THE IMPACT OF ONLINE LEARNING

AMONG UTAR FAS STUDENTS

PELJEET KAUR DHALIWAL A/P ABTAR SINGH

UTAR

A RESEARCH PROJECT

SUBMITTED IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

FACULTY OF ARTS & SOCIAL SCIENCES

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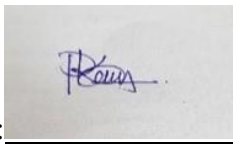UNIVERSITI TUNKU ABDUL RAHMAN

APRIL 2021

ACKNOWLEDGEMENT

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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Approval Form

This research paper attached hereto, entitled "Impact of online learning among UTAR FAS students" prepared and submitted by" Peljeet Kaur Dhaliwal A/P Abtar Singh" in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

_____   Date:_____

Supervisor

Supervisor's name

ABSTRACT

This quantitative research aimed to identify the impact of online learning towards UTAR FAS students and to study the capabilities of UTAR FAS students on coping with online learning as it was important in identifying the responses given by UTAR students on the suitability of online learning as their preferred study mode. Based on past studies, there were several problem faced by students such as, lack of resources and proper communication platform in handling group assignments. This research was significant in identifying the student's adaptability to online learning platform. Moving on, researcher used online survey to collect the respond to identify the impact of online learning among UTAR FAS students. The survey questions were divided into four variables which are usage of technology, flexibility of online learning, satisfaction of online learning and student's workload. The researcher had successfully identified whether or not UTAR FAS students had perceived the ease of use and the usefulness in online learning. For instance, the finding had proved that all of the students agreed on the usage of technology. However, some students showed dissatisfaction on the flexibility, satisfaction, and student's workload during online learning.

TABLE OF CONTENT

LIST OF ABBREVIATIONS

Covid-19	Coronavirus disease 2019
ED	English Education
EL	English Language
E LEARNING	Electronic Learning
FAS	Faculty of Arts and Social Sciences
M	Mean
MMU	Multimedia University
OTL	Online Teaching and Learning
OUM	Open University Malaysia
TAM	Technology Acceptance Model
PEOU	Perceive Ease of Use
PU	Perceive Usefulness
RO	Research Objective
RQ	Research Question
SD	Standard Deviation
UiTM	University Teknologi Mara
UNITAR	Universiti Tun Abdul Razak
UPSI	Universiti Pendidikan Sultan Idris
U.S	United States
UTAR	Universiti Tunku Abdul Rahman
V1	Variable 1
V2	Variable 2
V3	Variable 3
V4	Variable 4

%   Percentage

CHAPTER I

1.0 Introduction

1.1 Background of study

In the 21st century, online learning is being a trend throughout the world. This is due to the recent Covid-19 pandemic that hit the whole world to implement lockdown. In order to control the disease to spread wider and to follow the social distancing order, all the schools and universities were closed down (Toquero 2020, as cited in Adnan & Anwar, 2020). Despite the lockdown, education for students in schools and universities had to be carried out so that the students are not left out. The solution to this problem is online learning. Online learning is studying using technology and the internet (Kulal & Nayak, 2020). According to Crawford, Butler-Henderson, Rudolph, & Glowatz (2020 as cited in Adnan et al., 2020) sudden changes from the face-to-face classroom to the virtual classroom would be impossible to achieve as there will be many challenges that need to be faced by the teachers as well as the students. For an example, to have smooth online teaching or learning, it is widely dependent on the learning goal that serves as a guide to the instruction and education priorities (Liguori & Winkler, 2020 as cited in Adnan et al., 2020).

Despite having challenges, e-learning mode of study does provide several benefits. Online class applications such as Google Classroom, Google Meet, Microsoft Teams and Zoom are platforms that helps many students to discuss assessments issues with groupmates, clear doubts regarding assignments or subjects learned and simplify academic progress with the help of technology (Kulal et al., 2020). Not only that but online classes are also more convenient and flexible for students to complete their assessment (Bowers & Kumar, 2015). Furthermore, online classes are also recorded and uploaded by the teacher and student will have the ability to access it if they do not understand the first-time teacher are explaining (Kulal et al., 2020).

Although online learning is showing great progress in many institutions these days, it remains to be a new learning platform to certain teacher and student (Kulal et al., 2020). Therefore, students' attitude towards perceiving online learning plays a major role to motivate them to learn (Koohang & Durante, 2003 as cited in Kulal et al., 2020). As the is an increase in demand of student interest in having online classes, it has influenced many colleges and universities to provide more course with an online option and invest more on recruiting more teachers and lecturers to teach online (Kulal et al., 2020).

Despite having students who are comfortable with online learning, there are also groups of students who are still unable to adapt to it. Students do not feel motivated attending online classes due to not having enough technical skills in using gadgets or also applications that are used by the schools or universities (O'Shea, Stone, & Delahunty, 2015). Moreover, students also encounter problem in not having classroom communication with their mates where they assimilate information (Laine, 2003 as cited in Smart & Cappel 2006), finding partners for group assignments (O'Shea et al., 2015), application of knowledge to problem-solving activities and interaction with the teacher or other friends to clarify doubts (Laine, 2003 as cited in Smart et al., 2006).

1.2 Problem Statement

There are several problems found in contradiction in carrying out research with online learning. Firstly, having group assignments when online learning is conducted (Allo, 2020). Students face in grouping themselves for assignment purpose as they do not recognize people in the classes. Students tend to be particular in choosing their members as they do not like working with freeloaders to people who are not responsive. In this online learning classes, students prefer doing an individual assignment as they will not need to wait for members to carry out a meeting for discussion on their assignments (Allo, 2020).

Secondly, the lack of resources to carry out online learning (Adnan et al., 2020). In this era, there are still students who do not have internet connection in their home. This may be due to the cause being in a low-income family or do not have the tower to support the internet package. For example, in Sabah, Malaysia, an 18-year-old student had to climb to a bamboo tree for strong internet connection to attend online examination ("Sabah girl stays in tree", 2020).

The third problem encountered by having online classes is lack of proper communication platform with the teachers (Adnan et al., 2020). Students tend to communicate with their teacher via email when online classes are conducted. This will consume a lot of time for the teacher to reply to emails as they do not only have one class to teach (Adnan et al., 2020). Email is also not very appropriate as students may not understand or may misinterpret the content of the email. Some teachers may not even realise the email that is sent by the students as it may enter into their spam or junk box.

1.3 Research Objectives

1. To study the capabilities of UTAR FAS students on coping with online learning.

2. To study the impact of online learning on UTAR FAS student.

1.4 Research Questions

1. Are UTAR FAS students able to cope with online learning? If not, why?

2. What is the impact of online learning towards UTAR FAS students?

1.5 Significance of study

Over the years, Malaysia has been carrying out face-to-face learning in schools and universities. Unfortunately, due to the Covid-19 pandemic, Ministry of Higher Education (MOHE) in Malaysia has to suspend all face-to-face teaching to online teaching and learning

(OTL) until the end of the year 2020 (Palansamy, 2020). The teachers were quick enough to adapt with OTL teaching but students were having a hard time adjusting with the new situation (Chung, Subramaniam & Dass, 2020). Students were unable to form groups online, they believe that communication with OTL will not give them the quality experience they need by attending physical classes and students believe that they enjoy physical classes as they can meet new friends and attending community project by the university (Sani, 2020). The purpose of this research is to analyse the impact of online learning on Universiti Tunku Abdul Rahman (UTAR) Faculty of Arts and Social Sciences (FAS) students. This research will also focus on identifying how are UTAR FAS students are coping with online learning and what is the impact of online learning towards UTAR FAS students.

