

Perceptions Regarding Online Nursing Education Among Students in College of Nursing – Umm Al Qura University, Makkah, Saudi Arabia

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ABSTRACT

Background: The common ways of providing education to students, online learning, blended learning, flipped learning, tutorials, and seminars. **Aim:** This study aimed to assess the perception of nursing students toward online learning during the COVID-19 pandemic. **Methodology:** A descriptive cross-sectional research design was used on 136 nursing students were selected conveniently. **Results:** There is appositive statistically significant correlation were years of study, age, and advantage of online education only in the items related to supportive, easily understood, availability, improved abilities, and feedback. **Conclusion and Recommendations:** There is a growing demand for strategies that take into consideration all the needs of nursing students toward online learning and formulating curricula that improving online educational environment and outcomes.

Keywords: Perceptions, online Education, Nursing Students

INTRODUCTION

Research Problem

Education is considered as the basic element in the civilized society where the system of education depends upon either formal education as well as informal education. Formal education emphasizes on the standardization of the course content with the appropriate development of skills and competencies to fulfill the future professional's demand. Therefore, formal education is considered as the one that is necessary to develop certain skills and competences to fully function. For the sake of fully functioning there is a need for a process

which is known as learning. This learning process is done by the collaborative work of an educator and a learner who simultaneously perform the enhancement in knowledge (Eliot, 2020).

The traditional method teaching, and learning resulted in gaining knowledge and acquiring valuable skills in controlled environment, which helps in competency development whereas it also bromized the students to jot down notes instead of trying to understand and absorbing newer information. Lecture in the traditional classroom does not cater to each individual but accommodates the whole group as a single entity. Also, presentation is given more importance resulting in the provision of very little time for practice in a traditional classroom (Kint et al., 2017). Whereas environmental hazards and situational factors made the traditional learning process difficult for the students as well as the educator and education system. therefore, it is important to establish an appropriate way to minimize the effect of environment and situational factors (Macdonald & Wester, 2021). In the recent past where the outburst of the covid-19 pandemic situation appeared on the face of a world showing drastic consequences toward life. In that situation traditional passes of learning were impossible therefore to continue the process of learning education policy makers and organizers jot down the mechanism of e- learning process that not only initiates the effective learning strategies but also enhances the interest, aptitude, and compassion towards the learning process of the student. (Nahar et al., 2016). Study will enable to understand the process of e-learning properly along with the student perceptions regarding the e-learning process (Ramos-Morcillo et al., 2020). Student perceptions are the vital element in the learning process because it gives information about the beliefs, opinions, and subjective thinking processes. It also gives information about the potential benefits and harm to the learning process as well as the attainment and preservation of knowledge, skill acquirement, competency development and deriving satisfaction among the students and performance of skills by nursing students in a self-efficacious way. Similarly, the Current study will result out beneficial results for educational managers of university, colleges and schools, educators, researchers, policy makers and for knowledge enhancement process. In online education, learning is divided into asynchronous or synchronous or a mixture of together. Asynchronous education is schooling and culture that do not take place at a similar occasion, other than synchronous culture considered as lessons and scholarship that occurrence at the parallel instant, in cooperation of which is conducted by means of digitals for instance internet. As soon as online learning happening in the 20th century, most online courses and curriculum were synchronous through make conversation (Sun & Chen, 2016).

However, Khalil et al. (2020) classified online learning into two main types; synchronous or asynchronous which synchronous technology Provides for “live” interaction between the instructor and the students (e.g., audio conferencing, videoconferencing, webchats, etc.) while asynchronous technology includes significant delays in time between education and its receipt (e.g., E-mail, earlier video recording, discussion forums, etc.)

Challenges and Success Factors in Online Education:

The challenges faced during online classes that affected the perception and behavior of the nursing students towards online classes were communication issues, time management issues, cost issues, and lack of administrative support (Sharma & Arora, 2021).

In Mosul by Hussien and Khaffaf (2013) who reported that most of the students used the internet to get information directly which is more flexible than traditional learning, and around half of the students surveyed felt that online learning was better than traditional learning.

In Russia, Mukhametshin et al. (2021) reported that in the framework of the pandemic of Covid-19, the bearing of the changeover to secluded forms of training has increased not only for part-time students but also for full-time education. Online learning derived from utilizing several electronic educational platforms, differs significantly from the traditional system and totally shifts the whole educational process, including the forms of knowledge gaining and assessment methods. (Mukhametshin et al., 2021)

Fedynich et al. (2015) stressed the importance of investigating student's perceptions regarding recognized were adequate learner hold up that associated with colleges resources, and requirement for facilitating students' aspiration to learn. Indifference, students were highly satisfied with the simplicity of both instructions with sufficient resources, and the instructor's responsibility was known as creature crucially significant to students' satisfaction.

