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RESEARCH PAPER

Correlational Study of Teacher's Online Enactment and Students Learning Satisfaction

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ABSTRACT

The educational landscape of world is in a crisis situation due to COVID-19 and educational institutions are struggling to adept with the help of technology mediated tools to resume the academic activities. However, at this initial phase of crisis situation, decisions are made, steps and actions have been taken. However, required attention and focus has not been paid while decision and acceptance of online, internet based technologies are made the part of education system. Especially, in Pakistani context where there is digital divide and lack for digital literacy. This quantitative study has been conducted in a private higher secondary school of Sindh, Pakistan. The purpose of study is to include the voice of an important stakeholder i.e. Learner, in the application process of online teaching courses. The study is correlational in its nature and would help us to understand the correlation of Teachers online enactment and Students learning satisfaction. The results of study proved that there is strong correlation between these two variables. This suggests that quality of teachers in terms of online teaching skills along with many other factors such as fairness, assessment methods, positive attitude, subject knowledge and assignment allocation are significant for the satisfaction of students learning needs.

| **KEYWORDS** | Online Learning, Students Learning Satisfaction, Teacher Online Enactment |

Introduction

In the advent of recent developments in the field of ICT and its usage in the educational institutions has created lot of opportunities as well as challenges for major stakeholders such as students, teachers, principal, parents and policy makers. In addition to this, sudden emergence of COVID-19 all over the world which has caused the closure of universities in Africa, Asia, Europe, the Middle East, North and South America have closed their educational institutions (UNESCO 2020). In addition to this, all educational institutes ranging from universities and schools are closed in Pakistan and on the direction of the government online classes have been started in different universities. Even before the COVID-19 pandemic, online education was gaining ground in Pakistani higher education context. As it is stated by Sher (2008) that online education has become essentially primary source in the process of teaching and learning. Further to this due to the emergence of new online model, traditional teaching is losing its space and giving impetus to the new technologies based on Information Communication technologies (ICT).Therefore, online education is gaining ground in the higher education. In this regard, Waits & Lewis (2004) argue that online teaching and learning is becoming substitute way of higher education learning. In addition to this Aragon & Johnson (2004) also asserts that online education is providing wholesome solution to provide education with internet.

However, while online education is not a new phenomenon in higher education in Pakistan, use of online education at school level is a new phenomenon. Due to the COVID-19 within a short span of time most of the private schools have developed their online teaching courses and students are being engaged in the online classes. However, limited insight is available in the research to know the different dimensions of online teaching and learning, implications, strength, weakness and how the learners and teachers view this new mode of learning and teaching. It is asserted by Moore (1993) that in technology immersed environment of today's world may have issues and problems while interacting with their teachers in terms of learning.

Moreover, as a student and teacher I am having the exposure to both the roles simultaneously. I am attending classes online as a student of university and later I teach to the students online as a teacher. During this experience I observed that I am facing issues and challenges as teacher as well as learner. Though, as university student, I have the opportunity to discuss my issues ranging from technical and personal with the instructors. However, I have observed that students of higher secondary and secondary level are more prone to problems such as technical skills, social and personal limitations and limited or even no say in the designing of online teaching program keeping in view the sudden use and application of online teaching by private sector school to teach students. Moreover, there is no mechanism to see the level of students learning satisfaction with the Instructor online enactment (performance) which is essential to improve the quality of teaching. It is suggested by Sahin (2007) for the success of online learning, students feedback regarding their satisfaction is imperative.). Therefore, this study has been designed to examine the correlation of Instructors online Enactment (TOE) and Students learning Satisfaction (SLS).

Literature Review

Teacher Online Enactment (TOE) or performance is important to determine the outcome of (SLS). There is ample literature which determine and signify the role of online teachers to contribute the students learning expectations and satisfaction. In this regard, Dennen et al (2004) asserts that online instructor role as a pedagogical agent is significantly important. However, for achieving the task to satisfy the learning needs and expectations of the student's online instructors /teachers must be equipped with the skills and understanding of the cutting-edge online technologies and its practical application. It is asserted by Jones (2003) that online instructors must have skills to deal with the new gadgets for effective teaching. Further to this, online teaching is not only content delivery but a new social and personal interaction space with new rules of social and academic engagements are applied. In this regard, Hong et al (2003) suggest that for the success of online learning the required level of discussion and interactions must take place. With that the other factors such as load of online assignment, diversity of learners, availability of gadgets and internet availability, fairness of teachers, providing equal opportunities to all students, online interaction skills of students are the important elements which determine the quality of online teachers and their online performance. It is submitted by Selim (2005) that for effective online teaching instructor must understand the diversity of learners, assessment practices, assessment formats and strategies. In this way online teachers may enhance the motivational level of learners. The research literature suggests that for effective online teaching new set of skills, knowledge and responsibilities are necessary for teachers to satisfy the needs of leaners. As it is stated by Jensen (1993) suggested in his study that new skills are obligatory for teachers as well as students to be adjusted in online teaching and learning process. It is further suggested by Skinner et al (2008) that instructors support is a consistent factor which contributes in academic commitment of the students.

