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RESEARCH PAPER

Effect of E-Learning on the Mental and Physical Health of University Students: An Analysis

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ABSTRACT

The research paper titled, "Effects of E Learning on the Mental and Physical Health of University Students: An Analysis". For this descriptive and survey-based study both the qualitative and quantitative (QUAN-qual.) methods were applied. The explanatory approach was used. Population comprised students of BS classes, faculty members and HODs. Through random sampling method the sample of 400 including; 320 students, 64 teachers and 16 HODs. The questionnaires were developed as research instruments. The advice of experts was used to guarantee validity, while Cronbach Alpha was used in SPSS-24 to determine reliability. Findings revealed that majority of respondents strongly agreed that the teacher develops speaking skills among students through E-learning, improve their knowledge through online learning, an online CPD diary or portfolio, use the internet only for education purpose, prefer online learning over face to face learning, get quick information through e learning, understand better when teacher integrate online, learn through online dictionary and encyclopedia, the teacher develops speaking skills among students through E learning, improve their knowledge through online learning, an online CPD diary or portfolio, use the internet only for education purpose, prefer online learning over face to face learning, get quick information through e learning, understand better when teacher integrate online, learn effectively through the use of internet and learn through online dictionary and encyclopedia.

Introduction

Isolation and reduced opportunities for peer connection are long-term effects of remote learning. Loneliness among youths worsens as a result of this scenario. Loneliness is associated with mental health issues, especially depression, in adolescents and teenagers, according to a literature assessment of 63 researches with 51,576 individuals (Abbas et al., 2019; Adams et al., 2020). While the exact worldwide effects of the epidemic are still unknown, studies have shown that it has had a devastating impact on public mental health. Feelings including rage, fear, impatience, frustration, heightened stress, sleeplessness, nervousness, anxiety, and depressive symptoms have been reported by the public as a result of their diminished sense of safety (Shakir et al., 2011; Hassan et al., 2024; Mohiman et al., 2024). Reviewing the literature, the authors found that 29% of the population experiences stress, and 33% suffer from depression as a direct consequence of the pandemic, with 36% reporting stress and 28% suffering from depression. During the COVID-19 pandemic, it was shown that around 30% of students have symptoms of depression, and 50% experience elevated levels of perceived stress (Adnan., 2020; Lone et al., 2011; Ramzan et al., 2023; Mazhar et al., 2024). According to the presented research, students are exposed to greater levels of perceived stress. Even though young people can interact, socialize, and study using online platforms during a pandemic, these tools also have drawbacks. Anxiety, depression, and other mental health issues are associated with long periods of social media use, according to the research (Zafar et al., 2018; Maitlo et al., 2024; Saleem et al., 2024; Yaseen, et. al., 2020). Another possible component influencing mental health is the substantial decline in physical activity levels among adolescents due

to social isolation. Anxiety, despair, and chronic stress have long been associated with young people, and this pattern has persisted in research for years before the pandemic (Almhdawi et al., 2021; Ahmad, Rao & Rao, 2023). Globally, 30.6% of pupils had depression before the epidemic. Before the pandemic, the worldwide prevalence of depression was 12.9%. Therefore, this figure is much higher. Perceived levels of depression among Polish students varied between 6% and 30% between 1998 and 2020 (Yousaf et al., 2021; Mughal et al., 2023; Rasheed et al., 2024). According to research, young people who have depression symptoms are more likely to have suicidal thoughts and attempt suicide. Depression was a subsequent diagnosis for adolescents who survived suicide attempts, according to the research. Researchers have issued a warning in published publications, stating that future crisis management strategies should include psychiatric care and psychological therapies as essential components of pandemic health management (Shakir et al., 2012; Bhutto et al., 2023; Arshad et al., 2024; Raiz et al., 2024). That is why it is critical to conduct studies that will reveal the current status of this issue. As a result, society shifts its focus to youth issues and creates initiatives to help them. It is crucial to keep an eye on young people's mental health, particularly in the setting of continuous e-learning, since the epidemic is constantly changing (Akpınar, 2021; Sadaf et al., 2024). To determine the effects of e-learning on different parts of life and the frequency of depressive illnesses, we chose to survey a sample of university students in Poland about their experiences with continuing remote learning and their levels of perceived stress (Zafar et al., 2023; Mumtaz et al 2024; Rasheed et al., 2024). We came up with these research hypotheses: Online education and the consequent difficulty for students to form personal connections, elevated stress levels in students influence depressive symptoms, and elevated stress levels in the general population are associated with an increased risk of depression (Zafar & Ullah, 2020; Rao et al., 2023; Naz et al., 2024). Although researchers in Switzerland controlled for factors including social inclusion and COVID-19-related stress, they still found that female students seemed to have worse mental health overall. Given that women report higher levels of stress than males do, these results should not have come as a surprise (Ullah et al., 2020; Hina et al., 2023; Shafqat et al., 2024). Female medical students reported much greater mean stress levels than male students during the Middle East Respiratory Syndrome-Corona Virus pandemic, according to research on stress among these students (Maitlo et al., 2024). Additionally, a recent longitudinal research on the mental health of Chinese individuals found that the psychological effect was more substantial for females.

