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Exploring the Impact of Online Learning on Youngsters during Covid-19: From the Knowledge Gap Theory Perspective

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Abstract: *The sudden emergence of the COVID-19 pandemic caused panic and anxiety among students all over the world. The education institutions were among many that had suffered significant damage as a result of the pandemic. Following the closure of educational institutes, it was a challenging moment for professional education, which was combated by the development of Digital-learning via online classrooms to assure the students' continued participation in the teaching-learning process. The purpose of this study is to see how effective online education is compared to traditional classroom education among university students. A quantitative survey of university students was conducted. This study included 300 students in total. The students were given a questionnaire with 30 questions to rate the efficiency of online learning through e-classes as well as their grasp of online communication. Online classes were proven to be less successful than traditional learning approaches. This manner of education was deemed unsatisfactory by the respondents. It is possible to infer that while e-education can augment the current educational process, it cannot completely replace it.*

Key Words: Online Learning, Productivity, Quality of Knowledge, Knowledge Gap

Introduction

The closure of educational activities in Pakistan was due to the ongoing Pandemic Covid-19. This resulted in an unplanned shift from face-to-face learning to a setup that all involved digital learning and digital teaching. Within this context, the study aimed to explore the effectiveness of online learning on students during covid-19 Multan Pakistan. The knowledge gained and the interest of the students were the result of online learning. With the growth of ICTs and the internet, online learning was an interactive way of education and communication. It has become an essential tool for education during covid-19, and it is also a new method of learning. The online learning process has become worldwide for sudden learning, and it has become meant to be self-learning. A lot of factors are here to turn online learning. The first one is an introduction to online learning. Practitioners and scholars have yet to reach a consensus on common definitions and terminologies due to the rapid development of learning technology and its related domains (Lowenthal, 2010; Volery, 2000). In 2005, (HEFCE) published that learning using the internet is clear as "any learning assisted "Through the use of information and communication technology." In this study, the term "online learning" is utilized based on multiple definitions. It is specified in the Online Learning Policy of the University of Liverpool. (2007-2010) that "Online Learning refers to learning that is enhanced, facilitated, or assessed using electronic means." In addition to the use of new or existing technology, online learning may also

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incorporate new learning materials, and it can be implemented both locally and remotely."

Online learning according to Fry (2000), online learning is "the delivery of teaching and education via networked interactivity and a range of other information collection and dissemination technologies." Online learning, as defined by Bellman (2004), online learning is person-directed learning that is based on technology, particularly web-based technology". (2001) definition of online learning is "the development of Internet and digital technology to create an experience that informs fellow human beings." "Online learning is a web-based technique that combines multimedia courseware" (Humid & Lytras 2002). This depends on the Technology that should be used, the user device border; as a human experience, Online Learning is generally accepted.

More than 80 percent of young learners are affected by these nationwide closures, which harm their educational activities. By using distance learning methods, schools can overcome the difficulties they face (UNESCO 2020). But how much the current pandemic has hampered learning (education) over the world? Through video conferencing modules and programs, universities, colleges, schools, and lecturers immediately accepted online resources to keep on their educational journey (ILO, 2020). "Social media is not only a beneficial source of communication and information, it is also a source of convenience to learn through it." Habeas et al. (2019) wrote in their study. As a learning tool, online technology is seen as beneficial by both teachers and students. Many countries have established television broadcasts in addition to internet sources to keep distance learning alive during the pandemic (UNHCR, 2020).

Participation in online courses should not be undertaken by developing countries unless they have received appropriate training and are aware of their country's technology capabilities. Otherwise, the institutions, the country, and students would suffer.

