Students Perceived Satisfaction, Behaviour Intention and Effectiveness of Online Learning: A Study Focus on HEIs in Oman

[1]**Lamees Al Hadharami, Final year student, Bachelor with Honours in business computing, University of Stirling, Email: dl-oman@hotmail.com**

[2]**Gopalakrishnan Soundararajan, Assistant Professor, Muscat College**

Abstract - Information and communication technology supports higher education to help the educational sector to provide high quality of teaching and learning process. Oman educational institution takes the steps to develop the various ICB tools to support learners from different back ground, nationality, age, mode of study, etc. The aim of the study is to know the students perceived satisfaction, behaviour intention and effectiveness of online learning in higher education in Oman, to know the different E-learning methods used in HEI's in Oman, to identify online learning aspects and how it impacts on the different students, to identify the demographic consideration that affect the online learning, to analyse the impact of the student's satisfaction and how the E-learning affects them by their attitude and level of skills and to know the scope of educational online learning methods in HEIs in Oman. Simple random sampling method used for the study and data collection has done with questionnaire. Statistical tools like percentage analysis, ranking and correlation methods used to know the effectiveness of online learning to the students perceived satisfactions behavioural intention and effectiveness of online learning in higher education in Oman.

Keywords: Online Learning, higher education, perceived satisfaction, behaviour intention and effectiveness.

I. INTRODUCTION

ICT information and communication technology leads the differentiation and competitive era for the different institution which offers different courses online and in college, which helps many people globally to reach their goals easily comparing by old days. Higher education made suitable conditions to improve the quality of different systems used to help the economy for a more stable level also to avoid any problems likewise old days by using the traditional ways of learning.

Higher education in Oman follow the system by the strategic plan of his Majesty Sultan Qaboos as he started to improve the educational system from the 1970's, as on day visibly we can see the differences with more development and technological system to set in different universities by the HE's. The principles and objectives sets by Sultan Qaboos philosophy help the environment of education as its long term. For instance, step by step to reach a suitable level of sustain learning quality in the Sultanate of Oman.

Globally the market of online learning is increasing rapidly as for demand by the needs of human resource and manpower improvement in different countries. Moreover, E-learning leads to different development not only on the educational side.

The higher education in Oman has the standards of universities and colleges with the different public and private sectors with other educational institution which provide different courses. The public and private both universities and colleges offer the degree of Ph.D.'s, Master's and bachelor's degrees while the other educational institutions offering certificates some of the facilities offer the degree of the diploma. Moreover, recently in Oman, the higher education faces the challenge of the main change in the educational system by the development and increasing of enrolment. More opportunities available for the HE's to become more innovative and compete to reach the international standards of the high quality level of education.

II. OBJECTIVE OF THE STUDY

Talking about the scenario of learners and their need of the high level of education quality at the same time the educational institutions invest lot of money with high competing among the institutions.

- To know the different E-learning methods used in HEI's in Oman
- To identify online learning aspects and how it impacts on the different students
- To identify the demographic consideration that affect the online learning

- To analyse the impact of the student's satisfaction and how the E-learning affects them by their attitude and level of skills.
- To know the scope of educational online learning methods
- To analyse the strength and weakness of the students learning by in the different online material used by the different institution in the level of Oman education philosophy.

III.   REVIEW OF LITERATURE

3.1 History of online learning

Nineteenth century people are still trying to find strong tools for more effective ways of learning related to online learning. The easiest ways and tools of the technological system offered by higher education still in change and development knowledge are the first need for any person living in this entire world by learning only people can raise their skills in different sectors. The E-learning make all of the resources easy to reach and learn to result in more powerful information communication of technology (Chyung et al2010).

According to Davis (1989), learning split into three groups of generations such as the interaction between the instructor and learners, use of the content of multimedia same as the interaction if the first group of generation and using full way of electronic communication through learners to each other and instructors and learners.

The educational ways of learning by the internet are the era of development either by the intranet or internet based on different sources of educational materials which make the early day's traditional complicated ways of founding any source of data manually to be easier for online learners at any time, place and devices used. (Eom & Ashill , 2018)

3.2 Online learning methods

The technological resources formed to be medium electronic available globally for all people online and off-site by using the internet and some electronic devices (Pragati Chauhan , 2016).

Lynch, R., & Dembo, M. (2004) study related to the ICT, he mentioned that the student in the Indian business school care to implement all the technological resources including all the types of multimedia academic journals, books, E-sources, etc. Furthermore, the information communication of technology helped to step a large development in all sides of educational methods starting with seminars, projects, and examinations by the higher education institutions all over the world to help the learners to reach their goals on their educational needs for easier progress.

3.3 Impact of E-learning methods

Noesgaard, S.S, and Orngreen R, (2015) try to find the impact of online learning by nineteen empirical ways on the study the percentage of more than half discussed the higher education results of learning used in the different educational system. One of the most valuable definition sets by the researchers is the practice of applications with the addition of other effective definitions. Moreover, from all the definitions they knew that for the part of review literature quantitative are most useable for more effective results.

In Jordon primary and secondary education system gets used by new technologies like online learning. Furthermore, E-learning is affected by some important factors such as the user's ability, skills, knowledge and other basic things to be familiar to know about the information communication of technology. Different infrastructure and technological supplement is important to support the need of E-learning for the learners and stakeholders perspective. (Al-Mobaideen, H,&Allahawiah, S, 2012)

3.4 Learners satisfaction by the quality

Bauk et al, (2014) mentioned in his study that quality meets the outcome at final stages of overall educational standards. Differentiate colleges and universities always attract by the learners to come on the aspect of quality teaching and learning.