Students Learning Satisfaction

Students Learning Satisfaction (SLI) is the main area of concern in the recent context of online teaching and learning. Without assessing the student's satisfaction level quality of online teaching cannot be improved and improvised accordingly. In this regard Swan (2008) suggests that there are generally three aspects i.e. interactions with the instructors, discussion level among participants and clear outlining and description of the course. The similar factors have also been correlated with the student's satisfaction in the research. Moreover, research also suggests that research about student's satisfaction carry multiple dimension and it is a very complex issue to be research and reached on a single definition of student's satisfaction. In this regard, it is stated by Dziuban et al (2015) due to the online interaction defining students satisfaction has become further complicated and dynamic and quality and quantity of students instructor communications are highly correlated with students satisfaction. This complexity and urgency of situation demands that learning experiences of students regarding their expectations and satisfaction needs to be researched for improving the quality of teaching and learning. It is asserted by Dennen et al (2007) as internet based learning is expanding its presence in academic and training contexts, there is growing need to do research on the different areas of learning experience in the online learning situations. Therefore, in relation to my personal experience regarding TOE and SLE and contextual need to conduct research on this emerging area of research, I have opted to work on the following hypothesis. The Hypothesis 1 (H1) is about the positive correlation of online teacher enactment TOE and SLS and Null Hypothesis shows no relationship of TOE and SLE. Following are the hypotheses

Research Hypothesis

H1- There is correlation of Teacher's Online Enactment and Students Learning Satisfaction.

NH- There is no relationship of Teacher's Online Enactment and Students Learning Satisfaction

Material and Methods

As the purpose of research is to investigate the relationship of TOE and SLS of all students of Secondary and higher Secondary level of a private school in Sindh, Pakistan. As per the requirement of research question/Hypothesis, quantitative approach was followed.

For the collection of date a total population sampling technique (TPS) was used. The reason of this sampling technique was that I have small number of students enrolled in secondary and higher secondary level. Moreover, all these students are living in the same colony with the same social and economic settings. As it is stated by Etikan, Musa & Alkassim (2016) suggested that TSP technique is used in the situations where whole population meet the criteria with same characteristics and number of whole population is small. The sample was consisted of 52 students from secondary and higher secondary level students who were engaged in online classes conducted by a private institute of Sindh Pakistan.

Before the collection of data consent of the participant was attained via email and required details of the research were shared with the participant in the form a brief

written script shared with participant via email. Data was collected via Google online survey form/questioner. The questioner was consisted on 3x sections

(1) Demographic Information covering Gender, Age and Class level- 3 items.

(2) Teacher Online Enactment having (TOE) 10 items.

(3) Students Learning Satisfaction (SLS). 7 items.

Instrument Validity

The instrument was constructed on the basis of items already used in different researches in the area of online teaching assessment and student satisfaction.

Teacher Online Enactment/Performance (TOE)

Teaching Evaluation Scale items 10 in numbers from the Texas tech University-College of Education were adopted to measure instructor performance (Tallent-Runnels et al., 2005). Five point Likert scale is used to measure each response ranging from Strongly Disagree (1) to Strongly Agree (5). Further to this, mean and standard deviation of the scales were found normal and acceptable for the purpose of statistical analysis

Student Learning Satisfaction (SLS)

Measuring the students satisfaction level 7 objects/items were adapted from the study of Arbaugh (2000). The items focuses on the satisfaction of online quality of teaching and distance learning. Five point Likert scale is used to measure each response ranging from Strongly Disagree (1) to Strongly Agree (5). Further to this, mean and standard deviation of the scales were found normal and acceptable for the purpose of statistical analysis.

Sample Characteristics

Table no 1 below shows the demographic profile of the students. The table states the whole number of participants which is 52. Among 52, 28 are male and 26 are female students. The students belonged to class level IX to XII age ranging from 13-15 and 15-20 respectively. Further to this class wise details of participant number is given in sequence.

Table 1
Demographics Information

Gender	Male		Female	Total
	28		24	52
Age	**13-15**		**15-20**	
	21		31	
Grade	**IX**	**X**	**XI**	**XII**
	10	11	13	18

Reliability Analysis and Descriptive statistics

Before the final data collection, the reliability coefficient alpha was applied to measures the reliability of the construct in the pilot study. The sample was consisted of 6 respondents. The below Table 2 shows the items namely TOE and SLS and Cronbach's alpha coefficient for each variable respectively and is at acceptable level. The IOE Mean is 37.63 and St. Deviation is 7.457.The SLS Mean is 27.62 and Std.5.449

Table 2

Descriptive statistics

	Mean	Std. Deviation	N
Instructors' Online Enactment (TOE)	37.63	7.457	52
Students' Learning Satisfaction (SLS)	27.62	5.449	52

