

A comparative study of student satisfaction level in online classes and offline classes at postgraduate level

¹ Md Mahasin Ali, ² Arun Naskar

¹ Assistant Professor, Department of Teacher Education, Surendra Lal Das Teachers' Training College, WBUTTEPA, Kolkata, India

² B.Ed Student, Department of Education, Ramakrishna Mission Brahmananda College of Education, WBUTTEPA, Kolkata, India

Email – ¹ mdmahasinali0@gmail.com, ² _arunnaskar404@gmail.com

Abstract: The subject of our research is a comparative study of student satisfaction level in online classes and offline classes at the postgraduate level. The three objectives we have studied are - To know the satisfaction of online class of postgraduate level student, to know the satisfaction of offline class of postgraduate level student, to compare the satisfaction of online class and offline class in postgraduate level. The results we obtained through a questionnaire, pre-structure interviews and opinionnaire. The study has been conducted with M.A. & M.SC students of the University of Calcutta, Diamond Harbour Women's University, Netaji Subhas Open University, Jadavpur University and Rabindra Bharati University. Both the qualitative research method and quantitative research method have been used for the study. This study reveals that P.G. level students are more satisfied in offline class than online class. There is more emphasis on the offline class at the P.G. level, but students will benefit if some theoretical classes are done in online mode.

Key Words: Satisfaction, Online Classes, Offline Classes & Postgraduate Student.

1. INTRODUCTION:

Online learning is learning where students can access any information like audio, video, graphics, and pictures etc. through mobile or computer through the internet. Offline learning is learning where we can download a PDF or video online and use it later offline. At present, the prevalence of online learning in education is widespread. Online learning has led to a radical change in the field of education. And with that, the learning attitudes of the students have also changed. Although teaching-learning through face-to-face interactions with professors in the classroom is very effective, online learning is still very important in the current digital scenario. All learning materials can be accessed online at home. So online learning is considered to be quite acceptable at present.

2. RESEARCH OBJECTIVES OF THE STUDY:

The objectives of the present study are:

1. To know the satisfaction of the online class of postgraduate-level student.
2. To know the satisfaction of the offline class of postgraduate-level student.
3. To compare the satisfaction of online class and offline class at the postgraduate-level.

3. OPERATIONAL DEFINITION OF THE STUDY:

Satisfaction: Satisfaction is a pleasant or positive emotion, feeling or state of mind. The satisfaction of a person is only when a desire or a need is met. When someone achieves a difficult goal, he feels satisfied.

Online Classes: Online class refers to when both the teacher and the student use the Internet to do the work of the classroom online through multimedia. Where teachers and students are not required to be physically present.

Offline Classes: Offline class refers to when the teacher and the student are physically present and complete the reading process in the classroom.

Postgraduate Student: P.G. level education starts after the undergraduate level. PG level is usually 2 years. PG level is the highest level of Formal Education.

4. SIGNIFICANCE OF THE STUDY:

1. It will be possible to apply this research to find out the satisfaction of online class of postgraduate level students.

2. It will be possible to apply this research to find out the satisfaction of the offline class of postgraduate level students.
3. This study will be able to compare the satisfaction of students in the online class and offline class at the postgraduate level.

5. DELIMITATION OF THE STUDY:

The major delimitations of the study are:

1. This research will be conducted with 103 numbers of Post Graduate Level Student.
2. This study has only been taken as M.A and M.SC students' samples.

6. REVIEW OF RELATED LITERATURE:

Dziuban and Moskal (2015) Studied Student Satisfaction with Online Learning: Is it a Psychological Contract? The study incorporates latent trait models using the image analysis procedure and computation of Anderson and Rubin factors scores with contrasts for students who are satisfied, ambivalent or dissatisfied with their online learning experiences. The findings identify three underlying satisfaction components: engaged learning, agency, and assessment.

Butz (2003) Studied Student and parent satisfaction with online education at the elementary and secondary levels of elementary and secondary levels. The purpose of this study was to examine factors associated with student and parent satisfaction with online education at the elementary and secondary level. The study involved the development and validation of two questionnaires (student and parent) to determine factors related to satisfaction.

Hahessy, Burke, Byrne, Farrelly, Kelly, Mooney and Maskell (2014). Studied Indicators of Student Satisfaction in Postgraduate Blended Learning Programmes: Key Messages from a Survey Study. This study reports on an evaluation of student satisfaction after undertaking blended learning postgraduate programmes in a school of nursing and midwifery. The survey aimed to explore postgraduate nursing and midwifery students' experiences of studying through a blended learning approach at an Irish University. Throughout the programme of study (one academic year), the students undertake 7 blended learning modules.

Anagnostopoulou, Mavroidis, Giossos and Koutsouba. (2015). STUDIED STUDENT SATISFACTION IN THE CONTEXT OF A POSTGRADUATE PROGRAMME OF THE HELLENIC OPEN UNIVERSITY. This study aims to empirically examine the correlation between student satisfaction from their studies and three important distance learning factors in a blended distance education environment, namely the student-tutor interaction, the performance of the tutor and the course evaluation by the students. Findings of the study there was a statistically significant difference in student satisfaction levels among different age groups, a statistically significant difference regarding the number of course modules attended concerning the evaluation of the tutor's performance and a statistically significant difference regarding the number of Counseling Group Sessions (CGS) attended concerning student satisfaction.

7. RESEARCH METHODOLOGY:

A brief description of the methodology of the study has been presented below:

Research design: Qualitative research method has been used for the A Comparative Study of Student Satisfaction level in Online Classes and Offline Classes at Postgraduate level.

