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Students' obstacles towards online learning: A study of uitm's students during pandemic covid 19 in Malaysia

Najdah Abd Aziz[1*], Shahariah Harun[2]
[1] Faculty of Business and Management, Universiti Teknologi MARA Cawangan Terengganu Kampus Kuala Terengganu,Terengganu, Malaysia
[2] Faculty of Law, Universiti Teknologi MARA Cawangan Terengganu Kampus Dungun, Terengganu, Malaysia

Abstract
Online classes have become a world phenomenon as the Covid-19 outbreak which causes the student to attend and undergo online learning methods. All students need to adapt to this new situation where they need to study using an online platform as a lesson session with their lecturer. Some students might be uncomfortable with this new environment. This is because every student comes from different background and reflect to their location, availability of equipment and financial issues to have online learning. Thus, this unexpected situation also gives a challenge for students to study at home alone. Therefore, this study aims to identify the obstacles facing during conducting online class. A theoretical framework is developing to give a clear picture on the area study. A set of questionnaires was distributed to 200 UiTM's students randomly in Malaysia. Then, the data collected analyzed using SPSS and the result shows that physical health, home environment, instructor's capabilities and workload being as obstacles to the students during attending online class. This study very important as it can give good information to academicians, institutions, government and policy makers.

Keywords: online learning; physical health; home environment; instructor's capabilities; workload

Introduction

The COVID-19 pandemic, also called the coronavirus pandemic, is a current pandemic of coronavirus disease 2019 (COVID-19). It is caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The outbreak started in Wuhan, Hubei, China, in December 2019. The World Health Organization (WHO) called it a pandemic on 11 March 2020. The COVID-19 has resulted in schools and universities shut across the world. COVID-19 has changed the face of education. Educators and students across the country strive to accommodate virtual and socially remote schools while also supporting their students 'fears and anxieties. Globally, over 1.2 billion children are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms, that called online earning.

Thus, in assuring the continuance of educational sector throughout the nation, Online Distance Learning (ODL) was implemented at the university level during Malaysia's entire lockdown in March 2021, whereby all sectors, including education, were required to cease operations. As a result, most university students begin their studies through Online Distance Learning (ODL). Online learning refers to the learning experience via internet either in the synchronous or asynchronous environment where students engage with instructors and other students at their convenient time and place.

In a globalized digital age, government agencies, educational institutions, corporations worldwide are increasingly promoting online learning mechanism that has emerged a shift from traditional face-to-face classes to distance and online learning. With the advancement of new communication technologies, online learning can provide a rich, authentic learning ecology that can facilitate collaboration and interdependence between learners. With distance learning moving in the long run, experts say that the mental, emotional, and academic effects of the shift tend to be challenging.

As a matter of fact, with the pandemic-induced shift to remote learning, academic integrity is receiving more attention and more scrutiny than ever before. Academic integrity is paramount because much of our teaching and learning system is based on assessment. Therefore, it undermines these assessments along with the entire learning system. It creates the illusion that the learner has mastered subject matter when that is not the case. That may benefit them in the short term, but it catches up with them eventually. In the transition to remote learning amidst the global pandemic, concerns about cheating were top of mind for many instructors. And while it took some getting used to, educators banded together to share advice and tactics to help uphold academic integrity in online courses.

As one of the leading public higher learning institutions in Malaysia, Universiti Teknologi MARA (UiTM) has taken a drastic effort to continue the learning activities based on online distance learning (ODL) too. All processes towards the fulfillment of the curricular requirements are going online including the lectures,

assessment, and tutorial. Several platforms are being used in learning activities such as WhatsApp, Telegram, Facebook Live, Google Meet, Google Classroom and U-future as one of the main platforms for UiTM. Nevertheless, the satisfaction of students in engaging online distance learning (ODL) style is different depending on several factors. Some students really enjoy online learning and several students are not. Saving time and cost plus the flexible mechanism are the factors that lead to students enjoyment. On the other hand, poor internet connection is one of the factors that lead to challenges. Thus, our research will focus on the UiTM students' perspectives towards online learning from different campuses and faculties.