1.6 Limitation of Study

To conduct research, many circumstances have to be taken into consideration. This research is to identify the impact of online learning towards UTAR FAS students as they were shifted from having physical classes to online classes due to the Covid-19 pandemic that hit the world early this year. This research is mainly focused on UTAR FAS students that majors in Bachelor of Arts (Hons) English Education (ED) and Bachelor of Arts (Hons) English Language (EL). This is because due to the Covid-19 pandemic all the students are having online classes and there will be difficulty in getting all FAS students for data collection purpose. Furthermore, the data collection is only focused on FAS due to the inability to approach every student from different faculty. The data collection by carrying out a survey will be very much reliable as there will be a different perspective on online learning from every student.

Moreover, due to not having enough time and facing the current pandemic situation, a qualitative method had to be excluded. This is due to not having enough time to search for participants that have agreed to be interviewed as they are remarkably busy with their

assignments and also do not have a good quality internet connection to be able to attend an online interview. There are several downfalls in the tabulation of data if an interview is carried out. There are high chances of getting biased during the interview session. This may be because of the interviewer and interviewee having the same or different opinion on the impact of online learning towards them. The data collected in a biased interview will lead to having invalid findings.

1.7 Definition of Terms

1.7.1 Online teaching and learning (OTL)

Online teaching and learning (OTL) are platforms of study where teachers and students used to carry out or attend classes during this Covid-19 pandemic. Many universities were already implementing OTL years before the pandemic hit the world. Firstly, defining the term OTL. OTL is a process of teaching or learning using the internet or technologies (Anshari, Alas, Hj Mohd Yunus, Pg Hj Sabtu, & Sheikh Abdul Hamid, 2016). In other terms, OTL is also known as electronic learning (e-learning) or mobile learning (m-learning) (Anshari et al., 2016).

1.7.2 Electronic learning (e-learning)

Electronic learning which is also known as e-learning is another term for online learning. E-learning instruction is not only delivered by the use of CD or internet but also includes features such as voice and video recording, interactive television and satellite broadcasting that covers student education aspects (Ellis 2004, as cited in Moore, Dickson-Deane, & Galyen. 2011). Moreover, e-learning does not only put a focus on procedure, but it also looks for the transformation in terms of experience from the students itself shifting to the students' knowledge gained through e-learning platform (Tavangarian, Leypold, Nölting, Röser, & Voigt 2004 as cited Moore, et al, 2011).

CHAPTER II

2.0 Introduction

In this chapter, the implementation of the online learning system in different countries will be discussed. This is to see how long has online learning being carried out in different countries and do all the countries implement a similar way in conducting online learning. Besides, this chapter will also discuss the advantages and disadvantages of online learning among higher education institute students and the students' perception of online learning. Besides, the focus of the study will also be on the capabilities of students in choosing online learning as an option. Also, past studies that have been recently conducted will be analysed to identify the method the study is conducted and the outcome of the study. Lastly, the theoretical framework of this research will also be included in this literature review that will support this study.

2.1. Online learning implementation in Australia, Malaysia, and the United States

Online learning has been a trend over the past decades and received a massive growth of enrolment from students across the world. In Australia, the higher education institution has received huge development towards online learning (Lynch & James, 2012 as cited in O'Shea et al., 2015). The reason for the high demand for online learning in Australia is due to the flexibility of classes conducted and also to save the cost for travelling for international students and less expenditure on hostels, foods and essential needs comparing to having a face to face classroom (Michael, 2012 as cited in O'Shea et al., 2015).

Online learning is not a new learning system in Malaysia. In the early 1960s, online learning for an external degree has been implemented for people who have a full-time job who wants to continue with their education to upgrade themselves in working life and have a more successful career opportunity in the future (Ali, 2004). In the 19th century, many universities

offered external degree programme and one of them is University of London, UK (Ali, 2004).
Open University Malaysia (OUM) is the first university in Malaysia that offered e-learning
programs, in fact, higher education institutes like Multimedia University (MMU), University
Tun Abdul Razak (UNITAR) and University Pendidikan Sultan Idris (UPSI) has also offered
online learning for part-time students (Ali, 2004).

Online education in the United States (U.S) started in the 18th century. Teachers and
students who were from the University of Chicago were in geographically different places
connects through communication programmes (Mclsaac & Gunawardena, 1996 as cited in Sun
& Chen, 2016). In 1981, Western Behaviour Science Institute started offering a fully online
course in the U.S and at the mid-1980s an undergraduate and graduate programmes were
offered in several institutions around the States (Mclsaac & Gunawardena, 1996 as cited in Sun
et al., 2016). According to Allen & Seaman (2011, as cited in Bowers et al., 2015), in the U.S
there are around 6.1 million students applied for online learning courses and the increased rate
for online enrolment courses exceeded over the number of students population. It is estimated
that around 31% of students enrolled themselves for at least one online course. Also, 90% of
university institutes in the U.S provides online courses (Bowers et al., 2015). Online learning
is moving vigorously from being a new phenomenon to the most important tool in the education
system (Bowers et al., 2015).

2.2 Advantages and Disadvantages of Online Learning

2.2.1 Advantages of online learning

Online learning integration in higher education institutions provides numerous benefits.
These benefits have made online learning a very important of the education system these days.
There are also several studies proving that the adaptation of online learning had put more
extreme focus on the individual requirements of the student as it is considered as self-learning

(Arkorful & Abaidoo, 2015) The very first advantage of online learning is flexibility (Arkorful et al., 2015) Online learning is very flexible as learning can take place anywhere and anytime the students want. Students do not have to be at a particular place to attend classes like it is done in face to face classes. According to Smedley (2010, as cited in Arkorful et al., 2015), the flexibility does not only apply to students, but it is also applied to the teachers who can conduct the teaching anywhere according to their preference. Online learning also benefits students in saving up extra costs (Arkorful et al., 2015) as students will also not need to travel back and forth to their institutions to attend classes. Online learning does not only helps the students to cut costs, but it also benefits the institute in saving cost as they will not need to to build the building to students to attend classes (Arkorful et al., 2015).

Moreover, online learning also provides advantages in effectiveness to access information without much limitations (Arkorful et al., 2015). This is because students can access all the information they need as their institute has already subscribed to the databases required. Apart from this, learners will also be able to communicate with their coursemates through forums (Arkorful et al., 2015). This will help the passive students to participate in the online classes actively and be able to exchange information or knowledge with their classmates. This will benefit students in maintaining their relationship with their peers in learning and exchange ideas (Arkorful et al., 2015). As have been mentioned before online learning is flexible but it also individualized learning (Arkorful et al., 2015). Online learning also gives students to learn in which way they prefer. For example, some students prefer to only focus on certain parts of the course during the learning process is taking place while others would prefer learning the entire course from the beginning to the end. Besides, as it is individualized learning, asynchronous classes allow students to learn according to their own pace (Arkorful et al., 2015). For instance, poor students will be allowed to learn slowly till they can understand the course while fast learners can continue with their fast learning, compared to physical classes

where the teacher will not be able to satisfy all the students' needs on the pace the class should be carried out.

Online learning provides many advantages such as increasing students experience in learning by working collaboratively with their peers, students are also able to be continuing the learning process in a multicultural environment and the most important characteristic where online learning focuses more on the students' flexibility and needs (Holmes & Gardner, 2006 as cited in Arkorful et al., 2015). Online learning is also very ethical as all the information are equally provided to all the students without having any favouritism and biasedness (Khan, 2005 as cited in Arkorful et al., 2015), and through online learning objectives of the course is achieved easily and in a short period and the teachers will not have to put a lot of effort in carrying out the lesson (Raba, 2005 as cited in Arkorful et al., 2015).