Techniques of data collection: All the relevant data used in this research paper has been collected from Postgraduate level students. Data are collected from respondents by using a Pre-structured interview, unstructured interview and observation.

Population: The population of the study is all Postgraduate Students in West Bengal.

Sample: The total number of the sample is 103 Postgraduate Student.

Sampling Technique: We have used Non- Probability Sampling- Purposive Sampling technique.

8. DISCUSSION:

The important information that we got after doing this study is mentioned in the following graphical presentation-

Figure 1: Gender Distribution of Students of Post-Graduate Level.

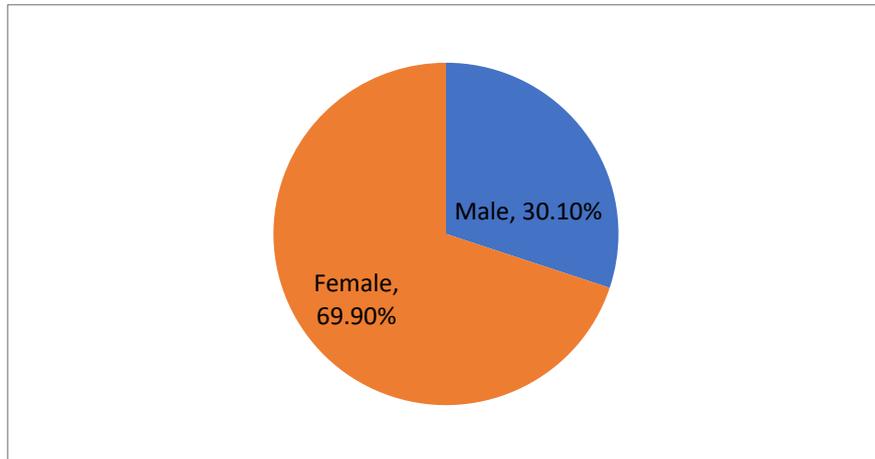


Figure 2: The type of area students live.

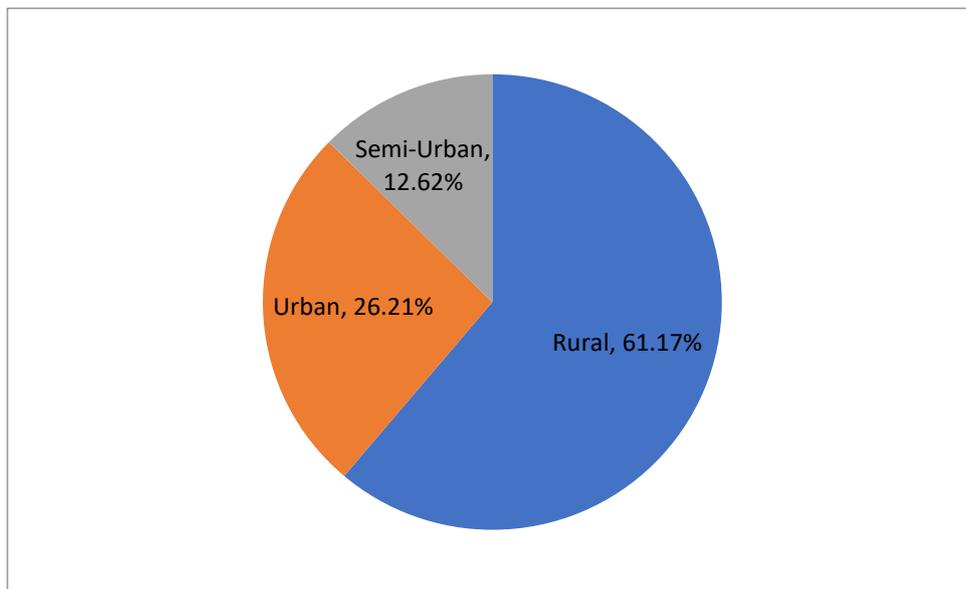


Figure 3: Stream of students of PG level.

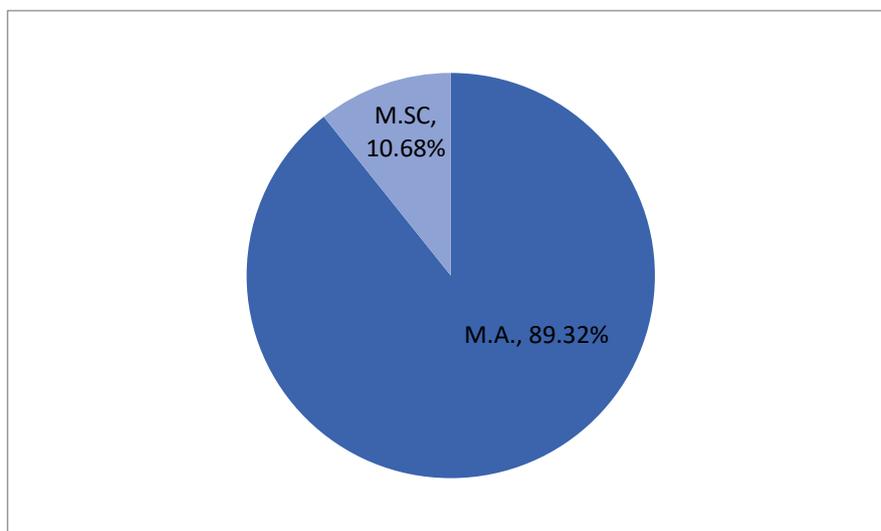


Figure 4: Do you face any difficulties while taking online classes?