Material and Methods

A research study's general methodology is called a design and design description outlines the fundamental framework and goals of the research project (Ahmad et al., 2022; Cheema et al., 2023). Considering the study's design, the variables are effects of e learning on mental and physical health of university students. The study was descriptive in nature and was survey based. The quantitative and qualitative (QUAN-QUAL) methods were used. Research population can be defined as a set of things or persons, from which is targeted population is selected (Younus et al., 2023 Ahmad et al., 2024). Population consisted of head of department, teachers and students studying in university in tehsil Khan Pur, District Rahim Yar Khan. The sample of study contained on 16 HODs, 64 Teachers and 320 Students of social, physical and computer science departments studying in university. Research instrument perform important role in collecting correct data from research participants (Ahmad et al., 2021; Jalbani et al., 2023; Rasheed et al., 2024). The questionnaire was developed for data collection. The CVI and CVR were computed based on their answers. The data was collected through simple random technique, self-reported surveys completed by 320 university students, 64 university teachers and 16 HODs analyzing changes in physical activity, psychological distress, and life stress between the two learning modes. The complete example of the review was comprised of 120 students from social science department of university, the 100 students from physical science department of university, 100 students from computer science department of university.

Data Analysis

The collected data was analyzed through SPSS-24 using relevant statistical formulas as follows;

Table 1
Speaking Skills

Items	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
Speaking skill	F	3	8	127	03	9	00	.680	.55
	%	.3%	1.3%	22.2%	8.3%	.0%	00%		
Improve knowledge	F	1	2	140	53	4	00	.872	.43
	%	.3%	0.4%	26.6%	0.2%	.4%	00%		
CPD diary	F	8	0	36	39	7	00	0.777	3.59
	%	.9%	2.1%	11.8%	8.5%	.6%	00%		
Use of Internet	F	2	1	60	89	7	00	0.883	3.71
	%	.26	5.8%	9.93%	5.8%	7.2%	00%		
Online learning	F	2	5	111	84	8	00	0.780	3.87
	%	.63%	.23%	5.6%	3.9%	1.5%	00%		
Quick information	F	5	6	50	74	5	00	0.819	3.84
	%	.7%	.6%	7.3%	8.2%	2.1%	00%		
Teacher integrate	F	9	7	7	23	4	00	0.714	3.90
	%	.4%	.6%	5.5%	9.4%	5.7%	00%		
Learn effectively	F	6	1	11	84	78	00	.729	3.86
	%	.8%	.4%	1.1%	6.6%	9.1	00%		
Encyclopedia	F	6	9	66	07	2	00	.836	3.71
	%	.7%	1.1%	9.4%	1.1%	4.6%	00%		
Total	F	222	19	78	756	424	000	0.787	3.71
	%	.1%	7.3%	12.1%	0.2%	3.9%	00%		

1. Table 1 presents the indicator 1 speaking skill: The data analysis showed that 58.3% of HOD's, Teachers and Students agreed that the teacher develops speaking skills among students through E learning and the 3.0% were strongly agreed, While 22.2% remained neutral, the 81.3% were disagreed whereas the 0.3% were strongly disagree with the statement. Entirely the mainstream of the participants agreed that teacher develops speaking abilities among students through E learning. It was supported by the M-value 3.55 and SD 0.680.

2. Item 2 related to improve knowledge. The data analysis showed that 50.2%% of HOD's, Teachers and students agreed that I improve my knowledge through online learning., while 7.4% were strongly agreed, the 26.6% remained neutral, and 10.4% were disagreed whereas 5.3% were strongly disagreed with the statement. Entirely the mainstream of the participants agreed that I improve my knowledge through online learning. It was supported by the M-value 3.43 and SD 0.872.

