



“A Study on Student Satisfaction with Regard to Online Teaching”

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Abstract

This study investigates student satisfaction in the context of online teaching across two educational institutions in Bangalore, India. With a sample size of around 128 participants, the research focuses on understanding the nuances of student contentment with virtual instructional approaches. By examining factors such as motivation, interaction, technical difficulties and student evaluation, the study aims to uncover insights into the elements that significantly influence student satisfaction. The findings hold the potential to offer valuable guidance to these educational institutions in refining their online teaching strategies, fostering better engagement, and ultimately improving student satisfaction in the realm of virtual education.

Key words: *student satisfaction, online teaching, virtual education, educational institutions, virtual instructional approaches*

Introduction

In recent years, the field of education has witnessed a significant transformation due to the rapid advancement of technology. Online teaching, as a result, has emerged as a prominent and accessible mode of delivering education across various academic levels. The convenience, flexibility, and accessibility offered by online teaching have led to its widespread adoption, especially in light of global challenges such as the COVID-19 pandemic.

The COVID-19 pandemic has resulted a shift in education, significantly influencing online teaching practices. With the closure of schools and universities to mitigate the spread of the virus, institutions swiftly turned to online teaching as an alternative mode of instruction. This abrupt transition has accelerated the adoption of digital learning technologies and transformed pedagogical approaches. Online teaching has become the primary means of delivering education, impacting millions of students and educators globally. While it has enabled continuity of learning, the pandemic has also exposed disparities in digital access and highlighted the need for innovative strategies to maintain student engagement and mental well-being in virtual classrooms. The pandemic's influence on online teaching extends beyond the immediate crisis, as many institutions are now integrating online elements into their long-term educational strategies, reshaping the future of learning.

Student satisfaction regarding online teaching is a critical aspect of modern education. As the digital landscape continues to evolve, the educational community is increasingly focused on ensuring that online learning experiences are not only accessible but also effective and engaging. Student satisfaction reflects not only the quality of instructional content but also the adaptability of educators and institutions to the evolving needs of learners. A high level of student satisfaction in online teaching is often linked to factors such as clear communication, interactive learning resources, timely feedback, and accessible support services. It also hinges on the capacity of students to navigate the digital learning environment with ease. Consequently, educators and institutions are continually working to enhance their online teaching strategies, embracing innovations in technology, and pedagogical approaches, all with the aim of providing students with a satisfying and enriching educational journey in the digital realm. Understanding and addressing student satisfaction in online teaching is central to creating a thriving and effective online learning ecosystem.

Statement of the problem

The emergence of online teaching as a prevailing mode of education has introduced a paradigm shift in traditional learning environments. While online teaching offers flexibility, accessibility, and novel opportunities for learning, it also presents unique challenges that can impact student satisfaction and learning outcomes. A satisfied student is more likely to engage actively, remain motivated, and achieve better learning outcomes. Positive student experiences contribute to higher retention rates, academic success, and improved institutional reputation.

As educational institutions increasingly integrate online teaching into their curricula, it is essential to examine how students perceive and engage with this new mode of instruction. While the digital environment offers advantages such as self-paced learning and diverse resources, it also poses concerns related to technological barriers, reduced social interaction, and potential distractions. As education evolves to embrace digital platforms, understanding and prioritizing student satisfaction in online teaching is of paramount importance. In an increasingly competitive digital education landscape, ensuring student satisfaction not only enhances the learning journey but also serves as a strategic advantage for institutions aiming to excel in the online teaching domain.

Review of Literature

Ranadewa, D. U. N., Gregory, T. Y., Boralugoda, D. N., Silva, J. A. H. T., & Jayasuriya, N. A. (2021).¹, in their research paper provides a thorough literature review of the gaps relating to the effectiveness of online learning and a well-structured conceptual model. The findings show that a number of factors, including academic concerns, accessibility concerns, technological know-how, mental health, and lecturer commitment, have a negative impact on the effectiveness of online learning, which has had a significant negative impact on learner commitment and satisfaction during the COVID-19 pandemic.

Ram Gopal, Varsha singh, Arun Aggarwal (2021)², in their research paper examined the factors influencing students' performance and satisfaction with online classes during the COVID-19 epidemic, and to determine the relationship between these variables. The study is quantitative in nature, and 544 respondents who were enrolled in business management (B.B.A. or M.B.A.) or hotel management courses at Indian universities provided the data for the online survey. The study found that Quality of the teacher, course design, fast feedback, and expectation of the students—four independent variables included in the study—all have a significant impact on students' satisfaction, which in turn has a positive impact on students' performance.

Dwi Sulisworo, Yosi Wulandari, Muh Saeful Effendi and Mazni Alias (2020)³, in their study revealed that the main inhibiting factors in implementing online learning are the level of access to the internet, the low flexibility of the assignment's submission deadline, ineffective feedback to students, and unclear instructions. In the LMS (Learning Management Systems) display, students find it is less attractive (the selection of appropriate themes of the display). This research is a qualitative descriptive study involving 42 students as respondents. The data in this research are processed qualitatively using the concept of Affinity diagram and Pareto diagram.

