Students and Parents Satisfaction with Online Learning

Sheril C. Vismonte

College of Education and Liberal Arts, Adamson University, Philippines
Email: sheril.vismonte@adamson.edu.ph

ABSTRACT
This study sought to examine the satisfaction of the selected Grade 12 senior high school students of Adamson University and the selected parents with children studying at Adamson University towards their online learning experiences during the Covid-19 pandemic. This study made use of the descriptive correlational method of research design. A total of 305 SHS grade 12 students and 50 parents were utilized as the respondents. The respondent's survey questionnaire in a google form was utilized in the study. The statistical treatment applied were weighted mean average, standard deviation, Cronbach alpha, and Pearson r correlation coefficient. The overall mean rating result of 3.32 and overall standard deviation of 0.38 the findings show that the students are satisfied with their online learning experiences. The parents were satisfied with their child's interaction in the virtual classroom (synchronous, interaction with content (asynchronous), and time spent in learning. This inference was based on the obtained overall mean rating of 2.91 and overall standard deviation (SD) of 0.02. The students and parents were satisfied with the schools' support for online classes. This study concludes that the students are very satisfied with the online infrastructure provided by the university. The parents are satisfied with the quality of experience and school support to their children. The correlations between the students' and parents' levels of satisfaction with online learning and school support were significantly moderately correlated. Implications for research and practice were identified. Like, to better elucidate the diverse needs of the children and their families, to determine if modification of online learning has occurred, and to investigate the changes in parents' and students' satisfaction with online learning.

Keywords: *Online Learning, Student Satisfaction, Parents' Satisfaction, Learning Experiences, School Support*

1. INTRODUCTION

Online learning is an option for conducting lectures during the Covid-19 pandemic in all universities and colleges in the Philippines. The Covid-19 pandemic created chaos on all levels, education took one of the hardest hits when face-to-face classes were banned nationwide that causing the largest disruption in education systems in the history of education that forced the education system to shift from face-to-face learning to online learning. As a result, education has changed dramatically with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Online learning becomes the learning in the new normal.

Online education refers to the use of electronic applications and learning processes. Online platforms successfully deploy all academic activities, like projects, assignments, quizzes, group discussions, case studies, and so on. These activities help students change their role from passive learners to active participants and a partner in the learning process. But there are met with challenges as they access material online.

For online education, important connections like internet connection, computers, smartphones, etc. are required. The process of learning and teaching in online education takes place through the electronic medium that is done through digital platforms. It enables students to gain educational experience through technology. It is fit in the time of the COVID-19 pandemic, as it ensures that learners will continue their educational journey at home. The importance of online education has come to the fore in the defense of Covid-19, which affected the academic processes not only in the Philippines but worldwide. After bearing some teething issues, initially, most universities and schools have now successfully adapted to the hybrid mode of learning. Students are attending lectures via electronic devices like mobiles,

laptops, and desktops. However, the adaption is still not smooth as parents, teachers, and students keep dealing with several issues coming up during online classes. However, teachers are working hard to achieve technological competence and implement the best teaching pedagogies to improve students' learning experience. Learning in the new normal is a challenge for the teachers, students, and even parents. Parents will have to think differently about how to equip their children in the virtual learning space; how to create structures and routines that allow their children to be successful; and how to support their learning journey while considering their emotional well-being as well. Schools like hospitals are caregivers and we, as a school, will fall back on the school framework of relevance, relationship, and hardness to support parents in creating meaningful engagement with their children.

According to Naveed et al., (2017) e-Learning, as part of the development of distance learning, has strengthened significantly. Its attractive features, such as being self-paced, using rich media, eliminating geographical barriers, and reducing costs, have been globally recognized and adopted by universities to meet student demand. Among its various practical features, the most significant one is that it can be students has turned into a self-paced, self-directed, and on-demand form of learning accessible -centered, meaning. E-Learning offers the possibility of delivering quality education regardless of distance and age barriers. Electronic devices and the Internet support E-Learning. It enables self-paced learning, in which learners access pre-designed learning resources from any place. At the stage known as e-Learning, although the teaching and learning have taken place via an internet system, they occur in the same way as some traditional face-to-face classes. Teachers are the core of learning and teaching.

