



A STUDY ON STUDENT SATISFACTION ON ONLINE CLASSES AMONG PGDM/MBA COURSES IN SOUTH INDIA

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ABSTRACT

For MBA/PGDM students, the COVID-19 pandemic has been a tough time. The change from offline classroom sessions to online sessions had to go through a lot of factors. The objective of this study is to explore the satisfaction of PGDM/MBA students in South India, that they got from the online classes. The factor consists of “quality of teaching, coursework, testing methods and use of technology by faculty” among a sample size of 120 PGDM/MBA students.

KEYWORDS: *Online learning, PGDM/MBA students, coursework, quality of teaching, use of technology by faculty, student’s satisfaction.*

I- INTRODUCTION

The recent pandemic outbreak in late December 2019, wrought devastation throughout the world, and education, like any other sector, has been severely affected. It brought a halt to everything and created a new normal. Governments all over globe immediately closed educational institutions. Similar events occurred in India as well, with the Central Government enforcing a highly stringent national lockdown as a result of which students, including those enrolled in school as well as postgraduate and undergraduate students, were impacted. The use of electronic tools to provide teaching materials to learners or students is unavoidable. In order to maintain their adaptability to the new norm, various educational institutions reviewed and revised their processes and shifted those institutions' strategies to the style of instruction toward computerized flexibility and spontaneity. Numerous online educational tech giants have attempted to take advantage of the circumstance by offering free courses online or linking with restrictions on e-learning modules with the requirement that users subscribe to the services following the trial accessibility.

Even while online learning blends teaching and learning from both the provider and the recipient of the services, there are some drawbacks as well. When all communications take place distant across a shaky internet access or other equipment, establishing relationships with classmates, talking with professors, and establishing one's social and personal existence might become difficult or challenging. And as a result, students facing changes in their Academic performances and causing a rise in changes in terms of CGPA, participation in club activities, Internship program, and even in Placement training Online learning is expected to have an impact on more than 1.6 billion college students across 150 countries. According to UNESCO, over 320 million students in Indian schools and colleges were impacted. The widespread acceptance of e-learning over traditional classroom instruction began to take shape as schools and other educational institutions were steadily closing. Although the increase in online learning may not be optimal, it is being considered as a possible emergency measure. The technological gaps are increasingly being filled by institutions.

II-LITERATURE REVIEW

Year of Publication	Author/Affiliation	Title	Contribution
2021	Ram Gopal et al.,	Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19	<ul style="list-style-type: none"> • Researchers studied the various variables which were directly related to students’ performance during pandemic. • The Research findings helps faculty to improve on various variables needed for online instruction.



2021	Wiam Elshami et al.,	Satisfaction with online learning in the new normal: perspective of students and faculty at medical and health sciences colleges	<ul style="list-style-type: none"> • The study pinpoints the variables influencing educational satisfaction. • The result is consistent with earlier American study. • The changes in classes influence satisfaction. This could be another reason for decrease the satisfaction.
2021	Raanadewa et al.,	Learners' Satisfaction and Commitment Towards Online Learning During COVID-19: A Concept Paper.	<ul style="list-style-type: none"> • Inefficiencies in technology, a lack of social support, and a sense of isolation can all reduce the effectiveness of online learning. The elements affect the learner's enjoyment as well as their feelings of wrath, worry, and enthusiasm are lack of social support and feel of isolation. • The study found that enjoying online learning increases one's commitment to doing so. As a result, this study has discovered a number of issues and counterarguments regarding the effectiveness of online learning that affect students' commitment and satisfaction.
2021	Khazi Mohammed et al.,	E-Learning Experience of Management Students in B-Schools During COVID-19 Pandemic - A Primary Survey.	<ul style="list-style-type: none"> • The study comprehend how technology is used in business schools in Electronic City, Bangalore. • The study also emphasizes how the current situation affects decision-makers like educators, students, and the faculty's decision to embrace a strategy in the future. The techniques and strategies that would be used in the ongoing epidemic are the subject of a vague study. The sample frame for the current study is restricted to about 300 students from business schools in Bangalore's Electronic City.

The review of the literature reveals that while numerous researchers have looked at the variables influencing satisfaction level, no study has looked at the significance level of quality of teaching, coursework, testing methods and use of technology by faculty on their satisfaction with online classes on PDDM/MBA students during the Covid-19 pandemic. As a result, this study aims to investigate the variables that influence students' satisfaction with online classes during the COVID pandemic. As a result of the epidemic, professors, students, and universities that they were unfamiliar with had to relocate online. The students weren't psychologically ready for such a change. As a result, this study will be evaluated to determine which factor signifies more to represent in their satisfaction level.

III-STATEMENT OF THE PROBLEM

The students of PGDM/MBA colleges in whole India faced a huge change in their Academic performance because of COVID-19 pandemic, and online classes. And similar for South India also. During the online classes in their program, the factors "quality of teaching, coursework, testing methods and use of technology by faculty" were the major dimension on students' overall satisfaction. The format of this paper is to identify which dimensions are more significant for student satisfaction.