Law and Huang, 2007 have adopted the impact of the system used for the online learning by the student's side of viewing the study outcome of how the students are satisfied by the quality offered in different educational institutions like the available internet connection, the communication among the different departments and faculties. The final stage of the study found that the main important points are the quality and perceived satisfaction of learners.

IV.   RESEARCH METHODOLOGY AND DESIGN

4.1 Research Design

The aim of this paper is to find the impact of perceived satisfaction and learners behavioral intention by available E-learning. Thus, clear design conducted to this study which is related to the effectiveness of students perceived satisfaction, behavior intention and effectiveness of online learning in higher education institution in the Sultanate of Oman. Furthermore, clear descriptive analysis approach used with care with clear results of the adoption.

4.2 Sampling method and technique

Stratified simple random sampling method used for this study. Furthermore, the targeted group of enrolled learners was used for educational purpose. The sample size is 200. The sample size is fixed with the help of following formula.

Sample size n = (ZS/E) 2

Where,

Z = Standardized value corresponding to a confidence level of 95%

S = Sample SD from Pilot study

E = Acceptable Error = 5%

Hence, Sample size = n = (ZS/E) 2

V. ANALYSIS

Table 5.1 Mean and SD of quality of online learning materials

Sl. No	quality of online learning materials	Mean	SD
1	I am free to use the materials easily	3.90	0.868
2	The information is available with clear buttons	3.83	0.823
3	Able to access all the modules at any time	3.68	0.939
4	I am satisfied with the quality of content format available quality of content format	3.67	0.851
5	I am satisfied with the speed of the internet while using the materials	3.27	1.060

Based on mean score, quality of online learning material will helps to learn easily (3.90) is the most important factor on quality of online learning, The information is available with clear buttons which helps them to access the information clearly (383), able to access all the modules at any time in the online support to learn quickly when they needed (3.68), quality of content format available quality of content format (3.67) and speed of internet is supporting my online learning (3.27)

Table 5.2 Mean and SD of level of knowledge the main challenges for me to use the system

Sl. No	Challenge	Mean	SD
1	ICT devices	3.52	1.022
2	Manage and save my files with secure software	3.57	0.927
3	Taking others work without copyright	3.32	1.041
4	Not familiar with the technologies while using the system	3.19	1.021

Based on mean score, ICT (3.52) is the most important factor on level of knowledge the main challenges for me to use the system. Manage and save my files with secure software (3.57) is the most important factor on level of knowledge the main challenges for me to use the system. Taking others work without copyright (3.32) is the most important factor on level of knowledge the main challenges for me to use the system and Not familiar with

the technologies while using the system (3.19) also the challenging task when I use online learning.

VI. CONCLUSION

Challenges of technology, social and economy are affecting the learning environment and government need take more action for meeting the global competition and global learning environment to meet 2040 vision of Oman. Government gives all support and effort to increase and improve their educational standards for a more powerful system in the different educational sector and information of communication technology also one of the main areas to implement in the education sector in Oman.

REFERENCE

[1] Chyung, S., Moll, A., & Berg, S. (2010). The role of intrinsic goal orientation, self-efficacy, and e-learning practice in engineering education. The Journal of Effective Teaching

[2] Dabbagh, N. (2007) 'The online learner: characteristics and pedagogical implications', Contemporary Issues in Technology and Teacher Education, vol. 7, no. 3, pp. 217_226.

[3] Eom, S. B., & Ashill, N. J. (2018). A System's View of E-Learning Success Model. Decision Sciences Journal of Innovative Education, 16(1), 42-76.

[4] F. D. Davis,(1989) "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information

[5] Technology," MIS Quarterly, Vol. 13, No. 3, 1989, pp. 319-340. doi:10.2307/249008

[6] Gunmala Suri (2005)," "Organizational culture in ICT implementation and knowledge management in Spanish and Indian Universities: A conceptual Model", published in A Special Interest Groups of CSI.

[7] Holley, D., & Boyle, T. (2012). Empowering Teachers to Author Multimedia Learning Resources that Support Students' Critical Thinking. European Journal of Open, Distance and E-learning, 15(1).

[8] Jerry D. Saye, (2001) "The organization of electronic resources in the library and information science curriculum", OCLC Systems & Services: International digital library perspectives, Vol. 17 Issue: 2, pp.71-78

[9] Kuo, Y. C., Walker, A. E., Schroder, K. E., & Belland, B. R. (2014). Interaction, Internet selfefficacy, and self-regulated learning as predictors of student satisfaction in online education courses. The Internet and Higher Education, 20, 35-50

[10] Lynch, R., & Dembo, M. (2004). The relationship between self-regulation and online learning in a blended learning context. The International Review of Research in Open and Distributed Learning, 5(2).

[11] O. Xaymoungkhoun, W. Bhuasiri, J. J. Rho, H. Zo, M.-G. Kim (2012), "The critical success factors of e-learning in developing countries", Korea, vol. 305, pp. 701

[12] Pragati Chauhan. (2016), Challenges Facing the Current Higher Education System in India International Journal of Engineering Technology Science and Research, ISSN 2394 – 3386 Volume 3, Issue 4 April 2016

[13] Rosenberg, M. J. (2001). E-learning: Strategies for delivering knowledge in the digital age (Vol. 9). New York: McGraw-Hill.