Literature Review

Thompson & Copeland, (2020). More disadvantaged students will succeed in the online education environment with a quick lesson restoration that prioritizes the learners' familiarity with the learning content at the start of the shift. It's also worth remembering that a redesign is likely to alleviate students' anxiety caused by unanticipated life changes and the abrupt transfer to online courses. Because many educational institutions must place a higher priority on the mental, physical, and psychological well-being of their students and instructors than on teaching the curriculum (Quintana & Shoo, 2020). Additionally, the second set of studies examined the attitudes of COVID-19 learners and lecturers toward the shift to online learning (Zhang et al. & Boa China, 2020); (Kapadia, India); (Adnan et al., Pakistan) and others (Bosket et al.) Have been conducted in 62 countries around the world, involving a significant number of students. Most learners had adapted effectively to the new learning and teaching understanding, according to these studies. According to experts, there is a substantial link between people's attitudes and their socioeconomic status, with the advantaged being happier.

Many researchers are also interested in the barriers that could obstruct a successful delivery of online learning, such as institutions, staff, and learners being unprepared to contribute to large and difficult online courses' digital and social, economic, and gender disparities between participants. For example, discuss the lack of adequate academic, social, psychological, and other support provided to students. It is envisaged that these obstacles will exacerbate the participants' vulnerability to psychological discomfort and necessitate the teaching of empathy and care (Kaspasia, 2020; Bosket, 2020).

According to a study conducted in Saudi Arabia, the Delphi technique was used in this study to determine the success elements for online system implementation. Eleven essential elements were identified and classified into four categories, including top management support, technological options, website quality, and E-learning knowledge among educational students and faculty members, according to the findings. A mock-up version of University of Tabuk in Saudi Arabia researchers Bellaaj et al. (2015) used a UTAUT to investigate factors affecting

students' use of internet-based systems. There was, however, a considerable link between online acceptability and presentation. In a second study, Chang (2017) discovered that subjective satisfaction, experience, and norms influenced the acceptability of online learning in Azerbaijan. Using the TAM as a guide. Abdullah and Ward (2016) investigated the factors that influence online learning adoption. According to Almeria et al.'s findings, self-efficacy, norms, pleasure, anxiety, and computer knowledge all influenced learners' acceptance of online learning (2016). According to the same study, it was the knowledge of Saudi Arabian educational staff about learning technologies, students' understanding of computer systems, and technological communication that helped make online learning successful in Saudi Arabian universities. To add to the existing literature, this study examines E-learning acceptance in Jordan, which could serve as a model for other developing countries, and examines the major factors and challenges that influence E-learning acceptance (Alhabeeb & Rowley, 2017).

There are some universities in developing as well as developed countries that are struggling with e-learning acceptance, although it is expected to be more of an issue in urbanized countries because significant progress has already been made Almeria et al., (2016). Because of this digital divide, Eltahir (2019) argues that the problems of implementing online learning systems in underdeveloped nations remain a mystery to them. In this literature analysis, the researcher discovered several obstacles to implementing an E-learning system. These issues might be classified into four groups based on the results of this review: (1) lessons challenges, (2) problems of cultural diversity, (3) Technological challenges, and (4) Human challenges. In addition, researchers observed that these problems are highly different from one country to the next due to differences in cultural norms, settings, and will. For example, in underdeveloped nations, the Lack of ICT information, network communications, and content creation hampered the adoption of online learning systems. Khaing and Aung (2015).

E-learning or online learning systems in Pakistan, according to (Kanwel & Rehman, 2017), is hindered by the lack of system quality, internet knowledge, and computer self-efficacy,. In Kenya, e-learning is hampered by three major issues Economic constraints and a lack of ICT infrastructure Poor boundary planning, The primary impediments to the successful adoption of existing E-learning programmer were recognized as a lack of technical support and a lack of IT capabilities. by Kisangani et al. (2017).

