Research Paper

Impact of Online Classes on the Satisfaction and Performance of Students during the Pandemic Period of Covid 19

Mrs. S. Shabna M.A(Social work)., M. A (English)., B.Ed., SET
Ph. D Research Scholar in Social Work
Department of Sociology and Social Work
Annamalai University
Chidambaram

Dr. P. Christuraj
Research Supervisor Guide
Associate Professor
Department of Sociology and Social Work
Annamalai University
Chidambaram

Abstract
The aim of the study is to identify the factors affecting students' satisfaction and performance regarding online classes during the pandemic period of COVID–19 and to establish the relationship between these variables. The study is quantitative in nature, and the data was collected from 250 respondents through online survey who were from middle and high school students in Cuddalore district. The results show that four independent factors used in the study viz. quality of instructor, course design, prompt feedback, and expectation of students positively impact students' satisfaction and further student's satisfaction positively impact students' performance. For educational management, these four factors are essential to have a high level of satisfaction and performance for online courses. This study is being conducted during the pandemic period of COVID- 19 to check the effect of online teaching on students' performance.

I. INTRODUCTION

Coronavirus is a group of viruses that is the main root of diseases like cough, cold, sneezing, fever, and some respiratory symptoms (WHO, 2019). Coronavirus is a contagious disease, which is spreading very fast amongst the human beings. COVID-19 is a new sprain which was originated in Wuhan, China, in December 2019. Coronavirus circulates in animals, but some of these viruses can transmit between animals and humans (Perlman &Mclntosh, 2020). The influence of the COVID-19 pandemic on the education system leads to schools and colleges' widespread closures worldwide. On March 24, India declared a country-wide lockdown of schools and colleges for preventing the transmission of the coronavirus amongst the students. School closures in response to the COVID-19 pandemic have shed light on several issues affecting access to education. COVID-19 is soaring due to which the huge number of children, adults, and youths cannot attend schools and colleges.

II. REVIEW OF LITERATURE

School closing may also affect students because of disruption of teacher and students' networks, leading to poor performance. Bridge (2020) reported that schools and colleges are moving towards educational technologies for student learning to avoid a strain during the pandemic season. Hence, the present study's objective is to develop and test a conceptual model of student's satisfaction pertaining to online teaching during

---

Corresponding Author: Mrs. S. Shabna M.A

COVID-19, where both students and teachers have no other option than to use the online platform uninterrupted learning and teaching.

UNESCO recommends distance learning programs and open educational applications during school closure caused by COVID-19 so that schools and teachers use to teach their pupils and bound the interruption of education. Therefore, many institutes go for the online classes

As a versatile platform for learning and teaching processes, the E-learning framework has been increasingly used. E-learning is defined as a new paradigm of online learning based on information technology (Moore et al., 2011). In contrast to traditional learning academics, educators, and other practitioners are eager to know how e-learning can produce better outcomes and academic achievements. Only by analyzing student satisfaction and their performance can the answer be sought.

Many comparative studies have been carried out to prove the point to explore whether face-to-face or traditional teaching methods are more productive or whether online or hybrid learning is better. Results of the studies show that the students perform much better in online learning than in traditional learning. Henriksen et al. (2020) highlighted the problems faced by educators while shifting from offline to online mode of teaching. In the past, several research studies had been carried out on online learning to explore student satisfaction, acceptance of e-learning, distance learning success factors, and learning efficiency. However, scant amount of literature is available on the factors that affect the students' satisfaction and performance in online classes during the pandemic of Covid-19. In the present study, the authors proposed that course design, quality of the instructor, prompt feedback, and students' expectations are the four prominent determinants of learning outcome and satisfaction of the students during online classes.

