Descriptive Statistics Analysis on The Students' Satisfaction of ODL: A Case Study among UiTM Students in Tapah Campus

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Abstract

The Covid-19 pandemic swept across the country at the end of 2019. The WHO has declared that covid-19 germ disease is a dangerous epidemic. The whole country is experiencing a shutdown period to curb the spread of the epidemic. Educational Institutions are also no exception to curbing the spread of this infectious disease. Thus, the change in the learning and teaching process that takes place face-to-face and physical should be carried out through online distance learning (ODL). The level of student satisfaction needs to be reviewed to ensure that the teaching and learning process can be implemented effectively. UiTM also takes the online distance learning method as a delivery method to students. The objective of this paper is to analysis the level of satisfaction of students towards online distance learning using descriptive statistics analysis. A set of questionnaires is distributed among Part 1 students which were the first timer experience of ODL. The questionnaire was divided into 2 sections, which were Section A for demography of respondents and Section B for students' satisfaction of ODL. 100 respondents are participated in this study. The results highlighted that based on students' dimension, technology characteristics and instructor characteristics show that most of respondents are highly satisfied. Hence, the online distance learning give a positive impact towards students' satisfaction. These results also show an impressive achievement to the Education 5.0.

Keywords: Covid-19, Online Distance Learning, Students' Satisfaction

Introduction

After assessing the deadly virus's rapid spread and severity around the world, WHO's Director General declared Covid-19 a pandemic in March 2020, along with the announcement of social distancing as a means of containing the pandemic's spread (WHO, 2020). The Covid-19 epidemic, which hit the world at the end of 2019, caused the entire world to apply Movement Control Orders (MCO). Asian country was additionally involved the MCO in March 2020. an instructional establishment has been quickly closed as a result of this action (Shaid et al., 2021). All the standard activities involving face-to-face conferences amendment to on-line feuds. there's no exception for the sector of education. wherever historically teaching and learning strategies are distributed face-to-face and physically. However, this methodology

became on-line Distance Learning as another to the unfold of Covid-19 interference measures (Alawamleh, 2020). These amendments have had a serious impact on the change in learning strategies within the Education 5.0.

There were some issues in the early stages of introducing the Online Distance Learning method, particularly in terms of infrastructure such as access, technology, and internet networking (Nambiar, 2020; Dawadi et al., 2020; Shaid et al., 2021; Mustapah & Rosli, 2021). Furthermore, online learning issues include social isolation, problems with face-to-face interaction between teacher and student, connectivity issues, and a few others (Sá & Serpa, 2020). Students are more likely to encounter this issue than educators. To ensure that the teaching and learning process runs smoothly, students can make certain preparations. As a result, this research was carried out to determine student satisfaction with Online Distance Learning (ODL). Due to these, this study motivates to investigate further especially for UiTM students.

UiTM additionally takes the online distance learning methodology as a delivery method to students. The main objective of this paper is to analyse the level of satisfaction of students towards online distance learning using descriptive statistics analysis. In order to achieved the main objective, there are sub-objectives for this study:

    a) To identify the satisfaction based on students' dimension on ODL
    b) To identify the satisfaction based on technology characteristics on ODL
    c) To identify the satisfaction based on instructor characteristics on ODL

