

# Level of Student's Satisfaction on TVET Course Structure in Online Learning during Pandemic COVID-19

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**Abstract:** The COVID-19 pandemic has affected educational institutions worldwide when traditional face-to-face education is no longer appropriate to conduct during the COVID-19 pandemic to meet the demands of physical distance as an initiative to curb the spread of the COVID-19 pandemic. The shift in learning from traditional face-to-face learning to online learning that occurs drastically to ensure the continuity of education can affect the level of satisfaction Technical & Vocational Education and Training (TVET) students. This study aimed to identify students' satisfaction with course TVET structure in online learning due to the spread of the COVID-19 pandemic. The design of this study was a survey study using a quantitative correlation approach. 179 TVET students were involved in the online survey questionnaire via Google Form. These data were analysed using descriptive analysis using the mean score, and standard deviation. The study findings show a high level of student satisfaction with the course structure. The study results indicate the need for developing an online learning framework, especially in the endemic situation, so that we can prevent students from facing low motivation to study.

**Keywords:** Satisfaction, Online Learning, COVID-19

## 1. Introduction

Online learning is the experience of learning through the internet in a synchronous or asynchronous environment when the students interact with instructors and other students without having to rely on a specific location (Singh & Thurman, 2019). Hence, when COVID-19 was identified in late 2019 caused the closure of all educational institutions to meet the demands of physical distancing and shifted the traditional face-to-face learning to online learning. A sudden shift is feared to affect student performance because student satisfaction in online learning is a determinant of learning outcomes (Gray & Diloreto, 2016). Student satisfaction is a short-term attitude resulting from evaluating students' experiences, educational services, and facilities (Weerasinghe, Lalitha & Fernando, 2017). TVET students that usually acquire specific skills from hands-on training and learning-by-doing in workshops and laboratories (Jabarullah & Iqbal Hussain, 2019) are also not expected to continue their learning

through online learning despite the significant changes in teaching and learning methods that might affect their satisfaction in online learning. Thus, unprecedented changes due to the COVID-19 pandemic have forced all TVET students to pursue online learning regardless of the readiness of the students, instructors, and the suitability of the study program. This has contributed to students' lack of motivation to pursue their studies online. The lack of student motivation in online learning is very worrying as there is a risk of students withdrawing before completing the course of study. The satisfaction that students feel while pursuing online learning affects their overall motivation and engagement of students. The lack of interaction between instructors, students, and course content in online learning is feared to reduce student satisfaction when pursuing online learning. Therefore, the purpose of this study is to identify the level of satisfaction of TVET students in terms of interaction in online learning due to the outbreak of the COVID-19 pandemic

### 1.1 Student Satisfaction Model in Online Learning

According to Allen and Seaman (2015), as more universities offer online courses, it is important for faculty to consider changing aspects of the online learning environment, including course structure, student interaction, and instructor presence. A study conducted by Baber (2020) has suggested that one of the elements of student satisfaction in online learning is the course structure of the program. And instructor knowledge and skills. Baber (2020) found that the variables that showed positive outcomes on student satisfaction in online learning were interaction and course structure. The course structure is vital and has a significant positive relationship with student satisfaction in online learning.

### 1.2 Course Structure

A clear course structure for students is one of the positive factors in student satisfaction in the online learning environment. Moore (1991) defines course structure as "how rigid or flexible educational goals, instructional strategies, and program evaluation methods are," and "the extent to which an educational program can accommodate or be responsive to the individual needs of each student." A clear course structure can prevent students from confusion about their course program. This is because course structure is essential in ensuring the topics and arrangement of topics contained in a course are logical and easily understood by students. According to Jones et al. (2016), online course structure should be challenging, up-to-date and delivered in a way that motivates students to adapt more quickly. The course structure has become a critical factor influencing students' perceptions of online courses because it also covers the objectives of enhancing student learning. However, a more casual and interactive learning environment can increase student engagement in the classroom and indirectly increase student satisfaction in online learning. Based on a study by Horzum (2015), if instructors present a more interactive environment and less clear course structure in the classroom, it can affect students' social interaction in online learning, directly and indirectly, and cause student satisfaction.

## 2. Methodology

This study is a survey study using a quantitative correlation approach. Survey questionnaires were used by researchers in this study through a quantitative method approach by preparing and disseminating questionnaires among Year 1 students of TVET courses at the Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia .

### 2.1 Research Procedure

Expert validated the completed adapted questionnaire, and the researcher conducted a pilot study to test the reliability of the research instrument by using 30 respondents consisting of Year 1 TVET students in FPTV. The researcher started the actual study by distributing questionnaires to the sample through Google Forms. The data was analysed using descriptives analysis and Spearman's Rank-Order Correlation analysis.

## 2.2 Research Instrument

The questionnaire instrument in this study uses the Motivated Strategies for Learning Questionnaire (MSLQ) instrument, which has been adapted through the study of Eom and Ashill (2016), which this instrument has been processed from the Motivated Strategies for Learning Questionnaire (MSLQ) instrument in the original study by Pintrich et al. (1993). The questionnaire for this study has been divided into two parts, namely Part A is about the respondents' demographic data and includes four items of demographic questions. Next, part B is about the questionnaire questions on measuring the level of satisfaction with the course structure of technical and vocational course students towards online learning due to the COVID-19 pandemic, which includes 29 questions.

## 3. Results and Discussion

The analysis results of students' satisfaction with course structure elements are high. The result analysis showed that the mean score of the course structure element was 4.00. Course structure had a positive influence on the level of satisfaction of TVET students undergoing online learning during the COVID-19 pandemic. The findings of this study are in line with the findings in the study of Gray and Diloreto (2016) but contrary to the results of the study of Ikhsan et al. (2019). The course structure for the TVET course during the COVID-19 pandemic was not designed for online learning. This is because the designed course structure is for face-to-face learning. Therefore, to increase student satisfaction with online learning, the course structure needs to be changed and adapted to suit the needs of online learning. Ghaderizefreh and Hoover (2018) also stated that course structure which includes course design and course quality has a strong effect on student satisfaction for online learning as students are more satisfied with well-planned online courses and have clear and straightforward purpose navigated. Good course structure planning can affect student satisfaction, especially when faced with online learning during the COVID-19 pandemic.

## 4. Conclusion

In conclusion, this study was conducted to identify the level of satisfaction of TVET students through elements of the course structure in online learning due to the outbreak of the COVID-19 pandemic. The study results prove that TVET students are delighted with the course structure. TVET students who had to undergo online learning due to the COVID-19 pandemic did not affect their satisfaction with online learning, as student satisfaction was driven by course structure. Therefore, the results of the study that has been conducted have answered all the research questions that the researcher has identified. This study needs to be expanded by future researchers by emphasising the mental health aspects of TVET students who had to undergo online learning due to the COVID-19 pandemic. In addition, this study was conducted during the outbreak of the COVID-19 pandemic, which forced students to continue learning online. Therefore, the researcher suggested that future researchers can develop an online learning framework, especially in an epidemic that prevents students from conducting face-to-face learning.

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