

HIGH SCHOOL STUDENTS SATISFACTION WITH ONLINE LEARNING AND ITS RELATES TO ACADEMIC ACHIEVEMENT

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Abstract:

As educators endeavoured to digitise the curriculum and learning activities while maintaining the calibre of instruction for students, a huge challenge arose. ICT-based efforts in online learning settings are effective when judged by pupil happiness, which is a reliable indicator. In this study, researchers exposed a strong connection between students' views of academic performance and their desire with online learning. The objectives of this study are to: 1) ascertain the degree of satisfaction that high school students have with their online education; 2) examine the influence of gender differences and internet usage on the satisfaction of high school students with their online education; and 3) explore the connection between academic achievement and the satisfaction of students with their online education. The population consisted of high school students from the Kallakurichi district, with a sample size of 697 individuals (87 men and 270 females) drawn using a simple random selection approach. This study collected data on satisfaction with online learning. SPSS data analysis is performed using correlation, t-test, and descriptive statistical approaches. The information showed that students had a high level of satisfaction with the used online learning method. Academic accomplishment and online learning satisfaction are positively connected, implying that the more happy a student is with their online education, the higher their academic achievement. This study delves into the future of online learning practices and provides a significant contribution to higher education administration in the future.

Keywords: Academic Achievement, Digital Education, High School Students, Online Learning, Satisfaction.

1. INTRODUCTION

Many firms, notably in the education sector, have seen major changes as a result of technological innovation. One example is online education, also known as online learning, which is widely used to broaden the scope of education. Online learning provides opportunities for students regardless of geographic boundaries by providing a diverse variety of learning opportunities through computer-based, web-based, virtual, and digital collaboration (Urdan & Weggen, 2000). Online learning comprises working either online or offline, in synchronous or asynchronous mode (Hussain, 2012). Personalisation is also vital in this case.

To generate students who are not just globally linked but also holistically developed global citizens, a multitude of challenges and issues need to be addressed (Black, Bissessar, and Boolaky, 2019). Online learning has various benefits, including better accessibility, faster communication, and academic collaboration (Alam, 2012). Linking massive open online courses with social media technologies in huge populations is a prominent online learning strategy (Shen & Kuo, 2015). Analysing student tweets and comments allows you to easily track the success of massive open online courses. When used effectively, social media mining and online learning may help course creators assess the MOOC's success or failure, as well as detect public emotions and influencers' previous performance in MOOC learning. This may allow for the overall improvement of the programme.

2. NEED AND SIGNIFICANCE OF THE STUDY

The rapid use of online learning, especially in light of the COVID-19 pandemic, makes it imperative to assess students' satisfaction levels with this modality of instruction. Satisfaction is an important measure of student involvement, motivation, and overall educational quality. By looking at student happiness, educators and policymakers may identify the strengths and drawbacks of online learning environments, which is critical for enhancing instructional design and delivery. The association between student happiness with online learning and academic accomplishment is crucial since satisfaction has a direct influence on learning outcomes. In contrast, discontent may be associated with disengagement, low motivation, and poor academic performance. Understanding this link can assist in designing methods to improve both satisfaction and academic accomplishment. The findings are also relevant in terms of educational equity. Online learning has shown differences in access to technology, internet connectivity, and other resources. By comparing satisfaction levels across demographic groups, the study can shed light on how the digital divide affects student experiences and outcomes. This can inform targeted efforts to assist underprivileged pupils. The link between how SOL and their AA is complex and important. High levels of satisfaction improve motivation, engagement, and learning outcomes, but discontent can impair academic development. Understanding and improving this connection necessitates a complete strategy that includes good teaching tactics, strong technical support, and ongoing assessment of student experiences. By putting student happiness first, educators and organizations can create surroundings that not only provision academic success also promote lifelong learning and adaptation in an increasingly digital world.

