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Perception of B.Ed. Teacher Trainees on Academic Satisfaction during Online Teaching/Learning

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Abstract

Academic satisfaction is the student's satisfaction with the academic environment, and it is defined as a psychological state that results from the confirmation or non-confirmation of the students' expectations regarding their academic reality. The main objective of this study is to know the perception of B.Ed. Teacher trainees on academic satisfaction. The descriptive survey method is used for this study. For sample selection, 399 teacher trainees from H.N.B.G. Central University, Srinagar, Uttarakhand, have been selected through random sampling. Based on the findings, the researcher concluded that female teachers are more satisfied with online teaching. Reported a significant difference in academic satisfaction between rural-based students who are studying in the traditional educational system and the open education system; rural students were found to be the least satisfied. Teacher trainees felt a lack of cultural activities and poor networks during online library study, but were satisfied with teachers' and co-students' behavior.

Keywords: Teacher Trainees, Online teaching, Academic satisfaction.

Introduction

“Satisfaction lies in the effort, not in attainment; full effort is full victory.”

-Mahatma Gandhi

Academic satisfaction is the student's satisfaction with the school environment, physical facilities, educational programs, and teaching activities. From the modern psychological perspective, satisfaction-dissatisfaction is accepted as an important dimension of human behavior. Poffenberger (1961) rightly said that "a flash of satisfaction makes a whole day's work a joyous affair and a smooth completion of events, while a bout of discontent surrounds and envelops the worker in a haze of despair.". The same thing applies to student life as well. If there is satisfaction in the students, then they will work elegantly, with hard work, dedication, and with enthusiasm. The academic meaning is connected with education, especially in schools and universities, or we can say that it relates to school, colleges, and universities, or is connected with studying and thinking, not with practical skills. (dictionary.cambridge.org) Satisfaction is the pleasure or pleasant feeling we get when we receive something we want (dictionary.cambridge.org). This feeling determines students' academic satisfaction and dissatisfaction. Educational satisfaction of the students—Dissatisfaction can be defined as the attitude of the students towards educational programs.

Academic Satisfaction

Academic satisfaction refers to the subjective evaluation of the whole educational experience, and it is defined as a psychological state that results from the confirmation or non-confirmation of the students' expectations regarding their academic reality. (Chen, 2012) The study on nursing students' academic satisfaction is based on the assumption that this variable has a direct influence on these students' performance and both their professional training and their social interaction, and possibly results in financial loss, as well as psychological damage and physical damage. Academic satisfaction includes the institutional context as a whole. It considers the quality of the course, the relationship between theory and practice, the teaching quality, the system of evaluation, contact with peer groups and professors, content, syllabus, curriculum, administration, and management of the institutions/colleges/universities and their facilities and resources. (Lee, 2009). Academic satisfaction is a high-priority domain system of college students in the university. (R.W.Lent, 2007)

Academic satisfaction has become the mark of performing well on both counts, including its many forms and informal metrics. Providing nurturing and comfortable surroundings or environment to students is desirable. Not only does it improve performance, but it also promotes your student's physical and

psychological health, which is conducive to both short-term learning goals and long-term character-building and social inclusion (visionpoint. in) Academic satisfaction's socio-cognitive model has been highlighted due to its importance in finding external factors that could have an impact on teacher trainees'. Overall, academic satisfaction, cognitive, affective, and behavioral factors are considered due to teacher trainees' perceptions of their performance, contrary to other studies and training that focus on the teacher trainees' perception in the institutional context. Due to the COVID-19 pandemic, teacher trainees' students have had no choice but to transition to remote education, and it is not currently known how satisfied they are with their online learning or teaching. It is important to know that the pandemic affects teacher trainees' satisfaction. It has been observed that the interruption of face-to-face teaching and student interaction could affect satisfaction. On the other hand, Factors such as mental health issues and the need to adapt to the digital environment could contribute to perceptions of academic satisfaction. Understanding the factors that positively or negatively influence academic satisfaction could lead us to effectively assess the problem and design targeted interventions according to the needs of a specific group of individuals. In this study, The main objective of this study was to determine the factors related to academic satisfaction in teacher trainees during online teaching.

