

Students Perception on the Effectiveness of Online Teaching

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Abstract

With the prevalence of online teaching, it's vital to convey student's quality education. Institutes are utilizing online teaching to extend effectiveness furthermore as accessibility of learning throughout this pandemic. Online teaching may be a great platform that provides learners to realize skills and strengthen their knowledge at their own place. ^[1]

As teachers and support systems to students we would like to provide services which are beneficial as well as useful for the learners and that capture their interest towards online learning. So, to do so it's important to understand students perception regarding online teaching that will lead to student's satisfaction. ^[2]

The result shows that 73 % of students remained neutral towards satisfaction on instructional design and delivery of a course compared to classroom teaching, 53% of students believe on the importance of their roles and responsibilities to own a positive expertise with an online class and 76% of students agree that teachers and support systems is effective in providing services as required.

Keywords: *Online Teaching, Perception, Effectiveness, Student Satisfaction*

Introduction

A decade past, it absolutely was common to listen that "online learning is the future!" Indeed, it became the future and is now very much the present especially during this pandemic. Online learning is a powerful, versatile medium which will provide transformative learning experiences to our students. ^[3]

An online classroom is naturally a lot of sophisticated than a face-to-face classroom, and to prevent at the rudimentary basics of a face-to-face course born – again to an internet atmosphere creates disconnect with student expectations of an internet learning atmosphere. ^[4]

This research aims to explore the undergraduate student's perception on the effectiveness of online experiences at Symbiosis College of Nursing and therefore, the results of this study will be used to develop simpler and more effective ways of online teaching. ^[5]

Statement of The Problem

" A study to assess undergraduate students perception on the effectiveness of online teaching at Symbiosis College of Nursing, Pune, Maharashtra"

Objectives of The Study

- To investigate the perception of undergraduate students on online teaching.
- To explore the effectiveness of online teaching.
- To find the association between selected demographic details and students perception on Online- training.

Methodology

Research approach

- The research approach adopted for this study was a qualitative approach to assess undergraduate student's perception on the effectiveness of online teaching.

Research design

- The research design used in this study was Non-Experimental Descriptive survey.
- In Non-Experimental Descriptive survey the investigator selected the Non - Probability convenience

sampling technique.

- The tool will comprise of following parts

1. Demographic variables
2. Objective type questionnaire.

The tool will be a structured objective type questionnaire in English.

Variables

Dependent variable: - Student perception

Independent variable: - Effectiveness of online teaching

Extraneous variables: -The demographic variables of the student such as age, gender and different batch.