3. REVIEW OF RELATED LITERATURE

Ram Gopal, Varsha Singh, and Arun Aggarwal (2024) investigated the effects of online classrooms on student enjoyment and performance. The findings demonstrated that the four independent factors included in the study, namely instructor quality, course design, quick feedback, and student expectation, all had a positive effect on student satisfaction, which in turn had a positive impact on student performance.

Girisha Lakshman Naik (2023) investigated online teaching and learning in higher education in India. The findings revealed that the most major drawback of conducting online sessions is a lack of facilities, infrastructure, technical tools, and internet access. The findings also indicated strategies to improve current online teaching approaches in order to reach a larger number of students while also enhancing the quality of instruction or learning.

Pavan Kumar (2022) investigated the effect of online learning readiness on student satisfaction in higher education institutions. The findings revealed a favourable association between students' online learning readiness and satisfaction. The studies also revealed a substantial link between growing levels of online learning readiness and student satisfaction.

Kuldeep Singh (2021) looked at secondary school pupils' satisfaction with online learning. The current study seeks to evaluate high school students' perceptions towards online learning in relation to gender and geography. The study used a survey approach to investigate attitudes towards online learning. The study discovered that there was no significant difference in satisfaction with online learning depending on gender. The findings also showed that proximity had a significant influence on students' happiness with online learning.

Long She et al. (2021) looked at how satisfied Chinese university students were with online education. The results showed a strong positive correlation between academic self-efficacy and online learning satisfaction, academic self-efficacy and student engagement, and student engagement and online learning pleasure. The results also showed that the relationship between interaction and the enjoyment of online learning was successively modified by academic self-efficacy and student participation.

Le Anh Tuana and Nguyen Thi Huyen Tram (2021) looked on how satisfied students were with online education. The results showed that the factors that have the most effects on student satisfaction are facilities, training programs, interoperability, teaching personnel, and tuition costs. The board of directors of the university intends to make a number of changes soon in order to raise student satisfaction with online education.

Vandana Marda (2019) identified characteristics influencing learners' perceived learning outcomes and satisfaction with e-learning. Structural equation models are used to generate the causal connection's

outcomes. The results of the study unequivocally demonstrate that crucial e-learning success factors are statistically significant and affect students' perceptions of their learning objectives and levels of satisfaction.

4. OBJECTIVES OF THE STUDY

- ❖ The purpose of the study is to evaluate academic achievement and high school students' satisfaction with online learning.
- ❖ The purpose of the study is to ascertain if gender and internet usage have an impact on high school students' satisfaction with online learning and academic achievement.
- ❖ The purpose of the study is to ascertain whether academic achievement in high school students and their level of happiness with online learning are related.

5. HYPOTHESIS OF THE STUDY

Based on the objectives the following hypotheses are formulated

- ❖ There is no statistically significant difference in high school pupils' academic success and happiness with online learning based on their gender or internet usage.
- ❖ Academic success among high school students and happiness with online learning do not significantly correlate.

6. METHODS

Normative survey method was adopted for this study

6.1. Population and Sample: 15 high school students of the kallakurichi district are the population of this study. A sample of 697 high school students was randomly selected.

6.2 .Sampling Technique

For the present study the stratified random sampling method was used in this study.

Tools Used:

Satisfaction with Online Learning scale constructed and validated by the S.Saranya and Guide S. Venkataraman (2020).

6.3. Research Design, Population and Sample

The study used a survey technique since data was collected from various classifications (zones) of schools in the kallakurichi District. This research includes all of the kallakurichi district's high school pupils. This research included a random sample of 697 high school pupils. A Satisfaction in Online Learning Questionnaire was utilised to gather quantitative data for the study.

6.4. Instruments

The Satisfaction in Online Learning (SOL) Questionnaire (35 items; $\alpha = 0.86$), created by the researcher, was used to gather data. The agreement and disagreement on the scale were assessed as follows: strongly agreed (SA), disagreed (A), unsure (U), agreed (A), and severely disagreed (SD). Ten negative statements total, each of which was scored in reverse order, were included in the scale. The academic achievement (AA) score was computed by averaging the scores from previous tests taken by high school students.