Glenn Ponto, Nurlaily(2020),⁴ in their research paper examined the students' satisfaction level in English subject at Universitas International Batam towards online learning as opposed to traditional classrooms. Student satisfaction is an important parameter since it shows how they perform and engage in class. This research was conducted using a quantitative method. The sample of this study will be second-semester students who took English 2 subject. The data collection was done through google form questionnaires. The results of this study are expected to be a baseline for future improvement in online learning.

Norah Mansour Almusharraf, Shabir Hussain Khahro (2020),⁵ in their research paper analysed satisfaction level of higher education students with virtual learning platforms and learning experiences during the novel coronavirus COVID-19 pandemic in the Kingdom of Saudi Arabia (KSA). Quantitative research was employed using a survey sent out to 283 students enrolled at one higher education institution in KSA. With the help of SPSS, the data were analyzed. Data analysis employed the average mean score (AMS), and the Skewness and Kurtosis test, Cronbach Alpha test, and Standard Deviation (SD) were utilised to validate the findings. According to the research's conclusions, students are happy with the university's staff and faculty members who have decided to use particular online platforms, a specific grading system, different alternatives for assessments, training sessions, technical assistance for online learning, and more. The findings also revealed that the participants were most satisfied with

¹ Ranadewa, D. U. N., Gregory, T. Y., Boralugoda, D. N., Silva, J. A. H. T., & Jayasuriya, N. A., "Learners' Satisfaction and Commitment Towards Online Learning During COVID-19: A Concept Paper", November 2021

² Ram Gopal, Varsha singh, Arun Aggarwal, "Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19", Education and Information Technologies, April 2021, 6923–6947

³ Dwi Sulisworo, Yosi Wulandari, Muh Saeful Effendi and Mazni Alias, "Exploring the online learning response to predict students' satisfaction", Journal of physics: Conference series, Volume no:1783, June 2020, 1-10

⁴ Glenn Ponto, Nurlaily, "students' satisfaction level towards online Learning compared to traditional classroom for English subject", Journal of English Teaching Adi Buana, Issue No :2, Volume No:5, October 2020, 131-138

⁵ Norah Mansour Almusharraf, Shabir Hussain Khahro, "Students Satisfaction with Online Learning Experiences during the COVID-19 Pandemic", International Journal of Emerging Technologies in Learning, Issue no:21, Volume no: 15, November 2020, 246-267

Google Hangouts for delivering lectures, followed by Google Classroom and LMS (Moodle) for course administration and evaluations.

Research Methodology

The data for this research work is collected from Primary sources, through questionnaire. It is then analysed to study the satisfaction level of students with regard to online classes.

Objectives

1. To assess overall student satisfaction levels with online learning platforms and experiences.
2. To explore the role of student engagement strategies in enhancing satisfaction with online learning.
3. To evaluate the effectiveness of technical support services in addressing student concerns and its correlation with satisfaction.
4. To understand the specific challenges faced by students during online learning and their effects on satisfaction.
5. To provide constructive suggestions on improving online learning design and delivery based on the identified factors influencing student satisfaction.

Scope of the study

The study is limited to the 2 selected colleges within Bangalore.

Analysis of Data

I was highly motivated to attend online sessions.

128 responses

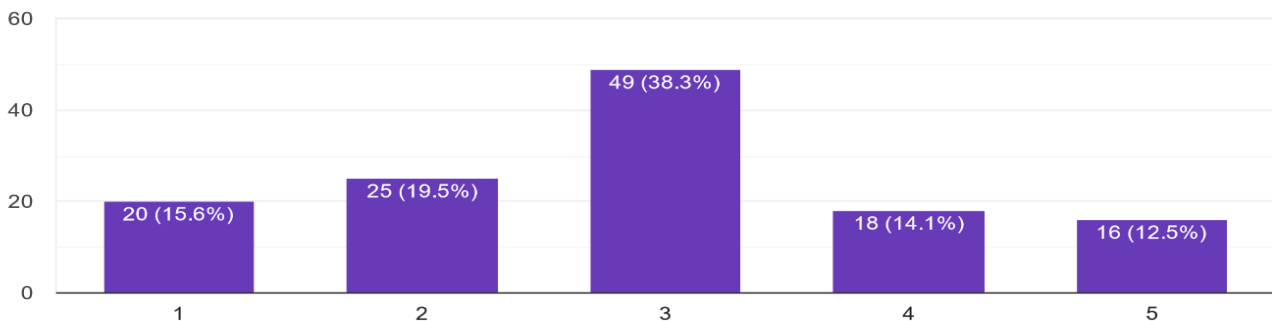


Figure 1

Interpretation: According to the aforementioned statistic, more than 38.3% of students were very motivated to take online programs.

Faculty members were highly interactive with the students.

