

The Effect of Online Classes on Student Satisfaction: A Case Study of Physical Education Students

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Abstract

Purpose: The COVID-19 epidemic forced the education system to enter a new era of online education. The distance learning model has absorbed new experiences that require the transfer of activity planning from the traditional format to the online format. The purpose of this study was to determine the effect of online classes on the satisfaction of physical education students.

Methods: The present study was an applied and correlational study that was conducted in the field. The statistical population of the present study consisted of physical education students across the country. G-power software was used to estimate the statistical sample. For this purpose, using the Non-probability Sampling method, 490 questionnaires were collected among physical education students online through WhatsApp and Telegram to collect data. In this study, descriptive statistics and inferential statistics including Pearson correlation and multiple regression at the alpha level of 0.05 were used. SPSS software was used to analyze the data.

Results: The findings of the present study indicate that all components of online classes were significant predictors of physical education students' satisfaction. Among the components of online classes, Instructor's Prompt Feedback was the highest (0.20) and Student's Expectations (0.14) was the lowest predictor of student satisfaction.

Conclusion: According to the findings of this study, in using e-learning as a platform for online classes, it is necessary to place more emphasis on components such as quick feedback that satisfies students. On the other hand, we should not ignore the components that had less effect on student satisfaction.

Keywords: online classes, satisfaction, student, physical education.

Introductions

The impact of the COVID-19 epidemic on the education system has led to widespread closures of schools and universities around the world. COVID-19 is on the rise, which is why so many students are unable to attend schools and universities (UNESCO, 2020). Therefore, it has led to a temporary interruption of educational activities in the classroom. Vulnerability due to disorders in the academic environment is a concern, such as the need to drop out. Feelings of deprivation were created by epidemics that paint a picture of inequality in the university education system (Ciobanu, Ciobanu, 2020). To prevent the spread of the COVID-19 virus, a prevention and control strategy was developed that included the cancellation or closure of flights, the closure of restaurants and hotels, and mandatory quarantine for infected or suspected individuals. Thus, institutions such as schools and universities have temporarily suspended their traditional courses and migrated to the online education model. UNESCO recommends distance learning programs and educational applications during school closures due to COVID-19 to limit interruptions in education. Therefore, many institutions go to online classes (Shahzadi et al., 2020). Distance learning is defined as learning activities in formal or non-formal areas that are facilitated by information and communication technology to reduce distance, both physically and mentally, and to increase interaction and communication between learners and learning resources. Be (Bali and Liu, 2018).

Educational institutions preferred to shutdown traditional (face-to-face) educational activities and move educational activities to the online environment to prevent the spread of the virus. Forced

transfer of educational activities to the online environment makes flexibility in teaching and learning because the courses are easily accessible. Despite the crisis, the courses were conducted online at an astonishing and unprecedented rate (Li, Lalani, 2020). In most countries, including Iran, following the outbreak of the Covid 19 virus and in line with policies to prevent infection and maintain social distance, schools and universities have been closed since early March 2017, and in most educational centers, virtual education has replaced routine education. The day of these trainings has flourished. Virtual education refers to the use of electronic systems such as computers, the Internet, electronic memory, electronic publications, virtual newsletters and the like. Closing, closing universities and in the period of crisis - 19 creating social distance and using different methods of virtual education are among the most important approaches that most educational centers have resorted to prevent the spread of the disease and at the same time continue the education process (Farsi et al., 2021). Bridge (2020) reported that schools and universities are moving to educational technologies for learning to avoid pressure during the epidemic season. As a versatile platform for learning and teaching processes, the e-learning framework has been increasingly used (Salloum, 2018). Despite the high potential of e-learning, students sometimes decide to drop out and are reluctant to continue their studies. Therefore, it is very important to find variables to accept it. Among the variables, satisfaction is a key factor and an important indicator in the quality of education (Butnaru et al, 2021). Measuring the level of satisfaction with education can be an effective indicator in optimizing students' performance such as commitment

