



# Student's Satisfaction with Respect to Online Classes During COVID 19 Pandemic

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## ABSTRACT

*The researcher intends to identify the factors affecting student's satisfaction with regard to online classes during Covid 19 pandemic. The data from 300 students was collected studying in Higher Education Institutes (HEI's) through online questionnaire. From the total data collected only 286 responses were retained. Factor Analysis is used to study the collected data. The results of factor analysis implies that two factors used in the study viz. competency of the teacher and student expectations have a positive impact on students' satisfaction. HEI's should focus on these two factors to have a high level of satisfaction among students for online classes.*

**KEYWORDS:** Course Content, Competency of the teacher, COVID-19, HEI's

## INTRODUCTION

Online learning has become a buzzword ever since Government of India declared complete lockdown on March 22, 2020 due to the spread of corona virus across globe. The complete shutdown of colleges has raised a major concern for HEIs of providing continuous access to education as it was uncertain when will this virus end. In order to continue learning the only option left with HEIs is to switch from face-to-face classroom learning to online learning. However, this transition to online learning was so swift both for HEIs and students that they had no time to prepare and be mentally able to adapt to this new technology of teaching and learning. This switch was challenging for students especially those residing in rural India in terms of internet connectivity, non-availability

of laptops and lack of personal attention which ultimately leads to poor satisfaction. HEIs made every effort to provide best of learning experience by uploading study material on various online platforms. In this view the present study is aimed at identifying the factors that lead to the satisfaction of the students with respect to online learning in HEIs.

Several studies comparing the impact of face-to-face learning versus online learning have been conducted to verify which one is better and leads to students satisfaction [1]. On the other hand, very limited literature is accessible that identifies the factors that leads to students positive satisfaction of online classes.

In the current study, the researcher has identified three factors viz., competency of the teacher, course content

and expectations of the students that leads to the positive satisfaction of the HEIs students during online learning[2].

Whether it is face to face learning or online learning, *competency of the teacher*, is considered as the pillar that affects the satisfaction of any student. Competency of teacher can be identified by I, the innovative pedagogy he adopts while teaching the course. A competent teacher is one who knows his student educational needs and aspires them to implement theory into practical.

The second factor identified is course content that leads to satisfaction of the students. If course is designed that allows the student its implementation in practical life then it leads to satisfaction. Course designed to enhance the employability of the students also affects their satisfaction level.

The last factor i.e expectation of the students directly relates to their satisfaction. Basic expectations of the students are that teacher provides them comfortable environment where they can ask questions freely and also expect to get personal attention.

## OBJECTIVES

The main objective of the present study is to analyze the factors leading to student's satisfaction with respect to online learning in HEIs.

## METHODOLOGY

The study was carried out from November to January 2022. Students pursuing post-graduation were taken up using simple random technique for the study. Data from 308 students was collected using online questionnaire having 23 questions divided into two sections. First three questions deal with the demographic details of the respondents and second part consists of 20 questions related to online learning and student's satisfaction. Out of 308 responses only 286 responses were considered for the study. Likert scale with five points was used to collect the data from students with regard to online learning and their satisfaction where in one indicated strongly disagree and five indicated strongly agree.

Cronbach Alpha was used to check the internal consistency of the collected data. Any value above 0.6-0.7 is considered as acceptable and reliable as well. The

reliability of the 20 items in the questionnaire stands out at 0.972 which is above 0.7 and fairly acceptable.

**Table 1. Reliability Statistics**

Cronbach's Alpha	N. of items
0.972	20

## DATA ANALYSIS

As seen in Table 2 below majority of the respondents are female graduates contributing to 61.89% of the total respondents whereas male respondents result to 38.11%. Out of 286 respondents, 115 (40.21%) are attending online classes for the past 6 months. Remaining 88 (30.77%) & 83 (29.02%) graduates are attending online classes for the past 2yrs and 1yr respectively.

