Opinions Of Iraqi College Students On Virtual English Classrooms

By

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Abstract

There are several adverse effects of the COVID-19 outbreak that is raging over the globe. The COVID-19 epidemic, on the other hand, increased interest in e-learning, which has been seen as a complementary medium in the educational process. The most efficient approach to learning new material and finishing academic assignments is face-to-face education and learning, which has long held this reputation. However, during the Covid-19 Pandemic, online education proved to be a helpful substitute. This study compares on-campus and online learning for EFL university students, examining preferences, efficacy, learning satisfaction, and obstacles. Data was gathered using quantitative techniques. To participate in the study, 45 undergraduate English as a Foreign Language (EFL) students from Imam Aadhem University College in Basra, Iraq, were chosen randomly (25 female and 20 male). The findings indicated that most students have a positive opinion of online education. Additionally, they liked online learning and thought it was more efficient. The results also showed that most students were satisfied with their education. The student's struggles with online assignments included internal and external ones, like difficulty focusing and opening cameras due to social issues.

Keywords: Online Education, COVID-19, On-Campus Education, Students' Perceptions, Challenges, Preferences

Introduction

Numerous nations have mandated the shutdown of all educational institutions because of COVID-19's global proliferation. Educational institutions are unable to operate because they must protect their students from viral exposure in a setting where learners are very sociable. The shutdown of educational institutions has had a negative impact on many students, even though the lockdown and social segregation are the only choices to stop the emergence of COVID-19. Education organizations and students are experimenting with strategies to complete their allotted syllabi within the time frame stipulated by the academic calendar when schools and universities are shut down permanently. These limitations have led to some pain and new inventiveness in schooling. However, COVID-19 has inspired educational institutions all around the world to look for creative solutions right away. During this time, most institutions have gone online and are using platforms like Blackboard, Microsoft Teams, Zoom, or others (Muthuprasad et al., 2021).

When educational institutions were abruptly stopped owing to the COVID-19 outbreak, the authorities proposed developing alternatives to conventional learning procedures to ensure

that students do not lose their education and to prevent the epidemic from spreading (Maatuk, 2022). The formal educational system using electronic resources is called "e-learning." The main element of e-learning is the use of computers and the internet. According to Aboagye et al. (2021), instruction can occur in (or outside of) classrooms. Since it is believed that social meetings at educational institutions may increase COVID-19 virus spreads, traditional educational techniques have been replaced with online learning. E-learning is the best way to ensure that viruses do not spread because it offers geographical distance, despite the challenges and evidence that suggests students are less likely to benefit from this type of education (Lizcano et al. (2020).

E-learning has now become a practical choice for managing the educational process during the COVID-19 epidemic due to the circumstance (Gupta & Khairina, 2020). It is projected that the optimum approach for knowledge transmission in a college setting will continue to be educational innovations that minimize face-to-face contact between teachers and students.

Several studies have also shown how e-learning technologies (blended/virtual) have become more popular and well-known among students for group projects and individualized second language learning. The sudden advent of the Pandemic also broadened the reach of virtual learning through the electronic gateway. However, it is unknown how many students have benefited from and received support from the comprehensive e-Learning platform (Asaad et al., 2022).

The COVID-19 Pandemic presents challenges to using e-learning in the educational process (Siagian, 2020). Furthermore, during the COVID pandemic, students' financial and psychological well-being significantly impacts learning success (Kasih, 2020). E-learning must consider the economic, social, and cultural circumstances that force students to study outside the traditional classroom setting (Azzahra, 2020).

Problem Statement

Even though the world is increasingly reliant on technology and the internet, some tertiary education programs continue to use classroom instruction as is. The researcher wanted to study how Imam Aadhem University College students saw the advantages and difficulties of online learning because earlier studies had produced contradictory results that presented both advantages and disadvantages of this type of education. The challenges of online learning may also contribute to Imam Aadhem University College's partial adoption of this instruction method.

Significance of the Study

All industries, including the education sector, have seen an increase in internet use and new online technologies that are mediated through apps. The Covid-19 Pandemic, which prompted educational institutions worldwide to close their doors, makes this technology particularly clear. To achieve this, one must comprehend the students' perspectives in online ELL classes. To assist ESL instructors, teachers, and decision-makers in taking action now or in the event of a similar situation in the future.

As a result, the current study attempts to answer the following research questions:
1. How do EFL university students feel about online learning during the Pandemic regarding preferences and attitudes?
2. What are the typical difficulties students face while pursuing an online education under Covid-19?