The *Course Design* refers to curriculum knowledge, program organization, instructional goals, and course structure (Wright, 2003). If well planned, course design increasing the satisfaction of pupils with the system (Almaiah&Alyoussef, 2019). Mtebe and Raisamo (2014) proposed that effective course design will help in improving the performance through learners knowledge and skills (Khan &Yildiz, 2020; Mohammed et al., 2020). However, if the course is not designed effectively then it might lead to low usage of e-learning platforms by the teachers and students (Almaiah&Almulhem, 2018). On the other hand, if the course is designed effectively then it will lead to higher acceptance of e-learning system by the students and their performance also increases (Mtebe&Raisamo, 2014). Hence, to prepare these courses for online learning, many instructors who are teaching blended courses for the first time are likely to require a complete overhaul of their courses (Bersin, 2004; Ho et al., 2006).

The second-factor, *Instructor Quality,* plays an essential role in affecting the students' satisfaction in online classes. Instructor quality refers to a professional who understands the students' educational needs, has unique teaching skills, and understands how to meet the students' learning needs (Luekens et al., 2004). Marsh (1987) developed five instruments for measuring the instructor's quality, in which the main method was Students' Evaluation of Educational Quality (SEEQ), which delineated the instructor's quality. SEEQ is considered one of the methods most commonly used and embraced unanimously (Grammatikopoulos et al., 2014). SEEQ was a very useful method of feedback by students to measure the instructor's quality (Marsh, 1987).

The third factor that improves the student's satisfaction level is *prompt feedback* (Kinicki et al., 2004). Feedback is defined as information given by lecturers and tutors about the performance of students. Within this context, feedback is a "consequence of performance" (Hattie & Timperley, 2007, p. 81). In education, "prompt feedback can be described as knowing what you know and what you do not related to learning" (Simsek et al., 2017, p.334). Christensen (2014) studied linking feedback to performance and introduced the positivity ratio concept, which is a mechanism that plays an important role in finding out the performance through feedback. It has been found that prompt feedback helps in developing a strong linkage between faculty and students which ultimately leads to better learning outcomes (Simsek et al., 2017; Chang, 2011).

The fourth factor is students' *expectation.* Appleton-Knapp and Krentler (2006) measured the impact of student's expectations on their performance. They pin pointed that the student expectation is important. When the expectations of the students are achieved then it lead to the higher satisfaction level of the student (Bates & Kaye, 2014). These findings were backed by previous research model "Student Satisfaction Index Model" (Zhang et al., 2008). However, when the expectations are students is not fulfilled then it might lead to lower leaning and satisfaction with the course. Student satisfaction is defined as students' ability to compare the desired benefit with the observed effect of a particular product or service (Budur et al., 2019). Students' whose grade expectation is high will show high satisfaction instead of those facing lower grade expectations.

The scrutiny of the literature show that although different researchers have examined the factors affecting student satisfaction but none of the study has examined the effect of course design, quality of the instructor, prompt feedback, and students' expectations on students' satisfaction with online classes during the pandemic period of Covid-19. Therefore, this study tries to explore the factors that affect students' satisfaction and performance regarding online classes during the pandemic period of COVID–19. As the pandemic

compelled educational institutions to move online with which they were not acquainted, including teachers and learners. The students were not mentally prepared for such a shift. Therefore, this research will be examined to understand what factors affect students and how students perceived these changes which are reflected through their satisfaction level.

III. OBJECTIVES

1. To understand the overall satisfaction level of the school students regarding online education
2. To examine the course design and the quality of the instructor during online teaching
3. To analyse the expectation level of the students
3. To Propose interventions based on the guidelines and evidence-based practices.

STATEMENT OF THE PROBLEM

It is evident that the COVID 19 Pandemic has brought about a great devastation in Cuddalore with special focus on children from the age group of 10-16 years. The study illustrates an indepth analysis of the behavioural and socio-economic conditions of the children and adolescents and its impact on their educational system. The study discuss about the problems faced by the children and adolescents during Lockdown in terms of psychological, behavioural and developmental aspects. Covid-19 not only suspended normal childhood activities such as attending school, interacting with extended family and friends, playing outdoors, and exploring nature but also disrupted the consequent socio-emotional benefits that accrue from children's engagement in these experiences.