128 responses

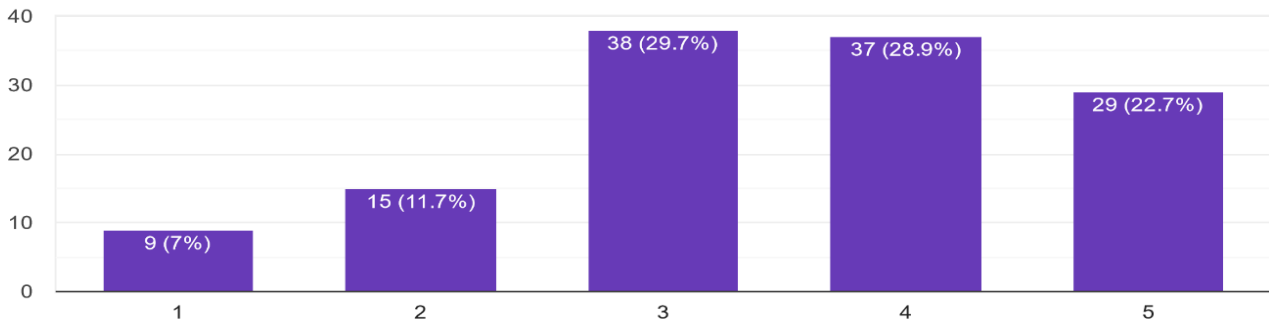
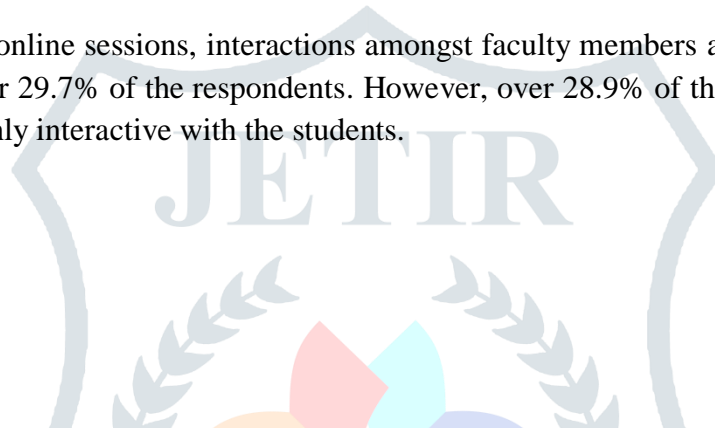


Figure 2

Interpretation: During the online sessions, interactions amongst faculty members and students were determined to be neutral, which is over 29.7% of the respondents. However, over 28.9% of the respondents agreed that the faculty members were highly interactive with the students.



Technical difficulties were common during online sessions.

128 responses

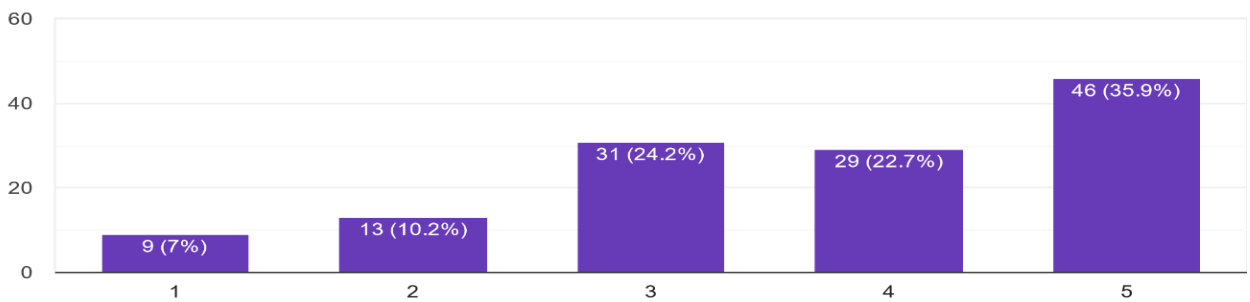


Figure 3

Interpretation: Over 35.9% of the respondents, faced technical difficulties during the online classes.

Staying focused during the sessions was difficult.

128 responses

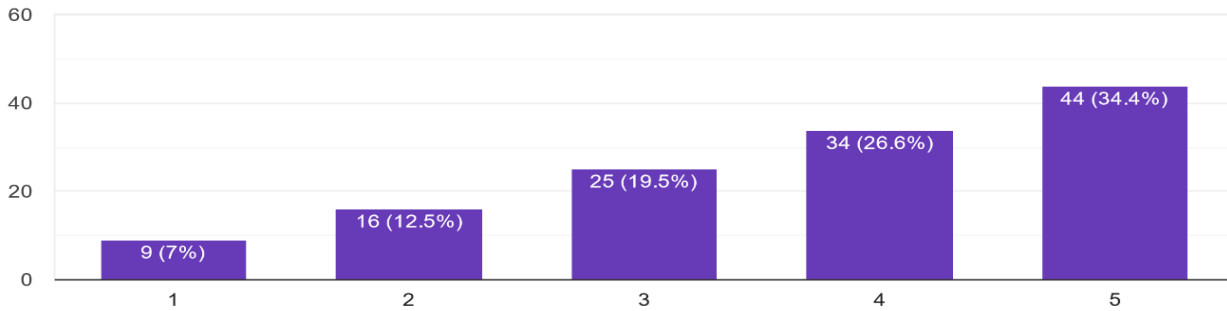


Figure 4

Interpretation: The majority of respondents (over 34.4%) reported that it was challenging to stay focused during the online session.

