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A descriptive study to explore the benefits and barriers of online learning among students of selected medical college, Belagavi, Karnataka

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Abstract

Background of the study: E-learning is learning that uses technology and information. E-learning is a mandatory program for every lecturer, where institutions have stated that 40% of all learning is in the form of e-learning while 60% is direct face to face learning. The study was conducted with a descriptive approach that uses a differentiation model evaluation design. Data was obtained for this study by conducting questionnaire studies. Analysis of research data, namely the design aspects, installation process, and e-learning program products, will be conducted by comparing the suitability of the realization of achievements with the criteria set by the universities.

Objectives: To explore the Benefits and barriers of online learning.

Method: The obtained formal permission from the management authorities of the college. The 150 samples who met the inclusion criteria were selected by convenience sampling technique. The investigator introduced and explained the purpose of the study to the samples. The survey was conducted through structured questionnaire which was used to collect the demo-graphical variables and the variables to explore the perceptions, benefits and barriers of online learning was assessed by using multiple choice questionnaire and data was analysed using descriptive and inferential statistics.

Result

- **Benefits:** The majority of 101 (67.3%) of them were opted technological skilled improved through online learning. The majority of 89 (59.3%) of them said the advantage of online learning is that they can read or watch their topics several times.
- **Barriers:** Regarding the how online learning affected samples during COVID -19 77(51.3%) said it was difficult to understand the concept.

Conclusion: The study concluded that majority of students wanted to learn from classroom learning as compared to e- learning.

Keywords: E-learning, online learning benefits, barriers of online learning, technological skills

Introduction

Online learning, a mode of education where students engage with learning materials and instructors through digital platforms, has gained significant traction in higher education, especially with the onset of the COVID-19 pandemic [1]. Medical education, which traditionally relies on face-to-face teaching, clinical rotations, and hands-on learning experiences, has also witnessed a significant shift towards online learning (Singh & Singh, 2021). This transition has highlighted both the potential advantages and the challenges of online education, particularly in specialized fields like medicine [2-3].

One of the primary benefits of online learning is the flexibility it offers in terms of time and location, which is crucial for medical students who may have different schedules or live in geographically dispersed areas (Dhawan, 2020). Online learning also offers the potential to incorporate a variety of multimedia and interactive resources, enhancing student engagement and knowledge retention (Bates, 2020) [4-5]. For medical students, this can include virtual simulations, video lectures, and other interactive content that supports theoretical learning. Furthermore, online platforms often enable asynchronous learning, which can cater to students with diverse learning paces and styles (Anderson, 2019) [6-7].

However, despite these benefits, several barriers hinder the effective implementation of online learning, particularly in the medical field. The lack of direct interaction between students and instructors in virtual settings can lead to reduced opportunities for feedback, mentorship, and collaboration, which are integral to medical education (Hodges *et al.*,

2020) [8-9]. Additionally, technical issues such as poor internet connectivity, inadequate access to devices, and limited technological literacy among students can impede the learning experience (Tawil *et al.*, 2021). Medical students may also find it challenging to engage in clinical practice and hands-on learning, which are crucial components of their training (Al-Mashaqbeh *et al.*, 2020). Furthermore, a lack of social interaction with peers can impact mental well-being, leading to feelings of isolation and stress (Wang *et al.*, 2021) [10-12].

The context of this study is a medical college in Belagavi, Karnataka, where online learning has been increasingly adopted due to various educational and societal factors. This descriptive study aims to explore the benefits and barriers of online learning from the perspective of medical students [13]. The research will shed light on how online learning impacts their academic performance, engagement, and overall educational experience. The findings will contribute to the growing body of literature on online medical education, particularly in the Indian context, and offer insights into how online learning can be enhanced to better serve medical students' needs [14-15].

Research Methodology

- **Research approach:** Descriptive research was used.
- **Research design:** Descriptive research design was used.
- **Demographical variables:** The demographical variables in the present study were the age of the students, course and gender.
- **Population:** Population means all the possible elements that could be included in research. It represents the entire group under study. The population comprised of students perceiving degree in medical colleges.
- **Setting:** Setting is the physical location and condition in which data collection takes place.
- The study was conducted by using structured questionnaire forms. The study was conducted in medical college of nursing, physiotherapy and pharmacy, belagavi Karnataka.
- **Sample and sample size:** A finite subset of the population selected from it with the objective of investigating its properties is called a sample. The sample for the presence study consist of 150 students perceiving degree in medical college.
- **Sampling technique:** Sampling in the process of selecting a group of people, events or portion of the population to represent the entire population. Non probability convenient sampling technique was found appropriate to select 150 medical students belagavi.

Sampling criteria

Inclusion criteria

An inclusion criterion is the criteria that's specify population characteristics. In presence study the sample was selected based on the following pre- determine criteria.

Students

- Who are willing to participate in the study
- Those who have attended online classes
- Students those who are present at the time data collection

Exclusion criteria

Students

Who are not present during the time of data collection.

Results

Data analysis and interpretation

This chapter deals with the analysis and interpretation of data collected from 150 samples on perception, benefits and barriers of online learning among selected medical college of Belagavi, Karnataka.

Analysis is the process of organizing and synthesizing data so as to answer the research question and test hypothesis. interpretation of the data refers to the critical examination of the analyzed study results to draw inference and conclusion. After collecting the data, the data were tabulated, analyzed and interpreted with the help of descriptive and inferential statistics based on the objective of the study.

The analysis and interpretation of data is presented under the following headings

- **Section-A:** Findings related to socio-demographic variables
- **Section-B:** Findings related to assessment of benefits and barriers among students of selected medical college.