Methodology
This questionnaire is divided into two sections which are Section A for background of respondents and Section B for ODL evaluation based on three dimensions.
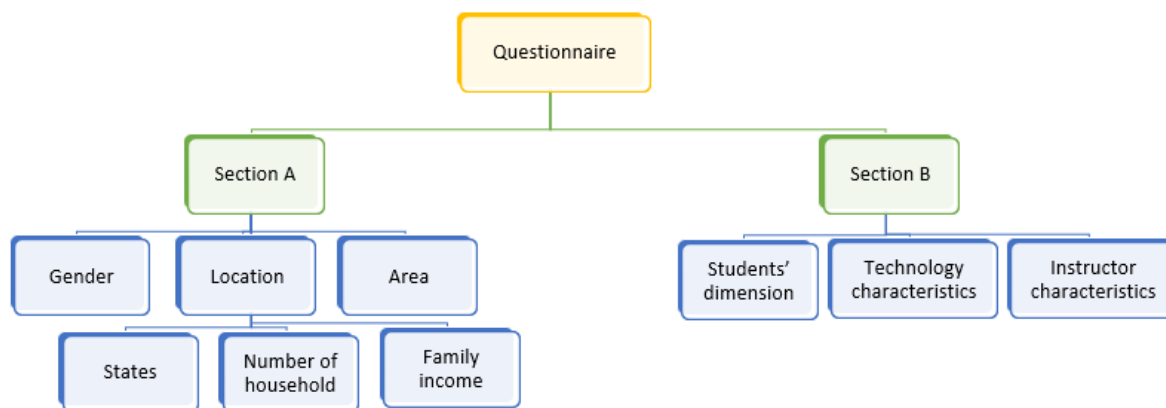
Figure 1. A Questionnaire components of Section A and Section B

This study is adopted a questionnaire from Shaid et al., (2021) due to it similarity and suitability with the field of study. It distributed among Part 1 students from program CS111 (Diploma in Statistics), Faculty of Computer and Mathematical Sciences, UiTM Tapah Campus. The population of part 1 student are 100 students and the researcher decided to include all the students as a respondent in this study.

Table 1
Number of questions/items in Section B

Section B	Number of questions/items
Students' dimension	15
Technology characteristics	9
Instructor characteristics	13

Results and Analysis

a) Section A: Background of Respondent

The questionnaire was distributed among Part 1 students from Diploma of Statistics, Faculty of Computer and Mathematical Sciences, UiTM Perak Branch, Tapah Campus. A total of 100 students answered the questionnaire and responded. Figure 2-8 shows the results of the results that display about the background of respondent, responses on available of proper study area, type of internet network as well as their level of ICT skill. Based on above figures, there are 36% of male respondents while another 64% are female respondents. Majority of the respondents are staying in their hometown which is 75% and only 25% are staying in the campus during the ODL period. Mostly the respondents are living in an urban area with 67% compared to 33% are living in a rural area. In term of category of family income, it shows that 51% are from B40, followed by 42% are from M40 and only 7% are from T20. Most of the UiTM students are from B40 and M40. Minimum number of family household are 2 members, while the maximum number of family household are 9 members. Most likely they have 5 or 6 members in their family. Selangor shows the highest number of respondents (50%), followed by Perak (24%) and Kedah (14%). More than 80% of the respondent have a proper study area, using Wi-Fi as their internet network and have a moderate level of ICT skill.
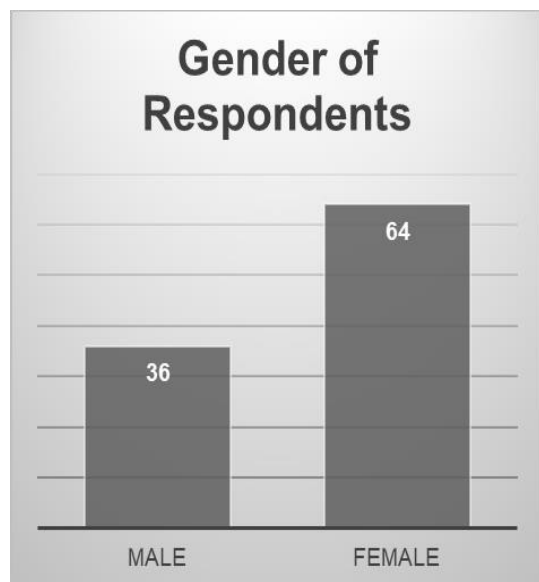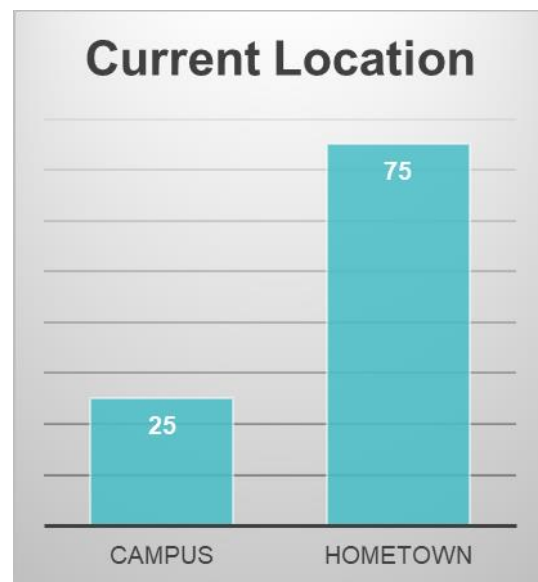