Nowadays, it becomes easy for students to learn the bulk of things, it's all thanks to the internet. While students face an obstacle in traditional education, then online classes will help them learn something new and gain knowledge. E-learning is an effective way for students to study. Online learning has many advantages that help students to learn. Online education has seen rapid progress in recent times. Online classes will can students when they cannot go to take face-to-face classes. Through online classes, students can get the same quality of education sitting in their homes. Education may have many purposes, and online classes help to fulfill them. Online education can be a recognized education as it offers new opportunities for traditional learning. Online classes are convenient and flexible. But is it really a solving problem and striving solutions?

2. METHODS

a. Research Design

This study made use of the descriptive correlational method of research design. It is descriptive in the sense that the study is determined to find out the satisfaction of students and parents in online learning and also their correlation to the support of the school to online learning. The researcher would establish the relationship between the level of satisfaction of students and parents in an online learning experience and their level of satisfaction of school support to online classes.

b. Population and Sampling

A total of 305 SHS grade 12 students of Adamson University and 50 parents were utilized as the respondents. The respondents survey questionnaire utilized in the current study was a researcher-made and based on information about different kinds of literature related to online learning. The population sample was selected through a stratified proportionate random sampling technique. The stratified proportionate sampling technique lends reliability to the study, as a proper representation of the entire population of K -12 is ensured. Slovin's formula for the computation of sample n=N/1+Ne^2 is used to reach the ideal total sampling size of 305 respondents for the study. The unit of analysis in this research is the individual student and parent, whose response to the survey questionnaire would be collected. Due to the requirements of this study, as dictated by the research objectives, and keeping in view the applicable epistemological paradigm, an objectivist approach would be employed, and thereby, with support from existing studies in the field, a quantitative research study is set up for this research.

c. Research Instrument

The survey questionnaire utilized in the current study was a researcher-made and based on information about different kinds of literature related to online learning.

The survey was generated using Google forms using the online platform and through which it was disseminated. The questions required responders to specify their level of agreement to a statement typically on a scale ranging from (1) very dissatisfied (2) dissatisfied (3) satisfied, (4) very satisfied.

The researcher-made questionnaires were based on a review of pertinent online educational research and literature and information gathered from parents currently working in the institution where the researcher is currently working and the students at the different year levels. The researcher asked and gathered the different feedback from students and parents what would be helpful in creating questionnaires. The student and parent questionnaires contain items that relate to each statement in the problem's statement.

d. Validation of Instrument

Concerning the face validity of the instrument, the questionnaire was validated by the chairperson of Social Science department, the coordinator of the Basic Education Department, and the faculty of graduate school. The three validators are all educators and experts in the instructional online design, online learning assessments, and involved in teaching online classes during the two years of the pandemic.

Content validity was applied when modifications were made to the questionnaire structure and content to meet their recommendations. The questionnaire for students was tested with the I-CVI average of .93 and S-CVI relevance of .80 while the questionnaire for parents was tested of .95 I-CVI average and with S-CVI relevance of .86 which interpreted as good and appropriate.

e. Reliability Testing of Instrument

After the study received authorization from the University Ethics Review committee, the questionnaire was pilot tested on at least 50 student respondents and 30 parent respondents who were not a part of the study. Data Management using SPSS 24 generated a Cronbach alpha coefficient equivalent to .96 on a questionnaire for students and .88 on a questionnaire for parents, so the questionnaires are reliable.

Cronbach Alpha formula:

$$\alpha = \left(\frac{k}{k-1}\right)\left(1 - \sum_{i=}^{k} 1\ \sigma^2 \mathrm{v}i\right) / \sigma_z^2$$

f. Data Gathering Procedure

In gathering the necessary data, the researcher asked permission from the Principal of the Senior High School department of Adamson University to allow her to gather data on their department followed the rules in the Data Privacy Act of 2012 for confidentiality consideration.