Kauffman (2015) stressed that online learning may not be suitable for all students. Moreover, discovering learner characteristics may help faculty in planning quality online curriculum to convene students' requirements as sufficient instructional system, guidance, course composition, and content which can smooth the advancement of student achievements and satisfaction.

Role of Internet Technology and Multi-Media in Learning

In Vietnam, a study conducted to examine online courses during the COVID-19 pandemic through comparing traditional learning to online learning for at least two months, which created significant challenges for both social work educators and students, given the fact that most social work courses require the practice and direct interaction components, and a lot of students have limited access to technology facilities (Dinh & Nguyen, 2020). Gharib et al. (2016) found that the huge amount of instructional content was found to be an obstacle to critical thinking in online learning. Also, Yoo et al. (2021) reported that the barriers of online education included issues like technical issues – mainly internet connection problems and difficulties in communication and interaction between students and teachers. In the Philippines, Medical students faced several barriers as they tried to adjust to online learning styles, having to act upon responsibilities at home, and poor communication between instructors and learners. Through implementing student-centered interventions, medical schools and educators play a major role in covering these challenges during the COVID-19 pandemic (Baticulon et al., 2021)

METHODS

Research Designs

During the pandemic in Makkah, Saudi Arabia, a quantitative web-based, cross-sectional survey was conducted to determine nursing students' impressions regarding online learning

Research Setting

Students from the College of Nursing at Umm Al Qura University's in Makkah area, KSA were selected for this research. They were specifically selected because they were easily accessible during the pandemic. Students would be readily accessible for data collection during the

pandemic since they are all enrolled in online classes and can be contacted via the internet, reduced expense, user convenience, minimized since the results are inserted directly into a database, there are less transcription discrepancies and reduced costs for entering data (Tai et al., 2018).

Sampling

The study subjects were chosen using a convenient random sampling process. Nursing students from Umm Al Qura University's college of nursing in the Makkah area made up the study's population. Nursing students must have experience and expertise in patient care, which can be achieved by a good educational program. In the event of a pandemic, conventional classroom instruction is impossible due to the risk of students contracting and transmitting COVID-19 (Wilcha. 2020). Consequently, it is important to learn how the students feel regarding the experience of online education whether is beneficial or detrimental to them.

Inclusion Criteria:

Students who are willing participate in second, third and fourth year of their study

Exclusion Criteria:

1. Students in the first year as they were still in the preparatory year, and they will not be exposed to study nursing courses.
2. Students in the internship year as they

Outcome measures

Part I (Student's Sociodemographic Characteristics Questionnaire):

It was developed by the researcher and includes sociodemographic characteristics like age, gender year of study to better understand how people perceive online education across different age groups and genders. The survey items were evaluated in relation to the socio-demographic results. Identifying the structure of the respondents' demographic characteristics was assist in deciding how well the sample represents the population. It also allowed distinguishing between various sub-groups. This segmentation could provide information that would not have been elicited if only aggregate data would have been collected (Heidarian et al., 2015).

Part III: Student's Perception of Online Education Questionnaire:

It contains 20 questions related to assessing the student's perception of online learning especially its advantages and disadvantages among nursing students. This tool was adapted from Cooper et al. (2016) and Abbasi et al. (2020) to elicit diverse perspectives on the various modalities of online education, specifically the benefits and drawbacks of online education. It consisted of questions concerning both positive perceptions which concerned with advantages and negative perceptions as disadvantages. Its scoring system based on a Likert Scale with five options ranging from strongly agree, agree, neutral, disagree, and disagree strongly. In the original study, authors found this scale as valid and reliable as originally $\alpha = 0.789$. (Cooper et al., 2016; Abbasi et al., 2020)

Ethical Consideration

The Institutional Ethics Committee or Institutional Review Boards (IRB) at Umm Al-Qura University gave their approval, and qualified participants were given an online self-

administered questionnaire. Before the study began, each participant gave consent, outlining the purpose of the study and all essential information's that the participant should be aware of before deciding whether to participate and the study participants confidentiality was maintained.

