



ONLINE CLASS AND ITS PSYCHOLOGICAL IMPACT ON SATISFACTION OF UNIVERSITY STUDENTS IN BANGLADESH DURING COVID-19 PANDEMIC

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ABSTRACT

This paper aims at presenting online class and its psychological impact relating to satisfaction on University students in Bangladesh during COVID-19 pandemic. A non-experimental survey was conducted using 5-point Likert Scale. Questionnaire was given to the students via internet and 382 students participated the survey. Linear regression analysis and one sample statistics analysis were performed to estimate the students' satisfaction towards online class and its psychological impact on university students in Bangladesh via SPSS version 25. This study revealed some challenges of the students in their online classes due to COVID-19. Results found that that 59.68 percent students are dissatisfied with online classes because of poor internet connection and load-shading. The level of satisfaction from online classes among the students is low and the students do not think that they are getting proper education. Most of the students are suffering from stress, depression, and anxiety and therefore they may struggle for jobs in the future as the job market is getting shrunk due to COVID-19 pandemic. Henceforth, the findings of the study might be useful for the planners and policy makers who are thinking to attain quality online education in Bangladesh.

Keywords: Education, Online-Class, Satisfaction, Psychology, Linear Regression, Bangladesh.

INTRODUCTION

Coronaviruses are a broad family of viruses that are associated to cause sickness ranging from the typical cold to more severe infections such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). A novel coronavirus is a new wrench of coronavirus that has not been recognized in humans before. (WHO EMRO,2020). Coronavirus disease 2019 which is commonly known as COVID-19, is a respiratory disease caused by a recently discovered novel coronavirus named SARS-CoV-2. It was first identified in Wuhan, China and

was declared as a global pandemic by WHO on 11th March 2020 ("WHO Timeline - COVID-19", 2020). COVID-19 is an ongoing pandemic. The first infection due to COVID-19 detected in Bangladesh was on 8th March 2020 and the first death was recorded on 18th March. The government of Bangladesh shut down all educational institutions from 17th March (Odrika, 2020) which are due to open only when the situation gets better (The Daily Star, 2020). By this time the government took initiatives to continue education for students from class 1 to 10 (primary and secondary schools) by broadcasting pre-recorded lectures via the state-owned television channel named Bangladesh



Television (BTV) as tele-education (UCA News, 2020) and the Bangladesh Ministry of Education and the University Grants Commission (UGC) provided guidelines for universities to continue classes and conduct examinations online to avoid semester clusters and help university students graduate on time (Alamgir, 2020). According to UGC, there are 152 universities in Bangladesh. Among those 46 are public, 106 private and 3 international universities. Most if not all universities are conducting online classes. The rise of the online classes is to help students. But students taking online classes seems to have a different opinion. Because it was noted that students are facing problems with online classes, suffering from psychological pressure and some are concerned about their future jobs (Hazra, 2020). Thus, the researchers aimed to determine the satisfaction of students on ongoing online class activities, ascertain the impact of this online learning systems on students' psychology and impact of online class activities on their job expectations, and find out the challenges of online learning systems.

Online learning is a well-established education model that has both theoretical and practical applications. Online learning intends to make a sequence of precise foresight given knowledge of the accurate response to prior prediction tasks and perhaps supplementary available information (Zamakhsari & Ridzuan, 2015; Shalev-Shwartz, 2011). It is also known that the online teaching environment is different from the actual classroom environment and the teachers require a different skill set to teach online (Lane, 2013).

Researchers examined that there is a significant positive relationship between a student's participation and satisfaction with online education (Zamakhsari & Ridzuan, 2015). Ferguson & DeFelice (2010) said that students' satisfaction is indifferent to online class, but the teaching format needs to be changed. According to Sahu (2020), the quality of online learning is a critical issue as many students have no laptop or smartphone or an internet connection in their home that needs proper attention. He also reviewed that lab work and practical classes are not possible to take online and many universities

do not have proper resources and infrastructure to facilitate the online education. Another study concluded that the pandemic hurts Ghanaian students as they are not practiced to efficiently learn by themselves (Owusu-Fordjour, Koomson & Hanson, 2020).

