

A Study of Pupil-Teachers' Academic Satisfaction in Relation to the Study Environment During Online Classes

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Abstract

Online student engagement is a stronger determinant of the perceived student learning outcome, as online classes lack the physical socialization that occurs in traditional courses. The factors related to effective academic satisfaction are: seating arrangements, classroom furniture, the number of students, access to potable water and a lighting system, arrangements for students' free time on campus, and arrangements for fans during summer. The main objective of this study is to know the perception of B.Ed. pupil teachers' academic satisfaction and study environment, and investigate the relationship between pupil teachers' academic satisfaction and study environment. Researchers found that there is a significant relationship between academic satisfaction and the 'Study Environment'. A Pearson correlation coefficient of 0.98034 was found, indicating a strong positive relationship.

Keywords:- Online teaching, Academic satisfaction, and study environment.

INTRODUCTION

Online learning has arisen as an alternative to traditional learning during the pandemic. Most students have experienced online classes for the first time. Factors such as online classroom interaction, students' motivation to attend the online class, course structure, and instructor's comfort and knowledge are important determinants of students' perceived learning and student satisfaction. Online student engagement is a stronger determinant of the perceived student learning outcome, as online classes lack the physical socialization that occurs in traditional courses.

Academic satisfaction is a favourable state. Satisfaction is the feeling of pleasure that one has when one has done, gotten, or achieved what one wanted (google.com). Academic satisfaction is a psychological state that comes from the confirmation or non-confirmation of the learners' expectations and internal enjoyment regarding their academic work.

The factors related to effective academic satisfaction are: seating arrangements, classroom furniture, the number of students, access to potable water and a lighting system, arrangements for students' free time on campus, arrangements for fans during summer, teacher assistance, and the campus or institutional environment. According to Ahmed Al-Kuwaiti (2014), there are some other factors related to instructor effectiveness and student satisfaction, such as consistency in conducting the Course; the Availability of the teaching staff; Exhibiting enthusiasm while teaching; Regularity for class; up-to-date course materials; Encouraging interactive lectures; and Infrastructural facilities available. The environment affects students' satisfaction (ZARE, 2014). Wiers-Jenssen (2002) defined students' satisfaction, and he included the quality of academic and pedagogical teaching, supervision and feedback, relevant curriculum, the balance between different forms of organized teaching activities and self-tuition, support facilities, physical infrastructure, and access to leisure activities and social activities. Various research studies are explicitly and implicitly relevant to this study. No study approximates the objectives and methodology conducted in this study, and in the same geographical region. There is less research about Indian and other educational environments to evaluate academic Satisfaction. Researchers found a few studies on the study environment and academic satisfaction of teacher trainees/pupil-teachers. Therefore, the present study is a step ahead in the same line to identify and investigate in-depth its relation to teacher trainees' academic satisfaction and study environment.

OBJECTIVE

1. To know the perception of B.Ed. pupil teachers' academic satisfaction and study environment.
2. To investigate the relationship between pupil teachers' academic satisfaction and study environment.

HYPOTHESIS

The following hypothesis is used for this study:-

There is no significant relationship between pupil teachers' academic satisfaction and study environment.

RESEARCH METHODOLOGY

Tool Used- The descriptive survey method of research has been used for the study. For the collection of data, a questionnaire was prepared in Google Form format and shared with the participants. A data collection tool for Academic satisfaction, which was constructed by Alka Gupta and Prof. Sunita Godiyal, has been used. Researchers use this tool as an online questionnaire with the permission of the tool's constructor.

Sample: Analysis and interpretation based on a survey of B.Ed. Students who were enrolled in the third semester. -For sample selection, 250 pupil teachers from H.N.B.G. Central University, Srinagar, Uttarakhand, have been selected through random sampling. From these alternatives, the most appropriate answer had to be selected by the participants.

Statistics:-Score analysis had been done in terms of Percentage, Mean, correlation, etc, used.

ANALYSIS AND INTERPRETATION

Score analysis had been done in terms of Percentage, Mean, correlation, etc, used.

Figure no. 1.1

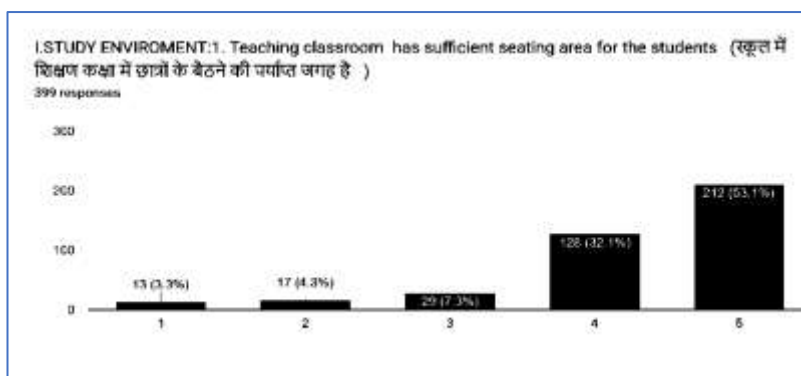


Figure no.1.1 exhibits that 53.1% of pupil-teacher strongly agree that the teaching classroom has sufficient seating area for the students.

