

# Assess the Level of Satisfaction on Online Classes among Students in Selected Colleges at Puducherry

Poongodi V.

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## Abstract

**Introduction:** Technologies have changed the traditional way of education to the modern way of learning. E-learning is covered under a larger term of technology based learning through websites, learning portals, mobile apps, and thousands of free available websites for blended learning. Globally, due to COVID-19 outbreak universities are closed in lockdown, most teachers and students are happy about online education. The purpose of this study was to determine the level of satisfaction with online learning.

**Materials and Methods:** Quantitative research approach and survey research design was used. Arts, Engineering and Nursing students who satisfied the inclusion criteria were selected as samples. Data was collected using investigator prepared five point rating scale. Data analysis was done in terms of frequency and percentage with descriptive and inferential statistics.

**Result:** The result of the study shows that majority of students 291(97.0%) had moderate level of satisfaction regarding online classes, 8 (2.7%) had high level of satisfaction and 1 (0.3%) had low level of satisfaction. Statistically significant association was found between the level of satisfaction of the students and gender (P-0.5185), hours of spending in online classes (P-0.0001), mode of online classes (P-0.0631), year of students (P- 0.0017) and course of students (P-0).

**Conclusion:** This study concludes that students have moderate level of satisfaction with online classes and their satisfaction level is associated with certain demographics variables like gender, hours of spending in online classes, mode of online class, year of students and their course.

**Keywords:** Assess; Satisfaction; Online Classes; Students; Colleges.

**Author Affiliation:** <sup>1</sup>Professor, Department of Obstetrics and Gynecological Nursing, Kasturba Gandhi Nursing College, Sri Balaji Vidyapeeth (Deemed to be University), Puducherry 607402, India.

**Corresponding Author:** Poongodi V., Professor, Department of Obstetrics and Gynecological Nursing, Kasturba Gandhi Nursing College, Sri Balaji Vidyapeeth (Deemed to be University), Puducherry 607402, India.

**E-mail:** poongodivenkatesan1983@gmail.com

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## INTRODUCTION

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. Education frequently takes place under the guidance of educators; however, learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts

may be considered educational.<sup>1</sup>

Over the last decade, there have been a number of technological trends in teaching and learning.<sup>2</sup> Now, over half of schools make regular use of laptops, iPads and other tablet in the classroom, as well as a number of digital teaching tools that take help take the strain of monotonous administration tasks for teachers, such as marking and lesson planning.<sup>3</sup> Technology can be an invaluable tool for gaining access to educational resources, as well as incorporating the gamification element talked about above.<sup>4</sup>

Unlike the traditional teaching model, which places teachers as the 'givers' of knowledge and the students as passive 'receivers', new teaching approaches are encouraging teachers to take a step back and for students to take responsibility for their own learning.<sup>5</sup> Instead, teachers should focus on creating an environment where students can take control, being there for support but allowing opportunities for students to take controlled risks. In this way, teachers act as facilitators of learning, allowing students to make the most of the academic potential new ed-tech offers as well as a more personalised approach.<sup>6</sup>

With the widespread acceptance and influence of mobile gadgets, providing online education is a concept which can be delivered a lot easy than ever before. Even working professionals or students with problems of transportation can access education without confinement. This proposes a platform to provide education through videos and tutorials to the students of rural areas where they can get it at affordable rates. Moreover, value added certifications offered online can enhance the employability of the students.<sup>7</sup>

The 21st century has changed the concept of a teacher too. More than a data feeder, the teacher has become someone who nurtures the learners adequately. This trend has become the crux of the student centered approach to learning. The teacher has become a person who guides his/her class through activities and sharing the wonder of discovery. Though involved in the activities, a teacher should keep an eye on monitoring the personal progress of individuals and helping the ones who need special attention and help.<sup>7</sup>

The global spread of COVID-19 resulted in the suspension of classes for more than 850 million students worldwide, disrupting the original teaching plans of colleges in these countries and regions.<sup>8</sup> Soon later, many countries started to offer online teaching to students by Zoom, Skype, etc.

