

Awareness And Satisfaction Of College Students Towards Online Learning

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Abstract

There are always pros and cons for anything. Likewise, for some people the technology can be a blessing and for others it can be a disadvantage. However, it is an undeniable fact that the technology has helped to minimize the manual workloads. People are going for more smart work rather than hard work. In the field of education, technology has brought tremendous shift from traditional way of teaching to ICT based teaching. The question is how far the students are willing to change with the change in teaching approaches. And online learning is one of the contemporary approaches in teaching. Thus, the present study is focusing on the awareness and satisfaction of college students on online learning. The study area has been selected under North east India. The online questionnaire was prepared by the researchers and was distributed among the college students. The data collected anonymously from 1st March to 30th April 2023. The researchers could only receive 100 samples from the college students. The present paper attempted to study the awareness of students towards online learning and to study the student's satisfaction towards online learning instructors, Course & Content, technology, learning environment. The study reveals that 43% of college students were satisfied with their online learning instructors, while 47% expressed satisfaction with their online courses and content. Additionally, 48.4% of students reported satisfaction with the learning technology utilized, and 27.8% were content with the learning environment. However, it is important to note that 27.7% of students expressed dissatisfaction with statements such as "Students are more active in online learning" and "Online classes are more interactive than face-to-face learning." They also found the starting time of online classes less convenient compared to face-to-face classes.

Keywords: Awareness, Satisfaction, College Students, Online Learning.

Introduction

The COVID-19 pandemic has forced many educational institutions to adopt online learning as a means of continuing education for students. As a result, many students have had to transition from traditional in-person learning to online learning. The awareness of online learning has therefore increased significantly among college students. In terms of satisfaction, studies have shown that while some students prefer online learning, others still prefer the traditional in-person learning experience. Factors that affect satisfaction with online learning include the quality of the technology used, the availability of support services, the level of interaction with instructors and peers, and the ability to stay motivated and focused while learning remotely.

To improve the satisfaction of college students towards online learning, institutions can invest in high-quality technology and provide support services such as technical assistance and counseling. Instructors can also promote interaction among students through online discussion forums, group

projects, and virtual office hours. Additionally, institutions can provide resources and training to help students develop effective time management and study skills to stay motivated and focused while learning remotely. Online learning is the combination of learning and technology. Technology enables the process of cognitive learning. The online learning concept is vast and continuous. The growth of online learning can be seen in the form of MOOCs (Massive Open Online Courses), SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) etc. SWAYAM is India's National MOOC platform. Various online/distance courses and programs are available in MOOC and SWAYAM portal, which eases the Teaching-Learning. The Government of India has initiated several online learning courses in various domains to promote skill development and lifelong learning among the youth. Some of these courses are:

1. National Programme on Technology Enhanced Learning (NPTEL): NPTEL is an initiative by the Ministry of Education, Government of India, which offers online courses in engineering, science, and humanities. The courses are offered by the Indian Institutes of Technology (IITs) and the Indian Institute of Science (IISc), and are available for free to anyone interested in learning.
2. Skill India: Skill India is an initiative launched by the Ministry of Skill Development and Entrepreneurship, Government of India, which offers online courses and certification in various vocational skills, such as digital marketing, accounting, healthcare, and retail management.
3. Digital India: Digital India is an initiative launched by the Government of India, which offers online courses and certification in digital literacy, e-governance, and cybersecurity, among other areas.
4. SWAYAM PRABHA: SWAYAM PRABHA is a group of 32 DTH channels launched by the Ministry of Education, Government of India, which offers educational content in various domains, such as science, engineering, humanities, and social sciences. The channels are available for free and can be accessed from anywhere in the country.
5. National Skill Development Corporation (NSDC): NSDC is a public-private partnership launched by the Government of India, which offers online courses and certification in various skill domains, such as healthcare, logistics, retail, and hospitality.
6. Udemy is an online learning platform that offers a wide range of courses in various domains, including business, technology, health and fitness, arts and humanities, and more. The platform was founded in 2010 and has grown to become one of the largest online learning marketplaces, with over 155,000 courses and more than 40 million students worldwide.
7. Gradeup is an online learning platform that offers exam preparation courses and study materials for various competitive exams in India. The platform was founded in 2015 and has since grown to become one of the largest exam preparation platforms in the country, with more than 20 million registered users. Grade up courses feature live classes, recorded videos, quizzes, mock tests, and study notes, among other resources. The platform also offers a community of fellow students and teachers, which can help students connect with like-minded individuals and get their doubts and queries resolved.