The data were in a form of a survey checklist that draws out responses on specific information relative to the objectives of the study.

This study utilized an online google form survey to collect data from the respondents. Data were collected from senior high school students and parents whose classes were transitioned to an online learning platform due to COVID-19 pandemic state-mandated restrictions. An email was sent to 305 Senior High School students and 50 parents with children enrolled in Adamson University at different grade level. Data were collected upon approval from the principal of the SHS department and the University Ethics Review Committee (UERC).

The researcher was distributed and administered the questionnaires via email and data were then scored and classified based on the problems of the study.

g. Decision Criteria

The analysis of the hypothesis test of significant difference and significant relationship was carried out using the 0.05 level of significance. The null hypothesis was accepted if the computed significance value is greater than or equal to 0.05 level of significance. Otherwise, the null hypothesis was rejected were then scored and classified based on the problems of the study.

h. Statistical Treatment of the Data

The collected data was properly coded and entered into SPSS Program to enable quantitative data analysis. According to the nature of variables, the following statistical operations were carried out on the data for determining results: Descriptive statistics for relevant variables, Cronbach's alpha will be calculated for each Construct of the questionnaire, the Pearson correlation will be

used to determine the significant relationship between the level of satisfaction of students and parents with an online learning experience and their level of satisfaction in-school support for online classes.

3. RESULT AND DISCUSSIONS

The findings of the study were:

1. Satisfaction level of SHS students with an online learning experience.

Table 1. Level of SHS students in an online learning experience

Independent variables	Standard Deviation	Mean	Interpretation
Online infrastructure	0.40	3.53	Very Satisfied
Learner engagement	0.46	3.25	Satisfied
Instruction	0.44	3.32	Satisfied
Assessment	0.49	3.19	Satisfied
Overall	0.38	3.32	Satisfied

3.51- 4.0	Very Satisfied	2.51- 3.50	Satisfied
1.51- 2.50	Dissatisfied	1.0 – 1.50	Very Dissatisfied

Table 1 reveals the interpretation of the level of satisfaction of students with online learning. The satisfaction level in online infrastructure was tested with a mean of 3.53, and a standard deviation(SD) of 0.40 which means that all students were very satisfied with the online infrastructure provided by Adamson University in various forms including email, LMS like Blackboard, email, Canva, zoom and Google Classroom. The students were satisfied with their learning engagement and this was based on the mean rating of 3.25 and SD of 0.46. As revealed from the obtained mean rating of 3.32 and SD of 0.44 the students were satisfied with the instruction provided by their teachers during synchronous and asynchronous classes. The students were satisfied with their assessment and this was based on the mean rating of 3.19 and SD of 0.49.

Based on the overall mean rating result of 3.32 and overall standard deviation of 0.38 the researcher concludes that the students are satisfied with their online learning experiences.

This implies that the students were satisfied and experienced high-quality experiences with online infrastructure, learner engagement, instruction, and assessment.

2. Satisfaction level of parents in online learning

Table 2. Satisfaction level of parents in online learning of learners

Independent variables	Standard Deviation	MEAN	Interpretation
Interaction in the virtual classroom(synchronous)	0.50	2.79	Satisfied
Interaction to content (asynchronous)	0.53	3.04	Satisfied
Time spent in learning	0.48	2.90	Satisfied
Overall	0.02	2.91	Satisfied

3.51- 4.0	Very Satisfied	2.51- 3.50	Satisfied
1.51- 2.50	Dissatisfied	1.0 – 1.50	Very Dissatisfied

Based on the results shown in Table 2 the parents are satisfied with their child's interaction in the virtual classroom (synchronous, interaction to content (asynchronous), and time spent in learning. This inference was based on the obtained overall mean rating of 2.91 and overall standard deviation (SD) of 0.02. Lending credence to this

conclusion is the obtained mean rating of the three indicators. As follows: the parents are satisfied with their child's interaction in the virtual classroom (synchronous) with a weighted mean of 2.79 and SD of 0.50. Result also shows that they are satisfied with their child's interaction with content (asynchronous) with a weighted mean of 3.04 and SD of 0.53 and the time their children spent in learning with a weighted mean of 2.90 and SD of 0.48.
Based on the aforementioned evidence we can therefore deduce that the parents are satisfied with the quality of experience by their children with online learning.

