

A Study on the Level of Satisfaction with Online Teaching among Adolescents

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Abstract:

Covid-19 brought substantial changes in every aspect of human life. Along with health issues it had myriad contribution to one's social and psychological concerns. It also pinpointed the teaching-learning process which experienced a shift to online mode. Among many factors satisfaction is an important factor leading to an effective teaching- learning process and student's achievement. Satisfaction refers to the positive feeling a teacher experiences when their students express appreciation for their teaching methods, clear explanations, engagement in the learning process and overall positive perception of classroom experience.

This study aims to examine the students' satisfaction level with online teaching. Descriptive method was used. Multistage sampling technique was used for selection of sample from the population. The sample of the study was secondary students at Lohardaga district of Jharkhand. In this study findings indicate that satisfaction level of adolescents (34.93%) is at average level. The study also showed that satisfaction level of male adolescents (35.82%) is more than female adolescents (34.01%).

Keywords: COVID-19, Online Teaching, Student Satisfaction.

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 the educational system during COVID-19 era is characterized by a 'new normal'. Online learning has been utilized as a supplement to traditional classroom instruction. COVID-19 is responsible for the abrupt shift from face-to-face instruction to entirely online learning. Several advantages of online learning for learners have been reported in the literature, including easy accessibility to knowledge, proper content delivery, content standardization, personalized instruction, self-pacing, interactivity and increased convenience thriving and effective online learning ecosystem.

Need for the Study

Online learning is growing rapidly. Therefore, the number of students involved in online learning is increasing from time to time. Satisfaction evaluation of interactivity for online learning is very important to determining the effectiveness and efficiency of interaction in online learning. Naturally, questions have arisen about learning effects of online courses, including the degree to which students are satisfied by these kinds of learning experiences. Lately, a debate has surfaced as to the level of instructor or "human" interaction that is needed to support students with their learning experiences. For example, according to Koseff (2014) in January of 2014, California State Governor Jerry Brown, "challenged regents to develop classes that require no 'human intervention' and might expand the system's reach beyond its student body". The focus of this study was to assess student satisfaction with online classes as the investigators also attended online classes of their courses during the same period and all of them were having different perceptions and satisfaction levels regarding online mode of learning, hence this study was taken up for research.

Statement of the problem

"A Study on the Level of Satisfaction with Online Teaching among Adolescents"

Review of Related Literature

Surahman et al. (2020) conducted a descriptive study to measure the level of student satisfaction with online learning services in higher education among 224 undergraduate students. The study result showed that 19% of the students were very satisfied, 41% satisfied, 30% dissatisfied, and 10% very dissatisfied.

Laurentiu Gabriel T et al. (2020) carried out a descriptive study to examine the level of satisfaction on online teaching-learning method among 726 students. The study result revealed that 39.1% of the

students being very satisfied by the E-learning process, 31.9% were undecided, and 29% were dissatisfied by the E-learning process and Bachelor students mention that online teaching is much more difficult than offline teaching.

Wiam Elshami et al. (2021) conducted a cross-sectional survey to assess the satisfaction perspective with online learning among 370 students and 81 faculties. The study result revealed that the instructor subscale yielded the highest mean score ($M = 3.36 \pm 0.82$), followed by the technology subscale ($M = 3.31 \pm 0.88$) mean score of less than 3.4 out of 5 in all subscales. The instructor subscale yielded the highest mean score ($M = 3.36 \pm 0.82$), followed by the technology subscale ($M = 3.31 \pm 0.88$).

Ram Gopal et al. (2021) conducted a cross-sectional descriptive study to identify the factors affecting students' satisfaction and performance regarding online classes during the pandemic period of COVID-19 among 544 students. The study result showed that four independent factors such as quality of instructor, course design, prompt feedback and expectation of students had positive impact on students' satisfaction and performance ($p = 0.001$).

Prodanovic M. et al. (2021) conducted a descriptive study to assess the students' satisfaction with learning experience in COVID-19 imposed virtual education environment 87 university students. The results highlighted that highest mean value obtained for satisfaction with teacher-student communication, with mean value of 3.91 and teacher-student communication regards the feedback, in class and test-related, with mean value of 3.75]. The findings of the present study showed that the demographic variable device used for online learning ($\chi^2=51.307, p=0.0001$) had shown statistically significant association with level of satisfaction on online method of teaching among undergraduate students. The other demographic variables had no significant association with online teaching method among undergraduate students.