IV-RESEARCH METHODOLOGY

Research Design: The descriptive design research was adopted by the researchers. The factors "quality of teaching, coursework, testing methods and use of technology by faculty" were considered as a major dimension.



Sampling size: To gather the data, an online survey was conducted through Google form during May 2022 to September 2022. The respondents were PGDM/MBA students in India and there were 120 respondents. There were 68 Male (56.70%) and 52 Female (43.3%) participants. The Random Sampling technique was adopted.

Data Design: There are two sections to the research tool. The first section deals with demographic factors like gender, PGDM/MBA, work experience, and attending the online classes while enrolled in a PGDM/MBA programme. The second portion evaluates the four criteria: "quality of teaching, coursework, testing procedures, and use of technology by faculty."

Statistical Tool: Microsoft -Excel was used for statistical analysis. Major findings were analyses by using correlation, mean value in one way ANOVA.

V. HYPOTHESES DEVELOPMENT

a. Quality of teaching and satisfaction of the student

Quality of teaching with extreme devotion to students' education has a positive impact on their satisfaction. One of the most important indicators of student satisfaction, which affects the outcome of the instructional experience, is the quality of the teaching. Assume the instructor successfully completes the course and motivates the students to enhance their performance in the classroom. In that instance, this method results in satisfied students and improves the teaching and learning process. Hence,
H1: The quality of the teaching signifies the satisfaction of the students.

b. Coursework and satisfaction of the students

Students' comprehension and satisfaction are greatly influenced by the course's system solutions through their expectations for

the coursework. It is important to bear in mind that we build an experience for students with various learning preferences while designing an online course. The coursework qualities could also be developed and used to improve student achievement, according to (Jenkins, 2015). As a result, the study contained the hypothesis that the coursework greatly affects students' satisfaction.

H2: Coursework signifies the satisfaction of the students.

c. Testing methods and satisfaction of the students

Testing or examination method is one of the major factors to students' education and it has an impact on their satisfaction. During the course, it is important for the students as well as for teachers to evaluate the performance of the students through testing. And the method of testing is crucial to taking care of, if that is not proper it will impact on their satisfaction.

H3: Testing methods signifies the students' satisfaction

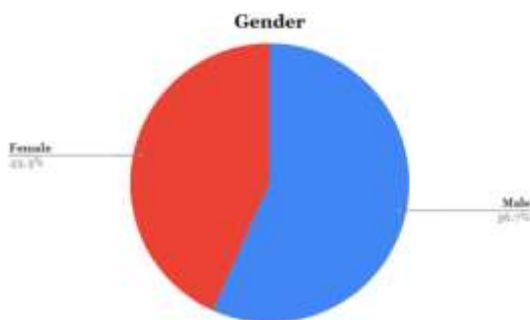
d. Use of technology by faculty and satisfaction of the students

Use of various technologies by the faculty during online classes makes learning more interesting and digestible for the students.

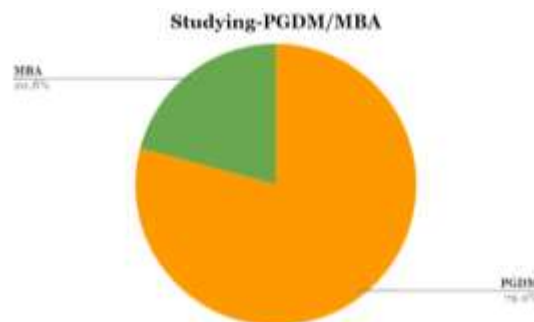
H4: Use of technology by faculty by technology signifies the students' satisfaction

VI. ANALYSIS & INTERPRETATION

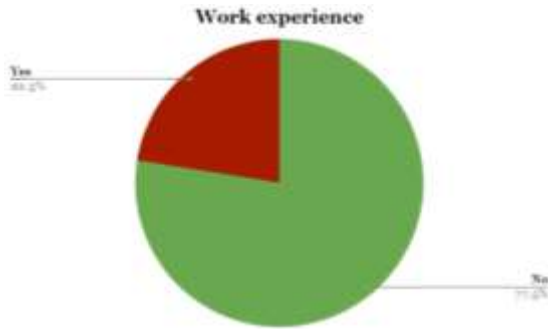
Following figures are the demographic details of the 120 respondents; which includes gender, studying-PGDM/MBA, work experience and attending the online classes while enrolled in a PGDM/MBA programme.



Pie chart:1



Pie chart:2



Pie chart:3



Pie chart:4

There were 120 respondents to the survey, which was conducted by online distribution of a questionnaire. According to Pie chart: 1, males (56.7%) made up the majority of responses, with females making up the remaining (43.3%). That, majority of them are studying PGDM (79.2%) and MBA accounts for the remainder (20.8%) as indicated in Pie chart: 2. Of such responses received, some (22.5%) had prior work

experience, but the majority (77.5%) were newcomers without prior work experience (Pie chart:3). Due to the COVID-19 epidemic, the majority of them (80.0%) attended online classes during the PGDM/MBA programme, and just a small percentage (20.0%) did not, as indicated in Pie chart: 4.