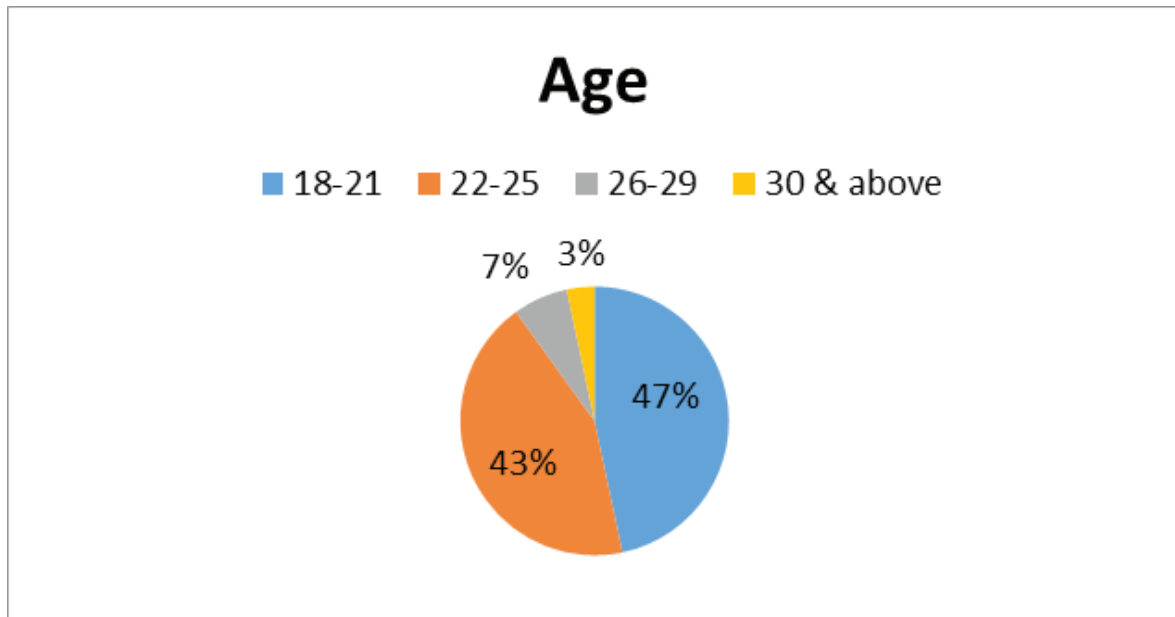


FIGURE 1: Percentage distribution of undergraduate students according to age.

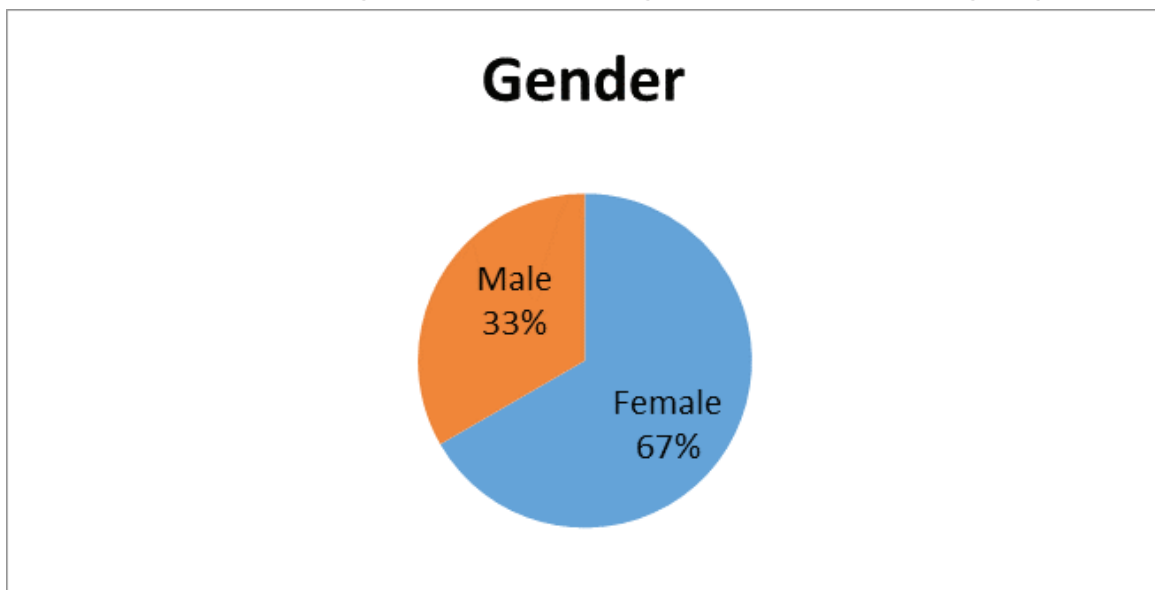


FIGURE 2: Percentage distribution of undergraduate students according to their gender.