Problem Statement

Online Distance Learning (ODL) is the new method that is widely used in various countries since the virus occurs. Therefore, the new method has been approved by some teachers and students as it is a convenient and innovative way to learn instead of using physical classes and going to school (Muhammad et. al 2020) [23]. However, new ideas always come with different types of impact and effect either in positive or negative ways. Physical health and home environment are few from hundreds of problems that come with ODL (Online Distance Learning). People might say that studying at home is comfortable because they have their own space and time to arrange but not for those who think otherwise. But, staring at the laptop or other digital devices to join classes from day to evening or maybe till night might be a factor that our eyes will not function well for a long time. It also may cause back pain or other complicated diseases (Cecilie *et al*., 2021).

Moreover, Neha and Sharma (2021) [24] state that physical health has occurred during virtual class time such as etching in the eye of the students, muscle fatigue and headaches. Watching too much light from the screen can make the eyes become red as they are drying and causing headaches that also may affect a student's sleep cycle. Besides, spending too much time in front of computer and phone screens can cause eyesight problems, as well as frequent headaches, which she believes are caused by prolonged screen exposure. In contrast to classrooms, students are not required to follow good ergonomics practices at home. One of the most common causes of a sudden increase in backaches and fibromyalgia is the way of taking online classes while lying down on beds and sofas. All these factors, including posture, regularity, lack of routine, and attentiveness, have contributed to physical health, as a lack of physical activity has caused the students to become restless and frustrated. Additionally, it had a significant impact on eating habits, which resulted in physical health problems. Students are becoming obese because of a lack of physical activity. According to the findings of the researchers, virtual classes are more harmful than beneficial to both individuals and society because the effects of smartphone and computer screen emitted radiation impair their sight and hearing capacity, making them unable to learn effectively.

Likewise, students that co-live with their whole family may also have an impact because they need to cooperate in a noisy environment with their siblings around. Their parents may also ask for help if they are the eldest or old enough to do house chores since they are at home. Those who live near busy roads also experience the noise disturbance and distract them from their studies (Amit et. al 2020; Muhammad et. al 2021) [5]. This is demonstrated by the findings from the analysis of the 19 interviews, which indicate that there is considerable distraction and that remaining silent during class is proving difficult.

Besides that, the instructor's ability to teach in the current landscape of online settings also becomes a challenge for UITM students during ODL. The presentation/teaching style of the instructor and the instructor's technical skills in handling online classes are two important elements that influence the instructor's ability to teach during ODL. Based on the study from Claudiu (2020) [10], teachers who lacked the essential technological abilities, were unable to adjust their teaching style or appropriately interact with students in an online setting on time to maintain strong teaching standards. Furthermore, 22.5% of students mentioned that the main issue they encountered was the lack of adaptation of the teaching style to the online environment, this having a negative impact on their ability to assimilate and understand the subjects taught during the courses.

Regarding the courses, 32.8% of respondents declared that the schedule was not followed: teachers did not give breaks, classes did not start or end at the established hours. In order for the teaching process to efficiently take place online, a balance between theory and practical tasks, as well as assigning tasks according to the amount of available time students have is necessary (Claudiu, 2020) [10].

Further, Beth (2021) [5] stated that students have reported that their academics burdens have increased since the outbreak began. In fact, several students seem to be overwhelmed by the sheer volume of work they have been handed. Meanwhile, Ida Lim (2020) [19] stated that some students claimed that they are struggled with online class learning attributed to stress, as lecturers tend to provide more homework in this method.

Research Objective

1. To identify the relationship of physical health towards online learning
2. To determine the relationship of the home environment towards online learning
3. To investigate the relationship of instructor capabilities towards online learning.
4. To examine the relationship of students' workload towards online class

Scope of the Study

The respondents of the study are the students from Universiti Teknologi Mara (UiTM) from different campuses and states. It consists of male and female students who come from all parts and faculties. The survey was

conducted using a Google form questionnaire and given to the respondents through a few platforms such as WhatsApp Group, email, Facebook etc.

