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Examine the students' satisfaction on usage of online teaching in engineering colleges at twin cities of Telangana

Ch. Narasimha Raju
Asst. Professor, Department of MBA, Loyola Academy, old alwal, Secunderabad, India
Email - rajumbaraju@gmail.com

Abstract: *Covid 19 many drastic changes in education system and government have makes policies all of sudden and challenges brought by innovative new technologies and cut throat competitive pressure a, higher education institutions are trying to innovate their service and raise their public reputation. Education is undergoing a dramatic transformation. In this paper researcher find to examine the student satisfaction on usage of online teaching. Research is confined to twin cities in telangana especially among students of UG and PG. Researcher identified that students belong to arts and management are satisfied and somewhat satisfied with online teaching system where as students belongs to technical and sciences education they are dissatisfied in engineering colleges. Among all the female students are satisfied comparatively male students. The students who belong to UG they are not satisfied as much as PG students.*

Key words: *Online teaching methods, Digital learning systems, satisfaction.*

1. INTRODUCTION :

The Corona virus Disease (COVID-19) hit the World in a disastrous way. It recognized in December 2019 in Wuhan, China, home to some 11 million people, the COVID-19 has become a pandemic in a less time of 3 months, spreading to 188 countries and territories, infecting more than a million, and killing more. COVID-19 is highly contagious, hence quick spread. In order to curtail the spread, many governments, such as India , Australia, China, Italy, Malaysia, Singapore, Spain, the United Kingdom, and the United States etc., have done partial or complete lockdown . At the global level, it caused a virtual shutdown of almost all economic, commercial and noncommercial, and governmental activities and on one hand, air-travel, tourism, entertainment, and ride-sharing have v halted; on the other hand, the online meeting/teaching platforms, such as Zoom, Google classroom, Microsoft Teams; the online gaming industry; or the online food delivery are still functioning.

Covid 19 many drastic changes in education system and government have makes policies all of sudden and challenges brought by innovative new technologies and cut throat competitive pressure a, higher education institutions are trying to innovate their service and raise their public reputation. Education is undergoing a dramatic transformation. Technology plays a crucial role in the life of today's students and institutions can no longer meet their needs through classroom-based instruction alone. Higher education institutions are increasingly focusing on determining the suitable model to integrate technologies in teaching and learning in order to fulfill students' needs and provide education, knowledge and skills needed for the future society.

Online education is developing fast globally. Teachers are integrating technology in their classroom as a supplement to their face-to-face teaching. Integrating technology in education provides "high-quality, non-delayed, multi-form live interactive classrooms, and realizes live teaching in multi-person online classes", as Though traditional classroom teaching is still considered effective, there is limited research available which discusses the practical implementation of online education

China was the first to implement online education to curb the spread of this pandemic, another purpose of implementing online education was to mitigate the effect of home confinement on students during the stressful time of lockdown. Educational institutions in Malaysia also implemented online teaching following the emergent COVID-19 situation, but as online teaching takes place in home setting, it cannot be made effective without parental guidance, supervision as well as support. Such education requires intervention of parents during the whole teaching and learning process.

2. LITERATURE REVIEW:

Kransow (2013) poses a critical question for instructors working in the online environment. How can online courses be designed to maximize student satisfaction as well as student motivation, performance and persistence? Drawing on the literature, Kransow emphasizes the importance of building a sense of belongings in the online environment. Yet, building an online community that fosters student satisfaction involves strategies that go beyond facilitating interaction with course components. Building community also requires, among other elements, interaction with each other, that is, between student and instructor and among students in the course. Sher (2009), according to his study of the role such interactions play in student learning in digital environment, found interaction between student and teacher and among students to be significant factors in student satisfaction and learning.In 1999, Hara and Kling conducted a qualitative study of an online graduate course enrolling six Master's students. Consistent with Choy, McNickle, and Clayton (2002) findings, Hara and Kling found student frustration and dissatisfaction issues, lack of prompt feedback, technical problems, and ambiguous course instructions.

Researchers have found that student satisfaction at the graduate level is related to student faculty interaction and a sense of intellectual stimulation of both the student and the student's peers (Powers & Rossman, 1985). Biner, Dean and Mellinger (1994) found that students' satisfaction plays a dynamic role in the success of distance and online education. Erdil (2007) measured level of students' satisfaction in a virtual MBA course in a university with the factors like the tutor, course facilitator and help desk designed for distance learning. A strong positive correlation was found between the quality of these supporting services and student satisfaction. In online mode, three factors increase students' level of satisfaction which is: design clarity, interaction with tutors, and active participation in course discussion among students (Swan, 2001).

3. OBJECTIVES ;

1. To study existing online teaching practices
2. To examine the student's satisfaction on online teaching

3.1 HYPOTHESIS:

H_1: There is a significant difference among the students' satisfaction on online teaching system in engineering colleges.