The American Psychological Association says that psychology is the preliminary study of mind and action. Psychology is a multifaceted discipline and encompasses many sub-fields of study such as human development, clinical, sports, social behavior, health, and cognitive methods. Previous research suggested that the COVID-19 pandemic has plain psychological effects on the human mind fueling anxiety, stress, depression, and many others among students (Cao et al., 2020). The COVID-19 pandemic is a disaster that can have an impact on the mental health and psychosocial conditions of everyone. The emergence of a pandemic causes stress to various levels of society (WHO, 2020). Several studies related to pandemics (including bird flu and SARS) have shown an adverse impact on the mental health of sufferers (Cao et al., 2020).

Unemployment is a pressing matter these days. It is a severe social problem for any country. The unemployment rate in Bangladesh in 2019 was 4.37%. In which almost half of them are educated unemployed ("Rise of the educated unemployed", 2020). As per World Bank, the economy worldwide has taken a fall during the COVID-19 pandemic. The pandemic has taken its toll from Bangladesh too. The job market is very narrow these days.

Educated unemployment is when a person is educated and is not able to find a suitable and efficient job for himself. It could be appearing due to numerous reasons, but the most prevalent reason is because of the lack of job possibilities. This also befalls when there is a high number of graduates or postgraduates, but poor career possibilities and inadequate companies. Young graduates, after their study, find it challenging to obtain a proper job. Due to the ongoing pandemic, many organizations went through workforce reduction to reduce their operating cost ("The Financial Express", 2020). It means the pandemic is adding more to the



number of unemployed citizens in this country. As some students fear they will have a hard time getting jobs after this pandemic. They are going to face a competition where the dismissed and the educated-unemployed are already waiting for new jobs ("How are the educated unemployed doing?", 2020).

OBJECTIVES OF THE STUDY

The foremost objective of this research is to uncover whether the students are satisfied or dissatisfied with online learning system and its psychological impact. The other supportive objectives are as follows: 1) to determine the students' satisfaction towards online learning system; 2) to find out student's views relating to the job market; 3) to ascertain the effect of online learning systems on students' mental health.

METHODOLOGY

This research study used a non-experimental survey method. This study mainly conducted a survey on different University students including both government and private. The research methodology is discussed below:

Population and Sampling. COVID-19 pandemic affected different sectors of all the country of the world. It hits the education system of all the country including Bangladesh. To reduce the session jam and other education related problem arising because of COVID-19, the government of Bangladesh instructed the educational institutions to continue the classes using internet that is also known as online learning system. Therefore, students attending online classes were selected as the target population. Simple random sampling was used to collect the data. The questionnaire was distributed via internet to get the responses from the sampled respondents. Two (2) government and 15 private universities which are conducting online classes were being experimented for this study.

Data Collection Methods. Data were collected with the help of different online. It was not possible to collect the relevant data direct from the targeted respondents by offline method platform because of this ongoing COVID-19 pandemic. A simple 5-point Likert-scale type questionnaire was designed for the study using google forms and administered it via email and different social media platforms, i.e. Facebook, WhatsApp over the internet to get the responses from the target group. 500 Students from 17 government and private university participated in this study among which 382 responses are counted relevant for the study and 118 responses were cut from the survey because of some errors, i.e. incomplete response.

Research Instrument. The questionnaire consists of four parts. Those are demographic data, satisfaction towards online class, the impact of COVID-19 on students' psychology, and what students think of the impact of COVID-19 on the chance of getting a job. The students' opinions were categorized into five parts and rated as Strongly Agree = 1, Agree = 2, Neutral = 3, Disagree = 4, and Strongly Disagree = 5. The data were examined employing the Statistical Package for Social Sciences (SPSS), version 25. Descriptive statistics, one sample statistics, and simple linear regression were used to identify the activities in satisfaction towards online class, psychological impact, and job market profile. This study reached its conclusion based on the mean value of the responses that is a mean value greater than 3 refers that the respondents disagreed with the given statements and a mean value less than 3 denotes that respondents agreed with the given statements. This research also studied the correlation between the student's participation and satisfaction toward online learning among students.

RESULTS AND DISCUSSION

1. Reliability and Demographic Analysis

1.1. Reliability Analysis.



Table 1
Reliability analysis

Construct	Cronbach's Alpha	Result	No. of Items
Satisfaction towards Online Class	.886	Good	8
Psychological Impact	.804	Good	4
Job Market Profile	.823	Good	4

The output of Cronbach's Alpha is shown in Table 1. It shows that Cronbach's Alpha for the followings sections is acceptable and reliable. It is noted that reliability, which is less than 0.60 can be considered poor, those in the 0.70 range can be considered acceptable and those over 0.80 can be considered as good.