3. Student's and parents' satisfaction with school support for online classes

Table 3. Satisfaction level of students with school support

Independent Variables	Standard Deviation (SD)	WEIGHTED MEAN	Interpretation
Internet connectivity	0.53	3.06	Satisfied
Instructional support	0.51	3.37	Satisfied
Technical assistance	0.42	3.26	Satisfied
Training programs	0.54	3.33	Satisfied
Overall	0.055	3.26	Satisfied

3.51- 4.0	Very Satisfied	2.51- 3.50	Satisfied
1.51- 2.50	Dissatisfied	1.0 – 1.50	Very Dissatisfied

Data shows that the students are satisfied with the schools to support for online learning and this finding is corroborated by the overall mean rating equivalent to 3.26 and standard deviation (SD) of 0.05.
Further, based on the result it can be interpreted that the school prepared a convenient and productive online learning environment and support for the students in terms of quality internet connectivity, instructional support, technical assistance, and training programs. To give support to this conclusion are the obtained mean rating of 3.06, 3.37, 3.26, and 3.33 respectively, and the standard deviation of 0.51, 0.51, 0.42, and 0.54 respectively.
In this study, learners are reflecting on their learning through experience, which involved online learning infrastructure and school support.
According to Almusharraf et.al. (2020 Student satisfaction and other course-related perspectives are influenced by the online teaching and learning strategies adopted to respond to COVID-19 in developing online courses. In the study of Sami S. Binyamin (2018) online infrastructure has a direct positive influence on students. The students perceived that online learning facilities provide good learning support. More specifically, students tend to choose online education that has appropriate and sufficient tools to support their education.

4. Parents' respondents' level of agreement regarding the satisfaction level with school support.

Table 4. Satisfaction level of parents with school support

Independent Variables	Standard Deviation	Satisfaction level (Mean)	Interpretation
Internet connectivity	0.53	2.80	Satisfied
Instructional support	0.51	3.13	Satisfied
Technical assistance	0.42	3.00	Satisfied
Training programs	0.54	2.98	Satisfied
Overall	0.55	2.98	Satisfied

3.51- 4.0	Very Satisfied	2.51- 3.50	Satisfied
1.51- 2.50	Dissatisfied	1.0 – 1.50	Very Dissatisfied

Survey revealed that the parents are satisfied with the support of the school in online learning, this finding was confirmed by the overall assessment rating of 2.98 from the parents.
Parents are satisfied with the following online learning support from the school such as internet connectivity, Instructional support from teachers and administrators, technical assistance, and training programs for students, teachers, and parents. And this inference was substantiated by the recorded mean rating of 2.80, 3.13, 3.0, and 2.98 respectively and standard deviation of 0.53, 0.51, 0.42, and 0.54 respectively. The result also reveals that the indicator "internet connectivity" obtained the lowest mean rating equivalent to 2.80 from the parents, likewise this also received the lowest assessment from the students which means that the students experience poor internet connectivity. For this reason, the administrators must find ways and means to solve these connectivity issues.

5. Relationship Between: Level of satisfaction of students' online learning experience and their level of satisfaction with school support for online classes.

Table 5. Relationship between the level of satisfaction of students' online learning experience and their level of satisfaction with school support for online classes.

