Student Satisfaction Survey on e-Learning

2020/2021 teaching year, fall semester

After the introduction of the new form of teaching at TSU, the content of the survey has changed and put on the agenda a study of student and academic staff satisfaction with the new online environment.

Multiple student satisfaction surveys were conducted to evaluate the changes made.

The Survey is focused on the study of content and technical factors necessary for the implementation of the e-learning process, such as adaptation of teaching and assessment methods, material and technical serviceability, readiness and satisfaction of professors and students, identification of factors hindering the e-learning process, etc.

Quantitative research methods were used to conduct the survey. The questionnaire was sent to all students.

A special questionnaire was prepared for the survey, which included both closed and open-ended questions. The questions related to demographic data (age, gender, faculty, educational program, study level) as well as questions about satisfaction. The 5-point Likert scale, where 1- means "strongly disagree" and 5 - "strongly agree", was used to assess the questions in the questionnaire.

The survey was conducted online using the Google Questionnaire. Students questionnaire was uploaded to the electronic management system (LMS.TSU.GE). Information about the survey was also sent to the students in the form of notifications. The survey was conducted in November 2020.

The data obtained as a result of the research were processed in the statistical program SPSS20. Frequency and cross-tabulation analyzes were used to process the quantitative data. Qualitative data obtained through open-ended questions were processed using qualitative content analysis, grouped thematically, and then processed in the form of frequency and cross-tabulation analyzes.

Results of Student Satisfaction Survey

The survey reveals that the majority of students surveyed (73.3%) are fully involved in the e-learning process (Chart N1).

Chart N1

Index of student involvement in the e-learning process

I am involved in e-learning
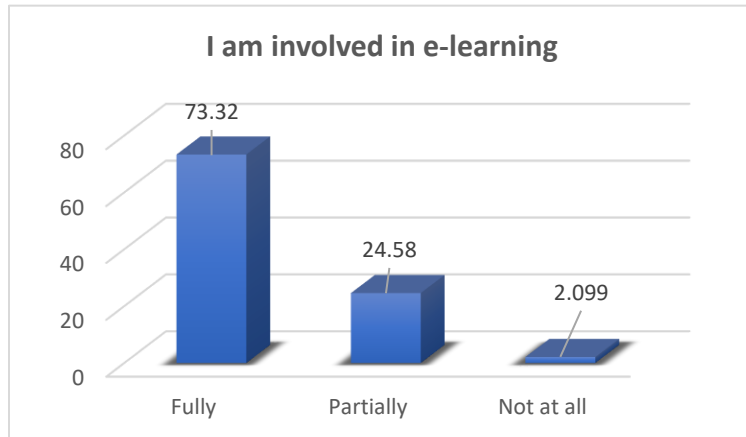
Respondents who are partially or not at all involved in the e-learning process were required to specify the reason.

Among the factors that prevent full involvement in the e-learning process are the most common:

1. Lack of work space (43.5%);
2. Problems with the Internet (20.1%);
3. Lack of computer / smartphone and other technological devices (16.4%).

It should be noted that the following other reasons were also named:

- Busy work schedule - 5.6%
- Lack of motivation - 5.1%
- Less opportunity to participate in electronic seminars - 4.2%
- Personal reasons - 2.3%
- Health condition - 1.5%
- Inflexible study schedule - 1.4%

The survey revealed that the majority of students surveyed (38%) rated the e-learning process as neutral in the current semester (Chart N2).

Chart N2
E-learning assessment rate by students

How would you rate the e-learning process in the current semester?

