

The Impact of Online Education On the Satisfactory Acceptance for University Students in Guizhou During COVID-19

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Abstract: Online learning was developed for offering study through internet facilities without face-to-face classwork. When COVID-19 existed in early 2020, many universities were forced to operate under the online learning model to ensure no classes were conducted in class for virus prevention measures. The need to investigate university students' learning satisfaction in online learning would be the key to this study through five major influencing factors: performance expectation, effort expectation, social influence, facilitating conditions, and workload and consideration based on the Unified Theory of Acceptance (UTAUT). The research objectives of this paper focused on; five influencing factors that could impact online student learning, how Guizhou students adopted the learning mode during the period of COVID-19, and what kind of online teaching policies should be considered in the future for improving the learning mode.

Keywords: Online Education; Satisfactory Acceptance; COVID-19

1. Introduction

In 2020, the new coronavirus suddenly broke out, and colleges and universities across the country postponed opening classes, and offline education was not available. To ensure the smooth implementation of “stopping classes without stopping teaching, and closing classes without stopping school,” significant colleges and universities have successively begun implementing teaching on online teaching platforms. Online education, which usually plays a supplementary role, needs to play the leading role. Ensuring “postponed start of school and start of classes on schedule” has become critical. This is an opportunity to develop online education (Hew: et al. 2019). Home isolation during the epidemic has promoted the use of online education in practice, and it is also a test of the effect of online education. When offline education is entirely stagnant, in the face of such an enormous learning group, preparing for and meeting the challenges is a question that schools should consider (Hair: et al., 2017)^[1].

2. Theoretical Basis

2.1 Studies on performance expectancy in online learning

According to the survey by Venkatesh: et al. (2003)^[2], the performance expectancy was how much a person trusts that using ICT will help increase the accomplishment of their task. It was also theorized by perceived usefulness, comparative benefit, extrinsic motivation, and result expectancies of online learning.

2.2 Studies on effort expectancy in online learning

Effort expectancy in this study relates to the perceived ease of use of online learning, whether easy or complicated. If the participants expect online learning to perform excellently during COVID-19, they are more likely to use online learning. Past studies claimed that effort expectancy would affect students' behavioral intention (Chen: et al. 2020)^[3].

2.3 Studies on social influence in online learning

Social cognitive theory (SCT) is a theory that underpinned the social influence factor in this study (Rubenstein: et al. 2018)^[4]. SCT established environmental influences, for example, social pressure and special situational features. Social anxiety refers to the participants' perceived importance that the people around them believe they should use the online learning platform for learning.

3. Understanding the Impact of Online Education Towards the Satisfactory Acceptance for University Students in Guizhou During COVID-19

3.1 Unified Theory of Acceptance and Use of Technology (UTAUT)

The Unified Theory of Technology Acceptance and Use (UTAUT) is a technology acceptance model proposed by Venkatesh et al. (2003)^[5] in User Acceptance of Information Technology: UTAUT aims to explain the user's intent to use an information system and subsequent use behavior. The theory argues that there are four fundamental structures: 1) performance expectations, 2) effort expectations, 3) social influence, and 4) convenience.

3.2 Online integrated model

In a review of instructional technology, Bosch (2016)^[6] identified and compared four blended learning models using 21 different design components. It emphasizes the integration of pedagogy and technology in curriculum design to a certain extent.

3.3 Online Learning

The growing access to the Internet and technology has led to the transformation from the traditional classroom to online learning. Online learning includes online teaching and learning, engaging learners through the Internet and digital media.

4. The Conceptual Framework for the Research Study

First This study shows the new “use and satisfaction” theory in online education. The idea of “use and satisfaction” is one of the essential theories in communication studies, and it still maintains a strong vitality. This research analyzes the audience satisfaction in online education and teaching and tries to show the innovation and development of the traditional “use and satisfaction” theory in the Internet era that emphasizes user satisfaction as the core of the online education and learning of college teachers and students in Guizhou area.

Second This article also investigates and studies the students of online education mode, understands the current status and existing problems of the willing acceptance of the existing online education mode in colleges and universities from the student’s perspective, and further proposes suggestions to improve the willingness acceptance. Use questionnaires to quickly survey a large number of student groups to find out whether students’ learning habits have changed, whether they are late and leave early, whether the family atmosphere is conducive to listening attentively, whether learning efficiency has changed, whether network conditions are up to standard, and whether teachers’ teaching methods Habits, how self-control the students are, how complex is the operation of the online learning platform, what are the problems in the learning process, and what kind of recommendations are there to use accurate data for later data analysis.

5. The Countermeasures for the Impact of Online Education Towards the Satisfactory Acceptance for University Students in Guizhou During COVID-19

5.1 Online education

Online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials.

5.2 Satisfactory acceptance

Something satisfactory is acceptable to you or fulfills a particular need or purpose, leading to a positive usage mind.

5.3 COVID-19

An acute respiratory illness in humans caused by a coronavirus can produce severe symptoms and, in some cases, death, especially in older people and those with underlying health conditions.

5.4 Social influence

Social impact includes the way individuals change their behavior to meet the needs of the social environment. It takes many forms, including inconsistency, socialization, peer pressure, obedience, leadership, persuasion, sales, and marketing.

5.5 Facilitating conditions

Facilitating conditions refer to the degree to which a person believes that the existing organizational and technical infrastructure can support the use of technology.

6. Conclusion

The COVID-19 pandemic has had a terrific impact on the education system worldwide. The government has taken action to stop the spreading of the virus, which is the closure of educational institutions. Thus, educators and students have to face a new learning trend in which they can only interact through the Internet. However, several variables have arisen that have influenced the local students’ behavioral intention to embrace online educational technology in the future. This study aims to identify the impacts of factors that influence TESL postgraduate students’ behavioral choice toward the use of online learning and to examine the relationship between the five elements and Guizhou students’ behavioral intention to use online learning during the COVID-19 pandemic. The factors of performance expectancy, effort expectancy, social influence, and facilitating conditions were strongly correlated with TESL postgraduate students’ behavioral intention. The most critical factor influencing students’ satisfaction to implement online education technology is the performance expectancy of all the elements. Based on the study’s results, online learning outcomes are much more critical for Guizhou students than others.

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