learning something. Lack of student's participation is also negative impact of online learning system. There is less physical interaction between student and teacher that gives birth to another negative impact that student feels isolated in learning process. In online learning practical work is neglected. As online learning is flexible to students that develops laziness among students. Students doesn't participate so the student feedback is limited in online learning. sometimes shortage of resources like weak internet connection, have no advance electronic devices are also an obstacle in way of online learning so it is also its negative impact.

6. Mostly university level students prefer face to face learning and learning on campus instead of online learning mode. The content quality of online learning system and traditional learning system is not similar. Learning is not same at class and at home (online).

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