Figure no.1.2



Figure no.1.1 exhibits that 49.9 % of pupil-teacher strongly agree that there is a proper arrangement of furniture in the classroom, which makes it convenient for them to study.

Figure no.1.3

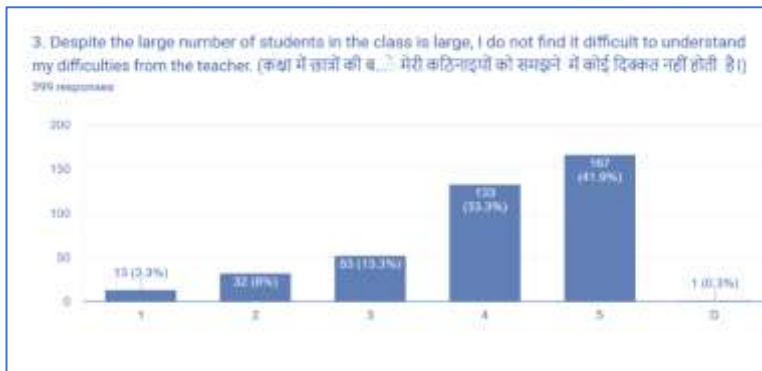


Figure no.1.3 exhibits that 41.9% of pupil-teacher strongly agree that despite the large number of Students in the class is large; they do not find it difficult to understand the difficulties with the teacher

Figure no.1.4

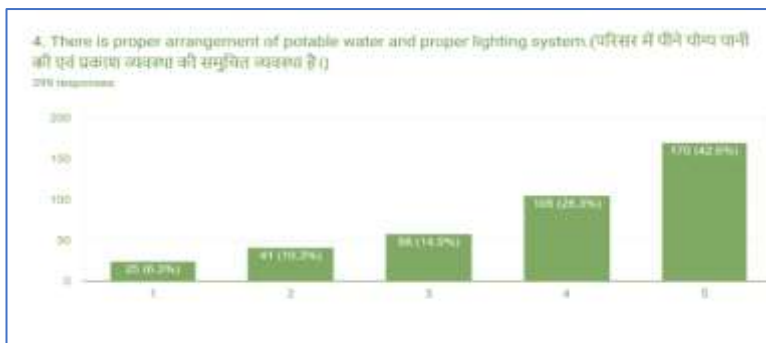


Figure no.1.4 exhibits that 42.6% of pupil-teacher strongly agree that there is a proper arrangement of potable water and the lighting system works properly.

Figure no.1.5

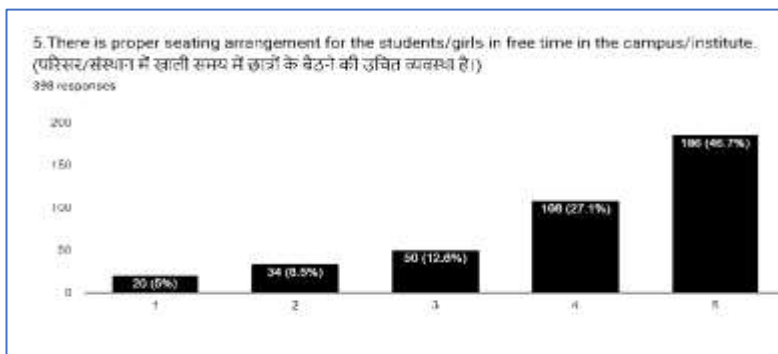


Figure no.1.5 exhibits that 40.7% of pupil-teacher strongly agree that there is a proper seating arrangement for the students/girls in free time on the campus.

Figure no.1.6



Figure No. 1.6 shows that 27.8% of pupils/teachers strongly disagree that there are proper internet facilities in their campus/institution.

Figure no.1.7

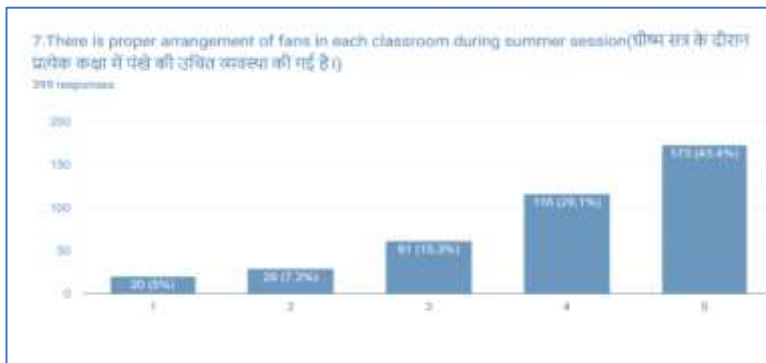


Figure no.1.7 exhibits that 43.4% of pupil-teacher strongly agree that there is a proper arrangement of fans in each classroom during the summer session.