OBJECTIVE

The main objective of this study -

To know the perception of B.Ed. Teacher trainees on academic satisfaction.

RESEARCH QUESTION

What is the perception of B.Ed. Teacher trainees on academic satisfaction.

LITERATURE REVIEW

Yogesh Prasad Sharma (2017) conducted a Comparative study of the educational satisfaction of students of government and private schools at the secondary level. This research work was done on 28-28 students of two government and two private secondary schools run by the Secondary Education Council of Moradabad City, Uttar Pradesh. After the research study, it was concluded that the performance of government school students at the secondary level The academic satisfaction is significantly higher than the academic satisfaction of the students of a private school at the secondary level. Jaime (2022) conducted a study on the Contribution of Academic Satisfaction Judgments to Subjective Well-Being and concluded that academic satisfaction judgments contributed to life satisfaction judgments and supported their importance, not only because of their importance in the

education field but also because of their effect on higher educational pupils' subjective well-being and health. Kapasia (2022) conducted a study on perceived academic satisfaction levels, psychological stress, and academic risk among Indian students amidst the COVID-19 pandemic and concluded that the majority of the students had low to moderate levels of academic satisfaction. Over two-thirds of students had a high level of stress, and nearly two-fifths of the students felt at very high risk in their academic career.

RESEARCH METHODOLOGY

The descriptive survey method is used for this study. For sample selection, 399 teacher trainees from H.N.B.G. Central University, Srinagar, Uttarakhand, have been selected through random sampling. 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. The analysis uses the sum and percentage.

ANALYSIS AND INTERPRETATION

Analysis and interpretation based on a survey of B.Ed. Students who were enrolled in the third semester. Data interpretation has been based on percentages. The Questionnaire was filled out online. The researcher has presented the data for some of the questions as follows:

Figure 1.1

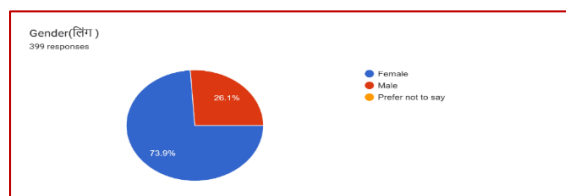


Figure 1.1 displays the percentage of male and female (gender-wise) teacher trainees' participation in the perception of academic satisfaction.

Figure 1.2

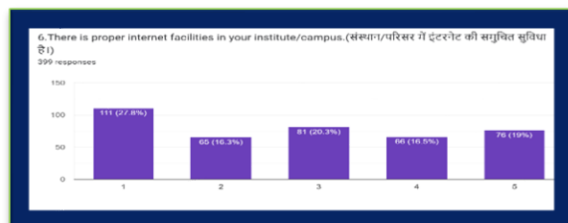


Figure 1.2 displays the mean score and percentage of male and female teacher trainees on internet facilities on campus.

Figure 1.3

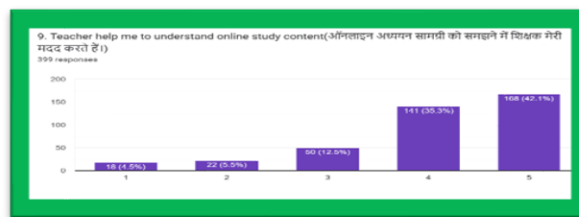


Figure 1.3 displays the mean score and percentage of male and female teacher trainees on the online study content.

Figure 1.4

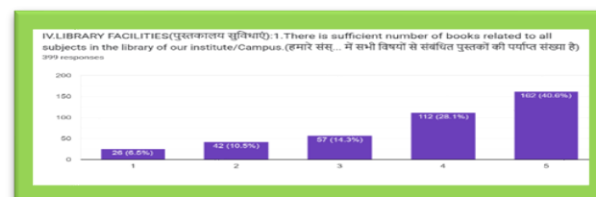


Figure 1.4 displays the mean score of male and female teacher trainees on the library facilities.