Theoretical Framework for the Study

In this research, the researcher used (The study's theoretical framework) and postulated its applicability to exploring the effectiveness of using online media for learning. First recommended by Donohue, Tichenor, and Olieen at (the University of Minnesota in the 70s). Grounded on the fact that not everyone in society receives the same amount of information, persons with a greater socioeconomic standing have a better opportunity to obtain knowledge. Students have the most flexibility over the time, place, and pace of their education with online learning; nevertheless, it has negatives such as a lack of face-to-face contact, a high beginning cost, and a lack of faculty assistance. Online education offers the ideal combination of self-paced learning and participation. This type of education necessitates internet discussion, email collaboration, and interactive student presentations t. overcoming obstacles to the proper delivery of online learning courses is made feasible by an open dialogue between participants and design groups Heidi et al. (2002). It is one thing to locate a source of information, but it is quite another to have students engage in face-to-face learning. It's another thing to know how to understand it and have his first experience with online learning. The cause of the knowledge gap is a lack of system, information, and service quality. This theory is the best fit for this study. It bridges the knowledge gap in the minds of students by utilizing online new learning media. During the era of covid-19, the study focuses on online learning. It is assumed that there is a knowledge gap in Pakistan's emerging area of Multan. due to a

lack of expertise in online learning and a fast change in learning. The students who have digital knowledge and all digital learning medium and the students who do have not all the facilities that need to learn online. This was why the researcher chose this idea.

Research Questions

1. Was online learning an effective way of gaining knowledge?
2. Did digital literacy affect the quality of knowledge during online learning?
3. Did students have an interest in online classes?

Hypothesis

H 1: Online learning was assumed to be a more effective way of gaining knowledge.

H 2: It was assumed that digital literacy affected the quality of knowledge during covid-19.

H 3: It was assumed that there was a relationship between online classes and students' interests.

Method

The researcher chose a survey approach for data collection. Random sampling is a sampling strategy in which all samples have an equal chance of being chosen. As a result of random sampling, every member of the subset has the same chance of being selected. In this research, the researcher as the first step of cluster sampling selects all universities. In Multan, a total of 15 universities were picked for clustering purposes. Further 3 university clusters (BZU University, Southern Punjab University's institution and the National College of Business Administration and Economics) were chosen at random from 15 universities. In random sampling, each person was chosen randomly. Everyone was selected at random and by chance, and every sample had an equal probability of being selected at any given time. Apart from it, it is a non-biased method of surveying in BZU. There were about 40,000 students. In ISP, there were about 10,000 students and in NCB&E, there were about 5000 students. From the selected universities, selected 100 students used a simple random selection procedure and a final experiment in which all samples were equally to be chosen from 3 different universities in Multan. 100 samples from each university i.e. BZU, ISP, and NCBA&E were collected, and finally, there was a sample size of 300 students who took online classes during covid-19. As well as handing them a questionnaire, the researcher also instructed the subjects on how they should answer the questions.

Findings

The analysis of the study presented the facts in the form of tables and graphs.

Online Learning is an Effective Way of Knowledge

Table 1. Online Learning Improves Study Skills

I Believe online Learning Improves Study Skills?		
Categories	Frequency	Percentage
Strongly Agree	21	7.0%
Agree	77	25.8%
Neutral	64	21.4%
Disagree	102	34.1%
Strongly Disagree	35	11.7%
Total	300	100.0%

According to Table 1. 21 students (7.0 percent) strongly agree that online learning improves study skills, while 77 students (25.8 percent) agree, 64 students (21.4 percent) are neutral, and 102 students (34.1 percent) disagree. According to the results, the majority of students disagreed with the statement.

Table 2.Traditional Learning is Superior to online Learning.

I Prefer that Improving Knowledge Through online Learning is Better than Traditional Learning?		
Categories	Frequency	Percentage
Strongly Agree	23	7.7%
Agree	53	17.7%
Neutral	50	16.7%
Disagree	125	41.7%
Strongly Disagree	49	16.3%
Total	300	100.0%

As shown in Table 2, 23 students (7.7 percent) strongly agree that online learning is superior to traditional learning. 49 (16.3%) strongly disagree with the statement, while 53 (17.7%) agree, 50 (16.7%) are neutral, and 125 (41.7%) disagree. The majority of respondents disagreed with the statement.

