A Study on Arts College Students Satisfaction About Online Programs (With Special Referance To Coimbatore)

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ABSTRACT As more and more individuals are connected to the Internet, it will penetrate deeper into our everyday activities, including the way we learn. E-Learning, or Web-based learning is becoming a new research area in which the web and learning converge on all levels, whether in elementary school, college, or business. The rapid development of e-Learning is based on the astounding growth of the Internet and the emergence of new advanced technologies. For the first time in history people may have access to all kinds of learning materials 24 hours a day, seven days a week, at any possible location around the world. . The number of students participating in online learning education programs is currently on the way to overtake traditional academic class room education.

INTRODUCTION

The rapid development of online program Learning is based on the astounding growth of the Internet and the emergence of new advanced technologies. The Internet also shows its advantage in course development. Online learning materials may be easily reused by many organizations, if there is an efficient way to find the appropriate learning materials on the Internet and join them together. Web-based learning not only improves the achievement of students from kindergarten to university, but also enhances the productivity of the corporate workforce. It is estimated that the online program market will grow substantially over the next five years. Moreover, with the improvement of bandwidth, video, and storage technology, the demand for e-Learning products and service will increase exponentially [Wiley 2001].Satisfaction indicates proper utilization of various facilities, services provided by the various sector on the basis of students need and wants. Therefore level of satisfaction is important measure to know the awareness regarding various services, benefits and rights they have in the different sectors. In this scenario an attempt has been made to analyze beneficiaries (student) level of satisfaction about online program.

THE FEATURES OF E-LEARNING

E-Learning has the potential to revolutionize traditional education, because it could provide faster learning at reduced costs, increased access to learning, and clear accountability for all participants in the learning process. It enables businesses or schools to distribute training and critical information to multiple locations easily. Employees and students can then access training when it is convenient for them, at home or in the office. In today's fast-paced culture, organizations that implement e-Learning will provide their work force with the ability to turn change into an advantage.

• **Personalization.**
The education of the future will become deeply personalized. The learning topics will be selected based on student interest, student aptitude and educational level, and societal need. The menu of available courses presented to any given student will be determined dynamically by the student's prior learning assessment, by the prerequisite for the new course, and by the learning management system. A student's daily menu will be varied and constantly changing, building on each day's achievement.

• **Interoperability and reusability.**
E-Learning systems with different environments and contents from multiple authors must have the ability to work together. There must be a semantic relationship between different e-Learning systems. Learning content may be reused in multiple applications and environments regardless of the tools used to create them. This requires that content be separated from context-specific runtime constraints so that it can be incorporated into other applications. For reuse to be possible, content must also have common interfaces and data.

• **Flexibility.**
Courses could be generated in a variety of forms based on standard style sheets. Different forms of layout could be available depending on the purpose of the course and the preferences of the learner. A student can use various kinds of devices with different processor speeds and memory capacity, from desktop computers, laptop computers, and mobile devices such as Palm computers, to access the learning content.

STUDENT S SATISFACTION

In response to institutional concerns about the quality of courses and need to understand student perceptions, many authors have examined the topic of student satisfaction with their higher educational experience. The literature includes research on student satisfaction with traditional, hybrid, and online co across diverse populations of students. For this paper, 34 studies of student satisfaction were reviewed to identify determinants generally recognized as important to student perception of overall satisfaction with the learning experience.

Education has evolved considerably because of Web technology. The Internet enables the ordinary person to have

access to never-ending quantities of information and knowledge more efficiently and conveniently.

STATEMENT OF THE PROBLEM

To know the advantage that student gained through online program , about the level of student satisfaction , the impact that creates for their carrier, problems faced by the students and their satisfaction level.

OBJECTIVES OF THE STUDY

1. To know the level of student satisfaction about online program.
2. To analyze the impact that creates for their carrier.

SCOPE OF THE STUDY

The scope of this study was the user adoption of the new online learning environment. In this study the teachers are the users. The new online learning environment is a tool for the teachers in their daily job. The adoption by students and pupils is also important but is outside of the scope of this research.

METHODOLOGY

The study is exploratory in nature and based on primary and secondary data. Secondary data is collected from the different journals, internet and periodicals and from websites. Primary data is gathered using on field survey methods. To elicit the responses, a detailed questionnaire has been designed and surveyed. The questionnaire is pre-tested several times to arrive at appropriate wording, format, length and sequencing of the questions. Pre-test feedback is used to refine the questionnaire until it is ready for data collection. 120 respondents were elicited for this purpose. The respondents are selected by using simple random sampling technique.