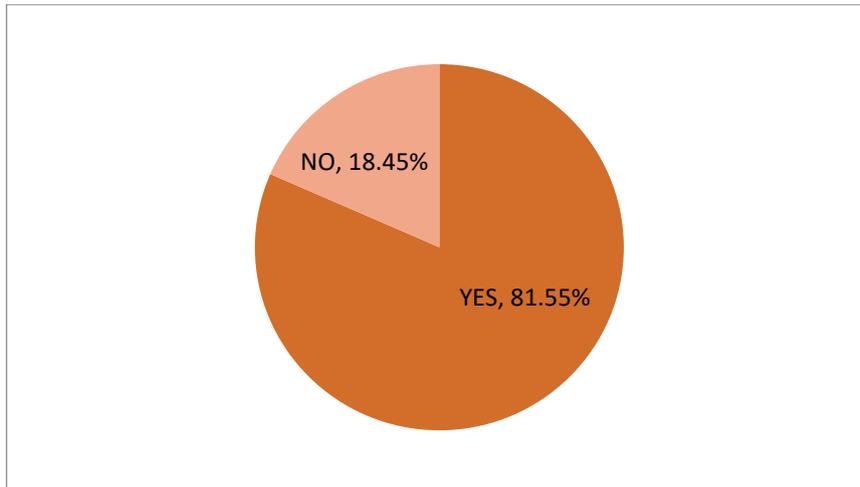


Figure 5: How often do you encounter problems while taking an online class?

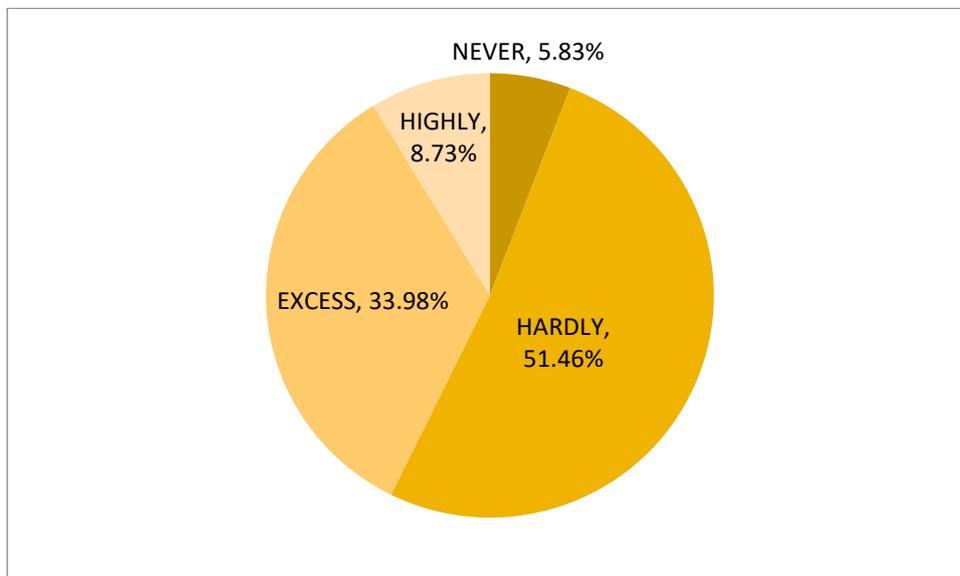


Figure 6: Do you find online classes acceptable for PG level students?

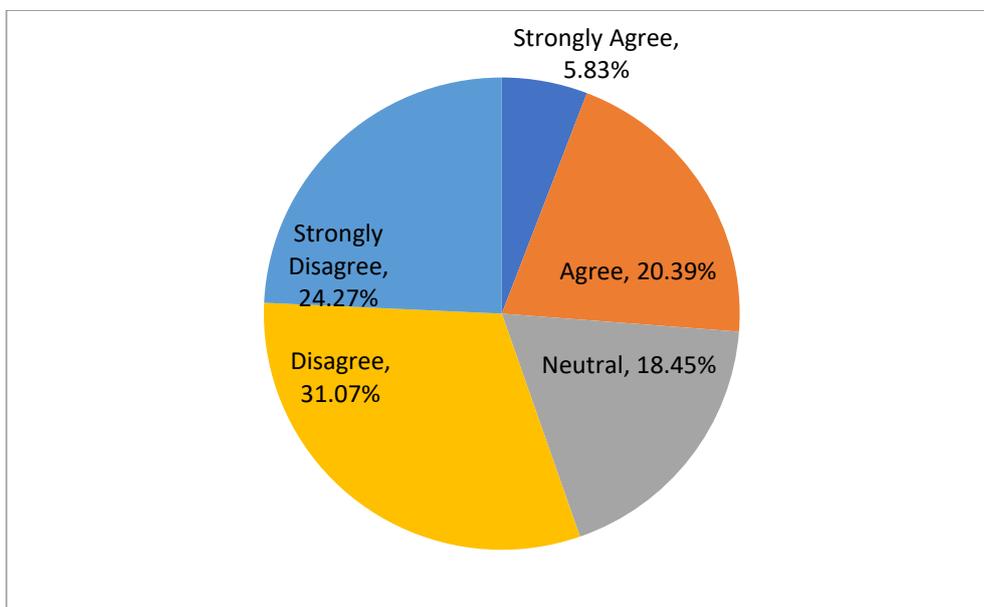


Figure 7: Do you have any problem to do practical classes in online mode?