Online sessions were more convenient than the physical classroom sessions.

128 responses

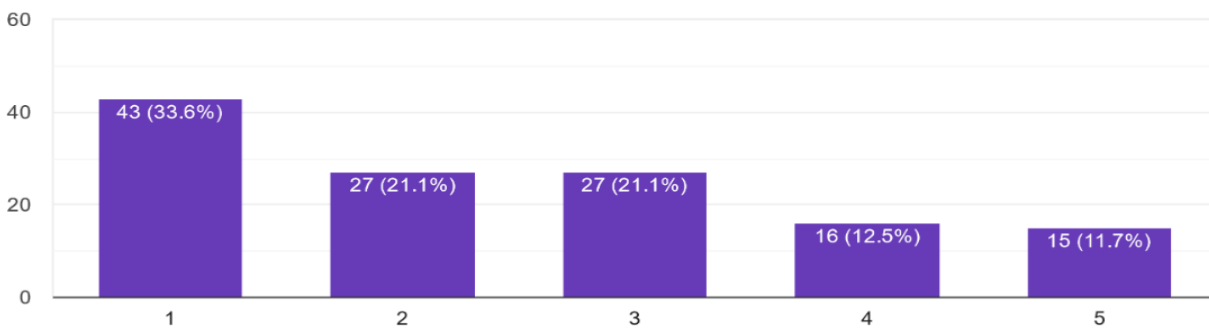


Figure 5

Interpretation: Among the respondents, over 11.7% found online classes to be more convenient than physical classroom sessions. Whereas majority of the respondents (33.6%) strongly disagree that online classes are convenient.

What type of equipment was used for online learning?
128 responses

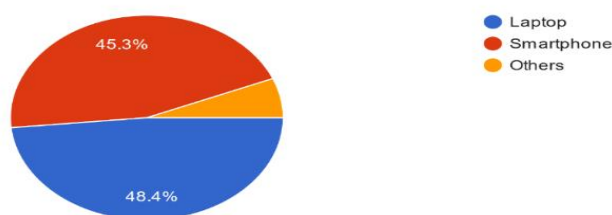


Figure 6

Interpretation: The majority of survey participants, i.e., 48.4%, utilized laptops to take online programs.

The equipment/device needed for online education was readily available.

128 responses

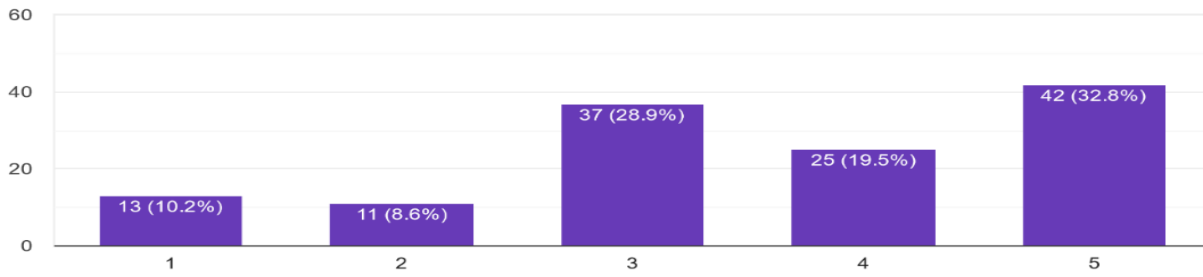


Figure 7

Interpretation: Among the respondents, over 32.6% of them, had their equipment/device needed for online classes readily available.

Online sessions consumed more time than traditional classroom instruction.

128 responses

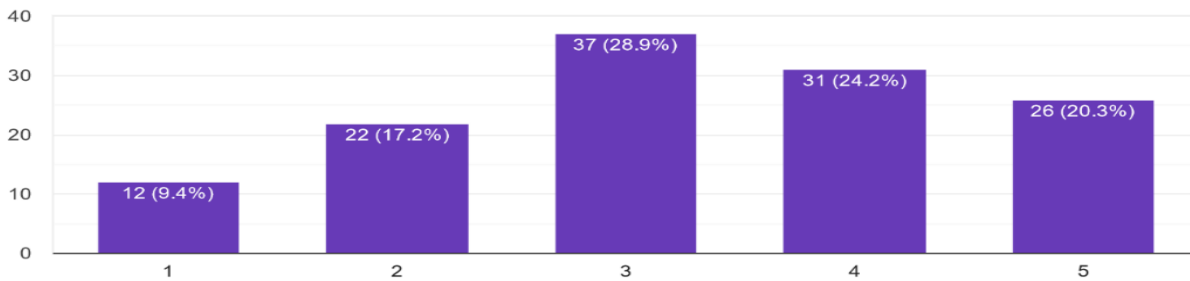


Figure 8

Interpretation: majority of respondents neutrally responded that the online sessions consumed more time than normal classroom sessions.

