Effect of Student Engagement, Student Satisfaction, and Perceived Learning in Online Learning Environment: Perspective of Management Students

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Online education can be identified as a flexible education delivery system that can be applied to distance educational purposes, and this system creates an opportunity for teachers and students to reach each other when they cannot participate in traditional classrooms. The purpose of this study is to investigate the effect of student engagement, student satisfaction, and perceived learning in an online learning environment. A deductive approach and quantitative designs were used, 306 samples were included, and data was collected via a self-administered questionnaire using convenience sampling. Course structure, learner interaction and instructor presence were used as independent variables, student engagement as mediating variables and improved student learning and student satisfaction as dependent variables in the study. Descriptive and demographic data analysis, reliability analysis, correlation and regression were used to analyze survey data. Findings revealed that course structure, learner interaction and instructor presence have a statistically significant impact on improved student learning and student satisfaction. The finding of the study has also shown that student engagement is a significant mediator between course structure, learner interaction, instructor presence, perceived learning, and student satisfaction. To ensure the effectiveness of the online learning system and student satisfaction, teachers should give much attention to course structure design, which enhances learner interaction and learning.

Keywords: Online Learning, Student Satisfaction, Learner Interaction, Instructor Presence, Engagement

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