Figure 1.5

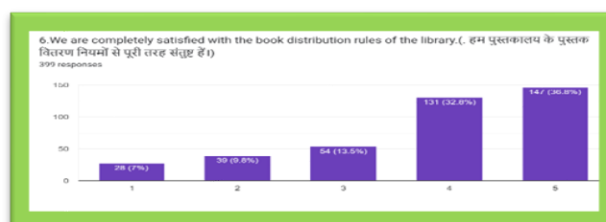


Figure 1.5 displays the mean score of male and female teacher trainees on the book distribution.

Figure 1.6

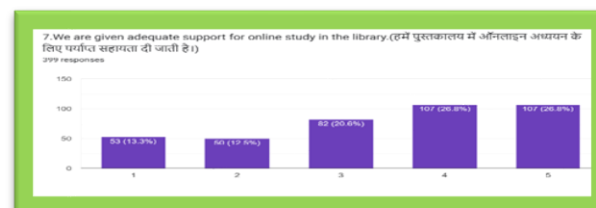


Figure 1.6 displays the mean score of male and female teacher trainees in the online study in the library.

Figure 1.7

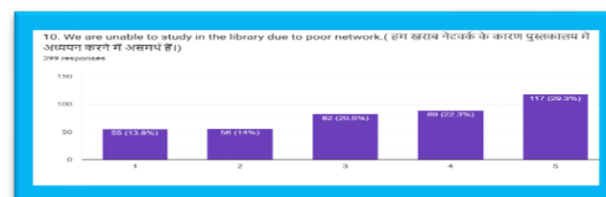


Figure 1.7 displays the mean score of male and female teacher trainees on the library due to a poor network.

Figure 1.8

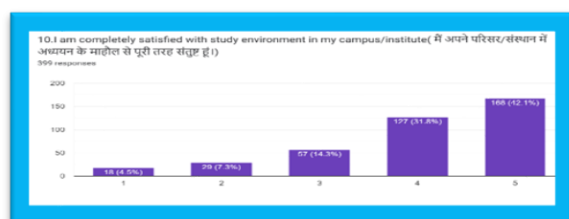


Figure 1.8 displays the mean score of male and female teacher trainees on the study environment.

Figure no.1.9

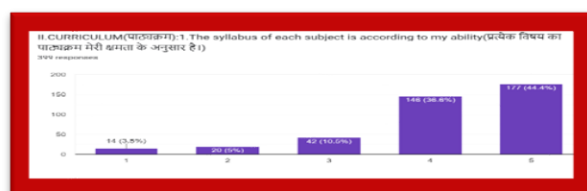


Figure 1.9 displays the mean score of male and female teacher trainees on the curriculum.

Figure 1.10

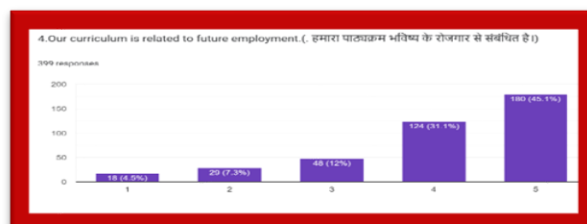


Figure 1.10 displays the mean score of male and female teacher trainees on the curriculum related to employment.

Figure 1.11

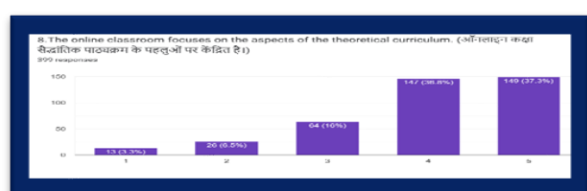


Figure 1.11 displays the mean score of male and female teacher trainees on the aspect of the theoretical curriculum.