These online learning courses are designed to promote skill development, lifelong learning, and digital literacy among the youth, and provide access to quality education and training to people across the country, especially in remote and underserved areas. In nutshell, online learning concept refers to learning via electronic sources, providing interactive distance learning. The online learning uses Web System as a way to access information available, disregarding time and space. After Covid-19 many students are using online platform for learning so, the researcher intends to know the satisfaction of learners towards different areas in Online learning.

Review of Related Literature

Surahman&Sulthoni (2020) Student Satisfaction toward Quality of Online Learning in Indonesian Higher Education During the Covid-19 Pandemic. This research study focuses on evaluating the

extent of student satisfaction with online learning services in higher education. To gather data on a large scale, a survey method was employed. The target population consisted of undergraduate students from 26 universities, and a random sampling technique was used, ensuring representation from various campuses across Indonesia (N = 224). An online learning satisfaction questionnaire, which was developed and validated, served as the data collection tool. The questionnaire comprised 19 statements. Descriptive statistical analysis techniques were applied for data analysis. The results indicated that 19% of participants found the online learning services to be very satisfying, 41% were satisfied, 30% expressed dissatisfaction, and 10% were very dissatisfied. Factors contributing to dissatisfaction included limited internet access and insufficient attachment and guidance from lecturers. These findings are intended to provide valuable insights to higher education leaders and lecturers, aiding in the enhancement of online learning services to

Nafrees et al., (2020) has conducted research on awareness of online learning among undergraduates to assess their current performance, identify challenges, and develop effective policies and guidelines for a successful online learning environment. This research paper utilized both quantitative and qualitative methods to determine the factors influencing students' awareness of online learning at the South Eastern University of Sri Lanka (SEUSL). Approximately 400 questionnaires were distributed to students via WhatsApp, and 310 responses were received and considered for this study. The findings of the study revealed that students faced internet connectivity issues (40.2%) during the COVID-19 lockdown period. A majority of students (69.4%) reported increased monthly expenditures, while 48.5% stated that their internet bills had risen due to the online learning system. Despite these challenges, more than 50% of the students expressed satisfaction with online education during the lockdown, while only 19.6% preferred offline learning. Additionally, a significant portion of the students (51.2%) already had experience using Zoom but preferred WebEx for online education due to its user-friendliness. In the future, researchers can conduct surveys to gather students' perceptions and expectations regarding online learning.

Zeng & Wang (2021) conducted a study on College Student Satisfaction with Online Learning during COVID-19. The objective of this research is to provide a comprehensive overview of studies that examine college student satisfaction with online learning, specifically focusing on investigations into the elements of online courses designed by instructors who transitioned from face-to-face to distance learning during the COVID-19 pandemic. This research includes studies that describe the various components involved in online course design. Kauffman's review study highlights the influence of individual differences on students' performance in online courses. While some students excel in this format, others may struggle. The review identifies specific elements within online course design that contribute to student satisfaction with online learning. Additionally, it suggests that instructors can take a proactive approach to enhance student online learning by making modifications to the components of their online courses.

Research Questions

1. Do the College students have awareness towards online learning?
2. Do the college students have satisfaction towards online learning instructors?
3. Do the college students have satisfaction towards online learning Course & Content?
4. Do the college students have satisfaction towards technology?
5. Do the college students have satisfaction towards online learning environment?

Objectives of the study

1. To study the awareness of students towards online learning
2. To study the student's satisfaction towards online learning instructors
3. To study the student's satisfaction towards online learning Course & Content

4. To study the student's satisfaction towards technology
5. To study the student's satisfaction towards online learning environment

Methodology

Research Design: To complete the present study, Descriptive –cum-Survey method of educational research had been adopted by the Researchers.

Sample: The sample of the study comprised of 100 college students studying in different colleges of North East India. There are 8 states in North east India which are Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura (commonly known as the "Seven Sisters"), and the "brother" state Sikkim state out of which sample were selected randomly.

Tool: Data was collected through online mode using a self-prepared questionnaire developed by the Researchers. The questionnaire consisted of 4 sections, first section was for collecting the respondents' personal details, second section was (ATOL) Awareness Tools of Online Learning to study the awareness of online learning, and third section was (SSOL) Satisfaction Scale of Online Learning.

Analysis: For analysis purpose descriptive statistic such as frequency and percentage had been used.

Delimitations: The study was delimited to North East India.

