

STUDENTS SATISFACTION LEVEL TOWARDS INNOVATIVE PRACTICE IN CLASSROOM TEACHING AN EMPIRICAL ANALYSIS

Sr. Fatima Mary,DMI
Secretary to the University Council, Management
DMI- St. Eugene University, Zambia

Abstract

Innovativeness is the part of educational practice towards younger generation. Students' satisfaction is an essential tool can be used for measuring the quality of education. It can be defined as a short-term attitude resulting from an evaluation of feedback from the students, educational experience, services and facilities. In the field of Education, in order to attract the student's mindset latest technology were used and able to understand the students' psychology and teaching methods. In this study the researcher used Chi Square analysis by using IBM SPSS 25.

INTRODUCTION

Innovative in education is essential for younger generation. In the field of Education, in order to attract the student's mindset latest technology were used and able to understand the students psychology and teaching methods. The teachers have to focus towards all the level of students like slow earner and fast learner. The students have short-term memory, the faculties have to adopt innovative technology or new methods to fix knowledge into long-term memory.

RESEARCH METHODOLOGY

This present study has been conducted in Zambia to find the level of satisfaction towards Innovative Techniques. The primary data have been collected through questionnaire. Questionnaires are distributed to 115 respondents through exploratory design research. After collecting the complete questionnaires, data are coded and then entered into IBM SPSS 25 tool for analysis. Percentage analysis and Chi Square were used to find the significant of the data.

ANALYSIS

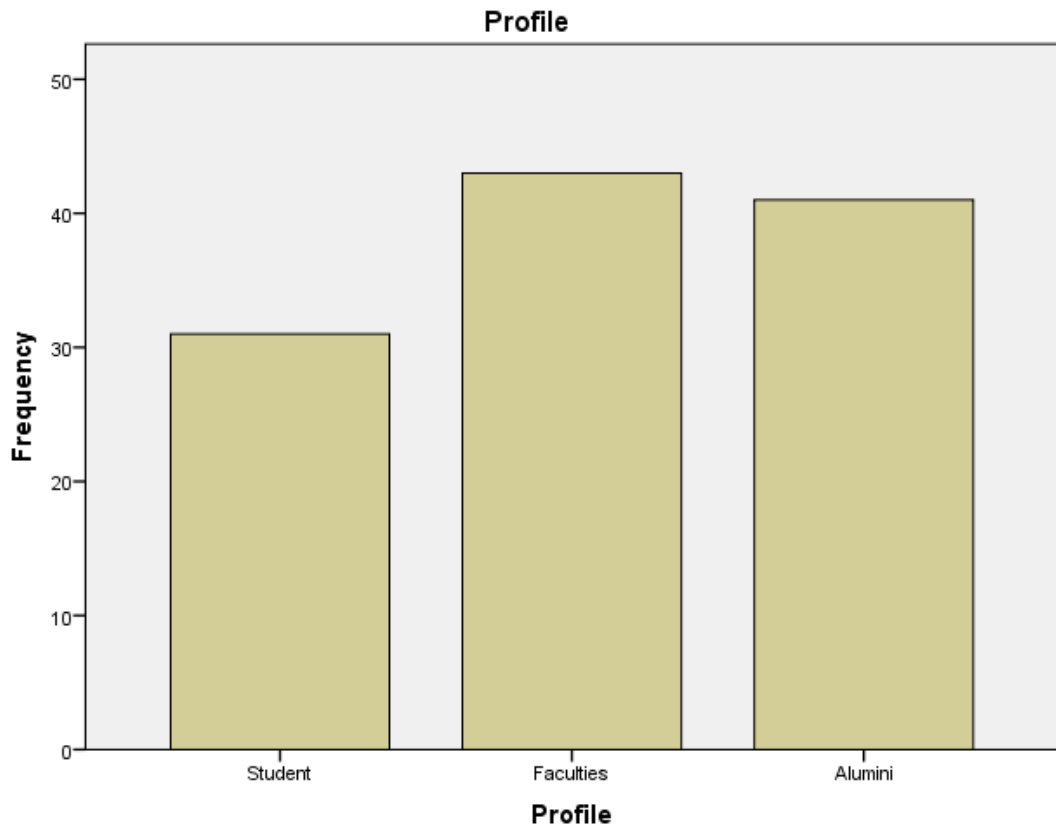


Chart 1:Profile of the Respondents

TABLE:1 Profile of the Respondents

		Profile			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	31	27.0	27.0	27.0
	Faculties	43	37.4	37.4	64.3
	Alumni	41	35.7	35.7	100.0
	Total	115	100.0	100.0	

Majority of 37.4 percentage of the respondents belongs to faculties. It includes teaching and non-teaching faculties.