Figure 1.12

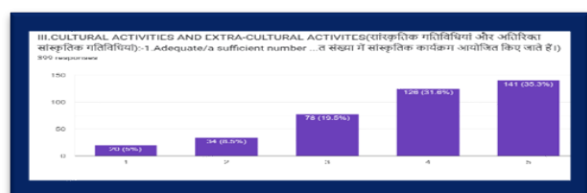


Figure 1.12 displays the mean score of male and

female teacher trainees on cultural activities and extra-cultural activities.

Figure 1.13

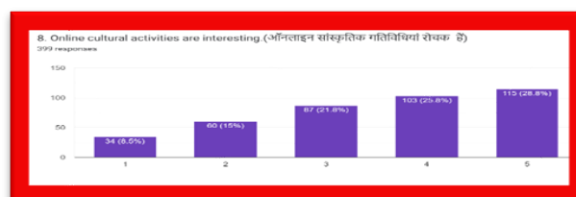


Figure 1.13 displays the mean score of male and female teacher trainees on the online cultural activities.

Figure 1.14

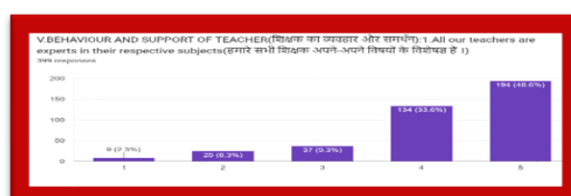


Figure 1.14 displays the mean score of male and female teacher trainees on the behaviour and support of teachers.

Figure 1.15

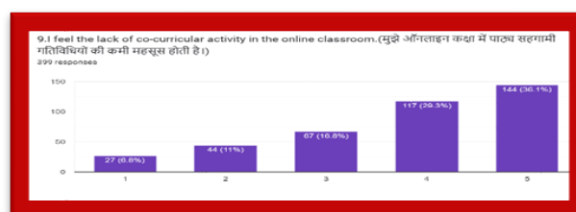


Figure 1.15 displays the mean score of male and female teacher trainees for the lack of co-curricular activities in the online classes.

Figure 1.16

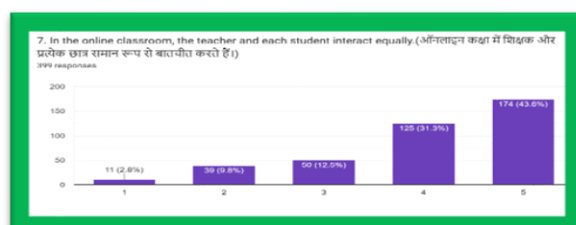


Figure 1.16 displays the mean score of male and female teacher trainees in the student-teacher interaction.

Figure 1.17

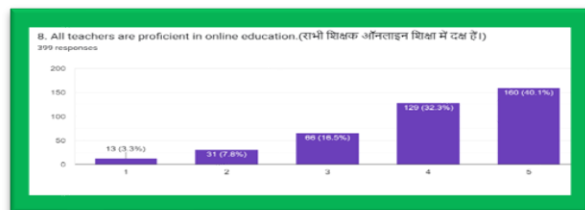


Figure 1.17 displays the mean score of male and female teacher trainees on teacher proficiency in online teaching.

Figure 1.18

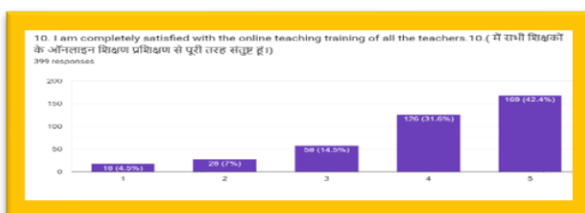


Figure 1.18 displays the mean score of male and female teacher trainees in online teaching satisfaction.

Figure 1.19



Figure 1.19 displays the mean score of male and female teacher trainees on teaching methods.