Figure 2. Gender of respondents

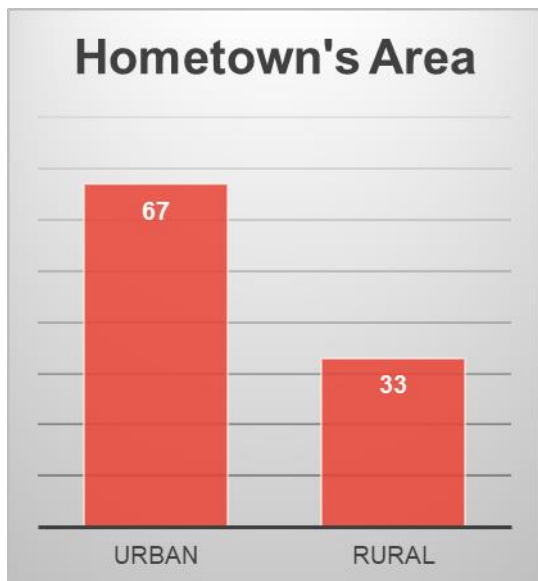**Figure 3. Current location of respondents**
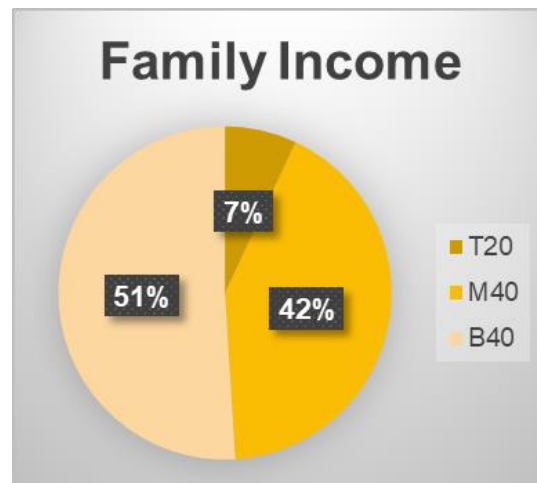
Figure 4. Hometown's area of respondents