3.   Are students' needs met by online education?

Literature review

This section contains studies on online education during the COVID-19 crisis and more general reflections on online learning and educational technology issues. Alzayadi and Al-Abdali (2020) attempt to illustrate how English is taught and learned in the Iraqi educational system in the electronic learning era. According to the researcher, the Iraqi educational system should use a variety of e-learning models to support the teaching and learning of English as well as all other knowledge-based disciplines. E-learning has been made compulsory in Iraqi EFL college and high school classes to bridge the gap between face-to-face and online learning.

At Tishk International University, one of Sulaymaniyah's private universities, Budur (2020) surveyed students' opinions toward online education. A questionnaire in the Likert format was used to collect the information. The results showed that a slight majority of respondents were content with their initial exposure to online learning, which is acceptable given that it was their first experience. More than half of the respondents received less than anticipated, although 40% were satisfied with their online education.

Asaad et al. (2022) set out to assess teachers' and students' perceptions of the emergency online learning process. The study uses qualitative research techniques and is descriptive. Interviews are conducted with open-ended questions that mainly focus on the benefits and challenges of taking a writing course during the Pandemic with the 42 participants from the two focus groups (teacher and student). In conclusion, educators and learners agree that switching to online education has been advantageous. Students welcomed the increased flexibility of distance education because they perceived it as a superior substitute for conventional in-person classes and activities.

Al-GHANIMI (2021) investigates students' outcomes after relying on e-learning and compares it to the traditional method of instruction. It also explores the degree of students' acceptance of e-learning and whether it is regarded as a successful alternative to conventional education in light of COVID-19. A Likert scale survey approach was used to gather information from students about their knowledge and perception of e-learning in light of COVID-19 in terms of (acceptance, rejection, approval, or dissatisfaction) with the usage of e-learning. For data collection and statistical analysis, the researchers created a Google form. The results showed that e-learning favors education and can be a good substitute for conventional instruction.

Tareen and Haand (2020) also sought to pinpoint the challenges posed by online education. The UiTM Master of Education students who participated in this study were given a survey questionnaire as part of its quantitative research methodology. The results of this study indicate that online learning is simple, promotes student involvement, and fits students' requirements. While on the other hand, it demonstrated a lack of interaction amongst students, a vague assessment strategy, a lack of explicit feedback and support from instructors, and a lack of learning desire.

The perceptions of English language learners toward online learning during the COVID-19 Pandemic are examined by Rifiyanti (2020). The study used a descriptive methodology by interviewing 108 students from the Management and Informatics programs at Institut Bisnis & Informatika Kosgoro. The information was gathered using questionnaires and instruments that included questions about how effective online English instruction is, how

easily accessible the internet is during online English instruction, how well-equipped lecturers are to teach English online, and how challenging it is to learn a language online. The study's findings suggested that switching from in-person to online instruction, particularly for English programs, is a successful strategy for dealing with the Pandemic.

Sukmawati et al. (2022) are interested in learning the thoughts and comments of students who took online English classes during COVID-19. In the inquiry, a descriptive quantitative methodology was used. Data was gathered through surveys and interviews. Students and teachers were given access to the survey's Google Form via a WhatsApp message. The population and sample in this study were students who finished English courses at Universitas Megarezky. During online learning, a response survey and student feedback are used. Based on the processing and analysis of the data, it can be said that the lecturers' online instruction in English courses has been effective, efficient, varied, and helpful in encouraging students' autonomous learning and increasing their level of involvement in the classroom.

The advantages and disadvantages of the online learning platform employed during the COVID-19 epidemic are examined by Talal (2021) from the perspective of students learning English as a second language (EFL). The study's objectives were achieved using a qualitative methodology. Twenty students from the World Islamic Sciences and Education University in Amman, Jordan, were specifically chosen for the study's sample. The semi-structured interview method was used to collect the data, and Braun and Clarke's (2006) thematic approach was used for analysis. The study's findings were as follows: E-learning promotes self-learning and allows students to listen to lectures that have been recorded repeatedly. However, it makes pupils socially isolated, some students resort to exam cheating, and most students have technical issues when using online learning. E-learning reduces costs, effort, and time. While inactive in science faculties, it is relatively active in humanities faculties. When adopting online education, most students encounter technological issues, but some students resort to exam cheating. Similarly, Yunita and Maisarah (2020) investigated the opinions of students regarding the way the University of Bengkulu used the educational process throughout the COVID-19 outbreak. The survey found that students' perceptions regarding online learning were favorable.