to university goals, successful completion of studies, compatibility with the university and overall life satisfaction and success rate of universities. Satisfaction with education has been identified as an effective factor in measuring the quality of students' learning and education (Joseph et al., 2005). Students' academic satisfaction is measured by evaluating educational courses, teaching-learning process and factors affecting students' learning (Farsi et al., 2021). Many factors affect e-learning satisfaction that have been studied in various studies, such as Paechter et al. (2010) who considered some factors to be effective in e-learning satisfaction such as structure: flexibility; Teacher experiences and support; Motivation and communication. In the case of learners, Sun et al. (2008) considered some factors such as learners' attitudes toward computers, learners' concerns about computers, and learners' self-efficacy. About the teacher, factors such as their attitude towards e-learning and the level of responsiveness to learners; Regarding educational materials, flexibility and quality of content; In the field of technology, technology quality and the Internet; In terms of design, usefulness and ease of use, and finally about the learning environment, diversity and the extent of learners' interaction with others; It was effective on learners' satisfaction. Academic satisfaction means the amount of pleasure and satisfaction of a person from her/ his role and experiences as a student (Manee, 2013). In addition, many studies have examined satisfaction with online education during COVID-19 epidemics in a variety of contexts and found high levels of satisfaction with online education (Chen et al., 2020; Choe et al., 2019; Fatani, 2020). Another study in China was conducted by Chen et al. (2020) and analyzed students'

satisfaction with online education at the time of the COVID-19 outbreak. Their findings did not show any direct effect on student satisfaction through personal factors, while the availability of online applications had the greatest impact on student satisfaction. A study by Almusharraf, Khahro (2020) examined students' satisfaction with online education during the outbreak of COVID-19. The results of their study showed that all participants were pleased with the tools and platforms for online learning. Their study also showed that students are satisfied with the support provided by staff during the COVID-19 crisis. In general, their satisfaction with the quality of online education is very positive (Bokayev et al., 2021). The findings of another study conducted by Baber (2020) showed that the researcher was highly satisfied with the provision of online education. Cross (2018) and Song et al. (2016) believe that the teacher-student relationship is based on a series of experiences and expectations. Students are teachers who provide quick, consistent, and obvious feedback, provide quick responses, know the content of the curriculum and teaching methods accurately, who constantly assist students in the preparation process, and positive behaviors in teaching, appreciate (Matter et al., 2018) also identified factors that can improve the learning process and student satisfaction, such as: speed of response of teachers/professors, clarity of tasks and easy access to content. In online learning activities, students' welcome flexibility and convenience (Butnaru et al., 2021). A review of the literature shows that in the country, students were less satisfied with the education that is held online, and none of the studies on the effect of course design, instructor quality, quick feedback and students' expectations on students'

satisfaction with online classes in the length of the epidemic has not been investigated. Therefore, this study attempts to examine the factors affecting the satisfaction of physical education students with online classes during the COVID-19 epidemic. Therefore, the aim of the present study is to measure students' satisfaction with online education during COVID-19, where both students and faculty have no choice but to use the online platform to hold classes for learning and teaching.

Materials and Methods

The present research is applied research that has been conducted in the field. The statistical population of this study includes all physical education students in the country. The questionnaire was collected through social media (Telegram and WhatsApp). G-power software was used to select the sample, which was estimated at 494 samples. Considering that finally 464 questionnaires were completed and received by the participants, so the data analysis was performed with the same number.