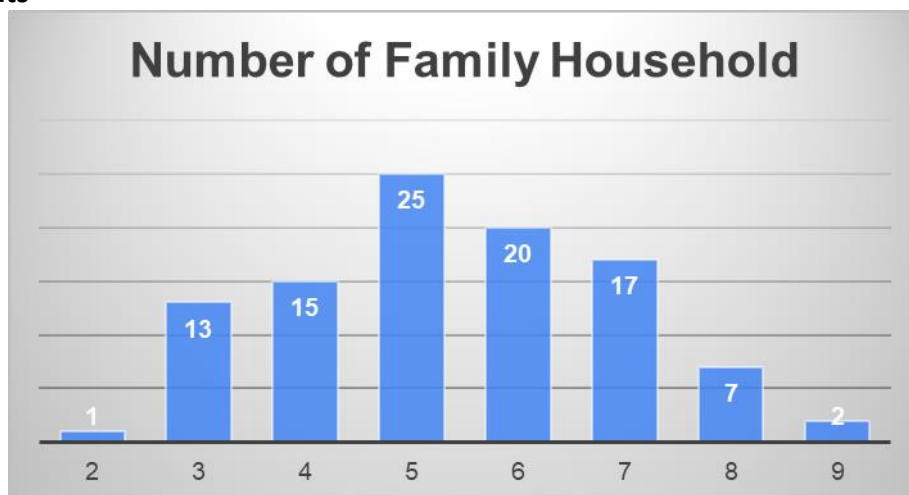Figure 5. Category of family income

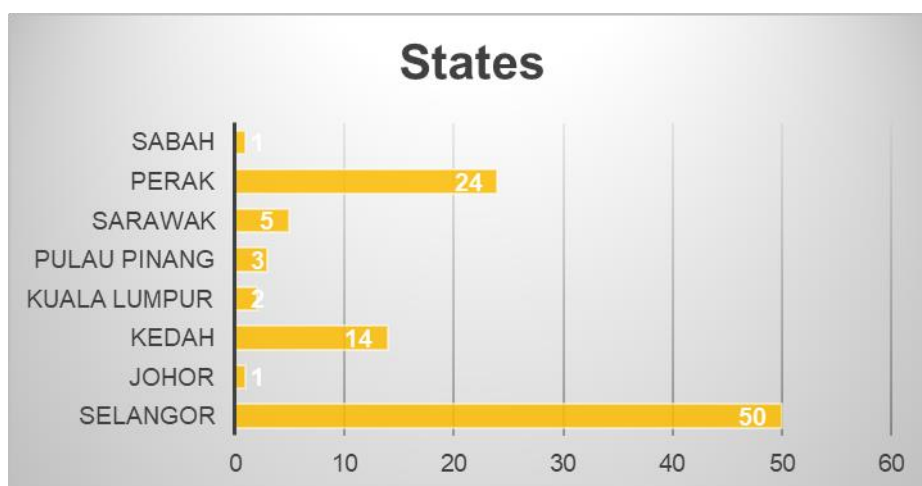Figure 6. Number of family household
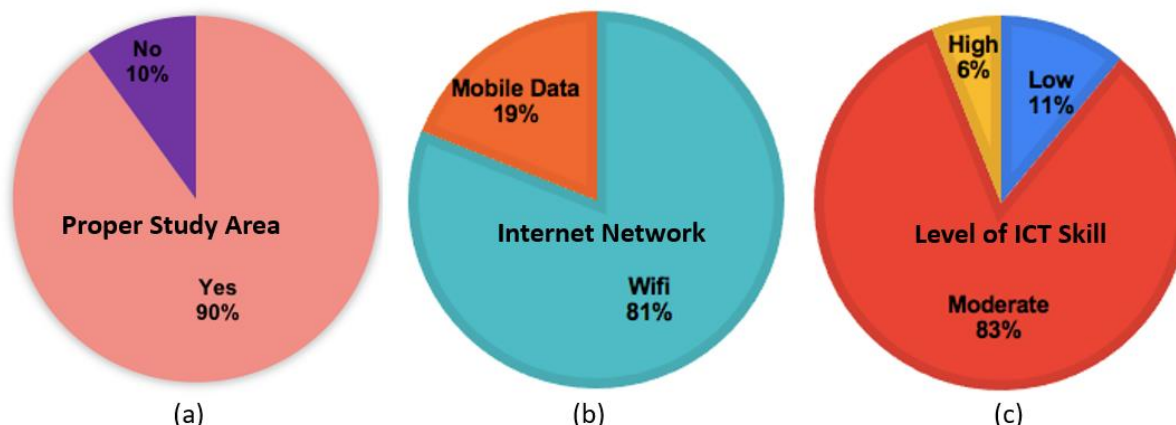

Figure 7. State of respondents

**Figure 8. Students' feedback on availability of study area, usage of internet network and
level of ICT skill**

 b) **Section B: ODL evaluation**

As in Section B, this study focusses on ODL evaluation based on three satisfactions dimensions
which are firstly on students' dimension, secondly on technology characteristics and finally
on instructor characteristics.

