

## **DETERMINANTS OF LEARNER SATISFACTION ON ONLINE PRE-SUBMISSION PROGRESS PRESENTATION: WITH SPECIAL REFERENCE TO BACHELOR OF MANAGEMENT STUDIES (BMS) DEGREE PROGRAM**

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### **ABSTRACT**

*The main purpose of the study was to investigate the determinants of the learner overall satisfaction towards online pre-submission progress presentation for the research project in BMS (Hons) Degree Program. With Covid-19 pandemic and subsequent lockdowns, learners are facing challenging situations to participate in the pre-submission progress presentation physically. In order to cope up with challenge during the pandemic situation, Faculty of Management Studies, the Open University of Sri Lanka decided to conduct a pre- submission progress presentation through the online mode. This was the first-ever experience of conducting an online pre-submission progress presentation for the subject of research project. The study was used quantitative, survey approach. An online structured questionnaire was used to conduct the survey. The research instrument was designed with six dimensions identified based on unified theory of acceptance and use of technology and its extension to the context of conventional university setup in Sri Lanka namely: performance expectancy, effort expectancy, social influence, hedonic motivation, internet experience, facilitating condition. The questionnaire was transformed to a Google form and the link was emailed to 289 participants of the pre- submission progress presentation for research project in BMS (Hons) Degree Program. However, 130 responses were received. First, the reliability and the validity of the instrument were ensured. Then, Pearson correlation and the multiple regression analysis were employed for data analysis. The results revealed that all the determinants have a significant positive association with learner overall satisfaction on online pre- submission progress presentation of research project. Further, performance expectancy is the significant determinant of the learner overall satisfaction while effort expectancy, internet experience and the facilitation condition are also positive significant determinants of learner overall satisfaction. However, social influence and hedonic motivation are insignificant factors for the learner overall satisfaction of the pre-submission progress presentation of research project. Further, as suggested by the analysis, although it was the first 'online' presentation experience for most of*

*the respondents, their level of satisfaction in online pre- submission progress presentation was above par. The study further revealed that, learner perceives higher benefits to be drawn from online pre- submission progress presentations and they find this more convenient and easier. Hence, it is implied that if the intention is to enhance the learner satisfaction of studying the research project, the educators have the possibility of doing so, by improving the above stated aspects. By providing the students with proper guidance, knowledge, necessary resources, assistance, more interactive online sessions, better internet access and necessary infrastructure, students will get more benefits which will ultimately make them satisfied. There is further implication to education policy makers as learners still seek more cognitive aspects and the facility aspects in Sri Lanka. Thus, It could also be noted that better internet experience can result in higher learner satisfaction, signaling the Internet Service Providers and government authorities to provide high quality Island-wide internet coverage and necessary infrastructure, which is a crucial and timely requirement.*

**Keywords:** learner satisfaction, online pre-submission presentation, research project.

## 1. INTRODUCTION

The information communication technology (ICT) has revolutionized the entire world and caused a fast-changing society where the most of the people have changed their lifestyle from offline to online. Spotting from an educational perspective, the technology has drastically changed the nature of education and lives of individuals. The internet has been embraced by learners and education practitioners due to its immense ability to facilitate communication and transaction between consumer and business (de Valck, van Bruggen & Wierenga, 2009). Online learning is one of the popular tools with the advancement of ICT technology (Singh & Thurman, 2019; Bordoloi, Das & Das, 2021). It facilitates the process of teaching and learning more towards innovative, student-centered, more flexible (Dhawan, 2020). Further, online learning can be seen in synchronous and asynchronous environments. It can be accessible with different devices such as mobile phones, laptops and other communication devices with internet access. Hence, students are independent in learning and interact with teachers and other students (Singh & Thurman, 2019). With the rise of global COVID-19 pandemic, it has resulted in closure of higher educational institutes all across the world. With this crisis situation, online learning has become essential to meet the learners' academic needs (Dhawan, 2020). This has transformed the entire teaching pedagogy to a technology facilitating learner centered pedagogy (Bordoloi, Das & Das, 2021).

In the context of education in Sri Lanka, due to COVID-19 pandemic subsequent lockdowns are happening within the country. Similar to the global context in education, it is a challenging situation for the higher education institutions in Sri Lanka. To cope up with the challenge Faculty of Management Studies, the Open University of Sri Lanka decided to conduct a pre-submission progress presentation for final year students in Bachelor of Management Studies Honours Degree

Programme [BMS (Hons)] through the online mode. That was the first-ever experience of conducting a pre-submission progress presentation online. However, the skill of ICT is essential requirement for both teachers and learners in online learning (Bordoloi, Das & Das, 2021). Thus, investigating the determinants of learner acceptance and use of information technology is utmost important in online learning set up. Though this has been commonly investigated with current pandemic situation (Samsudeen & Mohamed, 2019; Dhawan, 2020), in the context of online learning for research project is little investigated. With this regard, the main purpose of the study was to examine the determinants of learner satisfaction on online pre-submission presentation for Research Project in BMS (Hons) degree program.