Hossain, et.al. (2019) analyzed the factors that affected students' satisfaction at private and public universities in Bangladesh. The research was employed using a quantitative method. From the findings, it was shown that female students were not satisfied with their institutions as much as the male students. Moreover, students from the suburban area and middle-class families were more pleased with the university than any other participants. The students' satisfaction was influenced by many factors such as teachers' expertise, curriculum design, facilities, infrastructure, and also some demographic variables.

Objective of the study:

Objective 1: To find the level of satisfaction among adolescents with online teaching across gender.

Hypothesis of the study:

H0: There is no significant in the mean score of the level of satisfaction with online teaching between male and female adolescents.

Delimitations:

The study is limited to:

1. Secondary school students who are residing in Lohardaga district of Jharkhand.
2. The study was limited only seven block of Lohardaga district of Jharkhand.



Research Design

Keeping in view the objectives of the study, the researcher selected descriptive survey research design for this study

Variables of the study

Dependent Variable: Academic Achievement and Satisfaction

Independent Variable: COVID-19 and Online Teaching

Background Variable: Gender

Population

The population of the present study was students of selected secondary schools of Lohardaga district.

Sampling Technique

In the present study, non-probability multi-stage sampling technique was adopted.

Sample size

The sample consisted of 418 secondary school students.

Data Collection Technique and Tool

Self- made student satisfaction questionnaire based on three dimensions was used for the evaluation of satisfaction regarding online classes.

Description of tools and techniques

The tool consists of two sections:

Section I: This section included items seeking information on socio-demographic background.

Section II: This section includes student satisfaction questionnaire. It consists of 30 questions from each dimension (Learner-Instructor, Learner-Content and Learner-Technology) 10 question seeking the satisfaction regarding online classes. Each question had 5 options and points were given for each.

Strongly Agree – 5 points

Agree – 4 points

Neutral – 3 points

Disagree – 2 points

Strongly Disagree – 1 point

Procedure for Data Collection

Data collection was done from secondary school children of Lohardaga District. The sample was selected based on inclusion and exclusion criteria. As the study period was the time of COVID-19 pandemic. Schools were closed since March 2020. Data was obtained after consent and assuring the subjects about the confidentiality of the data. The data was collected via offline mode. The average time taken to fill the tool was 20-25 minutes.

Plan for data analysis

The statistical analysis was made on the basis of objectives. The data analysis was planned to include descriptive and inferential statistics. The following was developed for data analysis on the basis of opinion of experts.

- For the analysis of demographic data frequency and percentage, mean, standard deviation, T-test was used calculated of the data.
- The findings will be documented in the tables and graphs.

Analysis and Interpretation of data:

Objective 1: To find the level of satisfaction among adolescents with online teaching across gender.

The data was analyzed using descriptive statistics (Mean, Percentage and Standard Deviation)

**Table-1: Level of satisfaction among adolescents with online teaching Variable Different Levels
No. of Adolescents**

Variable	Different Levels	No. of Adolescents (N)	Percentage of Adolescents	Remarks
Level of Satisfaction with Online Teaching	Extremely High	10	2.39%	Maximum number of adolescents are at average level
	High	36	8.61%	
	Above average	91	21.77%	
	Average	146	34.93%	
	Below Average	75	17.94%	
	Low	60	14.35%	
	Extremely Low	00	00%	
Total		418	100%	

As per Table.1, there are 10 numbers of adolescents i.e., 2.39% of adolescents have extremely high level of satisfaction with online teaching, 36 numbers of adolescents i.e., 8.61% of adolescents have high level of satisfaction with online teaching, 91 numbers of adolescents i.e., 21.77% of adolescents have above average level of satisfaction with online teaching, 146 numbers of adolescents i.e., 34.93% of adolescents have average level of satisfaction with online teaching, 75 numbers of adolescents i.e., 17.94% of adolescents have below average level of satisfaction with online teaching, 60 numbers of adolescents i.e., 14.35% of adolescents have low level of satisfaction with online teaching and there are no adolescents who have extremely low level of satisfaction with online teaching. So, this result indicates that a maximum number of adolescents have average level of satisfaction with online teaching which is also shown in Figure.1