in order to promote online education and restore the normal teaching order, and on 6 February 2020, the Ministry of Education of the People's Republic of China announced to vigorously support information based education and teaching, and enhance the platform's service capacity to support online teaching.<sup>6</sup>

In response to the outbreak of the epidemic, the online classroom has become a necessary way to maintain normal teaching order. Ding Ding, Fanya, and other office meeting software tools in China deliver services such as an online classroom and online teaching. However, these online education platforms have problems such as system jams and the inability to replay live broadcasts. It is necessary to study whether these network education platforms can meet the needs of teachers and students, whether the network teaching can complete the teaching tasks with high quality, whether the network education can become an effective means of special period education, and put forward suggestions to promote the development of network education according to the research results.<sup>8</sup>

In the 21st century, at the end of 2019 in Wuhan, the high technology business hubs of China experience an epidemic of an entirely distinctive coronavirus appeared that had killed a few thousand Chinese within the fifty days of spreads and thousands of other citizens are suffered. The novel virus was nominated as COVID-19 novel coronavirus by the Chinese scientists. Later on, in a shorter period, this COVID-2019 spread worldwide. Technologies have changed the traditional way of education to the modern way of learning, like artificial intelligence.<sup>8</sup> Thus e-learning is covered under a larger term of technology based learning through websites, learning portals, video conferencing, YouTube, mobile apps, and thousand types of free available websites for blended learning tools. Currently, e-learning is enhancing students' knowledge, even the academic staff and professional and industry people skills through the internet. Globally, due to COVID-19 outbreak universities closed and lockdown, most teachers and students are happy by the move online education.<sup>8</sup> The faculty members of world renowned universities have begun to get online instructor certifications to deliver online teaching to their students. At the same time, faculty and staff members are learning how to use online learning platforms. Previous, they are using only the delivery through face-to-face teaching. However, the shift to online mode has raised many queries on the quality of education.<sup>7</sup>

Furthermore, the quality of education and excellent infrastructures such as computers and IT modern equipment reception are now in massive demand and universities are changing their teaching models with the use of intellectual capital. Thus, an unexpected shift from face-to-face learning to online, there are few difficulties faced by students and lectures.<sup>8</sup> Moreover, most of the countries significant issues with technological infrastructure in rural areas; thus, the standard of online education may be a critical issue that needs essential focus. Therefore, based on the above said issues,<sup>7</sup> this study tries to assess the level of satisfaction on online classes among students in selected colleges at Puducherry.

## STATEMENT OF THE PROBLEM

Assess the level of satisfaction on online classes among students in selected college at puducherry.

### Objectives:

- To assess the level of satisfaction on online classes among students in selected colleges.
- To associate the level of satisfaction on online classes among students with the selected demographic variables.

### Hypothesis:

$H_1$ : There is a significant association between the level of satisfaction on online classes among students with selected demographic variables.

## METHODOLOGY

Quantitative research approach and survey research design was developed for the study and achieve the objective and to fulfill the need for the study. The study was conducted in the Arts, Engineering and Nursing college which is situated in, 14 km from the city of Puducherry namely Kasturba Gandhi Nursing College, Rajiv Gandhi Engineering College and Bharathidasan Arts and science college.

College students studying in Arts, science, and Nursing are the target population for this study and who satisfied the inclusion criteria during the data collection period of the study were selected as sample. By Convenient Sampling Technique 300 subjects were selected as samples.

## CRITERIA FOR SAMPLE SELECTION

### Inclusion Criteria

- College Students who attending online classes
- Students who are willing to participate

### Exclusion Criteria

- Students who are not able to attend the class

### Selection and Development of Tool

The tool consists of two sections.

#### Section-I

It consists of demographic variables like age, gender, residence, religion, family income, course of the study, year of students, model of online classes, and modes of net connectivity.