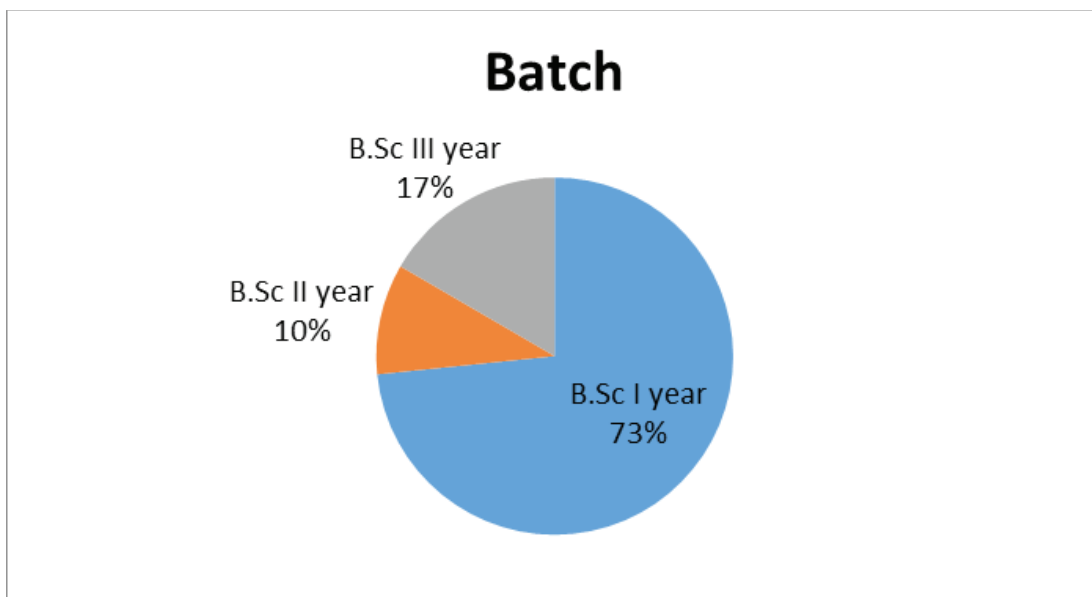


FIGURE 3: Percentage distribution of undergraduate students according to their batch

Setting of the study

The setting was chosen on the basis of the feasibility in terms of availability of the subjects, who were the undergraduate students at Symbiosis College of Nursing.

Sample and sampling technique

60 students were selected by using the Non - Probability convenience sampling technique.

Sample size

Sample sizes of 60 students were selected based on the inclusion and exclusion criteria.

Inclusion criteria:

The study includes undergraduate students who are:

- Present in Symbiosis College of nursing, Pune.
- Willing to participate in the study.
- Able to communicate freely in English.

Exclusion criteria:

The study excludes undergraduate students who are:

- Does not include minimum outcomes.
- Not available during data collection.

Development and description of tool

In this study, structured objective type questionnaire was prepared to assess undergraduate student’s perception on the effectiveness of online teaching. A structured objective type questionnaire was developed by the investigator in order to obtain exact and complete response from the students.

The following steps were carried out while preparing the tool.

- Review of literature
- Based on expert opinion

Description of the tool

The tool consists of four sections:

Section A- Demographic data. It includes items of demographic variables (age, gender, and batch)

Section B- Structured objective type questionnaire to describe the student’s satisfaction on instructional design and delivery of a course.

Section C- Structured objective type questionnaire to describe the importance of student’s roles and responsibilities to have a positive experience with an online class.

Section D- Structured objective type questionnaire to describe teachers and support systems is effective in providing services as needed.

Aspect	Number of items
Demographic data	3
To describe the students satisfaction on instructional design and delivery of a course.	8
To describe the importance of students roles and responsibilities to have a positive experience with an online class.	4
To describe teachers and support systems is effective in providing services as needed.	4

- There were totally 19 items of objective type questions. Every response if ‘strongly agree’ is given score of 5, if ‘agree’ score of 4, if ‘neutral’ score of 3, if ‘disagree’ score of 2 and if ‘strongly disagree’ score of 1.

Result And Interpretation:

Section A: Description of the demographic Variables of samples.

