# Bangladeshi University Students’ Satisfaction on Online Classes

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### **Abstract**

In Bangladesh, though the concept of conducting online classes is relatively new, due to the ongoing lock down situation caused by the COVID-19 pandemic, many academic institutions have turned towards online platforms to conduct online classes. Given the novelty of experience, in this study, we aim to investigate university students’ perception and satisfaction regarding online classes. Data was collected from 22 students from different academic institutions (public and private universities) through online forms and collected data was analyzed using Microsoft Excel. Three themes namely, internet quality, facilitating conditions and teachers’ delivery quality emerged as the key factors relating to the students’ online learning experiences. The study shows that e-platform quality and facilitating conditions are strong predictors of overall satisfaction of the students. It also shows that the students are somewhat satisfied with the e-platform and teachers’ delivery quality but not with facilitating conditions. However, the satisfaction level varies across the students from urban and rural areas. Based on these findings, the theoretical contribution to the relevant literature and practical implications for academic institutions and policy makers have been articulated.

**Keywords:** Online class, students’ satisfaction, perception, Bangladesh

**Introduction**

With the COVID-19 breaking out rapidly, billions of students across the world are being homeschooled in a bid to curb the spread . Teachers and students are now using numerous online platforms to conduct their classes. In fact, educational experiences, in recent years, are not barred within traditional academic classes only, rather it is a combination of both online and traditional classes. Though this concept of e-learning is quite familiar and commonplace in the developed countries, the notion is still relatively new to the majority of the population in Bangladesh . Nevertheless, many educational institutions in Bangladesh had to resort solely to this online education due to the recent outbreak of COVID-19

Student satisfaction can be influenced by support services for system users. Research shows that system quality, service quality, and self-efficacy all increased satisfaction levels. However, service quality contributed more to satisfaction than the other two

## **Methodology**

This survey was performed by preparing some question based on “Bangladeshi University Students’ Satisfaction on Online Class”. The survey made on a google from and 22 people respond to the survey. At first a survey link was shared through email and people were requested to give their opinion. The survey link also shared in different social media group. No personal information was collected. Only people opinion and advice were collected in this survey . . The students survey consisted 10 questions regarding student’s perception about online classes.One open ended questions regarding the positive and negative aspects about online classes were kept. Response choices consisted of pre-defined options of agree, disagree and neutral. The purpose of the survey was not to collect psychometric data and thus the survey did not make use of validated psychometric tools. Due to the current COVID-19 situation, the survey was conducted online using google form. In servey there was many question like as where are you attending online classes from?, Which university do you read?

**Result & Discussion**

Our analysis shows that 45.4% of the respondents are from the public university and the rest of the percentage (54.5%) are from private university (Figure 1). The analysis also shows that among the respondents 53% are attending the online classes from urban area whereas 68.2% of the respondents are currently in rural area

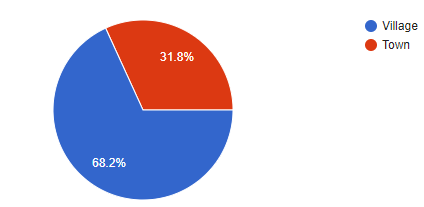
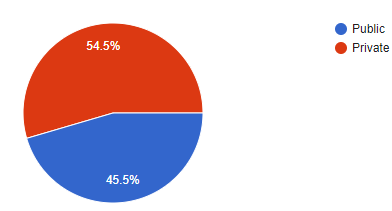
 

Figure:2 Figure:1

The study shows that, students overall have a neutral feeling with their online classes, though in some context their satisfaction varied between rural and urban perspective. This finding is consistent with the extant literature . The study also reveals that both the e-platform quality and facilitating conditions have significant effect on students’ satisfaction level whereas the effect of teacher’s lecture delivery has insignificant effect. However, the study reveals that though the teacher’s performance on online platform does not significantly affect on students’ satisfaction level, students are found to be the most satisfied with teacher’s performance in online platform followed by e-platform quality. The study also shows that students are not satisfied with the facilitating conditions. However, e-platform quality has been found to be the strongest predictor to predict students’ overall satisfaction regarding online classes andit is found that students’ satisfaction level is almost neutral regarding e-platform quality. As such, it is quite obvious that, the students have neutral opinion regarding their satisfaction on online classes.The students were also asked 1 open ended questions about the pros and cons of online mode of classes. When asked about the problems generally faced by them during classes online or what were the negative aspects of online classes, majority of them (86..4% of the sample) reported technical issues like poor network connectivity, power cuts, broadband issue, poor audio and video quality, problems with the app, getting disconnected in between the classes and finding it hard to log in again as the main issues. 22.7% reported that they found it difficult to concentrate during online classes, distraction at home were more, no structured learning environment makes it harder for the students to focus during the class.The students’ survey had items assessing two dimensions: online v/s classroom mode and personal factors during online classes. The results of the survey showed that 80% of the students reported that they preferred classroom teaching method more than online teaching mode. 20% preferred online classes.70% students  fell stress during online classes.A big number of student like 63.6 does not attend online class after COVID 19

## **Conclusion**

Higher education in Bangladesh is currently restricted by the lack of clarity when it comes to regulating online channels of education .This study identified three critical factors relating to the students’ online learning experiences, namely, e-platform quality, facilitating conditions and teachers’ delivery quality. Among the three, e-platform quality and facilitating conditions have been found as the strong predictors of overall satisfaction of the students. In addition, the study found that students are somewhat satisfied with teachers’ delivery quality while they have neutral feelings regarding the e-platform. However, they are found to have somewhat dissatisfaction with facilitating conditions. The study shows that the satisfaction level significantly varies across students from urban and rural areas

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