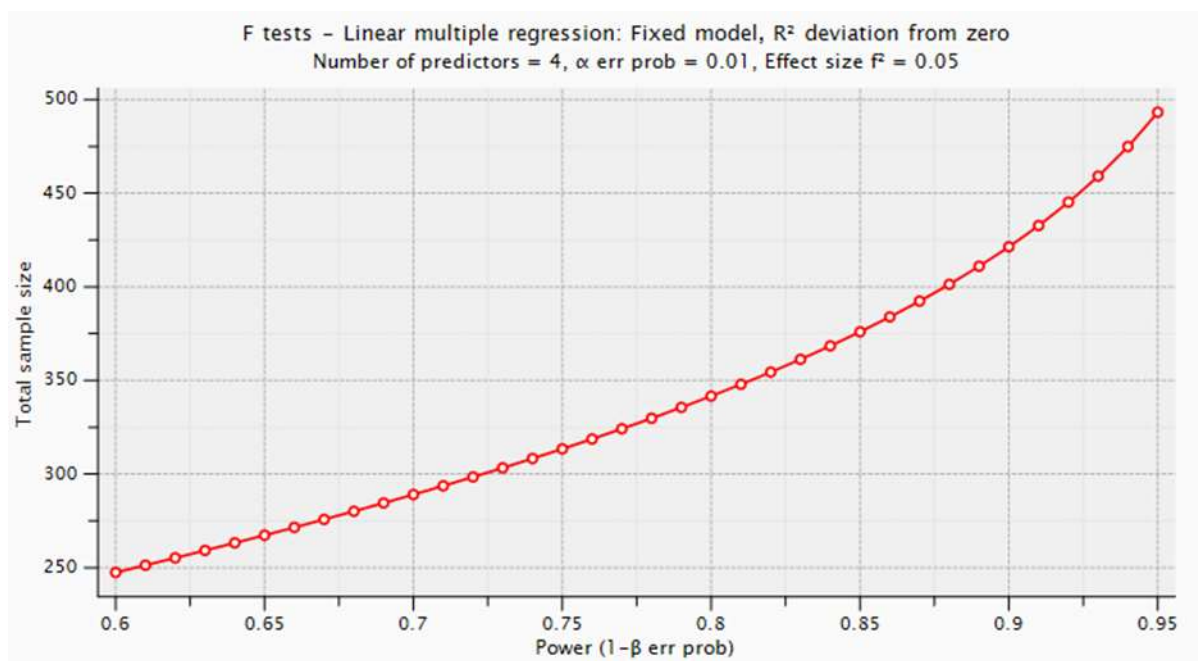


Figure 1. G-power software output

In order to collect the required data and demographic information, an individual information form (age, gender, level of education) was used. The standard Bangrat online class questionnaire (2014) used with modifications by Gopal et al. (2021) was used. The mentioned questionnaire includes four components; Quality of the Instructor (7 questions), course design (9 questions), Prompt feedback (4 questions) and students' expectations (5 questions). The Standard Student Satisfaction Questionnaire (6 questions) used by Bangert (2004), Ian and

Wang (2015) in their research was also used. The questions in the questionnaire were based on the Likert scale of five values, which included five options (strongly agree, agree, have no opinion, disagree, strongly disagree), each of which was given a score from 1 to 5. To determine the reliability of the initial questionnaire, 38 people from the study population were surveyed and then using Cronbach's alpha test, internal reliability for online class was 0.86 and student satisfaction was 0.82. Calculated. In this study, descriptive statistical methods including central

tendency and dispersion indices and inferential statistical methods including Pearson correlation and multiple regression by Enter method at the alpha level of 0.05 were used. Also in this study, SPSS software was used to analyze the data.

Results

In the present study, the research findings have been done in two parts: descriptive and inferential findings. As shown in Table 1,

the highest frequency is related to the age group of 21 to 25 years with 51.9% and the lowest frequency is related to the age group over 31 years with 0.8%. Men were also more involved in the present study. On the other hand, the highest frequency in terms of education variable was related to bachelor's degree 233 people. Table 1 gives the complete details of the participants.

Table 1. Demographic characteristics of the participants

Age	Percent (%)	N	Gender	Percent (%)	N	Education level	Percent (%)	N
Under 20	11.9	55	Male	64.0	297	Associate	6.0	28
21-25	51.9	241	Female	36.0	167	Bachelor	50.2	233
26-30	28.2	131				Master	40.1	186
Over 31	8.0	37				Ph.D.	3.7	17

Skewness and Kurtosis coefficients were used for normal data distribution. Considering that the mentioned indicators

were in the range of 2 to -2, so we can say that the data have normal conditions and parametric statistical methods can be used.

Table 2. Normality of the variables

Variable name	Quality of the Instructor	Course Design	Prompt Feedback	Expectation of Student	satisfaction
Skewness	-.256	-.129	-.587	.106	.086
Kurtosis	-.620	-.483	-.580	-.671	-.310

As shown in Table 3, the results of the Pearson correlation coefficient show that there is a significant relationship between online classes components and student satisfaction. So that the Prompt feedback

component (0.37) had the highest relationship and students' expectation (0.29) had the lowest relationship on student satisfaction. The research findings regarding the relationship between the components in the research are reported in Table 2.

Table 3. Correlation matrix of research variables

Variable name	Quality of the Instructor	Course Design	Prompt Feedback	Expectation of Student	Satisfaction
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Quality of the Instructor	1				
Course Design	0.37	1			
Prompt Feedback	0.34	0.35	1		
Expectation of Student	0.32	0.35	0.37	1	
Satisfaction	0.36	0.32	0.37	0.29	1

As shown in Table 4, the analysis of the findings indicates that the default of error independence is observed. Therefore, it is possible to use the regression method. Table 4 shows the general characteristics of the performed regression analysis. As can be

seen, the components of the online classes in total were able to predict 23% of the student satisfaction variable. The correlation coefficient between these two variables is 0.48. Therefore, the existence of a relationship between the two variables is accepted.