Figure 1.20

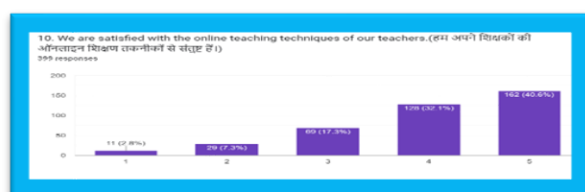


Figure 1.20 displays the mean score of male and female teacher trainees on teaching techniques.

Figure no. 1.21

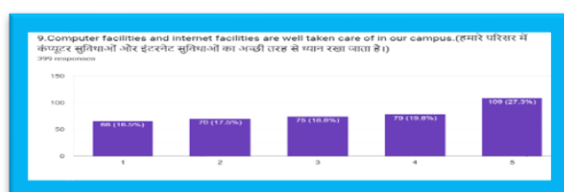


Figure 1.21 displays the mean score of male and female teacher trainees on computer facilities.

Figure 1.22



Figure 1.22 displays the mean score of male and female teacher satisfaction with computer and internet facilities.

Figure 1.23

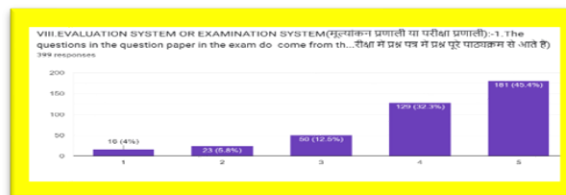


Figure 1.23 displays the mean score of male and female teacher trainees on the study of the evaluation system or examination system during online teaching.

Figure 1.24

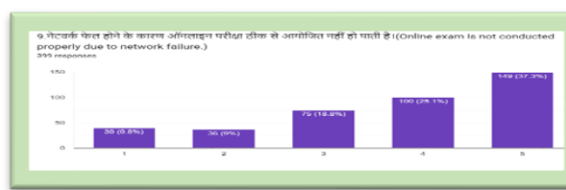


Figure 1.24 displays the mean score of male and female teachers' academic satisfaction with network failure during online exams.

Figure 1.25

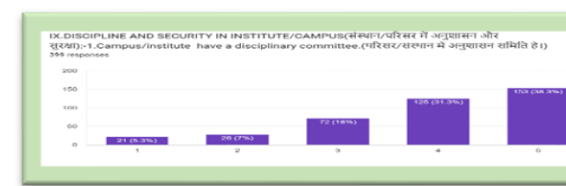


Figure 1.25 displays the mean score of male and female teacher trainees on the study of discipline and security on campus.

Figure 1.26



Figure 1.26 displays the mean score of male and female teacher trainees on the discipline in online teaching and learning.

Figure 1.27

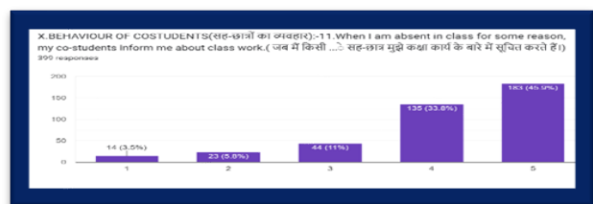


Figure 1.27 displays the mean score of male and female teacher trainees on the behaviour of co-students.

Figure 1.28

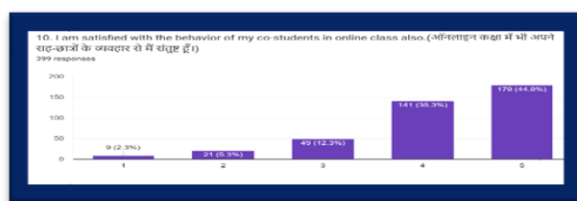


Figure 1.28 displays the mean score of male and female teacher trainees on the study of satisfaction with the behaviour of co-students.