Table 3. Online Learning Increase Knowledge

I Believe online Classes Increase Knowledge		
Categories	Frequency	Percentage
Strongly Agree	44	14.7%
Agree	99	33.0%
Neutral	62	20.7%
Disagree	60	20.0%
Strongly Disagree	35	11.7%
Total	300	100.0%

There were 44 (14.7 percent) students who strongly agreed with the statement that online classes increase knowledge, 99 (33.0 percent) who agreed, 62 (20.7 percent) who were neutral, and 60 (20.0 percent) who disagreed, while 35 (11.7 percent) strongly disagreed. Overall, the findings revealed that the majority of students agreed with the statements made.

Table 4. The Effectiveness of online Learning is Comparable to that of Face-to-Face Learning.

I believe that online learning materials and lectures are just as effective as face-to-face learning.		
Categories	Frequency	Percentage
Strongly Agree	26	8.7%
Agree	50	16.7%
Neutral	55	18.3%
Disagree	108	36.0%
Strongly Disagree	61	20.3%
Total	300	100.0%

According to table 4, online learning materials and lectures were just as effective as face-to-face instruction. Of the 50 people who agreed with the statement, 55 (18.3%) were neutral, and 61 (20.3%) strongly disagreed. According to the results, the majority of students disagreed with the statement.

Table 5. Online Learning is an Appropriate Mode of Knowledge Acquisition.

I believe that online Learning is an Appropriate Mode of Knowledge for Pakistani Students.		
Categories	Frequency	Percentage
Strongly Agree	26	8.7%
Agree	52	17.4%

I believe that online Learning is an Appropriate Mode of Knowledge for Pakistani Students.		
Categories	Frequency	Percentage
Neutral	52	17.4%
Disagree	116	38.8%
Strongly Disagree	53	17.7%
Total	300	100.0%

There are 26 (8.7%) students who strongly agree with the statement that online learning is a suitable mode of learning for Pakistani students, 52 (17.4%) who are neutral, 116 (38%), and 53 (17.7%) who strongly disagree. According to the findings, the majority of Maximum students agreed with the statement in its entirety.

Table 6. Online Learning is Practical

I believe online learning is practical?		
Categories	Frequency	Percentage
Strongly Agree	20	6.7%
Agree	81	27.1%
Neutral	79	26.4%
Disagree	87	29.1%
Strongly Disagree	32	10.7%
Total	300	100.0%

Table 6 shows that 20 students (6.7 percent) strongly agree with the statement I believe online learning is practical, while 81 (27.1 percent) agree, 79 (26.4 percent) are neutral, and 87 (29.1 percent) strongly disagree. According to the overall results, an overwhelming majority of students reacted neutrally to this statement.

Table 7. Students' Preferences for online Learning Versus Classroom Learning

Which One Do You Prefer? Classroom Learning\Online Learning Comments		
Categories	Frequency	Percentage
Classroom learning	246	82.0%
Online learning	41	13.7%
Both	13	4.3%
Total	300	100.0%

In the comments section below, tell us which one you prefer: classroom learning or online learning and why. Of the 300 students polled, 246 said they preferred to learn in a classroom. In comparison, only 13 students prefer both types of learning, with 41 preferring online education.

Effects of Digital Literacy on the Quality of Knowledge during Online Learning

Table 8. Importance of Technological Understanding for online Learning

I believe Technology Understanding is Needed to Learn online in 2020?		
Categories	Frequency	Percentage
Strongly Agree	55	18.3%
Agree	118	39.3%
Neutral	56	18.7%
Disagree	51	17.0%
Strongly Disagree	20	6.7%

I believe Technology Understanding is Needed to Learn online in 2020?		
Categories	Frequency	Percentage
Total	300	100.0%

There were 55 (18.3 percent) students who strongly agreed with the statement "I believe technology will be required to learn online by 2020," and 118 students who strongly disagreed (39 percent). Of the respondents, 56 (18.7 percent) were neutral, 51 (17.0 percent) disagreed, and 20 (6.7 percent) strongly disagreed with the statement. The majority of students agreed with this statement as a whole.

