Original Article

Student's satisfaction in online education programs among undergraduate physiotherapy students of Lahore during covid-19

Adnan Hashim, Ifrah Mustafa, Sana Shahid, Sameera Saleem Butt, Ahsan Ali

University Institute of Physical Therapy, University of Lahore, Pakistan

Objective: To assess student satisfaction in online education programs among undergraduate physiotherapy students of Lahore during Covid-19.

Methodology: This cross sectional survey was conducted at 10 institutes of Lahore on 239 doctors. Data were collected after approval of management of the University and informed consent from students. After collection, data were saved in a secure place to avoid any bias.

Results: Out of 239 participants from different universities, 21.8% were males and 70.2% were females. 51.9% students spent 1-5 hours online per week, only 29.7% students agreed that they had easy access to internet, 41.8% were satisfied at written communication while 55.5% students strongly agreed that face-to-face contact with instructor is necessary to learn.

Conclusion: Mostly students did not have web access because of the reality that they can't invest greatest energy for online education purpose. Most students strongly agreed that face to face contact with teacher was important to learn. (Rawal Med J 202;45:507-509).

Keywords: Covid-19, online education, student satisfaction.

INTRODUCTION

There are numerous terms for online instruction. Some of them are: virtual instruction, internet based training, online instruction and instruction through PC interceded correspondence.[1] Training can become transformative when educators and understudies integrate data across subjects and encounters.[2] While the review approached respondents for data on a wide range of courses, the present report is committed to internet learning just simultaneously.[3] Misconceptions and fantasies of instructing and learning on the web, access to help online guidance, the help and compensation required for top notch teachers, and the necessities of online understudies make difficult for such proclamations.[4,5]

Computer-based instructional frameworks can accomplish the objectives of training, including apparent learning results and understudy fulfillment.[6] On the web and mixed learning have become basic spot in 21st century advanced education.[7] Worldwide proficiency with the guide of online media has been emphasized.[8,9] Faculty members find it difficult to move to something new when the examples of behavior required for progress are not completely settled.[10] Numerous web based learnings are being used for online education[11] and this learning type has become increasingly adaptable.[12]

Web based learning has lot of potential.[13,14] The nature of connection in online settings may depend to a huge degree on the innovation devices used during learning.[15] The rationale of this study was to assess satisfaction of undergraduate physiotherapy students' in online education program during Covid-19.

METHODOLOGY

This cross sectional survey was conducted at 10 institutes of Lahore including UOL, UCP, Superior University, Pak Medical college, UMT, Ghulab Devi Hospital, Rashid Lateef Medical College, University of South Asia, Afro Asian Institute of Health Science and Allama Iqbal Medical College. Approval of management of the University and informed consent from students were taken. A total of 239 students of physiotherapy in undergraduate program having normal mental and physical health were enrolled. Post graduate and PhD students were excluded.

Distance Learning education questionnaire used contained 33 questions, which included specific demographic descriptors (such as gender, age, student status). Quality of online education was directly assessed by asking students to indicate the intensity of their current general interest in online education system.

Statistical Analysis: SPSS version 22 was used to analyze data. Percentages and frequencies were reported for categorical variables, and means ± SD are reported for non-normal continuous data.
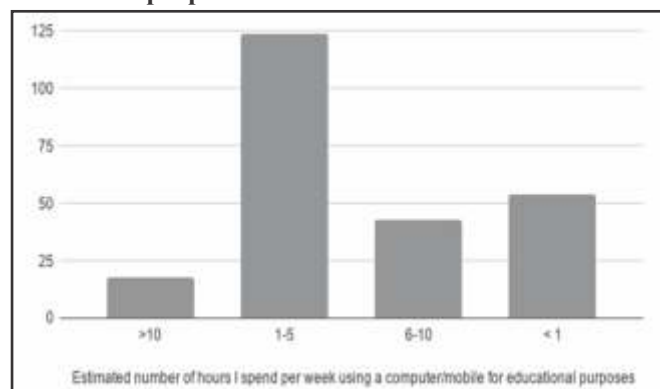
RESULTS

Out of 239 students, 21.8% were male and 70.2% female. The mean age was 21 years. For Question 1, 55.2% students were strongly agreed (Table 1). For Question 2, 51.9% students spend 1-5 hours per week (Figure). For Question 3, 35.6% students disagreed, 28.5% students were strongly disagreed, 29.7% students were agreed while only 6.3% students were strongly agreed. For Question 4, 41.8% students agreed, 30.5% disagreed, 15.1% students strongly agreed while only 12.6% strongly disagreed.

Table 1. Descriptive statistics of Question 1 'I feel that face-to-face contact with my instructor is necessary to learn'.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	132	55.2	55.2	55.2
Agree	67	28.0	28.0	83.3
Disagree	29	12.1	12.1	95.4
Strongly Disagree	11	4.6	4.6	100.0
Total	239	100.0	100.0	

Figure 1. Descriptive statistics of estimated number of hours 'I spend per week using a computer/mobile for educational purpose'.

Estimated number of hours I spend per week using a computer/mobile for educational purposes

We found that 35.6% students markedly disagreed on the answer of I am able to easily access the internet, 28.5% markedly strongly disagreed, 29.7% markedly agreed while only 6.3% markedly strongly agreed. Results showed that 41.8% students markedly agreed on the answer of I am comfortable with written communication, 30.5% markedly disagreed, 15.1% markedly strongly agreed while only 12.6% students markedly strongly disagreed.

DISCUSSION

In this study, 51.9% students spend 1-5 hours per week, only 29.7% students agreed that they had easily access to internet, 41.8% were satisfied at written communication, while 55.5% students strongly agreed that face-to-face contact with instructor is necessary to learn. Most students did not have web access because they can't invest greatest energy for online education.

A study on US student's satisfaction at online programs reported that female students were participated more than males. Understudies in graduate-level courses had more cooperation with their colleagues than those in college classes. It might be simpler for them to share and trade thoughts with their colleagues or conceptualize on content-related subjects, which thus helps the procurement of substance information.[15]

Another research was done on 51 individual differences on the web and up close and personal guidance, 11 were essentially constructive, preferring the on the web or mixed learning condition. For 51 differentiations, at that point, one would expect 2 or 3 critical contrasts by some coincidence. The finding of 2 huge differentiations preferring up close and personal guidance is plainly inside the range one would expect by some coincidence; the 11 differences preferring on the web or cross breed guidance surpasses what one would expect by some coincidence.[8]

A study on MBA students, concluded that virtual team learning was significantly correlated to learning satisfaction, learning motivation is significantly correlated to learning satisfaction and there was no significant relationship found between virtual team learning and learning motivation.[14]

Limitations of study are that the study was done on small sample size. There should be a large sample size. Other things like students willingness to take an interest in program, limited resources and students education are principle impediments.

CONCLUSION

Mostly students did not have web access because of the reality that they can't invest greatest energy for online education purpose. Most students strongly agreed that face to face contact with teacher was important to learn, which isn't accessible in online education.

Author Contributions:
Conception and design: Adnan Hashim
Collection and assembly of data: Ifrah Mustafa, Sameera Saleem Butt
Analysis and interpretation of the data: Ahsan Ali, Ifrah Mustafa
Drafting of the article: Sameera Saleem Butt, Ahsan Ali
Critical revision of the article for important intellectual content: Sana Shahid
Statistical expertise: Ifrah Mustafa
Final approval and guarantor of the article: Adnan Hashim
Corresponding author email: Adnan Hashim: adnanhashim199@gmail.com
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