

Relationship Between Satisfaction Factors among TVET Students in Online Learning During COVID-19 Pandemic

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ABSTRACT: The COVID-19 pandemic has affected educational institutions around the world when face-to-face education is no longer appropriate to conduct during the COVID-19 pandemic. The drastic shift from face-to-face learning to online learning to ensure the continuity of education can affect the level of satisfaction of TVET course students who are more focused on learning certain skills that can only be acquired through face-to-face learning. This study aimed to identify the relationship between the satisfaction factors of TVET course students in online learning due to the spread of the COVID-19 pandemic. The design of this study was a survey study using a quantitative correlation approach. A total of 179 TVET course students were involved in the survey questionnaire conducted online via the Google Form application. These data were analyzed using inferential analysis that is Spearman’s Rank-Order Correlation, where the results are validated using Spearman correlation coefficient. The study found a strong positive relationship between the satisfaction factors of TVET course students with a value of $r = 0.649$ and $\text{sig} = 0.01$. This study concludes that the high level of satisfaction of TVET course students is influenced by the elements of interaction, motivation, course structure, and instructors’ knowledge and skills.

Keywords: COVID-19; Online learning; Satisfaction

1. INTRODUCTION

Online learning is the experience of learning through the internet either in a synchronous or asynchronous environment that is when the students interact with instructors and other students without having to rely on a specific location [1]. Hence, when the novel coronavirus (2019-nCoV) or better known as COVID-19 caused the closure of all educational institutions to meet the demands of physical distancing and shifted the traditional face-to-face learning to online learning. A sudden shift is feared to affect student performance because student satisfaction in online learning is a determinants of learning outcomes [2]. Student satisfaction is a short-term attitude resulting from an evaluation of students’ experiences, educational services and facilities [3]. The objective for this study is to identify the relationship between the satisfaction factors of TVET course students in online learning due to the outbreak of the COVID-19 pandemic.

Hypothesis

Ho: There is no significant relationship on the satisfaction factor of TVET course students towards online learning due to the spread of the COVID-19

pandemic.

Ha: There is a significant relationship on the satisfaction factor of TVET course students towards online learning due to the spread of the COVID-19 pandemic.

2. METHODOLOGY

2.1 Research Design

This study is a survey study using a quantitative correlation approach. Survey questionnaires were used by researchers in this study through a quantitative method approach by preparing and disseminating questionnaires among Year 1 students of TVET courses at the Faculty of Technical and Vocational Education, UTHM.

2.2 Research Instrument

The questionnaire instrument in this study uses the Motivated Strategies for Learning Questionnaire (MSLQ) instrument which has been adapted through the study from the Motivated Strategies for Learning Questionnaire (MSLQ) [4].

3. RESULTS AND DISCUSSION

Table 2: Analysis of the relationship between satisfaction factors in online learning during COVID-19 pandemic

	Interact ion	Motivat ion	Course Structu re	Instruct or Knowle dge and Skills
Interaction	.			
Motivatio n	.532 **	.		
Course Structure	.649 **	.567 **	.	
Instructor Knowledg eand Skills	.448 **	.457 **	.67 7**	.

** Correlation is significant at 0.01 level (2-tailed)

Based on the findings of the study obtained in Table 2 through Spearman’s Rank Order Correlation analysis found that there is a significant relationship between satisfaction factors of TVET course students in online learning due to COVID-19 pandemic outbreak. The relationships between the factors that indicate there is a strong and statistically significant positive relationship are the relationship between course structure and instructor knowledge and skills, and the relationship between interaction and course structure. The results also

showed that there was a moderate and statistically significant positive relationship for the relationship between motivation and course structure, the relationship between interaction and motivation, the relationship between motivation and instructor knowledge and skills, and the relationship between interaction and instructor knowledge and skills. The results of the analysis of the study found that the relationship between satisfaction factors of TVET course student in online learning is strong and moderately strong.

Elements of course structure and elements of instructor knowledge and skills show a strong positive relationship in influencing student satisfaction levels. The findings of this study are in line with the findings of the relationship between factors influencing the level of satisfaction conducted by [5]. Elements of course structure and elements of knowledge and skills of instructors need to go hand in hand for the success of online learning. Instructors who are creative in planning course structure according to the suitability of the subjects taught are able to deliver course content more effectively [6]. Thus, a positive relationship between course structure and instructor knowledge and skills has the potential to increase student satisfaction for online learning. Furthermore, the interaction elements and course structure also showed a strong positive relationship in influencing the level of student satisfaction. A well-planned course structure includes learning materials, class schedules and more is through the interaction that takes place between various parties so that online learning can run smoothly and increase the satisfaction of students involved with online learning.

Interactions between students and instructors to adjust the course structure according to the needs of students while pursuing online learning have a high influence on the level of satisfaction of students pursuing online learning [7]. Thus, the strong relationship between interaction and course structure is able to increase the level of satisfaction of students who follow online learning. A moderate positive relationship is also indicated by the motivational element and the knowledge and skills of the instructor in influencing the level of student satisfaction. The results of this study are in line with the results of the study on student motivation plays an important role in motivating students to attend online classes especially during the COVID-19 pandemic while quality instructors with knowledge and skills of conducting online classes can contribute to increased student engagement while following online learning [8]. Another study explained that the active involvement of students when pursuing online learning can indirectly increase the level of student satisfaction [4]. Therefore, the relationship of motivation and knowledge and skills of instructors is influential in increasing the level of student satisfaction with online learning.

4. CONCLUSION

In conclusion, the findings of the study proves that the relationship between students' satisfaction factors due to the outbreak of pandemic COVID-19 is high, especially for course structure and instructor knowledge

and skills and interaction and course structure. Therefore, the results of the study that has been conducted have answered all the research questions that have been identified by the researcher.

ACKNOWLEDGEMENT

Thanks to the Research Management Center (RMC) Universiti Tun Hussein Onn Malaysia for funding this publication.

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