Table 9. Digital Literacy for online Learning

I believe Digital Literacy is Pertinent for Online Learning?		
Categories	Frequency	Percentage
Strongly Agree	46	15.4%
Agree	134	44.8%
Neutral	85	28.4%
Disagree	29	9.7%
Strongly Disagree	5	1.7%
Total	300	100.0%

According to Table 9, 46 students (15.4%) strongly agree with the statement that they have digital literacy for online learning, while 134 (44.8%) agree, 85 (28.4%) are neutral, and 29 (9.7%) strongly disagree. Overall, the findings revealed that the majority of students agreed with this statement.

Table 10. Computer Literacy for Online Learning

I believe Computer Literacy is a Must for Online Learning?		
Categories	Frequency	Percentage
Strongly Agree	116	38.7%
Agree	122	40.7%
Neutral	31	10.3%
Disagree	25	8.3%
Strongly Disagree	6	2.0%
Total	300	100.0%

According to 116 students, computer literacy is essential for online learning (38.7 percent). Table 1.10 shows that 122 students (40.7 percent) agreed with the statement, 31 (10.3 percent) were neutral, and 25 (8.3 percent) disagreed. Overall, the findings revealed that the majority of students agreed with this statement.

Table 11. Critical Thinking Skills are Not Used by online Students.

Is it Correct that online Students Do Not Employ Critical Thinking Abilities?		
Categories	Frequency	Percentage
Strongly Agree	64	21.3%
Agree	126	42.0%
Neutral	64	21.3%
Disagree	39	13.0%
Strongly Disagree	7	2.3%
Total	300	100.0%

64 (21.3%) students strongly agree with the statement that online learners do not use critical thinking skills, and 126 (42.0%) students agree with the statement, 64 (21.3%)

respondents neutrally agree with the statement, 39 (13.1%) disagree, and 7 (2.3%) strongly disagree. The statement was supported by the majority of students.

Table 12. Students' Engagement towards Online Learning

I Feel Myself more Engaged in Learning Through online Classes		
Categories	Frequency	Percentage
Strongly Agree	24	8.0%
Agree	108	36.0%
Neutral	82	27.3%
Disagree	70	23.3%
Strongly Disagree	16	5.3%
Total	300	100.0%

24 students (8%) strongly agree with the statement "I was enrolled in online classes," and 108 (36.0%) agree with the statement, 82 (27.3%) are neutral, and 70 (23.3%) disagree. The majority of students agreed with this statement as a whole.

Table 13. Knowledge Learning Environment during online Classes

Online Classes Provide Knowledge Learning Environment		
Categories	Frequency	Percentage
Strongly Agree	21	7.0%
Agree	72	24.1%
Neutral	94	31.4%
Disagree	70	23.4%
Strongly Disagree	42	14.0%
Total	300	100.0%

There were 21 students (7.0%) who strongly agreed with the statement I had a Knowledge learning environment during online classes, 72 (24.1%) who agreed with the statement, 94 (31.4%) who were neutral, and 70 (23.4%) who disagreed, with 42 (14.0%) strongly disagreeing. The statement was supported by an overwhelming majority of students.

Challenges during online Learning

Table 14. Difficulties in Understanding through online Learning

I feel there are Difficulties in understanding through online learning?		
Categories	Frequency	Percentage
Strongly Agree	69	23.1%
Agree	130	43.5%
Neutral	52	17.4%
Disagree	34	11.4%
Strongly Disagree	14	4.7%
Total	300	100.0%

As shown in Table 14, 69 students strongly agree with the statement "I had difficulty understanding online learning" (23.1 percent). There are 130 respondents (43.5%) who agree with the statement, 52 (17.4 percent) who are neutral, 34 (11.4 percent) who disagree, and 14 (4.7 percent) who strongly disagree. The majority of students agreed with this statement as a whole.