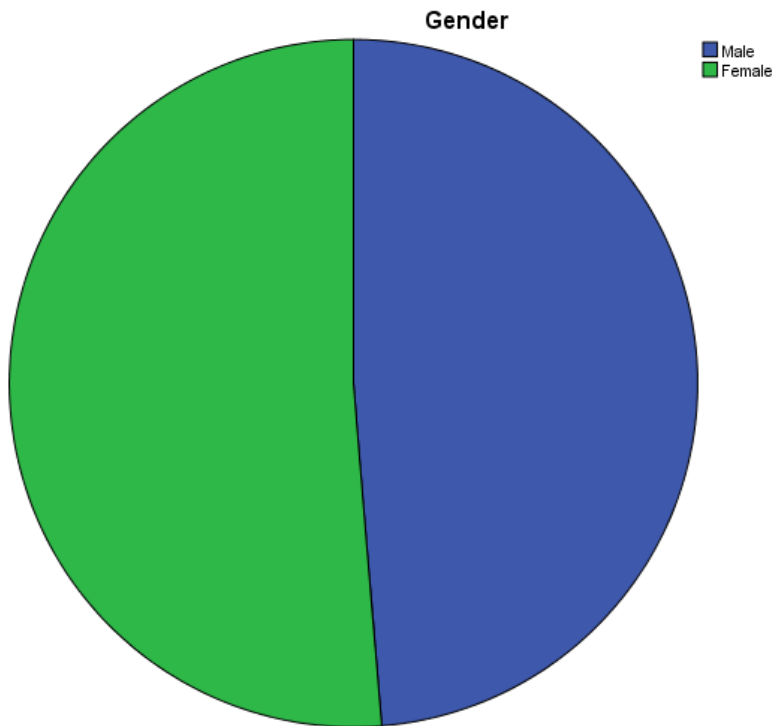


Chart 2: Gender of The respondents

The majority of the respondent's are female.

TABLE:2 CROSS TABULATION BETWEEN GENDER AND SMART CLASSROOM

		Smart Classroom					Total
		Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	
Gender	Male	38	6	9	2	1	56
	Female	22	33	4	0	0	59
Total		60	39	13	2	1	115

Majority of the respondents are highly satisfied towards smart classroom.

Hypothesis Framed:

H0:There is no Association between Gender and Smart Classroom

H1:There is an Association between Gender and Smart Classroom

TABLE:3 RELATIONSHIP BETWEEN GENDER AND SMART CLASSROOM

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.823 ^a	4	.000
Likelihood Ratio	30.951	4	.000
Linear-by-Linear Association	.332	1	.565
N of Valid Cases	115		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .49.

Inference: It is seen that the Chi-Square value is 27.823^a and the Asymp sig value is 0.000 which is less than the critical value (P=0.05). Hence null hypothesis is rejected at a 0.05 significance level. There is an association between Gender and Smart class room.

TABLE:4 CROSS TABULATION BETWEEN GENDER AND MOBILE TECHNOLOGY

		Mobile Technology					Total
		Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	
Gender	Male	7	36	10	1	2	56
	Female	4	47	8	0	0	59
Total		11	83	18	1	2	115

Majority of the respondents are satisfied towards Mobile Technology.

Hypothesis Framed:

H0: There is no Association between Gender and Mobile Technology

H2: There is an Association between Gender and Mobile Technology

TABLE:5 RELATIONSHIP BETWEEN GENDER AND MOBILE TECHNOLOGY

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.424 ^a	4	.247
Likelihood Ratio	6.594	4	.159
Linear-by-Linear Association	1.105	1	.293
N of Valid Cases	115		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .49.

Inference: It is seen that the Chi-Square value is 5.424^a and the Asymp sig value is 0.247 which is more than the critical value (P=0.05). Hence null hypothesis is accepted at a 0.05 significance level. There is no association between Gender and Mobile Technology.

TABLE:6 CROSS TABULATION BETWEEN GENDER AND MULTIMEDIA PRESENTATION

		Interactive Multimedia Presentation					Total
		Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	
Gender	Male	4	44	8	0	0	56
	Female	4	34	12	6	3	59
Total		8	78	20	6	3	115

Majority of the respondents are satisfied towards Interactive Multimedia Presentation .

Hypothesis Framed:

H0:There is no Association between Gender and Interactive Multimedia Presentation

H3:There is an Association between Gender and Interactive Multimedia Presentation

TABLE:7 RELATIONSHIP BETWEEN GENDER AND MULTIMEDIA PRESENTATION

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.011a	4	.026
Likelihood Ratio	14.489	4	.006
Linear-by-Linear Association	8.313	1	.004
N of Valid Cases	115		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 1.46.

Inference: It is seen that the Chi-Square value is 11.011^a and the Asymp sig value is 0.26 which is more than the critical value (P=0.05). Hence null hypothesis is accepted at a 0.05 significance level. There is no association between Gender and Interactive Multimedia Presentation .

CONCLUSION

Educational service quality is now competitive and it is essential for younger generation. The various technologies are used and to assist the education services. In this study explores the relationship between Gender and Smart room classes, Mobile technology , interactive multimedia technology.

REFERENCE

- [1] Butt, Babar Zaheer, and Kashif ur Rehman. "A study examining the students satisfaction in higher education." *Procedia-Social and Behavioral Sciences* 2, no. 2 (2010): 5446-5450.
- [2] Kim, Kyong-Jee, Shijuan Liu, and Curtis J. Bonk. "Online MBA students' perceptions of online learning: Benefits, challenges, and suggestions." *The Internet and Higher Education* 8, no. 4 (2005): 335-344.
- [3] Veerasamy, Dayaneethie, Dion Trevor Noel, and Jeevarathnam Parthasarathy Govender. "The service quality experience of International students: the case of a selected higher education institution in South Africa." (2014).
- [4] Wilkins, Stephen, and Melodena Stephens Balakrishnan. "Assessing student satisfaction in transnational higher education." *International Journal of Educational Management* 27, no. 2 (2013): 143-156.