Results and Interpretation

Objective1. To study the awareness of students towards online learning

Statement	Yes		No	
	Frequency	Percentage	Frequency	Percentage
1. Have you heard about the term online learning?	100	100%	0	0

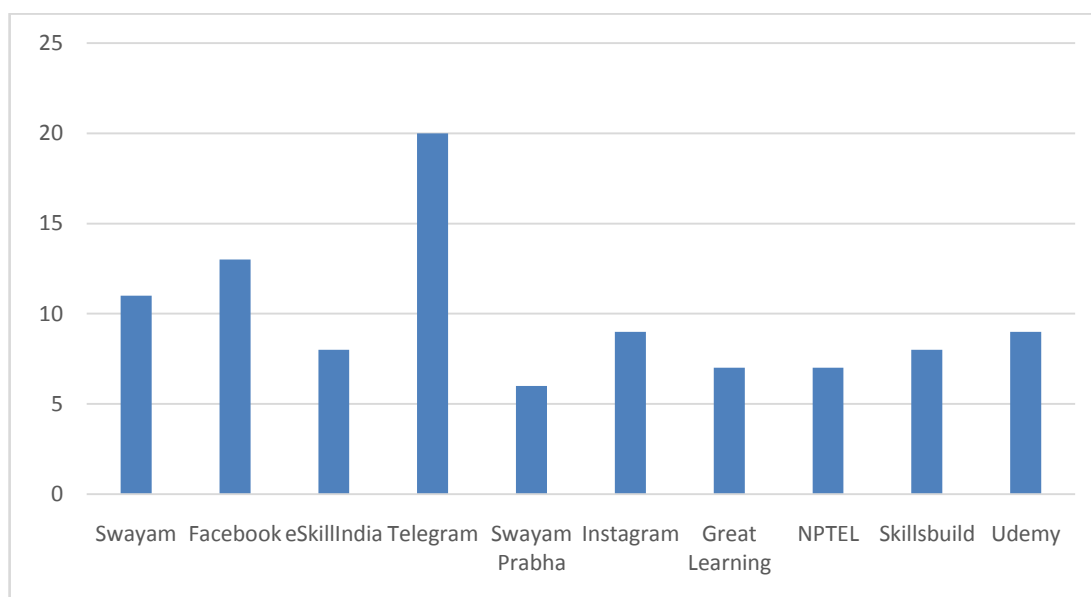
Source: Internet Survey, 2022

If yes, which are the online learning portal? Tick for all that apply

Sl.No.	Portal Name	Frequency	Percentage
1.	Swayam	33	11%
2.	Facebook	41	13%
3.	eSkillIndia	25	8%
4.	Telegram	63	20%
5.	Swayam Prabha	18	6%
6.	Instagram	28	9%
7.	Great Learning	23	7%
8.	NPTEL	23	7%
9.	Skillsbuild	25	8%
10.	Udemy	29	9%
		Total=308	100%

Source: Internet Survey, 2022

Interpretation: Above table shows that 100% of students heard about the term Online learning. Majority of the students 20% think telegram is the online learning portal and 13% opted for Facebook 11% Swayam and 9% Udemy and Instagram 8% each for eSkillIndia and Skillsbuild then 7% each for Great Learning and NPTEL. Therefore, students are learning online through Telegram and Facebook mostly according to this survey.



Objective-2. To study the student's satisfaction towards online learning instructors

Students' Satisfaction towards Learning instructor	Statement	SDA	D	N	A	SA
	Online learning instructor attended to all my doubts	2	13	48	33	4
	Online interaction with instructor was good	2	10	53	33	2
	Opportunity of interaction with the teacher is enhanced	2	23	43	30	2
	I have been able to get individualized attention from my teacher	6	33	37	24	0
	In this course teacher has been functioned as the facilitator by continuously encouraging communication	1	13	35	48	3

Note-Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Interpretation: According to the data presented in the table, the following observations can be made: Regarding the statement "Online learning instructor attends to all their doubts," 2% of students strongly disagree, 13% disagree, 48% are neutral, 33% agree, and 4% strongly agree. In relation to the statement "Online interaction with the instructor was good," the majority of students (53%) are neutral, 33% agree, 4% strongly agree, 2% strongly disagree. With respect to the statement "Opportunity of interaction with the teacher is enhanced," approximately 43% of students are neutral, 30% agree, 23% disagree, 4% strongly agree, and 2% strongly disagree. Concerning the statement "I have been able to get individualized attention from my teacher," the majority of students (37%) are neutral, 33% disagree, 24% agree, and 6% strongly disagree. Finally, regarding the statement "In this course, the teacher has functioned as the facilitator by continuously encouraging communication," 48% agree, 35% are neutral, 13% disagree, 3% strongly agree, and only 1% strongly disagree.