Table 4. General characteristics of regression analysis of independent variables on student satisfaction

Indicator Model	R	R Square	Adjusted R Square	Durbin-Watson	F	Sig
1	0.487	0.237	0.228	1.952	26.236	0.001

According to the value of $F = 23.23$ and the level of significance obtained ($Sig = 0.001$), which is significant at the level of 0.05 ($Sig < 0.05$).

In order to investigate the effect of online classes components (predictor variable) on student satisfaction (criterion variable), multiple regression and Enter method were used (Table 5).

Table 5. The extent and direction of the effect of each of the independent components on student satisfaction

Indicator Model	B	Std. Error	Beta	t	Sig
(Constant)	0.734	0.151	-	4.858	0.001
Quality of the Instructor	0.172	0.049	0.191	3.521	0.001
Course Design	0.140	0.049	0.153	2.880	0.004
Prompt Feedback	0.211	0.054	0.207	3.901	0.001
Expectation of Student	0.128	0.045	0.145	2.833	0.005

Based on the above table, it can be said that all components of online classes are effective on student satisfaction. The effect of all components of the online classes on student satisfaction is increasing. The results showed that all components of online classes are significant predictors of student satisfaction. Among these, the Prompt

feedback component ($\beta = 0.20$, $t = 3.90$) has the greatest effect on student satisfaction, followed by Quality of the Instructor ($\beta = 0.19$, $t = 3.52$) and in Ultimate Expectation of Student ($\beta = 0.14$, $t = 2.83$) have the least effect on student satisfaction. Figure 2 also shows the beta coefficient of online classes components on student satisfaction.

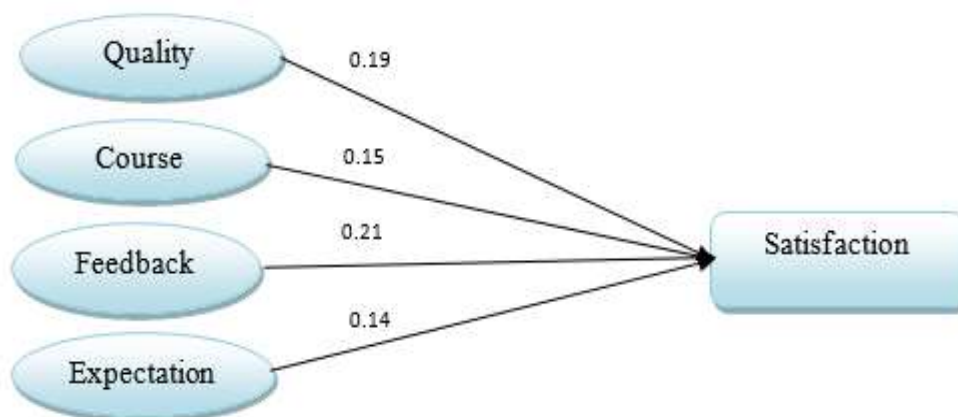


Figure 2: Components of online classes on student satisfaction

Discussion

In this study, the components of online classes were predicted for student satisfaction. According to the findings of the present study, the effect of all components of online classes on student satisfaction is increasing. In other words, all components of online classes are significant predictors of physical education students' satisfaction. Among these components, rapid feedback had the most and student expectations had the least impact. Based on this, it can be said that more emphasis on the mentioned components, especially the fast feedback component, should be used in the priority of online class programs in order to make them more productive.

The findings of the present study showed that Prompt feedback is the most prominent factor that can affect student satisfaction. Rapid feedback. The present study shows that there is a relationship between the component of rapid feedback and the satisfaction of physical education students. In other words, the Prompt feedback in online classes, the greater the satisfaction of physical education students with online classes. This finding was consistent with studies (Gopal et al., 2021), Pillay et al., (2021), Butnaru et al. (2021). To improve,

there must be a proper feedback system because the actual image feedback is the content of the course. The emphasis in this study is on understanding the effect of rapid feedback on satisfaction. Provides feedback on students' effective performance (Gopal et al., 2021; Simsek et al., 2017). Rapid feedback enhances students' learning experience and subsequently leads to student satisfaction (Gopal et al., 2021; O'Donovan, 2017). Rapid feedback is a self-assessment tool for students that can improve their performance. In this regard, Pillay et al. (2021) found that the effect of feedback on future practice and the development of student learning is very important. Therefore, good and Prompt feedback and at the same time timely is useful for students to learn.