2.2.2 Disadvantages of online learning

Despite having a lot of advantages, online learning also has its disadvantages. According to Dowling et al., (2003 as cited in Arkorful et al., 2015), it is only through group work or assignments that enable the learners to gain from the knowledge in searching for external online resources. Doubts had also been raised by Mayes (2002, as cited in Arkorful et al., 2015). whether online learning can be labelled as a support system due to the absence of interpersonal skill between the students' and also the teachers. The first disadvantage is online learning is less effective when it comes to interpreting the teachers meaning, getting clarifications on their doubts and receiving explanation on things that students are unable to understand from a course (Arkorful et al., 2015). This is because students are unable to have a proper interaction with the teachers and misinterpretation happens when students and teacher communicate with each other through emails.

Furthermore, online learning also provides a disadvantage to students' communication skills because through online learning students will not be interacting with the teachers or their classmates and this will lead to the inability transfer learned knowledge to others (Arkorful et al., 2015). Online learning does not only affect the communication skills of the students', but it will also limit the teacher social skills and their role as an educator in the teaching process (Arkorful et al., 2015). Besides, online learning can also be labelled as unethical (Arkorful et al., 2015). This is because by implementing online learning, it is clear the examination and assessments will also be conducted online but teachers will not be able to identify students' who are cheating or plagiarizing in their exams or assessment (Arkorful et al., 2015).

Online learning may be flexible for many students but students, who are from the science background will have trouble conducting experiments (Arkorful et al., 2015). Science students need more hands-on experience to come out with an experiment for their study and they may also need apparatus that is only available in the laboratory provided by the institute. Moving on, online learning can be a burden towards low-income family (Ali, 2004). Students may not be able to buy gadgets or devices that will allow them to conduct their learning virtually. Language is also to be a barrier to online learning (Ali, 2004). Giving as an example, many students in Malaysia are not able to comprehend English as they are from a different cultural background and this makes the students less confident in learning (Ali, 2004). When students are not able to comprehend the language, it will turn the class into a passive classroom.

Looking into the disadvantages of online learning, teacher and students should work together in the online classroom to have a more active and interactive lesson. Regardless of the disadvantage of online learning, students and teacher should plan their flexibility in learning together so that it will benefit everyone in the classroom.

2.3 Perception of students toward online learning

As it is clear to us, every student has their preferred style when it comes to learning. There are who students who can carry out self-learning and there are also students who will need a lot of guidance when it comes to learning a subject. Therefore, it is important to know what are the students' opinion in carrying out online learning. When it comes to education, the student's opinion has to be given more priority. Based on a study done by (Wijeratne, A Thomas, Amaranathan, Chandru & Don, 2020), in Manipal University, Melaka, it shows that 48.9% of students are not convinced online learning and only 41.4% of students are happy with online learning. Students that disagreed also pointed out that the topics and assessments assigned during online learning were not effective enough for their course (Wijeratne et al, 2020).

Research has also been done in Tennessee America, on pharmacy students on their perception of online learning (Wijeratne et al, 2020). According to the research carried out by Hamilton, Franks, Heidel, McDonough, & Suda (2016 as cited in Wijeratne et al, 2020), 59% of the students did not agree to the fact that online classes can be as effective as face to face classroom and 61% of the students agreed by having blended learning for their course. Comparing this to an institute in Kuala Lumpur, Malaysia where the students pointed out preference in using online learning instruments to be very effective for their learning process (Wijeratne et al, 2020). Students from Manipal University, Melaka had also shown their interest in using a textbook as reference rather than technology tools (Wijeratne et al, 2020). Around 82.2% of students agree on the convenience of using textbooks, while only 14% of students feel comfortable using technology as references (Wijeratne et al, 2020).

According to Kulal et al., (2020), in Dakshina Kannada and Udupi District students has agreed that by online learning, the teacher can provide them with good reading material and

clear their doubts on the lesson but students do not accept the fact that a face to face class will be more effective when it is replaced with an online class. This is because some students are has provided statements that they can focus on an online class while the rest are unable to work with online learning due to the frustration on not being able to concentrate on the lesson fully (Kulal et al., 2016). In conclusion, the mode of study that needs to be implemented has to be depending on the students' preference as they will be the receiver of knowledge. To say that students are having difficulty or comfortable implementing online class, that merely depends on the type of course that they have registered for. If the course requires hands-on activity, therefore online classes might not be the best option for the students.

2.4 Past Studies

This research will be also reviewing past studies that have researched on online learning. There are many methods used to research to identify what students think about online learning. Therefore, here we will be looking more into the previous research way of researching to know student's opinion on online learning. A research was carried out in Pakistan amidst Covid-19 pandemic to find out higher education students' attitude towards enforced online learning (Adnan et al., 2020). The researcher took 126 students consist of 84 male students and 42 female students as a sample for the research with the mixture of undergraduate and postgraduate students (Adnan et al., 2020). The research had used a quantitative research method by distributing online questionnaire adopted from Bernard, Brauer, Abrami, and Surkes (2004, as cited in Adnan et al., 2020) and a pilot study was carried on students from National University of Sciences & Technology (NUST), Pakistan. From this research, we can see that a majority of 51.6% of students faces issue in terms of connection availability and 71.4% of students have the capability to be labelled as qualified to use a least a laptop or computer for online learning (Adnan et al., 2020). Majority of higher education students from Pakistan faces a problem with online learning because limited internet connectivity, unable to have effective

communication between students and teachers that leads to not having proper solutions to their problems in studies (Adnan et al., 2020). According to Adnan et al (2020), students from Pakistan has also voiced out through this survey that they prefer having a face to face classes as it is more effective to carry out a discussion with groupmates, have effective communication with teachers and more motivating learning environment.

Similarly, another quantitative research was done by Chung et al (2020) at University Teknologi Mara (UiTM) on the readiness of online learning among university students amidst Covid-19. The researcher had carried out an online survey using Google form where the targeted participants for this research was 435 undergraduates students with a total of 399 respondents, 178 students were doing their degree and 221 students were from the diploma (Chung et al., 2020). This research had a similar problem with the previous reach which is internet connectivity. From this research, we can see that Malaysia students had a problem with the internet connectivity in their areas with on 6% of students having an excellent internet connection and 47% of the students on had average internet connectivity (Chung et al., 2020). This research had carried out a study of online learning by comparing students from 2 different courses from a different level which are a degree in business management and a diploma in economics where it can be concluded that the readiness of UiTM students in carrying out online learning is average. Majority of 86% of degree students and 48% of diploma students preferred the teacher to pre-record the lectures and upload them to a platform such as Google Classroom or YouTube instead of other online teaching methods (Chung et al., 2020). Comparing the challenges faced by degree and diploma students in UiTM, degree students had a problem in having online learning in many different platforms according to the teacher's preference while diploma students faced major challenges in understanding the content of the course and also facing internet connection difficulty (Chung et al., 2020).

2.5 Theoretical Framework

Figure 1

Theoretical framework of online learning.
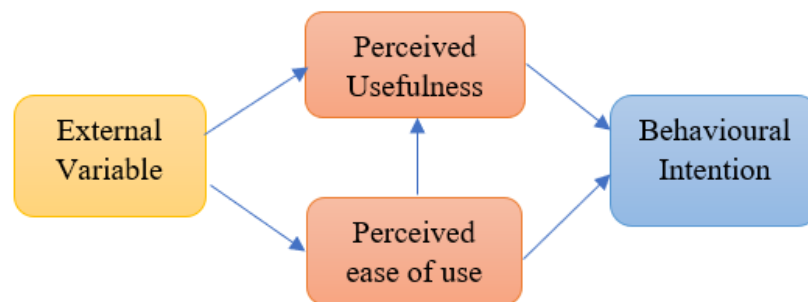
Note. Extended Technology Acceptance Model (TAM) for the online learning system by

(Davis, 1989, as cited in Lee, 2008)

Technology Acceptance Model (TAM) was proposed by Davis (1989 as cited in Lee, 2008). TAM theory is applied in various technology over the past years such as word processor (Davis et al., 1989, as cited on Masrom, 2007) and web browser (Morris & Dillon, 1997, as cited in Masrom 2007) such as Mozilla Firefox and Google Chrome. According to Lee (2008), there are two main factors in TAM theory to achieve acceptance of technology are, the perceived of usefulness (PU) and perceived ease of use (PEOU). Behavioural intention (BI) refers to the attitude of the individual on the intention of using the online learning system (Masrom, 2007).