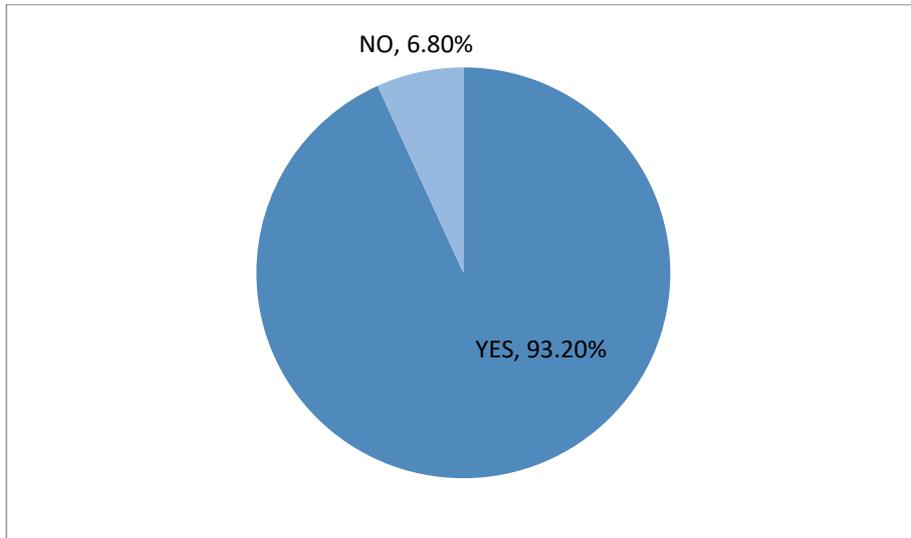


Figure 8: Are you satisfied with the online class?

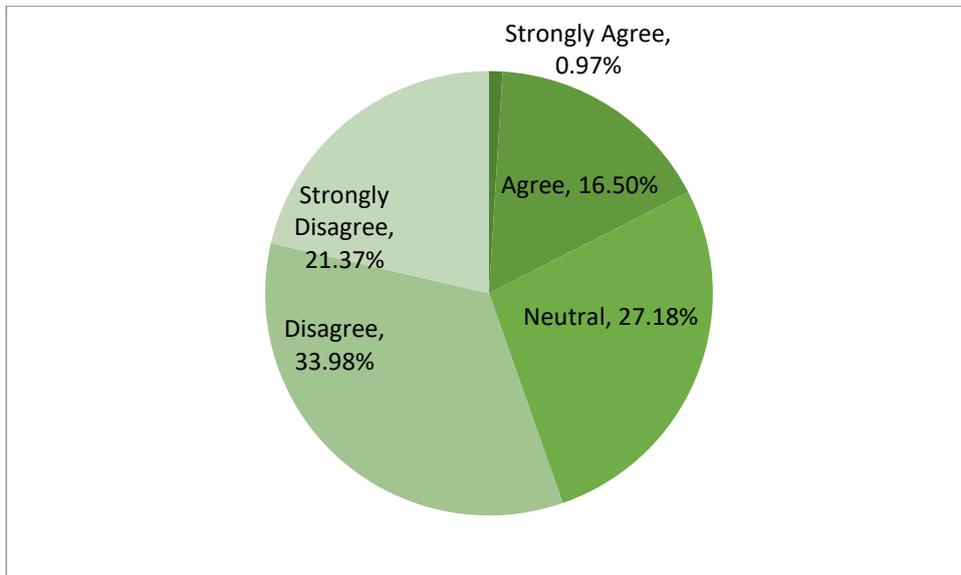


Figure 9: Do you think online classes should continue at the PG level?

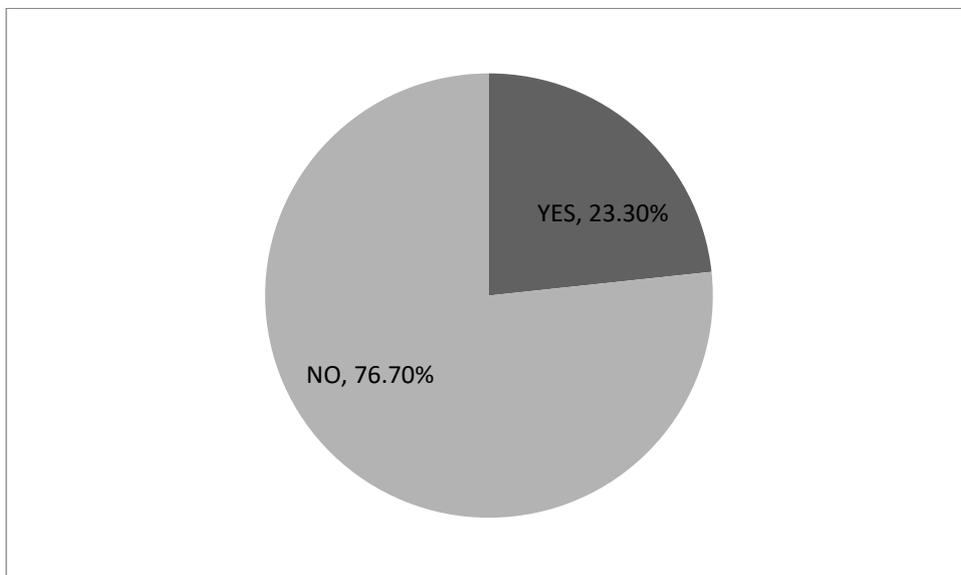


Figure 10: Do you have any difficulty in taking offline classes?