Table 15.Time Related Problems during online Classes

I Believe the Time of online Learning and Communication is Disturbing?		
Categories	Frequency	Percentage
Strongly Agree	55	18.3%

I Believe the Time of online Learning and Communication is Disturbing?		
Categories	Frequency	Percentage
Agree	108	36.0%
Neutral	80	26.7%
Disagree	47	15.7%
Strongly Disagree	10	3.3%
Total	300	100.0%

There were 55 (18.3%) students who strongly agreed with the statement that online learning and communication is disturbing. 108 (36.0%) agreed, 80 (26.7%) were neutral, 47 (15.7%) disagreed, and 10 (3.3%) disagreed strongly. In general, the majority of respondents agreed with the statement.

Table 16. Provision of Quality of Internet for online Learning

I have the Quality of Internet for online Learning?		
Categories	Frequency	Percentage
Strongly Agree	55	18.3%
Agree	133	44.3%
Neutral	70	23.3%
Disagree	30	10.0%
Strongly Disagree	12	4.0%
Total	300	100.0%

Table 16 contains information about the internet's quality for online learning. According to the students' responses, 55 (18.3 percent) agreed strongly with the statement, while 133 (44.3 percent) agreed, 30 (10.0 percent) disagreed, and 12 (4.0 percent strongly disagreed. The statement was supported by a large majority of students.

Hypothesis Testing

Following three hypothesis were famed and tested for this study

Hypothesis 1

Online learning was assumed to be a more effective way of gaining knowledge.

According to students, in order to achieve high-quality educational knowledge can't take place without interaction with teachers, 99 students out of 300 agree that their knowledge increased. 166 students disagree to the statement that online learning is a suitable mode of knowledge for Pakistan. 93 students disagree with online interaction with the teacher. And a maximum of 119 students agree that online learning is not secure for knowledge. The majority of students believe that online learning is not a dependable method of acquiring knowledge. Due to a mix of responses, survey data showed that online learning is an effective way of gaining knowledge, hence the hypothesis has been rejected.

Hypothesis 2

It was assumed that digital literacy affected the quality of knowledge during covid-19. Digital literacy is required for online learning, and the majority of students agree that online classes do not appear to be of high quality, according to the findings. The quality of knowledge for educational purposes, on the other hand, cannot be improved or guaranteed. As a result, because their significance value is less than 0.05, both variables have different means for the number of respondents in terms of both quality and growing knowledge. Out of 300 students, 134 are digitally literate. 122 people have basic computer skills. 138 students agree that they would like to participate in online classrooms. The vast majority of students (125) agree that classroom learning is superior for increasing knowledge. The remaining 118 students concur that advanced technology is required for online learning. Based on these results from the survey data it is appropriate to accept the hypothesis.

Hypothesis 3

It was assumed that there was a relationship between online classes and students' interests. According to the result of this hypothesis there is a relationship between online classes and students' interests. 108 students engaged in online classes. 91 students majority of respondents disagreed to interested in online classes. 94 majority disagree with online learning active after covid-19. 246 students prefer classroom learning over online learning. The following data demonstrated a weak association between online learning and students' interest. Different types of questions and tables reveal the poor relationship between students' interests -0.50082. Students took online classes and learned; however, online learning during covid-19 was not as influential as face-to-face learning since students were not as much interested in online classes as they were in physical ones. Due to lack of willingness and students' desire to learn, students are unable to obtain knowledge that is required for educational, academic, and mental focus for learning. Based on the survey data online learning having negative effects on knowledge due to abrupt and unpleasant transitions.

The study also conducted qualitative analysis. Which showed that out of 300 respondents, 246 preferred to learn in a classroom. In contrast, only 13 students prefer both types of learning, with 41 students choosing online education.