- a. Thus, main objectives of this study were
- b. to identify the level of agreement on the dimensions of learner satisfaction related to the online pre-submission progress presentation for research project.
- c. to assess the association between the dimensions of learner satisfaction and the overall satisfaction on the online pre-submission progress presentation for research project.
- d. to investigate the most influential factors on learner overall satisfaction on the online pre-submission progress presentation for research project.

## 2. METHODOLOGY

### a. Research Design, Participants and Procedure

This study employed a quantitative, survey study approach, and the data was collected by an online structured questionnaire for a period of three months from March to May 2021. The questionnaire was transformed to Google form and link was emailed to 289

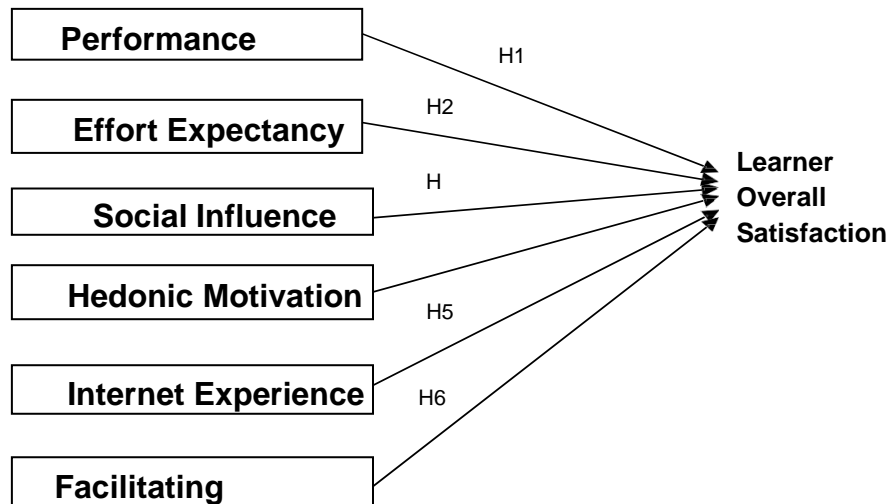
Undergraduates participated for online pre-submission progress presentation of the Research Project in the academic year 2019/20 of BMS (Hons) degree program. 130 completed questionnaires were returned. That is 45 percent of the targeted population. First, the reliability and the validity of the instrument were established. Then data were analyzed using IBM SPSS 23.0.

### b. Conceptual Framework

Literature identifies several models for investigating individual use acceptance behavior and use of information technology: However, UTAUT (Venkatesh, Morris, Davis & Davis, 2003) and UTAUT2 (Venkatesh, Thong & Xu, 2012) were the most frequently used models to investigate learner behaviour intentions and the actual behavior in online learning systems (Masadeh, Tarhini, Mohammed & Maqableh, 2016; Samsudeen & Mohamed, 2019). Further, Samudeen & Mohamed (2019) propose a framework to the Conventional University system in Sri Lanka based on UTAUT and UTAUT2 with newly proposed two determinants: Work Life Quality and Internet Experience. Thus, this study has chosen the factors such as Performance Expectancy (PE), Effort Expectancy (EE), Hedonic Motivation (HD), Facilitating conditions (FC) and Experience (IE) have been considered after a rigorous literature review.

Figure 1 shows the proposed conceptual framework for the study.

**Figure 1.**  
*Conceptual framework*



#### c. Hypotheses Development

Accordingly, following hypotheses were established.

Performance Expectancy (PE) is referred to the extent to which an individual believes that using the system will help him or her to achieve an expected performance (Venkatesh et al., 2003). Samudeen & Mohamed (2019) relate PE into the e- learning context and defined as extent to which a user of an e-learning system believes that using such a system would improve or increase his/ her performance in education. In simply PE refers to learners' belief that e-learning will help them achieve their educational goals (Abbad, 2021). Several studies have been identified PE as a strong predictor of intention to use a new system in e-learning (Venkatesh et al., 2003; Tarhini, Hone, Liu & Tarhini, 2017; Ali, Raza, Qazi & Puah, 2018) and this study argues that students' perception on performance expectation has influence on the overall satisfaction on the online pre-submission progress presentation.

H1: There is a significant association between performance expectancy and learner overall satisfaction on online pre-submission progress presentation.