3. Item 3 related to CPD diary. The data analysis showed that 68.5% of HOD's, Teachers and Students were agreed that I have an online CPD diary or portfolio, while 4.6% were strongly agreed, the 11.8% remained neutral, whereas 12.1% were disagreed and 2.9% were strongly disagreed with the statement. Entirely the mainstream of the participants agreed that have an online CPD diary or portfolio. It was supported by M-value 3.59 and SD 0.777.

4. Item 4 related to use of internet. The data analysis showed that 55.8% of HOD's, Teachers and Students agreed that I use the internet only for education purpose, while 17.2% were strongly agreed, the 9,93% remained neutral, whereas 15.8% were disagreed and 1.26% were agreed with the statement. Entirely the mainstream of the participants agreed that I use the internet only for education purpose. It was supported by M-value 3.71 and SD 0.883.

5. Item 5 related to online learning. The data analysis showed that 53.9% of HOD's, Teachers and Students were agreed that I prefer online learning over face to face learning. While the 21.5% were agreed, the 15.6% remained neutral, whereas the 8.23% were disagreed and 0.63% were strongly disagreed with the statement. Entirely the mainstream of the participants agreed that I prefer online learning over face to face learning. It was supported by mean score 3.87 and SD 0.780.

6. Item 6 related to quick information. The data analysis showed that 58.2% of HOD's, Teachers and Students were agreed that I get quick information through e learning while the 22.1% were strongly agreed, the 7.3% remained neutral, whereas 6.6% were disagreed and the 5.7% were strongly disagreed with the statement. Entirely the mainstream of the participants agreed that I get quick information through e learning. It was supported by mean score 3.87 and SD 0.780.

7. Item 7 related to teacher integration. The data analysis showed that 69.4% of HOD's, Teachers and Students were agreed that I understand better when teacher integrate online, while the 15.7% were strongly agreed, the 5.5% remained neutral, whereas the 2.6% were disagreed and the 3.4% were strongly disagreed with the statement. Entirely the mainstream of the participants agreed that I understand better when teacher integrate online. It was supported by mean score 3.90 and SD 0.714.

8. Item 8 related to effective learning. The data analysis showed that 66.6% of HOD's, Teachers and Students were agreed that I learn effectively through the use of internet, while the 19.1% were strongly agreed, the 1.1% remained neutral, whereas the 8.4% were disagreed and the 4.8% were strongly disagreed with the statement. Entirely the mainstream of the participants agreed that I learn effectively through the use of internet. Mean score 3.86 and standard deviation 0.729 supported.

9. Item 9 related to encyclopedia. The data analysis showed that 61.1% of HOD's, Teachers and Students were agreed that I learn through online dictionary and encyclopedia, the 14.6% were strongly agreed; the 9.4% remained undecided, whereas the 11.1% were disagreed and the 3.7% were strongly disagreed with the statement. Entirely the mainstream of the participants agreed that I learn through online dictionary and encyclopedia. Mean score 3.71 and standard deviation 0.836supported.

Table 2
Gender-based Analysis: Speaking Skills

| Items | Gender | N | Statistics | | | | |
			Mean	SD	T-vale	df	Sig.
Item.1	Male	00	3.5450	76872	.063	398	.950
	Female	00	3.5400	81961	063	396.376	
Item.2	Male	00	3.4500	94974	.688	398	.492
	Female	00	3.3850	.93871	.688	397.946	
Item.3	Male	00	3.4450	.99090	1.932	398	.054
	Female	00	3.2400	1.12639	1.932	391.638	
Item.4	Male	00	3.5300	1.05578	.520	398	.604
	Female	00	3.4750	1.06066	.520	397.992	
Item.5	Male	00	3.5400	.90692	.280	398	.779
	Female	00	3.5650	.87728	-.280	397.561	
Item.6	Male	00	3.4350	1.24237	1.399	398	.163
	Female	00	3.2550	1.32997	1.399	396.167	
Item.7	Male	00	3.6700	.96736	.593	398	.554
	Female	00	3.6100	1.05521	.593	395.030	
Item.8	Male	00	3.5300	1.23967	1.714	398	.087
	Female	00	3.3050	1.38258	1.714	393.354	
Item.9	Male	00	3.4900	1.04179	2.547	398	.011
	Female	00	3.2100	1.15437	2.547	393.882	
Total	Male	00	3.515	1.0181	1.081	398	0.410
	Female	00	3.398	1.0827	1.081	395.549	

1. Item.1 data analysis reveals the mean score of males was 3.5450 while females were 3.5400 reflecting the better performance of males' participants. It was supported by mean score the SD .81961, T-value.063, DF 398 and sig .950.

