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1 INTRODUCTION

Virtual learning is a style of learning that involves personal computers and other electronic gadgets that uses the internet and other social media platforms to deliver lectures 2 million to billions of viewers across the globe. The online communication system is now used by many e universities, colleges and education systems across the planet to reach maximum audiences and provide a free space to the students and learn to educate themselves according to their own plans. This mode of communication that is specifically used for educational purposes is one of the most fundamental benefits of low cost due to advancements in technology the students and teacher both are able to use it easily and effectively (Beek, V, M, 2011).

But with this revolutionary advancement in the education sector has two sides of the coin negative and positive that is dependent upon the country, technology available and relevant training for both teachers and students. That is the reason that this type of education system is still creating issues for both teachers and students in some places due to many reasons such as unavailability of funds, internet facilities an underdeveloped structure of education and lake of awareness (Beek, V, M, 2011)

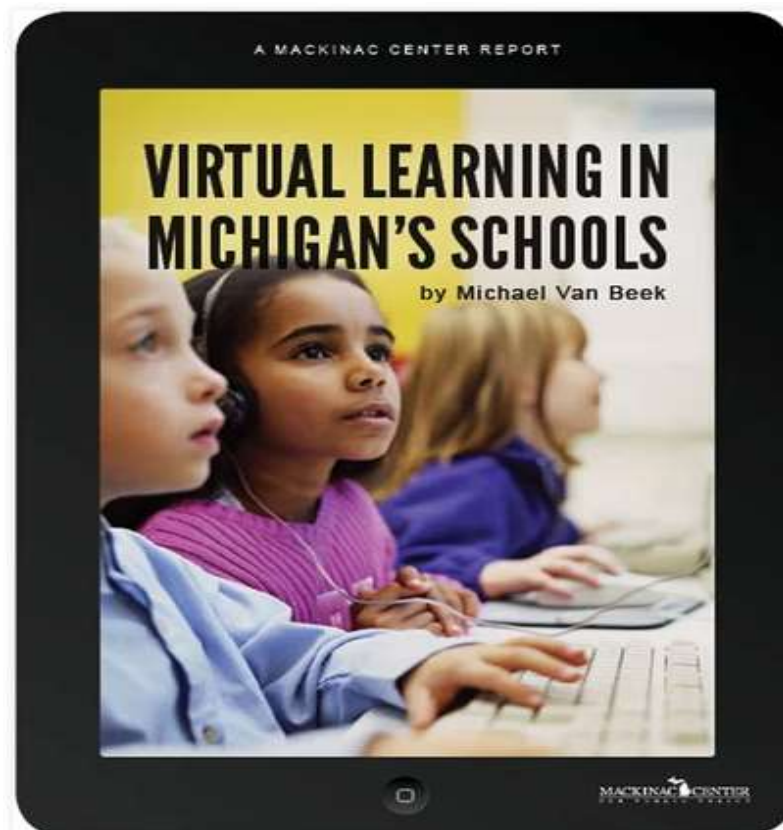


FIGURE 1: VIRTUAL LEARNING SYSTEM (BEEK, V, M, 2011)

Virtual learning systems use electronic gadgets, especially computers, laptops and mobile phones with the help of a communication medium commonly known as the internet that is now creating free space for both the teachers and students to communicate with each other without sharing a classroom. This system also provides an opportunity for the students to watch the lectures repeatedly as many times as they want anytime due to the recording system available and also so gives us an additional approach to the internet via a lot of other helpful material is available for the same student to search and research to advance tools available for Deep and effective study that actually make students independent for research base study (NCES, 2022)

The online system with flexible learning opportunities becomes the top priority, especially after the pandemic Where are almost every Institution shift towards which will learning and the stats can be proved with the figures that alone in America in 2020 75% of the students that is around 11.8 million belonging to undergraduate education system enrolled in distant education courses that were actually a part of the virtual learning system. During and after

the pandemic, student interest in the virtual learning system has grown significantly, reaching around 97% from the previous year's till 2019 (NCES, 2022)

