

Optimizing Education Satisfaction through E Learning Among University Student in Lahore

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Abstract

The technology has accepted the innovative learning methodologies. New Interactive media is in use now for delivering educational information. The conventional face-to-face classes, web-based materials and on-line tutorials are delivered through a combination of different modes followed at universities. Issues related with the progress from ordinary parameters (manual) to web based parameters (e-learning) followed in the academic system. The current investigation negates the difficulties faced by students of different universities have revealed looking into influences in online learning during Covid pandemic.

Purpose

The present study aimed to determine the level of satisfaction of the university students who are taught through E-learning platforms.

Methods

This cross-sectional study was carried out on the total of 152 students from different universities of Lahore. Sample was calculated using an online calculator EpiTools. Students had to be within ages of

18-27 years, both male and female included in this study. There were 96 female and 55 were male. Self-Questionnaire was used after checking validity through pilot study. Inclusion criteria was set as students taking online lectures and who worked for 3 hours or more on laptop were included in the study. Workers and other professionals were excluded from my study.

The questionnaires included closed-ended questions and were organized into three parts: socio-demographic information, experience and satisfaction with online learning. Likert scale constituting four pins ranging from strongly disagreed to strongly agree was used to evaluate the student's perceived experience towards E learning. Descriptive statistics were used to analyze the responses to the satisfaction scales.

Results

There were 32% participants were experience full online course work, 44% subjects were experience 50% online and 50% physical course work, 9% participants were experience complete physical course work, 15% students were don't have any experience. 37% participants disagreed that E learning provided the right amount of theoretical and practical knowledge, 39%

participants strongly disagreed that E learning was helpful for your professional career,

43% subjects disagreed that they occupied the good level of satisfaction in knowledge in E learning, 39% participants were disagree that the instructor's methods helped in understanding the topic in E learning, 39% students disagreed participants strongly disagreed that the grading system was not biased, 43% participants disagreed that they learnt new innovative method of E learning, 42% participants disagreed that they faced in convenience in understanding through E learning, 43% students disagreed that E learning was helpful in meeting their individual learning needs, 40% participants disagreed that E learning promoted

effective communication with my teachers, 39% students disagreed that E learning helped in promoting greater students participation and interaction and 39% students agreed that they stance promote teaching through E learning because it increase their level of satisfaction.

Conclusion: The result revealed that added half of the contributors are displeased with E-learning as stated by the modified questionnaire. Students were not prepared for online learning. On other hand side online learning cannot be equivalent to the On Campus mode

Keywords: E-learning, web based material, covid-19, online teaching & assessment, virtual classroom, Pakistan

Introduction: Quick Development of information communication technology significantly affected the education department, in the hour of 21st century especially. In this way, there was a necessity for the coordination among education training and Technology, and such coordination has to be sure worked with the correspondence between students. In spite of the fact that difficulties have additionally been represented the use of e-learning stage ¹or with regards to Universities, Learning Management System (LMS).

LMS involves a stage which empowers lecture to manage material sharing, assignments and communication and other teaching related component²LMS has turned into an essential constituent in educational framework, and its utilization is exceptionally normal in generally higher learning institutions especially universities,

since it reinforces the methodologies of conventional learning in classroom and their web-based activities³.

The impact of the world that is shifting towards digitalization had influenced every sphere of life. The field of academics was profoundly influenced by the closedown of institutions in account of the pandemic exposure⁴. The education and mode of learning had been influenced by this revolutionary step too. Hence due to this robotism the human race had to face a lot of challenges in every phase of life specially the learning processes. Likewise the learner satisfaction that is to prioritize learning through various modes of internet is a hard topic to consider.⁵

The deeper aspects of evaluation in terms of assessing the quality of teaching and learning in higher education institution provides an interconnection between

consumer and conveyer, which stay restricted to domain of classrooms⁶. The determination of quality stayed dependent on specific transaction and complete satisfaction related to the services⁷. Hence the designing of research attributed to measure of quality of E learning provided at universities and highlighting the parameters bestowing on the satisfaction level among students⁸.

The expectation of internal and external contributors in enhancement of quality of education is met by the satisfaction parameters of input, process and output of the complete education systems⁹. The article of education management focuses on quality and skill enhancement outlooks on terms of knowledge by the graduates¹⁰. The online education was evaluated and proposed the evaluation of quality through vantage point of effectiveness of course, accessibility of technology infrastructure, satisfaction level of students and state of academic performances¹¹.

The quality of education in multi-models of quality education proposed seven models. Namely satisfaction model, resource-Input model, process model, the goal and specification model, legitimacy model, absence of problem model and organizational learning model. Hence parameters of retention rate, progress report, completion rate and employability rate of students increase a dimensional teaching skill in questionnaire based course experience in Australian universities.