Figure no.1.8



Figure no.1.8 exhibits that 32.6% of pupil-teacher strongly agree that the campus/institution has a fair number of lecture theatres.

Figure no.1.9

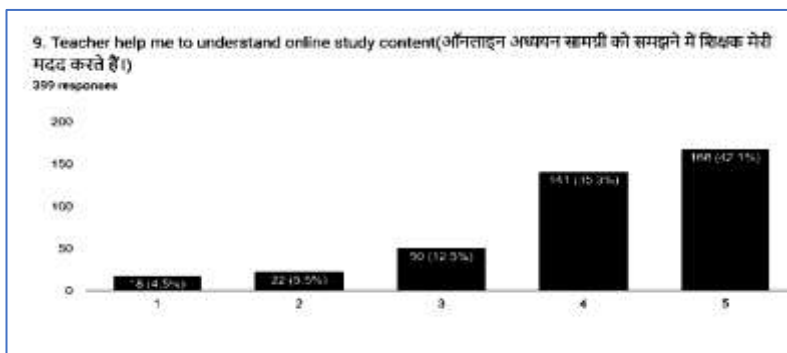


Figure no.1.9 exhibits that 42.1% of pupil-teacher strongly agree that teachers help them to understand online study content.

Figure no.1.10

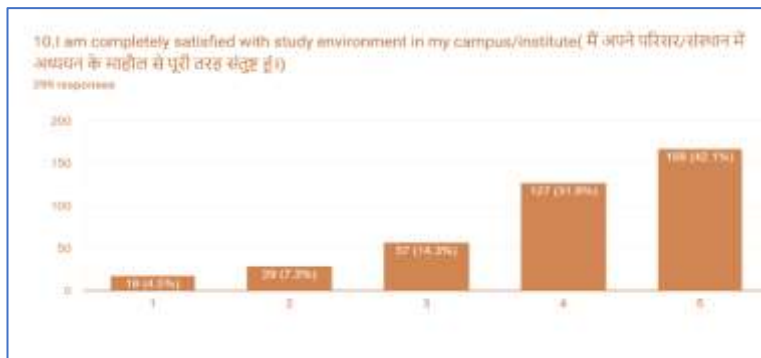


Figure no.1.10 exhibits that 53.1% of pupil-teacher strongly agree that they are completely satisfied with the environment in their campus/institutions.

RESULT AND DISCUSSION

Most of the pupil-teacher (212) strongly agree that the teaching classroom has a sufficient seating area for the students. There are 199 pupil-teacher found to be strongly agree that there is a proper arrangement of furniture in the classroom, which makes it convenient for them to study. 167 pupil-teacher strongly agree that despite the large number of Students in the class, they do not find it difficult to understand the difficulties with the teacher. Most of the pupil-teacher (186) strongly agree that there is a proper seating arrangement for the students/girls in free time on the campus. It might be because these are not affected by online teaching and learning. During online teaching and learning, teacher educators supported teacher trainees with all requirements and gave them a supportive environment.

Most of the pupils/teachers (111) found to be strongly disagree that there are proper internet facilities in their campus/institution. And pupil-teacher (130) strongly agrees that there is a proper arrangement of fans in each classroom during the summer session. Most of the pupil-teacher (168) strongly agree that the campus/institution has a fair number of lecture theatres. And pupil-teacher strongly agree that the teacher helps them to understand online study content. 168 pupil-teachers strongly agree that they are completely satisfied with the environment in their campus/institutions. This result is also supported by Lei Hao (2018), who found that teachers are supportive. It might be because Teachers solve the problems of students promptly even overtime, and Teachers encourage all students equally during an online class and have emotional understanding and social skills, and they express their emotions. In B.ED. institutions, teachers are experts in their respective subjects, they enhance and support both teacher trainees either male or female, to do better. Teachers use different factors, such as the content of the lectures, delivering lectures, practical sessions, and course simulations, during online teaching.

CONCLUSION

There is a significant relationship between academic satisfaction and the 'Study Environment'. A Pearson correlation coefficient of 0.98034 was found, indicating a strong positive relationship. But the other hand, it has been concluded by other researchers that there is no difference between the pupil-teacher's study environment and academic satisfaction. This result is supported by Alex Jadidian (2011), who found that there is no significant moderator for academic satisfaction. The result shows that most of the pupil teachers were found to be more satisfied with the study environment. It might be because pupil teachers tend to employ self-monitoring, planning, and structuring of their study environment at any place. It might be because, during a pandemic, teaching and learning have been done by trained teacher educators. They have been paying complete attention to classes, attendance, presentation, and any competition. Institutions have less pressure to attend the training session. This result is also supported by Iffat Naeem (2020), who reported that positive interaction between peer and teacher educators provided a supportive environment that acts as a buffer against dissatisfaction. This conclusion will inspire them to develop new thinking, theory, or other ideas.

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