Figure. 1: Percentage of Adolescents in Different Levels of Satisfaction with Online Teaching

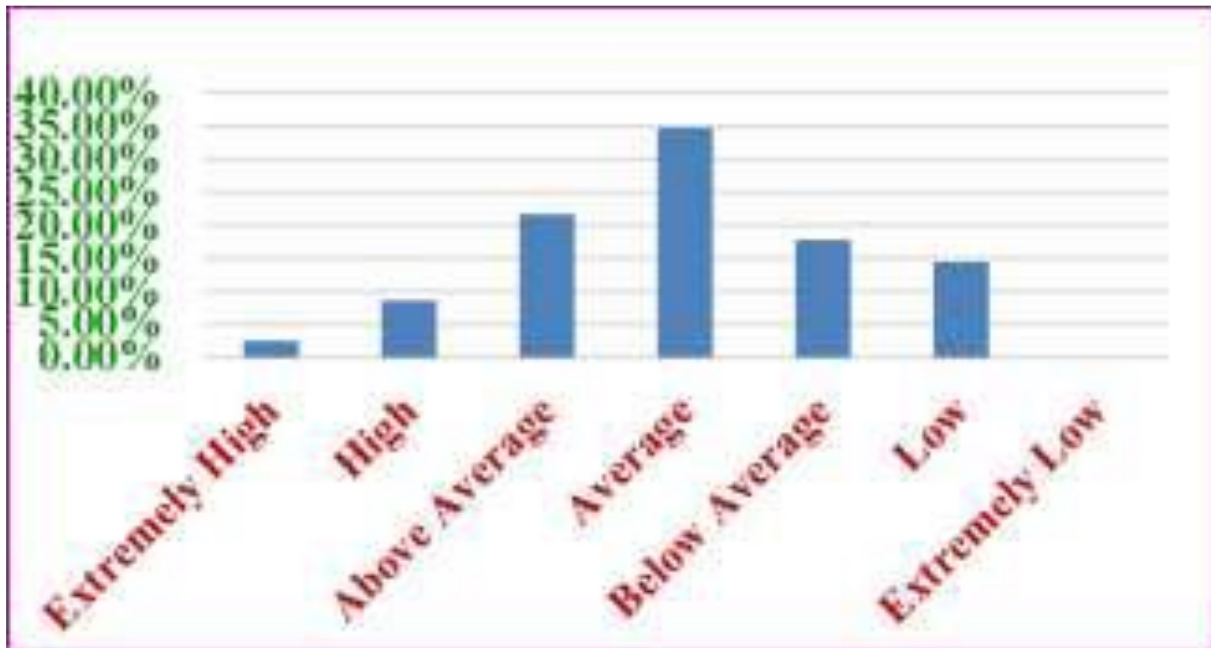


Table -2: Level of Satisfaction among Male Adolescents with Online Teaching

Variable	Different Levels	No. of Adolescents (N)	Percentage of Adolescents	Remarks
Level of Satisfaction with Online Teaching	Extremely High	04	1.99%	Maximum number of male adolescents are at average level
	High	14	6.96%	
	Above average	41	20.40%	
	Average	72	35.82%	
	Below Average	35	17.41%	
	Low	35	17.41%	
	Extremely Low	00	00%	
Total		201	100%	

As per Table.2, there are 04 numbers of male adolescents i.e., 1.99% of male adolescents have extremely high level of satisfaction with online teaching, 14 numbers of male adolescents i.e., 6.96% of male adolescents have high level of satisfaction with online teaching, 41 numbers of male adolescents i.e., 20.40% of male adolescents have above average level of satisfaction with online teaching, 72 numbers of male adolescents i.e., 35.82% of male adolescents have average level of satisfaction with online teaching, 35 numbers of male adolescents i.e., 17.41% of male adolescents have below average level of satisfaction with online teaching, 35 numbers of male adolescents i.e., 17.41% of male adolescents have low level of satisfaction with online teaching and there are no male adolescents who have extremely low level of satisfaction with online teaching. So, this result indicates that a maximum number of male adolescents have average level of satisfaction with online teaching which is also shown in Figure. 2.