Moreover deliverance of quality services in institutions is functional with in-campus experiences of students. It was also noted that the quality of education was influenced by interaction of non-academic personnel's and physical infrastructure in the university

but particularly it was not only limited to the lectures delivered in class and guidance provided during consultation hours¹². In reality era the choosing of programs and universities by the students is influenced by various factors involving mode of delivery, time span consumed, list of campus requirements and accessibility of leaning forum¹³.

The acceptance of degree and the reputation of the university also play a vital role in selection of university by the students¹⁴. The standards of measurement of researchers give a view point of the quality of different aspects, definitions and proportions associated with it. Similarly approach of customer satisfaction on quality enhancement is also used an indicator by many researchers.

There are divergent definitions of e-learning to consider¹⁵. The current issue isn't related with constraint in higher educational institutional yet a circumstance requesting for a crisis far off instructing on the grounds that parties including instructive establishments are viewed as a danger to advance COVID-19 pandemic and has been lockdown. Consequently, this examination focused in fundamentally on the difficulties that understudies are required to look in internet learning.

Especially for Business Administration coursed program, a model was proposed for every semester with six meeting lasting two hours with interactive face-to-face dialog. Online tutorials with a properly set time span were also accommodated in the meeting. The basic purpose of academic meeting was to clarify theories, reinforce knowledge and embrace understanding of course work material in the students. The objective of my study is to determine the

level of satisfaction of the university students who are taught through E-learning platforms.

Material & Methods

Recruitment and Participants

This Cross-sectional study was done on 152 students from various universities of Lahore. Students had to be within ages of 18-27 years, both male and female included in this study. Sample was calculated using an online calculator EpiTools. University student who were taking consecutive online lectures and who worked for 3 hours or more on laptop or computers were included in the study. Teachers and other professional workers were excluded from my study. Self-made questionnaire was used in this study. Validity of this questionnaire was checked through pilot study.

Instrument Development & Validation

The questionnaires included closed-ended questions and were organized into three

parts: socio-demographic information, experience and satisfaction with online learning. Likert scale constituting 4 pins ranging from strongly disagreed to strongly agree was used to evaluate the student's perceived experience towards E learning. Descriptive statistics were used to analyze the responses to the satisfaction scales

There were 3 sections in online survey questionnaire that based on students satisfaction level towards E learning. First section demonstrates the student's gender, age and class standing. Second section tells about student experience ratio of E learning. In third session which consists of 11 questions students were asked to measure to their perceived experience with those attributes. A four-point likert scale ranging from strongly disagreed to strongly agree was used to measure the student's perceived experience towards E learning. The reliability and validity of this questionnaire was assessed by ten experts. The (reliability=.08) and (validity =.085)

Statistical Analysis

Result

INTRODUCTORY PARAGRAPH

Out of 152 students, (55) 36.18% were male and 63.81% were female (Table 1). Out of 152 participants, 53(35%) subjects were 18 to 20 years old, 66 (43%) were 20 to 25 years old, 33 (22%) participants were of above 25 years old. Participants 4 were

from the department of MSC, 4 subjects were from pharm-d, 5 students were from MS, 13 participants were from M.Phil, 16 were 5 years seniors, 51 were seniors, 31 subjects were juniors, and 28 students were freshman.

Table 1: Sciodemographic characteristics of the subjects (n=152)

Characteristics		n (%)
Gender	Male	55(36.18%)
	Female	97(63.81%)
Age	18-20 Years.	53(35%)
	20-25 Years.	66(43%)
	25-and above Years.	33(22%)

Class Standing	Freshman	28(18.42%)
	Junior	31(20.39%)
	Senior	51(33.55%)
	5 year senior	16(10.52%)
	M-Phil	13(8.55%)
	MS	05(3.3%)
	Pharm-D	04(2.63%)
	MSC	04(2.63%)

Table 2 shows that experience of participants towards E learning. out of 152 participants 48(32%)were experience full online course work, 67(44%) subjects were experience 50% online and 50% physical course work, 14(9%) participants were experience complete physical course work, 23(15%)students were don't have any experience.

Table 2: Students Experience Towards E learning n (%)
Full online course work 48(32%)
50% online, 50% physical course work 67(44%)
Complete physical course work 14(9%)
Don't have any experience 23(15%)

Table 3 show that 37% participants disagreed that E learning provided the right amount of theoretical and practical knowledge, 39% participants strongly disagreed that E learning was helpful for your professional career,43%subjects disagreed that they occupied the good level of satisfaction in knowledge in E learning, 39%participants were disagree that the instructor's methods helped in understanding the topic in E learning, 39%

students disagreed participants strongly disagreed that the grading system was not biased, 43% participants disagreed that they learnt new innovative method of E learning, 42% participants disagreed that they faced in convenience in understanding through E learning.

43% students disagreed that E learning was helpful in meeting their individual learning needs,40% participants disagreed that E learning promoted effective communication with my teachers,39% students disagreed that E learning helped in promoting greater students participation and interaction and 39% students agreed that they stance promote teaching through E learning because it increase their level of satisfaction.