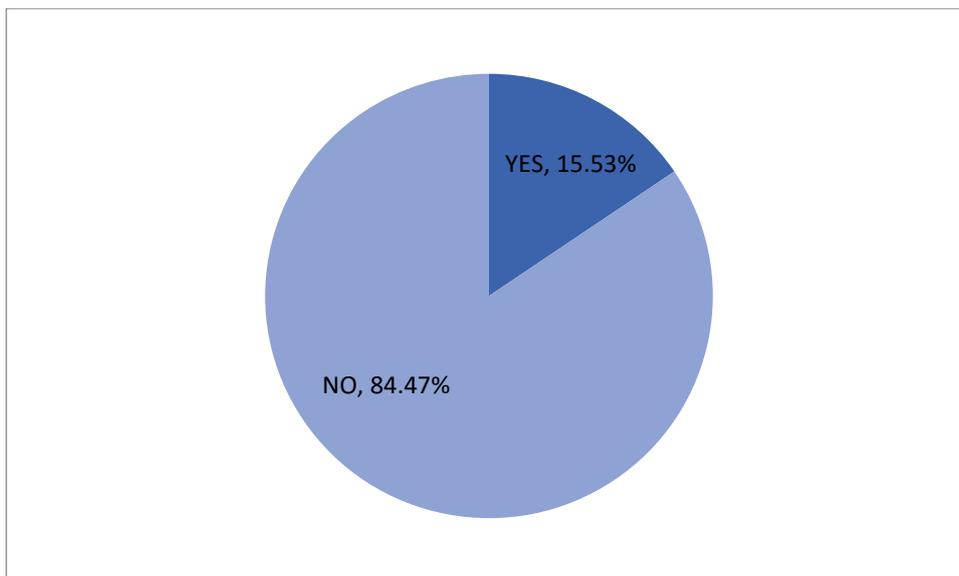


Figure 11: Do you have any difficulty in interacting with professors in offline mode?

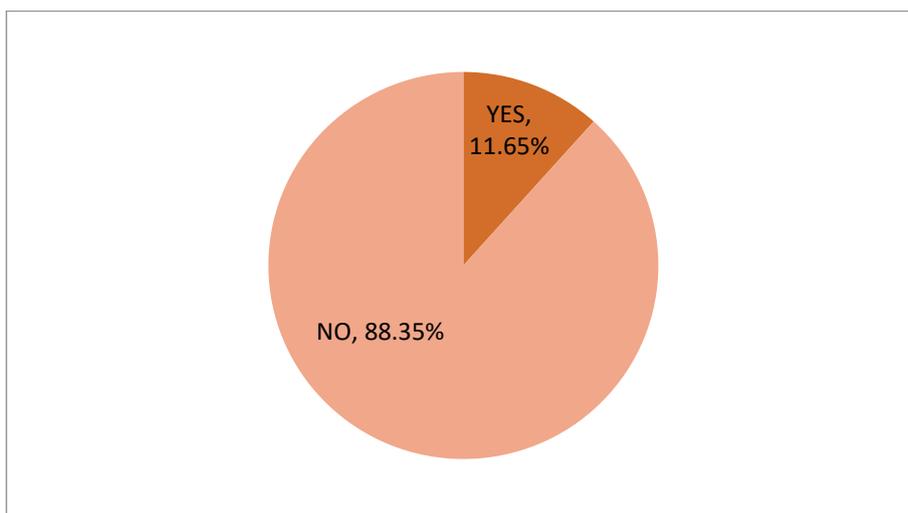


Figure 12: Do you think only offline classes are acceptable at the PG level?

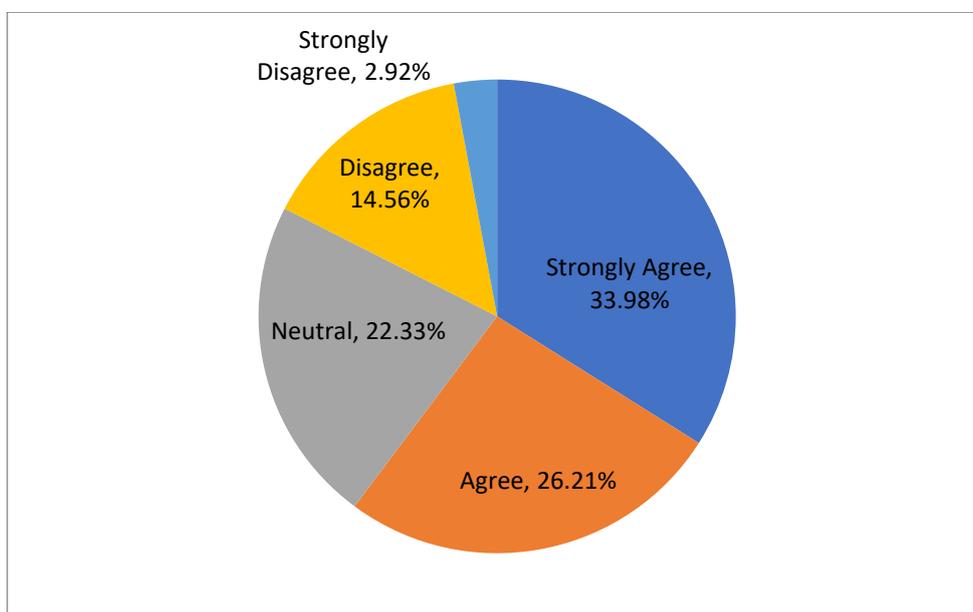


Figure 13: Are you satisfied with the offline class?

