Predictive Roles of Online Self-Regulated Learning and Internet Self-Efficacy in Online Learning Satisfaction

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Abstract

This study aimed to determine the contribution of Internet self-efficacy and self-regulated learning to students' satisfaction with online graduate program of TEFL. The results revealed that most online students were satisfied with online graduate program of TEFL. The results of multiple regression analysis indicated that the contribution of online self-regulated learning to satisfaction was higher than that of Internet self-efficacy.

Introduction

Considering growing trends for learning MA program of TEFL, some Iranian universities provide not only face-to-face (F2F) programs but also online learning ones, especially during the COVID-19 pandemic. Evaluating student satisfaction enables academic institutions to identify areas for growth and improvement in online learning. It is noted that self-efficacy is another critical aspect of successful use and acceptance of online learning. It is shown that students are more satisfied with online programs when they know how to use online tools and find online learning as a valuable and flexible way of learning, interaction, and sharing. Self-regulated learning is also regarded as a key aspect in describing the learning experiences of successful online learners which can significantly impact students' achievement and satisfaction with online programs.

Methodology

The participants were 109 MA students at the e-learning campus of IUST. They were 87 female and 22 male students whose ages ranged from 23 to 40 years. The data collected using three questionnaires on satisfaction with online learning, Internet self-efficacy, and online self-regulated learning. The study was administered online over two months in the second semester of the 2021 academic year. Having written each scale on Google Forms, the link was shared with students through WhatsApp.

Findings

It is revealed that online satisfaction, Internet self-efficacy, and online self-regulated learning contributed to the model, explaining 9.1 percent of the variance in online students' satisfaction. The contribution of online self-regulated learning to online learning satisfaction was 22%, while that for Internet self-efficacy was 20%.