Online sessions outperformed traditional classroom sessions in terms of efficacy.

128 responses

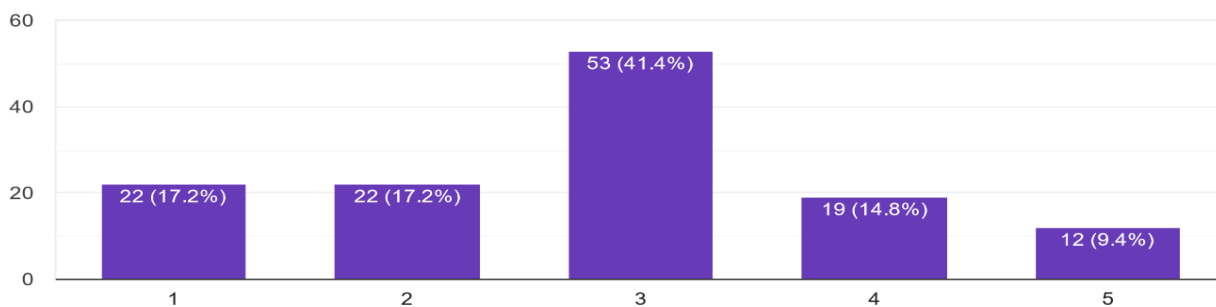


Figure 9

Interpretation: When asked if online sessions outperformed traditional classroom sessions in terms of efficacy, there was a neutral response from the respondents, which is over 41.4%.

The faculty members were quite helpful in providing study materials/resources for learning at home.

128 responses

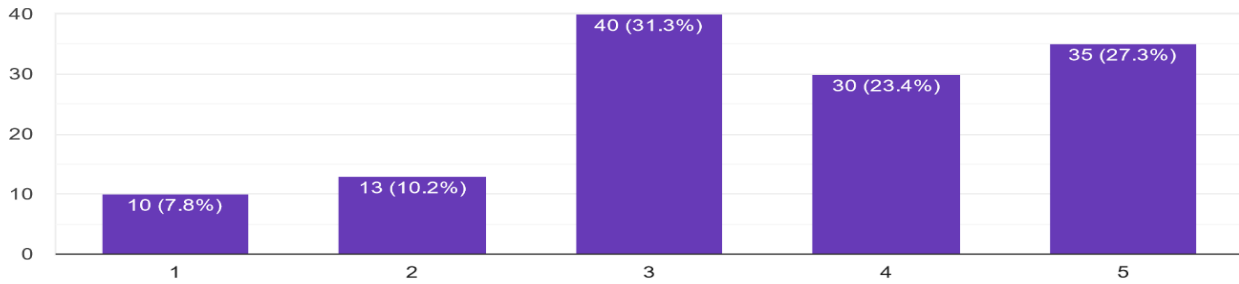


Figure 10

Interpretation: Majority of respondents neutrally concur that the faculty members were extremely helpful in supplying the reading materials and other necessities throughout the online sessions.

Throughout the online sessions, my institution was quite helpful.

128 responses

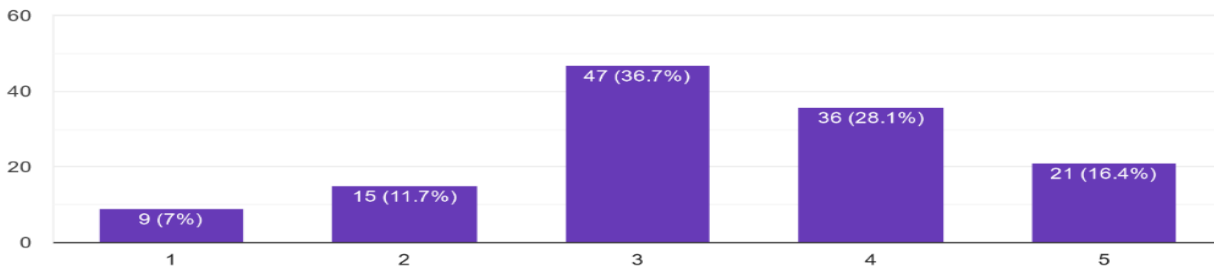


Figure 11

Interpretation: When asked about the assistance provided by the institution during online sessions, the majority of respondents responded neutrally.

When compared to regular classroom learning sessions, online sessions were extremely stressful.