Hypothesis Attestation

In relation is H1 the, the dependent variable SLS and independent variable IOE suggest after the correlational analysis in the Table no 3 explicitly indicates that there is significant relationship between the independent variable IOE and dependent variable SLS. So, the correlational analysis conclusively suggests that there is positive relationship between TOE and SLS

Table 3
Correlation and Coefficient TOE and SLS

		Instructors' Online Enactment	Students' Learning Satisfaction
Instructors' Online Enactment	Pearson Correlation	1	.806**
	Sig. (2-tailed)		.000
	N	52	52
Students' Learning Satisfactic	Pearson Correlation	.806**	1
	Sig. (2-tailed)	.000	
	N	52	52

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

Scatterplot Graph illustrating relationship between IOE and SLS

The scatterplot illustration shown in Table: 4 shows that that there is positive association/relationship between two variables namely IOE and SLS. As it is indicated that when the IOE increases the level of SLS is also increasing which proves that there is strong positive correlation with the two variables
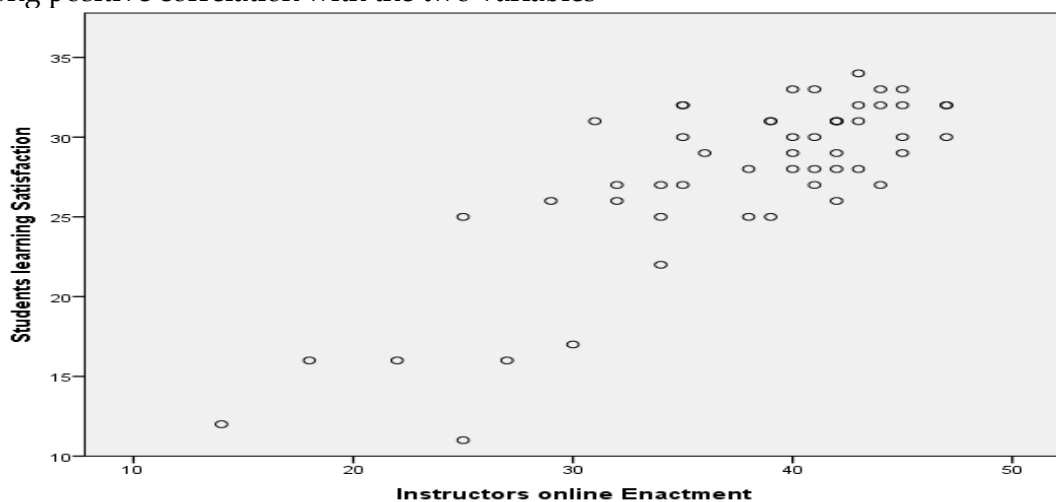

Figure 1 Instructors online enactment

TOE and SLS items

In table 5 below, the items of both variables are mentioned separately. The responded communicated their opinions on Likert scale ranging from 1-5 strongly disagree to strongly agree respectively. The data via Google survey questionnaire suggests that most the answer/responses fall in the category of agree and strongly agree. This suggest the strong positive correlation of TOE and SLS.

Table 5

Teachers Online Enactment (TOE)
1. Overall the instructors were effective
2. The instructors were available for consultation after class
3. The instructors stimulated students learning
4. The instructors treated all the students fairly
5. The instructors treated all students with respect
6. The instructors presented the information clearly
7. The Instructors welcomed and encouraged questions and comments
8. The instructors emphasized the major points and concepts
9. The instructors demonstrated knowledge of the subject
10. The instructors were always active during online classes

Students Learning Satisfaction (SLS)

1. Overall I have valuable learning experience from this course
2. The assignments were relevant and useful
3. Course material was relevant and useful
4. Expectation were clearly stated
5. The testing and evaluation was fair
6. The workload was appropriate
7. Overall I am satisfied with my academic performance with online classes

The Health Questionnaire was utilized to access pre and posttest evaluation, initial score was obtained 6 before the intervention, and after the intervention score obtained 14. Therefore, subtracting 6 yields a difference of 8, indicating a valuable improvement of intervention. Based on the raincloud plot, it is indicated that intervention had a positive impact, and effectively enhance participant's performance and achieved the desired outcome.

Conclusion

The TOE is the independent variable to determine the level of SLS. The majority of the students showed higher level of satisfaction because of effective performance of the students. In this regard correlation matrix shared in the Table 3 indicates that students learning satisfaction is positively and significantly correlated with the TOE correlation matrix with range of .806**.

Further to this, scatterplot description also proves that there is strong positive correlation between TOE and SLS. This concludes that teacher's online performance is a major determinant to decide the level of satisfaction among the students learning satisfaction level. Therefore, it shows the importance of quality among the online teachers and their effective performance.

Implications and Limitation of the research

This study is first of its kind in Pakistani context in the present context of VOVID-19 to investigate the relationship of Teachers online enactment (Performance) and Students learning satisfaction. The study would be helpful to understand the importance and relationship of both these variables in the context of Pakistan, particularly in private sector which is leading the online teaching and learning initiative.

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