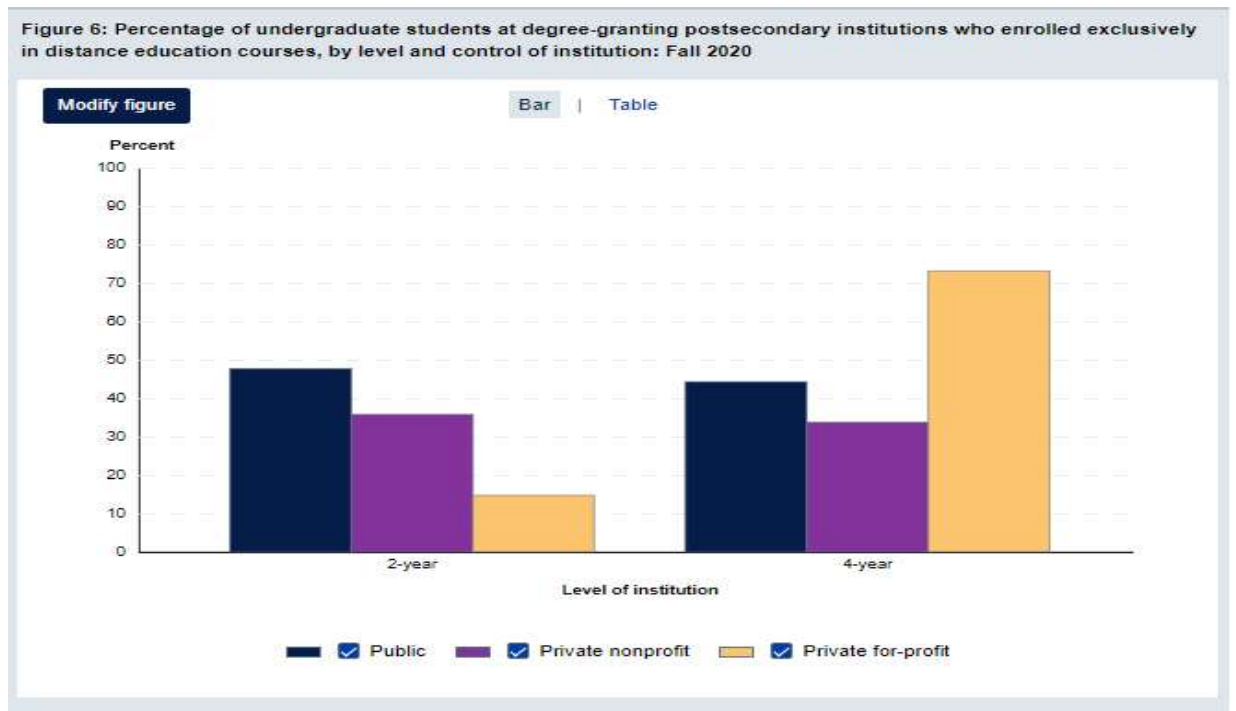


**FIGURE 2: % OF UNDERGRADUATE STUDENT ENROLL IN DISTANT EDUCATION
(NCES, 2022)**

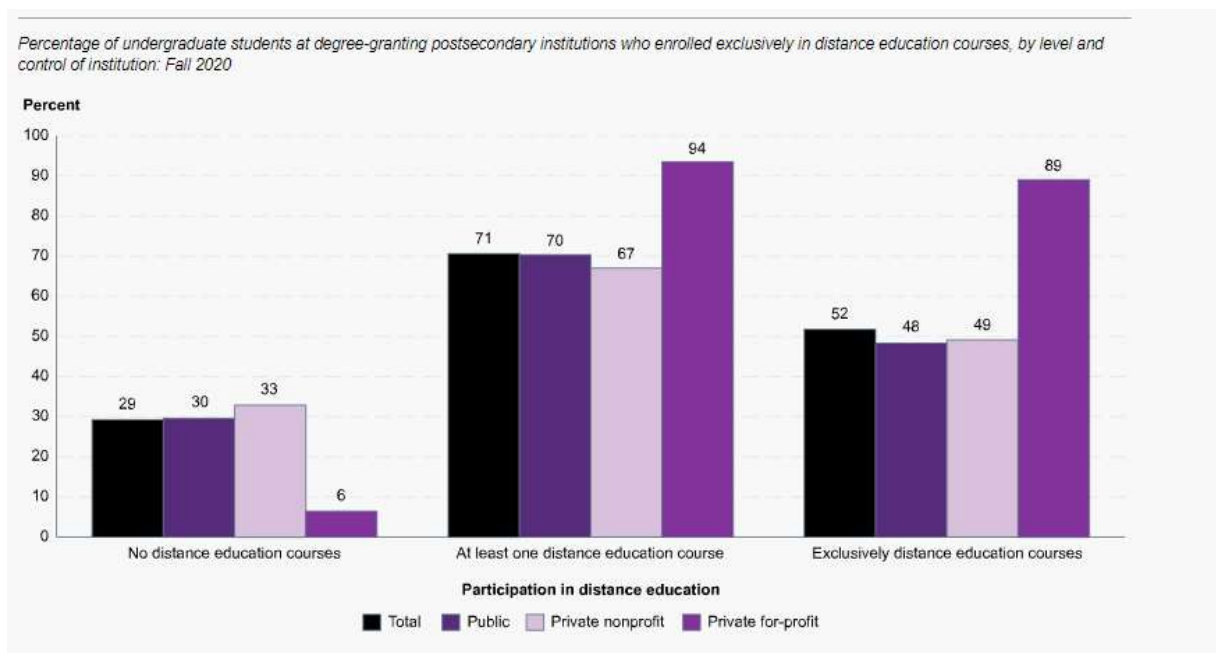


FIGURE 3: % OF UNDERGRADUATE STUDENT ENROLL IN DISTANT EDUCATION SYSTEM

This is search paper is based on the impact of the virtual learning environment on the University of Wales Trinity Saint David London campus. The research Paper is well composed of both primary and secondary data along with the previous literature review and research work done in the same field to illustrate the basic findings and research results accordingly.

1.1 RESEARCH QUESTIONS

The research question is based on the topic of impact of virtual learning environment. For this purpose a secondary research analysis was carried out with the help of a questionnaire that was created and distributed among the class fellows and other university students to evaluate the findings. The research questions was distributed among the 35 participants in which 33 of them returned the questionnaire online while the rest of two students did not show any interest. The questionnaire consists of a total of 9 questions that was designed in such a way to evaluate both negative and positive impacts of the virtual learning environment. The average age of the participants was ranging from 20 to 28 years in which 12 students were female while the rest were male. All the students belong to different countries living in Britain. The questionnaire consists of the following questions.

- 1) Which style of teaching whether offline and online, one which one you prefer in your life.
- 2) Why you prefer the online virtual style of learning.
- 3) Is this system stress free or is it psychologically stressful
- 4) To which one you feel comfortable
- 5) Did you find any difficulty in online classes if yes why
- 6) Is this system affect their grades?
- 7) Did online teaching system makes it difficult to communicate with the rest of the class
- 8) Did making groups for projects and surveys makes it difficult because of online system of teaching
- 9) Did this style of teaching affect your physical and co-curricular activities as it is also an integral part of student life

The answers that were adopted by the participants were observed and a correlated analysis were adopted through excel data sheet that was transferred to graphical data for easy understandings.

2 LITERATURE REVIEW

According to Azmi, M, F, et al, 2022, research was conducted on the mental behavior of students due to virtual learning. The research shows that due to Covid lockdown everybody especially students, as they are the majority of youth affected both physically and mentally with addition to that the shift towards virtual learning results in increased psychological stress, anxiety and depression in university students. The study targeted Saudi Arabian students for its research and consisted of two parts. Firstly to examine the depression level of undergraduate students using a Self-rating depression scale questionnaire, and secondly to investigate the relationship between mental health and level of depression with virtual learning. The results found show that around three-fourths of the students suffered from depression symptoms. The result also found that virtual learning that involves boring online classes, stress & fear of examination has increased the stress level of the students. Around 75% to 79% of the students were found stressed due to examination fear. Among them, female students were found more curious to their examination stresses compared to males (Azmi, M, F, et al, 2022).