Highest percentage of agreement in each scale

Contribution of each factors
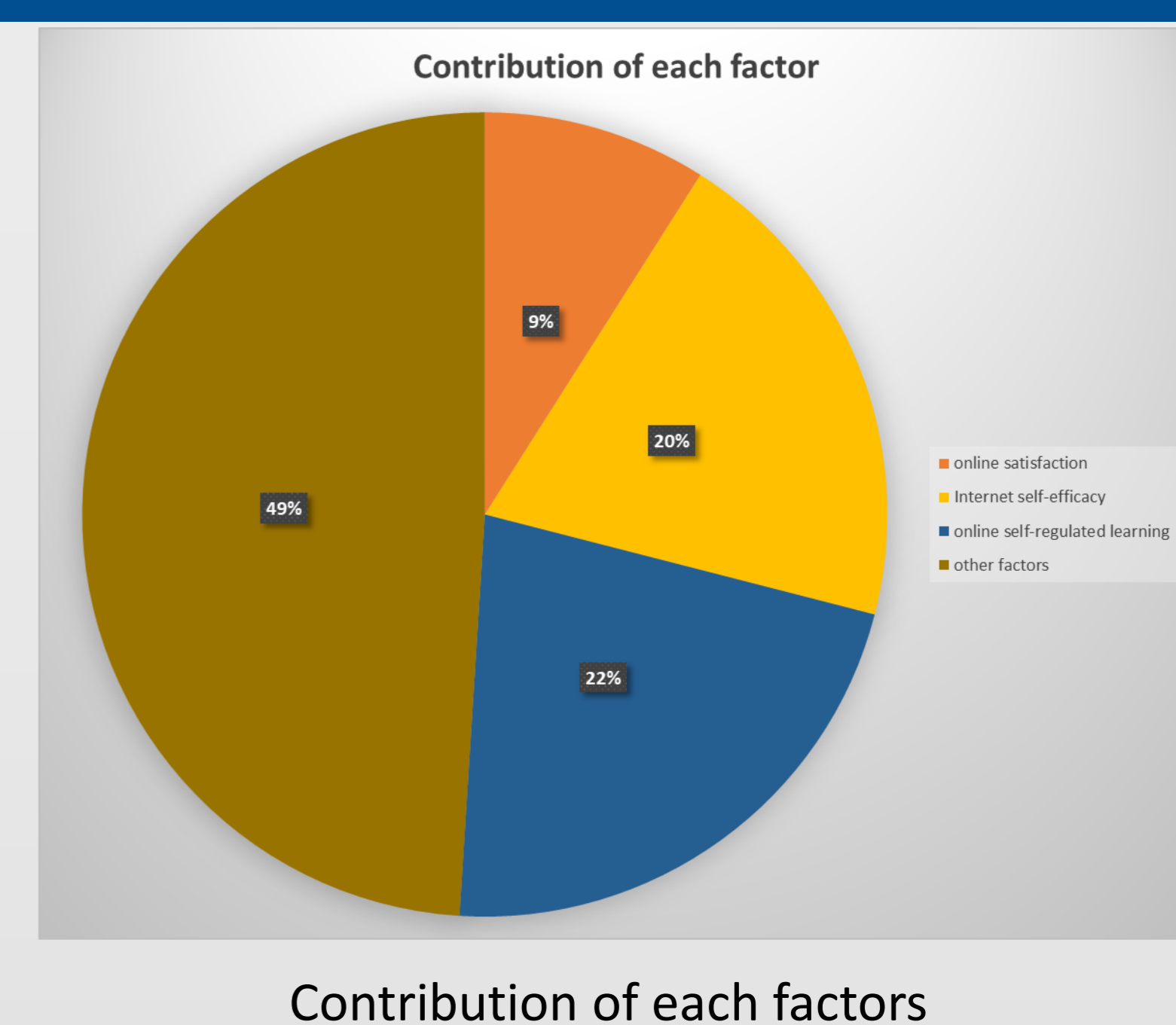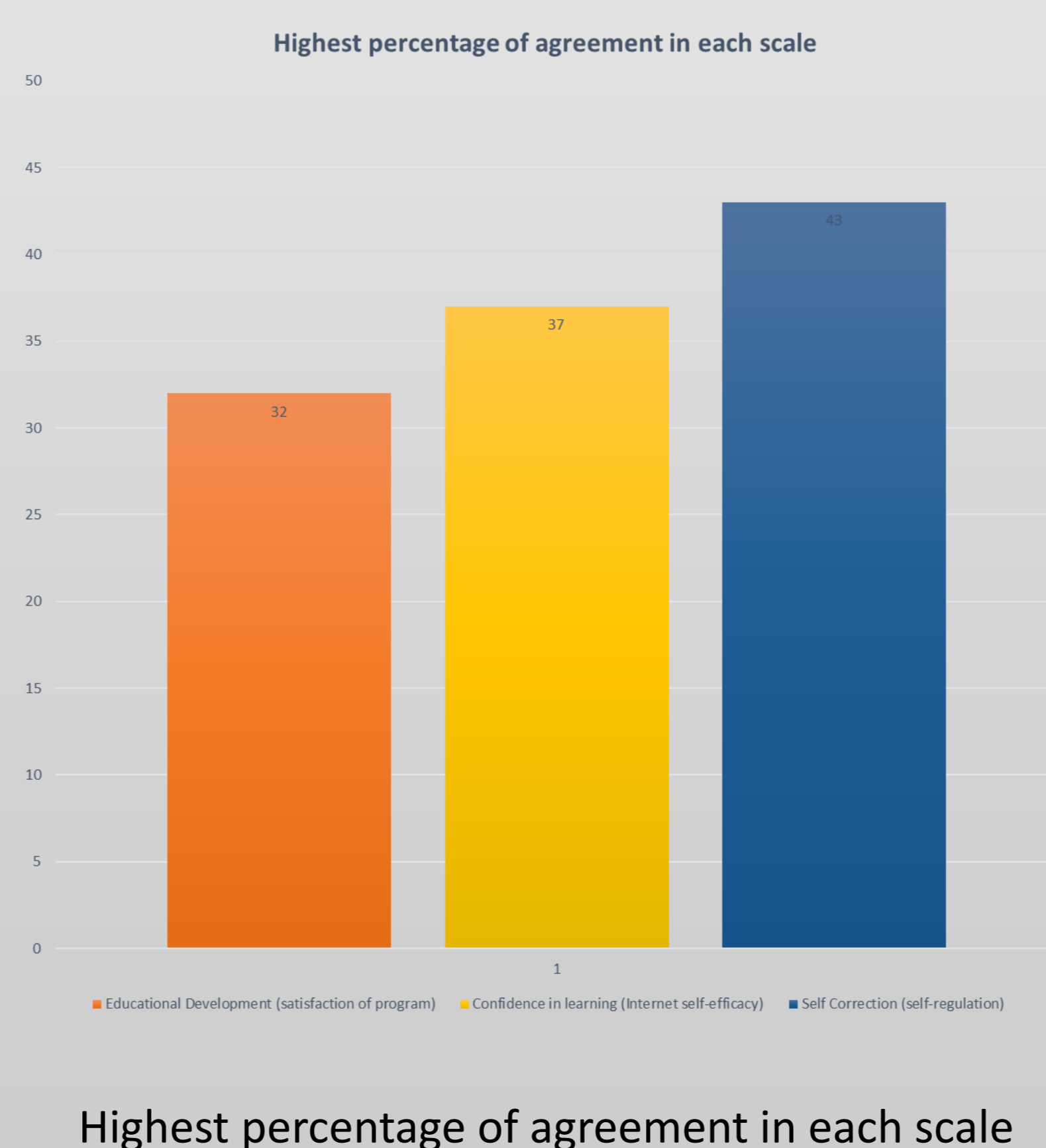
Conclusion

This study explored online MA students' Internet self-efficacy, self-regulated learning, and their satisfaction with online learning. Based on the findings, policymakers and institutions should provide creative and effective online learning environment through more interactive online sessions and minimizing online students' problems. Given the findings of this study, online professors should investigate the factors contributing to online learning satisfaction to have higher satisfaction, and increase the level of interaction between learners and instructors. Furthermore, students' technology use should be considered and some training courses should be provided to troubleshoot Internet problems.

References

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The Main Message: Instructors should familiarize students with online self-regulation strategies to help them improve their online learning, it is also recommended that policymakers provide appropriate strategies, including more interactive online sessions and minimizing online students' problems.