Table 2
Satisfaction on students' dimension

Items	Descriptions	Disagree (%)	Agree (%)
	Satisfaction on Students' Dimension		
Q1	I am open to learn about new things regarding online learning	12	88
Q2	I am able to spend significant time and energy to engage in online learning class	35	65
Q3	I am confident while using online learning system	48	52
Q4	I enjoy using the online platform applications	37	63
Q5	I feel students need to be trained before undergoing online learning activities	31	69
Q6	I feel that online learning can enhances my soft skills	32	68
Q7	I feel online learning is comfortable	44	56
Q8	Online learning would improve my learning process	52	48
Q9	Online learning reduces the time I spend on unproductive activities	47	53
Q10	Online learning saves me money I spend on printed learning materials and transportation cost	25	75
Q11	Online learning improves my written communication and analytical thinking skills	43	57
Q12	I feel online learning orients my study plan	50	50
Q13	I am able to organize my time well so that work and tasks do not build up	50	50
Q14	I try to interact with other students and instructors during the courses	32	68
Q15	I was satisfied with the quality of this training during COVID-19 pandemic	48	52

Table 2 shows respondents' feedback on their satisfaction with the students' dimension.
There are 15 items on which the majority of them agree and are satisfied with more than 50%
of the time. On the other side, they disagree with Q8 [Online learning would improve my

learning process] by marginally 52%. Furthermore, they are 50% each on Q12 [I feel online learning orients my study plan] and Q13 [I am able to organize my time well so that work and tasks do not build up]. This problem arose since students were studying through ODL for the first time during the pandemic. Tables 3 and 4 reveal that the majority of respondents agree and are satisfied with technology and instructor characteristics. As a result, they discovered that technology and instructor characteristics do not pose a significant problem in the process of teaching and learning via online distance learning.

Table 3
Satisfaction on technology characteristics

Satisfaction on Technology Characteristics			
Items	Descriptions	Disagree (%)	Agree (%)
T1	I have access to a stable internet connection at home	33	67
T2	I am updated with the latest technology	31	69
T3	Instructions about student participation are clearly presented	21	79
T4	I repeated the online instructional materials based on my needs	20	80
T5	I feel internet connection strength determines our effective learning opportunity	15	85
T6	I feel the course materials are accessible after the completion of each class	27	73
T7	I am able to complete my work even when there were distraction	46	54
T8	I am satisfied with the content of topic covered during the classes	33	67
T9	Online class is effective in bridging the gap of missed academic period	41	59

Table 4
Satisfaction on Instructor Characteristics

Satisfaction on Instructor Characteristics			
Items	Descriptions	Disagree (%)	Agree (%)
L1	I feel that my lecturers have good content knowledge	13	87
L2	I feel that my lecturers provide opportunities to ask questions	7	93
L3	I feel that my lecturers treated me with respect	11	89
L4	I feel that my lecturers understood my learning needs	19	81
L5	I feel that my lecturers made the subject as interesting as possible	18	82
L6	I feel the response time from lecturers is quicker in online courses	27	73
L7	I am satisfied with lecturers in providing clear instructions	16	84
L8	I am satisfied with the lecturers' accessibility during the class	11	89
L9	I am satisfied with the lecturers' pace of punctuality	18	82
L10	I am satisfied with the lecturers in reviewing the topic covered in the previous sessions	15	85
L11	I am satisfied with the lecturers' supportiveness towards my questions	15	85
L12	I am satisfied with the lecturers' responsiveness towards my questions	14	86
L13	I am satisfied with the quality of graphic aids such as sound and picture (ppt) being displayed by lecturers	16	84

Conclusion
The main objective of this study is to determine student satisfaction with ODL by looking at student dimensions, technological characteristics, and instructor characteristics. As a conclusion, students' satisfaction during online distance learning (ODL) in UiTM Campus Tapah is significantly satisfied, based on student dimension, technology characteristics, and instructor characteristics. Most of the respondent are agreed and satisfied based on the three dimensions with more than 50% responses. Some respondents are dissatisfied with their own self-confidence, believing that studying through ODL will increase their learning abilities. They are also dissatisfied with their time management, as they spend the majority of their time on devices and screens, which may cause them to lose focus and interest. Consequently, during Pandemic Covid-19, mostly students and lecturers successfully met the obstacles. These benefits are also advantageous to Education 5.0 in terms of improving the teaching and learning process through ODL.

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