Literature Review

Online Distance Learning (ODL)

Movement Control Order (MCO) has been implemented by the government to reduce the number of Coronavirus disease cases in Malaysia. During MCO, Malaysians were instructed to stay at home, so it affected the students in continuing their studies in physical education. In continuing their studies, learning activities mode has been changed to the Online Distance Learning (ODL). The conceptual definition of distance education, it is a teaching style in which students finish their studies from anywhere but are not necessarily physically present at the lecture session. In other words, a student learns, studies, and completes their registered courses online without having to attend any physical classes such as a lecture hall, computer lab, library, or any other physical classes (Allam *et al*., 2020) [4]. There are many platforms that have been used in learning activities including Google Classroom, Facebook Live, skype and others. Therefore, they can study from anywhere and can save time and money when they do not have to attend physical classes.

In research from Febrianto *et al*. (2020) [14] online learning medium encourages students that are not only informative but also entertaining. This is since they assess the student's digital literacy. Students and educators can optimize the learning process by utilizing the benefits of social media and diverse platforms. It is the type of education where lecturers and students are physically separated, and various online programs are used to promote interactive contact between lecturers and students. In this pandemic COVID-19, distance education is popular among students and institutions for good reason. Online learning is one of the methods of future education. Online learning enables students to learn more quickly and efficiently. The shared space that has been used by both students and educators in learning activities to communicate and deliver the best learning helps them in improving their skills.

The other term of Online Distance Learning as addressed by Hazaymeh, (2021) [16], it is the substitute of conventional distance learning. It involves the use of technology and e-learning to give learners with online education that contributes to the improvement of communication skills and the enhancement of learning experiences. Distance learning education has been introduced due to the rapid development of technology. For today's digital students, online learning is seen as a motivating way for improving self-learning and language education. This mode of learning has been concluded that traditional learning is better to assist and improve learners' performance, engagement, feedback effect, and inspiration. There have been few studies of how universities around the world responded with the COVID-19 outbreak and are currently planning for the upcoming semester (Ghada, 2021) [15]. However, such inventorying is required to assist higher education institutions in overcoming the lockdown, which is likely to last through 2020 and 2021. Information on how other universities have behaved, as well as a look at other countries and their universities, can be extremely beneficial. There have been very few empirical academic studies published on this phenomenon; literature dedicated to understanding how online distance learning undertaken during the COVID-19 lockdown has impacted academic practices in higher education is still being established.

The Relationship between Physical Health and Online Learning

Students who are learning from home since Covid-19 occurred, are also exposed to many kinds of physical health issues that many people were not aware of such as eye problems, headaches, muscle fatigue and obesity (Neha and Sharma, 2021) [24]. The eye problem is obviously the side effect of staring at the blue screen for a long time and in addition to the problem, the student’s sleep cycle will also be affected because the light emitted from any electronic devices screen will push the sleep period for 2 to 3 hours (Himani, 2021). As a solution to these problems, some of the teachers that hold virtual classes either will provide a five-minute break between classes to their students or 20 minutes of break after three or more classes. There is no in-depth study about the exact problems or losses that our eyes will expose to yet there are factors that can be observed such as ambience light, screen quality and distance of our eyes with the devices when using them (Kakoli, 2020) [20]. Mangis (2016) [21], in her thesis, states that online education has further led to the emergence of a sedentary lifestyle resulting in "later bedtimes, longer sleep onset latency and later walking time". Mangis further argues that even though online courses have offered students the autonomy to work at their space and pace, the sedentary nature of online classes have triggered health issues such as cardiovascular diseases, type 2 diabetes, and depression. Similarly, an empirical study was conducted at the Netaji Subhas University of Technology, New Delhi, to analyze issues related to online classes, such as content delivery, interaction, assessment, and health issues (Chakraborty *et al*., 2021) [8]. A comparative analysis was made to understand the impact of online classes on the youth of the institute. The study has concluded that students could not cope with the sudden transition in their lifestyle and academia. Many students reported suffering from mental ailments of varying severity. Depression, anxiety, and suicidal thoughts are the prime mental health issues encountered by the students.