Data Analysis

The socio-demographic (gender, age, and year) and research (educational) characteristics were both subjected to descriptive statistics (year of study). Multifactorial analysis was used with the updated Questionnaire. The questionnaire is a five-point Likert scale of 20 items ranged as (one = strongly disagree, two = disagree, three = neutral, four = agree, and five = strongly agree) (Bishop & Herron, 2015). The data was collected from nursing students via questionnaires and then transferred to a Microsoft Excel spreadsheet for further study. After coding each questionnaire sheet to obtain descriptive statistics that included frequency, mean, percentages, and standard deviation for defining and multivariate statistics, the data from the students' responses in every semester via the online assessment using SPSS version 21 (SPSS, vs. 21, Chicago, IL). (Jacob., 2016). For the collection and analysis of survey results, SPSS version 26 is used by researchers, survey firms, and correlation coefficient test was done by using Spearman Rho correlation coefficient and One way ANOVA test between and within groups (Pandey et al., 2019). Finally, the study findings were presented in the form of tables and graphs.

RESULTS

Table 1 shows the demographic characteristics of study participants from the College of Nursing, Umm Al Qura University in Makkah region of Saudi Arabia, it was noted that 83.8% of females and 16.2% of males were studying in that university. Nevertheless, analysis of the number of participants according to their age showed that 39.7% of the respondents' age was between 19 to 21 years old, 31.6% of them have aged more than 23 years old, 27.2% of the respondents were in the age group between 21-23 years old. In the analysis of the number of participants based on their academic year, it was noted that 41.9% of respondents were in the fourth year, 37.5% of them in the second year, and 20.6% of the respondents in the third year.

Table 1 Distribution of nursing students in relation to their demographic Characteristics(n=136)

Demographic Characteristics		<i>f</i>	%
Gender	Female	114	83.8
	Male	22	16.2
Age	Less than 19	2	1.5
	19-21	54	39.7
	21-23	37	27.2
	More than 23	43	31.6
Year of study	Second year	51	37.5
	Third year	28	20.6
	Fourth year	57	41.9

Table 2 shows student's perceptions regarding online education which revealed that (66.5,56.6, 52.9, 51.4) of students strongly agree in the items of perceptions related to It takes a lot of time to ask any question in online learning, I can communicate with my classmates and my teacher in real-time, Through online learning I feel comfortable in using modules that have been

provided by my teacher, and online learning makes me feel confident that I can succeed through distance learning program respectively. while about half of the students(50.7) perceived strongly agree regarding the items related to I feel that the information provided by the school through an online program is useful to me and It takes a lot of time to search for required material during the course of the online lecture while there are (49.2%) of students strongly agree regarding online education in the items of perceptions related to Assignments can be submitted easily and feedbacks can be received effectively through online learning and Online learning helps me to do a group discussion along with my course mates. otherwise, (43.3, 44.1) of students strongly agree of online education in the items related to online learning encourages students to communicate effectively and I can communicate with many students at once respectively. At the same time, (38.5%) of students strongly disagree in the items of perception related to it takes a lot of time to ask any question in online learning, (22.05%) strongly disagree of items related to there is always a possibility of technical limitations frequently such as computer breakdown and poor internet connection. On the other hand, (42.6%, 27.2) of students have neutrally perceived regarding I can link my course information with other sources through hyperlink; Online learning helps me in group study and There is always a possibility of technical limitations frequently such as computer breakdown and poor internet connection respectively.

Table 2 Distribution of student's Perceptions of online education (n=136)

Q	Student's perceptions items of online education	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		No	%	No	%	No.	%	No.	%	No.	%
1. 1	I feel that the information provided by the school through online program is useful to me	0	0.0	5	.03	13	.09	49	36.02	69	50.7
2. 2	I feel that the academic or support staff are helpful	1	.001	9	.06	37	27.2	45	43.3	44	26.9
3. 3	I feel that the language used in online education can be easily understood	2	0.01	9	.06	13	12.5	56	38.5	56	38.5
4. 4	I can communicate with many students at once	5	.03	10	0.07	30	22	41	30.1	60	44.1
5. 5	I can communicate with my classmates and my teacher in real time	4	.02	10	0.07	17	.12	28	27.05	77	56.6
6.	I can get new learning materials easily and quickly	2	.01	8	0.05	28	16.1	88	64.7	10	0.07
7.	I can link my course information with other sources through hyperlink	4	.02	21	15.4	58	42.6	16	11.7	37	27.2
8.	Online classes help the students to improve their abilities by helping them understand Computer technology	4	.02	10	0.07	17	.12	28	27.05	77	56.6
9.	Online learning encourages students to communicate effectively	0	0.0	0	0.0	6	0.04	71	52.2	59	43.3
10.	Online learning promotes self-learning skills among students	2	.01	2	.01	2	.01	30	22.05	70	51.4
11.	Assignments can be submitted easily, and feedbacks can be received effectively through online learning	8	0.05	10	0.07	11	.08	40	29.4	67	49.2
12.	It takes a lot of time to ask any question in online learning	40	38.5	38	36.5	17	16.3	9	8.7	72	66.5
13.	It takes a lot of time to contribute ideas in online learning	17	12.5	11	0.08	1	0.007	35	25.7	72	52.9
14.	It takes a lot of time to search for required material during online lecture	0	0.0	5	.03	13	.09	49	36.02	69	50.7
15.	I find it difficult to adapt with the learning technique in online learning	2	1.9	9	8.7	13	12.5	56	38.5	56	38.5