**Table 2: Profile of the respondents (N=286)**

Profile	f	%
<b>Gender</b>		
Male	109	38.11
Female	177	61.89
<b>Online Classes Attended Since</b>		
6 months	115	40.21
1 yr	83	29.02
2 yrs	88	30.77

## FACTORS LEADING TO STUDENT'S SATISFACTION

The study was conducted to identify the factors that lead to students' satisfaction with respect to online learning. The researcher posed questions to the students about competency of the teachers and their expectations from the HEIs. Exploratory factor analysis (EFA) was applied to assess the responses for student's online learning and their satisfaction. Eigen values with more than one significance was used to identify the factors[3]. All the items were loaded above 0.50 factor hence not a single item was discarded.

Kaiser-Meyer-Olkin (KMO) and Bartlett's Test values were gained to check the sphericity and adequacy of the data received from the respondents. The value obtained from Kaiser-Meyer-Olkin (KMO) and Bartlett's Test 0.93 and it is said that any value above 0.5 is acceptable. The value researcher obtained is above 0.5 and hence factor analysis was adopted.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.933
Bartlett's Test of Sphericity	Approx. Chi-Square	12159.757
	Df	190
	Sig.	.000

The above table 3 shows the communality value of the collected data. All 20 statements were retained after applying exploratory factor analysis. Out of 20 statements, 13 statements were related to the first factor 'Competency of the teacher' and remaining 7 statements were related to the second factor 'Student Expectations'.

**Table 3: Exploratory Factor Analysis**

Factor	Statements Retained	Comm
Competency of the Teacher	My teacher is excellent at explaining concepts to us	.870
	My teacher communicates in a way that makes it easy for me to understand the concept	.855
	My teacher uses good examples to explain the concepts	.854
	My teacher was accessible for any doubt clearing outside the online class	.849
	My teacher shows enthusiasm while teaching	.849
	My teacher is concerned about student learning	.845
	My teacher gives practical assignments that help me to apply theoretical concepts practically	.844
	My teacher answered my queries when in doubt	.839
	My teacher facilitated the course effectively	.837
	The course I studied was well designed	.832
	My teacher-initiated interactions in the class to make learning effective	.821
	My teacher took extra efforts to help me understand the concepts	.819
	Student Expectation's	The classes conducted online were valuable
Case studies were used to create an efficient learning environment		.553
I feel more confident after attending online classes		.885
Online classes have improved my analytic skills		.875
The online classes increased my interest in learning		.867
Online classes have motivated me to develop my academic interest		.865
The online learning is the best learning experience I ever had		.820

**Table 4 : Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	16.84	84.18	84.18	16.84	84.18	84.18	11.55	55.67	55.67
2	1.21	6.06	90.24	1.21	6.06	90.24	6.91	34.57	90.24
3	0.35	1.73	91.97						
4	0.27	1.34	93.31						
5	0.20	0.99	94.30						
6	0.18	0.89	95.19						
7	0.18	0.88	96.07						
8	0.14	0.69	96.76						
9	0.12	0.58	97.34						
10	0.10	0.50	97.84						
11	0.08	0.40	98.24						
12	0.07	0.34	98.58						
13	0.07	0.33	98.91						
14	0.06	0.29	99.20						
15	0.06	0.29	99.49						
16	0.05	0.25	99.74						
17	0.04	0.20	99.94						
18	0.03	0.15	100.00						
19	0.02	0.10	100.00						
20	0.01	0.06	100.00						

## Component Transformation Matrix

Component	1	2
1	.797	.604
2	-.604	.797

## CONCLUSION

Online learning has been the only option left with HEIs during the pandemic. Institutions need to focus on various strategies for making this virtual experience satisfactory for the students. As per the analysis, HEIs need to focus on developing the competency of the faculties and meeting student's expectations to create positive impact of this new normal way of learning.

## Conflict of interest statement

Authors declare that they do not have any conflict of interest.

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