#### Section-B

It consists of five point rating scale which is constructed by the investigator. It includes 10 structured items. Description of the rating scale. 5-point rating scale are used by means of \*\*indicates positive statement, \*indicates negative statement. The score was strongly agree-5, agree-4, neutral-3, disagree-2, strongly disagree-1 for positive statements and strongly agree-1, agree-2, neutral-3, disagree-4, strongly disagree-5 for negative statements.

### Score Interpretation

Total Score - 50

36-50 – High level of satisfaction

16-35 – Moderate level of satisfaction

0-15 – Low level of satisfaction

## DATA COLLECTION METHOD

Permission was obtained from concerned authority. The purpose of the study was explained to the subjects and consent was taken. Data were collected through online with google form. Demographic variables and rating scale were uploaded in the google form. Google form link were sent through their whatsapp group. Subjects were filled the form.

**Data Analysis**

The data analysis was done with both descriptive and inferential statistics. Descriptive statistics like frequency and percentage and inferential statistics like Mannwhitey U test and Kushal Wallis test. All statistical analysis was performed using Statistical Package for the Social Sciences (SPSS) 16.0 version.

**RESULTS**

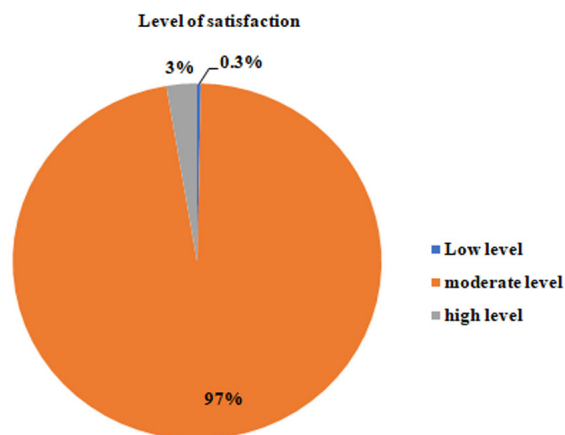
Distribution of Demographic Variables of college students. With regards to age 204 (68.0%) belongs to 17-20 years, 98 (32.7%) are male, 201 (67.0%) are female and one (0.3%) transgender student. Respective of residential area 105 (35.0%) students were from rural area and 260 (86.6%) students are belongs to Hindu religion. 106 (35.3%) students family income between Rs. 5001-10000, 150 (50.0%) are Nursing students, 81 (27.0%) are Engineering students, 69 (23.0%) are Arts and Science students were participated and 268 (89.3%) students are attending online classes through mobile. 133 (37.7%) students are spending 1-3 hours of time for online classes. In terms of modes of net connectivity 268 (88.3%) students are using mobile data for online classes.

Table 2 shows that there was a significant association found between level of satisfaction of online classes with selected demographic variables such as residential area, course of students, year of students, hours spending in online classes at

**Table 1/ Fig. 1:** Shows that distribution of subjects according to their level of satisfaction of online classes. The majority of students 291 (97.0%) had moderate level of satisfaction, 08 (2.7%) had high level of satisfaction and 01 (0.3%) had low level of satisfaction regarding online classes. *N =300*

No	Level of Satisfaction	Frequency (n)	Percentage (%)
1	Low level satisfaction	1	0.3
2	Moderate level satisfaction	291	97.0
3	High level satisfaction	8	2.7

Table 1 and fig. 1 shows that distribution of subjects according to their level of satisfaction of online classes.



$p < 0.05$ . There was no significant association found between level of satisfaction of online classes with selected the demographic variables such as age, gender, religion, family income, mode of attending online class, mode of net connectivity at  $p < 0.05$ .