16.	There is always a possibility of technical limitations frequently such as computer breakdown and poor internet connection	30	22.05	39	28.6	37	27.2	15	11.02	15	11.02
17.	Online learning helps me in group study	4	.02	21	15.4	58	42.6	16	11.7	37	27.2
18.	Through online learning I feel comfortable in using modules that have been provided by my teacher	4	.02	10	0.07	17	.12	28	27.05	77	56.6
19.	Online learning makes me feel confident that I can succeed through distance learning program	2	.01	2	.01	2	.01	30	22.05	70	51.4
20.	Online learning helps me to do a group discussion along with my course mates	8	0.05	10	0.07	11	.08	40	29.4	67	49.2

Table 3 demonstrates positive attitudes or advantages of online education. As indicated in the table, the mean of all items sums up to 3.695 and Std. Deviation equal 1.079, this indicates that the people who responded agree to all items of advantages of online education. The average of the domain "Usefulness" sums up to 3.95 and Std. Deviation equal 0.95 which indicates that the respondents strongly agreed to all the questions related to this trait. The average of the domain "Supportive" equaled 3.335 and Std. Deviation equal 1.173, this indicates that the people who responded moderately agreed to all items of this domain. The average of the domain "Easily understood" sums up to 3.65 and Std. Deviation equal 1.036, this indicates that the people who responded agree to all items of this domain. The average of the domain "Communication" sums up to 3.802 and Std. Deviation equal 1.098, this indicates that the people who responded agree to all items of this domain. The average of the domain "Availability" sums up to 3.647 and Std. Deviation equal 1.092, this indicates that the people who responded agree to all items of this domain. The average of the domain "Improved Abilities" sums up to 3.88 and Std. Deviation equal 1.109, this indicates that the people who responded moderately agree to all items of this domain. The average of the domain "Feedback" sums up to 3.61 and Std. Deviation equal 1.103, this indicates that the people who responded moderately agree to all items of this domain.

Table 3 Distribution of student's Positive attitudes or advantages regarding online education (n=136)

<i>Items</i>	<i>Mean</i>	<i>SD</i>
a)I feel that the information provided by the school through online program is useful to me	3.93	.857
b)Online learning promotes self-learning skills among students	3.98	1.043
All items of Usefulness	3.95	.95
a)I feel that the academic or support staff are helpful	3.60	.961
b)Online learning helps me in group study	3.07	1.386
All items of Supportive	3.335	1.173
a)I feel that the language used in online education can be easily understood	3.76	.939
b)Through online learning I feel comfortable in using modules that have been provided by my teacher	3.54	1.134
All items of Easily understood	3.65	1.036
a)I can communicate with many students at once	4.01	.970
b)I can communicate with my classmates and my teacher in real time	3.94	1.031
c)Online learning encourages students to communicate effectively	3.47	1.229
d)Online learning helps me to do a group discussion along with my course mates	3.76	1.163
All items of Communication	3.802	1.098
a)I can get new learning materials easily and quickly	3.83	1.030

b)I can link my course information with other sources through hyperlink	3.68	0.926
c)Assignments can be submitted easily, and feedbacks can be received effectively through online learning	3.61	1.103
d) Online learning makes me feel confident that I can succeed through distance learning program	3.47	1.311
All items of Availability	3.647	1.092
a)Online classes help the students to improve their abilities by helping them understand Computer technology	3.88	1.109
All items of Improved abilities	3.88	1.109
a) Assignments can be submitted easily, and feedbacks can be received effectively through online learning	3.61	1.103
All items of Feedback	3.61	1.103
All items of advantages of online education	3.695	1.079

Table 4 shows negative attitudes or disadvantages of online education. As indicated in the table, the mean of all items sums up to 3.293 and Std. Deviation equal 1.215, this indicates that the people who responded moderately disagree with all items of disadvantages of online education. The average of the domain "Time Consuming" equals 2.98 and Std. Deviation equal 1.220, this indicates that the people who responded moderately agree to all items of this domain. The average of the domain "Difficulty in learning" equals 2.78 and Std. Deviation equal 1.245, this indicates that the people who responded agree to all items of this domain. The average of the domain "Technical difficulties" sums up to 4.12 and Std. Deviation equal 1.180, this indicates that the people who responded agree to all items of this domain.