128 responses

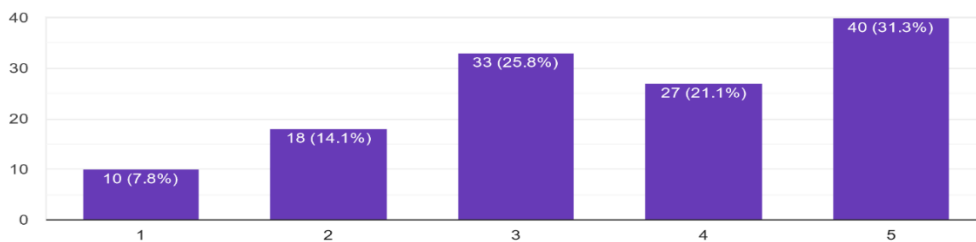


Figure 12

Interpretation: Over 31.3% of the respondents felt online classes to be more stressful than regular classroom learning sessions.

I was able to manage my time effectively while learning via online classes.

128 responses

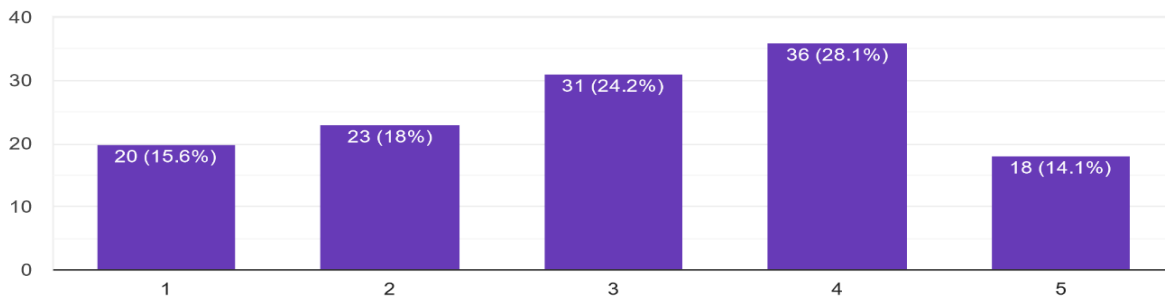


Figure 13

Interpretation: Among the responders, 28.1% were able to manage their time well enough to learn online.

Online lessons have taught me more than traditional classroom sessions.

128 responses

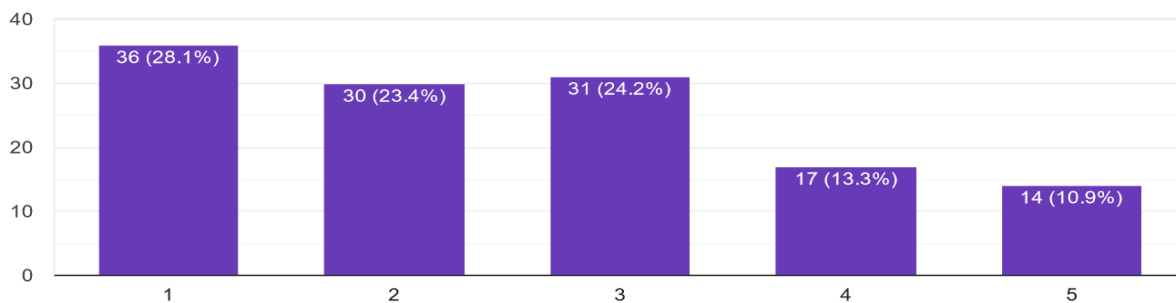


Figure 14

Interpretation: Majority of the respondents felt that conventional classroom sessions have taught them more than virtual sessions.

Faculty members efficiently employed technology during online classes.

128 responses

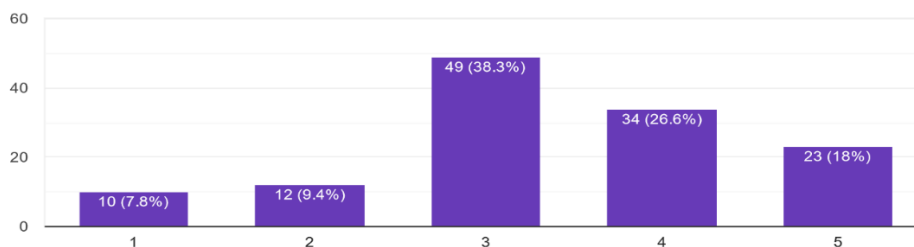


Figure 15

Interpretation: When asked about employing technology by the faculty members, during online classes, majority of the respondents responded neutrally.

My understanding of the subjects presented during online sessions was superior than that of regular classroom sessions.