Objective-3. To study the student's satisfaction towards online learning Course & Content

Students' satisfaction towards Course & Content	Statement	SDA	D	N	A	SA
	The course materials have facilitated my learning	0	9	39	49	3
	The content provided in my course has facilitated my learning	0	6	39	53	2
	The learning activities in this course have required critical thinking skills which facilitated my learning	0	14	35	49	2
	The learning activities in this course have required problem solving skills which facilitated my learning	0	12	32	54	2
	The quality of the content was consistent throughout the course	2	17	45	33	3

Note-Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Interpretation: Based on the information provided in the table, the following observations can be made that in terms of the statement "The course materials have facilitated my learning," 49% of students agree, 39% are neutral, 9% disagree, and 3% strongly agree. When considering the statement "The content provided in my course has facilitated my learning," the majority of students (53%) agree, 39% are neutral, 6% disagree, and 2% strongly agree. With regard to the statement "The learning activities in this course have required critical thinking skills, which facilitated my learning," the majority of students (49%) agree, 35% are neutral, 14% disagree, and only 2% strongly agree. Additionally, the majority of students (54%) agree, 32% are neutral, 12% disagree, and only 2% strongly agree that the learning activities in this course have required problem-solving skills, which facilitated their learning. Regarding the consistency of content quality throughout the course, approximately 45% of students are neutral, 33% agree, 17% disagree, 3% strongly agree, and 2% strongly disagree.

Objective-4. To study the student's satisfaction towards technology

Students' satisfaction towards technology	Statement	SDA	D	N	A	SA
	I enjoy learning with computer	3	15	30	47	5
	My technical skills as a student have developed	3	11	27	52	7
	The internet connection usually interrupts my classes	1	5	18	35	41
	Using computers make learning more interesting	1	9	33	49	8
	Computers are good aid to learning	0	5	25	59	25

Note-Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Interpretation: Based on the data provided in the table, it is stated that regarding the statement "I enjoy learning with a computer," 47% of students agree, 30% are neutral, 15% disagree, 5% strongly agree, and 3% strongly disagree. In relation to the statement "My technical skills as a student have developed," 52% of students agree, 27% are neutral, 11% disagree, 7% strongly agree, and only 3% strongly disagree. With respect to the statement "The internet connection usually interrupts my classes," 41% strongly agree, 35% agree, 18% are neutral, 5% disagree, and 1% strongly disagree. Concerning the statement "Using computers makes learning more interesting," 49% of students agree, 33% are neutral, 9% disagree, 8% strongly agree, and 1% strongly disagree. Finally, the majority of students (59%) agree, 25% are neutral, 5% disagree, and 25% strongly agree that computers are a good aid to learning.

Objective-5. To study the student's satisfaction towards online learning environment

Students' satisfaction towards learning environment	Statement	SDA	D	N	A	SA
	Online learning is flexible	3	7	32	46	12
	Students are more active in online learning	17	42	21	17	3
	Online class is more interactive than face-to-face learning	31	44	15	9	1
	The starting time of online classes is more convenient than the starting time of face-to-face classes	11	31	29	25	4
	Learning is easy using online platforms	4	14	30	42	10

Interpretation: Based on the information provided in the table, the following observations can be made that Regarding the statement "Online learning is flexible," 46% of students agree, 32% are neutral, 12% strongly agree, 7% disagree, and 3% strongly disagree. When considering the statement "Students are more active in online learning," the majority of students (42%) disagree, 21% are neutral, 17% strongly disagree, 17% agree, and only 3% strongly agree. With regard to the statement "Online class is more interactive than face-to-face learning," the majority of students (42%) disagree, 21% are neutral, 17% agree, 17% strongly disagree, and only 3% strongly agree. Additionally, the majority of students (31%) disagree, 29% are neutral, 25% agree, 11% strongly

disagree, and 4% strongly agree that the starting time of online classes is more convenient than the starting time of face-to-face classes. Regarding the statement "Learning is easy using online platforms," approximately 42% of students agree, 30% are neutral, 14% disagree, 10% strongly agree, and 4% strongly disagree.

Conclusion:

Based on the findings of this study, it can be concluded that online learning is an emerging educational innovation. The majority of students in this study demonstrated a good understanding of online learning, and many of them utilized platforms such as Telegram and Facebook for their online educational needs. Regarding students' satisfaction, the study revealed that 43% of college students were satisfied with their online learning instructors, while 47% expressed satisfaction with their online courses and content. Additionally, 48.4% of students reported satisfaction with the learning technology utilized, and 27.8% were content with the learning environment. However, it is important to note that 27.7% of students expressed dissatisfaction with statements such as "Students are more active in online learning" and "Online classes are more interactive than face-to-face learning." They also found the starting time of online classes less convenient compared to face-to-face classes. These findings have significant implications for policymakers and teachers, as they highlight the need to enhance the online learning environment and teaching methods. Despite the convenience and ease of online learning, there are limitations that need to be addressed. For instance, students' dissatisfaction with the learning environment suggests a need for improvements in order to foster greater engagement and interaction. In summary, while online learning offers convenience and ease of access, this study indicates that there are areas for improvement in terms of the learning environment. Policymakers and educators can use these findings as valuable input to enhance the online teaching and learning experience for students.

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