BASIC ASSUMPTIONS

The researcher assumes that the mental health of the children is mostly affected. There is a social, psychological and emotional disturbance among the children and adolescents due to online teaching and learning. It creates mental stress when they are unable to move around interact and learn. The children often seem to be restless and anxious when it comes to online learning. The researcher interacted with social workers who are involved in the research field of COVID 19. The researcher also came to know that no one has undertaken any project in that area and related to the COVID virus in Cuddalore earlier. Therefore, the researcher assumes that there is a need for this study.

RESEARCH DESIGN

The Researcher try to adopt Descriptive and Exploratory design for the study because this is a need type of study and needs for indepth analysis. The researcher was unable to get hypothesis in areas related to psychosocial conditions since no one had undertaken any research before. The study is descriptive because of the summary of the case studies for her Qualitative analysis.

METHOD OF SAMPLING

The study focuses on Middle and High level school children from the age group of 10- 16 years who are studying from 6thstd to 12th std. There are nearly 25-30 schools including Government and Private Institutions out of which private schools are around 15. So, Through Random Sampling lottery method, the researcher chooses around 2 schools of Private institutions in one block of cuddalore which is a co-educational school to obtain the feasibility of the study.

So, out of 2 schools (School name not revealed for confidentiality purpose), nearly 1680 students are there. For Qualitative study, 10 respondents are chosen through purposive sampling method and for Quantitative study, 250 students are selected through cluster sampling method dividing them according to age and gender. The study is descriptive and exploratory in nature as it involves both Qualitative and Quantitative analysis. Hypothesis is not obtained as it is a new study implemented from a pandemic crisis. It gives rise to a new kind of study for further analysis in future. As there is no hypothesis, variables are not obtained. May be, Variables like Chikungunya kind of hypothesis can be considered but the severity of COVID 19 lockdown does not exist in those kinds of variables. So, considering variables and hypothesis is unrealistic.

To collect the Qualitative, the researcher used purposive sampling method to select 10 respondents for the case studies. The data were collected through in-depth interviews and focussed group discussions. Based on the triangulation of data, various themes emerged as key findings. The data was analyzed on the basis of their economic conditions, social life, cultural aspects, family background, health condition and human rights point of view.

TOOLS OF DATA COLLECTION

- Pilot Visit
- Observational study
- Interview schedule
- Indepth interview guide
- Questionnaire

SOURCES OF DATA

Data are the collection of related information obtained for the study from the various resources. The primary source of information was the respondents. The methods that were involved are
➢ Personal Observation and investigation
➢ Group Discussions
➢ Indepth Interview Guide
➢ Interview schedule

The secondary source of information was obtained from books, journals, Internet. The information was also obtained from BLESS NGO Reports, Field staff and supervisors.

FIGURES- 1
Views about online education
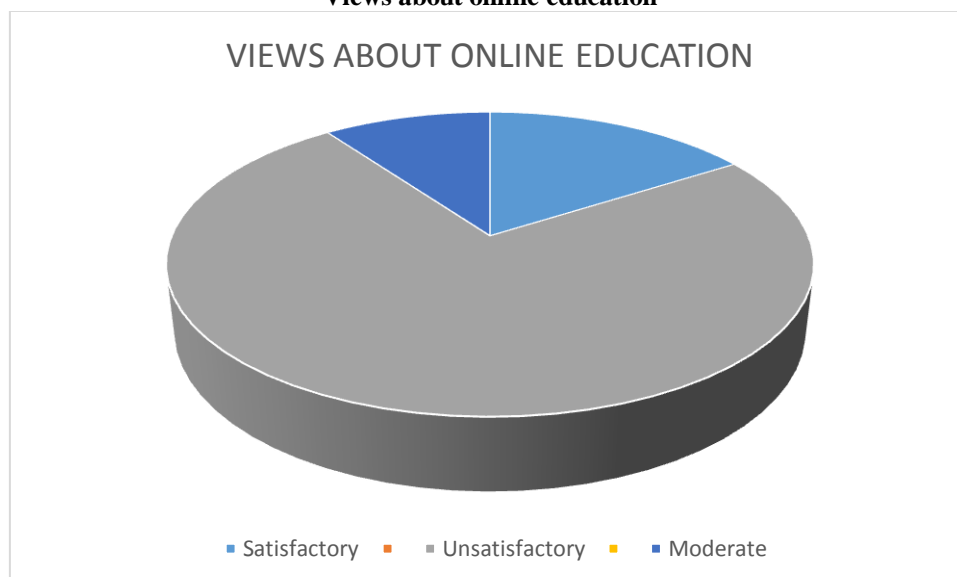
Nearly 74% of the respondents are unsatisfactory about the online education due to lack of movement, lack of live real classes, lack of interaction, understanding of the subject, lack of knowledge, lack of doubts clearing and so on. On the other hand, nearly 16 % of the respondents are found to be satisfactory due to learning from distance mode, convenient to learn from home. Whereas 10% off the respondents seems to be at moderate level.