2. Item.2 data analysis reveals the mean score of males was 3.4500 while females were 3.3850 reflecting the better performance of males' participants. It was supported by mean score the SD .94974, T-value.688, DF 398 and sig .492.

3. Item.3 data analysis reveals the mean score of males was 3.4450 while females were 3.2400 reflecting the better performance of males' participants. It was supported by mean score the SD 1.12639, T-value 1.932, DF 398 and sig .054.

4. Item.4 data analysis reveals the mean score of males was 3.5300 while females were 3.4750 reflecting the better performance of males' participants. It was supported by mean score the SD 1.06066, T-value.520, DF 398 and sig .604.

5. Item.5 data analysis reveals the mean score of males was 3.5400 while females were 3.5650 reflecting the better performance of females' participants. It was supported by mean score the SD .90692, T-value.280, DF 398 and sig .779.

6. Item.6 data analysis reveals the mean score of males was 3.4350 while females were 3.2550 reflecting the better performance of males' participants. It was supported by mean score the SD 1.32997, T-value 1.399, DF 398 and sig .163.

7. Item.7 data analysis reveals the mean score of males was 3.6700 while females were 3.6100 reflecting the better performance of males' participants. It was supported by mean score the SD 1.05521, T-value.593, DF 398 and sig .554.

8. Item.8 data analysis reveals the mean score of males was 3.5300 while females were 3.3050 reflecting the better performance of males' participants. It was supported by mean score the SD 1.38258, T-value 1.714, DF 398 and sig .087.

9. Item.9 data analysis reveals the mean score of males was 3.4900 while females were 3.2100 reflecting the better performance of males' participants. It was supported by mean score the SD 1.15437, T-value 2.547, DF 398 and sig .011.

10. Overall, data analysis reveals the mean score of males was 3.515 while females were 3.398 reflecting the better performance of males' participants in speaking skills. It was supported by mean score the SD 1.0827, T-value 1.080, DF 398 and sig 0.410.

Table 3
Analysis by Locality: Speaking Skills

Items	Locality	N	Statistics				
			Mean	SD	T-value	df	Sig.
Item.1	Urban	00	3.5450	.76872	.063	398	.950
	Rural	00	3.5400	.81961	.063	396.376	
Item.2	Urban	00	3.4500	.94974	.688	398	.492
	Rural	00	3.3850	.93871	.688	397.946	
Item.3	Urban	00	3.4450	.99090	1.932	398	.054
	Rural	00	3.2400	1.12639	1.932	391.638	
Item.4	Urban	00	3.5300	1.05578	.520	398	.604
	Rural	00	3.4750	1.06066	.520	397.992	
Item.5	Urban	00	3.5400	.90692	-.280	398	.779
	Rural	00	3.5650	.87728	-.280	397.561	
Item.6	Urban	00	3.4350	1.24237	1.399	398	.163
	Rural	00	3.2550	1.32997	1.399	396.167	
Item.7	Urban	00	3.6700	.96736	.593	398	.554
	Rural	00	3.6100	1.05521	.593	395.030	
Item.8	Urban	00	3.5300	1.23967	1.714	398	.087

	Rural	00	3.3050	1.38258	1.714	393.354	
Item.9	Urban	00	3.4900	1.04179	2.547	398	.011
	Rural	00	3.2100	1.15437	2.547	393.882	
Total	Urban	00	3.515	1.0181	1.081	398	0.410
	Rural	00	3.398	1.0827	1.081	395.549	

Table.3: Analysis by Locality: Speaking Skills:

1. Item.1 data analysis reveals the mean score of urban was 3.5450 while rural was 3.5400 reflecting that teachers of urban areas grows students speaking skills through e-learning method in better way than the teachers of rural areas. It was supported by mean score the SD .81961, T-value.063, DF 398 and sig .950.

2. Item.2 data analysis reveals that mean score of urban was 3.4500 and rural was 3.3850 revealed that teachers of urban areas improve my knowledge through online learning perform well than rural. Supported by SD .94974, T-value .688, df 398 and Sig .492.

3. Item.3 data analysis reveals that mean score of urban was 3.4450 and mean value of rural was 3.2400 reflecting that teachers of urban areas have an online CPD diary or portfolios perform well than rural. Supported by SD 1.12639, T-value 1.932, df 398 and Sig .054.