Despite other research suggesting that students preferred online education in terms of attitudes. Data indicate that students prefer traditional classroom instruction over online education. In a survey of college students' thoughts and attitudes on embracing, using, and implementing emergency online learning, Aguilera-Hermida (2020) found that respondents chose physical learning over online learning. Similar to how they demonstrated that students favored traditional classroom instruction over online learning, Chakraborty et al. The opinions of Indonesian students about formal classroom instruction and online learning were also studied by Amir et al. (2020). The findings showed that, even though distance learning might give students more resources for studying and more time for review, they still choose in-person instruction since it is more efficient. The participants highlighted issues with time management and difficulty focusing when studying for a long time online as well as internal and external issues. Internal factors included a financial strain that was increased and poor internet connectivity.

According to Nartiningrum and Nugroho (2020), the difficulties respondents encountered led the vast majority (80%) to negative attitudes about the online lecture format. Kalanit and Veronika (2020) also investigated how students viewed online learning and its challenges. The results indicated that the learners have both technical and cognitive difficulties. As a result, they showed negative attitudes toward online education. At the same time, Blizak

et al. (2020) examined how 380 university students from Algeria thought about online learning. The research revealed that students dislike online education, are suspicious of digital learning, and prefer face-to-face instruction.

Adnan and Anwar (2020) examined Pakistani students' perspectives on the COVID-19 Pandemic's obligatory online learning requirements. The results showed that online education did not produce the desired results in underdeveloped nations like Pakistan.

Similarly, Cakrawati (2017) looks into how students feel about using an online learning platform in an EFL classroom. Forty junior and senior high school students from Bandung, West Java, participated in the study. Surveys and interviews were used to collect the data, which was then analyzed using a mixed-methods approach. Most survey participants believed that using Edmodo or Quipper for English teaching, and learning was advantageous and time-efficient. Although using Edmodo and Quipper can be difficult due to slow internet, most participants said that the online learning tools could help them improve their language abilities, expand their vocabulary, and better understand the lesson material.

Method

The purpose of the current study was to compare the preferences, effectiveness, learning satisfaction, and challenges of online and on-campus learning among EFL university students. A quantitative data-gathering technique was used to collect the data. The use of such a research methodology would aid in obtaining comprehensive responses.

Study Participants

The current study was conducted in Basra, Iraq, at the Imam A'adhum University College. Participants were notified of the survey via Telegram groups. The convenient sample consisted of 45 students (25 male and 20 female). The online environment was not a platform for teaching and learning before the Pandemic. However, all courses, including those in the English language, were suspended during COVID-19.

Procedure

The questionnaire link was sent to the participants via a Telegram message, and data for this study were gathered using a classroom document. The researcher made it easier to distribute the link to the questionnaire used in this study because he had the population's contact information. Through Telegram class groups, a Google Forms-based online survey tool was provided. This was important since social distance laws had to be obeyed due to the emergency. Due to the enormous distance and unequal distribution of the students, it was also concluded that an online survey tool was the most effective way to contact the population. The acquired data were examined using SPSS because they were numerical.

Research Instruments

The researcher adopted a 5-item Likert-scale questionnaire (Barzani, 2021) because it was the most pertinent in the available literature. The researchers used a questionnaire to determine how Iraqi EFL students felt about online and in-person classroom instruction. There were two sections to the questionnaire. Part, one dealt with demographic data, while Part two focused on the students' views and beliefs, which covered four areas (attitude, effectiveness, learning satisfaction, and challenge domain).

The survey questionnaires employed closed-ended statements from the Likert scale (quantitative data). The questionnaire was graded on a five-point Likert scale: Strongly Agree

= 5, Agree = 4, Not sure/Neutral = 3, Disagree = 2, Strongly Disagree = 1

Analysis of Data

The Statistical Package for Social Science was used to enter and analyze all data (SPSS version 26). The data were examined using descriptive statistics to establish the mean, standard deviation, and frequency.

