

ONLINE TEACHING DURING COVID-19: PERCEPTION AND SATISFACTION AMONG COLLEGE STUDENTS

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ABSTRACT

In 2020, Corona was emerged as a pandemic situation in the whole world and due to this pandemic situation, it led to worldwide lockdown for the safety of health of the public and also to control the virus spreading in our community. Education system was badly affected by this pandemic situation and it led to transform face to face teaching to online teaching method. The present research was intended to explore the perception and satisfaction of college students towards online teaching, influence of different classes towards students' perception and satisfaction on online teaching, to examine the requirements for getting access to effective online teaching and relationship between student perception and satisfaction during the pandemic COVID-19. Quantitative researches with a descriptive survey method, purposive sampling technique were used to select 100 students from MES Asmabi College. Data were collected through a structured questionnaire by sending Google forms. Data were analysed through diagrams, percentage analysis and SPSS based on correlation and ANOVA for testing of variance. The major findings of the study as to whether the

students were satisfied with their online classes and the teachers were very supportive and interactive during the pandemic situation. There were some issues like network connection, range issues etc sacrificed by students. There is a relationship between student perception and student satisfaction.

Keywords: *online teaching, students' satisfaction, students' perception, COVID-19, pandemic situation.*

1. INTRODUCTION

COVID-19 was announced as a worldwide pandemic in March 2020. This situation was affected to all walks of life including the education system. Schools and institutions were forced to close as a result of the epidemic. This closure placed a huge strain on academic institutions as they attempted to handle the unprecedented move from traditional system of learning to online teaching-learning. Merriam-Webster Dictionary (2020) defines a pandemic as "an outbreak of a disease that occurs over a wide geographic area and affects an exceptionally high proportion of the population." The breakout was active with new ways of teaching mode through online. The worst interruption to higher education institutions in

recorded history affected more than 190 countries. People required remaining at home as a result of the partial or complete lockdown caused by the COVID-19 outbreak. In this situation, educational institutions forced to start online classes through different digital platforms. Colleges and institutions closed down as a result of the government's implementation of a countrywide lockdown. This was widely regarded as the worst public health disaster of the century and the greatest threat that humans faced since World War II (Chakraborty, & Maity, 2020).

Due to this pandemic COVID-19, traditional classroom was replaced by online classroom with some instructions and they implemented traditional way of classes through digital platforms. Education is important in all life and it should continue at any situation. So, in this pandemic situation it helped to develop the online teaching- learning process through various platforms. Although the concept of online learning is not a new method or idea, there are certain risks involved and also have more benefits. Student participation in actual class activities is hindered by online teaching. Students also lack the influence of peer learning. The main duties of teachers also include teaching, supervising and giving guidance and support to the students. This problem serves as a reminder of importance of technology and the internet usage in today's world, particularly in education. In this pandemic era, it is very important to move the education system to online classes. This movement of online classes has provided educators with the possibility to try new teaching methods online. Thus teaching methodologies are such as developing and gamification can be put in the online classroom to engage students.

The present study examines the requirements of online teaching and to analyse the perception and

satisfaction of college students about online teaching in the pandemic situation with special reference to M.E.S Asmabi college, P. Vemballur.

2. OBJECTIVES

1. To examine the requirements for getting access to effective online teaching among college students during COVID-19.
2. To analyse the perception of college students about online teaching during the pandemic COVID-19.
3. To measure the college student satisfaction with online teaching during the pandemic COVID-19.
4. To analyse the influence of different classes towards student perception and satisfaction on online teaching during the pandemic COVID-19.

3. HYPOTHESIS

1. H_0 : There is no relationship between student perception and student satisfaction.
 H_1 : There is relationship between student perception and student satisfaction.
2. H_0 : There is no influence of different classes towards student perception on online teaching.
 H_1 : There is an influence of different classes towards student perception on online teaching.
3. H_0 : There is no influence of different classes towards student Satisfaction on online teaching.
 H_1 : There is an influence of different classes towards student satisfaction on online teaching.

4. LITERATURE REVIEW

Ankita Keri (2021) the aim of the paper was to give a brief overview of the tools used in online classes at the examined university and also to find out student satisfaction with the applied teaching methods with the tool of questionnaire. In this study, it showed the result that the students were most satisfied with their teachers' preparation and least satisfied with quality of online classes.

Akthar Parveen & Naushad Husain (2021) in their study explored the perceptions of University students towards online teaching-learning process. They found out that there had a great implication for students, parents, teachers, research scholars and etc. There was a high need for improve the online teaching=learning process at higher education level. So, they stated that there was a need of improvement in online teaching- learning process to get an effective result.