**Table 2:** Association between the satisfaction of online classes with the selected demographic variables.

S. no.	Demographic Variables	Number	Mean	Median	KW/MW	p-value	
1	Age in years	17-20	204	31.82	32	0.645	0.886 NS
		21-23	90	32	32		
		24-26	5	30.8	32		
		Above 26 years	1	32	32		
2	Gender	Male	98	32.07	32	1.314	0.519 NS
		Female	201	31.75	32		
		Transgender	1	32	32		
3	Residential area	Rural	105	31.3	31	6.365	0.042 *S
		Semi-urban	62	31.98	32		
		Urban	133	32.24	32		
4	Religion	Hindu	260	31.98	32	5.495	0.139 NS
		Christian	29	31.24	31		
		Muslim	10	30.9	30.5		
		Others	1	28	28		

Table to be cont...

5	Family income	<5000	30	31.8	32	0.620	0.892
		5001-10000	106	31.67	32		
		10001-15000	95	32.01	32		
		>15000	69	31.96	32		
6	Course of study	Nursing	150	32.87	33	24.131	0
		Engineering	81	30.85	31		
		Arts and science	69	31.28	31		
7	Year of study	First year	16	34.13	34	15.122	0.002
		Second year	121	31.87	32		
		Third year	69	32.08	32		
		Fourth year	101	31.35	31		
8	Mode of attending online class	Computer	5	31.8	32	7.294	0.063
		Mobile	268	32	32		
		Laptop	25	30.4	30		
		Tab	2	31.5	31.5		
9	Hours spending in online classes	1-3 hours	133	32.32	32	18.720	0.000
		4-6 hours	149	32	32		
		More than 6 hours	38	29.92	30		
10	Mode of net connectivity	Mobile data	268	31.89	32	0.254	0.881
		Wi-fi	22	31.45	31.5		
		Hot spot	13	31.85	31		

\*S: Significant at  $p < 0.05$  NS: Non-Significant

## DISCUSSION

The use of wireless presentation, technologies helps teachers and stakeholders to easily find project materials from a computer or a mobile phone rather than the use of a hard wired connection like a projector.<sup>9</sup> Hope these changes can bring in good to the modern students era and let the educational institutions make the best use of it to develop better citizens for tomorrow.<sup>7</sup> In a three years study of graduate and undergraduate students' level of satisfaction with online instruction at one university. The study expands on earlier research into student satisfaction with e-learning. Researchers conducted a series of surveys over eight academic terms.<sup>10</sup> Five hundred and fifty-three students participated in the study. Responses were consistent throughout, although there were some differences noted in the level of student satisfaction with their experience. Overall, students rated their online instruction as moderately satisfactory, with hybrid or partially online courses rated as some what more satisfactory than fully online courses.<sup>11</sup> Level of student's satisfaction on online classes, 291 (97.0%) had moderate 08 (2.7%) had high level and 01 (0.3%) had low level of satisfaction. There was a significant association found between

level of satisfaction of online classes with selected demographic variables such as residential area, course of students, year of students, hours spending in online classes at  $p < 0.05$ . Hence the stated hypothesis ( $H_1$ ) which stated that there was a significant association between the level of satisfaction on online classes among students with selected demographic variables was accepted in terms of area, course of students, year of students, hours spending in online classes.

### Implications:

The study had the following implications in the field of nursing practice, nursing education, nursing administration and nursing research. The students may need hands on skill practice when they are getting exposed to real practical sessions should be conducted periodically.

The nursing curriculum should insist on virtual classes for better understanding and gaining of knowledge. Students must not only focus on theoretical updating of knowledge but also focus on the practical part of nursing care. Many innovative methods can be introduced in online session to make the classes more effective and satisfactory for the students and periodical evaluation should be done. Structured research questions can be

administered through online modules in order to gather data from samples. Periodical survey should be conducted to know the satisfaction of students in order to mend ways of online teaching and learning methods. The nursing administration must conduct induction and orientation classes.

### Limitations

- The study was limited to only the students who are participating in online classes.

### Recommendations

- A similar study can be done using a large sample.
- The study can be done separately for nursing, engineering and arts science with appropriate questions of each course.
- Study can be done to develop structured questionnaire to assess the level of satisfaction on online classes.

## CONCLUSION

The study concluded that majority of students 291 (97.0%) had moderate level of satisfaction regarding online classes.

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