

ONLINE LEARNING EXPERIENCES AND SATISFACTION OF STUDENTS ON THE TRANSITION TO REMOTE LEARNING

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ABSTRACT

Online education becomes a viable and stimulating method for instructional and service delivery by providing students with great flexibility in the current situation. Learning issues, personal issues, quality of learning, instructor, technology, and social interactions are the dimensions used for students' online learning experiences and significantly affect students' service satisfaction. This research study utilizes a descriptive correlational design to evaluate students' online learning experiences and service satisfaction. Data were collected through online surveys utilizing Google form and were analyzed using multiple regression. Results revealed that quality of learning, technology, and learning issues strongly impact students' customer satisfaction. Students are more concerned about the services they receive than the materials and facilities. Thus, assisting students directly impact student satisfaction. So, the schools may use technology and automation to address their concerns during online learning to meet students' changing needs and quality learning, too.

Keywords: Remote Learning, Online Learning Experiences, Satisfaction, Technology, quality of Learning, learning issues

INTRODUCTION

People's lives have changed dramatically for almost two (2) years. It was unheard of, especially in this day and age. No one is immune as nations adapt to the challenges posed by the COVID-19 Pandemic. At the onset of Academic Year 2020-2021, COVID-19 posed threats affecting the opening of classes as the number of cases continued to surge and there was no sign that it would cease. Philippine Education Authorities, CHED, and DepEd have conceptualized frameworks that would work for educational institutions and students' welfare. Online distance learning is not a new pedagogical method, it is still underutilized in student services (Almusharraf & Khahro, 2020; Whelan Ariza, 2018). As students were reconsidered in creating frameworks on how to deliver online instructions, evaluation, and

assessment, both students and learning institutions are now faced with the "million-dollar question", was it effective? Did the learning competencies and learning outcomes were met and achieved? Online education works in digitally advanced nations (Adnan, 2020; Basilaia & Kvavadze, 2020) with excellent internet connectivity, so it is not that effective in the Philippines. Lack of affordable and reliable internet hinders online learning (Adarkwah, 2021; Gledhill et al., 2017; Hanjarwati & Suprihatiningrum, 2020), most notably in rural and poor areas (Adnan, 2020; Wains & Mahmood, 2008; Wright et al., 2009). As a result, academic institutions focusing on transferring educational content to the digital world affect student learning experiences (Wu, 2020). Online learning is also associated with a lack of interaction with instructors (Adnan, 2020; Araka et al., 2021; Yoo et al., 2014). Questions about online course content are usually

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emailed to the instructor (Zhong, 2020). Moreover, online learning lacks traditional classroom socialization (Agustina & Cheng, 2020; Britt, 2006; Chogyel et al., 2021). The digital learning world lacks real-time sharing of ideas, knowledge, and information (Adnan, 2020; Cesari et al., 2021) because students only communicate digital platform (Britt, 2006). As the pandemic spreads, so does the need for research into student satisfaction and online learning experiences (Allen & Seaman, 2017).

Satisfaction determines learners' experiences (Alqurashi, 2019). Student satisfaction is influenced by online distance learning adopted to respond COVID-19 in developing online courses (Almusharraf & Khahro, 2020). Student satisfaction with online learning is highly related to dropout rates (Ghaderizefreh & Hoover, 2018), determination (Croxtton, 2014), motivation (Tratnik et al., 2019), and commitment to complete a degree online, and success rates (Ali & Ahmad, 2011; Alqurashi, 2019; DeBourgh & Marks, 1999). As online distance learning continues to proliferate due to the effect of the pandemic, not all students find online learning satisfactory or to be their preferred learning modality. In order to help students, achieve their learning goals, more research is required. Numerous recent studies examined the challenges and opportunities associated with e-learning in pandemic situations (Mailizar et.al (n.d), Ferri et al., 2020)al., 2020). Researchers are trying to understand the benefits and drawbacks of recent e-learning initiatives from various perspectives (Adnan, 2020). The study by Mailizar et al. (2020) suggests that future research should focus on students' perspectives on online learning and the challenges they face. This study will serve as a springboard to further the quest to know students' online learning experiences deeper, specifically Dr. Carlos S. Lanting College (DCLC).