Table 4 Distribution of student's Negative attitudes or disadvantages regarding online education (n=136)

<i>Items</i>	<i>Mean</i>	<i>SD</i>
It takes a lot of time to ask any question in online learning	2.87	1.315
b)It takes a lot of time to contribute ideas in online learning	3.10	1.160
c) It takes a lot of time to search for required material during online lecture	2.97	1.186
All items of Time consuming	2.98	1.220
a)I find it difficult to adapt with the learning technique in online learning	2.78	1.245
All items of Difficult in learning	2.78	1.245
a) There is always a possibility of technical limitations frequently such as computer breakdown and poor internet connection	4.12	1.180
All items of technical difficulties	4.12	1.180
All items of disadvantages of online education	3.293	1.215

DISCUSSION

Traditional education methods had some advantages such as gaining knowledge and acquiring good skills, it also had disadvantages like students being focused on taking down notes instead of trying to understand and gaining newer ideas. Lecture in the traditional classroom does not cater to each individual but accommodates the whole group as a single subject. Also, presentation is given more importance resulting in the provision of very little time for practice in a traditional classroom (Lahti et al., 2014).

According to Allen and Seaman (2014) an online learning is defined as one in which at least 80 percent of the course content is delivered online. Face-to-face instruction includes courses in

which zero to 29 percent of the content is delivered online; this category includes both traditional and web-facilitated courses. The remaining alternative, blended (or hybrid) instruction has between 30 and 80 percent of the course content delivered online.

The nursing colleges throughout the world decided on this approach in view of the seriousness of the COVID-19 pandemic. Online learning has since become a challenge for many teachers and universities. Universities and teaching establishments have been competitive and seek new and different ways to attract students to online classes so that better learning outcomes can be achieved. Therefore, the present study conducted to assess the perceptions of online learning among nursing students during pandemic studying in the college of nursing, Umm Al Qura University, under the Ministry of education in Makkah, Saudi Arabia.

Regarding student's socio-demographic characteristics. As the data was collected from only Saudi nationals so it is obvious that all the participants were Saudi national. The age of most nursing students ranged from 19-21 years old (39.7%), dominated by females (83.8%). Finally, (41.9%) of the total participants from the fourth year, while (37.5%) from the second year and (20.6%) from the third year.

Concerning student's perception of online education, the current study exposed with the intention of more than half of students strongly agree in the items related to it acquires a lot of time to ask any question in online learning, can communicate with classmates and teacher in real-time, through online learning feel comfortable in using modules that have been provided by their teacher, and online learning makes me feel confident that can succeed through the distance learning program. This finding goes in the same line with Elfaki et al. (2019) who reported about nursing student perception of online learning versus traditional mode of education that students had a positive perception in the direction of online education. Also, a systematic review is done by Mahapatra, and Sharma (2020) highlighted the impact of online education on attitude, knowledge, and skills. They concluded that there were strong indications for positive attitudes towards online classes. Additionally, Sharma and Arora (2021) reported those challenges happening during online classes that may affect the perception and behavior of the nursing students towards online classes were included communication issues, time management issues, cost issues, and lack of administrative support.

In contrast, Dinh, and Nguyen (2020) revealed that in low and middle-income countries, online learning has the impending to deal with faculty shortage, growing the reach of medical educators and improving their efficiency; progress right of entry to health professions' training, growing the number of health workers and encouraging their withholding in the regional state; and ease collaboration with institutions that have more facilities. Despite, the COVID-19 pandemic in many countries as India, Pakistan, Nepal, Jordan, and Libya, most medical students had a negative perception or expressed dissatisfaction towards online learning.

While Mukhtar et al. (2020) and Salmi (2013) reported that online learning allows students to have a social interaction through which they can generate and share concepts of different topics with each other. Also, (Jiyeon, 2012; Amir et al., 2020; Mutalib et al., 2016) concluded that students were still active and joined online learning sessions due to an active interaction between students and the instructors.