Level of satisfaction of students' online learning experience	Level of satisfaction of students in school support to online classes	r Value	P Value	Remarks	Decision
Online infrastructure	School support	0.618	0.00001	Moderate positive correlation	Reject null hypothesis
Learner engagement	School support	0.698	0.00001	Moderate positive correlation	Reject null hypothesis
Instruction	School support	0.692	0.00001	Moderate positive correlation	Reject null hypothesis
Assessment	School support	0.615	0.00001	Moderate positive correlation	Reject null hypothesis

*correlational at the level of 0.05, the P-Value is < .00001. The result is significant at p<.05.

A Pearson correlation coefficient has been tested for this study between the students' level of satisfaction with online learning and school support. It was detected that there is a positive moderate correlation in a correlation level of.05, the P-Value is < .00001 for all categories. The result is there is a significant relationship at p<.05 between the students' satisfaction with online learning and school support. Therefore, the null hypothesis will be rejected.

6. Relationship between the level of satisfaction of parents in online learning and their level of satisfaction with school support for online classes.

Table 6. Relationship between the level of satisfaction of parents in online learning and their level of satisfaction with in-school support for online classes.

Satisfaction of parents in online Learning	Satisfaction of parents in school support	r Value	P Value	Remarks	Decision
Interaction in the virtual classroom (synchronous)	School support	0.601	0.00001	Moderate positive correlation	Reject null hypothesis
Interaction to content (asynchronous)	School support	0.608	0.00001	Moderate positive correlation	Reject null hypothesis

Satisfaction of parents in online Learning	Satisfaction of parents in school support	r Value	P Value	Remarks	Decision
Time spent in learning	School support	0.593	0.0001	Moderate positive correlation	Reject null hypothesis

*correlational at the level of 0.05, the P-Value is <.00001. The result is significant at p<.05.

Using the Pearson correlation coefficient the relationship between the level of satisfaction of parents with online learning and the level of satisfaction with school support has been tested support. Same results with the students, based on the coefficient r and a generated P-Value <.00001 for all categories there is a positive moderate using α= 0.05. Based on the findings, it can be deduced that there is a significant moderate correlation between the parents' level of satisfaction with online learning and school support as evidenced by the obtained Pearson moment correlation r coefficient of .601, .608, and.593

Summary of findings:

1. Based on the overall mean rating result of 3.32 and overall standard deviation of 0.38 the researcher concludes that the students are satisfied with their online learning experiences.
2. Based on the results shown in Table 2 the parents are satisfied with their child's interaction in the virtual classroom (synchronous, interaction with content (asynchronous), and time spent in learning. This inference was based on the obtained overall mean rating of 2.91 and overall standard deviation(SD) of 0.02.
3. Data shows that the students are satisfied with the schools' support for online learning and this finding is corroborated by the overall mean rating equivalent to 3.26 and a standard deviation(SD) of 0.05.
4. Survey revealed that the parents are satisfied with the support of the school in online learning this finding was confirmed by the overall assessment rating of 2.98 from the parents.
5. It was detected that there is a positive moderate correlation between the students' level of satisfaction with online learning and school support in a correlation level of.05, the P-Value is < .00001 for all categories.
6. Based on the findings, it can be deduced that there is a significant moderate correlation between the parents' level of satisfaction with online learning and school support as evidenced by the obtained Pearson moment correlation r coefficient of .601, .608, and .593 respectively.

4. CONCLUSION

Based on the findings, the following conclusions were drawn:

1. This study concludes that the students are very satisfied with the online infrastructure provided by the university. The students were satisfied with the overall satisfaction level of experience with their online classes.
2. The parents are satisfied with the quality of experience by their children with online learning.
3. The quality of school support to online classes like internet connectivity, instructional support, technical assistance, and training programs are associated with students' and parents' satisfaction. The quality of support of the university can be reflected in the responses of the parents and students.
4. The correlations between the students' and parents' level of satisfaction with online learning and school support. The four indicators to measure the level of satisfaction of students were statistically significant moderate correlated, while the three indicators from parents were significantly moderate correlated same as students.

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