Result and Discussion

This study's main goal was to compare the preferences, effectiveness, learning satisfaction, and challenges of online and on-campus learning among EFL university students. To complete the required coursework while under lockdown as a result of the COVID-19 epidemic, the majority of responders choose online courses. To look at this issue, an examination of the respondents' opinions on online classes was necessary. Four domains, each with its questions, made up the survey questionnaire. Perception of Attitude Domain, the first domain session, has four questions; Effectiveness Domain, the second domain session, has six questions; and Learning Satisfaction Domain, the third domain session, has five questions. The fourth and final domain has eight questions. The questionnaire has the following answers: (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree).

Attitude Perception Domain

The first domain of the questionnaire, which consisted of 4 items, asked students to describe their attitudes and preferences toward online education compared to traditional classroom instruction. According to the student responses to item 1 in Table 1 below, a sizable majority of the students, 66.6 % (S. agree & agree), have a favorable opinion of online education. Compared to that, only 22.3% (Strongly disagree & disagree). Rojabi (2020), who claimed that online learning via the application receives favorable perceptions from students, supports the abovementioned conclusion. It can be applied to other subjects and the teaching and learning English as a foreign language (EFL).

In contrast, this opposes Amir et al. (2020), who stated that in-person instruction is more effective. The student's responses to item 2 uncovered that the majority, 66.7% (Agree & S. Agree), enjoyed learning online, while only 24.4 % (Strongly disagree & disagree). Imsa-ard (2020) findings contradict this study, which showed that students preferred in-person instruction to online instruction. Similarly, when asked about item 3, 71.1 % of respondents said they would keep attending online classes in the future semester, demonstrating students' favorable perceptions of virtual education. Compared to it, only 22.2% (Strongly disagree & disagree). The above finding is reinforced by Chakraborty et al. (2021), who found that students chose traditional classroom instruction over online learning. The responses to item 4 revealed that 46.9% of the students preferred on-campus study, whereas only 37.7% (Strongly disagreed & disagree).

Table 1: *Perception of Attitude Domain*

Items	SD (1) %	D (2) %	Total (1+2) %	N (3) %	A (4) %	SA (5) %	Total (4+5) %	Mean	Std. Deviation
1. I feel positive about online education overall.	15.6	6.7	22.3	11.1	24.4	42.2	66.6	3.71	1.471
2. I do like studying online.	13.3	11.1	24.4	8.9	28.9	37.8	66.7	3.67	1.430
3. I intend to continue my online studies in the upcoming semester.	17.8	4.4	22.2	6.7	20.0	51.1	71.1	3.82	1.542
4. I prefer in-person instruction to internet instruction.	24.4	13.3	37.7	15.6	26.7	20.0	46.9	3.04	1.492

Effectiveness Perception Domain

When asked about the efficacy of online education during the Pandemic, the majority of participants—53.3 % (S. agree & agree)—said they had a favorable opinion of it. Compared to it, only 22.2% (Strongly disagree & disagree). This finding is consistent with earlier studies (Ahamat & Masrom, 2018; Binti Mistar & Embi, 2016), which indicated that online learning is highly efficient and valuable. Additionally, this result is consistent with Famularsih (2020), which revealed that the majority of students thought using online learning tools for English learning in this emergency was effective and efficient. The result of item 2 concerning learning is the same in a classroom and at home via the internet, according to 53.3 % of respondents (Agree & S. Agree). In comparison, only 42.2 % disagreed (Strongly disagree & disagree).

Similarly, just 40 % of students felt that item 7's evaluation was best administered online, while 48.9 % agreed (Strongly agree & agree); this contradicts Tareen and Haand's (2020) as the students view online assessment as imprecise. Besides, item 8's findings on managing their time while learning online revealed that 57.8% of students agreed with this notion while only 15.6 % did not (Strongly disagree & disagree). The finding of item 9 showed that 91.2 % of students said online education is less stressful than traditional education compared to 6.7 % of students who said the opposite (Strongly disagree & disagree). It was consistent with Tsai and Lin's (2004) research, which found that convenience and flexibility were among online classes' advantages. Finally, item 10 showed that 68.9% of students believe receiving feedback in the classroom is more beneficial and effective than outside of it.

