

EXAMINATION OF SATISFACTION IN ONLINE EDUCATIONAL SERVICES AT SAUDI HAI'L UNIVERSITY

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Abstract - This study aimed to investigate the satisfaction with online educational services that included electronic library services, admissions and registration services, student affairs services, online educational (platform) services, and online payment services at Saudi Hai'l. To achieve the aims of this study it was used descriptive analytics methods by using the online survey as a data collection tool. which distributed on the sample consists of 324 participants, selected using a random cluster technique. The results revealed that the satisfaction in admissions and registration is higher than in online payment, as well as, the online education is higher than the electronic library, while the online payment is lower in online services. According to the study results, it is recommended to investigate service satisfaction to include all the sections of services to enhance it.

Key Words - Hail university; Online educational services; Satisfaction; Saudi Arabia; Stakeholders.

INTRODUCTION

The recently emerged health condition that affects the whole world alters the education systems and enforces all educational institutes to adopt online learning platforms and applications to sustain learning continuity [1; 2; 3]. Online learning is part of online services, which consists of online classes, online discussion groups, online observation, online administrating, online registration, and online examination. Online services are web-based services provided for system users such as learners, instructors, and administration officers [4]. Learning management systems (LMS) offers various activities such as exam activity, virtual classes, discussion groups, and so forth as primary features of the

module, in which teacher can design and modify educational content, exam of relative subjects with various question types, as well as, administrating homework delivery, absences registration, create discussion groups and numerous relative activities. Some platforms keep these educational contents, exam forms, homework, and presentations on a database for repetitive utilization in the upcoming events such as exams[5]. Online services systems in the LMS focus on delivering students' knowledge and learning through exploiting a complete automated system that takes off a substantial burden of the educational process [6]. However, these services are compatible with other integral online service such as registration services for students, students' affairs, library services, laboratory services, administration services for instructors and administration officers, customer relationship management panel, and health support services [7; 8; 4].

However, shifting the learning and administrating process to an online platform is high-stakes and high-challenging in the context of the constant impartiality of learning services [9]. Despite the rapid and unplanned shift toward online learning and online demonstration, until now education stakeholders' perspectives toward these services remain uninvestigated [5]. And the acceptance of these online services is far from consensus, due to poor educational experiences for learners and instructors [10]. Furthermore, there is no study yet take a holistic view of all kind of service provided by the university, not only learning (teaching), but also the other integrated services such as administrative services, additional services, and the virtual learning environment (user interface) [4] This study accordingly intends to investigate the stakeholders' perspectives toward online services based on a holistic review of all services provided by higher educational

institutions; since the learning and administrating are crucial process in learning determines institutions' successes and cannot be apart from each other's.

OBJECTIVES

This study aimed:

- Investigate the satisfaction in electronic library services at Saudi Hai'l University
- Investigate the satisfaction in admissions and registration services at Saudi Hai'l University
- Investigate the satisfaction in student affairs services at Saudi Hai'l University
- Investigate the satisfaction in online educational (platform) services at Saudi Hai'l University
- Investigate the satisfaction in online payment services at Saudi Hai'l University

BACKGROUND

ONLINE SERVICES OF HIGHER EDUCATION

Universities have been at the forefront of online service provision and become more dependent on online learning during the last two years due to safety measures as a result of COVID-19, that is has become a useful and practical tool for curriculum delivery worldwide, since each institution seeks to provide many modern and developed educational services as a type of motivations to attain students' goals [11, 12, 14, 16, 17, 18]. Several studies confirm the advantages of online learning, including easy accessibility to knowledge, proper content delivery, content standardization, personalized instruction, self-pacing, interactivity, and increased convenience [1, 3, 15, 19].