Table:3 Survey Feedback to assess students satisfaction level towards E learning

Survey Questionnaire	Agree n (%)	Strongly Agree n (%)	Disagree n (%)	Strongly Disagree n (%)
Do you think that E learning provided the right amount of theoretical and practical knowledge?	54(35%)	18(12%)	56(37%)	24(16%)
Do you think that E learning is helpful for your professional career?	50(33%)	19(12%)	59(39%)	24(16%)
Do you think that you occupied the good level of satisfaction in knowledge in E learning?	48(32%)	17(11%)	65(43%)	22(14%)
Do you believe that the instructor methods help in understanding the topic in E learning?	58(38%)	15(10%)	60(39%)	19(13%)
At what level you believe that the grading system was not biased?	58(38%)	18(12%)	59(39%)	17(11%)
I have learnt new innovative methods of E learning?	56(37%)	20(13%)	65(43%)	11(7%)
I faced convenience in understanding through E learning?	54(36%)	22(14%)	64(42%)	12(8%)
E learning was helpful in meeting my individual learning needs?	53(35%)	16(11%)	66(43%)	17(11%)
It has promoted effective communication with my teachers?	52(34%)	23(15%)	61(40%)	16(11%)
It has helped in promoting greater students participation and interaction?	50(33%)	20(13%)	59(39%)	23(15%)
My stance promotes teaching through E learning because it increases my level of satisfaction?	53(35%)	18 (12%)	59(39%)	22 (14%)

Discussion

The current study investigates the difficulties students from different universities of Pakistan have announced looking in web based learning in the time of Covid pandemic. The investigation uncovered that availability is the main important challenge students are looking in an online learning circumstance albeit the wide range of various difficulties revealed higher methods. Once more, the investigation further uncovered that students were not ready for a complete

online encounter while social issues and lectures issues influence students' expectations to examine on the web.

A previous study was done by Mgutshini T et al in 2013 on student's experiences of an online and an on-campus class. The result of this study showed that online students gave less positive response than their campus-based counterparts¹⁶.

Pressures of Universities were augmented to practice online approaches for teaching. Meanwhile e-learning was led by

employing the Internet practices and World-Wide-Web, lending the knowledgeable atmosphere turning out to be more confound. To begin with students' firstly supposed satisfaction with technology based e-learning promoting the prone culture to be appreciated systematically¹⁷.

Another study done by Debra Nestel they concluded that students valued aspects of virtual learning environment, they also gives suggestion for further improvement¹⁸. Inscription generates few examinations that were tended to hindrance associated with the presentations in system. The evidence showed a separate story where presentation has fizzled in light of the statistics, denoting constituents of organizations, who were not ready for the experience.

Electrical resources preferences by present generation are increased for higher educations are reported¹⁹⁻²⁰. Benefit of electrical resources including usage and networking issues in rural areas are supported our study.

Such parameter also has an influence on satisfaction by numerous elements²¹. The influences such as instructor, technology, and interactivity upraises the influences giving a pillar to the quality of service²². Instructor along with learner should be consistent in assuring quality over the parameters discussed above. Stated research implies to learn the levels of performance. The study indicates the adverse attitudes of using this platform where the respondent might not have any practice over it. The skill of respondents generated by this platform climaxes the anxiety and stress which antagonizes the

prosperity felt by learners which in return diminishes the progress²³.

Positively associated self-efficacy upsurges computer learning by student²⁴. The variation on learning was noted by approaches in confidence much needed for accomplishing activities to improve satisfaction²⁵. Flexibility in course, findings of stated study and negative impacts of online curriculum perceived to quality limitations. Furthermore, reports from present study shows discontentment of part of learners signified by online survey questionnaire.

The present study lacks the prospects of empathy and to socialize physically with mates. Deficiency of direct communication, learner sensed that they are —left in the dark, excluding interconnection with educator. Similarly shared apprehensions includes issues of internet accessibility and time-intervals. Ground participants in service showed reaction in investing spare time studying and interpreting, just to acquire the actuality of the topics. Correspondingly while a part of virtual learner medium, information regarding subject could also be acquired by attending the teacher's presentation.

Conclusion

Current investigation is the first nationwide country review achieved by investigating the observations of under-graduate and post graduate attendants of Pakistan headed for adequacy of e learning instructing in the second phase of pandemic AL effects of COVID-19.

The result revealed that added half of the contributors are displeased with E learning as stated by online survey questionnaire. Students were not prepared for online

learning. Hence result provides a more wide-ranging attributes of students' feeling satisfaction and excellence of teaching in the universities. Also this study shows that how institutions improve participants satisfaction and strengthen their E learning implementation.

Moreover, consequences faced off by this study give valuable data to e-learning directors of institutions in cycle of actualizing current advancements in education system.

Limitations and Recommendation

The current study is depending entirely on survey questionnaire where information is

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