



## Effects of Online Learning on Student Satisfaction and Overall Performance in District Jaipur

Smt. Nutan Chauhan, Jaipur National University Jagatpura, Jaipur-302017

Prof. Kamla Vashisht, Jaipur National University Jagatpura, Jaipur-302017

### Introduction

UNESCO suggests initiatives for distance learning. The E-learning framework is being used more and more as a flexible platform for teaching and learning activities (Salloum & Shaalan, 2018). According to Moore et al. (2011), e-learning is a new paradigm for online learning that is built on information technology. Academics, educators, and other practitioners are curious about how e-learning can result in improved academic performance and results compared to traditional learning methods. The only way to find the solution is to examine student performance and satisfaction. Numerous comparison studies have been conducted to support the idea that it is better to investigate if online or hybrid learning is preferable to in-person or traditional teaching techniques (Lockman & Schirmer, 2020; Pei & Wu, 2019; González-Gómez et al., 2016).

The research findings demonstrate that pupils do far better while learning online than when learning in a traditional classroom. The challenges faced by teachers while converting from an in-person to an online teaching environment were brought to light by Henriksen et al. (2020). Numerous studies have been conducted on online learning in the past to investigate aspects that contribute to remote learning success, student happiness, acceptability of e-learning, and learning efficiency (Sher, 2009; Lee, 2014; Yen et al., 2018). Curriculum knowledge, program organization, instructional goals, and course structure are all included in the course design (Wright, 2003). When properly designed, a course can increase students' satisfaction with the learning management system (Almaiah & Alyoussef, 2019). Effective course design, according to Mtebe and Raisamo (2014), will aid in enhancing performance through learners' knowledge and abilities (Khan & Yildiz, 2020; Mohammed et al., 2020). On the other hand, ineffective course design may result in low instructor and student use of e-learning platforms (Almaiah & Almulhem, 2018). However, if the course is effectively constructed, students will embrace the e-learning system more readily and perform better as a result (Mtebe & Raisamo, 2014). Therefore, many instructors who are teaching blended courses for the first time will probably need to completely rewrite their courses in order to prepare them for online learning (Bersin, 2004; Ho et al., 2006).

The second aspect that affects how satisfied students are with their online education is the quality of the instructors. According to Luekens et al. (2004), an instructor who possesses distinctive teaching talents, comprehends the educational needs of the pupils, and knows how to address those needs is considered to be of high quality. The Students' Evaluation of Educational Quality (SEEQ), which defined the teacher's quality, was the primary tool used by Marsh (1987) to design five instruments for measuring the quality of the instructor. Everyone agrees that SEEQ is one of the most widely accepted and utilized approaches (Grammatikopoulos et al., 2014). SEEQ was a highly helpful tool for student input on the caliber of the instructor (Marsh, 1987).

Prompt feedback is the third element that raises students' satisfaction levels (Kinicki et al., 2004). Feedback is defined as the knowledge that instructors and tutors provide regarding a student's performance. According to Hattie and Timperley (2007), on page 81, feedback is a "consequence of performance" in this context. According to Simsek et al. (2017), on page 334, "prompt feedback can be described as knowing what you know and what you do not related to learning" in the context of education. In his research on the relationship between performance and feedback, Christensen (2014) presented the idea of the



positivity ratio, a process that is crucial for determining performance through feedback. Research has indicated that timely feedback fosters a strong relationship between educators and students, which in turn improves learning outcomes (Simsek et al., 2017; Chang, 2011).

The format of this document is as follows: The theoretical framework and the relationships between the various study variables—and, consequently, the various research hypotheses that were formulated—are described in the second part. According to APA guidelines, the third part covers the paper's research methods. The discussion then shifts to the findings and related outcomes of the empirical analysis. Finally, a discussion and suggestions for further research round out the work.

### **Hypothesis development**

H1: Student satisfaction is positively impacted by the caliber of the instructor.

H2: Student satisfaction is positively impacted by course design.

H3: Student expectations have a favorable impact on satisfaction.

H4: Student performance is positively impacted by student satisfaction.

### **Method**

#### **1. Participants**

Data for this cross-sectional study came from 454 respondents who were enrolled in B.Ed programs. The data was gathered using the random sample technique. According to descriptive statistics, 48.35% of the respondents held a B.Ed science, while the remaining respondents were students studying hotel management. Male students made up 29% of the student body, while female students made up 71%. When compared to female students, the percentage of female students is about twice as high. The pupils ranged in age from 18 to 35. The majority of students were in the undergrad student group, which included individuals between the ages of 18 and 22.