Figure – 2

Whether the students like online education
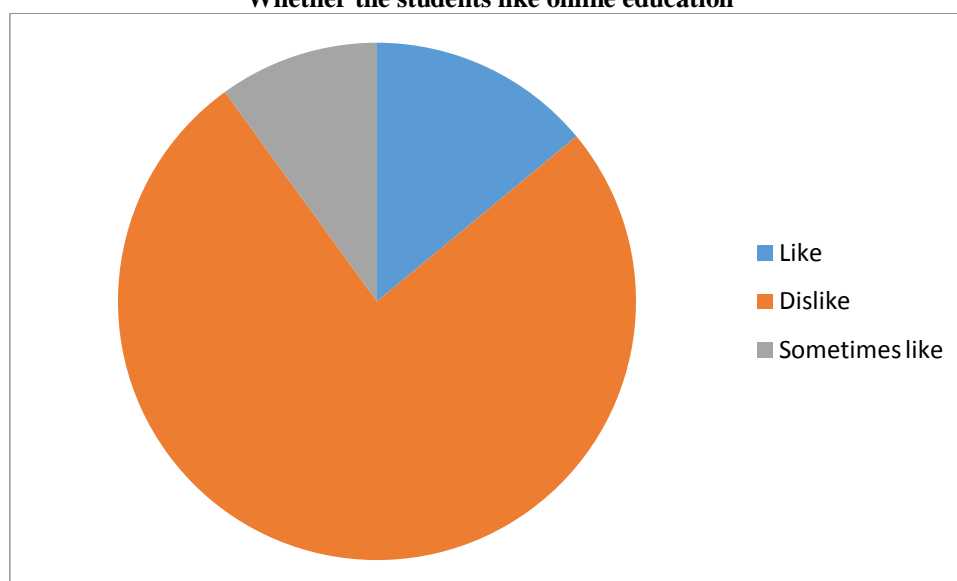
On the whole, Thestudents online education seems to be a deteriorating factor as it simply governs the electronic education rather than live sessions.

IV.   SUGGESTIONS

It is very essential for the instructor to degign appropriate course content depending upon the expectations of the students. Its high time to think critically in terms of th students learning point of view and bring out innovation in online teaching methodology.

V.   CONCLUSIONS

The present study was conducted during India's lockdown period to identify the prominent factors that derive the student's satisfaction with online classes. The study also explored the direct linkage between student's satisfaction and their performance. The present study's findings indicated that instructor's quality is the most prominent factor that affects the student's satisfaction during online classes. This means that the instructor needs to be very efficient during the lectures. He needs to understand students' psychology to deliver the course content prominently. If the teacher can deliver the course content properly, it affects the student's satisfaction and performance. The teachers' perspective is critical because their enthusiasm leads to a better online learning process quality.

The present study highlighted that the second most prominent factor affecting students' satisfaction during online classes is the student's expectations. Students might have some expectations during the classes. If the instructor understands that expectation and customizes his/her course design following the student's expectations, then it is expected that the students will perform better in the examinations. The third factor that affects the student's satisfaction is feedback. After delivering the course, appropriate feedback should be taken by the instructors to plan future courses. It also helps to make the future strategies (Tawafak et al., 2019). There must be a proper feedback system for improvement because feedback is the course content's real image. The last factor that affects the student's satisfaction is design. The course content needs to be designed in an effective manner so that students should easily understand it. If the instructor plans the course, so the students understand the content without any problems it effectively leads to satisfaction, and the student can perform better in the exams. In some situations, the course content is difficult to deliver in online teaching like the practical part i.e. recipes of dishes or practical demonstration in the lab. In such a situation, the instructor needs to be more creative in designing and delivering the course content so that it positively impacts the students' overall satisfaction with online classes.