Alice (2018) stated that when students spend more than two hours on screens every day, they tend to perform more poorly on tests of cognition. They may not come as a total shock, given the research in recent years—and much anecdotal evidence—but it is nice to have more confirmation in the form of research findings. This study conducted at Children's Hospital of Eastern Ontario Research Institute, looked at data from 4,500 children aged 8-11 from 20 locations across the U.S. Their parents answered questions about their usual screen use, their sleep,

and time spent in physical activity. The children also completed a cognitive test, which measured executive function, attention, working memory, episodic memory, language, and processing speed.

The Relationship between Home Environment and Online Learning

Some students prefer a little environment noise while they are studying, while others find that complete silence allows them to concentrate better. Besides the home environment disruption faced from students, parents' understandings also play a main role to impact the student's studies. According to Younas Muhmmad *et al* (2020) [31], more than fifty percent of students agree that parents' involvement affects their studies. On the contrary, parents who refuse to understand seriously the nature of their children online classes, will keep giving household chores to their child (Amit et. al 2020; Muhammad et. al 2021) [5]. Hence, due to interruptions from home and other factors, the student is unable to concentrate in online classes.

The home environment is considered as one of the significant factors affecting learners' performance and academic achievement (Expósito et. al., 2020.) Further, Noor Alyani *et al*. (2020) [25] identified that the environment has an incredible effect on nurturing human nature, loving and caring behavior, and sharing habits that affect most rather than the tangible environment. Its behavioral dealings, not the architecture that influences students to the maximum degree of learning. Younas *et al*., (2020) [31] said that encouraging levels of families, expectations, and educational activities at home are connected to socio-economic status. Families with different socio-economic status create a different learning situation that affects the child's achievement.

Younas Muhmmad *et al*. (2020) [31] found that the family environment potentially inhibits or assists students' overall development. Parents' attitudes have a dominant influence, and if they are supportive, students' performances improve, and their development improves. Interactions between family members boost students by allowing them to strengthen their language, social, and intellectual skills. There is evidence that a supportive family environment boosts a student's self and allows them to be sociable. This self-assurance assists students in improving their ability to adapt to new circumstances, which improves students' academic achievement. Students who grow up in a non-supportive home environment experience challenges in many areas of their lives, including academics. Interactions between family members are common at home.

Furthermore, family decisions are an important component that necessitates close interactions among family members. It is the stage at which the importance of a family member's statement or point of view can be determined. Families that include their children in decision-making allow their children to develop self-confidence and self-esteem, and thus contribute to students' social development. Several studies conducted by Younas *et al*. (2020) [31] indicated that a positive home environment is a significant predictor of students' academic achievement. They made a point of saying that the classroom learning at home is insufficient without the help of the family environment.

The Relationship between Instructor's Capabilities and Online Learning

Moges (2017) [21] found that most respondents 70% agreed or strongly agreed that tutors explained the outcomes to them and 66% of the respondents said that the lecturer clearly explained to them how the different outcomes will be assessed. Although most respondents (69%) stated that the tutors were well prepared for their session it is still a concern that 31% stated that they feel the lecturers were not so well prepared.

On the other hand, Claudiu et. al (2020) [10] recognized that universities did not have the technical capacity to provide optimal conditions for online learning, 69.4% of the respondents complained that they frequently and very frequently encountered technical problems with the platforms provided by the universities (connecting to the platform, signal loss, delayed viewing of messages, the sound was not clear). Some teachers found alternative solutions by using other platforms, but several students were concerned because there was no clear notification about when and where the course would be presented on other platforms (2.5% of agree this aspect). Teachers also did not have the necessary technical skills and they did not manage in such a short time to adapt their teaching style, or to properly interact with students in the ODL. The technical skills of teachers can be represented by their ability to use different functions offered by the E-learning platform for example, using the video conference function where students can actively participate because teachers have the possibility to make them moderators. These technical skills also refer to the ability to present topics through screen sharing, use synchronous chat during presentations, offer students the possibility to work in teams during seminars, post various links on the platform with reference to various sources of information, make short videos for certain laboratories/seminars and to post them on the platform.