#### **2. Materials**

There are two sections to the research tool. Demographic factors like discipline, gender, age group, and educational attainment (undergraduate or post-graduate) are covered in the first section. The six factors—instructor quality, course design, timely feedback, student expectations, satisfaction, and performance—are measured in the second section.

### **Procedure**

The respondents in this cross-sectional study were chosen using judgment sampling. They were briefed on the purpose of the investigation and the methods used to collect data. They received guarantees regarding the confidentiality of the information, and they received no payment for taking part in the study. Through surveys, the data used in this study was acquired. Researchers created the questionnaire, which they subsequently distributed to B.Ed. students at shri agrasen snatkottar shiksha mahavidyala jaipur.

In order to give students enough time to comprehend the tool and effectively respond to the inquiry, they were also requested to write the name of their college. A total of 608 questionnaires were distributed, and 484 were returned by students. The thirty responses that were not engaged were excluded. In conclusion, 454 questionnaires were used in this study. Both male and female students participated in the poll, along with students from all age groups and a sample of B.Ed.

### **Results**

#### **1. Factor analysis in exploration (EFA)**

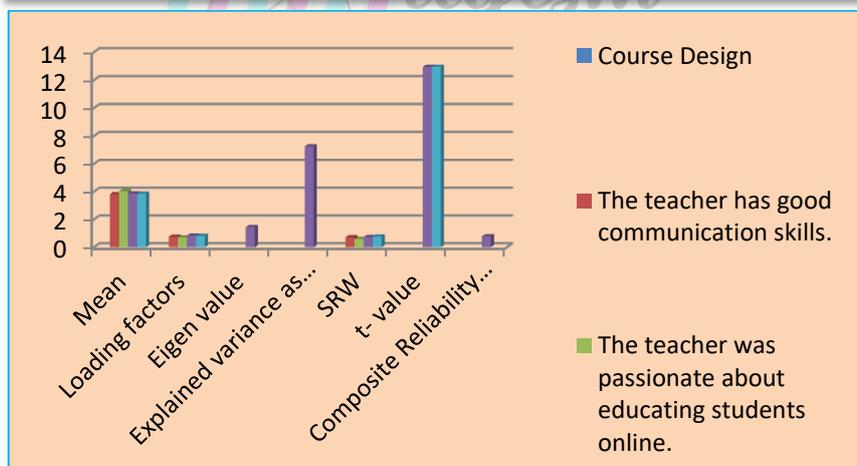
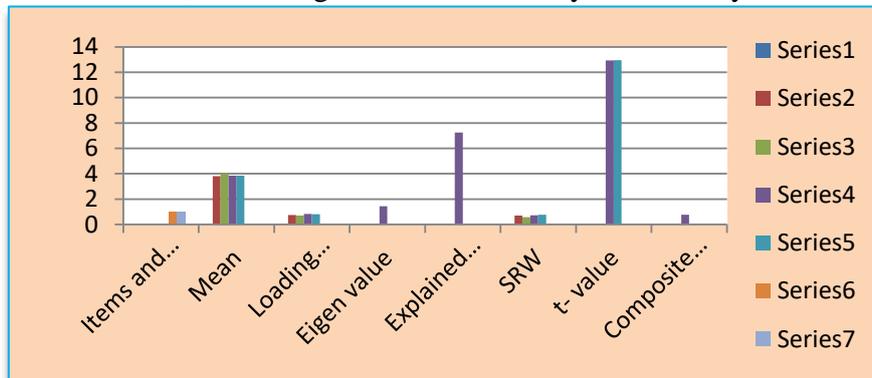
Software such as AMOS and SPSS were utilized to examine the data. Initially, an exploratory factor analysis (EFA) was carried out on a sample of 454 utilizing VARIMAX rotation in order to extract the distinct factors. The exploratory analysis's findings revealed six unique factors. The first factor was identified as the instructor's quality, and some of the statements included were "The instructor was concerned about student learning," "The instructor



communicated effectively," and "The instructor was enthusiastic about online teaching." The second factor, course design, contained the following items: "The course was designed to allow assignments to be completed across different learning environments," and "The course was well organized."

