

Knowledge on Online Learning, Barriers and Challenges Faced by the Young adult Student during Online Learning” (Colleges in Pune)- A Descriptive Study

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Abstract.

Background: Internet learning is growing from being nearly non-existent into the largest, most convenient accessible database of information ever been created. It has brought huge amount of changes in the way of people's communication pattern, socialize, marketing strategies. It has impacted greatly on knowledge and learning methods. There is a great shift from traditional methods to digital era. The pandemic situation across the globe especially in COVID-19 has made the community to use the online platforms for work. Educational institutes also impacted with this scenario. On contrast it is also introducing difficulties for learners and teachers to face barriers and challenges during learning process. **Objectives:** To assess the knowledge of online learning and to identify the barriers and challenges faced by the young adult students during online learning. **Methodology:** A Non-Experimental Descriptive Research Approach is been used. 60 samples who were undergoing online learning were selected as Non-Probability Purposive Sampling Technique. Data was gathered using self-structured administered Questionnaire. The investigator approached the subjects via internet and emails, informed them regarding the objectives of the study and obtained the consent after assuring about the confidentiality of the data. **Result:** 10% of them rarely got exposure to internet learning, 20% of them got occasional exposure to internet learning, 50% of them frequently got exposure to internet learning. 50% of them had basic computer skills and 50% of them had intermediate computer skills. 70% of them had good self-online learning experiences and 20% of them had average self-online learning experiences. 80% of them had good school/college online learning experiences and 20% of them had average school/college online learning experiences. 60% of them had internet-based learning as most common mode used for acquisition of knowledge or information. 30% of the young adult students had average knowledge, 30% of them had good knowledge and 40% of them had excellent knowledge regarding online learning. 80% of them agreed that they encounter inadequate economical budget or poor infrastructure of school/colleges for E-learning or teaching the usage of computers. **Conclusion:** The findings indicate that the questionnaire was effective in assessing the knowledge on online learning studying at selected colleges of Pune city. The study also concluded that 30% of them had good knowledge and 40% of them had excellent knowledge regarding online learning and students do face barriers and challenges during the online learning.

Keywords: Assess, knowledge, online learning, barriers and challenges.

Introduction and Background

Over the previous decade, the Internet has profoundly affected advanced education by empowering the exceptional development of web based learning. Also, similarly as we are becoming acclimated to completely online courses, mixed courses, courses which incorporate on the web and up close and personal guidance, appear to be filling in comparable, maybe considerably more overwhelming way. Internet learning is growing from at large. It has brought huge amount of changes in the way of people's communication pattern, socialize, marketing strategies. It has impacted greatly on knowledge and learning methods. There is a great shift from traditional methods to digital era. The pandemic situation across the globe especially in COVID-19 has made the community to use the online platforms for work. Educational institutes also impacted with this scenario. On contrast it is also introducing difficulties for learners and

teachers to face barriers and challenges during learning process. The COVID-19 pandemic shut the schools across the globe. Around the world, over 1.2 billion students are out of the study hall. Therefore, instruction are changed significantly, with the unmistakable ascent of e-learning, whereby educating is embraced distantly and on computerized stages. Examination proposes that internet teaching needs to expand as take less time.^[3] Regardless of the noticeable advantages of the online and distance learning, inconvenience do arise that ought to be considered. Although technology is a key constituent of online learning program, it even can be one of the distance learning trouble.^[3]

Objectives:

1. To determine the knowledge on online learning in young adult students.
2. To identify the barriers and challenges faced by the young adult students regarding online learning

Material and Methods:

A Non-Experimental Exploratory Research design with quantitative approach was used. 60 samples who were undergoing web based learning from selected colleges of Pune city were selected by Non-Probability Purposive sampling technique. The participants were informed about the study and its purpose via internet and emails. The tool included three sections; the first section; it comprised of 30 questions; demographic data included age, gender, type of school/college, undergoing education, monthly family income in rupees, residential area, exposure to internet learning, classification of self-computer skills, self-online learning experiences, school/ campus online learning experiences, number of other family members currently acquiring education, most common mode used for acquisition of knowledge or information. The second section included a self- structured administered questionnaire on knowledge on online learning. The self-structured administered questionnaire consisted of 12 questions. The third section included a self-structured administered questionnaire on barriers and challenges on online learning. It comprised of 22 questions. Researcher The gathered the answers via online media using Google form. The scoring embodied; if the score is between 0-2 then the participant is said to have poor knowledge, if the score is between 3-5 the knowledge is average, Good knowledge suggests that the score is between 6-8 and excellent knowledge suggests that the score is between 9-12. Experts validated the tool, the reliability was assessed using test retest method, and the correlation coefficient was found to be 0.89 for knowledge section and 0.98 for barriers and challenges section.

