



## OPINIONS AND SATISFACTIONS OF ONLINE EDUCATION: MARMARA UNIVERSITY STUDENTS AS CASE OF STUDY

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**ABSTRACT.** The rapid development in technology has led to the emergence of online education, which permits educational institutions to give courses online. During the Covid 19 crisis, it was the first time that online education was implemented at all academic levels. A mechanism was adopted by institutions and universities to plan and arrange the progress of the study by administrators and responsible, while the teachers are prepared for the task of following up the education of the students using a variety of methods and programs. There was a challenge on the possibility of success of online education and the extent to which educational institutions are ready to implement it, especially since some students and teachers are living that experience for the first time. With life returning to regular and face-to-face teaching in schools, it is necessary to know the students' experience with online education compared to face-to-face education. This study aimed to investigate the opinion and satisfaction of students of Marmara University with online education. The study was conducted using cognitive theory and quantitative methods. Data were collected through a questionnaire that included Marmara University students and it was analyzed by SPSS frequency.

**Keywords:** *Opinion, Satisfaction, Online Education, Marmara University Students*

**Özet.** Teknolojideki hızlı gelişme, eğitim kurumlarının çevrimiçi kurslar sunmasına izin veren çevrimiçi eğitimin ortaya çıkmasına neden olmuştur. Covid 19 krizi sırasında ilk kez online eğitim tüm eğitim kademelerinde uygulandı. Yöneticiler ve sorumlular tarafından çalışmanın ilerleyişini planlamak ve düzenlemek için kurumlar ve üniversiteler tarafından bir mekanizma benimsenirken, öğretmenler çeşitli yöntem ve programlar kullanarak öğrencilerin eğitimlerini takip etme görevine hazırlanmıştır. Çevrimiçi eğitimin başarılı olma olasılığı ve eğitim kurumlarının onu uygulamaya ne ölçüde hazır olduğu, özellikle de bazı öğrenci ve öğretmenlerin bu deneyimi ilk kez yaşadıkları için bir zorluk vardı. Okullarda hayatın normale dönmesi ve yüz yüze eğitime geçilmesi ile birlikte öğrencilerin yüz yüze eğitime kıyasla online eğitim deneyimlerini bilmek gerekmektedir. Bu araştırma, Marmara Üniversitesi öğrencilerinin online eğitime yönelik görüş ve memnuniyetlerini araştırmayı amaçlamıştır. Çalışma bilişsel kuram ve nicel yöntemler kullanılarak yürütülmüştür. Veriler, Marmara Üniversitesi öğrencilerinin katıldığı bir anket aracılığıyla toplanmış ve SPSS frekansı ile analiz edilmiştir.

**Anahtar Kelimeler:** *Görüş, Memnuniyet, Online Eğitim, Marmara Üniversitesi Öğrencileri*

## **INTRODUCTION**

Online education, is an education that permits one to learn from a distance without going to school. It saves time and effort as the teacher can teach the students by using an online communication platform via the Internet. The idea of a learning ecosystem was introduced by Doyle and Ponder in 1975 (Ashman& Conway, 2014). The first fully online course was offered in 1981, and the first online program was established by the Western Behavior Sciences Institute in the following year (Harasim, 2000; Sun & Chen, 2016). Online education is flexible, as students can learn at any time and everywhere. During Corona Crisis, it was difficult to continue traditional education and school attendance, and this made educational institutions return to online education at all levels. Also, Institutions' and schools' plan for online education was flexible and smooth, subject to continuous evaluation in all stages, to remedy any repercussions or negatives. To avoid the danger of the pandemic, administrators and governments implement online courses so that students can learn from home. Online education is considered to rely mainly upon computers, tablets, and phones in the transfer of knowledge and skills by using an internet network. The applications of online education include virtual classrooms, digital collaboration, and web learning. To properly make it work, lessons and lectures have been arranged to avoid pressure on the internet. In multimedia learning the learner engages in some important cognitive processes such as video conferencing platforms (Zoom, Blackboard Collaborative), Adobe Connect, and other Social Media Networks that have been used in online education. In this study, Marmara University students will be investigated to know their opinion and satisfaction with online education. The study is done by collecting information through a survey which is divided into four parts: students' demographic characteristics, students' communication ways, opinions toward online education, and degree of satisfaction with online education.

### ***Aim of Study***

The study aimed to investigate the opinion and satisfaction of Marmara University students with online education through analysis of their views and interactions with other students during online activities outside of class. Also, it investigates their views toward online education compared to face-to-face education. In addition, the study examines students' satisfaction with courses taken online and access to reach their teacher during courses taken online.