Table 1: frequency and distribution of sample according to demographic variable (n=60)

Demographic variable		Freq	%
Age	Between 18-21	28	46.6
	Between 22-25	26	43.3
	Between 26-29	4	6.6
	30&above	2	3.33
Gender	Female	40	66.6
	Male	20	33.3
Batch	B.Sc I year	44	73.3
	B.Sc II year	6	10
	B.Sc III year	10	16.6

Table 1: shows that maximum percentage (46.6%) of subjects were from the age group of 18-21 years wherein (3.3%) of them were in the age group of 30 & above years. Maximum (66.6%) students were female whereas (33.3%) were males. Majority (73.3%) of subjects are from B.Sc I year, (10%) were from B.Sc II year and (16.6%) from B.Sc III year.

Descriptive statistics

- The data was organized in master coding sheet. Frequency and percentage distribution was used to analyze the demographic variables of students such as age, gender and their batch.

- Frequency, percentage distribution, mean and standard deviation were used to analyze the student’s perception on the effectiveness of online teaching.

Result

- Majority of the student’s satisfaction on instructional design and delivery of a course were neutral (73.3%).

- Maximum students (58.33%) have a neutral opinion regarding importance of student’s roles and responsibilities to have a positive experience with an online class.

- Results show that majority of students (76.6%) agree that teachers and support systems are effective in providing services as needed.

Section B: Description of perception of undergraduate students on online teaching.

Table 2: Describes the students satisfaction on instructional design and delivery of a course (n=60)

Item	SA(33-40)		A(29-32)		N(17-28)		D(9-16)		SD(0-8)	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Students satisfaction on instructional design and delivery of a course	4	6.667	12	20	44	73.33	0	0	0	0

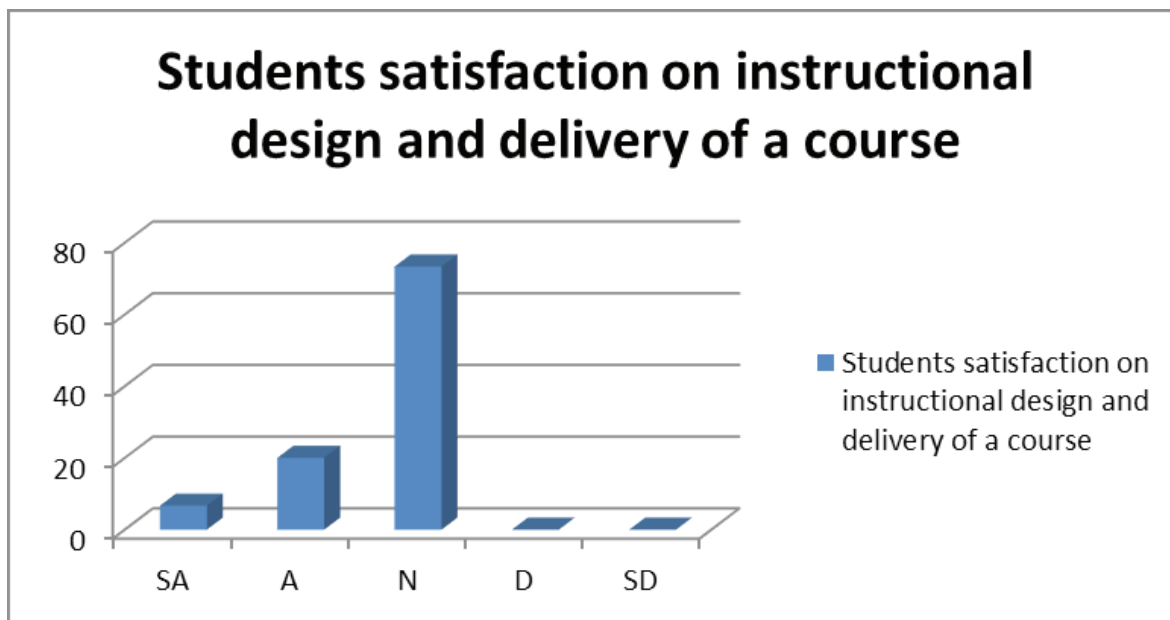


FIGURE 4: Percentage distribution of undergraduate students according to their satisfaction on instructional design and delivery of a course.