## 2. Model of measurement

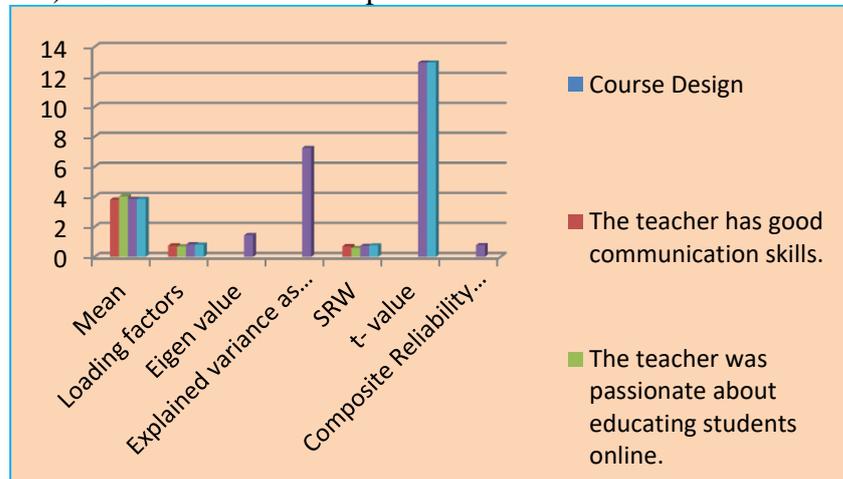
The EFA and CFA findings are summarized in graph. The graph's results demonstrated that EFA produces six unique variables, and CFA verified these factors. According to *Aggarwal et al.* (2018a, b), demonstrates that the suggested measurement model attained good convergent validity. The values of the standardized factor loadings were statistically significant at the 0.05 level, according to the confirmatory factor analysis results



The link between exogenous, mediator, and endogenous variables, such as course design, instructor quality, timely feedback, and students' expectations, satisfaction, and performance. Student performance is positively correlated with satisfaction, which is further supported by the first four elements. The pleasure of students in online classrooms is positively correlated with the quality of the instructor, according to the results ( $SE = 0.747$ ,  $t\text{-value} = 24.108$ ;  $p < 0.05$ ). H1 was therefore approved. Course design is the second element that positively correlates with students' happiness ( $SE = 0.067$ ,  $t\text{-value} = 2.520$ ;  $p < 0.05$ ). H2 was therefore supported. Prompt feedback is the third element, and the findings indicate that feedback and student satisfaction are positively correlated ( $SE = 0.186$ ,  $t\text{-value} = 2.800$ ;  $p < 0.05$ ). H3 was therefore supported. Expectations among pupils make up the fourth factor. The findings indicate that expectations and satisfaction with online courses are positively correlated ( $SE = 0.149$ ,  $t\text{-value} = 5.127$ ;  $p < 0.05$ ). H4 was therefore supported.

According to the SEM results, teacher quality ( $SE = 0.064$ ), students' expectations ( $SE = 5.149$ ), and fast feedback ( $SE = 2.520$ ) were the factors that had the greatest impact on students' happiness, after course design and student expectations. Course

design has the least impact on students' satisfaction (2.800). Table 4's findings ultimately demonstrate that student happiness has a favorable impact on performance (SE = 0.186, t-value = 2.800;  $p < 0.05$ ). H5 was therefore accepted.



## Discussion

The existing body of study helps educators comprehend the various prerequisites for online instruction. When the current study is compared to earlier research, the earlier research looked at the variables influencing students' satisfaction with the traditional educational framework. Nonetheless, the goal of the current study was to determine the key elements that influence students' happiness with online learning during India's lockdown. The study also looked at the relationship that exists directly between student performance and satisfaction. The results of this study showed that the most important element influencing students' satisfaction in online classes is the caliber of the instructor. This implies that the lecturer must work very quickly and effectively. He must be aware of the psychology of his students in order to effectively present the course material.

The current study found that expectations are the second most important element influencing students' happiness in online learning environments. It's possible for students to have certain expectations in class. It is anticipated that the students would perform better on the exams if the instructor recognizes their expectations and adjusts the course design accordingly. Feedback is the third element that influences a student's level of satisfaction. The teachers should gather relevant feedback after the course is delivered in order to organize subsequent courses. Additionally, it aids in the formulation of future plans (Tawafak et al., 2019). Since feedback is the true picture of the course material, a suitable feedback system is necessary for improvement. Design is the final element that influences how satisfied students are under such circumstances, the teacher must exercise greater creativity in creating and presenting the course material in order to enhance students' general satisfaction with online learning.

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