

A Study on Student's Satisfaction With Online Course of First Year MBBS Students

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ABSTRACT

Objective: The present study was designed with an aim to investigate 1st-year medical students' psychological well-being during the COVID-19 pandemic, with online education format, and its influence on academic motivation.

Methods: A observational cross sectional study was conducted at Government Medical College and Hospital, Mysore, India. The participants were asked to complete a pre-tested and pre-designed questionnaire. A Google questionnaire was developed. A pilot test was given to 10 participants to test the validity of Google questionnaire. Then the Google questionnaire was mailed to the students and results were analysed.

Results: A total of 90 students answered the questionnaire. Students were generally satisfied with the course (83.3%) and with technical aspects of online lectures, the positive feedback was from 62% to maximum of 75%. But they also pointed out that the weaknesses of online learning are the lack of interaction among students and difficulty in concentrating during online lectures.

Conclusion: The inevitable transformation of medical education caused by CoVID-19 is still ongoing. E-learning provided us the needed mode to continue delivering the course in the need of the hour. However, hybrid model combining both modalities can achieve better results.

Keywords: Online education, Academic stress, covid-19, E-learning

INTRODUCTION

Medical education has gradually been changing and one significant part of this has been the introduction of online learning, which is now widespread not only in medical education but in many other fields.¹ E-learning will undoubtedly have a significant impact on the environment in which future medical students learn. Most medical students view e-learning as enjoyable and effective but, interestingly, do not see it replacing traditional didactic methods.²

In undergraduate medical education, online learning offers learners materials for self-instruction and collaborative learning.³ Blended learning, defined as the combination of traditional face-to-face learning and asynchronous or synchronous e-learning, has been presented as a promising alternative approach for health education because it is characterized as synthesizing the advantages of both traditional learning and e-learning. Moreover, blended learning has shown rapid growth and is now widely used in education.⁴

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Advantage of online classes, is that they allow students more flexibility. Because they can be accessed from almost anywhere with an internet connection, they forgo the need to physically go to class. However, other impacts of the pandemic on education are less positive. Some students might have fallen behind in their learning due to the lower quality of teaching in online classes and we all remember the early days of the pandemic, when teachers and professors struggled to use Zoom in their classes and the attempts to provoke interaction in breakout rooms.⁵

This study aimed to investigate 1st-year medical students' psychological well-being during the COVID-19 pandemic, with online education format, and its influence on academic motivation.

OBJECTIVES:

1. To find out the perceptions of students regarding E-learning during lockdown period of COVID-19 pandemic.
2. To assess the influence of online education format on academic motivation in 1st year medical students.

MATERIALS AND METHODS

SOURCE OF DATA

The present study is a Cross sectional, Observational, Questionnaire-based study carried out among undergraduate MBBS students, in Mysore Medical College and Research Institute.

METHODS OF COLLECTION OF DATA

A self-administered, structured, and pre-tested questionnaire is used. The questionnaire is adopted from previously conducted similar studies and modified to fit with the current set-up.

STUDY DESIGN: Observational Cross sectional

STUDY PERIOD: 01 January 2022 to 01 March 2022

SAMPLE DESIGN: 1st year Undergraduate MBBS students.

INCLUSION CRITERIA:

Undergraduate MBBS students who are willing to participate in the study.

EXCLUSION CRITERIA

- a. Students who are not willing to participate in the study.
- b. Students who filled forms incompletely.

METHODOLOGY

After getting approval of the Ethics Committee of Mysore Medical College and Research Institute, Mysore and obtaining written informed consent from medical students this prospective, observational study will be conducted among undergraduate MBBS students, in Mysore Medical College and Research Institute.

A self-administered, structured, and pre-tested questionnaire adopted from previously conducted similar studies and modified to fit with the current set-up is used. A pilot study will be conducted in 10 students to validate the questionnaire and changes, if necessary, will be made accordingly.

RESULTS

A total of 90 students had participated in the study. Using the pre designed questionnaire the feedback was obtained from them.

Table 1 shows '**Overall perceptions of students about E learning**'

They answered that they were generally satisfied with the course (83.3%), the educational objectives of the course were clearly presented (88.9%), the course were organized well (72%), and the volume of learning was reasonable (65%). As to their satisfaction with technical aspects of online lectures, students answered that they were satisfied with the quality, sound, speed of the video clips. The positive feedback was from 62% to maximum of 75%.