According to Toong, H, T, et al, 2021. A research paper on the topic of the impact of virtual learning on Multimedia University student performance: a cross-sectional study. Research study suggests that during the pandemic every University is forced to shift toward virtual learning. But after the pandemic, the virtual learning system is continued to date especially in higher education because of the reasons of its easy access and other positive impacts. For this purpose research-based study is conducted to evaluate the impact of virtual learning on student performance, especially in virtual classes & detailed survey data is collected from undergraduate students at the Multimedia University Malaysia. The data was collected as a result of the online service study and the results were evaluated on multiple regression analysis and SPSS software. A total of 210 participants were used for the research analysis and the conclusion was adopted in three categories that were related to virtual teaching techniques, Technology issues in the sector and environmental destruction. Result analysis shows that the effectiveness of virtual learning wholly and solely depends upon the style of teaching that is been adopted by the educator through online classes. The results for that illustrate that virtual teaching techniques have a very significant impact on student performance while the technological issues related to virtual learning and environment that distract students from learning and education are minimum. These results also concluded that the style of teaching is what is defines the interest of a student in a class whether it is online or offline but the technological barriers associated with this may be different in different places with a different students in experiences (Toong, H, T, et al, 2021).

3 METHODOLOGY

The methodology adopted for this research is based on a questionnaire that was given to 35 students across the university in which 33 participants responded to the result adopted according to the questions and then analyze on the Excel data sheet to critically evaluate the results obtained. The primary and secondary data examine critically, and the results for oriented into the graph sheets and tables for easy identification and understanding. The research was categorized in a way to study the virtual learning environment where the main focus of the research is to find the question related to the interest of students in comparison to offline classes versus online classes. The barriers associated with Virtual learning and whether the teaching structure in the online system causes effect student performance.

4 RESULTS EVALUATED

The Result obtained from the questionnaire, Put on the Excel sheet and graph for Evaluated. by answering the question of how many students prefer the online education

system that in common sense is known as a virtual learning system compared to the offline system, the respondent replied with 88% of student preferring virtual learning system compared to offline and face-to-face classes. 11 females and 18 males prefer online and virtual learning systems and only 12% of them were in favor of offline education systems.

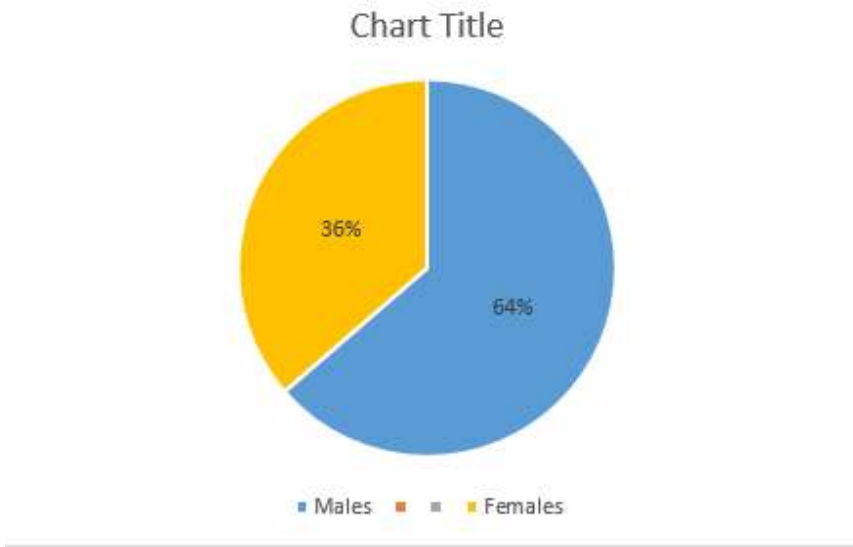


FIGURE 4: THE 88% RESPONDED PREFERS VIRTUAL LEARNING ENVIRONMENT.

By asking the question of why you prefer an online system of learning. The respondent replies the answer that 25 participants of almost 76% say they prefer the online system because it is easy to access. 6 participants make 18% of the total participants believe that because It saves time they prefer an online virtual learning system while the rest two participants that make almost 60% of the participants believe that they had the opportunity of using a wide range of research and learning options they prefer virtual learning system.