Most the universities developed a special platform of services that are provided for their students, the first of these services is a digital library and database that is a special library that is included the collection of digital objects such as text, visual materials, audio materials, and video materials, stored as electronic media formats. In addition, it can organize, store and retrieve the files and media contained [20]. [21, 22] confirmed the services that are included in this type of library are the usability of the resources by browsing and viewing, easy to save and find books articles, based on that its more active interactive online training.

the platform of e-learning is the best service that all the universities focused on it since it helps students and teachers to introduce the courses simply and effectively and to facilitate online collaborations: teacher to teacher, teacher to student, or student to student [23, 24]. E-learning provided rich media such as audio, video, presentations, etc. Also gives more control to the learner by starting over, revisiting, or replaying segments [5; 13; 14, 19]. Additionally, online courses can integrate a variety of resources such as external links, tutorials, audio or video files, etc.[25].

Several academic institutions used LMSs such as Blackboard and WebCT to provide several functions such as

posting the course material, conducting online exams, submitting assignments, a communication method, etc.[13]

on another hand, the universities provided Online affairs services by the administration department in the form of recording, research, decision making, documentation, and other administrative activities, then produce the final product in the form of online documents, such as certificates, permits, recommendations, and so forth [21]. Although there are developing e-learning platforms in most education institutions it still contains gaps in all student affairs requirements.

SERVICE SATISFACTION

In the services literature, the focus is on satisfaction which results from the comparison of service expectations with perceptions of actual performance [17]. [15] added define satisfaction as attitude resulting from an evaluation of educational experience, facilities, and services. but the definition of satisfaction in online learning is multidimensional that includes factors such as communication, participation in discussions, flexibility, workload, technology support, instructor pedagogical skills, and feedback have to be much more responsive to their student client base [19]. In the educational field, the student is a customer of educational services since they receive and use the services offered by the university, which makes them priority customers. [18] Thus when the institution is not providing a service that matches customers' expectations, it can run into potential problems then leading to customer dissatisfaction. Based on that several studies such as [15, 17, 19] emphasize that satisfaction is an underlying indicator of success in various learning environments. Quality satisfaction has become necessary to ensure the quality delivered at the correct level to support e-learning requirements is fulfilled and accepted and keep the competitiveness of its services provided.

The university as a service providers' dependent on students being able to cope with the service offered. Thus, it is essential to ascertain attitudes toward the technologies used.

RELATED STUDIES

A small number of studies conducted by researchers seeking to identify the dimensionality of student satisfaction with online services have emerged in the past few years. Since most studies argued that student satisfaction in the e-learning dimension in Saudi universities is the major service provided by universities.

Alhaythami, [11] study objectives are an investigation of the satisfaction of preparatory year students at Umm Al-Qura University. The study applied the analytic descriptive method utilizing a questionnaire and distributed the tool to 111 students. The study outcome is the students in the preparatory year were satisfied with their online learning experience. In addition, the results showed that there was no effect of gender and location of study on the level of satisfaction.

Elzainy et al. [12] study aimed to describe the procedures for online teaching and assessment at Qassim University. And explored the impact of e-learning and assessment on the performance of students and faculty and the challenges to their sustainability. The results showed the higher student achievements and staff perceptions with obvious improvement in their technological skills when using online services. These findings support the shift toward the future implementation of more online courses.

Abdel-Jaber [13] study aimed to investigate the relationship between Saudi students' satisfaction with online courses and several institutional characteristics, in which an analytical approach is used to achieve these aims using a questionnaire distributed over 1343 students. The results revealed that students' internet self-efficacy learning is a critical factor in incensing students' satisfaction with e-learning.

AL-FAHAD [14] study that aimed to investigate learners' satisfaction with online e-learning implemented in the College of Applied Studies and Community Service, King Saud University, Riyadh, Saudi Arabia. The study applied the analytic descriptive method utilizing a questionnaire and distributed the tool to 201 students. The study outcomes the students' satisfaction has been very positive toward e-learning as a teaching-assisted tool and provides more benefits than conventional learning.

METHODOLOGY

The study adopted the descriptive-analytic approach and applied a quantitative method using an online survey as a data collection tool that was used to scan most of the study population to generalize the study results.

The questionnaire will be developed using the body of literature and previous related studies (for example, [4, 7, 10, 15, 16]).