The quality of the instructor is the second factor that affects student satisfaction in online classes. In other words, the results showed that the higher the quality of the Instructor in online classes, the higher the level of student satisfaction with online classes. This finding was consistent with studies (Gopal et al., 2021), Butnaru et al. (2021), Banley (2018), and Bokayev et al. (2021). This means that the instructor should be very efficient during lectures. The instructor must understand the psychology

of the students in order to present the content of the course prominently. If the Instructor can present the content of the lesson correctly, it will affect the student's satisfaction. Instructors' perspectives are important because their enthusiasm leads to better online learning. The quality of the instructor with high bias in students' learning has a positive effect on their satisfaction. The Quality of the Instructor is one of the most important measures for student satisfaction that leads to the result of the teaching process. In addition, the instructor's understanding of the pervasive need ensures student satisfaction.

The third factor that affects student satisfaction is course design. In other words, the results showed that the more the course design in the classes is according to the students' wishes, the more the students' satisfaction with the online classes increases. This finding was consistent with studies (Gopal et al., 2021), Butnaru et al. (2021), Almaiah and Alyoussef. (2019), Almaiah and Almulhem. (2018) and Bokayev et al. (2021). Designed for students to understand easily. If the instructor plans the course so that the students understand the content without any problems, it will lead to satisfaction and the student can perform better during the academic year. In some cases, it is difficult to present course content in online education, such as the practical part, such as practical physical education classes. In such a situation, the instructor should be more creative in designing and presenting the course content to positively affect the students' overall satisfaction with the online classes. With proper planning, course design increases students' satisfaction with the system (Almaiah and Alyoussef, 2019). However, if the course is not designed effectively, it may lead to low use of e-learning platforms by

faculty and students (Almaiah and Almulhem, 2018). On the other hand, if the course is designed effectively, it will lead to more acceptance of the e-learning system by students and increase their performance.

The present study showed that the last factor affecting the satisfaction of physical education students in online classes is students' expectations. In other words, the results showed that the higher the students' expectations of online classes, the higher the students' satisfaction with online classes. The present study was consistent with the results (Gopal et al., 2021), Butnaru et al. (2021), Gold (2018) and Brown et al. (2014). Students may have expectations during class. If the instructor understands this expectation and adjusts his / her lesson plan according to the students' expectations, the students are expected to perform better in the exams. Expectation is an important factor that directly affects student satisfaction. Students' expectations are the best way to increase their satisfaction (Brown et al., 2014). Students' expectations can be identified up to the level of progress satisfaction.

In general, students agreed that online education was valuable to them, although the online classroom practice was the first experience during the Covid-19 epidemic (Agarwal and Kaushik, 2020; Rajabalee, Santally, 2020). Online educators should be eager to develop real-life educational resources that actively connect students and motivate them to perform well. Both professors and students have an equal responsibility for better performance in studies. When a student has difficulty understanding concepts, he or she should look for instructor solutions (Bangert, 2004). Therefore, it can be concluded that "coach quality, student expectations, quick feedback and effective course design"

significantly affect the online learning process of physical education students.

The data collected in the present study are cross-sectional and therefore it is difficult to establish a causal relationship between the variables. Longitudinal study can be used to address this limitation for future research. The present study is limited to theory classes only. Therefore, considering that some fields of study, including physical education, have practical courses, the performance of students in practical classes can also be examined. On the other hand, some of the problems that students have, such as limited access to the Internet or disruption due to signal weakness may exist. Some students may experience home environment issues such as harassment from family members that may lead to negative performance and dissatisfaction of the participant. Therefore, the mentioned points can be used for more quality research in the future.

Conclusion

The aim of this study was to investigate the effects of Covid-19 on the satisfaction of physical education students with online teaching in Iran. The results showed that Covid-19 did not have a negative effect on the academic performance of physical education students. So that physical education students were satisfied with online classes. The findings of this study provide many concepts and suggestions for the stakeholders to increase both the quality and capacity of online teaching in emergencies and emergencies. In this way, increase their level of satisfaction with online education. Therefore, all stakeholders are recommended to provide online training programs, vocational training for online training applications and devices, providing cheap internet packages, and providing virtual resources. Teachers are also

encouraged to provide comprehensive, interactive online services with supportive guidance and constructive feedback that can increase students' satisfaction with online teaching.

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