OBJECTIVES OF THE STUDY

This study primarily aimed to disclose the students' experiences revolving around two essential features of students and student services' relationship. Determining students' experiences on delivery and method and the delivery and function of student services during the online classes will be

of great help in bettering learning modalities and addressing students' issues and concerns not only of Dr. Carlos S. Lanting College also of other Higher Education Institutions.

Specifically, it sought to fulfill the following:

1. To determine students' experiences with the transition to online distance learning.
2. To determine the level of student service satisfaction on implementing online distance learning.
3. To analyze students' online learning experience positively affects student service satisfaction level.

METHODOLOGY

A self-administered questionnaire was used. It was distributed to 406 enrolled DCLC students to collect data and to address the overall research objectives. Since all of the respondents are distance learning students, it was forwarded with their official institutional email address and facilitated using Google form. The questionnaire consists of 44 items with three (3) parts. The first part contains demographic variables; the second part contains the online learning experiences and their related items. The third part is the students' satisfaction and its related items.

Moreover, six (6) variables were used to assess the online learning experience of students. These variables include educational concerns, personal concerns, educational quality, instructor, technology, and social interactions. The items for online learning experiences included 33 items, each of which was scored on a four-point Likert scale with responses ranging from never (1) to very often (4). Student satisfaction was determined using three criteria: accessibility, communication/response, and overall satisfaction. Satisfaction with 11 items and a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5) were utilized in this study. It is essential to emphasize the demographic background of the respondents, as the responses relate to the experiences with the transition to online distance learning and student service satisfaction on the implementation of online distance learning. As mentioned, a sample of 406 students was selected across different programs in the undergraduate and



graduate programs of the College. This was considered an acceptable sample size of the study. The gender composition of the respondents was 36.7% female and 63.3% male. 32% are in their 4th year in college, 13.5% are in their 3rd year, 22.2% are in their 2nd year, and 23.2% are in their 1st year. 9.1 percent of the respondents are graduate students. Moreover, 89.7% of the students are residents before the pandemic and 10.3% transferees during the implementation of online distance learning.

RESULTS AND DISCUSSION

1. Students' Online Learning Experience

Prior to data collection, the reliability coefficients alpha were used in the pilot study to assess the reliability construct. The pilot study sampled 50 respondents. The survey for online learning experience included 33 items, with a Cronbach's Alpha of .954 for these variables. Cronbach's Alpha was equal to .948 for an 11-item student satisfaction survey, all exceptional quality.

Table 1
Summary of the means of computed items according to variables of students online learning experience

Variable	Mean	SD
Learning Issues	2.27	0.67
Personal Issues	2.41	0.77
Quality of Learning	2.16	0.74
Instructor	2.12	0.63
Technology	2.17	0.71
Social Interactions	2.42	0.68
Overall Experience (Composite Mean)	2.26	0.57

Table 1 represents the summary of the computed means of all items according to variables. The overall scores were obtained by averaging the responses to the appropriate items. The means of all the computed items are below 2.50, as presented in Table 1. These findings indicate that all of the factors mentioned occasionally had negative experiences with respondents' online learning experiences. Moreover, items for each variables indicates a significant antecedents of students' online experiences on the transition to remote learning.

2. Students Services Customer Satisfaction

Table 2
Summary of the means of computed items according to variables of students' services customer satisfaction

Variable	Mean	SD
Accessibility	3.71	0.86
Communication/Responsiveness	3.54	0.86
Other Services	3.72	0.91
Overall Satisfaction (Composite Mean)	3.66	0.80

The computed means of all the items according to variables for student service customer satisfaction is shown in Table 2. The overall score was obtained by averaging the responses to the appropriate items. It indicates that the means of all computed items are above 3.00, revealing that considering all the factors listed in Table 2 consists of a high level of student service customer satisfaction revealing that each variable is the major antecedents for students' services satisfaction.

3. Correlation of online learning experience with Student Services Customer Satisfaction

Table 3
Multiple Correlation of Online learning Experience with Student Services Customer Satisfaction Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate
1	.477^a	.228	.71108

Predictors: (Constant), Social Interactions, Quality of Learning, Personal Issues, Technology, Instructor, Learning Issues

Multiple regression analysis was used to examine the relationship between the dependent variable, student service customer satisfaction, and the predictor variables, Learning Issues, Personal Issues, Learning Quality, Instructor Technology, and Social Interactions.