4. METHODOLOGY:

For this study researcher used descriptive cross sectional research design is used. For the purpose of instrument development Researcher taken five quality components of DeLone and Mclean for research .and analysis done by SPSS 26. Researcher selected convenient sampling and collected data from students of engineering college and post graduate colleges and collected data through Google. Sheets. The sample size 121. Questionnaire was developed to collect the data. The questionnaire had two parts; the first part consisted on items relating to the personal information. The second part had questions seeking an understanding of the student's level of satisfaction in online teaching by using Likert seven point satisfied scale "very satisfied = 1" to "very dissatisfied = 7" is used. The reliability of the instrument calculated using Chronbac Alpha. i.e 0.895 which is greater than 0.7.

5. ANALYSIS& INTERPRETATION:

Analysis using t - Test and ANOVA the students' satisfaction on online teaching system in engineering colleges.

Table 1 Difference among students' satisfaction on online teaching system in engineering colleges

	Demographics	n	Mean	t / F	Sig	Hypothesis accepted
Satisfaction	GENDER					
	MALE	51	4.86	4.070	.000*	H1
	FEMALE	70	3.03			
	PROGRAMME					
	U G	37	4.59	3.289	.001*	H1
	P G	84	3.15			

	SYLLABUS					
	85-100%	22	3.68	.408	.685	H0
	70 to 84%	24	3.88			
	AGE(yrs)					
	15-25	114	4.93	3.653	.002*	H1
	25-35	7	2.36			
	SUBJECTS					
	Arts	3	3.00	2.828	.028**	H1
	Commerce	14	2.43			
	Science	9	4.92			
	Management	70	3.10			
	Technical	25	4.56			

*Significant at 1% level, ** Significant at 5% level

From the above table1 the researcher identified that majority of respondents n=70 belong to female and only n=51 are male respondents. By using t test researcher observed that that there is a significant {t=4.070, p (.000) < 0.01} differences among students regarding satisfaction on online teaching system in engineering colleges with respect to their gender at 1% level of significance. That means female students are somewhat satisfied (m= 3.03) and male students are somewhat dis satisfied (m=4.86).

Majority of the students (n=84) belongs to PG program and only few (n=37) belongs to UG program. By using t test researcher observed that that there is a significant {t=3.289, p (.001) < 0.02} differences among students regarding satisfaction on the online teaching system in engineering colleges with respect to their Educational program at 1% level of significance. That means PG students are somewhat satisfied (m= 3.15) and UG students are somewhat dis satisfied (m=4.59)

Majority of the students (n=24) said that nearly 70% -84% syllabus they covered in online teaching remaining students said that they covered 85%-100% but they don't provide any opinion regarding their satisfaction of online teaching system so that there no significance difference between above mentioned groups regarding satisfaction all are giving neutral opinion.

Majority of the students (n=114) belongs to 15-25 years of age and only few (n=7) belongs to 25-35 yrs of age. By using t test researcher observed that that there is a significant {t=3.653, p (.002) < 0.01} differences among students regarding satisfaction on online teaching system in engineering colleges with respect to their Age at 1% level of significance. That means the age group of 15-25 years students are somewhat dissatisfied (m= 4.93) and 25-35 yrs of students are satisfied (m=2.36)

Majority of the students (n=70) belongs to Management education, n=25 belongs to technical education, n=14 belongs to commerce education. By using ANOVA test researcher observed that that there is a significant {F=2.828, p (.028) < 0.05} differences among students regarding satisfaction on online teaching system in engineering colleges with respect to their subject at 5% level of significance. That means the students belongs to management education they are somewhat satisfied (m=3.10) students belongs to science somewhat dissatisfied (m= 4.92) students belongs to commerce satisfied (m=2.43) and students belongs to technical education are somewhat dissatisfied (m=4.56).

5. RESULT & DISCUSSION:

- There is a significant {t=4.070, p (.000) < 0.01} differences among students regarding satisfaction on online teaching system in engineering colleges with respect to their gender at 1% level of significance.
- There is a significant {t=3.289, p (.001) < 0.02} differences among students regarding satisfaction on the online teaching system in engineering colleges with respect to their Educational program at 1% level of significance.
- There is a significant {t=3.653, p (.002) < 0.01} differences among students regarding satisfaction on online teaching system in engineering colleges with respect to their Age at 1% level of significance.
- There is a significant {F=2.828, p (.028) < 0.05} differences among students regarding satisfaction on online teaching system in engineering colleges with respect to their subject at 5% level of significance.

From the above study researcher identified that students belong to arts and management are satisfied and somewhat satisfied with online teaching system where as students belongs to technical and sciences education they are dissatisfied in engineering colleges.

Among all the female students are satisfied comparatively male students. The students who belong to UG they are not satisfied as much as PG students

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