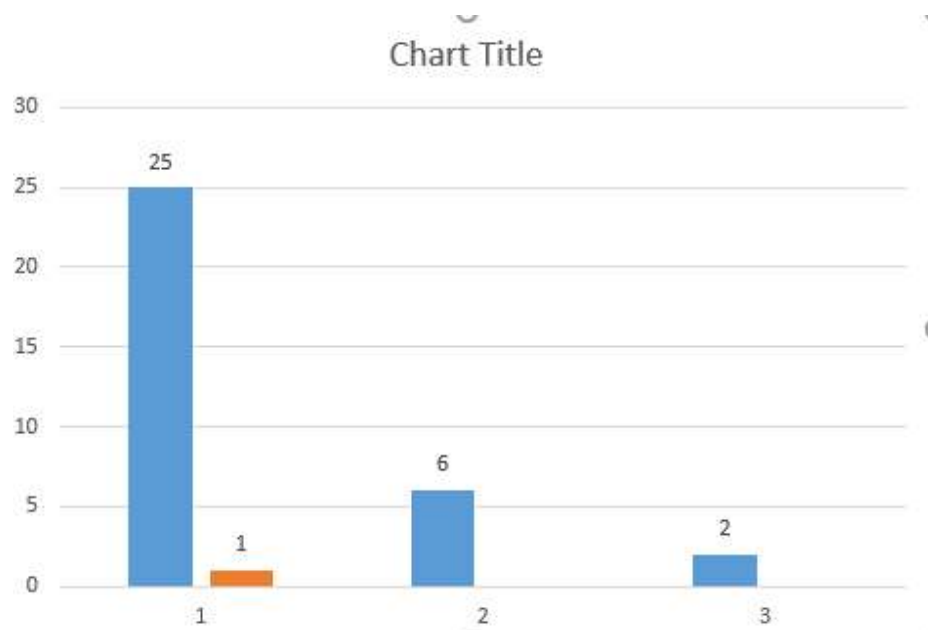


FIGURE 5: THE PARTICIPANTS SHOWING WHY THEY PREFER ONLINE VIRTUAL LEARNING

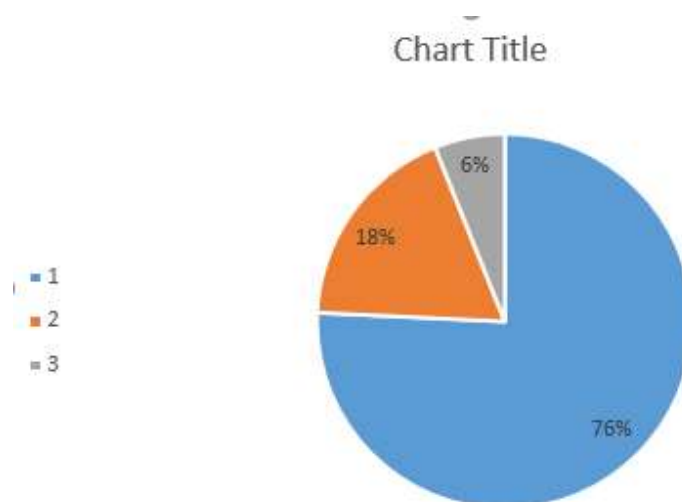


FIGURE 6: % OF STUDENTS SHOWING WHY THEY PREFER ONLINE SYSTEM.

By asking the question did the participant feel any stress that is concerned with online learning 67% of the male student say that it is stress free while only 42 % of the Female student considered the online learning system stress free. It means that the majority of female students still have psychological stresses due to the online teaching system.