Table I : Overall perceptions of students about E learning

	<i>Student's perception</i>	<i>Yes</i>	<i>No</i>
1	I am generally satisfied with the course	75 (83.3%)	15 (16.7%)
2	The educational objectives of the course were clearly presented	80 (88.9%)	10 (11.1%)
3	The course lectures were well-organized in relation to each other	72 (80%)	18 (20%)
4	I am generally satisfied with the volume of learning	65 (72.2%)	25 (27.8%)
5	I am generally satisfied with the video quality of the lecture	67 (74.4%)	23 (25.6%)
6	I am generally satisfied with the progress of the online lecture	58 (64.4%)	32 (35.6%)
7	I am generally satisfied with the sound quality of the lecture	56 (62.2%)	34 (37.8%)
8	I am generally satisfied with the speed of the lecture	60 (66.7%)	30 (33.3%)
9	Feedback via email was done properly	56 (62.2%)	34 (37.8%)
10	Advantage of taking the course at any time	60 (66.7%)	30 (33.3%)
11	Advantage of taking the course anywhere	77 (85.6%)	13 (14.4%)
12	Flexibility of time in the sequence of the lecture	63 (70%)	27 (30%)
13	Playing the lecture at any speed they want	36 (40%)	54 (60%)
14	Reviewing the recorded lecture multiple times any portion of the lecture	43 (47.8%)	47 (52.2%)
15	Lack of interaction between professor and student	49 (54.4%)	41 (45.6%)
16	Lack of interaction among students	56 (62.2%)	34 (37.8%)
17	Difficulty in concentrating during online lectures	74 (82.2%)	16 (17.8%)
18	Difficulty in maintaining self-directed learning	55 (61.1%)	35 (38.9%)
19	I'm satisfied with the QnA process after class	64 (71.1%)	26 (28.9%)
20	Difficulty in grasping and understanding of the subject	47 (52.2%)	43 (47.8%)

Students pointed out the following strengths of online learning: 1) they can take the course anywhere they want (85.6%), 2) they can take the course at any time they want (66.7%), 3) Flexibility of time in the sequence of the lecture (70%), 4) Satisfaction with QnA process after class (71.1%). They pointed out that the weaknesses of online learning are the lack of interaction among students and difficulty in concentrating during online lectures and Playing the lecture at any speed they want as it's not a recorded video clips but a live online teaching. As Difficulty in maintaining self-directed learning or difficulty in grasping and understanding of the subject, students answered neutrally (61.1% and 52.2%), respectively).

DISCUSSION

In this study, we present our experience of moving our classes online and our survey of students for their feedback. The biggest advantage of online learning is that it is possible to learn at anytime and anywhere, using the internet. Online learning also allows for learner-oriented learning.

As Table 1 shows, Even the majority of Students were generally satisfied with the online course and seem to be adjusting very well. But still difficulty in concentration during online lectures is, also been a big disadvantage pointed out by the students in majority.

Khadijah Mukhtar, Kainat Javed et al, conducted a study to explore the advantages, limitations and recommendations for online learning and their study supports the use of online learning in medical and dental institutes, considering its various advantages. Online learning modalities encourage student-centered learning and they are easily manageable during this lockdown situation.⁶

Nopa Yusnilita, in his study found that the Online learning provide students practical and flexible way in learning, it also make them more creative and active. Online learning give them some benefit in learning.⁷

Meruyert, S., Aigul, B., Aidyn, D et al, concluded in their study that Students found online learning advantageous in terms of gaining self-confidence, responsibility, a comfortable life, adaptability and acceptance of norms. They stated that the online learning environment is disadvantageous in terms of happiness, excitement, friendship, sharing, cultural and universal values.⁸

Anjali N Shete et al, concluded in their study that Students did not prefer E- learning over classroom learning. They admit the usefulness of E -learning. But, classroom learning with rational use of E -learning is preferred by the students.⁹

CONCLUSION:

Our study shows that the Students are adjusting well to the course on the whole but still they find it little difficult in concentrating during the lectures. Actually, E-learning provided us the needed mode to continue delivering the course in the need of the hour. However, hybrid model combining both modalities can achieve better results.

LIMITATIONS:

Findings in the present study can be done for large group involving more number of students. Also, we could have included the faculty in this study, as this online teaching has not much customized for the teachers as well.

Conflict of interest: None

Source of funding: Self

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