Effort Expectancy (EE) refers to the extent of the ease of use linked with when using a technology (Venkatesh et al., 2003; Samudeen & Mohamed, 2019; Abbad, 2021). Samudeen & Mohamed (2019) in their study relating to e -learn system, if the learner finds it is easy to use an e learning, there is more tendency of accepting such a system by a learner. Further, in the conventional university

set up, they have found that EE was the most important of the determinant of behavioural intention. Online learning is still in its growth stage in the study context, thus develops the hypothesis as follows.

H2: There is a significant association between effort expectancy and learner overall satisfaction on online pre-submission progress presentation.

Social influence (SI) refers to the extent to which an individual perceives that how much important others believe he or she should use the new system (Venkatesh et al., 2003). In simply extent to which, an individual perceives on the social acceptance of the system. It can be assumed as if a system is getting high social influences individual accept the system. In this study it is the online pre-submission presentation.

H3: There is a significant association between social influence and learner overall satisfaction on online pre-submission progress presentation.

Hedonic Motivations (HM) is a newly added variable to the UTAUT model in developing UTAUT2 and it refers to the fun or pleasure generate from using a technology (Venkatesh et al., 2012). It is identified that perceived enjoyment and perceived entertainment can be used to investigate the intrinsic utilities of a system.

H4: There is a significant association between hedonic motivation and learner overall satisfaction on online pre-submission progress presentation.

#### Research Instrument

*To measure the concepts identified, the questionnaire comprised with two sections. The first section consists with three questions; respondents age, gender, presentation experience and online experience. The second section comprised with twenty eight items on determinants of pre submission presentation: four statements on performance expectancy, five statements on effort expectancy, four statements on social influence, five statements on hedonic motivation, five statements on internet experience, five statements on facilitating condition meanwhile three statements to measure the learner satisfaction, The respondents were asked to rate their level of agreement on a five-point Likert scale.*

### 3. FINDINGS AND DISCUSSION

#### a. Sample profile

The sample consisted of 78.6 percent of female learners and 21.4 percent of male learners, while the majority of them are between 25-30 years of age (88.4%). The majority of the learners claim that this is their first presentation experience (76.8%), whereas most of them have stated that this is their first 'online' presentation experience (91.3%).

#### b. Reliability and Validity

Table 1 presents the results of the instrument validity and reliability; internal consistency using Cronbach Alpha, Composite reliability (CR) average variance extracted (AVE) and Square root of AVE and correlation coefficients .

Table 1.  
Reliability and Validity

Variable	Internal Consistency	Convergent Validity		Discriminant Validity						
	Cronbach Alpha	CR	AVE	PE	EE	SI	HM	IE	FC	OS
Performance Expectancy	0.928	0.867	0.621	<b>0.787</b>						
Effort Expectancy	0.921	0.853	0.531	0.735	<b>0.728</b>					
Social Influence	0.848	0.791	0.621	0.647	0.667	<b>0.787</b>				
Hedonic Motivation	0.812	0.797	0.568	.626	0.618	0.629	<b>0.753</b>			
Internet Experience	0.817	0.719	0.688	.486	0.410	0.316	.370	<b>0.829</b>		
Facilitating Condition	0.799	0.864	0.539	.550	0.557	0.545	.522	.522	<b>0.732</b>	
Learner Overall Satisfaction	0.924	0.761	0.515	.745	0.718	.570	.559	.584	.648	1

As shown in Table 1 all the Cronbach Alpha ( $\alpha$ ) values of the dimensions of learner satisfaction are greater than the threshold point of 0.7. Thus, internal consistency of the measurement properties was ensured. Further, construct validity was measured through convergent validity ( $CR > AVE$ ) and discriminant validity. Square root of AVE was greater than the correlation coefficient values and discriminant validity was ensured.

## c. Learner Level of Agreement on Satisfaction Dimensions and Association with Overall Satisfaction

**Table 2.***Shows The Mean Values And Standard Deviation Values Derived For Each Variable*

<i>Variable</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>r</i>	<i>Sig.</i>	<i>Supported/ Rejected</i>
<i>Performance expectancy</i>	3.941	0.808	0.735	0.000	<i>Supported</i>
<i>Effort expectancy</i>	3.853	0.766	0.728	0.000	<i>Supported</i>
<i>Social influence</i>	3.885	0.820	0.570	0.000	<i>Supported</i>
<i>Hedonic motivation</i>	3.435	0.804	0.559	0.000	<i>Supported</i>
<i>Internet experience</i>	3.763	0.839	0.584	0.000	<i>Supported</i>
<i>Facilitating condition</i>	3.681	0.687	0.648	0.000	<i>Supported</i>
<i>Overall satisfaction</i>	3.944	0.845			

Accordingly, the highest mean value (3.944) was recorded for 'Learner overall satisfaction', while all the other variables have recorded mean values that are greater than 3 on a five-point Likert scale. Thus, it can be stated that the learners have shown a positive level of agreement for all variables. These results reaffirmed the findings of Khairuddin, Arif & Khairuddin (2020) where learners are already in the process of adapting themselves for the forthcoming online distance learning era.