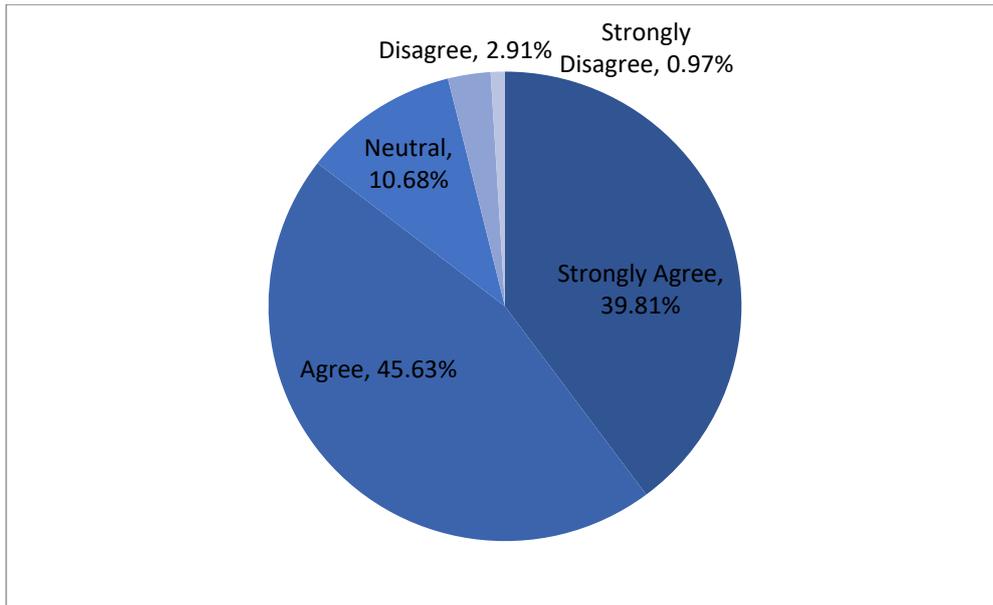


Figure 14: Do you think online classes at the PG level should be discontinued altogether?

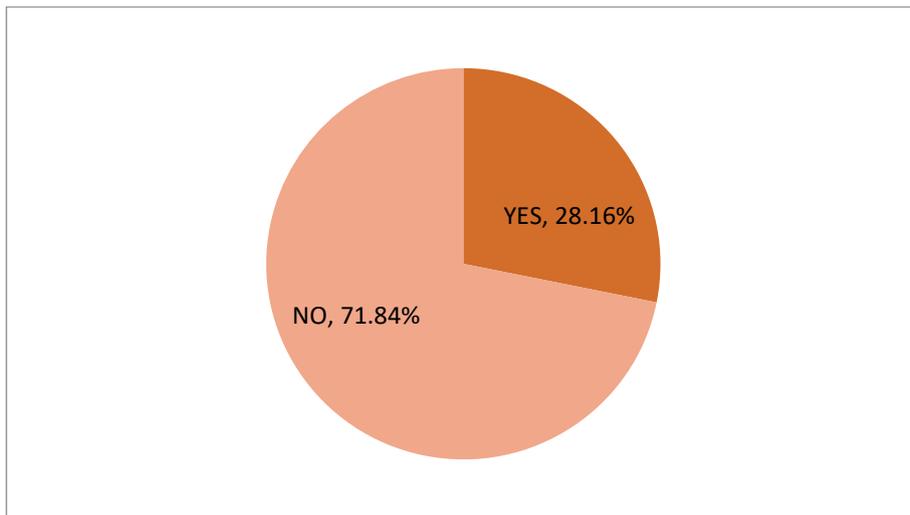


Figure 15: Do you think an Offline class is more effective than an online class at the PG level?

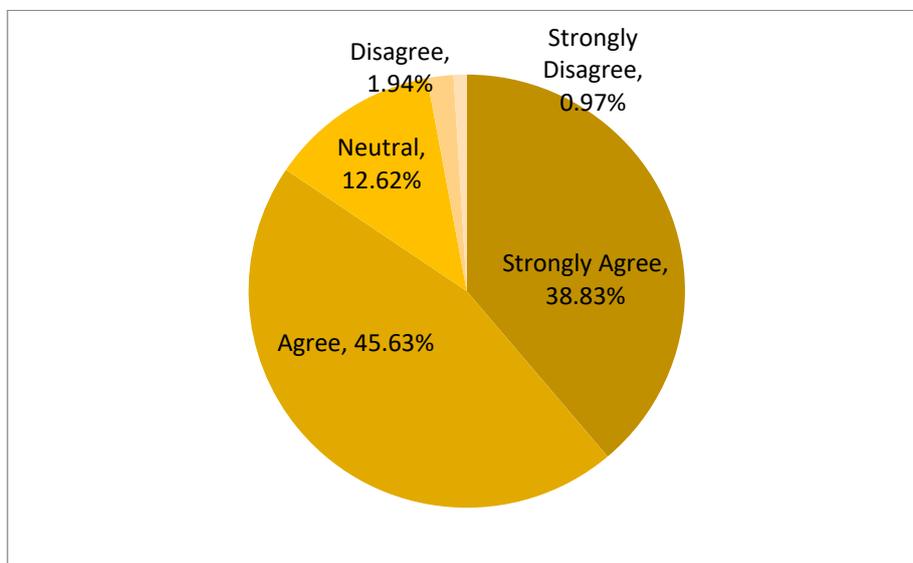


Figure 16: Do you think online classes are more effective than offline classes at the PG level?