Zakariya Almahasees et al (2021) this study aimed to identify both students and faculty perceptions of online learning by utilizing two surveys to identify the challenges, effectiveness and advantages of online education. They stated that they had found out those both the faculty and students agreed that online education is very useful during the pandemic COVID-19, and also it was less effective than the face to face learning and teaching.

Sujeewa Hettiarachchi et al (2021) the factors that contributed to students' satisfaction with their online learning during the COVID-19 epidemic were examined in their quantitative study. They found that the poor interaction led to decreased student's satisfaction. Online learning is affected by a number of variables that are categorised by e-learning obstacles, learner motivation, and interaction. The major objective of this study was to ascertain the

relationship between these three phenomena and student satisfaction with online learning.

T. Muthuprasad et al (2021) during the COVID-19 epidemic, the idea of students' perceptions and preferences for online education was put forth. Examining student's opinions and perceptions of online classrooms was the major goal of this study. According to this study, the majority of students exhibited a favourable view about online education in the wake of the corona. The majority of students also stated that due to technical difficulties, online classes were more difficult than regular classrooms. Therefore, this study supported the need for restructuring the higher education to include elements that utilize the online form.

Abhinandan Kulal & Anupama Nayak (2020) the goal of this study was to examine teachers' and students' attitudes toward online classrooms. He tried to demonstrate how students feel about the usefulness of online classes and their comfort in this study, as well as the support from their professors in online classes, as well as instructor comments on efficiency, practice followed, and training obtained for an online class. According to this report, students were quite at ease attending classes online and receive adequate support from their professors. Additionally, it claimed that professors were having trouble with online classes because they have not get adequate training.

5. RESEARCH METHODOLOGY

The study is descriptive and analytical in nature. The sample under the study were taken from the college students in MES Asmabi College P. Vemballur. A questionnaire was prepared to collect information regarding the motive of analysing the student's perception and satisfaction towards online teaching. Convenience sampling method was

used for selecting sample. Secondary data were collected from journals, articles, books and websites. The collected data were analysed by using simple statistical tools like tables, charts and

diagrams and percentage analysis and SPSS through correlation and ANOVA for testing of Variance.

6. DATA ANALYSIS

Table No. 6.1 shows that class, type of device and preference of online teaching

Particulars		Number of response	Percentage of response
Class	I st UG	13	13
	2 nd UG	28	28
	3 rd UG	16	16
	I st PG	19	19
	2 nd PG	25	24
Types of device	Smart phone	94	94
	Laptop	4	4
	Computer	1	1
	Other devices	1	1
Preference of online teaching	Live online class	51	51
	Live classes that can be recorded	36	36
	Recorded classes that is uploaded in any websites	8	8
	WhatsApp live recorded classes	5	5
Total		100	100

Source: primary data

Interpretation

From the table 28% of respondents are in the class of 2nd UG, followed by 24% respondents are in the class of 2nd PG, 94% of respondents are using smart phones for attending online class, followed

by 4% of respondents are using laptop, 51% of respondents are like to attend live online classes, followed by 36% of respondents are like to attend live classes that can be recorded.

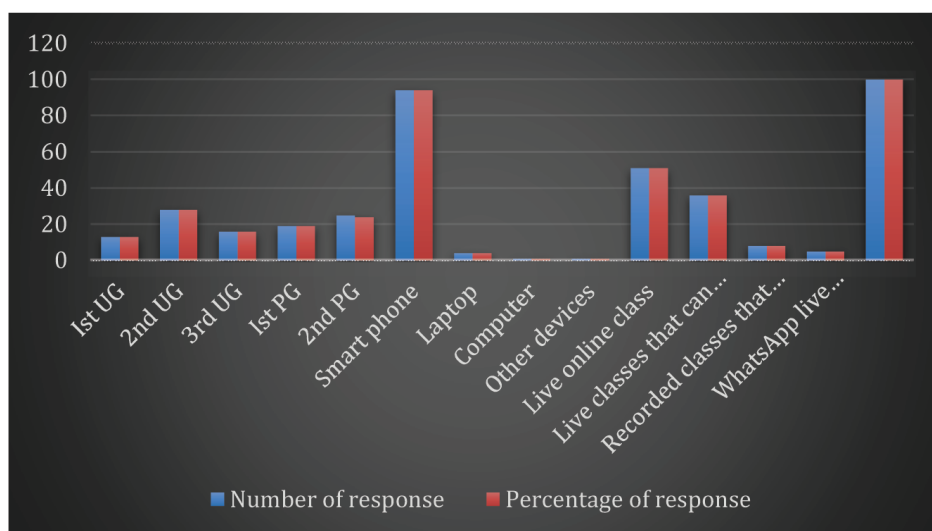


Table No. 6.2 shows Requirements for Accessing online teaching

Particulars	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
To attend online class, it needs sufficient virtual know-how and IT capabilities.	23	53	24	0	0	100
There are numerous digital platforms (google meet, webX, google classroom, Teams App etc.) to attend online classes.	44	52	4	0	0	100
The ultra-modern digital devices will most effective for accessing online classes.	24	55	19	2	0	100
To attend online classes, it needs enough mobile data/ balance.	64	26	5	5	0	100
Network connectivity is most important one to attend online classes smoothly.	81	13	5	0	1	100