Findings:

Section- I

Description of samples characteristics in frequency and percentage

Table 1: Distribution of demographic data in Frequency and Percentage

Demographic variable	n=60	
	Freq	%
Age		
20 - 22 years	6	10%
23 - 25 years	36	60%
26 - 28 years	18	30%
Gender		
Male	12	20%
Female	48	80%
Type of school/college		
Government	6	10%
Private	42	70%
Autonomous	12	20%
Undergoing education		
Post Graduation	60	100%
Monthly family income		
Less than Rs 20000	12	20%

Rs 20,001- 30,000	12	20%
Rs 30,001- 40,000	12	20%
More than Rs 40,001	24	40%
Residential area		
Rural	18	30%
Urban	42	70%
Exposure to internet learning		
Rarely	6	10%
Occasionally	12	20%
Frequently	30	50%
Most frequently	12	20%
Classification of self-computer skills		
Basic skills	30	50%
Intermediate skills	30	50%
Self-online learning experiences		
Excellent	6	10%
Good	42	70%
Average	12	20%
School/college online learning experiences		
Good	48	80%
Average	12	20%
Number of other family members currently acquiring education		
Nil	24	40%
One	18	30%
Two	18	30%
Most common mode used for acquisition of knowledge or information		
Self-reading from books/newspapers	18	30%
Teachers/Professors	6	10%
Internet - Based Learning	36	60%

10% of the young adult students had age 20-22 years, 60% of them had age 23-25 years and 30% of them had age 26-28 years. 20% of them were males and 80% of them were females. 10% of them had government school/college, 70% of them had private school/college and 20% of them had autonomous school/college. 100% of them were post-graduation students. 20% of them had monthly family income below Rs 20000, 20% of them had family income Rs 20001-30000, 20% of them had family income Rs.30001-40000 and 40% of them had family income more than Rs.40000. 30% of them were from rural students and 70% of them were urban students. 10% of them rarely got exposure to internet learning, 20% of them got occasional exposure to internet learning, 50% of them frequently got exposure to internet learning and 20% of them got most frequently exposure to internet learning. 50% of them had basic computer skills and 50% of them had intermediate computer skills. 10% of them had excellent self-online learning experiences, 70% of them had good self-online learning experiences and 20% of them had average self-online learning experiences. 80% of them had good school/college online learning experiences and 20% of them had average school/college online learning experiences. 40% of them did not had other family members currently acquiring education, 30% of them had one other family member currently acquiring education and 30% of them had two other family members currently acquiring education. 30% of them had self-reading from book/newspaper as Most common mode used for

acquisition of knowledge or information, 10% of them had teacher/professors as Most common mode used for acquisition of knowledge or information and 60% of them had internet-based learning as Most common mode used for acquisition of knowledge or information.

Section-II

Analysis of data on knowledge on online learning among the young adult students

Table 2: Data related to knowledge ononline learning among the young adult students
n= 60

Knowledge	Freq	%
Poor (Score 0-2)	0	0%
Average (Score 3-5)	18	30%
Good (Score 6-8)	18	30%
Excellent (Score 9-12)	24	40%

30% of the young adult students had average knowledge (Score 3-5), 30% of them had good knowledge (Score 6-8) and 40% of them had excellent knowledge (Score 9-12) regarding online learning.

Section-III

Analysis of data on the barriers and challenges faced by the young adult students during online learning

Table 3: Data related to the barriers faced by the young adult students regarding online learning.
n= 60

Barriers	Agree		Disagree		Strongly Agree		Strongly Disagree		Uncertain	
	f	%	f	%	f	%	f	%	f	%
Unavailability of good computers/android mobiles for online learning	2 4	40 %	6	10 %	2 4	40 %	6	10 %	0	0%
Financial uncertainty for restoring/reviving a good high-speed internet/Wi-Fi with an adequate data for online learning.	1 2	20 %	6	10 %	3 6	60 %	0	0%	6	10 %

Inadequate economical budget or poor infrastructure of school/colleges for E-learning or teaching the usage of computers	4 8	80 %	6	10 %	6	10 %	0	0%	0	0%
Poor electricity facility/poor network in your area	3 0	50 %	6	10 %	2 4	40 %	0	0%	0	0%
Inadequate self-knowledge regarding computers.	3 6	60 %	1 2	20 %	6	10 %	0	0%	6	10 %
Hindrance for online learning which is caused due to the use of the common electronic device by the other family member	2 4	40 %	0	0%	1 8	30 %	6	10 %	1 2	20 %
Lack of encouragement or support for online learning from the known ones	2 4	40 %	6	10 %	1 2	20 %	6	10 %	1 2	20 %
Frequent updates in software or delivery system is a barrier for online learning	4 2	70 %	1 2	20 %	0	0%	0	0%	6	10 %
Online method is an inappropriate platform for taking feedback or clearance of queries	1 8	30 %	6	10 %	6	10 %	6	10 %	2 4	40 %
Satisfactory practical knowledge/skills could not be gained.	3 0	50 %	1 2	20 %	6	10 %	0	0%	1 2	20 %