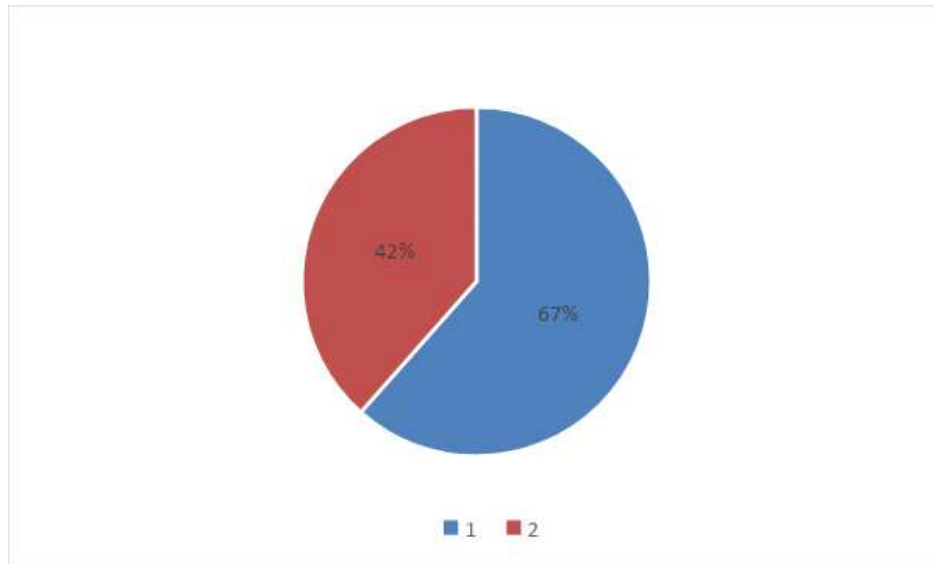


FIGURE 7: STUDENTS BELIEVE STRESS FREE VIRTUAL LEARNING ENVIRONMENT

The research records also suggest that 88% of the students are comfortable taking lectures online because of the accessibility from anywhere and the free space given to every student to attend lectures from any location.

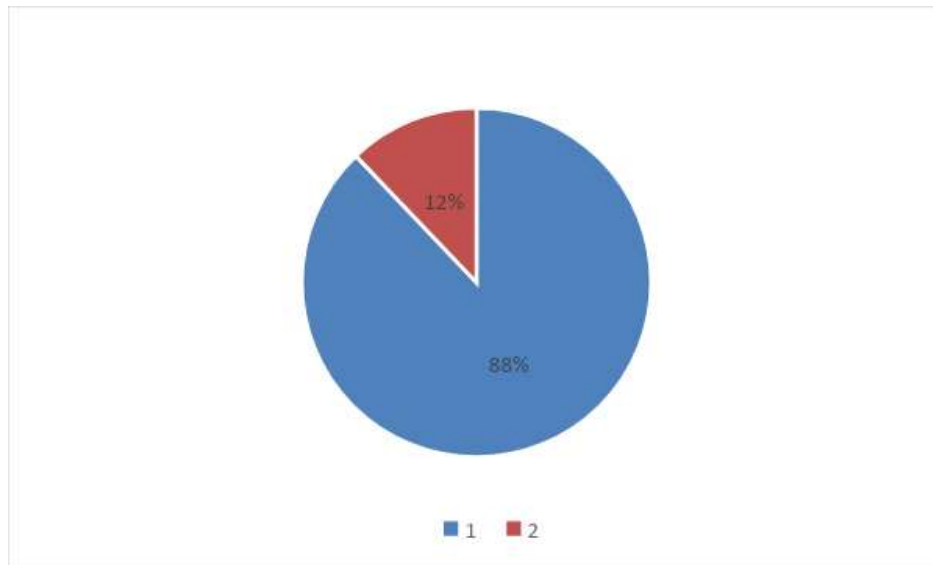


FIGURE 8: COMFORT ZONE OF STUDENTS DURING ONLINE VIRTUAL SYSTEM

52% of the males & 18% of females combined believe that there are always technological various associated while taking online lectures, especially in remote areas and expensive packages for the Internet Services. So almost 70% of the students are facing technological barriers that is directly or indirectly associated with virtual learning.

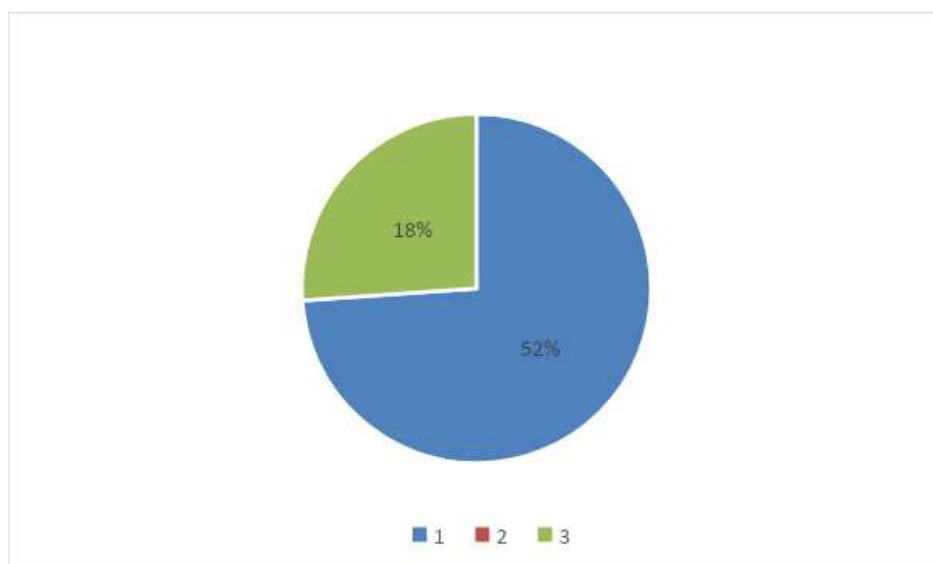


FIGURE 9: TECHNOLOGICAL BARRIERS ASSOCIATED WITH VIRTUAL LEARNING

88% of the students believe that this system does not affect their grades as mentioned above there are some students that feel discomfort and prefer the offline systems because of