Section A: Findings Related To Socio-Demographic Variables

Table 1: Frequency and percentage distribution of students of medical college according to socio-demographic variables. Demographic variables of samples included in the present study were: Age, Gender and course. N=150

Demographic variables	Frequency	Percentage
Age groups		
18-19 years	7	4.6%
19-20 years	14	9.3%
20 years and above	129	86%
Demographic variables	Frequency	Percentage
Gender		
Male	15	10%
Female	135	90%
Demographic variables	Frequency	Percentage
Course		
Nursing	50	33.3%
Pharmacy	50	33.3%
Physiotherapy	50	33.3%

The above table shows that maximum (86%) of the students are in the age group of 20 years and above. Majority of them (90%) were females. Maximum (33.3%) were equally chosen from each course.

Section-B: Findings related to assessment of benefits and barriers among students of selected medical college. Online learning has improved your.

Tables 2: Online learning has improved your, n=150

Variables	Frequency	Percentage
Intellectual skill	6	4%
Communication skill	12	8%
Presentation skill	31	20.6%
Technological skill	101	67.3%

Tables 3: Is the advantages of online learning. n=150

Variables	Frequency	Percentage
Easy to use	34	22.6%
Variety of programs and courses available	47	31.3%
Convenience and flexibility	17	11.3%
Saves your time and resources	52	34.6%

Table 4: What are the key factors for making an online learning effective, N=150

Variables	Frequency	Percentage
Proper network	47	31.3%
Proper voice audible	18	12%
Proper communication between teachers and students	64	42.6%
Interest of the students in online classes	21	14%

Table 5: Which of the following is not the limitation of online learning, N=150

Variables	Frequency	Percentage
Low status then face to face education	33	22%
Poor quality of learning material	40	26.6%
E-learning is flexible	37	24.6%
Some topics are not appropriate of e-learning	40	26.6%

Table 6: How online learning help you during covid-19?, N=150

Variables	Frequency	Percentage
Feasible	22	14.6%
Cost- effective	41	27.3%
Self- directed	63	42%
Self- paced	24	16%

Table 7: Advantages of e-learning N=150

Variables	Frequency	Percentage
You can read or watch your topic several times	89	59.3%
Doesn't require the preparation of learning	21	14%
Doesn't require teacher or instructor	12	8%
Saves your time and resources	28	18.6%

Tables 8: Which environment you used for attending your online classes during covid-19, n=150

Variables	Frequency	Percentage
Socialized	11	7.3%
Silent	62	41.3%
Isolating	17	11.3%
Home environment	60	40%

Table 9: Importance of e-learning during covid-19 n=150

Variables	Frequency	Percentage
Removes barriers to achievements	29	19.3%
By providing new and creative ways of motivating and engaging students	64	42.6%
Learners of all abilities	25	16.6%
Enabling and inspiring everyone to attend their education level	32	21.3%

Table 10: Integration of E-learning and curriculum is possible and effective if, n=150

Variables	Frequency	Percentage
Interest	40	26.6%
Feasible	29	19.3%
Available of sources	63	42%
Proper available of content	18	12%

Findings related to barriers of online learning

Table 11: How does online learning affected during COVID- 19, n=150

Variables	Frequency	Percentage
Lack of efficiency of technology	14	9.3%
Difficulty to understand the concept	77	51.3%
Online learning cause social isolation	21	14%
Lack of concentration	38	25.3%

Tables 12: Following is not the benefit of online learning, n=150

Variables	Frequency	Percentage
Flexibility	21	14%
Network issue	81	54%
Costly	23	15.3%
Improve skills	25	16.6%

Table 13: According to you what is the disadvantages of E-learning, n=150

Variables	Frequency	Percentage
Not good for every learner because every learner is not	82	16.6%
limited content available	22	14.6%
limitation of electronic gadget	16	10.6%
lack of interest	30	20%

Table 14: The challenges faced by students during online learning are, n=150

Variables	Frequency	Percentage
Dealing with conflict in the learning place	76	50.6%
Privacy	41	27.3%
Discrimination of the students	20	13.3%
Confidentiality	13	8.6%

Table 15: n=150

Variables	Frequency	Percentage
Students cannot practice online learning without		
Instructor	33	22%
Knowledge	23	15.3%
Skill	24	16%
Electronic gadget	70	46.3%

Table 16: What barriers to online learning have you considered significant during the Covid-19, n=150

Variables	Frequency	Percentage
high familiarity with the traditional education	23	15.3%
lack of skilled manpower	55	36.3%
poor time management	40	26.6%
cost and digital payments	32	21.3%

Table 17: What are the problems faced by students during COVID- 19, n=150

Variables	Frequency	Percentage
Communication barriers	15	10%
Network issue	102	68%
Lack of interest	23	15.33%
Electronic issue	10	6.66%

Discussion

To explore the perception, benefits and barriers of online learning

In order to achieve the objectives of the study, known experimental descriptive research design with descriptive approach was used. Convenient probability sampling technique was used to select the samples. The study was collected in KLE Institute of Nursing, Physiotherapy and Pharmacy college of Belagavi Karnataka. The data was collected on 150 students, benefits and barriers was assessed by structured questionnaire. The findings of the study has been discussed under the following headings.

Conclusion

Benefits

- The majority of 101 (67.3%) of them were opted technological skilled improved through online learning.
- The majority of 89 (59.3%) of them said the advantage

of online learning is that they can read or watch their topics several times.

Barriers

- Regarding the how online learning affected samples during COVID -19 77(51.3%) said it was difficult to understand the concept.
- The majority of 55 (36.3%) of them found lack of skilled manpower.

Conflict of Interest

Not available.

Financial Support

Not available.

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