Unsatisfactory platform for examination or performance appraisal	2 4	40 %	6	10 %	6	10 %	6	10 %	1 8	30 %
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40% of the young adult students agreed another 40% of them strongly agreed that they suffer from unavailability of good computers/android mobiles for online learning. 20% agreed and 60% strongly agreed that they face financial uncertainty for restoring/reviving a good high-speed internet/Wi-Fi with an adequate data for online learning. 80% agreed and 10% strongly agreed that they encounter inadequate economical budget or poor infrastructure of school/colleges for E-learning or teaching the usage of computers. 50% agreed and 40% strongly agreed that they suffer poor electricity facility/poor network in their area. 60% of them agreed and 10% of them strongly agreed that they have inadequate self-knowledge regarding computers. 40% agreed and 30% strongly agreed that they face hindrance for online learning which is caused due to the use of the common electronic device by the other family member. 40% agreed and 20% strongly agreed that they feel lack of encouragement or support for online learning from the known ones. 70% strongly agreed that they feel frequent updates in software or delivery system is a barrier for online learning. 30% agreed and 10% of them strongly agreed that online method is an inappropriate platform for taking feedback or clearance of queries. 50% of them agreed and 10% of them strongly agreed that satisfactory practical knowledge/skills could not be gained. 40% of them agreed and 10% of them strongly agreed that they feel it is an unsatisfactory platform for examination or performance appraisal

Table 4: Data related to the challenges faced by the young adult students regarding online learning.
N= 60

Challenges	Agree		Disagree		Strongly Agree		Strongly Disagree		Uncertain	
	f	%	f	%	f	%	f	%	f	%
Lack of professional personal relationship with the instructor/teacher	7	70%	0	0%	0	0%	0	0%	0	0%
Lack of self-motivation, attention or interest regarding online learning	8	80%	0	0%	0	0%	0	0%	0	10%
Lack of social interactions within the class while online learning	8	80%	0	0%	0	0%	0	0%	0	0%
Online work or performance is not appreciated or valued to a recognisable state.	3	30%	0	0%	0	0%	0	0%	0	50%
Plenty of distractions during online learning	4	40%	0	0%	0	0%	0	0%	0	10%
Discipline or standards are not been maintained by the students during the online class.	5	50%	0	0%	0	0%	0	0%	0	20%

Time commitment is a necessity for E-learning.	60%	0%	40%	0%	0%
Sketchy (poor) instructions been given by the teachers prior or during online learning	60%	10%	10%	0%	20%
Lack of faculty involvement in course decision making.	40%	20%	30%	0%	10%
Irregular curriculum is a challenge for online learning	50%	0%	20%	0%	30%
Excess of unwanted information been given online which is a barrier for E-learning.	40%	30%	20%	0%	10%

70% agreed and 30% strongly agreed that there is a lack of professional personal relationship with the instructor/teacher. 80% agreed and 10% strongly agreed that they face lack of self-motivation, attention or interest regarding online learning. 80% of them agreed and 20% strongly agreed that they encounter lack of social interactions within the class while online learning. 30% agreed and 20% strongly agreed that online work or performance is not appreciated or valued to a recognizable state. 40% of them agreed and 50% strongly agreed that there are plenty of distractions during online learning. 50% agreed and 30% strongly agreed that proper discipline or standards are not been maintained by the students during the online class. 60% agreed and 40% strongly agreed that time commitment is a necessity for E-learning. 60% agreed and 10% strongly agreed that they feel sketchy (poor) instructions been given by the teachers prior or during online learning. 40% agreed and 30% strongly agreed that they suffer from lack of faculty involvement in course decision making. 50% agreed and 20% strongly agreed having irregular curriculum is a challenge for online learning. 40% agreed and 20% strongly agreed that there is excess of unwanted information been given online which is a barrier for E-learning.

Discussion: A similar study conducted by S.K. Panneer Selvam on online learning among post graduate students. The study uncovers that there is no significant difference between females and males in terms of awareness on online learning among Post Graduate students. There is a difference between the students of different discipline but no difference opinion between male and female students. Majority of the students belongs to rural areas where usually no proper infrastructure available in the colleges. The students possess more knowledge of computers are aware of online learning. Hostel students are more aware facilities in the individual houses varies.

A similar study conducted by [Robert Talbert](#) to identify the barriers to online learning. 68% of the respondents agreed to that web learning is comfortable and confident 33% agreed that web-learning is not appropriate, 60% predicted that web-learning is poor mode, 32% predicted that there is no difference wherein 7.5% predicted web learning is better. Lack of social interaction was the most perceived significant barrier to online learning. Fewer important barriers include technical issues, a lack of technical skill and a lack of academic skill.^[8] The barriers are been identified by the students during web-learning which would be helpful for the students in future pedagogy in overcoming the particular barriers during online learning so as to build various interventions by the school, colleges, management, teachers etc. in order to deliver an appropriate and satisfactory online education.

Conclusion:

The findings indicate that the questionnaire was an efficacious strategy in assessing the level of knowledge of online learning and the barriers and challenges faced during online learning among the young adult students studying at selected colleges of Pune city. The self-structured administered questionnaire was an acceptable and appropriate method for assessment of the knowledge and identification of barriers and challenges been encountered.

Conflict of interest – Nil

Source of Funding- self

Ethical clearance – Institutional Research Committee.

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