Table 1: Table showing the respondent’s opinion on major dimensions of Online classes

Dimensions	Highly Satisfied		Satisfied		Highly Unsatisfied	
	No of students	Percentage	No of students	Percentage	No of students	Percentage
Quality of teaching	12	10%	59	49.16%	49	40.83%
Coursework	15	12.5%	73	60.83%	32	26.66%
Testing Methods	12	10%	64	53.33%	44	36.66%
Use of technology by faculty	22	18.33%	69	57.5%	29	24.16%

Source: Primary data

There were 120 respondents to the survey, in which only 12 students (10%) are Highly satisfied with the Quality of teaching during online class, 59 students (49.16%) are Satisfied with Quality of teaching and around 49 students (40.83%) are saying that they are Highly Unsatisfied with the Quality of teaching during online classes. Among the respondents, only 15 students (12.5%) are Highly satisfied with the Coursework during online class, 73 students (60.83%) are Satisfied and around 32 students (26.66%) are saying that they are Highly Unsatisfied with the Coursework during online classes. For Testing methods around

12 students (10%) are Highly satisfied during online class, 64 students (53.33%) are Satisfied and 44 students (36.66%) are Highly Unsatisfied with the Testing methods during online classes. And among the respondents, 22 students (18.33%) are saying that they are Highly satisfied with Use of technology by faculty during online classes, around 69 students (57.5%) are Satisfied and only 29 students (24.16%) are Highly Unsatisfied with the Use of technology by faculty during the online classes.

Table 2: Table showing Mean, Median & Mode values are the respondents’ opinion on major dimensions of online classes

S.no	Dimensions	Mean	Median	Mode
1	Quality of teaching	1.85	2	2
2	Coursework	1.69	2	2
3	Testing Methods	1.73	2	2
4	Use of technology by faculty	1.94	2	2

Table 2, represents that the Use of technology by faculty having the high mean of 1.94 followed by Quality of teaching is 1.85,

and Testing Methods and Coursework are having 1.73 &1.69 respectively.



Table 4: Correlation analysis on the Major Dimension

	[Coursework]	[Quality of teaching]	[Testing methods]	[Use of technology by faculty]	Total
[Coursework]	1				
[Quality of teaching]	0.377633922	1			
[Testing methods]	0.35791877	0.68291462	1		
[Use of technology by faculty]	0.358092655	0.535877637	0.370035835	1	
Total	0.675771417	0.85144613	0.787419118	0.745332923	1

From the above table, we can find that all the variables are positively correlated. The strongest positive correlation value was 0.68 followed by 0.53. Hence, the Testing Methods & Use

of technology by faculty are highly correlated with quality of teaching.

Table 3: Regression analysis on the Major Dimension

ANOVA								
	df	SS	MS	F	Significance F			
Regression	4	14.58980369	3.647450923	2.582832786	0.040793996			
Residual	115	162.401863	1.412190113					
Total	119	176.9916667						

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	11.23842609	0.434447891	25.86829474	9.24759E-50	10.37786843	12.09898375	10.37786843	12.09898375
[Coursework]	0.402019589	0.198350902	2.026809986	0.044994916	0.009124626	0.794914552	0.009124626	0.794914552
[Quality of teaching]	-0.092657599	0.255443245	-0.362732626	0.071470437	-0.598641505	0.413326307	-0.598641505	0.413326307
[Testing methods]	-0.117140879	0.238811433	-0.490516211	0.062403289	-0.590180366	0.355898608	-0.590180366	0.355898608
[Use of technology by faculty]	-0.455307742	0.201987731	-2.254135634	0.026081858	-0.855406563	-0.055208921	-0.855406563	-0.055208921

From the above table, we can find that Use of technology by faculty is significant (P-value= 0.02) followed by Coursework (P-value= 0.04) is significant at 5% level of significance. So, we can say, increase in use of technology by faculty and coursework may decrease the satisfaction level of students and we can reject the hypothesis.

VII. FINDINGS

- a) The PGDM/MBA students rated the “Use of technology by faculty” as a highly satisfied factor during their online teaching learning process, which was followed by “Coursework”.
- b) By the calculated Mean values, we found that the respondent considered “Use of technology” as an important dimension on followed by “Testing Methods”
- c) The dimensions are positively correlated. But, “Testing Methods” adopted & “Use of technology by faculty” are showing the high positive correlation values such as 0.68 & 0.53 respectively.

VIII. RECOMMENDATIONS

By the findings, the researchers could able to draw few recommendations:

- a) The students of PGDM/MBA considered “Use of technology by faculty” as one of the major quality dimensions. Hence, using an effective technology in an efficient way can enhance the satisfaction among the students. The Institution offering such courses can

facilitate such technology & relevant training to this faculty members.

- b) The “Testing Methods” can be focused to the greater extent as it way considered by many as a quality dimension. New & convenient testing tools can be created & implemented for an effective teaching learning process in PGDM/MBA classes.
- c) The “Testing Methods” can be focused to the greater extent as it was considered by many as a quality dimension. New & convenient testing tools can be created & implemented for an effective teaching learning process in PGDM/MBA classes.
- d) Feedback can help students focus on their performance, which improves their learning.

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