128 responses

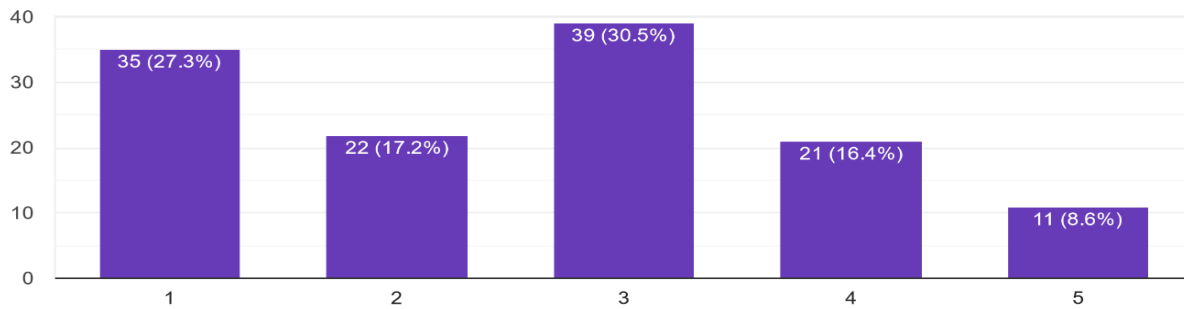
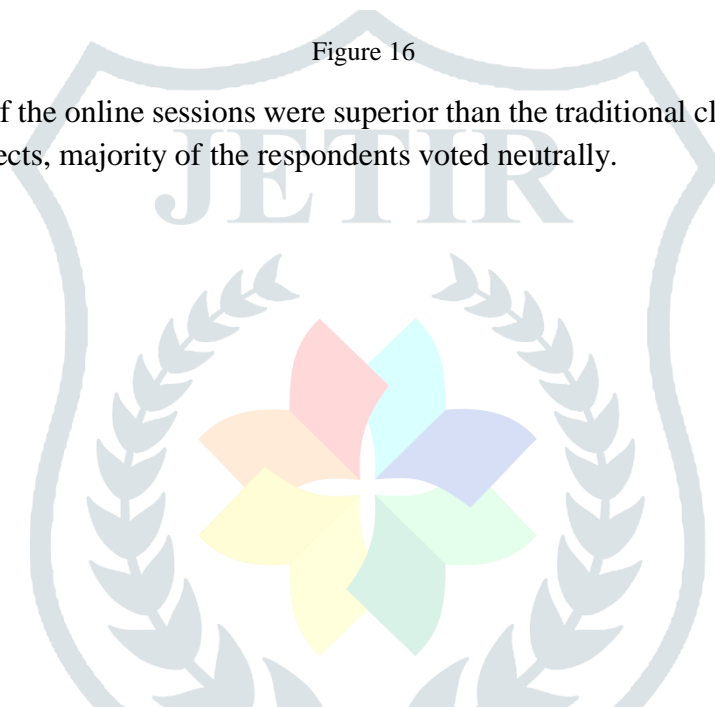


Figure 16

Interpretation: When asked if the online sessions were superior than the traditional classroom sessions with regard to understanding of the subjects, majority of the respondents voted neutrally.



Online sessions, in my opinion, are more successful than regular classroom sessions.

128 responses

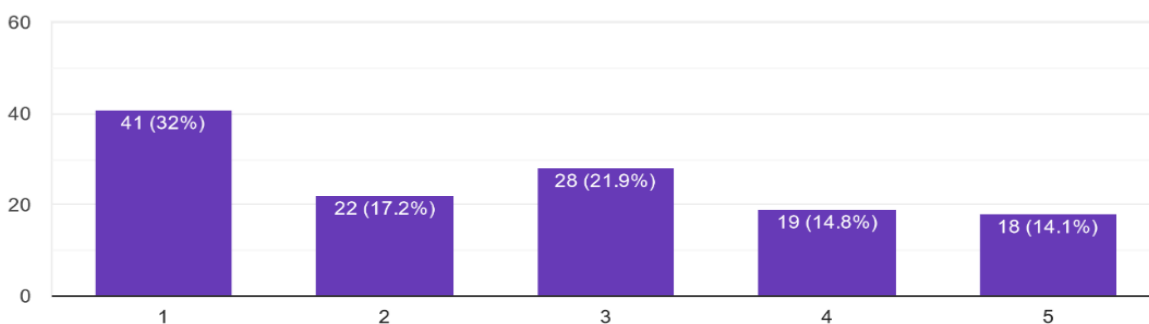


Figure 17

Interpretation: When asked about success of online classroom sessions over traditional classroom sessions, in the opinion of the respondents, majority of them strongly disagreed to it.

Which mode of learning were you highly satisfied with?

128 responses

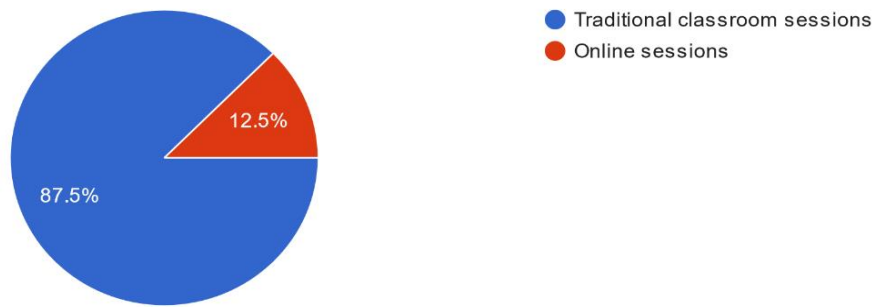


Figure 18

Interpretation: Majority of the respondents, i.e., over 87.5% were found to be highly satisfied with traditional classroom sessions.