### ***Problem of Study***

Since the Covid 19 put pressure on various areas of life and education, online education become a solution for institutions and students. Some students suffer from the lack of devices to follow the course of education. Also, students suffer from learning and group work outside of online classes. Another problem is discipline especially since it is not easy for the teacher to communicate individually with students. In addition, some students got used to online education so after the start of normalization and back to face-to-face education, it is necessary to know the opinion and satisfaction of students with online education.

## **THEORETICAL FRAMEWORK AND METHODOLOGY**

Since the study is about education, the theory used is the cognitive theory. It is among the most important theories that pay attention to the sources of knowledge and all learning strategies; reception, understanding, and information processing. Cognitive theories look at multimedia learning and how learners engage with effective cognitive processes to learn efficiently (Sorden, 2012; Rudolph 2017). Since this study investigates the opinions and satisfaction of participants with online education, the methodology used is quantitative. A survey was distributed to the participants involved in the study to achieve the goal and get good results. It permits reaching more individuals and precise the idea of the point of view and satisfaction of the targeted persons. Also, the survey maintains the research easily and provides access to information about the subject of study. The sampling method used is random and participants were selected carefully. This can avoid the risk of false results of the questionnaire and help to get good answers for the analysis needed. The main mass is 40 students from Marmara University and the department of public relations. This mass constitutes the sample required to reach the desired result. For validity and reliability, analysis results are enough as for social sciences, a 0.70 Cronbach Alpha coefficient is considered sufficient (Adiguzel & Kocaturk, 2021). Data were analyzed by SPSS frequency.

## **LITERATURE REVIEW**

The literature review section presents recent studies related to online education during Covid 19 and returns back to face-to-face education. It pays attention to student's academic performance during a pandemic, the advantages of online education, students' opinions and satisfaction with online education, and problems students and institutions faced with online education. A study on online education in China during Covid 19 found that online education improved and performed well in terms of student participation, personnel work, and educational institutions (Xue et al., 2020). Another study is done at Tribhuvan University in Nepal on online education and benefits during and after Corona, the results show that more than 70% of the participants are seeing online courses as beneficial for online research, practices, and learning (Paudel, 2021). A study on students' perception and online education in India found that the majority of the students act well towards online classes and can work in groups outside of class (Muthuprasad et al., 2021). For online education advantages, a study found that online education provides time and space flexibility, reviewing lessons by recordings, affordability, comfort, and sharing a wide range of resources (Coban & Vardar, 2021). A comparative study on online education and face-to-face at a Spanish University show that students demand social interaction with each other and with teachers during online classes and the possibility to manipulate physical materials and work in groups with collaborative learning (Dions & Charlo, 2021). A study on problems students and teachers face during online classes found that students are not comfortable with online education because of the technology used for learning, internet connection problem, and missing of socialization and personal contacts but considered online education as an advantage since there is no absenteeism and they can attend classes even in illness from home (Blahusiakoca et al., 2021). For the transition from online education to face-to-face

after Covid 19, a study found that there is a problem with platforms and teachers' pedagogy and recommended to universities to invest in the creation of educational platforms and in the training of its teaching staff (Stoin et al., 2022). Accordingly, few studies are investing in students' opinions and satisfaction with online education herein lies the importance of the current study.

## PRESENTATION OF DATA

### 1. Demographic Characteristics

*Table 1: Participants' Gender*

Gender	Frequency	%
Male	19	47.5%
Female	21	52.5%
Total	40	100%

The first demographic factor asked in this study is gender. The table indicates that 52.5% of the participants are female and 47.5% are male. This reveals that participants in the study men and women are almost equal in terms of distribution.

*Table 1: Participants' Level of Study*

Level of study	Frequency	%
Bachelor	23	57.5%
Master Degree	9	22.5%
PHD	8	20%
Total	40	100%

The second demographic characteristic in this study is the level of study. The table above shows that 57.5% of the participants are undergraduate students and 42.5% are postgraduate students.

*Table 2: Participants' place of residence*

Place of residence	Frequency	%
Home	14	35%
Dormitory	10	25%
Other	16	40%
Total	40	100%

The third table shows that 40% of the participants do not stay at home or dormitory, 35% of participants said that they do stay at home and 25% said that they do stay at a dormitory.

## 2. Participants' online course taking and communication ways

**Table 4: Participants' online course taking**

<b>online course</b>	<b>Frequency</b>	<b>%</b>
Yes	35	87.5%
No	5	12.5%
Total	40	100%

When participants were asked if they did take an online course before, 87.5% said yes while 12.5% said that they did not.