PU is one of the main factors that is used to identify the expectation of an individual on how technology can enhance their performance in a task (Lee, 2008). According to Lee (2008), technology devices are apart of the online learning system which students used to carry out

their learning and students are only able to use the device if they feel that it will help them to improve their learning performance or task. Therefore, PU mainly refers to the students' judgment on which learning system is more beneficial and it will be adopted by students in the process of learning (Lee, 2008).

The second factor in this framework is PEOU where if refers to what level can the usage of technology can be easy and effortless (Lee, 2008). According to Lee (2008), many research has shown the PEOU has a positive relationship with BI and indirectly with PU. Due to the user getting more familiar with the learning system, the aim of the technology usage decreases as it is not a tough job for users to understand how to use it and users will be able to willingly accept the online learning system (Lee, 2008).

According to Davis (1989, as cited in Lee, 2008), both PU and PEOU gives an impact towards students attitude in to use technology, while PU plays a role in predicting students behaviour on the usage of technology, PEOU gives an indirect impact to PU encouraging students acceptance towards technology used in their online learning and BI provides a connection to all the upcoming behaviour. The external variable is used to identify the impact on both the PU and PEOU (Lee, 2008).

2.6 Conceptual Framework

Figure 2

Conceptual framework of the impact of online learning.


```
┌─────────────────────────┐        ┌──────────────┐
│   External Variable      │        │  Perceived   │
│   1. Usage of            │───────▶│  usefulness  │──────┐      ┌──────────────┐
│   Technology             │        └──────────────┘      │      │  Impact of   │
│                          │                               ├─────▶│  Online      │
│   2. Flexibility of online│                              │      │  Learning    │
│   learning.              │        ┌──────────────┐      │      └──────────────┘
│   3. Satisfaction of     │───────▶│  Perceived   │──────┘
│   online learning.       │        │  ease of use │
│   4. Students workload.  │        └──────────────┘
└─────────────────────────┘
```
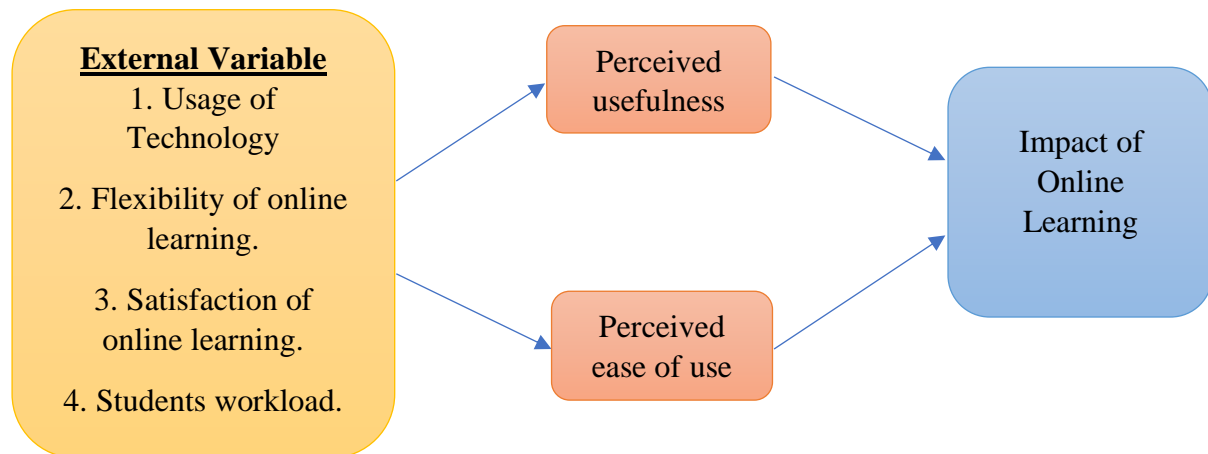
Note. Conceptual Framework adapted from (Davis, 1989, as cited in Lee, 2008)

The conceptual framework above is adapted from Davis (1989, as cited in Lee, 2008) TAM theory. This conceptual framework is used to construct a questionnaire for this research that will lead the researcher to achieve the research objectives. The external variables in the diagram above will be a guide to identify where the students had perceived ease of use or perceive usefulness on the characteristic of online learning to identify the impact of online learning among UTAR FAS students.

Moreover, to understand whether students have a positive impact on online learning, they will need to perceive usefulness and ease of use of the variables. This will have to reflect on their attitude towards the four variable which is the usage of technology, flexibility in online learning, satisfaction of online learning and students workload. If the students have a negative attitude towards the external variables, the students are not able to perceive usefulness and perceive ease of use and will result in having a negative impact towards online learning.

CHAPTER III

3.0 Introduction

To achieve the research objectives, a research method had to be implemented to collect findings. This chapter will be covering the nature of the research which is the research design specifically the quantitative method, the population and sample together where the number of participants and background of participants is specified together with the conceptual framework that will be reflecting the questions in the survey questionnaire. Besides, the research instrument will be discussed to provide clarity on the detail on how the questionnaire is being constructed with the help of a demographic survey that provides choices of answer and Likert scale. Moreover, this chapter will also explain the process of data collection in detail along with the techniques of analysing the data together with the platform used to analyze the data.

3.1 Research Design

This research paper aims to achieve the research objectives, by using a quantitative method as it is important to find out the research questions. An online survey will be carried out to identify the impact of online learning among UTAR FAS students, and the capabilities of UTAR FAS students in coping with online learning. According to Toepoel (2017, as cited in Demuyakor, 2020), an online survey does not only helps in reducing cost for a study but also provides reliable data from the online participants. The purpose of using a quantitative method is to carry out this research without consuming much time and will be more convenient for students to answer the questionnaire at anywhere and anytime. This is mainly because compared to qualitative, such method requires the researcher to transcribe the conversation by interpreting the main theme with a limited time frame. Thus, the quantitative method would be considered as the best option to utilize time efficiently and effectively. Moreover, the

researcher also does not need to be present at all times during the online survey via Microsoft Form. Last but not least, quantitative methods enables the researcher in saving cost to carry out the research.

3.2 Population and Sample

This research puts full focus on UTAR students who are adapting to online learning specifically in the Faculty of Arts and Social Sciences (FAS). To be precise, this research aims to focus on at least 60 ED and EL students because the researcher is an ED undergraduate where it is easy and convenient to communicate with each other from time to time and it is convenient to perform this research with EL students because both ED and EL have several similar subjects that were conducted together, therefore, it is convenient to contact participants from EL courses. With that being said, this research uses convenient sampling as the participants meet certain criteria such as researcher is easily accessible to the participants and often being at the same geographical location due to being in the same faculty and class (Etikan, Musa, & Alkassim, 2016). As an illustration, the researcher can use the Microsoft Teams to search for participants which are from ED and EL course to participate in this study to ensure the participants are from the registered course.