Further, Table 2 depicts the results of the Pearson correlation analysis: the degree of association between learner satisfaction dimensions and their overall satisfaction with the pre-submission progress presentation for the Research Project. Accordingly, all the hypotheses were supported ( $p < 0.05$ ) and this indicates that all the dimensions of learner experience dimensions have a significant positive association with the learner satisfaction. However, the highest association was with performance expectancy ( $r = 0.735$ ) followed by effort expectancy ( $r = 0.728$ ) and facilitation conditions ( $r = 0.648$ ) whereas a moderate association was with social influence, internet experience and hedonic motivation.

## d. The Most Influential Factors

<i>Variable</i>	<i>Beta coefficient</i>	<i>t</i>	<i>sig</i>	<i>R square</i>	<i>Adjusted R square</i>	<i>F</i>	<i>sig</i>
<i>Performance expectancy</i>	.294	-.527	0.006	0.671	0.655	42.156	.000
<i>Effort expectancy</i>	.267	2.822	0.011				
<i>Social influence</i>	.026	2.596	0.739				
<i>Hedonic motivation</i>	.031	.334	0.666				
<i>Internet experience</i>	.190	.432	0.012				
<i>Facilitating condition</i>	.176	2.544	0.036				

Table 03 presents the Beta coefficient of satisfaction dimensions: performance expectancy ( 0.294, 0.006 <0.05), effort expectancy (0.267 , 0.06 < 0.05),social influence (0.026, 0.739 > 0.05), hedonic motivation (0.31, 0.666>0.005), Internet experience

(0.190, 0.012 <0.05), facilitating condition (0.176, 0.036<0.05). Further, results reveals that indicates that only performance expectancy ( 0.294, 0.006 <0.05) is the significant determinant of the learner overall satisfaction of the pre-submission progress presentation of research project followed by effort expectancy ( 0.267 , 0.06 < 0.05). Internet experience and the facilitation condition are also positive significant determinants of learner overall satisfaction while social influence and hedonic motivation are insignificant factors for learner overall satisfaction of the pre-submission progress presentation of research project. Further, R square was 0.671 at F

=42.156 (0.000< 0.05). This shows that determinants of learner satisfaction are explaining 67.1 percent of variation of learner overall satisfaction.



#### 4. CONCLUSION

The main purpose of this study was to investigate the determinants of learner satisfaction on online pre-submission presentation for BMS (Hons) degree program. Heavily due to the COVID-19 pandemic, the status quo has been challenged, and shattered up to a certain extent, despite the scale and the type of industry. The massive impact on the field of education hence demanded a shift to online platforms and other alternatives which were a prominent and a timely requirement (Mulenga & Marbán, 2020). Therefore, an online pre-submission progress presentation for research projects was conducted and an attempt was taken to evaluate the learners' overall satisfaction towards this novel experience.

The results of the study revealed that learners are satisfied with the online pre-submission progress presentation which signals the viability of the adoption of online learning platforms on online pre-submission presentation for Research Project and its continuation in the post-pandemic era which would ultimately contribute to a paradigm shift in the Sri Lankan education industry. Further, though all the dimension of learner satisfaction performance expectancy, effort expectancy, social influence, hedonic motivation, internet experience and facilitating conditions are significantly and positively associated with learner overall satisfaction, major factors contributing for learner overall satisfaction are performance expectancy, effort expectancy, internet experience and the facility condition. Social influence and hedonic benefits were insignificant in this context whereas Samudeen & Mohamed (2019) identify all the factors considered are significant determinants in the context of e learning systems in conventional universities, Sri Lanka. Hence, if the intention is to enhance the learner satisfaction, the educators have the possibility of doing so, by improving the above stated aspects but need to more concern on performance expectancy, effort expectancy, internet experience and the facility condition. Further, by providing the learners with proper guidance, knowledge, necessary resources, and assistance, facilitating conditions can be improved, through which the learners can be satisfied. Similarly, if the online programs are well planned to be effective and efficient, learners will get more benefits which will ultimately make them satisfied. Further, by making academic virtual meetings with learners more interactive and amicable, they will be able to make this experience more enjoyable, leading to their satisfaction. It could also be noted that better internet experience can result in higher learner satisfaction, signaling the Internet Service Providers and government authorities to provide high quality Island-wide internet coverage and necessary infrastructure, which is a crucial and timely requirement.

However, this study has several limitations such as the response rate is low compared with the targeted population. The human emotions, behaviors were not taken in to account due to use of structured questionnaire. These limitations will be shed new research avenue as comparing learner overall satisfaction in next batch. Further, by identifying more determinants by conducting qualitative studies about the same context.

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