**Table 5: Participants' having Internet access for online classes at the place of residence**

<b>Internet Access</b>	<b>Frequency</b>	<b>%</b>
Yes	37	92.5%
No	3	7.5%
Total	40	100%

Table 5 shows that 92.5% of the participants have access to the Internet to use for online classes at the place they stay while only 7.5% said they do not have access.

**Table 6: Participants' course preference**

<b>Course preference</b>	<b>Frequency</b>	<b>%</b>
Online course	14	35%
Face to face course	26	65%
Total	100	100%

Table 6 shows that 65%% of the participants said they do prefer face-to-face courses while 35% said they do prefer online courses.

**Table 7: Participants' favorite device used for online classes**

<b>Device use</b>	<b>Frequency</b>	<b>%</b>
Computer	33	82.5%
Phone	7	17.5%
Tablet	0	0%
Total	40	100%

Table 7 shows that 82.5% of the participants preferred using a computer for online classes, 17.5% preferred a phone, and no participant preferred a tablet.

*Table 8: Participants' computer use*

<b>I am good at using a computer</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Totally disagree</b>	<b>Total</b>
Frequency	22	12	5	0	1	40
						100
%	55%	30%	12.5%	0%	2.5%	%

Table 8 shows that 55% of participants totally agreed that they are good at using a computer, 30% agreed, 12.5% stayed neutral, 2.5% totally disagreed and no participant disagreed.

*Table 9: Participants' electronic communication*

<b>I am good with electronic communication</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Totally disagree</b>	<b>Total</b>
Frequency	20	17	3	0	0	40
		42.5				100
%	50%	%	7.5%	0%	0%	%

Table 9 shows that 50% of the participants totally agreed that they are good at electronic communication, 42.5% agreed, 7.5% stayed neutral, and no participant totally disagreed or disagreed.

### 3. Participants' Opinions toward online and face-to-face education

*Table 10: Participants' opinions toward learning online and face-to-face course if both are the same*

<b>learning online and face-to-face are the same</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Totally disagree</b>	<b>Total</b>
Frequency	5	10	3	17	5	40
						100
%	12.5%	25%	7.5%	42.5%	12.5%	%

Table 10 shows that 42.5% of the participants disagreed that learning online and face-to-face are the same 25% agreed, 12.5% totally agreed, also, 12.5% totally disagreed while 7.5% of the participants stayed neutral.

*Table 11: Participants' opinion of learning online is more motivating than regular learning*

<b>Learning online is more motivating than regular learning</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Totally disagree</b>	<b>Total</b>
Frequency	6	10	6	11	7	40
						100
%	15%	25%	15%	27.5%	17.5%	%

Table 11 shows that 27.5% of the participants disagreed that learning online is more motivating than face-to-face, 25% agreed, 17.5% totally disagreed, 15% totally disagreed, and the same average 15% of the participants stayed neutral.

*Table 12: Participants' opinion about giving courses easily via the Internet*

<b>The course can be given easily via the Internet</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Totally disagree</b>	<b>Total</b>
Frequency	10	17	7	4	2	40
		42.5				100
%	25%	%	17.5%	10%	5%	%

Table 12 shows that 42.5% of the participants agreed with course online can be easily given, 25% totally agreed, 17.5% stayed neutral, 10% totally disagreed and 5% of the participants totally disagreed.

*Table 13: Participants' discussions with other students during online activities outside of class*

<b>Discussions with other students</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Totally disagree</b>	<b>Total</b>
Frequency	7	14	9	8	2	40
						100
%	17.5%	35%	22.5%	20%	5%	%

Table 13 shows that 35% of the participants agreed that they can discuss with other students during online activities outside of class 22.5% stayed neutral, 20% disagreed, 17.5% totally agreed and 5% of the participants totally agreed.

*Table 14: Participants' work in groups during online activities outside of class*

<b>Work in groups</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neureal</b>	<b>Disagree</b>	<b>Totally disagree</b>	<b>Total</b>
Frequency	10	14	10	4	2	40
						100
%	25%	35%	25%	10%	5%	%

Table 14 shows that 35% of the participants agreed that they can work in groups with other students during online activities outside of class, 25% totally agreed, 25% stayed neutral, 10% totally agreed and 10% of the participants disagreed.

*Table 15: Participants' opinion if it is necessary to meet face-to-face with the instructor to learn*

<b>It is necessary to meet face to face with the instructor to learn</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neureal</b>	<b>Disagree</b>	<b>Totally disagree</b>	<b>Total</b>
Frequency	15	13	8	2	2	40
		32.5				100
%	37.5%	%	20%	5%	5%	%

Table 15 shows that 37.5% of the participants totally agreed that it is necessary to meet face-to-face with an instructor to learn, 32.5% agreed, 20% stayed neutral, 5% disagreed and 5% totally agreed.