3.3 Questionnaire

In this research, the questionnaires are adapted from past research papers that comply with the topic which is the impact of online learning among UTAR FAS students. As stated in the review, there is research carried out in Pakistan and Malaysia. Most of the researcher had used an online platform such as Google Form (Chung et al.,2020) to distribute their questionnaire, therefore, this study will be also using an online platform which is Microsoft Forms for participants to fill up the questionnaire. To be more detailed, this study will fulfil the research objective by providing a mixture of online demographic questions such as age range,

type of course, year of study where respondents will be provided with multiple-choice questions (MCQ) and Likert Scale questions varying from (Strongly Disagree, Disagree, Agree, Strongly Agree). This Likert scale will be written in a positive statement in order to help the respondents to understand the questions easily. The purpose of not using a negative statement is to avoid the respondent to battle in confusion, at the same time to help them provide a precise answer without much hesitation.

The questionnaires in this study have been adapted from several past studies according to the variables listed in the conceptual framework. Variable 1 is usage of technology, the researcher has adapted 5 questions that will be suitable for the survey from Wang, Shannon & Ross (2013) because they provide questions on online learning self-efficacy that is divided into two parts which are general technology and online learning platform technology. This question will be suitable in identifying whether UTAR FAS students have perceive usefulness or perceive ease of use on the usage of technology that will lead to a positive impact on online learning. Variable 2 is flexibility of online learning, the researcher has adapted 5 questions from Smith, Murphy & Mahoney (2003) because the survey provides questions that are suitable to use ask UTAR FAS students as it is the first time most of them are having online classes and to ensure that where students can be flexible with the online class timetable. The questions will also help the researcher in collecting data as the questions adapted are very much general and suitable for the type of learning the students are having. Variable 3 is satisfaction of online learning where the researcher has adopted the questions from a past study conducted by Roach & Lamesters (2006). The questions provided in the study are very much focusing on the aspects of students' satisfaction of online learning such as the delivering of the course, the feedbacks and time management. Therefore, in this study, the researcher will be able to identify students attitude towards the satisfaction of online learning and whether students had perceive usefulness or perceive ease of use in online learning. The very last variable for this research

will be students workload. The researcher has adapted 5 questions from 3 different past studies. This is because past studies did not put much focus on the students' workload in online learning but focus more on the usage of technology. This study has adopted 2 questions from Smith et al., (2003) on the completion of the assessment during online learning as well as the ability to work independently. Moving on, the researcher also had adapted 2 questions from Drennan, Kennedy & Pisarski (2005) on the ability to get information and the control over task give. The last question for this variable was adopted from Baleni (2015), on the assessment conducted in online learning for the replacement of the final examination. Students being able to carry all the workload during online learning shows that they have a positive attitude towards online learning and have able to perceive usefulness and perceive ease of use on the impact of online learning. Therefore, it is considered the most important aspect in students perspective to make sure they can adapt to online learning.

3.4 Data Collection

This study explains the steps and procedure step by step to achieve the objectives. Firstly, the questionnaire will be prepared in advance to achieve the two research question which is "RQ1: Are UTAR FAS students able to cope with online learning if not, why?" and "RQ2: What is the impact of online learning towards UTAR FAS students?". The questionnaire will consist of 2 sections with 4 variables as stated in the conceptual framework, where Section A will consist of V1 and V2, fulfilling RQ1 and Section B consist of V3 and V4, fulling RQ2. Moving on, the questionnaire will be created using Microsoft Form as it is easy to be shared using a link and to track the number of respondents so meet the number of participants needed for the survey. A consent form will also be attached before the participants proceed with the survey questions. This is to make sure that the researcher has student's permission in carrying out the survey and acknowledgement of keeping the response private will also be attached. This questionnaire will be distributed through social media platforms such as UTAR email and

WhatsApp. Time duration will be indicated in the WhatsApp or email for the students to perform the attempt. The researcher will start distributing the questionnaire in the first week of January 2021 trimester which on the 18th January 2021. The researcher will be distributing the questionnaire to 60 UTAR FAS students from the course ED and EL. If the researcher is unable to get at least 60 respondent in the timeline provided, the researcher will conduct a reselection of participants to fulfil the requirement. In a case where the respondent is not willing to participate, they will not be forced and included as a part of this research. This is to avoid any kind of unethical behaviour and attitude.

3.5 Data Analysis

Once the data is fully collected, the researcher will perform data analysis using descriptive statistics. It will include the mean, standard deviation and the percentage for each question reflecting on the research question. The researcher will be using Microsoft Excel 365 to perform the process of data analysis. To indicate the percentage for every question in the survey, the researcher will be using a pie chart to show the differences on the capabilities of UTAR FAS students on coping with online learning as well as the impact of online learning on UTAR FAS student. For example, Microsoft Excel 365 is useful in a way where it can divide the questions and create an automated pie chart after downloading the results from Microsoft Forms. This is convenient because it helps to reduce the workload of the researcher in creating the charts from scratch. In the meantime, Microsoft Excel 365 also generates accuracy in terms of the percentage on the choice of answer.

CHAPTER IV

4.0 Presentation of Data

This chapter is focusing on how the results from the questionnaires are generated and presented. Moreover, it is also shown how the data is analysed. The results from the questionnaires are collected from Microsoft forms and generated into a table form. The results are calculated percentages (%) of students who strongly disagree, agree, neutral, agree and strongly agree. Besides, results are also presented by calculating the mean (M) and standard deviation (SD) for each question in every variable.

4.1 Results and findings

Variable 1: Variable 1: Usage of technology.							
Questions (Q)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean (M)	Standard Deviation (SD)
Q1	0%	0%	3.3%	40%	**56.7%**	4.53	0.566
Q2	0%	0%	1.7%	**56.7%**	41.7%	4.40	0.527
Q3	0%	0%	20%	**50%**	30%	4.10	0.706
Q4	0%	0%	3.3%	**48.3%**	**48.3%**	4.43	0.563
Q5	0%	0%	10%	40%	**50%**	4.38	0.666

Table 1: Usage of technology among UTAR FAS students.

Table 1 above shows the result of the impact of online learning among UTAR FAS students according to Variable 1 Usage of technology. According to **Q1** (M=4.53, SD=0.566), 56.7% of students had strongly agreed with the ability to sign in and sign out from the online learning platform, only 40% of students agreed with Q1 and 3.3% of students are neutral with the ability to log in and out online learning platform. Whereas 0% of students had disagreed

and strongly disagreed with the ability to enter and exit the synchronous platform. To **Q2** (M=4.40, SD=0.527), a majority of 56.7% of students had agreed with the ability to view announcements from an online learning platform, while 41.7% of students had strongly agreed to view announcements from the online platform. Only 1.7% of students are neutral with viewing online announcements and 0% of students had disagreed and strongly disagreed with Q2. Moving on to **Q3** (M=4.10, SD=0.706) 50% of the students had agreed to use keywords to obtain resources, where 30% of the students had strongly agreed to Q3 and 20% of the students are neutral on using keywords to lookup for resources. None of the students which means 0% had disagreed or strongly disagree with the ability to use keywords to get resources. According to **Q4** (M=4.43, SD=0.563), an equal number of students which is 48.3% had strongly agreed and agreed to the ability to download files from an online learning platform, while only 10% of students are neutral in carrying out Q4. Nonetheless, 0% of students had disagreed and strongly disagree with the ability to downloading files online. In the last question for Variable 1, **Q5** (M=4.38, SD=0.666), 50% of students had strongly agreed to interact privately with peers using an online platform, 40% of students had agreed and only 10% of students are neutral in interact with peers online and 0% of students had disagreed and strongly disagree with Q4.

Variable 2: Flexibility of online learning.						
Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
Q1	0%	18%	28.3%	**31.7%**	21.7%	3.57	1.031
Q2	6.7%	21.7%	**33.3%**	30%	8.3%	3.83	0.785
Q3	1.7%	0%	25%	**45%**	28.3%	3.99	0.833

Q4	1.7%	1.7%	15%	**50%**	31.7%	4.08	0.829
Q5	1.7%	10%	23.3%	**40%**	25%	3.77	0.998

Table 2: Flexibility of online learning among UTAR FAS students.