4. Item.4 data analysis reveals that mean score of urban was 3.5300 and mean score of rural was 3.4750 reflecting that teachers of urban areas use the internet only for education purpose perform well than rural. Supported by SD 1.06066, T-value .520, df 398 and Sig .604.

5. Item.5 data analysis reveals that mean score of urban was 3.5400 and mean score of rural was 3.5650 reflecting that teachers of urban areas prefer online learning over face to face learning perform well than rural. Supported by SD .87728, t-value -.280, df 398 and Sig .779.

6. Item.6 data analysis reveals that mean score of urban was 3.4350 and mean score of rural was 3.2550 reflecting that urban teachers get quick information through e learning perform well than rural. Supported by SD 1.32997, T-value1.399, df 398 and Sig .163.

7. Item.7 data analysis reveals that mean score of urban was 3.6700 and mean score of rural was 3.6100 reflecting that teachers of urban areas understand better when teacher integrate online perform well than rural. Supported by SD 1.05521, t-value 593, df 398 and Sig .554.

8. Item.8 data analysis reveals that mean score of urban was 3.5300 and mean score of rural was 3.3050 reflecting that teachers of urban areas learn effectively through the use of internet perform well than rural. Supported by SD 1.38258, t-value 1.714, df 398 and Sig .087.

9. Item.9 data analysis reflects that mean score of urban was 3.4900 and mean score of rural was 3.2100 reflecting that teachers of urban areas learn through online dictionary and encyclopedia perform well than rural. Supported by standard deviation 1.15437, T-value 2.547, df 398 and Sig .011.

10. Overall, data analysis of all items reveals that mean score of urban was 3.515 and mean score of rural is 3.398 reflecting that teachers of urban areas speaking skills perform well than rural. Supported by standard deviation 1.0827, T-value 1.081, df 398 and Sig .410.

Findings

Indicator.1: Speaking skills

- The 58.3% of HOD's, Teachers and Students agreed that the teacher develops speaking skills among students through E learning. and 3.0% of HOD's, Teachers and Students that were strongly agreed, While 22.2% of HOD's, teachers and students that remained neutral, and 81.3% of HOD's, teachers and students that were disagreed whereas 0.3% of HOD's, teachers and students that were strongly disagree with the statement. Overall majority of the participants agreed that the teacher develops speaking skills among students through E learning. Supported by mean score 3.55 and SD 0.680.

- The 50.2%% of HOD's, Teachers and Students agreed that I improve my knowledge through online learning., while 7.4% HOD's, Teachers and Students that were strongly agreed, 26.6% of HOD's, Teachers and Students remained neutral, and 10.4% of HOD's, teachers and students that were dis greed whereas 5.3% of HOD's, Teachers and Students that were strongly disagreed with the statement. As a whole mainstream of HOD's, Teachers and Students that agreed that I improve my knowledge through online learning. Mean score 3.43 and standard deviation 0.872 supported.

- The 68.5% of HOD's, Teachers and Students were agreed that I have an online CPD diary or portfolio, while 4.6% of HOD's, Teachers and Students were strongly agreed, 11.8% of HOD's, teachers and students remained neutral, whereas 12.1% of HOD's, Teachers and Students that were dis agreed and 2.9% of HOD's, Teachers and Students that were strongly disagreed with the statement. Overall the majority of HOD's, Teachers and Students that agreed that have an online CPD diary or portfolio. Supported by mean score 3.59 and SD 0.777.

- The 55.8% of HOD's, Teachers and Students agreed that I use the internet only for education purpose, while 17.2% of HOD's, Teachers and Students that were strongly agreed, 9.93% of HOD's, teachers and students remained neutral, whereas 15.8% of HOD's, Teachers and Students that were dis agreed and 1.26% of HOD's, Teachers and Students that were agreed with the statement. Overall majority of HOD's, Teachers and Students agreed that I use the internet only for education purpose. Supported by Mean score 3.71 and SD 0.883.

- The 53.9% of HOD's, Teachers and Students were agreed that I prefer online learning over face to face learning. while 21.5% of HOD's, Teachers and Students that were agreed, 15.6% of HOD's, teachers and students remained neutral, whereas 8.23% of HOD's, Teachers and Students that were dis agreed and 0.63% of HOD's, Teachers and Students that were strongly disagreed with the statement. Overall the majority of HOD's, Teachers and Students agreed that I prefer online learning over face to face learning. Supported by mean score 3.87 and SD 0.780.