Figure - 2: Percentage of Male Adolescents in Different Levels of Satisfaction with Online Teaching

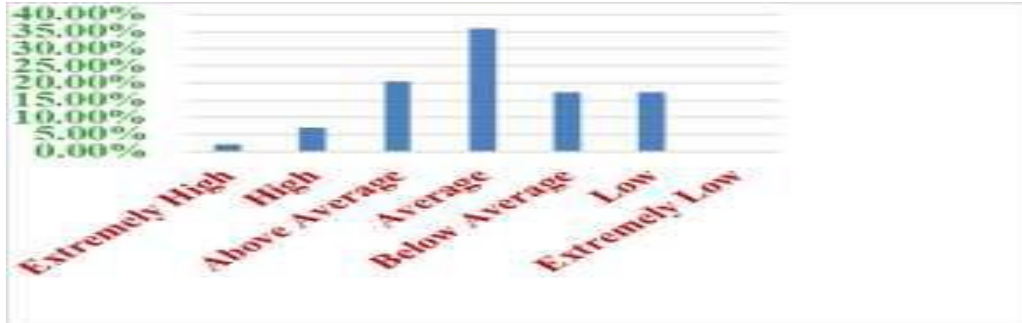
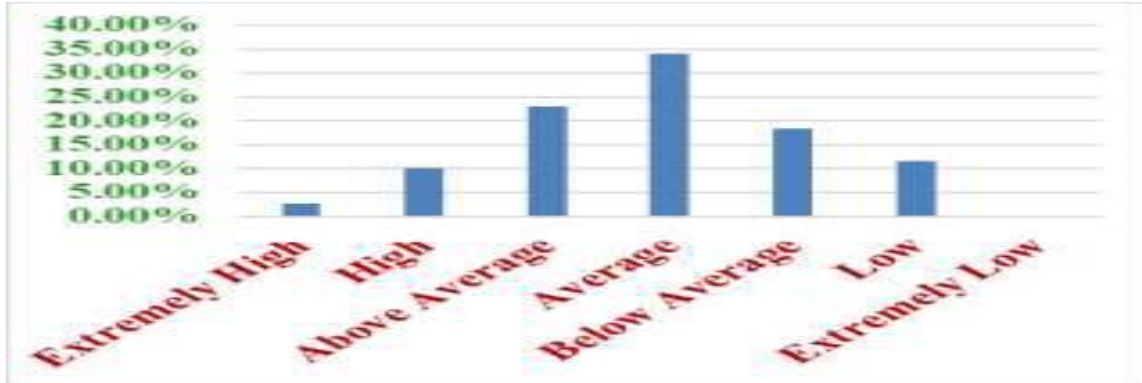


Table- 3: Level of Satisfaction among Female Adolescents with Online Teaching

Variable	Different Levels	No. of Adolescents (N)	Percentage of Adolescents	Remarks
Level of Satisfaction with Online Teaching	Extremely High	06	2.76%	Maximum number of female adolescents are at average level
	High	22	10.14%	
	Above average	50	23.04%	
	Average	74	34.10%	
	Below Average	40	18.43%	
	Low	25	11.52%	
	Extremely Low	00	00%	
Total		217	100%	

As per Table -3, there are 06 numbers of female adolescents i.e., 2.76% of female adolescents have extremely high level of satisfaction with online teaching, 22 numbers of female adolescents i.e., 10.14% of female adolescents have high level of satisfaction with online teaching, 50 numbers of female adolescents i.e., 23.04% of female adolescents have above average level of satisfaction with online teaching, 74 numbers of female adolescents i.e., 34.10% of female adolescents have average level of satisfaction with online teaching, 40 numbers of female adolescents i.e., 18.43% of female adolescents have below average level of satisfaction with online teaching, 25 numbers of female adolescents i.e., 11.52% of female adolescents have low level of satisfaction with online teaching and there are no female adolescents who have extremely low level of satisfaction with online teaching. So, this result indicates that a maximum number of female adolescents have average level of satisfaction with online teaching which is also shown in Figure -3.