Table 4
Significance of the Subscales of Online Learning Experiences ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	59.567	6	9.928	19.635	.000 ^b
Residual	201.746	399	.506		
Total	261.313	405			



a. *Dependent Variable: Overall Satisfaction.*

b. *Predictors: (Constant), Social Interactions, Quality of Learning, Personal Issues, Technology, Instructor, Learning Issues*

There are multiple correlations ($R=.477$) of six significant predictors with the Student Services Customer satisfaction, as demonstrated in Table 3. From the model, student service customer satisfaction factors are learning issues, personal issues, quality of learning, instructor, technology, and social interactions. The six factors have a significant effect size, which explains 22.8 percent of the variability towards the students' online

learning experiences that influence the student services customer satisfaction. Furthermore, the adjusted R^2 shows that the six factors account for 21.6 percent of the variance contributing to higher student services customers satisfaction. In Addition, Table 4 reveals that the regression is significant for student online learning experiences ($F_{6,399}=19.635$, $p\text{-value}<.05$)

4. Regression Coefficients and significance of the Online Learning Experience variables

Table 5

Regression Coefficients and significance of the Online Learning Experience variables.

Model	Coefficients ^a					95.0% Confidence Interval for B	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Lower Bound	Upper Bound
	B	Std. Error	Beta				
1 (Constant)	4.898	.150		32.691	.000	4.603	5.192
Learning Issues	-.223	.084	-.186	-2.652	.008	-.388	-.058
Personal Issues	.091	.067	.088	1.368	.172	-.040	.223
Quality of Learning	-.247	.076	-.229	-3.276	.001	-.396	-.099
Instructor	-.063	.084	-.049	-.741	.459	-.229	.103
Technology	-.224	.074	-.197	-3.011	.003	-.370	-.078
Social Interactions	.081	.068	.069	1.198	.232	-.052	.214

Dependent Variable: Overall Satisfaction

Three significant predictors out of six independent variables were negatively related to the criterion variable in the regression, as shown in Table 5. The independent variable 'quality of learning' has the strongest negative effect ($\beta = -.229$), followed by 'technology' ($\beta = -.197$), and 'learning issues' ($\beta = -.186$). Effects from other predictors are insignificant in this set of combinations, and those factors are not included in the multiple regression

5. Key Factors of Online Learning Experiences for Determining Students Service Customer Satisfaction

Table 6 illustrates the percentage distributions for the items and variables comprising the three most potent predictors of student service customer satisfaction: quality of learning, technology, and learning issues. The most frequently selected response option appears to be "occasionally."

Quality Learning. Quality of learning is the first most substantial variable of the online learning experience in predicting customer satisfaction for students' services. Students were asked about their learning remotely, access to student support services, feelings about receiving the same quality education, possible delays in completing their programs, and concerns about their grades or



unclear grading after moving to online distance learning. Approximately 43% or many of the respondents occasionally experienced learning remotely is difficult for the students. These were substantiated by Bernido (2021) findings, also in

the study of Rotas, Erwin E. & Cahapay, Michael B. (2020).

Table 6
Key Factors of Online Learning Experiences for Determining Students Service Customer Satisfaction

Quality of Learning	Very often %	Often %	Occasionally %	Never %
1. Having to teach me or learning remotely is difficult	9.6%	29.6%	42.6%	18.2%
2. Lack of access to student support services	5.7%	24.9%	39.7%	29.8%
3. I do not feel like we are receiving the same quality education	10.3%	27.3%	37.9%	24.4%
4. Possible delays in graduating/completing my program	8.4%	23.9%	36.5%	31.3%
5. Grade concerns, unclear grading, grades dropping after the move to remote learning	8.9%	22.9%	39.4%	28.8%
Technology	Very often %	Often %	Occasionally %	Never %
1. Experiencing difficulty of using platforms (e.g. gsuite, webex)	8.6%	23.4%	44.1%	23.9%
2. Lack of access to devices or other equipment of the course	7.4%	21.2%	41.9%	29.6%
3. Issues or uncomfortable with technology	5.7%	24.4%	44.6%	25.4%
4. Connectivity, access of functionality	11.8%	31.8%	43.3%	13.1%
5. Lack of access to necessary applications	4.7%	22.4%	46.3%	26.6%
6. I have Personal device difficulties	9.1%	25.6%	41.9%	23.4%
Learning Issues	Very often %	Often %	Occasionally %	Never %
1. Had trouble in completing course activities/assignments in a timely manner.	4.2%	30.8%	41.6%	23.4%
2. Difficulty in focusing on online instruction or activities	9.9%	36.5%	38.9%	14.8%
3. Experiencing problems in finding time to participate in a synchronous online class	5.9%	24.9%	44.1%	25.1%
4. Having issues in completing synchronous class meetings and schedules	5.2%	19.2%	44.3%	31.3%
5. Personal motivation issue and desire to complete the activities.	14.5%	31.3%	36.9%	17.2%
6. <u>Class has increased in difficulty (increased workload, more difficult exams and assignments</u>	<u>12.3%</u>	<u>36.9%</u>	<u>38.4%</u>	<u>12.3%</u>