- The 58.2% of HOD's, Teachers and Students were agreed that I get quick information through E-learning, While 22.1% of HOD's, Teachers and Students that were strongly agreed, 7.3% of HOD's, teachers and students remained neutral, whereas 6.6% of HOD's, Teachers and Students that were disagreed and 5.7% of HOD's, Teachers and Students that were strongly disagreed with the statement. Overall the majority of HOD's, Teachers and Students agreed that I get quick information through e learning. Supported by the mean score 3.87 and SD 0.780.

- The 69.4% of HOD's, Teachers and Students were agreed that I understand better when teacher integrate online, while 15.7% 9f HOD's, Teachers and Students that were strongly agreed, 5.5% of HOD's, teachers and students remained neutral, whereas 2.6% of HOD's, Teachers and Students that were disagreed whereas 3.4% of HOD's,

Teachers and Students that were strongly disagreed with the statement. Overall the majority of HOD's, Teachers and Students agreed that I understand better when teacher integrate online. Mean score 3.90 and standard deviation 0.714 supported.

- The 66.6% of HOD's, Teachers and Students were agreed that I learn effectively through the use of internet while 19.1% of HOD's, Teachers and Students that were strongly agreed, 1.1% of HOD's, teachers and students remained neutral, whereas 8.4% of HOD's, Teachers and Students that were dis agreed whereas 4.8% of HOD's, Teachers and Students that were strongly disagreed with the statement. Overall the majority of HOD's, Teachers and Students that agreed that I learn effectively through the use of internet. Mean score 3.86 and standard deviation 0.729 supported.

- 61.1% of HOD's, Teachers and Students were agreed that I learn through online dictionary and encyclopedia, while 14.6% of HOD's, Teachers and Students that were strongly agreed, 9.4% of HOD's, Teachers and Students that were undecided, whereas 11.1% of HOD's, Teachers and Students that were disagreed whereas 3.7% of HOD's, Teachers and Students that were strongly disagreed with the statement. Overall the majority of HOD's, teachers and students that agreed that I learn through online dictionary and encyclopedia. . The mean score 3.71 and standard deviation 0.836 supported.

Discussion

First indicator related to speaking skills. The research illustrated that mainstream of the participants were strongly agreed that the teacher develops speaking skills among students through E-learning, majority of HODs, teachers and students that agreed that they improve their knowledge through online learning, majority of HODs, teachers and students that agreed that they have an online CPD diary or portfolio, mainstream of the participants agreed that they use the internet only for education purpose, majority of HOD's, Teachers and Students agreed that they prefer online learning over face to face learning, majority of HOD's, teachers and students agreed that they get quick information through E-learning, majority of HOD's, teachers and students agreed that they understand better when teacher integrate online, majority of majority of HOD's, teachers and students that agreed that they learn through online dictionary and encyclopedia.

Conclusion

The first indicator linked to speaking skills. The research determined the mainstream of the participants were strongly agreed that the teacher develops speaking skills among students through E learning, majority of HOD's, teachers and students are agreed that they improve their knowledge through online learning, majority of HOD's, Teachers and Students are agreed that they have an online CPD diary or portfolio, majority of HOD's, Teachers and Students are agreed that they use the internet only for education purpose, majority of HOD's, Teachers and Students are agreed that they prefer online learning over face to face learning, majority of HOD's, Teachers and Students are agreed that they get quick information through e learning, majority of HOD's, teachers and students are agreed that they understand better when teacher integrate online, majority of HOD's, Teachers and Students are agreed that they learn effectively through the use of internet, majority of HOD's, teachers and students are agreed that they learn through online dictionary and encyclopedia.

Recommendations

- The students' speaking abilities are crucial to the development of their personalities in the future. E-learning has the potential to improve university students' speaking abilities.

- E-leaning systems may create study programs that are tailored to the needs and abilities of each individual students by using algorithms and data analysis.
- More multi-directional communication can be made possible by E-learning systems enabling students to engage with both actual people and one another.
- Learners can interact with peers and management respond to training requirements and get updates via social media or a platform that mimics its fundamental features.
- Flexibility is made possible by web-based training and E learning which allow students to absorb knowledge at their own speed.
- The majority of population is spread throughout both urban and rural areas robust connectivity and constant device availability. This puts obstacle in the way of online education.
- Since there are no set of meal hours for online classes, they somewhat disturb the daily schedule. Exercise is typically disregarded which impairs the body's capacity to maintain its fitness and leads to frequent disease.
- This is a typically illustration of ineffective time management. The one of the difficulties with online learning is that students may experience anxiety, which could result in subpar academic performance.

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