7. DATA ANALYSIS

7.1 Level of SOL and AA

Table 1: Level of Sol and AA among High School Students

<i>Variable</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
SOL	174	25	341	48.9	182	26.1
AA	196	28.1	298	42.8	203	29.1

The findings of high school students' satisfaction with online learning are displayed in Table 1. The poll found that while a minority of students ($n = 174$, or 25%) expressed dissatisfaction with online learning, the majority of students ($n = 341$, or 48.9%) expressed some degree of satisfaction.

The data on high school pupils' academic achievement is displayed in Table 1. According to the survey, the majority of the students ($n = 298$, 42.8%) performed at a moderate level academically, while a small

percentage (n = 196, 28.1%) and a small percentage (n = 203, 29.1%) demonstrated high levels of academic engagement.

7.2 Significant Difference in SOL and AA

H₀1: There is no significant difference in SOL and AA among high school students with respect to their gender.

Table 2: Significant Difference in SOL and AA among High School Students with respect to their Gender

Variable	Gender	N	Mean	SD	t-value	p-value
SOL	Boys	273	131.78	27.479	0.436	0.663
	Girls	424	130.84	27.681		
AA	Boys	273	72.78	15.806	2.747	0.004*
	Girls	424	81.83	27.213		

*-indicates significant at 5% level

Table 2 demonstrates that, at the 0.05 level of significance, the t-value of 0.436 for the mean scores of satisfaction with online learning among high school students with respect to gender is not significant. Consequently, there is no discernible variation in high school pupils' contentment with virtual education based on their gender. Compared to their counterparts, male students showed somewhat higher mean ratings for satisfaction with online learning. This indicates that compared to their female counterparts, male students are somewhat more happy with online learning.

At the 0.05 level of significance, Table 2 demonstrates that the t-value of 2.747 for the mean academic achievement scores among high school students in relation to gender is significant. As a result, intellectual success among high school pupils varies significantly by gender. In terms of mean scores, female students outperformed their male counterparts in academic success. This demonstrates that female pupils perform better academically than their male counterparts.

H₀2: There is no significant difference in SOL and AA among high school students with respect to their locality of the student.

Table 3: Significant Difference in SOL and AA among High School Students with respect to locality

Variable	Locality of the Student	N	Mean	SD	t-value	p-value
SOL	Rural	434	129.00	26.697	2.065	0.025*
	Urban	263	142.55	32.058		
AA	Rural	434	71.70	16.826	2.003	0.042*
	Urban	263	79.03	21.410		

*-indicates significant at 5% level

Table 3 demonstrates that, at the 0.05 level of significance, the t-values 2.065 and 2.003 for the mean scores of academic achievement and pleasure with online learning among high school students in relation to location are significant. Because of this, high school students' happiness with online learning and academic achievement vary greatly depending on where they attend school. In terms of average satisfaction with online learning, urban students outperformed their counterparts. Furthermore, rural students' happiness with online learning may be related to a lack of technology tools such as PCs, tablets, and cellphones. In remote places, most parents have extremely limited resources and are unable to afford cellphones, laptops, and so on. In terms of average academic success scores, urban kids outperformed their peers.

7.3. Correlation between SOL and AA

The focus of this hypothesis was to test whether SOL could correlate with the AA of high school students.

Table 4: Correlation between SOL and AA

Pearson Correlation		SOL
AA	r	.714
	Sig. (2-tailed)	.000*
	N	697

Table 4 illustrates a relatively favourable correlation ($r = 0.714$) between student satisfaction with online learning and academic accomplishment. Students were more satisfied with their learning the more they valued online education. The results showed that academic achievement is positively and strongly correlated with satisfaction with online learning. Academic success is greatly impacted by the high level of student satisfaction with online learning. This is due to the fact that happy students are more inclined to enrol in classes and put in extra effort to succeed in them.