In contrast, only 15.5 % did (Strongly disagree & disagree). Similarly, Poole (2000) discovered that the most suitable location for students to obtain course materials was their home computers. Therefore, it is essential to adjust the online courses to the learner's comfort. It would be preferable if the university's website hosted the recorded videos so students could easily access them. Then, it can be said that students' perceptions of online learning during the COVID-19 epidemic had a favorable effect (Sujarwo et al., 2020). According to the research, students' reactions to this online learning approach are highly varied. Due to the more flexible and time-efficient nature of online learning, this study's analysis accurately captures students' behavior in this setting (Padli & Rusdi, 2020)

Table 2. *Perception Effectiveness Domain*

Items	SD (1) %	D (2) %	Total (1+2) %	N (3) %	A (4) %	SA (5) %	Total (4+5) %	Mean	Std. Deviation
5. Online education is efficient.	11.1	11.1	22.2	24.4	22.2	31.1	53.3	3.51	1.342
6. Learning in class and at home on the internet is the same.	24.4	17.8	42.2	4.4	24.4	28.9	53.3	3.16	1.609
7. Online learning is better suited for assessment.	15.6	24.4	40	11.1	20.0	28.9	48.9	3.22	1.491
8. Online learning allows me to manage my time better.	8.9	6.7	15.6	26.7	57.8	0.00	57.8	4.33	.953
9. Online learning is less stressful than traditional classroom learning.	0.00	6.7	6.7	2.2	35.6	55.6	91.2	4.40	.837
10. During online tasks, I can ask my teacher questions and get a timely response.	4.4	11.1	15.5	15.6	26.7	42.2	68.9	3.91	1.203

Domain of Learning Satisfaction

The third domain of the questionnaire's five items centered on students' satisfaction with their online education. As shown in Table 3, a sizable proportion of all five characteristics indicate that students are satisfied with online education and find it worthwhile in terms of their motivation to learn. According to Item 11, a substantial majority of participants—51.1 % (S. agree & agree)—believe that online education serves their learning goals and on-campus

training. In comparison, only 31.2 % (Strongly disagree & disagree). Similarly, item 12 indicates that just 20% of respondents (S. disagree & disagree) believe peer and professor collaboration is conveniently online, while 71% (Strongly agree & agree). According to Petrides (2002), respondents felt it more convenient to work in collaborative groups in an online course without altering everyone's schedule as in a traditional classroom setting. Item 13 results show that, while only 64.4 % of respondents (S. agree & agree) thought peer collaboration is accessible online, 24.5 % did (Strongly disagree & disagree). Johnson et al. (2008) believe that developing and maintaining a collaborative learning space inside an e-learning environment is critical for enhancing participants' pleasure.

Similarly, item 14 revealed that 55.5 % of respondents agreed that online education would help them learn more effectively, while just 24.4 % disagreed. This result is consistent with Sukmawati et al. (2022) that the online instruction provided by lecturers in English courses has been successful and efficient. Finally, 46.7 % of respondents agreed with item 15's assertion that self-directed learning occurs in online classes. However, the present study found that 28.9 % disagreed. On the other hand, it has been determined that distance learning offers advantages such as time-space flexibility, facilitating access to and sharing various resources and information, avoiding classroom pressure, avoiding discipline issues, and piquing students' interest in technology. This result is consistent with Sukmawati et al. (2022) that the online instruction provided by lecturers in English courses has helped foster independent learning among students

Table 3. *Learning Satisfaction Perception Domain*

Items	SD (1) %	D (2) %	Total (1+2) %	N (3) %	A (4) %	SA (5) %	Total (4+5) %	Mean	Std. Deviation
11. Online learning provides the same level of learning satisfaction as classroom learning.	15.6	15.6	31.2	17.8	17.8	33.3	51.1	3.38	1.482
12. Electronic communication with my peers and professors is more convenient.	8.9	11.1	20	8.9	22.2	48.9	71.1	3.91	1.362
13. I can work more effectively with other students during online activities.	6.7	17.8	24.5	11.1	22.2	42.2	64.4	3.76	1.351
14. Online learning allows me to study more effectively.	13.3	11.1	24.4	20.0	13.3	42.2	55.5	3.60	1.468
15. Self-directed learning is promoted via online education, which I favor.	15.6	13.3	28.9	24.4	8.9	37.8	46.7	3.40	1.498