Some teachers managed to find solutions while others were not interested in trying to learn how to teach online. Thus, 86.4% of students stated that teachers frequently used a limited number of tools provided by the E-learning platform. They used only the basic tools which were almost mandatory for conducting the courses, and 30.6% of students declared they have used such instruments. Moreover, 15% of students mentioned that teachers did not have the necessary skills and they did not seem eager to improve their teaching skills in the online environment. Based on the studies from Yan Wang (2021) [31], it shows that 90% of teachers had told students the teaching objective, offered learning resources, given assignments, and interacted with them. During online medical education, 69.27% of the surveyed teachers chose to change or use more learning platforms online and tended to use platforms with more available functions. Some researchers in developing countries thought that assessment via relatively unfamiliar methods and environments is challenging to both the students and examiners. Furthermore, the study observed that only 12% of the courses were taken through live- stream. Most teachers

chose to let the students watch videos instead of teaching them in person online. Teachers could not perceive whether the students got it by detecting expressions on the students' faces on the Internet. Numerous teachers in China still could not utilize different kinds of online education tools proficiently. The majority's concept of online education was limited to watching videos and assignments online. Educating teachers to transform the idea is essential for medical schools in China.

In addition, in the research done by Abhinandan and Anupama (2020) [1] noticed that students opined that an online class has a significant impact on their learning style, and they also agreed that they get support from the teacher in online class like getting good reading material and clarifying their doubt through online tools. But students do not believe that an online class replaces the traditional face-to-face classroom teaching, and they feel that online courses are not comfortable when compared to the conventional method of teaching.

Finally, using the updated MSLQ instrument, all freshmen students were asked to score their motivation in using Educational Technologies during the COVID-19 Pandemic. They are motivated to use the educational technologies in their task value (4.10) followed by Control of Learning Beliefs (3.92), Extrinsic Motivation (3.90), Intrinsic Motivation (3.70), and in Anxiety Test (3.67). Therefore, despite the sudden shift in the teaching modalities from the traditional classroom setup, the students often utilized the educational technologies as they are often motivated to join their online and distance classes. However, it is noteworthy to observe that their self-efficacy and performance are slightly off. Therefore, teachers should consider different teaching strategies in this learning setup to enjoy and appreciate the distance and online learning. (Ernie et. al 2020) [11]

The Relationship between Students' Workload and Online Learning

Emily *et al*. (2021) studied impacts of workload among adolescents in English high school. 439 of students on the West Coast of the United States were selected as a sample in this study. Surprisingly, the result shows that workload does not impact on their stress during online learning. They claimed that they have more or enough time to complete all the tasks compared to previous year since workload demand and time constraints are more manageable this year and not threatening to their self-worth or grade.

Mastering much knowledge through assignments, tests and examination in a short time would lead to academic pressure among the students. Hence, Chunjiang *et al*. (2020) [8] examined the relationships between Chinese college students stress and health during the COVID 19 pandemic. 867 undergraduate students from four public universities in China were selected as the respondents in this study. The study found that academic workloads such as bulky online tasks or assignments, examinations and excessive online learning curriculum had contributed some negative impacts on students' stress and health. Thus, based on this finding, several parties should take an immediate action to resolve them.

Rebeca (2020) [25] stated that everyone education have become more challenging because of an increased amount of assignment and a limited social contract. Study for online classes does not feel like studying at all, instead, it is simply a matter of completing assignments. Professors or lecturers have replaced active learning with an abundance of written materials, additional readings, and other out-of-class tasks. Online classes seem to have the same auto fill capacity as vending machines, which is as soon as the students finish one assignment, other two more will appear to wreak the student's day. With the quantity of work increasing every day, students have reached a point where they are unable to take even a tiny break, as if school has taken control of students' mental health, which is distressing and draining.