1.2 Demographic Data Analysis

In Table 2, it can be noted that the number of male and female participants are almost the same. Among 382 respondents, the number of male students is 194 and the number of female students is 188. 21.99% participants are from 16-20 years, 75.39% of the participants' ages range from 21 to 25 years, and only 2.62% participants are from 26-30 years age group. It can also be seen that most of the participants are from Arts and Humanities (23.04%), Business (36.65%), and Engineering (34.55%) and majority of them are at 1st year to 4th year of their study level. Only 1.05% in the 5th year and 1.57% in masters.

Table 2
Demographic Data Analysis

Demographics	Categories	Frequency	Percentage
Gender			
	Male	194	50.79%
	Female	188	49.21%
	Total	382	100%
Age			
	16-20	84	21.99%
	21-25	288	75.39%
	26-30	10	2.62%
	Total	382	100%
Discipline			
	Applied Science	14	3.66%
	Arts and Humanities	88	23.04%
	Business	140	36.65%
	Engineering	132	34.55%
	Medicine	4	1.05%
	Social Science & Law	4	1.05%
	Total	382	100%
Current Level of Study			
	1 st Year	84	21.99%
	2 nd Year	110	28.80%
	3 rd Year	100	26.18%
	4 th Year	78	20.42%
	5 th Year	4	1.05%
	Masters	6	1.57%
	Total	382	100%



2. Students’ Satisfaction towards Online Class Activities

Table 3
Satisfaction towards Online Class Activities (One-sample Statistics)

Items	Opinion (Viewed as percentage)					Mean
	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	
Learning from online classes as same as learning from a physical classroom	9.16%	9.69%	19.90%	24.35%	36.91%	3.70
All educational materials are available	13.35%	10.73%	23.56%	26.96%	25.39%	3.37
Getting enough attention from course teacher online	19.11%	18.59%	24.35%	17.54%	20.42%	3.02
Able to concentrate properly in online classes	13.35%	16.49%	19.37%	23.56%	27.23%	3.35
Submitting assignments and presentations regularly	40.31%	15.45%	20.42%	8.12%	15.71%	2.43
Doing better at online classes	8.64%	12.57%	25.65%	21.20%	31.94%	3.54
Preferring online classes over offline classes	11.26%	7.85%	15.97%	13.35%	51.57%	3.87
Satisfied with online classes	8.64%	12.04%	19.63%	20.94%	38.74%	3.70

Table 3 shows the satisfaction of participants towards the online class. It was revealed that most participants disagreed and strongly disagreed that learning online is the same as learning from a physical classroom as the mean value is 3.70. They also seem to disagree and strongly disagree on the fact that learning material is available, getting enough attention from teachers online, and whether they can concentrate properly in online classes. Even though most of them are submitting assignments and presentations regularly, most of them are hardly doing any better online. 62.94% of students do not prefer online class and 59.68% of students are dissatisfied with online class activities. The mean value of preferring online classes over offline classes is 3.87 and the mean value of satisfaction towards online classes is 3.70 denotes that in both cases students are disagreed with the given statements which means they are dissatisfied with the ongoing

online learning system as it is the first time they are doing classes via online platform.

3. Effect of Online Learning Systems on Students’ Mental Health

Table 4 illustrates the impact of COVID-19 on the participant’s psychology. In this section of the study it seems that respondents are almost agreed with all the given statements as the mean value of the statements are lower than 3. It shows that students are anxious about their actual learning activities and they are also anxious about their continuous assessment as well as final exam scores and the mean value of this statements are 2.63, 2.58 and 2.24 respectively. Here can be seen that 52.35% of students are anxious about their learning activities, 40% of participants are stressed out, 50% of participants are worried about their continuous assessments and over 60% are



worried about exam scores (agree 11.78% and strongly agree 50.00%).