8. DISCUSSION

This study's main goal is to evaluate how satisfied students are with online education. Since the average value of each indicator was moderately difficult the data analysis showed that students were happy with the online learning that had been adopted (Demuyakor, 2020; Dooley et al., 2018; Green et al., 2018; Morton et al., 2016; Riddle & Gier, 2019). The majority of students are content with online learning since they have a solid understanding of technology (Parkes et al. 2015). This finding runs counter to other studies' findings that most students in the study area were unhappy with the way online education was being provided (Napitulu, 2020; Loton, 2020).

A correlation has been found in another study between the satisfaction of high school pupils with online learning and their academic achievement. The accomplishment of learning objectives may be impacted if the deployed course technology is not operating at its best. Therefore, in order to keep students interested, using course technology should be easy, simple, quick, and visually attractive (Cidral et al., 2018; Lin & Wang, 2012; Navimipour&Zareie, 2015). User satisfaction can be impacted by a broken system, an unreliable visual link, or unusable usage (Asarbakhsh& Sars, 2013). Consequently, the online learning process depends heavily on having access to technology (Amado-Salvatierra et al., 2012; Liu et al., 2020; Shen and Ho, 2020).

Interaction between instructors, students, and the course material is a significant factor that affects how satisfied students are with their online education (Kuo et al., 2013). The results of the study show that students value the interactions that take place during online learning since they may discuss topics with their peers more and obtain helpful feedback. Dziuban et al. (2018) state that several research have discovered a strong correlation between the quantity and calibre of student interactions and student happiness in practically every type of learning environment. The results of this study are not consistent with those of Khiat (2013), who looked at student happiness among non-traditional students and found that there was only a tenuous relationship between academic success and learning pleasure. According to appropriate academic evaluation results, non-traditional students' discontent with their learning may be the cause of this alleged unstable connection. Sockalingam (2012) asserts that assessment satisfaction directly affects course grades, while only explaining 1.3% of the variation within a class.

9. RECOMMENDATIONS

- ❖ Promote active engagement through discussion forums, live Q&A, and group projects. Interaction with classmates and instructors fosters a sense of connection and engagement, while multimedia materials like as movies, simulations, and interactive quizzes enhance learning.
- ❖ Help students understand how their online learning activities impact their academic performance. Clear relationships between effort, satisfaction, and accomplishment might encourage students to dig deeper into the content.
- ❖ Recognise and applaud student accomplishments, large or little. Positive reinforcement can increase students' confidence and contentment, resulting in better academic achievement.
- ❖ Encourage pupils to develop personal academic goals and monitor their achievement. Goal-setting keeps pupils motivated and focused, which leads to greater pleasure and accomplishment.
- ❖ Use tools like progress monitoring dashboards and self-assessment quizzes to help students measure their learning progress.

10. CONCLUSION

Education in India and throughout the world has altered as a consequence of the greater usage of online learning during the epidemic, as well as the advent of numerous technological apps and their effects on student happiness and academic accomplishment. Research indicates that the overall satisfaction and

academic achievement of students are significantly impacted by online learning. High school students who took use of online courses throughout the pandemic expressed greater satisfaction with their education and improved academic performance. The results showed a relationship between academic success and satisfaction with online education. It is critical to emphasise that student satisfaction with online learning is highly correlated with academic accomplishment and may be utilised to evaluate the effectiveness of online courses (Alqurashi, 2019). Online learning planning, design, and efficacy are unknown in a developing country like India, where device compatibility and bandwidth availability are concerns (Muthuprasad et al., 2021). Students will gain the most from adopting online channels and building their digital competence when they understand student gratification with online learning and in what way it relates to motivation and willingness. The study is significant because it provides educators and policymakers with new perspectives on how to properly prepare for the introduction of online learning while keeping student happiness in mind, as well as how to execute online learning while ensuring student enjoyment.

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