Theoretical Framework

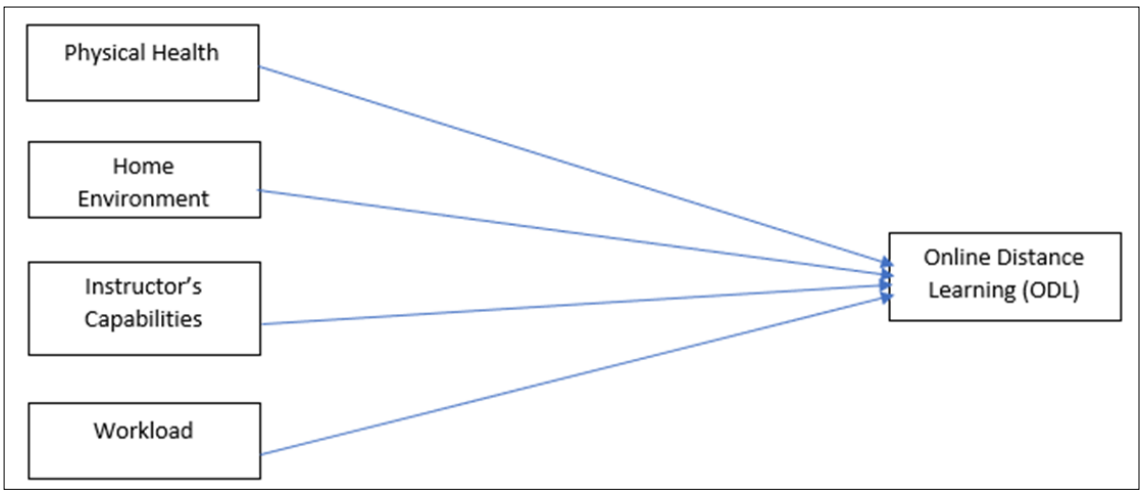

Fig 1

Hypothesis

H1: Physical health has positive relationship towards online learning

H2: Home environment has positive relationship towards online learning

H3: Instructor's capabilities have positive relationship towards online learning
H4: Workload has positive relationship towards online learning

Methodology

Population

The population of this study is UiTM students in all campuses in Malaysia that join online learning during COVID-19 pandemic. The university had one main campus and 34 state campuses, that offers over 500 programs ranging from foundation to postgraduate level

Sample Size and Sampling Technique

200 students were chosen as a sample and online survey via google form were distributed to them. Non-probability convenience sampling was used in this study due to simplicity and convenience. In marketing surveys, there is often unknown target population to which the researcher wants to generalize the findings, thus convenience sampling is highly recommended (Hulland *et al*., 2017) [17].

Instrument

The questions were divided into six sections which are demographic profile, online learning, physical health, home environment, instructor's capabilities, and workload. All the questions in each section except demographic profile were measured by using a 5-point Likert Scale as a scaled response of this type takes no more values, the error introduced by assuming that differences between the discrete points are equal become smaller. In addition, it is a simple method to administer effectively (Zikmund et. al., 2010).

Table 1

Section	No. of items
Demographic data	5
Online learning	5
Physical health	5
Home environment	5
Instructor's capabilities	5
Workload	5

Data Collection

The starting task of the research is by distributing the questionnaire in Google Forms to all UiTM students through various platforms such as WhatsApp, Telegram and other social media that we can get through. Each question that relates to the variables will have 5 types of measurement starting from 1 that shows the respondent strongly disagrees and ending with number 5 which respondent strongly agrees. Then the data were analyzed using SPSS method.

Findings and Analysis

Reliability Test

This is analysis for reliability test. This section will focus on verifying the internal accuracy of the data values provided to 200 respondents using the Cronbach's Alpha test on the individual scales.