Table 3: Describes Importance of student’s roles and responsibilities to have a positive experience with an online class. (n= 60)

Item	SA(17-20)		A(13-16)		N(9-12)		D(5-8)		SD(0-4)	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Importance of students roles and responsibilities to have a positive experience with an online class.	2	3.333	20	33.33	35	58.33	2	3.333	0	0

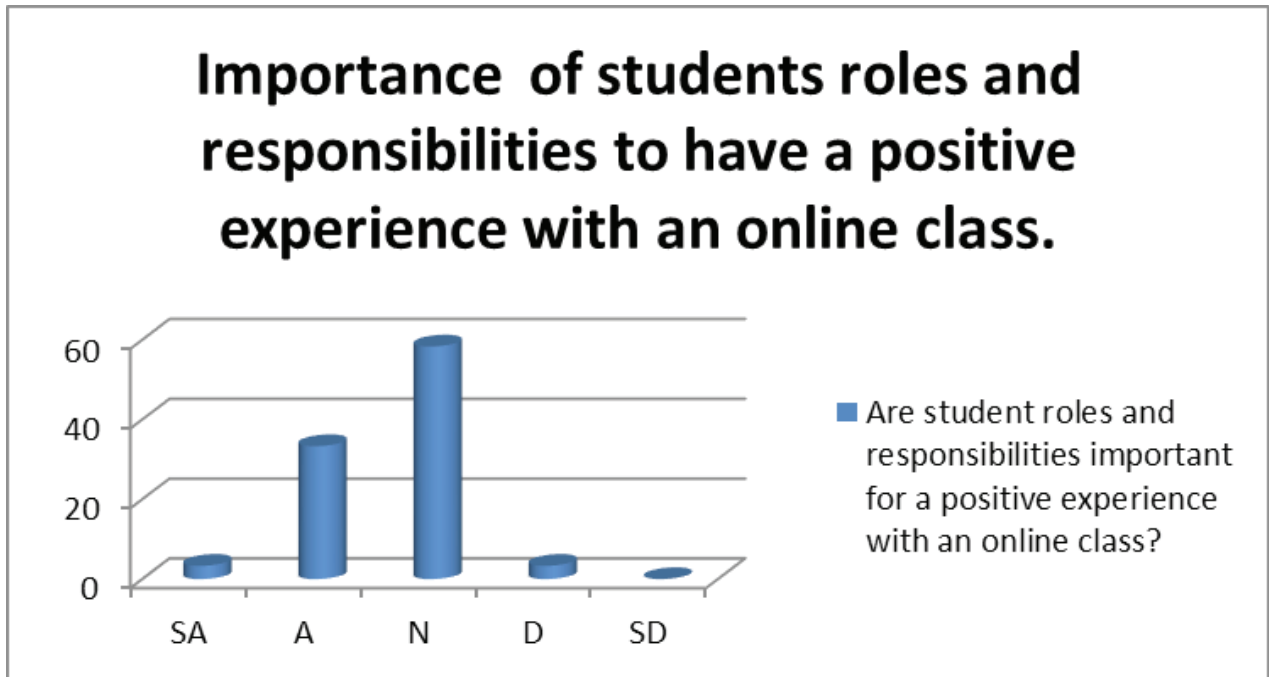


FIGURE 5: Percentage distribution of undergraduate students according to the importance of student’s roles and responsibilities to have a positive experience with an online class.

Table 3: Describes Teachers and support systems is effective in providing services as needed. (n= 60)

Item	SA(17-20)		A(13-16)		N(9-12)		D(5-8)		SD(0-4)	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Teachers and support systems is effective in providing services as needed.	0	0	46	76.67	14	23.33	0	0	0	0