Source: primary data

Interpretation

Table 6.2 showed that 53% of respondents are agree that it needs sufficient virtual know-how and IT capabilities, 52% of respondents are agree that numerous digital platforms to attend online classes, 55% of respondents are agree that the ultra-modern

digital devices are most effective for accessing online classes, 64% of respondents are strongly agree that needs enough mobile data or balance, 81% of respondents are strongly agree that network connectivity is most important.

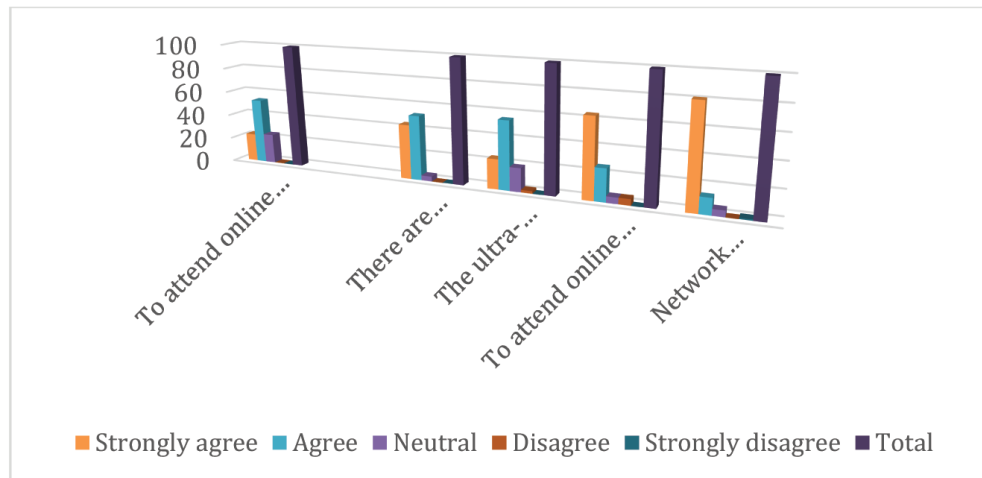


Table No. 6.3 shows students' perception towards online teaching/classes

Particulars	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
I prefer my online teaching as they may be established with the set due dates and time just like traditional teaching.	19	38	29	12	2	100
There is enough support getting from the teachers in their online teaching.	16	50	25	8	1	100
Online teaching will improve student's technological knowledge and digital literacy.	19	38	28	12	3	100
Online teaching has greater flexible to attend classes.	14	45	24	13	4	100
Students have facilities to clear their doubts at the time of online teaching.	12	44	30	11	3	100
Home environment is more suitable to the students for participating in online teaching	27	45	20	7	1	100

Source: primary data

Interpretation

Table 6.3 represented 38% of respondents are agree with online classes may be established with set due dates and time just like traditional teaching, 50% of respondents are agree with getting enough support from the teachers, 38% of respondents are agree with online teaching will improve student's

technological knowledge, 45% of respondents are agree with it has greater flexibility to attend the classes, 44% of respondents are agrees that they have facilities to clear the doubts at the time, 45% of respondents are agree with home environment is more suitable.

Table No. 6.4 shows students' satisfaction towards online teaching/classes

Particulars	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
I am able to access the expected classes via online teaching as same as offline teaching	15	24	36	19	6	100
I agree that teacher's preparation for online teaching can increase our understanding very easily	13	40	32	14	1	100
Online teaching has a high quality & greater feedback & it can improve my studies	9	29	36	25	1	100
I am satisfied that interaction amongst teachers and buddies at the same time as attending classes	8	36	25	24	7	100
I agreed that online teaching contents and materials are enough for my studying.	10	33	31	20	6	100
I agreed that online teaching is parallel or substitute of traditional way of teaching	10	29	29	26	6	100
I am satisfied that I have sufficient knowledge and IT skills for attending classes.	19	51	22	7	1	100
I am comfortable with numerous platforms and digital devices for attending online classes.	17	39	37	6	1	100
I can attend online teaching/classes even at remote areas and distant places.	10	37	33	15	5	100