Table 2: Reliability Test

Variables	Number of items	Cronbach's Alpha
Physical health	5	.856
Home environment	5	.858
Instructor's capabilities	5	.843
Workload	5	.860
Online learning	5	.850

Table 2 shows the results of reliability test. Based on the table, the Cronbach's alpha for all dependent variable is greater than 0.60. This meant that the variables were measured with items that were both reliable and consistent (Taherdoost, 2016) [27]. According to Sekaran (2003) [26], Cronbach Alpha must be more than 0.5, while Mohd Najid (1999) recommends a minimum value equal to 0.6. Since all variables are in the range of 0.843 – 0.860, which is considered as excellent reliability.

Normality Test

The determination of goodness fit of data involves the analysis of normality test. The results of the normality test for each dimension of the independent variable are shown in the table. Skewness and kurtosis should be zero near or near zero, indicating a perfectly normal distribution.

Table 3: Normality Test

	Physical health	Home environment	Instructor's capabilities	Workload
Mean	4.4060	4.5230	4.5178	4.6708
Median	4.4000	4.4000	4.6000	4.8000
Skewness	-1.167	-1.941	-2.153	-1.315
Std. Error of Skewness	.191	.191	.191	.191
Kurtosis	4.692	8.945	9.473	3.361
Std. Error of Kurtosis	.382	.382	.382	.382

According to Table 3, the mean and median scores for each variable (physical health: mean= 4.4060, median= 4.4000; home environment: mean= 4.5230, median= 4.4000; instructor's capabilities; mean= 4.5178, median= 4.6000; workload: mean= 4.6708, median= 4.8000) were nearly identical. Additionally, the skewness and kurtosis scores for each variable (physical health: skewness= -1.167, kurtosis= 4.692; home environment: skewness= -1.941, kurtosis= 8.945; instructor's capabilities: skewness= -2.153, kurtosis= 9.473; workload: skewness= -1.315, kurtosis= 3.361) were also within the range of +/-3. Therefore, the sample was considered normal. This means the overall findings of the analysis conducted for the study can be generalized to the whole population.

Table 4: Correlations

		Online learning	Physical health	Home environment	Instructor's capabilities	Workload
Online learning	Pearson Correlation	1	.563**	.591**	.645**	.680**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	200	200	200	200	200
Physical health	Pearson Correlation	.563**	1	.492**	.631**	.529**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	200	200	200	200	200
Home environment	Pearson Correlation	.591**	.492**	1	.642**	.552**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	200	200	200	200	200
Instructor's capabilities	Pearson Correlation	.645**	.631**	.642**	1	.640**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	200	200	200	200	200
Workload	Pearson Correlation	.680**	.529**	.552**	.640**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	200	200	200	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows the relationship between independent variables (physical health, home environment, instructor's capabilities, workload) and dependent variable (online learning). The result shows that workload (r=0.680) and instructor's capabilities (r=0.645) have a strong relationship with online learning. The remaining independent variables: home environment, (r=0.591) and physical health (r=0.563) show a moderate association with the dependent variable. All relationships are significant with a p-value of 0.000 ($p<0.05$) at 0.01 significant level. Thus, hypotheses 1, 2, 3 and 4 were supported.

Discussion

At the beginning of this study, it was highlighted that the main objective was to determine the relationships between physical health, home environment, instructor's capabilities and workload on online learning. The result from the analysis vividly shows that all independent variables have positive relationship with online learning during pandemic Covid 19. Thus, it can be concluded that all the research objectives had been met based on the data and findings. Further, hypotheses 1, 2, 3 and 4 are supported which it revealed that there is a strong relationship between workload and instructor's capabilities towards online learning.

Conclusion

All in all, the objectives are possible to be achieved as currently the government is taking a stringent measure to flatten the curve of Covid 19 spread among the citizens, i.e., the Movement Control Order (MCO) was enforced throughout the countries. Hence, the Ministry of Higher Education announced that all public and private universities in Malaysia must adopt online learning in delivering the education to the students. This 'new norm' is a challenge that must be absorbed by all students as they need to face the drastic changes gradually in their studies. Overall, this study is very pivotal and demanded by various parties such as academicians, university

authorities, government bodies and others in developing new policies and strategies especially in academic and educational matters.

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