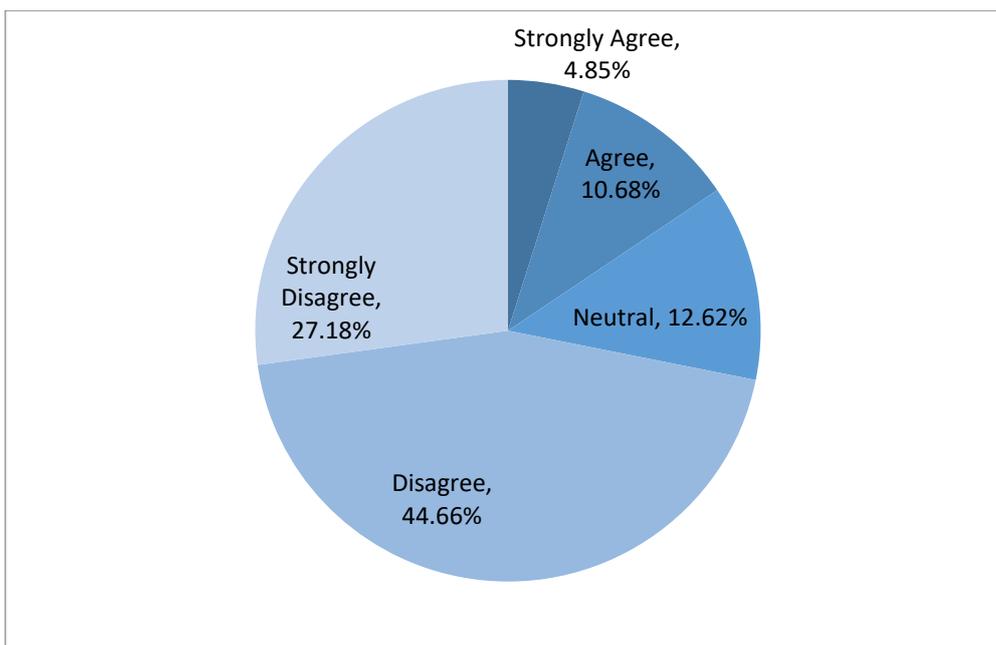
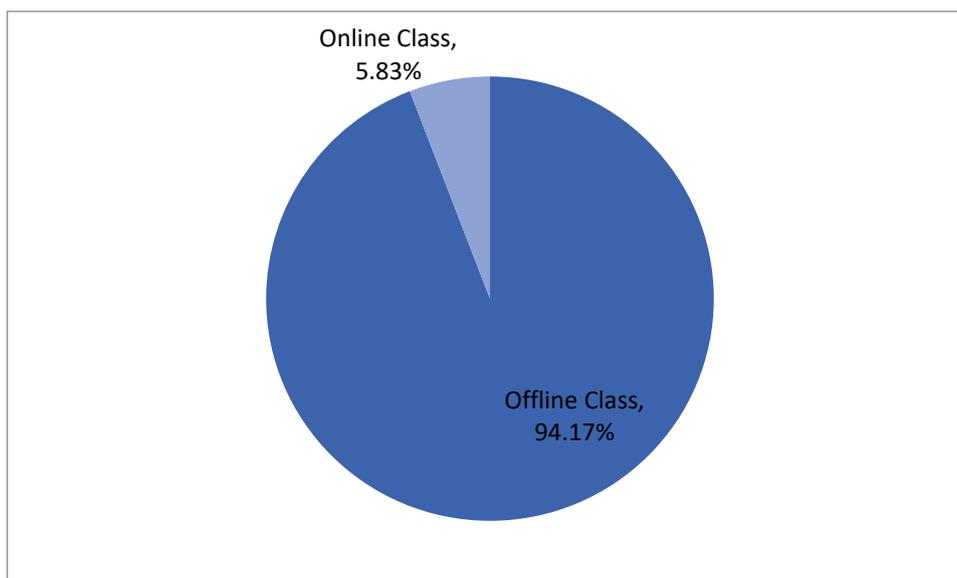


Figure 17: In which mode do you focus more on class?



9. RESULTS & FINDINGS:

At present students at the P.G. level is more satisfied with which class between offline class and online class, the results that we have obtained by studying this subject are given below -

The satisfaction of Online Class:

1. 14.56 students of P.G. level do not have good quality 4G smartphone and 85.44% of students have a good quality 4G smartphone.
2. 52.43% of P.G. level students do not have proper internet materials at home and 47.57% of students have Internet materials right at home.
3. 56.31% of P.G. level students do not have a proper internet network at home and 47.57% of students have access to the right internet network at home.
4. 98.06% of P.G. level students attend online classes via mobile phone. And 1.94% of students attend online classes through tabs, laptops, desktops, etc.