technological barriers and some other issues. Only 12% of the students feel that the virtual learning system has impacted their grades.

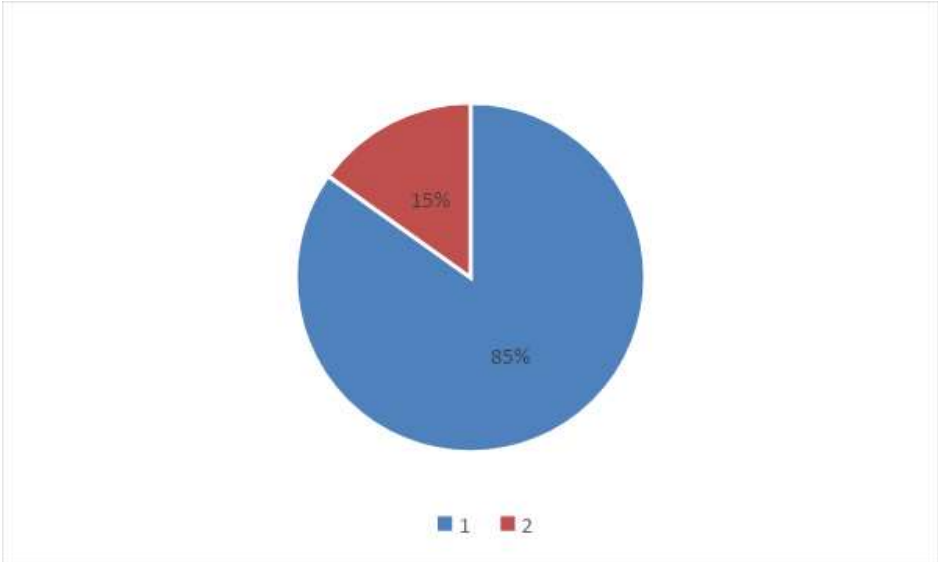


FIGURE 10: IMPACT OF VIRTUAL LEARNING ON THEIR GRADES

79% of the student believe due to technological advancements and the shift towards virtual learning it is difficult to communicate among classmates to make a bond with each other. While 67% of the participants feel that during projects it is difficult to make groups because of this understanding among the students.

