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## **Study on Students Satisfaction Level and Educational Mode Preference During Covid-19**

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### **ABSTRACT**

This research, inferred that students' satisfaction level and general preference is more for offline education than online education. Higher class participation, better explanations, ease of use, general friendliness, and increased social interaction after classes are all contributing factors. Other factors include the lecturers' increased efficiency, the students' increased assimilation of in-depth knowledge, and their perception that offline education is better at preparing them for the future by preparing them for employment. No other type of education can, by any means, replace traditional education. This can be accomplished successfully if fundamental computer science is given its own offline class on the college schedule for all students in all subject areas. As with other subjects, assessments could include necessary tests and quizzes. Every faculty member and student should step outside of their comfort zone and adjust to new circumstances. This might be accomplished to a great extent with the right drive.

**Keywords:** Online education, Offline education, Preference, Satisfaction level, Students.

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### **Introduction**

The new educational trends throughout the pandemic period demonstrate that web-based learning has become more widespread and that students have become more dependent on it to fulfil their educational requirements. This study aims to understand the understudies' preferences, degree of satisfaction with online learning compared to disconnected learning, and whether the understudy's financial situation affects their preference for an instructive mode. Additionally, it seeks to determine the most effective educational approach that provides comprehensive information from the understudies' point of view. Overall, educational institutions responded to the pandemic quickly by moving online. In record speed, understudies shifted from real-world settings that provided them with essential social skills to spending a lot of time in front of a screen. The transition to online learning platforms happened more slowly in Lebanon and was mostly influenced by the educational institutions that had previously established computerised learning platforms and the tools necessary to operate them.

Nobody predicted that the coronavirus would completely alter our world and drastically alter our way of life. People from all over the world have recognised different changes as a result of the sickness spreading everywhere like a wild bush fire, and it took money for everyone to get used to the new normal. Web-based learning is rapidly becoming as one of the most effective training delivery methods. The infection had such a strong effect that web-based instruction appeared to be a ubiquitous aspect of our emerging world, leading to the closure of schools and the cessation of teachers' genuine collaboration with students. Fortunately, the great majority of educational institutions and organisations quickly switched to online mode to carry out further research. As a result, education has undergone significant transformation, particularly with the rise of e-learning, which aims to teach in part through virtual classrooms rather than traditional homerooms.

Innovation and online learning have become superhuman during the shutdown. All of us have been imprisoned at home, but we are still connected to the educational universe. Understudies have been unable to maintain their connections with the outside world due to the lockdown, and the lack of transparency is evident. The shift to online instruction has been the primary factor in the psychological well-being of the understudies. Instructors ensured that the learning for understudies was not compromised, so they took an extraordinary jump forward to track down arrangements and establish new learning conditions for their understudies to guarantee that advancing won't ever stop. With brief period to get ready, educational programs were changed, new example plans were made, exercises were arranged, all so their understudies remain effectively elaborate through web based learning.

Online courses have become increasingly common in training environments worldwide for students. Simple access to documents and envelopes that may now be organised and stored without causing any harm has been made possible by computerised learning. Understudies can access their notes and assignments with just a single click, eliminating the fear of misplacing or damaging them. Trend-setting innovation has made this approach to learning not just simpler but also enjoyable and engaging. Innovation-enabled learning is beneficial and has been demonstrated to be more engaging since it makes subjects that understudies typically find boring more interesting and engaging. Because the two classes and learning materials were efficiently accessible from home, it proved to be quite beneficial for the understudies to attend lessons from anywhere in the world. By integrating the learning phases with

modern, user-friendly applications, web-based classrooms have become more beneficial for both students and teachers. This is because more students can share their viewpoints at the same time by using particular online applications. Since they receive regular updates and it is simple for teachers to identify students who have failed to turn in assignments on time, understudies have become more particular about their web-based accommodations. Before entering the modern world, online education has helped understudies become independent learners. During class, understudies had the opportunity to explore new learning applications and stages, which helped them build new skills and talents and accelerated their developmental trajectory. While some of the understudies have responded well to the dynamic, web-based learning environment created by the teachers, others require occasional encouragement.

## Objectives

1. To find out learning mode preference among the students in this current scenario.
2. To analyze student's satisfaction level between online vs. offline education system.
3. To analyze the association between students economic status and preference of education mode.

## Methodology

The present study had been done using primary data. The data were collected from student of different departments through online survey with the help of Google forms. Convenience sampling techniques were adopted in this study. ANOVA and Chi-square test were used for this research study.

## Hypothesis

### ANOVA

To find out if there exist any difference in the student satisfactions level under the two different educational modes.

$H_0$  states that, there is no significance difference in the level of satisfaction between Online and Offline.

$H_1$  states that, there is significance difference in the level of satisfaction between Online and Offline educational mode.

### Chi-Square

To identify whether there is any association between economic status and educational mode preference of the students.

$H_0$ : There is no significant association between economic status and preference of the students.

$H_1$ : There is significant association between economic status and preference of the students.

## Results and Analysis

Table 1

Test of Homogeneity of Variances

Satisfaction level			
Level of Statistic	df1	df2	Sig.
0.957	1	290	0.329

Source: Authors own calculation.

The homogeneity of variance result is provided by the homogeneity of variance test. The p-value is 0.329 and the statistical threshold is 0.957. We accept the null hypothesis and determine that the data do not deviate from the homogeneity of variance assumption because the p-value is higher than 0.05.

Table 2

ANOVA					
Satisfaction level					
Sources of variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.189	1	8.189	46.292	0.000

Within Groups	51.301	290	0.177		
Total	59.49	291			

Source: Authors own calculation.

The F-value of 46.292 and accompanying p-value of 0.000 are explained in table 2 above. Given that the significance level is smaller than 0.05, we reject the null hypothesis and come to the conclusion that the satisfaction levels of the two distinct educational modes differ significantly. **Table 3**

Chi-Square Tests			
Test	Value	df	Sig. (2-sided)
Pearson Chi-Square	1.266 <sup>a</sup>	2	0.531
Likelihood Ratio	1.209	2	0.546
Linear-by-Linear Association	0.309	1	0.579
N of Valid Cases	146		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.01.			

Source: Authors own calculation.

Pearson The chi-square value for degree of freedom 2 in table 3 above is 1.266a. With a p-value of 0.531, the significance level is higher than 0.05. Therefore, we accept the null hypothesis and come to the conclusion that there is no meaningful correlation between students' preferred educational style and their economic condition. Regardless of their family's income, students are prepared to embrace the new, emerging online learning environment.

## Conclusion

This research, inferred that students' satisfaction level and general preference is more for offline education than online education. Higher class participation, better explanations, ease of use, general friendliness, and increased social interaction after classes are all contributing factors. Other factors include the lecturers' increased efficiency, the students' increased assimilation of in-depth knowledge, and their perception that offline education is better at preparing them for the future by preparing them for employment. No other type of education can, by any means, replace traditional education. However, learning is essential for adjusting to new developments in this more competitive environment. In conclusion, there is a general lack of awareness among students regarding the benefits of online learning. Students should receive the proper instruction and direction in system operations to increase the efficacy and efficiency of online learning. This can be accomplished successfully if fundamental computer science is given its own offline class on the college schedule for all students in all subject areas. As with other subjects, assessments could include necessary tests and quizzes. Every faculty member and student should step outside of their comfort zone and adjust to new circumstances. This might be accomplished to a great extent with the right drive.

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