The results for Table 2 above are based on Variable 2 which is the flexibility of online learning among UTAR FAS students. According to **Q1** (M=3.57, SD=1.031), a majority of 31.7% of students had agreed to access the internet anywhere and anytime, followed by 28.3% of students are neutral to Q1, only 21.7% of students had strongly agreed to the ability to access the internet anywhere, anytime, and only 18% of the students had disagreed with Q4. Not to leave out, 0% of students had strongly disagreed with accessing the internet freely. Moving on to **Q2** (M=3.83. SD=0.785) a majority of 33.3% of students are neutral with the motivation of spending 8 hours to 10 hours in online learning in a whole week, 30% of students agree that they are motivated in spending long hours for online learning in a week. 21.7% of students disagree on spending 8 to 10 hours per week on online learning. Only 8.3% of students are motivated in carrying out online learning for long hours in a week and 6.7% of students disagree with Q2. Furthermore, according to **Q3** (M=3.99, SD=0.833), a majority of 45% of students had agreed with utilizing MS Teams to communicate with course mates and educators, 28.3% of students had strongly agreed with Q3 and 25% of students are neutral in using MS Teams as a communication platform. Not leaving out 1.7% of students had strongly disagreed with using MS Teams as a medium of communication and 0% of students had disagreed with Q3. Moving forward to **Q4** (M=4.08, SD= 0.829) a majority of 50% of students had agreed with being well adapted to having online communication with peers, followed by 31.7% of students had strongly agreed and only 15% of students are neutral with implementing Q4. Besides, a similarity of 1.7% of students had disagreed and strongly disagree with adapting to communicate online. Lastly, **Q5** (M=3.77, SD=0.998) a majority of 40% of students had agreed

that it is convenient to approach course mates through MS Teams, 25% had strongly agreed and 23.3% of students are neutral to feel convenient in using MS Teams to approach their course mates. Besides, 10% of students had disagreed with Q5 and 1.7% of students had strongly disagreed with using MS Teams as a convenient platform to approach peers.

Variable 3: Satisfaction of online learning.							
Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
Q1	6.7%	10%	**43.3%**	31.7%	8.3%	3.25	0.985
Q2	1.7%	1.7%	25%	**55%**	16.7%	3.83	0.785
Q3	1.7%	6.7%	31.7%	**43.3%**	16.7%	3.66	0.896
Q4	1.7%	3.3%	15%	**65%**	15%	3.88	0.761
Q5	5%	10%	**47.7%**	35%	8.3%	3.32	0.948

Table 3: Satisfaction of online learning among UTAR FAS students.

Table 3 results are referring to Variable 3 satisfaction of online learning among UTAR FAS students. According to **Q1** (M=3.25, SD=0.985), a majority of 43.3% of students had answered neutrally in the suitability of virtual class activities with learning objectives, followed by 31.7% of students agreed that that virtual class activity is suitable with the learning objective and 10% of students has disagreed to accepting that virtual class activity is suitable with learning objective. Only 8.3% of students have strongly agreed to Q1 whereas 6.7% of students had strongly disagreed on the suitability of virtual classroom activity with the course learning objective. Moving on to **Q2** (M=3.83, SD=0.785), 55% of students had agreed that lecturers have good time management skills when online learning is carried out and 25% of students answered neutral on the time management of the lecturer during online learning. Not leaving

out that 16.7% of students had strongly agreed lecturers are good in time management during online classes but 1.7% of students had disagreed and strongly disagreed with Q2. Furthermore, in **Q3** (M=3.66, SD=0.896) 43.3% had agreed that lecturers provide instant response to student questions but 31.7% of student have a neutral answer for Q3. Despite that, 16.7% of students had strongly agreed to Q3 stating that lectures provide instant response to students but 6.7% of students disagreed and 1.7% strongly disagreed with Q3. Besides, to **Q4** (M=3.88, SD=0.761) a huge number of students with a percentage of 65% had agreed that lecturers are responsive while, 15% of students have strongly agreed and another 15% of students say neutral on the responsiveness of lecturers in giving feedback. Whereas only 3.3% of students disagree and 1.7% of students disagree with Q4. Lastly, to **Q5** (M=3.32, SD=0.948), a majority of 47.7% of students answered neutral to rating online courses excellent whereas 35% of students had agreed that the rate of delivering the online course is excellent and only 8.3% of students had strongly agreed with Q5. Despite that, the are still 10% of students disagree with the statement in Q5 and only 5% of student had strongly disagreed that the online learning course is excellently delivered.

Variable 4: Students workload.							
Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
Q1	3.3%	8.3%	**43.3%**	33.3%	11.7%	3.42	0.926
Q2	3.3%	0%	23.3%	**56.7%**	16.7%	3.82	0.723
Q3	1.7%	3.3%	23.3%	**53.3%**	18.3%	3.75	0.844
Q4	1.7%	5%	21.7%	**48.3%**	23.3%	3.89	0.875

Q5	1.7%	5%	31.7%	**43.3%**	18.3%	3.60	0.832

Table 4: Students workload among UTAR FAS students.

Table 4 above shows the results based on Variable 4 which is students workload among UTAR FAS students. To **Q1** (M=3.42, SD 0.926) a majority of 43.3% of students answered neutral in having good time management in completing assessment given during the online learning period but 33.3% of students had agreed that they have good time management in complete online assessments. About 11.7% of students had strongly agreed with the statement in Q1 but there are 8,3% of students disagreed and 3.3% of students had strongly disagreed with the statement of having good time management in completing assessment during online learning. Next, to **Q2** (M=3.82, SD=0.723) a huge percentage of students whereby, 56.7% of students had agreed that they have the ability to meet the deadline by adjusting the schedule and 16.7% of students had strongly agreed with the statement above. Regardless of that, there are still 23.3% of students are neutral and 3.3% had strongly disagreed in adjusting the schedule to meet deadlines, while none which means 0% of student had disagreed with Q2. Besides, in **Q3** (M=3.75, SD=0.844), 53.3% of students had agreed to the ability to work independently with 18.3% of students strongly agree to work independently but there are 23.3% of students who answered neutral to Q3. Despite that, 3.3% of students had disagreed and 1.7% had strongly disagreed in having the ability to work independently. Moreover, in **Q4** (M=3.89, SD=0.875), a majority of 48.3% of students had agreed and 23.3% of students had strongly agreed with having the ability to use gadgets to read complex journal articles. A percentage of 21.7% of students are still neutral in terms of having the ability to read complex journal articles from gadgets. Not to forget, 5% of students had disagreed with Q4 and only 1.7% of students strongly disagreed with Q4. Lastly, in **Q5** (M=3.60, SD=0.832), a majority of 43.3% of students had agreed in having the confidence to answer online quiz, test, and final assessment while, 31.7% of students have answered neutral and 18.3% of students had answered strongly

agreed for Q5. Not to leave out, 5% of students disagreed and 1.7% of students strongly disagreed in having the ability to answer online quizzes, test and final assessment with confidence.

CHAPTER V

5.0 Discussion

In this research, the researcher had proposed to identify the ability of UTAR FAS students to cope with online learning. Next, the researcher has also proposed to study the impact of online learning among UTAR FAS students. Based on the data above, the research had gathered the data by asking 60 students consist of a mixture of ED and EL undergraduate students to participate in answering the online questionnaire.