It is important to learn in a classroom because it will help you build your confidence and develop a wide range of skills. Due to the lack of a timetable for online classes, teachers teach whenever they have the time or are free, which results in lectures that aren't delivered on time and when the teacher suddenly starts class. Classroom learning Teachers teach and then leave. Students miss lectures. Paper checking systems in online exams are ineffective. Most of the hard-working students are left behind and lazy backbenchers can easily secure marks. Classroom learning is the best way to teach students because the interaction between the student and the teacher is essential. Because of the student's active participation and the interaction between teacher and students, classroom learning is highly successful. For me, classroom learning is preferable because it helps the student understand issues in a better way while also allowing for the solving of questions and problems in real-time. Online learning isn't a bad thing but it's not as good as in-class learning. Since internet infrastructure in Pakistan hasn't been fully developed, and the internet connection is unreliable in more than half of the country, so respondants prefer classroom learning.

Discussion

As regards online learning was an effective way of gaining knowledge among students of District Multan", according to the study's research questions were asked from the students. Answering to these questions, majority of students agreed to the statement. On the other hand, Maximum students disagree with the statement that high-quality knowledge cannot take place without interaction with teachers. Maximum students agree with the statement that online learning is not secure for knowledge. Overall, students believe that online learning is not an effective way to get knowledge, and it is not a reliable means to gain high-quality educational knowledge. They also believe that high-quality educational knowledge can only be gained through interaction between students and teachers. No dough to somehow knowledge increase but not as effective as face-to-face learning.

Through the results of this question, the researcher wanted to know "how was the digital literacy affected the quality of learning online". So, the researcher used questions to gather information how many students have basic knowledge about digital literacy, basic computer knowledge. Majority of students agreed that technology is essentially prerequisite for online learning. While most students agreed that they are digital and computer literate and comprehend technology. However, they admitted that they cannot improve their level of learning using technology since traditional methods of learning are more suited for education and improving knowledge. According to target

groups of students, online learning does not promote students' learning, although most students think that online learning improves their knowledge but not as much physical classes improve. Knowledge becomes valuable only if it is be applied. That is why online learning merely provides information without relevance to real-life examples and practical work.

Through the results of this question, do students have an interest in online classes? As a result of statistical analysis, the results were revealed through the testing of a hypothesis. It was observed that maximum students prefer classroom learning over online learning, despite the fact that the data indicated otherwise. Online classes were not appealing to the majority of students. Online learning is not their first choice either; they prefer classroom instruction. When it came to online learning, the maximum number of students engaged in online learning classes. Maximum students disagree with the statement of interest in online classes. Maximum students disagreed that online learning will remain active after Covid-19. As a result, they were unable to concentrate on their studies. The relationship between online learning and student interest is, however, negative. It is easy to lose interest in a course topic when the information that students gain becomes too abstract and they cannot apply it to their own lives.

Conclusion

Students in our society do not take online learning as seriously as they should. This may have negative effects on the students' knowledge and education, and it may also cause the knowledge gap to widen in comparison to physical learning during the Covid-19 period because, in physical learning, students are required to put in a lot of effort. Online learning was not as effective as traditional classroom instruction. It's possible to learn globally due to the development of ICTs and technology. However, if we do not change students' attitudes towards the new method of learning, we may fail in terms of the quality of knowledge that must grow up students' minds. In online learning, accreditation and quality assurance are non-existent. The qualifications and accreditation of all online universities must be ensured. Unfortunately, the vast majority of online learning is still unaccredited and no one other than the instructors themselves checks the quality of the contents. As a result, a lack of quality assurance and likened online learning providers further undermine the credibility of online education. Encourage students and teachers to interact. Students' reciprocity and collaboration will be developed. Make use of active learning methods. Provide feedback as soon as possible. Prioritize time spent on the task. Expectations for communication are high. Respect for a wide range of abilities and learning styles. Ensure that knowledge is of high quality.

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