ANALYSIS & INTERPERTATION

BRANCH OF STUDY, PERSONAL PROFILE AND CONTENT FORMAT BASED SATISFACTION							
Branch of Study	Level of satisfaction		Total	Gender	Level of satisfaction		Total
	High	Low			High	Low	
B.COM	19 (15.7)	10 (8.2)	29 (24)	MALE	24 (19.9)	17 (14)	41 (34)
B.COM.CS .	23 (19)	5 (4)	28 (23)	FEMALE	57 (47.5)	22(18.4)	79 (66)
B.COM.CA	31 (25.7)	10 (8.2)	41 (34)	TOTAL	81 (67.4)	39 (32.4)	120 (100)
B.COM.IT	8 (7)	14 (12)	22 (19)	Gender	Level of satisfaction		Total
					High	Low	
TOTAL	81 (67.4)	39 (32.4)	120 (100)	Below 20 year	40(33.00)	9(7.50)	49(40.50)
				21-30 year	65(54.50)	6(5.0)	71(59.50)
				TOTAL	105(87.50)	15(12.5)	120(100)

ACCORDING TO BRANCH OF STUDY AND THEIR READING ASSIGNMENT BASED SATISFACTION			
Branch of Study	Level of satisfaction		Total
	High	Low	
B.COM	20 (16.5)	9 (7.4)	29 (24)
B.COM.CS	20 (16)	8 (6.4)	28 (23)
B.COM.CA	29 (24)	12(9.9)	41 (34)
B.COM.IT	12 (10)	10(8.6)	22 (19)
TOTAL	81 (67.4)	39 (32.4)	120 (100)
ACCORDING TO BRANCH OF STUDY AND THEIR TECHNOLOGICAL TOOLS BASED SATISFACTION			
Branch of Study	Level of satisfaction		Total
	High	Low	
B.COM	19 (15.7)	10 (8.2)	29 (24)
B.COM.CS	16 (13.1)	12 (10)	28 (23)
B.COM.CA	31 (25.7)	10 (8.2)	41 (34)
B.COM.IT	15 (12.9)	7 (6)	22 (19)
TOTAL	81 (67.4)	39 (32.4)	120 (100)

From the above table it is clear that out of 120 sample respondents 49(40.50%) are below 20 years and remaining 71(59.50%) are 21-30 years. Hence it is conclude that 21-30 years respondents are dominating below 20 years respondents. Not only that , out of 120 sample 29(24%) are B.Com, 28(23%) are B.Com CS, 41(34%) are B.Com CA, 22(19 %) are B.Com IT. And it is clear that out of 120 sample 29(24.2%) are B.Com, 28(23.3%) are B.Com CS, 41(34.2%) are B.Com CA, 22(18.3%) are B.Com IT.

Further it is found that "there is no significant relationship between gender and their technological tools level of satisfaction" and "there is no significant relationship between gender and their reading assignment level of satisfaction".

FINDINGS
1. 59% of the respondents are female. They are having high level of satisfaction. There is no significant relationship between gender and their level of satisfaction.
2. 71% of the respondents belongs to age group 21 to 30 years are having high level of satisfaction. There is no significant relationship between age and their level of satisfaction.
3. 41% of the respondents are B.Com CA. They are having high level of satisfaction. There is no significant relationship between branch of study and their level of satisfaction.
4. 59% of the respondents are female. They are having high level of satisfaction. There is no significant relationship between gender and their reading and assignment level of satisfaction.
5. 41% of the respondents are B.com CA. They are having high level of satisfaction. There is no significant relationship between branch of study and their reading and assignment level of satisfaction.
6. 59% of the respondents are female. They are having high level of satisfaction. There is no significant relationship between gender and their technological tools level of satisfaction.

SUGGESTION
· This research found a great disjuncture between the guidelines suggested for effective teaching and learning and the principles that were evaluated by the end-of-course evaluation instruments. The absence of questions dealing specifically with the online environment suggests that many instruments used in the evaluation of online instruction were likely taken from traditional course settings and applied directly to evaluate computer-mediated instruction
· Courses can be constructed using learning objects from a wide range of resources. Course developers do not need to prepare all course materials from scratch, therefore they can produce courses more economically;
· Courses can be customized to suit the needs of different learners by selecting different learning objects according to the requirement and the interest of learners;
· Learning objects can be reused to meet a range of learning needs. It is not necessary to develop similar learning objects for multiple times;
· The same objects can be employed across a variety of hardware and software platforms, when common standards are followed by the learning objects.
· Educators and faculty are encouraged to develop end-of-course evaluations specific to the online environment and course of study. The specifically designed

instruments should go through an ongoing process of use and revision to acquire accurate, reliable, and useful feedback concerning online courses and instruction. Finally, such instruments should be considered only a part of a multiple-methods assessment and evaluation process for evaluating courses

CONCLUSION
The findings and analysis of the study lead the following conclusions can be drawn. In order the dreams becomes reality and for turning level of satisfaction one most have to meet the needs of the students. Majority of the students are satisfied with the online program because of its various factors are important to our carrier. Some students are not satisfied with online program because of its some problems of there so only few students are not satisfied with online program. Most of problem faced by the students in using online program were slow net, server busy, navigation problem etc. therefore if slight modification in the online program such as increase students and outlets etc. may solve the problems of dissatisfaction.

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