Based on the results and findings above, UTAR FAS students had indicated having the ability to cope with online learning by showing a positive attitude towards the usage of technology. Firstly, students can perform the basic task of using technology in their daily life such as having the ability to log in and out of asynchronous learning platform. A majority of 56.7% of the student has proven to know on how to enter and exit the online learning platform such as UTAR WBLE and Microsoft Teams. Moreover, this leads to allowing students to read the announcement by their lecturer or university online whereby a majority of 56.7% of students had shown a positive attitude in carrying out this task. When students were asked about their ability to search for online resources using only important keywords, a majority of 50% of the students agreed that they are able to carry out the task easily. According to Zaborova (2021), the internet is currently the main course for students to search for resources for their learning. Some students may face difficulty in getting resources as online resources can be published by anyone including someone that is not competent enough in a particular education field (Zaborova, 2021). Furthermore, students also reacted positively when they were asked about their ability to download files from online learning platforms such as Microsoft Teams, Whatsapp, UTAR WBLE or e-mail. Nearly all the students were able to download online files. Not only that, but 50% of students have also shown a positive attitude when asked about the

ability to identify how to interact with coursemates privately using online platforms. The usage of technology for online learning is supported by the past. This shows that UTAR FAS students had perceived the ease of use and perceive usefulness on the usage of technology for their online learning. The ability of undergraduate students on the usage of technology is also supported by previous research. According to Peytcheva-Forsyth, Yovkova and Aleksieva (2018), students shows positive attitude when it comes to using a variety of web application. Around a majority 84% of students use e-mail application when it comes to online learning, 79% of students uses chatting application, 76% of students use Youtube, 80% of students are reported to use WIKI application and only 53% of students utilize e-learning platform (Peytcheva-Forsyth et al., 2018). The reason student barely uses e-learning platform as a tool to carry out online learning is due to the lack of knowledge or skills they have in actively using it and feel demotivated when they are asked to perform the task using the platform that they are not familiar with (Peytcheva-Forsyth et al., 2018). To ensure students have a positive attitude when introduced to an online learning platform, students will need to be confident in the ability to learn new skills using technology (Peytcheva-Forsyth et al., 2018). Therefore, undergraduates' students show a positive attitude towards the usage of technology that they are familiar with and negative towards technologies that are alien to them (Peytcheva-Forsyth et al., 2018).

Moving on, according to the result collected from the survey above, UTAR FAS students are very much flexible when it comes to online learning. A majority of 31.7% of the students were able to access the internet to carry out online learning anywhere and anytime. Despite having students agreeing with the flexibility in carrying out learning, there are also 18.3% of students face difficulty in carrying out online learning. This may be due to not having a good internet connection or may not have the luxury to purchase Wi-Fi to access the online learning platform (Dhawan, 2020). According to Stone, Freeman, Dyment, Muir, & Milthorpe,

(2019), most students prefer online learning as they may have a busier working life and may be involved in huge commitments. Online learning is flexible as it saves time of travel and also cost of expense (Peytcheva-Forsyth et al., 2018). This does not only involve local students from a state but also local students that need to travel from a different state or even from a different country (Stone et al., 2019). Students are also able to download lecture notes and listen to the pre-recorded lecture in advance to ensure that they are very much prepared before attending a class (Stone et al., 2019). Moreover, the learning process is also more flexible as students will be able to access their lecture notes anywhere and anytime and also allows them to learn in their own conducive environment and speed (Peytcheva-Forsyth et al., 2018). Next, when students were asked about the ability to spend around 8-10 hours per week in online learning, the majority of 33.3% of the students were not sure if they can take out long hours per week just for online learning. Despite that, there were still 30% of students who were motivated to spend 8-10 hours learning online in a week. According to Stone et al., 2019, some students are willing to spend hours in a week to carry out online learning as they have been busy the whole week meanwhile, some students are not willing to spend hours upfront their gadget to attend classes. Furthermore, students were also asked about the flexibility of learning in terms of using online learning platform such as Microsoft Teams to communicate with their coursemates and lecturer from time to time. From the results obtained, it is proven that 45% of UTAR FAS student has perceived the usefulness and perceived ease in using the online learning platform to communicate with their fellow lecturer and coursemates. Based on previous research, it is clear that students have shown a willingness to communicate with their lecturers and peers during online learning (Peytcheva-Forsyth et al., 2018). This is because the purpose s students use the online platform to communicate with peers and lecturer is to get information about the course content and identify information about the assessment given. This will also help students to enhance a better relationship among themselves and the lecturers (Waldeck, Kearney & Plax,

2010). Moving on, when students were questioned on how well are they adapted to the online learning platform provided for online learning, more than 50% of students successfully perceived usefulness and perceived ease by having the ability to adapt to the online platform. Not only that, but students also showed a positive attitude towards having the ability to communicate with their peers using the online learning application which is Microsoft Teams. According to Gillett-Swan (2017), it is clear that students are going more in-depth in engaging in online learning to facilitate the learning experience and having interaction with peers. Not only that but communication with peers will also lead to having flexibility in the usage of technology and increase the chances of having face to face interaction from a different location at the same time (Gillett-Swan, 2017). Unfortunately, every strength comes with its weakness. Therefore, there are also challenges when it comes to communication with peers, especially group mates using technology such as, members of groups may face technical difficulty like disfunction of the software which may lead to member not contributing enough for the group assignment (Gillett-Swan, 2017).

Going forward with the discussion from the results obtained, in Variable 3, students had expressed their satisfaction toward online learning through the questionnaire. Firstly, students were asked about their satisfaction with the course learning objective for the online learning classroom. A majority of 43.4% of UTAR FAS students are unable to express their satisfaction towards the course learning objective as they are unsure whether or not they are satisfied. Furthermore, students were also asked about the satisfaction with the lecturer time management during conducting online classes. It is clear from the results above that 55% of students are very satisfied with how lecturer manage their time when online lectures are conducted. According to Martin and Bolliger (2018), lecturers should design the course objective that will help students to experience discovering new skills, obtain more knowledge and explore more deeply into a subject. The most important way to ensure students improve

their learning outcome is to integrate active learning during online classes (Martin et al., 2018). Not only that, but it also suggested by Martin et al., 2018, that using many different types of material such as videos, book chapters, web or multimedia resources and teacher produced resources will provide more benefits for students during online learning. Students carrying out group discussion during online learning is also an effective way for them to have a deeper understanding of the content of the course designed by lecturers (Martin et al., 2018). Despite having the benefits to the course objective in online learning, there are also several challenges that follow. According to Nortvig, Petersen and Balle (2018), the challenges that are commonly faced by lecturers are creating content that provides a link to support resources that are commonly used in the campus. Teachers also face problems when it comes to scaffolding students for online activities where they will need to initiate discussion and set rules for students to follow, not only that but students will also need to carry out hands-on- activities and teachers will need to prepare an appropriate use of media for students to have a better learning experience (Nortvig et al., 2018). Besides, students were asked about their doubts been instantly replied by lecturers and majority of the students agree that lecturers do reply to their doubts instantly. Moreover, students were also questioned on the responsiveness of the lecturer in giving feedback, and a huge amount of student which is 65% agreed that lecturers do provide them feedback in online learning. In addition, students were also asked if they would rate the delivery of the online course as excellent. This research had identified that UTAR FAS students are not certain whether are they satisfied enough with the delivery of online courses as a majority of the students which is about 41.7% of students had answered neutrally to this question. Despite that, there are 35% of students rates the course delivery as excellent. This may be due to students are getting comfortable in adapting to online learning. Based on previous research, it is proven that students had shown positive feedback towards the need for lecturer to facilitate or support when it comes to usage of technology (Peytcheva-Forsyth et al.,

2018). By giving students the support needed, it will help them in carrying out online learning smoothly and students will show a positive attitude towards the readiness to learn (Peytcheva-Forsyth et al., 2018). Students can also benefit from reciprocal feedbacks given by students to lecturers on the technique and teaching aid used by them and lecturers may also receive feedback from students on the time taken for course delivery, management of time and teaching skills (Gillett-Swan, 2017). Besides, when students are provided with enough guidance by the lecturers, they will be able to develop a deeper understanding of the content of a lesson and increase students cognitive ability (Martin et al., 2018). During online learning, lecturers also support students by providing technical support, identifying and solving problems, and support students to learn more about a new program or online learning platform (Hung & Chou, 2014).