ACKNOWLEDGEMENT

REFERENCES

[1]. Agarwal, S., & Kaushik, J. S. (2020). Student's perception of online learning during COVID pandemic. *The Indian Journal of Pediatrics, 87*, 554–554

[2]. Almaiah, M. A., &Almulhem, A. (2018). A conceptual framework for determining the success factors of e-learning system implementation using Delphi technique. *Journal of Theoretical and Applied Information Technology, 96*(17), 5962–5976.

[3]. Almaiah, M. A., &Alyoussef, I. Y. (2019). Analysis of the effect of course design, course content support, course assessment and instructor characteristics on the actual use of E-learning system. *Ieee Access, 7*, 171907–171922.

[4]. Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*, 261–271.

[5]. Appleton-Knapp, S., &Krentler, K. A. (2006). Measuring student expectations and their effects on satisfaction: The importance of managing student expectations. *Journal of Marketing Education, 28*(3), 254–264.

[6]. Bates, E. A., & Kaye, L. K. (2014). "I'd be expecting caviar in lectures": The impact of the new fee regime on undergraduate students' expectations of higher education. *Higher Education, 67*(5), 655–673.

[7]. Bayham, J., &Fenichel, E.P. (2020). The impact of school closure for COVID-19 on the US healthcare workforce and the net mortality effects. Available at SSRN: https://doi.org/10.2139/ssrn.3555259.

[8]. Bersin, J. (2004). *The blended learning book: Best practices, proven methodologies and lessons learned*. Pfeiffer Publishing.

[9]. Bridge, S. (2020). Opinion: How edtech will keep our students on track during covid-19. *Arabian business. Com* Retrieved from https://search.proquest.com/docview/2377556452?accountid=147490. Accessed 12 Oct 2020.

[10]. Grammatikopoulos, V., Linardakis, M., Gregoriadis, A., &Oikonomidis, V. (2014). Assessing the Students' evaluations of educational quality (SEEQ) questionnaire in Greek higher education. *Higher Education., 70*(3).

[11]. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112.

[12]. Henriksen, D., Creely, E., & Henderson, M. (2020). Folk pedagogies for teacher transitions: Approaches to synchronous online learning in the wake of COVID-19. *Journal of Technology and Teacher Education, 28*(2), 201–209.

[13]. Khan, N. U. S., &Yildiz, Y. (2020). Impact of intangible characteristics of universities on student satisfaction. *Amazonia Investiga, 9*(26), 105–116.

[14]. Kinicki, A. J., Prussia, G. E., Wu, B. J., & McKee-Ryan, F. M. (2004). A covariance structure analysis of employees' response to performance feedback. *Journal of Applied Psychology, 89*(6), 1057–1069.

[15]. Luekens, M.T., Lyter, D.M., and Fox, E.E. (2004). Teacher attrition and mobility: Results from the teacher follow-up survey, 2000–01 (NCES 2004–301). *National Center for Education Statistics, U.S. Department of Education*. Washington, DC. https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004301

[16]. Marsh, H. W. (1987). Students' evaluations of university teaching: Research findings, methodological issues, and directions for future research. *International Journal of Educational Research, 11*, 253–388.

[17]. Perlman S, &Mclntosh K. (2020). Coronaviruses, including severe acute respiratory syndrome (SARS) and Middle East respiratory syndrome (MERS). In: J.E Benett, R. Dolin, M. J. Blaser (Eds.), *Mandell, Douglas, and Bennett's principles and practice of infectious diseases. 9th ed*. Philadelphia, PA: Elsevier: chap 155

[18]. World Health Organization (2019). https://www.who.int/health-topics/coronavirus#tab=tab_1, Retrieved 29 March 2020.