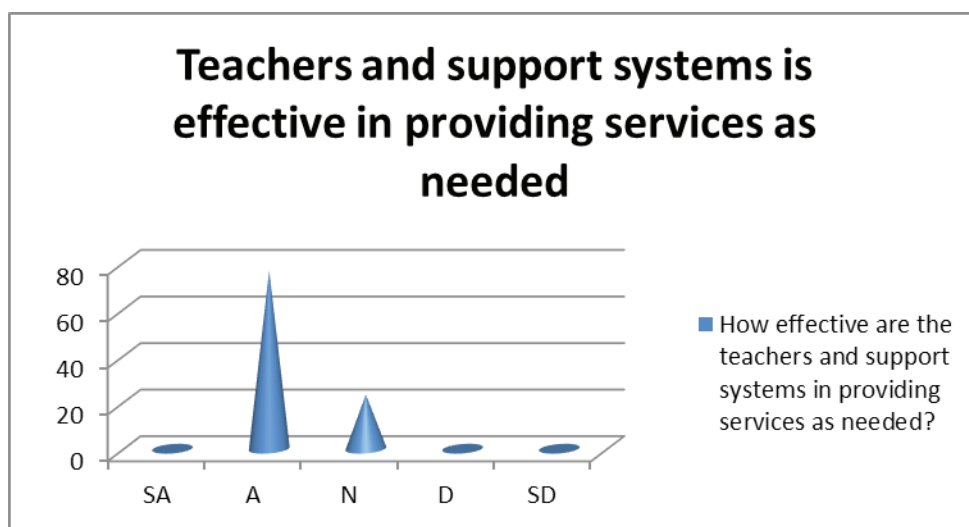


FIGURE 6: Percentage distribution of undergraduate students according to the teacher and support systems is effective in providing services as needed.

Section C: Association between selected demographic details and students perception on online training. (n= 60)

Demographic variables		SA	A	N	D	SD	P value	Remark
Age	Between 18-21	4	3	4	3	3	0.999377	Non -Significant
	Between 22-25	3	2	4	5	3		
	Between 26-29	2	3	3	3	2		
	30&above	3	2	3	2	3		
Gender	Female	6	5	7	6	5	0.990867	Non -Significant
	Male	7	6	7	5	6		
Batch	B.Sc –I year	4	5	5	3	5	0.994065	Non -Significant
	B.Sc –II year	4	4	5	4	4		
	B.Sc –III year	5	3	4	5	4		

Since the P value > 0.05. It says that the demographic variable age, gender and batch does not have any association with the students perception on online training.

Discussion

This current study investigated student's perception on the effectiveness of online teaching. As indicated, solely truthful results were achieved however slightly positive response towards teacher and support systems in providing online services looked as if it would be effective. However, it's vital to lift vital problems with students and supply them insight concerning the importance similarly as implementation of online learning throughout and after this pandemic is foremost important. It suggests that lecturers ought to build an endeavor to integrate and promote larger levels of interaction to create digital platforms fortunate all told means that for college student's satisfaction equally as exploring its full potential.^[6]

The problem explicit is "A study to assess undergraduate student's perception on the effectiveness of online teaching at Symbiosis College of Nursing, Pune, and Maharashtra"

The data was collected from 60 students by structured objective type questionnaire.

The findings of the study are mentioned with relation to the objectives, hypothesis.

Conclusion

The COVID-19 pandemic has modified education dramatically, whereby giving rise to E-learning. Students and academics can be confused to handle this situation which they weren't ready for.^[8]

However, as state of affairs obtaining worse, it's vital for online teachers to facilitate, act and perceive students perception for the betterment of their future to guide them towards their skilled role.^[9]

Non - Probability convenience sampling technique was used to select the samples. The info was collected from 60 students with the assistance of structured objective type questionnaire. On the idea of the findings the subsequent conclusions were created. The findings of the study revealed that Majority of the scholars

were neutral on satisfaction on instructional design and delivery of a course (73.3%) and relating to importance of scholars roles and responsibilities to possess a positive expertise with a web category (58.3%). Also, show that bulk of scholars (76.6%) agree that teachers and support systems are effective in providing services pro re nata. Moreover, as students become more experienced towards online learning may be their perception and approaches towards modification may change in future.

Ethical Consideration : For the present study, the investigator took in to consideration the ethical issues. There were no ethical issues confronted while conducting the study.

Conflict of Interest: Nil

Source of Funding: Self

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