Limitations of the study:

1. Due to limited time, all the factors contributing to the success/failure of online classes could not be considered.
2. Due to scheduling constraints, the study was limited to two educational institutions in Bangalore.

Findings

1. According to the study, 38.3% of the respondents had a neutral motivation for participating in the online sessions.
2. During the online sessions, interactions amongst faculty members were determined to be neutral.
3. During the online sessions, 35.9% of respondents reported having technical difficulties.
4. The majority of respondents reported that it was challenging to stay focused during the online session.
5. Only 33.6% of respondents strongly agreed with the statement that online classes were more effective than traditional ones.
6. The majority of survey participants utilized laptops to take online programs.
7. Because the devices weren't available, 32.8% of the respondents had trouble participating in the online sessions.
8. 28.9% of respondents concur that online sessions took more time.
9. Of the respondents, 41.4% neutrally concur that online sessions are more effective than conventional classroom sessions.
10. The overwhelming majority of respondents neutrally concur that the institutions and professors were extremely helpful in supplying the reading materials and other necessities throughout the online sessions.
11. Online sessions were considered to be more stressful.
12. Among the responders, 28.1% were able to manage their time well enough to learn online.

13. It has been found that traditional classroom settings were more efficient than online learning environments.
14. The study discovered that traditional classroom sessions are more effective than virtual ones.
15. According to the survey, 87.5% of the participants were happy with the regular class meetings.

Suggestions

1. The study could explore the factors that contribute to participants' neutral motivation
2. The study could delve deeper into why faculty interactions were perceived as neutral. Gathering feedback from faculty members themselves might provide insights into how interactions could be improved.
3. Instituting regular feedback mechanisms or training sessions for faculty could enhance their online teaching and engagement skills.
4. Researchers could investigate the specific technical difficulties reported by participants to identify common issues and find potential solutions.
5. The institution could offer technical support during online sessions to address these difficulties promptly.
6. The study could explore strategies that participants find helpful for maintaining focus during online sessions. These strategies could be shared with all participants to improve their experience.
7. Comparative studies between online and traditional classes could be conducted to provide evidence-based insights.
8. Institutions could optimize their online content to ensure compatibility with a variety of devices to accommodate different preferences.
9. The study could investigate further to understand why participants perceive online sessions as time-consuming.
10. To improve participant satisfaction, institutions could gather feedback from participants to identify areas where the support provided during online sessions could be enhanced. This could involve regular surveys or feedback mechanisms.
11. Researchers could identify specific aspects of online sessions causing stress and propose strategies to mitigate them, such as offering stress management resources.

Conclusion:

This study investigates key factors influencing student satisfaction in online teaching within Bangalore, India's educational institutions, drawing insights from a sample of approximately 128 participants. It highlights the significance of motivation, quality interaction, addressing technical challenges, and effective student evaluation in shaping satisfaction levels. These findings offer valuable guidance for institutions to enhance their online teaching strategies by emphasizing motivation, fostering meaningful interactions, proactively addressing technical issues, and improving evaluation processes. As online education evolves, these insights provide a foundation for institutions to remain responsive to students' changing needs, ensuring the delivery of high-quality virtual education experiences.

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Annexure

“A study on student satisfaction with regard to online teaching”

Greetings!!

As part of our research, we are conducting a poll to see how satisfied students are with online learning. Please complete this form if you have ever participated in online learning.

Thanks a lot!!

Name of the student*

Name of the institution *

Course*

PUC

Under Graduate

Post Graduate

Gender*

Male

Female

Prefer not to say

Contact Number*

E-mail id*

Please choose an appropriate answer. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree

I was highly motivated to attend online sessions. *

1 Strongly Disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

Faculty members were highly interactive with the students. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

Technical difficulties were common during online sessions. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

Staying focused during the sessions was difficult. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

Online sessions were more convenient than the physical classroom sessions. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

What type of equipment was used for online learning? *

Laptop

Smartphone

Others

The equipment/device needed for online education was readily available. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

Online sessions consumed more time than traditional classroom instruction. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

Online sessions outperformed traditional classroom sessions in terms of efficacy. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree

5 Strongly Agree

The faculty members were quite helpful in providing study materials/resources for learning at home. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

Throughout the online sessions, my institution was quite helpful. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

When compared to regular classroom learning sessions, online sessions were extremely stressful. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

I was able to manage my time effectively while learning via online classes. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

Faculty members efficiently employed technology during online classes. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

My understanding of the subjects presented during online sessions was superior than that of regular classroom sessions. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

What difficulties did you encounter during online sessions? *

I was frequently evaluated during online classes. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

Online sessions, in my opinion, are more successful than regular classroom sessions. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

Online lessons have taught me more than traditional classroom sessions. *

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

Which mode of learning were you highly satisfied with? *

Traditional classroom sessions

Online sessions