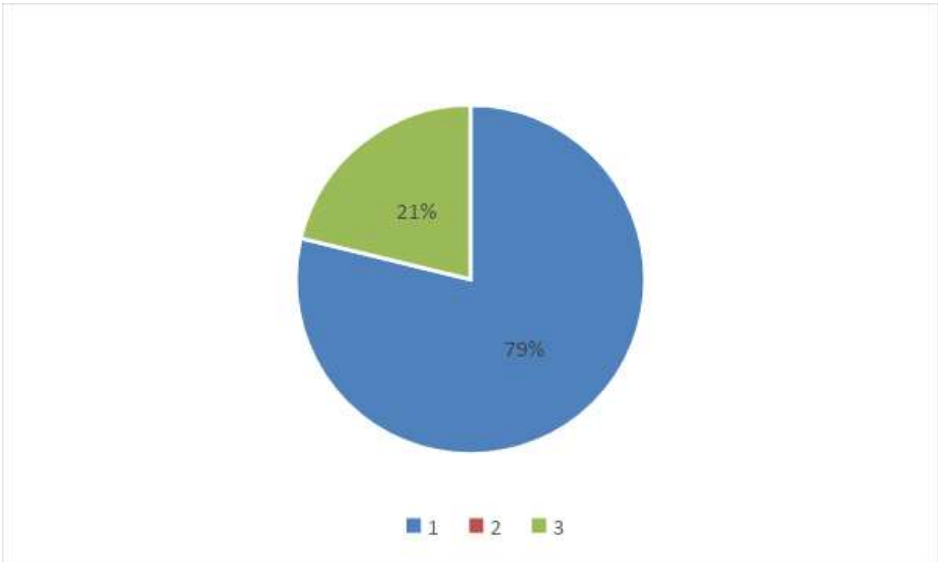


FIGURE 11: FACING DIFFICULTY IN COMMUNICATION

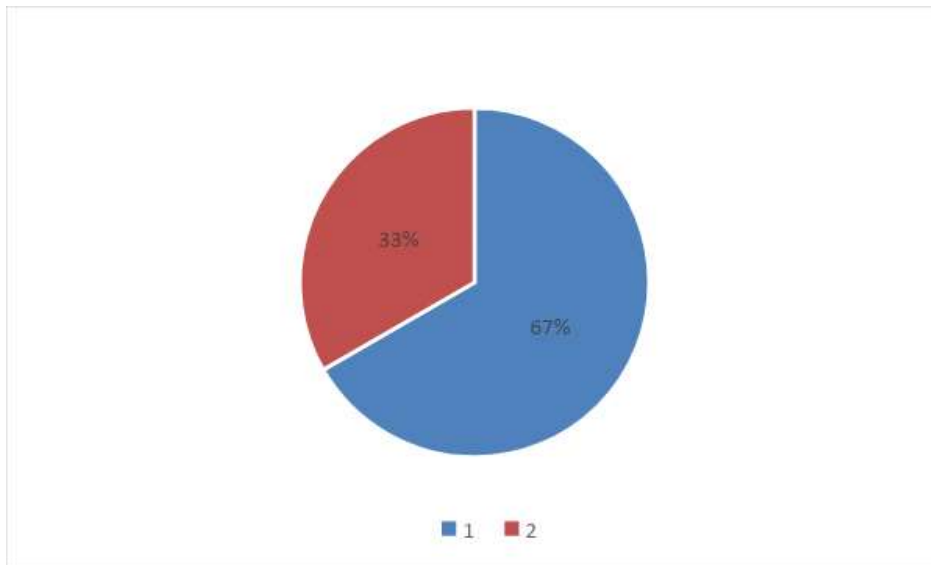


FIGURE 12: DIFFICULTY IN MAKING GROUPS

The research analysis also concluded that almost 91% of the student shows that due to the virtual learning system and the shift was online classes their physical and co-curricular activities which are an integral part of education is affected significantly.

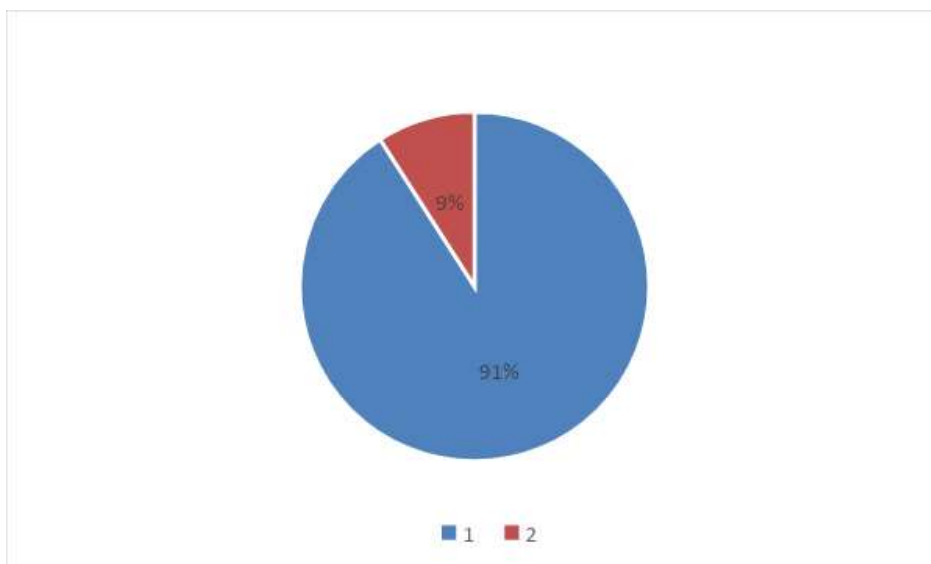


FIGURE 13: IMPACT OF VIRTUAL LEARNING ON CURRICULAR ACTIVITIES

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