Otherwise, it is critical to assess student perceptions to determine whether online learning offers benefits or is associated with drawbacks. Ali and Bhaskar (2016). In addition to, given the learner's busy life, an extra advantage to online schooling is that it can be mostly fit into everyday life at the learner's convenience. This gives students the freedom to learn at their own pace. Also, because of the lower costs, online education has become extremely common (Francis et al., 2019). For many teachers and colleges, online learning has since become a challenge. Universities and educational institutions have become proactive, seeking new and different ways to draw students to online classes in order to achieve better learning outcomes (Khalil et al., 2020).

According to Labrague et al. (2017) who conducted a multi-university study on student's attitude regarding education in Nigeria, India, Greece, and Philippines and discovered that Students commencing all countries acquire kindly attitudes, in particular taking place actually based compassionate management, at the same time as close by an obvious requirements to highlight on animated kind attitude for the period of nursing schooling plus clinical practice and recommended that clinical learning and training should be conducted in the manner that aid students construct or improve their practice and performance that can be tailored to clinical settings.

Regarding student's perception of "Improved Abilities", the present study revealed moderate agreement to all items of this domain. This finding goes in the same way of Rouleau et al., 2019 who necessitated on that nurse who were take a part of online learning had a well positive attitude and performed with greater self-efficacy. Also, online learning interventions improved the participants' knowledge including appraisal of ability of clinical performance as administering medication, calculation of drug dosages, understanding of arterial blood gases and palliative care. In this regard, Prior et al. (2016) clarified that online distance education allows easy and convenient access to learning experience. As with other forms of education, high self-efficacy often encourages greater student confidence and autonomy. While self-efficacy has been shown to have positive effects in face-to-face education, its antecedents and consequences in online education are less clear. Additionally, Barbera et al. (2013) in three universities from USA, Spain, and China for investigate factors that influencing the student's satisfaction of learning. They reported that the factors affected their perception includes the curriculum plan and content, good feedback from the instructor was also associated with learner satisfaction and with perceived learning.

In Sudan, Ahmed et al. (2018) necessitated on that there are a highly achievements in student's perceptions regarding learning environment in different years of study which differences in students' academic performance should be further investigated, to decide the needs according to the weakness and the strength of each academic year.

On the other hand, Lahti et al., 2014 reported that there is an enhancement of knowledge and skills in online learning compared to traditional learning and reported that there are some improvements of knowledge was associated with online learning compared to traditional learning. Otherwise, an integrative review by McDonald et al. (2018) concluded that online learning helps students in self-evaluation, clinical rationalization of skills, active use of mobile technology, vital training, and research.

Consequently, Education can become critically weigh significantly different aspects when educators are able to construct such possibilities by encouraging critical learning spaces, in which students are encouraged to increase their capacities of analysis, imagination, critical synthesis, creativity, self-awareness (Sun & Chen, 2016). On the other hand, Magen-Nagar and Shonfeld (2018) recommended that included students in programs could decrease technological worry and amplify technological self-self-reliance. Nevertheless, students' enthusiasm and satisfaction were found to have a thickset consequence on student attitudes regarding new technology in education.

Regarding the correlation between student's age and the advantages of online education, the present study revealed that there are positive statistically significant correlations were found only in the items related to supportive, easily understood, communication, and availability. These in researcher views could be related to that the language used in online education can be easily understood, course information with other sources through a hyperlink, assignments can be submitted easily, and feedbacks can be received effectively through online learning, online classes help the students to improve their abilities by helping them understand Computer technology, and assignments can be submitted easily, and feedbacks can be received effectively through online learning. These findings supported by Aristovnik et al. (2020) who clarified that because the undergraduates in young adult's age, the user must have a clear understanding of device activity as well as a strong and secure internet connection to participate in online education. In addition to, Rapanta (2020) found that some of the benefits of online learning include allowing undergraduate students to learn at their own speed, keeping online teaching costs low, and providing personalized attention to students. Another benefit of online learning is that it is easy to use.

CONCLUSION

The results indicates that the people who responded moderately agree to all items of this domain. While "Difficulty in learning" indicates that the people who responded agree to all items of this domain otherwise. "Technical difficulties" indicates that the people who responded agree to all items of this domain. On the other hand, there is no statistically significant relation was found between gender and all items related to the advantages of online education; no statistically significant relationships were found between gender and all items related to the disadvantages of online education. Besides, there are a positive statistically significant correlation was found between age and advantages of online education only in the items related to supportive, easily understood, communication, availability

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