**Table 16: Participants' opinions on the advantages of online education**

<b>Advantages of online education</b>	<b>Frequency</b>	<b>%</b>
I do not pay for transportation	12	30%
No absenteeism problem	21	52.5%
I understand online courses better than face to face	3	7.5%
Other	4	10%
<b>Total</b>	<b>40</b>	<b>100%</b>

Table 16 shows that 52.5% of the participants said that no absenteeism is the most advantage of online education, 30% said not paying for transportation, 7.5% said understanding online courses are better than face-to-face, and 7.5% said other.

#### **4. Participants' Satisfaction with online education**

**Table 17: Participants' degree of satisfaction with online education**

<b>Degree of satisfaction with online education</b>	<b>Very satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Not satisfied</b>	<b>Totally not satisfied</b>	<b>Total</b>
Frequency	7	20	6	6	1	40
%	17.5%	50%	15%	15%	2.5%	100%

Table 17 shows that 50% of the participants are satisfied with online education, 17.5% said they are very satisfied, 15% said stayed neutral, 15% said they are not satisfied while only 2.5% of the participants said they are totally not satisfied.

**Table 18: Participants' access to reach teachers during courses taken online**

<b>Access to reach teachers during courses taken online</b>	<b>Very satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Not satisfied</b>	<b>Totally not satisfied</b>	<b>Total</b>
Frequency	7	22	4	6	1	40
%	17.5%	55%	10%	15%	2.5%	100%

Table 18 shows that 55% of the participants are satisfied with online education, 17.5% said they are very satisfied, 15% said they are not satisfied, 10% stayed neutral and only 2.5% of the participants said they are not totally satisfied.

## **DISCUSSIONS**

This study investigates Marmara University students' opinions and their degree of satisfaction with online education. Based on the descriptions of the tables and comment the results can be discussed as follows: first, when participants were asked if learning online and face-to-face was the same, most of them (55%) said that they are not the same, 37.5% said they are the same, and (7.5) stayed neutral. Second, when they were asked if learning online is more motivating than regular, more than half (45%) said that learning online is not more motivating than regular, 40% said it is and (15%) stayed neutral. Third, is course can be given easily via the Internet? More than half of the participants (67.5%) said that course online can be given via the Internet, 17.5% stayed neutral and only 15% said no. Fourth, is it possible to discuss with other students during online activities outside of class? More than half of the participants (52.5%) said that they can discuss with other students during online activities outside of class, (25% said they can not, and (22.5)% stayed neutral. Fifth, is it possible to work in a group during online activities outside of class? Around half of the participants (60%) said they can work in a group during online activities outside of class, (20%) stayed neutral, and (10%) said they can not. Six, is it necessary to meet face-to-face with an instructor to learn? Yes, more than two third of participants (70%) said that it is necessary to meet face-to-face with an instructor to learn, (20%) stayed neutral and only 10% of participants said that it is not necessary to meet with an instructor to learn. Seventh, what is the most advantage of online education? More than half of the participants (52.5%) said that no absenteeism is the most advantage of online education, (30%) said not paying for transportation, ( 7.5%) said understanding the teacher better than face-to-face and (10%) said other. Eighth, are you satisfied with online education? Yes, two third of participants (67.5) said that they are satisfied with online education, (17.5) said they are not satisfied and 15% of participants stayed neutral. Ninth, are you satisfied reaching your teacher during courses taken online? Yes, most participants (72.5%) said that they are satisfied reaching their teacher during courses taken online, (17.5) said they are not satisfied and (10%) stayed neutral.

## **CONCLUSIONS AND RECOMMENDATIONS**

Online education gained importance during Covid 19 crisis, and with the start of normalization, it was necessary to conduct a study to find out the students' opinions and satisfaction with it. After the research questions were answered and the results obtained were analyzed, the study found that online education and face-to-face are not the same, but Marmara University students believed that course online can be given through Internet but it is not more motivating than face-to-face education. Also, the study found that Marmara University students can discuss and work in a group with other students during online activities outside of class. This result agrees with Muthuprasad et al., (2021) study which found that students can work in a group outside of class. Furthermore, the study found that Marmara University students do prefer to meet face-to-face with instructors to learn and no absenteeism is the advantage of online education. In addition, the study found that Marmara University

students are satisfied with online education and access to reach their teachers during courses taken online. If future research could be conducted, the survey must contain depth questions such as students' behavior and attitude toward online education. Also, students' opinions and satisfaction toward exams and homework and the extent to which students benefit from the information they learn. The study recommends a solid plan and strategy for the success of online education in educational institutions for students to fully commit to their studies.

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