Table 4
Impact of COVID-19 on Students Psychology (One-sample Statistics)

Items	Opinion (Viewed as percentage)					Mean
	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	
Anxious about learning activities	26.70%	25.65%	22.25%	13.35%	12.04%	2.63
Feel stressed out about online classes	25.65%	15.18%	24.08%	14.66%	20.42%	2.87
Worried about continuous assessments	30.37%	19.63%	25.65%	8.90%	15.45%	2.58
Worried about exam scores	50.00%	11.78%	15.71%	5.76%	16.75%	2.24

4. Students’ views relating to job market in relation to COVID-19

Table 5
Students’ views of the impact of COVID-19 on Chance of Getting a Job (One-sample Statistics)

Items	Opinion (Viewed as percentage)					Mean
	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	
Job market is shrinking because of COVID-19	53.93%	15.71%	11.52%	5.76%	13.09%	2.06
COVID-19 has an impact on getting a job on upcoming days	52.88%	19.12%	10.72%	4.71%	12.57%	1.98
Online classes will reduce chances of getting a job in the future	42.93%	18.85%	14.40%	12.04%	11.78%	2.27
Worried about getting a job after completing graduation	51.57%	13.87%	17.54%	5.76%	11.26%	2.08

Table 5 highlights what participants want to say about the future job market regarding this ongoing pandemic. Students think that the job market is getting shrunk due to COVID-19 with a mean value 2.06 and in the second statement mean value 1.98 expressed that it has a notable impact on getting a job in near future days. As a

result, they are perturbed about the chances of getting a job after completion of their graduation. They are much more worried about getting a job or starting their career on time as there is no scope of enlarging the job opportunities during this pandemic period. It also found that students are agreed with the statements about reduction



of job opportunities denoting by the mean value of 2.27 which means students (61.78%) think

that the online learning system will reduce the chances of getting a job in upcoming days.

5. Correlation and Regression Analysis for Checking the Students’ Overall Satisfaction towards Online Learning Activities during COVID-19 Pandemic

Table 6
Correlation Matrix

Variables	Online Class Satisfaction	Psychological Impact	Job Market Profile
Online Class Satisfaction	1	.046	.015
Psychological Impact	.046	1	.594**
Job Market Profile	.015	.594**	1

It can be said that there is a positive correlation between online class satisfaction and psychological impact as well as with job market profile. Students’ psychology is positively correlated with the online class satisfaction. It is

also found that psychological factors have a significant positive correlation with job market scenarios which states that if the possibility of getting a job increases then it will lessen the psychological pressure of the students.

Table 7
Regression Analysis

Variables	R	R square	Adjusted R Square	df	P Value
Satisfaction towards Online Class	.836	.699	.693	7	.000

From the above table (Table 7) it is found that the value of R² is 0.699 that is 69.90% dependent variable can be expressed by independent variables. As the p-value is .000 that is less than 5%, it cannot accept the null hypothesis with a 95% level of confidence. Therefore, it can be stated that students are not satisfied with their online classes because of some limitations like unstable supply of electricity and a poor network connection. They are suffering from stress, depression, and anxiety about their academic performance. They also think that they will have to struggle for jobs in the future as the job market is getting shrunk due to COVID-19 pandemic.

CONCLUSIONS

During the COVID-19 pandemic, most of the institutions around the world ranging from economics, religion, healthcare, industries, and education among others have suffered a lot of problems. The stock exchange took a fall, people cannot go to their religious institutions, healthcare institutions cannot keep up with the number of patients, job cuts have been made and students cannot go to their classroom. Education is considered the backbone of a nation. Students are one of the major parts of education and this study has shown that students are not satisfied with their online learning methods. Students are suffering from mental pressures and are distressed about their



future jobs. Initiatives must be taken for the students to provide them with a better online class experience. This study proposes a model that testifies the fact that most of the students do not like online classes. The outcome of this study can be useful for the planners and policymakers who want to achieve quality online education in Bangladesh.

RECOMMENDATIONS

Based on the results of the analysis and discussion, here are some recommendations:

1. Government and proper authority should focus on increasing internet speed and an available good mobile network all over the country.
2. Authority should supply the electricity without any load-shading.
3. Concern authorities like education ministry and the University Grants Commission of Bangladesh should collaboratively provide the infrastructural and training facility to the universities in Bangladesh.
4. Government and university authority should collaboratively provide the crisis-oriented psychological support to the students.
5. Government, economists, and other policymakers should work on the enlargement of the job market and create more employment opportunities within the country.

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