Approximately 39.7% and 39.4% reported that students occasionally experienced a lack of access to student support services, and unclear grades dropped after moving to online distance learning. Distance education is learner-centered, so accessible communication and timely help are still important factors for student satisfaction (Ali & Ahmad, 2011; Niwaz et al., 2019). According to Young & Norgard (2006), providing timely feedback

improves their performance in distance learning courses.

Technology. The second most important factor in customer satisfaction with student services is technology. In this section, students were asked about technological issues. Approximately 42% to 47 % occasionally experienced lack of access to the application, issues or uncomfortable of using technology, experiencing the difficulty of using online learning platforms, connectivity and access

of functionality, having personal device difficulties, and lack of access to devices or other equipment of the course. Previous researchers have identified accessibility issues, including internet connectivity, using compatible smartphones and laptops. For instance, Muilenburg & Berge (2005) identified that cost and internet access are less critical barriers to online learning. However, the current study identified accessibility as a significant barrier to online learning, which can be attributed to the study's varied geographical locations. Whereas Muilenburg & Berge (2005) current study was conducted in a developing country with poor internet connectivity (Connolly, 2014), some students did not have access to internet-capable mobile devices (Dianito et al., 2021; Toquero, 2021). Telecommunications, human resource development, and ICT policies, among other things, were identified as key challenges facing online learning in developing countries, according to the findings of Ahmed & Nwagwu (2006).

Learning Issues. Students were inquired about their feelings regarding if they are experiencing trouble in completing course activities/assignments in a timely manner, difficulty in focusing on online instruction or activities, experiencing problems in finding time to participate in the synchronous online class, having issues in completing synchronous class meetings and schedules, issues in personal motivation issue and desire to complete the activities, and experiencing an increase in difficulty (increased workload, more complex exams and assignments). Many of the respondents occasionally experienced problems finding time to participate in a synchronous online class (44.1%) and having issues completing synchronous class meetings and schedules (44.3%). As stated, creating a social network and supportive environment is critical to engaging participants in synchronous interaction (Burnett, 2003). Finkelstein (2006) also notes that socialization and informal exchanges are critical for the learning process in synchronous online learning environments. They help build community and create a friendly and safe environment where people can feel like people.

CONCLUSION

The quality of learning, the use of technology, and learning issues all significantly impact students' customer satisfaction. It is essential not to overlook the technical difficulties of using the new learning tools. To effectively use online tools and improve student outcomes, educators must recognize the potential of synchronous online instruction and communication. Increasing the availability of student support and reminding students to prepare can improve their overall experience and make online distance learning more efficient. Thus, the school may use technology and automation to cater to students' issues and concerns during their online learning experience to meet students' changing needs. Students are not mainly concerned with the materials and facilities but rather with the actual services they receive due to their personal experiences with the institution. This helps to meet the needs of students; improve service delivery that directly impacts the institution's business procedures and the level of student satisfaction.

RECOMMENDATION

Future studies are recommended to explore how the implementation engages learners; since this study primarily reviewed the students' insights into their online learning experiences and the extent of their satisfaction when the ODL was fully implemented during the COVID-19 crisis. This study's findings may not apply to students in other learning environments, such as hybrid or blended courses. Future research could compare entirely online, hybrid, and blended courses results. Moreover, future research is required to validate the findings of this study on teachers' and students' attitudes and performance and can further elaborate on this study by exploring teaching quality, learning effectiveness, and learning achievements in public and private institutions.

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