Positively 34% / Neutrally 38% / Negatively 28%
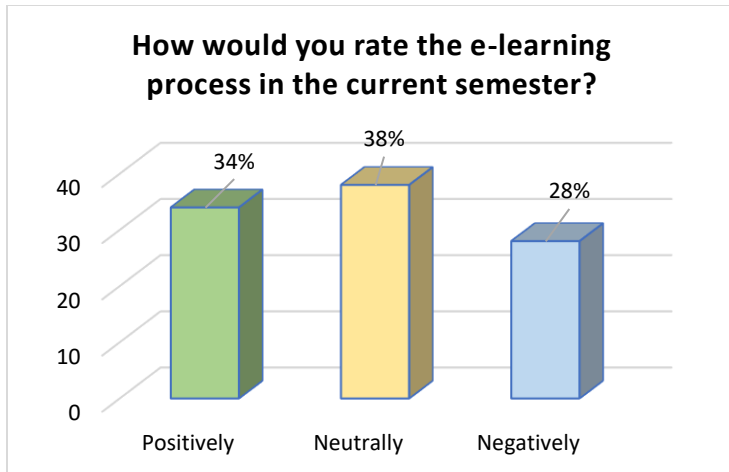
Cross-tabulation analysis revealed that the majority of students fully involved in the e-learning process (42.7%) positively assess the e-learning process in the current semester, while the majority of partially involved students - negatively (51.7%). The majority of students who are not involved in the e-learning process also evaluate the e-learning process negatively (Chart N3).

Chart N3

Evaluation of the learning process by students involved in the e-learning

How would you rate the e-learning in the current semester?
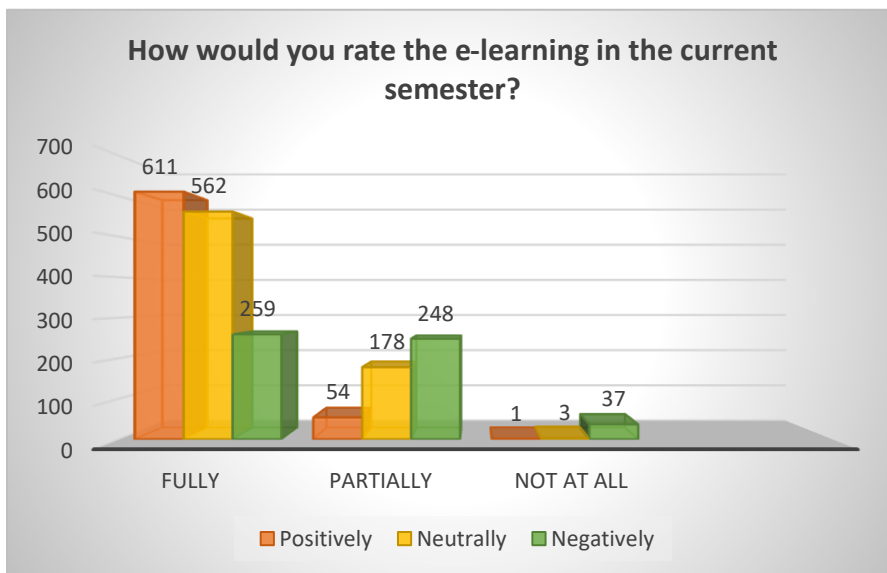
In the fall semester of 2020, compared to the previous semester, students evaluated: e-learning process, lectures and seminars, teaching and assessment methods, spreadsheets, etc. In data analysis, 1 and 2 points - were considered as negative attitudes, 3 - neutral, and 4 and 5 - positive attitudes.

The majority of students surveyed believe that zoom lectures are conducted without delay (56.1%). Also, according to the majority, LMS and E-learning.tsu.ge portals have been adapted to the needs of e-learning (49.2% and 46.7%). As for the following statement - "All course materials are available on E-learning.tsu.ge" - the majority of students agree with this statement (43.4%), although at the same time the rate of rejection of this provision is high (39.4%).

The study evaluated the adaptation of teaching and assessment methods to e-learning. It is noteworthy that the question "Assessment methods are adapted to e-learning" - an equal number of students agree and disagree while the share of neutral students is 18.5%. As for the adaptation of teaching methods, 27.4% of the respondents think that the teaching methods are fully improved compared to the previous semester.

The analysis of the data reveals that the four most commonly named issues are:

1. Evaluation methods - 15.6%
2. Communication with the administration - 14.4%
3. Student Support Services - 13.8%
4. Teaching methods - 13.3%

More than a third (39.2%) of fully engaged students neutrally evaluate the effectiveness of e-learning, which is the subject of further discussion with students.