5. At PG level, 81.55% of students have difficulty in taking online classes and only 18.45% of students do not have any difficulty in taking online classes.
6. 8.73% of students face too many problems to do only one online class at pg level, 33.98% of students have more problems, 51.46% students have fewer problems and 5.83% of students have no problems.
7. At the P.G. level, 88.35% of students are distracted in online classes and only 11.65% of students are not distracted in online classes.
8. At the P.G. level, 5.83% of students strongly agree with the acceptance of the online class, while 20.39% of the students agree with the acceptability of the online class, 18.45% of students gave neutral feedback on the acceptance of online classes, 31.07% of students reject online class as disagreeing and 24.27% students strongly disagree with the online class.
9. At the P.G. level, 56.31% of students do not have problems taking theoretical classes in online mode and 43.69% of students have problems taking theoretical classes in online mode.
10. At the P.G. level, 93.20% of students have problems taking practical classes in online mode and 6.80% of students do not have problems taking practical classes in online mode.
11. At the P.G. level, 62.14% of students can interact with professors in online mode but 37.86% of students cannot interact with professors in online mode.
12. At P.G. level 0.97% of students are satisfied with the online class as strongly agree, 16.50% students are satisfied as agree, 27.18% students are satisfied as neutral, 33.98% students are satisfied as disagree and 21.37% students are satisfied as strongly disagree with online class.
13. At the P.G. level, 32.04% of students strongly agree that their learning progress is slowing down due to online classes, 38.83% of students agree that their learning progress is slowing down due to online classes, 12.62% of students think that their learning progress is slowing down due to online classes, 8.74% of students disagree that their learning progress is slowing down due to online classes and 74.77% of students strongly disagree that their learning progress is slowing down due to online classes.
14. At the P.G. level, 59.22% of students think that online classes are suitable for all students who are far away from college or university, and 40.78% of students think that online classes are not suitable for all students who live far away from college or university.
15. At the P.G. level, 76.70% of students think the online class should not be continued and 23.30% of students think the online class should be continued.
16. At the P.G. level, 76.70% of students think that having online classes gives them more time to study and 23.30% of students think having online classes doesn't give them much time to study.

The satisfaction of Offline Class:

1. At the P.G. level, 84.47% of students do not face any difficulty in taking offline classes and 15.53% of students have difficulty taking offline classes.
2. At the P.G. level, 98.06% of students do not face any problem to take the theoretical class in offline mode and 1.94% of students face difficulties.
3. At the P.G. level, 94.17% of students do not face any problem to take the practical class in offline mode and 5.83% of students face difficulties.
4. At the P.G. level, 80.58% of students can interact with professors in offline mode, but 19.42% of students cannot interact with professors in offline mode.
5. At the P.G. level, 25.24% of students face problems in going to college or university for offline classes, but 74.76% of students have no problem going to college or university for offline classes.
6. At the P.G. level, 33.98% of students strongly agree that only Offline class is acceptable, 26.21% of students agree that only Offline class is acceptable, 22.33% of students are neutral about that only Offline class is acceptable, 14.56% of students disagree that only Offline class is acceptable and 2.92% of students strongly disagree that only Offline class is acceptable.
7. At the P.G. level, 39.81% of students strongly agree with Offline Class, 45.63% students are agreeing with Offline Class, 10.68% students are neutral with Offline Class, 2.91% students are disagreeing with Offline Class and 0.97% students strongly disagree with Offline Class.
8. At the P.G. level, 79.61% of students think that taking classes in both offline mode and online mode will benefit the students and 20.39% of students think that taking classes in both offline mode and online mode will be a problem for students.

9. At the P.G. level, 28.16% of students think online classes should be discontinued altogether, and 71.84% of students think it would not be right to discontinue online classes altogether.
10. At P.G. level 38.83% of students strongly agree that Offline class is more effective than online class, 45.63% of students agree that Offline class is more effective than online class, 12.62% of students are neutral about that Offline class is more effective than online class, 1.94% of students disagree that Offline class is more effective than online class, and 0.97% of students strongly disagree that Offline class is more effective than online class.
11. At P.G. level 4.85% of students strongly agree that online class is more effective than offline class, 10.68% of students agree that online class is more effective than offline class, 12.62% of students are neutral about that online class is more effective than offline class, 44.66% of students disagree that online class is more effective than offline class, and 27.18% of students strongly disagree that online class is more effective than offline class.
12. At the P.G. level 94.17% of students pay more attention to offline class and 5.83% of students pay more attention to online classes.

10. CONCLUSION:

It is clear from the above discussion that P.G. level students are more satisfied in offline class than online class. In offline class students have more focus, in offline class; students can interact better with professors. Theoretical classes and practical classes are more effective in offline classes. And P.G. level students think the offline class is more effective than online class. So it can be said that there is more emphasis on the offline class at the P.G. level, but students will benefit if some theoretical classes are done in online mode.

REFERENCES:

1. Dziuban, C and Moskal, P.D (2015). Student Satisfaction with Online Learning: Is it a Psychological Contract?. *Journal of Asynchronous Learning Network*.
2. Butz, C.W (2003). Student and parent satisfaction with online education at the elementary and secondary levels elementary and secondary levels. *UNLV Retrospective Theses & Dissertations*. 2564. <http://dx.doi.org/10.25669/p2p9-49f9>.
3. Hahessy.S, Burke.E, Byrne.E, Farrelly.F, Kelly.M, Mooney.B, Maskell.P. (2014). Indicators of Student Satisfaction in Postgraduate Blended Learning Programmes: Key Messages from a Survey Study. *AISHE-J* Volume 6, Number 3 (Autumn 2014).
4. Anagnostopoulou.E, Mavroidis.I, Giossos.Y and Koutsouba.M. (2015). STUDIED STUDENT SATISFACTION IN THE CONTEXT OF A POSTGRADUATE PROGRAMME OF THE HELLENIC OPEN UNIVERSITY. *Turkish Online Journal of Distance Education-TOJDE*. ISSN 1302-6488 Volume: 16 Number: 2.