Last but not least, in Variable 4 students were tested on the workload they have during online learning. Students were asked about their personal time management when it comes to completing the assessment given. To these questions around 43.3% of UTAR FAS, students are not sure if they can manage their time accurately in completing their assessment. In connection to this, students were also asked about their ability to meet the assignment deadlines, and a majority of 56.7% of students had shown a positive attitude towards it. According to Stone et al., 2019, students had shown the need to ask for an extension of time to submit the assessment given to them due to not able to complete it within the time given. This is because when online learning is conducted, students tend to take this opportunity to take up part-time jobs or even having personal agenda. This will lead the students to be distracted in planning their time to complete the assessment within the time given (Stone et al., 2019). Moreover, students were also questioned on the willingness to work independently on a task given. A majority of 53.3% of students had shown a positive attitude towards this question. Based on Nortvig et al., (2018). many students find that group work is not very useful and it comes to online learning. This is because group works will be very hard to carry out

because every student has a different proficiency level. By having students with a mixed proficiency level in a group average students may show an increase in performance while the higher achieving students may not benefit from it (Nortvig et al., 2018). Furthermore, students have been questioned on the ability to read a complex journal article from their gadgets. A majority of 48.3% of students are able to conduct online reading by reading complex journal article from their gadgets. This statement is supported by the previous researcher by stating that, children who had established good reading habits from their childhood days are able to read complex articles to enriched knowledge (Baleni, 2015). Not only that but, according to Manalu (2019), most students can perform digital reading through their gadgets because their lecturers had them trained by continuously providing them with digital reading text instead of printed text. Therefore, students have perceive the ease of use and perceived usefulness by having the ability to read complex journal article through their gadgets. Lastly, students were questioned on their confidence in answering midterm/quizzes/finals. Students show a positive attitude towards this statement with 43.3% of students agreeing to this statement. Based on Khan and Khan (2018), students who are comfortable with online examination has gone through a smooth transition from face to face examination to digital examination and have gone through thorough practice in evaluating the online assessment questions. Students also feel confident with online assessment because they have gone through enough training and lecturers had guided them to clear their doubts in getting used to applying features of their gadgets or software (Khan et al., 2018). This also leads to students having the advantage to proofread and check errors like spelling, punctuation and ensuring that they have not missed out on any questions provided in the question paper (Khan et al., 2018). Online assessment has not been very great for all students, as stated in the results above 31.7% of students are still unable to identify whether or not they have the confidence in answering only assessment. Despite having many students agreeing, some students feel that they are unable to answer online exams with

confidence. This is because students are not prepared in using technology to answer an important examination for their education (Khan et al., 2018). Students who are not competent in using technology or gadgets may feel stressed out when it comes to answering online assessment as they might have the constant fear that their exam file is not been able to be sent (Khan et al., 2018). Not only that but students also has fear in online assessment because they are not able to type fast, unable to multi-task by typing and putting their focus on the exam questions and unable to provide sufficient elaboration to the question (Khan et al., 2018).

5.1 Recommendation

Based on this study, there are several recommendations needed for future researcher to improve the research. Firstly, the future researcher can expand their research scope in terms of the number of participants answering the questionnaire so that researcher will be able to get more perception from different people. This will help the researcher to get more data to analyse on the impact of online learning on students. Moreover, the researcher can also expand their scope of study to students from different faculty to identify whether online learning gives a positive or negative impact on them. The researcher also can focus on a specific skill so that they can identify the different attitude and perception students have on the skill used during online learning. For example, some students may enjoy online speaking classes but some may find difficulty in reading during online learning. Besides, a comparison of online learning and traditional learning can be done among university students to know which mode of learning has a stronger impact on learning. Not only, university students but future research can also carry out this research on high school students on the impact of online learning as they are newly adopting this new norm of learning. Furthermore, the researcher can also shift their focus to the psychological effect of online learning among university students to know how did online learning affect them mentally as some students need face to face interaction to learn while

others prefer isolation. This can help to identify is students are suffering from depression, anxiety, or any other psychological breakdown during online learning.

5.2 Conclusion

In conclusion, this research has successfully answered the research question which is first "Are UTAR FAS students able to cope with online learning? If not, why?". As it is presented in the result above most of the UTAR FAS students can cope with online learning as they have a very in-depth knowledge of the usage of technology and feels that online learning is very much flexible as students are able to carry out the task given from their home. Not only that but students had also perceived ease of use and perceived usefulness on the ability to use technology in many several ways. Students also had perceived the ease of use and usefulness in the flexibility of online learning, as many UTAR students have shown a positive attitude in coping with online learning. Furthermore, this research has also successfully answered the second research question which is "What is the impact of online learning towards UTAR FAS students?". It clear in from the results of the questionnaire answered, online learning has given most students a positive impact in terms of students satisfaction with the lecturers and the content. Some students had perceived the ease of use and usefulness in adapting to the content while some are still unsure whether or not the learning outcome is good enough to be used during online learning. This is because some students who are not satisfied need more hands-on activity for them to be able to have a deeper understanding of the subject. Moreover, many students have also shown a positive attitude on their workloads relating to online learning. UTAR FAS students had perceived the ease of use and perceived usefulness by showing the ability to positively completing the assessment given to them and the ability to submit their works according to the deadlines provided through the online platform.

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Appendix A

<u>Questionnaire</u>

<u>Part A: Demographic details</u>

1. Age.

2. Registered course (ED/EL)

3. Year and Trimester of study.

<u>Research Question 1: Are UTAR FAS students able to cope with online learning? If not, why?</u>

<u>Variable 1: Usage of technology</u>

1. I am able to log in and out asynchronous platform (e.g.: UTAR WBLE, Microsoft Teams).

2. I am able to view announcement from asynchronous platform (e.g.: UTAR WBLE, Microsoft Teams).

3. I am able to use keywords to search for resources (e.g.: "gender inequality" AND "Malaysia").

4. I am able to download files from online learning platform (e.g.: UTAR WBLE, Microsoft Teams).

5. I am able to identify on how to interact with classmates privately via online platform.

<u>Variable 2: Flexibility of online learning</u>

1. I am able to access internet anywhere and anytime to attend my online classes.

2. I am motivated to spend at least 8 to 10 hours per week on my learning.

3. I use Microsoft Teams to communicate with my course mates and lecturer from time to time.

4. I am well adapted to online communication (e.g.: chatting with my course mates via Microsoft Teams chat).

5. I feel convenient to contact my course mates via Microsoft Teams.

Research Questions 2: What is the impact of online learning towards UTAR FAS students?

Variable 3: Satisfaction of online learning

1. Virtual class activity suits the course learning objectives.

2. The lecturer is good in time management (e.g.: end the class on time).

3. The lecturer replies to my doubts instantly (e.g.: within 24 hrs).

4. The lecturer is responsive in providing feedback.

5. I would rate the delivering online course excellent.

Variable 4: Students workload

1. I am good in managing my time in order to complete the assessment given.

2. I am able to adjust my schedule to meet my assignment deadline.

3. As an undergraduate, I am willing to work independently on assignments.

4. I am able to read complex journal articles from gadgets (e.g.: laptop, smartphones, tablets, etc).

5. I am confident in answering the online midterm test/quiz/final assessment well.