Challenge Domain

Table 4 shows students' problems and obstacles from both internal and external sources. Item 16 revealed that just 42.4 % of respondents experienced issues with online education, compared to 48.9 % who did not. Finding of item 17: Internet connection problems are a problem for 40% of respondents (Strongly agree & agree), but only 35.6% of respondents (Strongly disagree & disagree). The results of the internet issue confirmed those of Zamari et al. (2012). 's study on the network issues that students encounter. Also, this supports the studies by Tanjung and Utomo (2021), Rakhmanina et al. (2020), and Rahman (2021). The lack of required computer skills in item 18 shows 31.1% (Strongly agree & agree), while 42.2 % (Strongly disagree & disagree). Additionally, regarding the electricity problem in item 19, the students showed that 55.6 % experienced a visible difficulty, which is not surprising in our context. In comparison, only 28.9 % (Strongly disagree & disagree). Additionally, item 20 reveals that only 17.7 % of people cannot use the programs and resources used for online learning. In comparison, most of them can use it, 51.1 %. The finding of item 21 concerning

problems in opening cameras during online lessons reveals that 46.6 % (Strongly agree & agree), while only 40 % (Strongly disagree & disagree). Moreover, item 22 shows that 42.2 % have concentration problems during online lectures, while most of them, 51.1%, do not have problems. Finally, item 23 indicates that the online instruction provided by lecturers in English courses has been successful, efficient, varied, and helpful in fostering independent learning among students 33.3 % show that online learning causes extra financial difficulties. In comparison, 40 % do not have problems.

Table 4. *Perception of Challenge Domain*

Items	SD (1) %	D (2) %	Total (1+2) %	N (3) %	A (4) %	SA (5) %	Total (4+5) %	Mean	Std. Deviation
16. No problems experienced during online learning	20.0	22.2	42.4	8.9	13.3	35.6	48.9	3.22	1.608
17. Lack of a reliable internet connection for online education	17.8	17.8	35.6	24.4	22.2	17.8	40	3.04	1.364
18. Lacking the computer skills required for online learning	20.0	22.2	42.2	26.7	20.0	11.1	31.1	2.80	1.290
19 Not being able to use online courses due to power outages	15.6	13.3	28.9	15.6	28.9	26.7	55.6	3.38	1.419
20. Having difficulty with my university's tools and online platforms	26.7	24.4	51.1	31.1	13.3	4.4	17.7	2.44	1.159
21. Turning on cameras because of social problems	28.9	11.1	40	13.3	24.4	22.2	46.6	3.00	1.567
22. Concentration problems	26.7	24.4	51.1	6.7	24.4	17.8	42.2	2.82	1.512
23. Extra financial problems	26.7	13.3	40	26.7	22.2	11.1	33.3	2.78	1.363

Conclusions

Online education is not a recently developed form of knowledge transfer. Many academic institutions have largely or entirely used it. All educational institutions, however, had to resort to the Covid-19 Pandemic as a last measure. Despite its advantages, switching abruptly from on-campus to online education was not just easy but also had many drawbacks. In this study, we compare the preferences, effectiveness, learning satisfaction, and barriers of EFL university students between online and on-campus learning. The study's primary emphasis areas were the Attitude Domain, Effectiveness Domain, Learning Satisfaction Domain, and Challenge Domain. The findings indicated that the majority of respondents thought favorably of online learning.

Additionally, the respondents liked and believed that online learning was more effective. The results revealed that an overwhelming majority of students felt their passion for learning was satisfied by online education. Finally, respondents said they encountered various obstacles and challenges while pursuing their education online. These difficulties included internal ones, like trouble focusing and opening cameras because of social issues, and external ones, like an unstable internet connection and electricity.

The survey's results offer solid justification for online education. In general, students have a more favorable impression of online education. Researchers may therefore say with great confidence that students are eager to accept their course in an online format. Although the COVID-19 epidemic presented many difficulties, it positively affected students' educational outcomes. In contrast, everyone else adopted alternative teaching and learning strategies to finish their studies while the country was under lockdown. Students believe that

online learning is more secure and pleasant in such circumstances. The current research shows that students had a favorable opinion of online education during the COVID-19 epidemic.

Recommendations

The benefits of online learning, especially in higher education, have a considerable impact on modern education. Future technologies will undoubtedly bring even more benefits. It is a given. Today's world places a high value on education, so choosing to pursue it requires careful planning. The students must weigh the advantages and disadvantages of both traditional and online learning methods before selecting the courses that best suit their requirements and expectations. Other than that, if Imam Aadhem University College intends to provide entirely online courses in the future, the difficulties identified by this study's findings must be considered to provide students with a worthwhile online learning experience.

Limitations and future work

The following limitations of this investigation should be noted. First, the results cannot be widely generalized due to the small number of participants. Larger study samples from other public universities should be used in future studies to increase the validity and dependability of the results that have already been found. Furthermore, as this study did not explore the significance of individual variations such as instructors' ages and genders, future research should consider these.

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