Source: primary data

Interpretation

Table 6.4 shows that 36% of respondents are neutral with accessibility of expected classes via online teaching as same as offline teaching, 40% of respondents are agree with teacher's preparation for online teaching can increasing our understanding very easily, 36% of respondents are neutral with that high quality and greater feedback and it can improve my studies, 36% of respondents are agree with interaction among teachers and students, 33% of respondents are agree with online contents and

materials are enough for the study, 29% of respondents each are agree and neutral with online teaching/classes are parallel or substitute of traditional way of teaching, 51% of respondents are agree with satisfaction of sufficient knowledge and IT skills, 39% of respondents are agrees that they are comfortable with numerous platforms & digital devices, 37% of respondents are agree that online classes can attend even at remote areas and distant places.

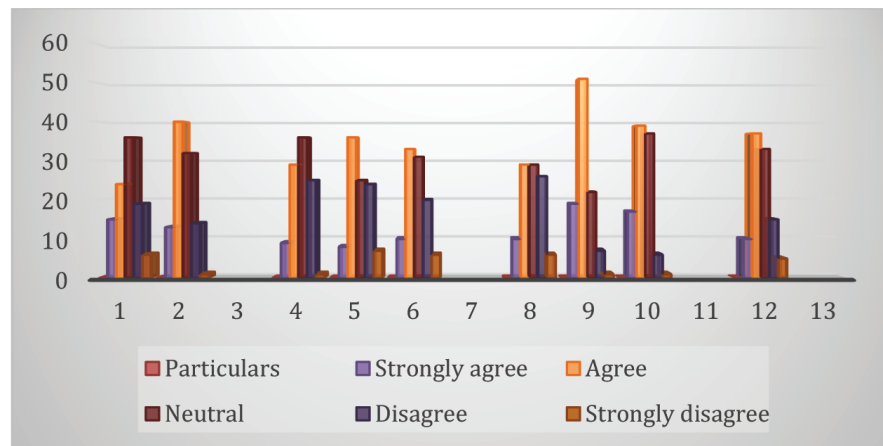


Table No.6.5

Influence of different classes towards student perception on online teaching

H_0 : There is no influence of different classes towards student perception on online teaching

Variable1	Variable2	Test	F-Value	Sig.	H_0
Classes (categorical)	student perception	ANOVA	3.092	0.019	Reject

Source: primary data

Interpretation:

Since P value is less than 0.05, the null hypothesis is rejected at 5% level with regard to Influence of different classes towards student perception on

online teaching. Hence, there is an Influence of different classes towards student perception on online teaching.

Table No.6.6**Influence of different classes towards student satisfaction on online teaching**

H_0 : There is no influence of different classes towards student Satisfaction on online teaching

Variable1	Variable2	Test	F-Value	Sig.	H_0
Classes (categorical)	student satisfaction	ANOVA	0.588	0.672	Accept

Source: primary data

Interpretation:

Since P value is greater than 0.05, the null hypothesis is accepted at 5% level with regard to Influence of different classes towards student

satisfaction on online teaching. Hence, there is no Influence of different classes towards student satisfaction on online teaching.

Table No.6.7**Relationship between student perception and student satisfaction on online teaching**

H_0 : There is no relationship between student perception and student satisfaction online teaching.

Variable1	Variable2	Test	Value	Sig.	H_0
student perception (Scale)	student satisfaction (Scale)	Correlation	0.589	0.000	Reject

Source: primary data

Interpretation:

Since P value is less than 0.05, the null hypothesis is rejected at 5% level with regard to Influence of different classes towards student perception and satisfaction on online teaching. Hence, there is a relationship between student perception and student satisfaction.

7. CONCLUSION

Online teaching also became an important means of education during the pandemic situation. Online

instruction makes it possible to successfully created from a distance, allowing students to identify the time required to travel to and from traditional classrooms. Online teaching has been motivated for so many years and the Covid-19 pandemic situation promoted in India in a large scale. Online teaching is a form of teaching that is introduced and administered the use of the internet. Teachers are using digital sources to share classes with their students and they are available to attend classes at any time through virtual platforms. It presents a

variety of freedom to students to study, teach, and develop capabilities at their own pace. Each individual's relationship with their students is facilitated by this teaching method. So, by concluding this study student are satisfied with online teaching and they have enough requirements to attend online teaching and also perception about online teaching is positive. There is a problem, that is network connectivity and other issues may cause so many problems to the students and teachers. The preparation of teachers will have an impact on the effectiveness of online teaching approaches.

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