RESULT AND DISCUSSION

Based on the above data, the following major findings were obtained: -

73.9% of female teacher trainees and 16.1% of male teacher trainees showed a response for academic satisfaction. There are 57.6% of private institutions' teacher trainees, 28.6% of Government institutions' teacher trainees, and 13.8% of Aided Institutions' Teacher trainees who gave responses to academic satisfaction. Most of the teacher trainees strongly agree with the seating area for the students in the teaching classroom. There are 27.8% (111) of teacher trainees who strongly disagree with accepting that there is a proper facility in their institute/ campus. Most teacher trainees (42.1%) strongly agree to accept that teachers help them understand online study content. There are 40.6% of teacher trainees who accepted that there is a sufficient number of books related to all subjects in the library of the institute and most of them (36.8%) strongly agree with the book distribution rule. 107 teacher trainees agree to accept that they have adequate support for online study in the library. 117 teacher trainees accept that they are unable to study in the library due to a poor network. Most of the teacher trainees (168) accepted that they were satisfied with the study environment on the campus/institution. Most of the teacher trainees (177) accepted that the syllabus of each subject is according to their ability. Most of the teacher trainees (180) accepted that the curriculum of

their course is related to future employment. 149 teacher trainees accepted that the online classroom focuses only on the aspects of the theoretical curriculum. Most teacher trainees (141) accepted that there is an adequate number of cultural activities during online teaching. 115 teacher trainees accepted that online cultural activities are interesting. Most of the teacher trainees (194) accepted that all teachers are experts in their respective subjects. 144 teacher trainees strongly agree to accept that they feel a lack of co-curricular activities during online classes. 174 teacher trainees strongly agree to accept that teachers and students interact equally during online classes. Most of the teacher trainees (189) agree to accept that the teacher makes them understand with the help of examples and different techniques. Most of the teacher trainees (162) were satisfied with the online teaching techniques. Average teacher trainees (109) are satisfied with the computer facilities and internet facilities available on campus. Most of the teacher trainees (181) strongly agree to accept that the question in the question paper in the exam comes from all syllabi. 149 teacher trainees accepted that the online exam was not conducted properly due to network failure. Most of the teacher trainees (153) strongly agree to accept that the institute/campus has a disciplinary committee. Most of the teacher trainees (173) strongly agree that teachers give full attention to discipline even in online teaching. Most of the teacher trainees (183) strongly agree to accept that when they are absent from class, their co-students inform them about the class. Most of the teacher trainees (179) were satisfied with their co-students' behavior in online classes. This result is also supported by Albarrak I Ahmed (2013), who found that Problem-based learning students are most satisfied with computer facilities. It might be because computer facilities are equally available for teacher trainees. Similarly, this result is also supported by Prof. Sunita Godiyal and Sarita Uniyal (2009), who found that the difference between boys and girls, in library facilities, evaluation system, extracurricular activities, and relation with fellow students, is not found to be significant. But other studies, such as Sashi Singh (2012), reported a significant difference in academic satisfaction between rural-based students who are studying in the traditional educational system and the open education system; rural students were found to be the least satisfied.

CONCLUSION

Academic satisfaction is defined as a psychological state that results from the confirmation or non-confirmation of the students' expectations regarding their academic reality. (Chen, 2012). The objective of this study is to know the perception of B. ED teacher trainees on academic satisfaction. Based on the findings, the researcher concluded that female teachers are more satisfied with online teaching. Teacher trainees felt a lack of cultural activities and poor networks during online library study, but were

satisfied with teachers' and co-students' behavior. In conclusion, the design and the implementation of online teaching require careful preparedness. To ensure the practicality of the transition to online teaching, educators, instructors, faculty, and university administrators must also consider how technology will interact with each factor or aspect to identify what challenges online teaching and teacher trainees have faced in teaching teaching-learning process. Academic satisfaction is strongly related to the quality of students' learning, and it is a dynamic process that can be affected by the institution's characteristics within its educational context, and by the way students themselves perceive and understand their learning environment (Kantek 2012).

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