Figure-3: Percentage of Female Adolescents in Different Levels of Satisfaction with Online Teaching



For testing the hypothesis corresponding to objective.1 inferential statistics was used.

H₀: There is no significant in the mean score of the level of satisfaction with online teaching between male and female adolescents.

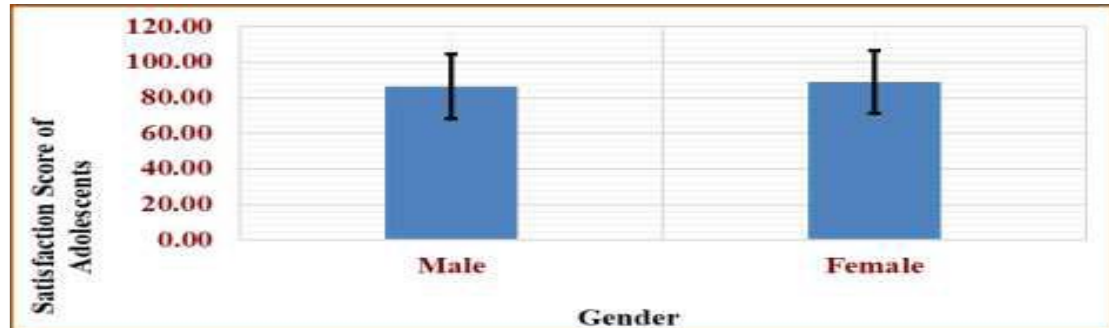
Table- 4: Difference in the Mean Score of the Level of Satisfaction with Online Teaching between Male and Female Adolescents

Variables		N	Mean	SD	t-value	Remarks
Independent	Dependent					
Gender	Male	201	86.36	18.19	1.507	Not significant at 0.05 level
	Female	217	89.01	17.75		

As per Table 4. the calculated mean scores (M) of the level of satisfaction with online teaching of 201 male and 217 female adolescents are 86.36 and 89.01 with SD of 18.19 and 17.75 respectively. The calculated 't-value' is 1.507 which is less than the critical value (critical value of 't' is 1.96 at 0.05 level of significance with df 416). So, it is not significant at 0.05 level of significance. Then the null hypothesis, H₀-10, is accepted. That is there is no significant difference in the mean score of the level of satisfaction with online teaching between male and female adolescents.

Hence, it can be inferred that the mean scores of the level of satisfaction with online teaching between male and female adolescents differ significantly. It clearly indicates that gender has no significant influence on the level of satisfaction with online teaching of adolescents. The findings indicate that male and female adolescents exhibited similar levels of satisfaction with online teaching, suggesting that gender did not significantly impact their overall perceptions or experiences of online education during the Post-COVID-19 period. This implies that both groups responded similarly to the shift in teaching methods, highlighting that the effectiveness and acceptance of online learning were consistent across genders in this context. This means difference is also shown in Figure 4 which clearly indicates that a very small gap between the bar heights exists and the error bars approximately fully overlap. It suggests that there is no significant difference between the two means.

Figure 4: Difference in Mean Score of the Level of Satisfaction with Online Teaching between Male and Female Adolescents



Major Findings

1. Maximum number of adolescents having average level of satisfaction with online teaching.
2. Maximum number of male adolescents having average level of satisfaction with online teaching.
3. Maximum number of female adolescents having average level of satisfaction with online teaching.
4. The mean scores of the level of satisfaction with online teaching between male and female adolescents differ significantly.
5. Gender has no significant differences on the level of satisfaction with online teaching.

Conclusion

In the last period, the teaching process has moved to online. Students had to adapt to the current situation and transition from face-to-face teaching to online teaching with the help of e-learning platforms. There is a significant difference between female and male respondents regarding the satisfaction of the teaching process in the online environment. The mean of female responses is higher than responses offered by male respondents. These results provided by respondents show us that females are more satisfied with the teaching process in the online environment than male respondents.

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