PARTICIPANTS

The study population is administration officers, member faculties, relative centers' employees, and students at the University of Ha'il. The participants of the study were selected by using cluster sampling. The study tool was distributed among all administration officers, member faculties, relative centers' employees, and students.

TABLE 1.

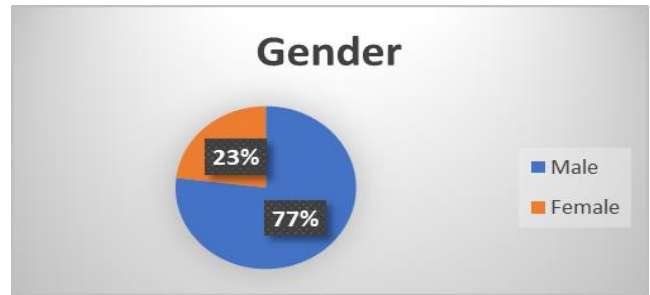
THE DEMOGRAPHIC PROFILE OF THE STUDY PARTICIPANTS

Independent variable	Category	Frequency	Percentage %
Gender	Male	249	76.9
	Female	75	23.1
	Total	324	100
Professional backgrounds	Student	283	87.3
	Faculty member	29	9.0
	Administrators	12	3.7
	Total	324	100

The percentage and frequency were computed for each demographic variable to explore the participants' profiles. The total number of participants in this study was 324

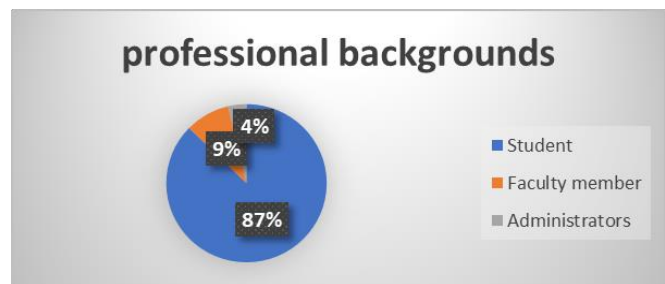
participants, belonging to various gender, and professional backgrounds, which gain the study a broad perspective and responses to research objectives.

FIGURE 1. DEMOGRAPHIC PROFILE: GENDER



According to gender category, the high percentage of the participant was male with a total of 77% of participants, while the female participants represented only 23% of the study participants.

FIGURE 2. DEMOGRAPHIC PROFILE: PROFESSIONAL BACKGROUNDS



The most participants that engaged in the study are students totaling 87%, while the faculty member participants are represented 9% of the study sample.

INSTRUMENT

The questionnaire consists of five main sections which are the Electronic library with 17 items, Admissions, and registration with 17 items, Student affairs with 7 items, Online Education with 20 items, and Online payment with 12 items.

The participants' profile gained from the prior added part of the tool was named by the socio-demographic section. This section gained various information about participants' profiles such as gender and the position. The translated version to Arabic was distributed to the sample.

The researcher has distributed the questionnaire in a sample pilot study (324 respondents) and computed the extents of questionnaire reliability by calculation of internal consistency using Cronbach's alpha values, table (2) shows that:

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TABLE 2.
THE RESULT OF RELIABILITY

No	Variables	Cronbach's alpha	Item no
1	Electronic library	0.977	17
2	Admissions and registration	0.964	17
3	Student affairs	0.944	7
4	Online educational	0.974	20
5	Online payment	0.970	12
Online services		0.988	73

Table (2) shows that Cronbach's alpha value reached (0.988) for the total alpha values of online services, this indicates accepted reliability.

RESULTS AND DISCUSSION

This section presents the findings of the study that aims to the examination of satisfaction in online educational services at Saudi Hai'l university: stakeholders' perspectives.

TABLE 3.
SKEWNESS AND KURTOSIS VALUE FOR ONLINE SERVICES

Services	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Electronic library	-.455	.135	-.553	.270
Admissions and registration	-.845	.135	.358	.270
Student affairs	-.623	.135	-.224	.270
Online educational	-.822	.135	.243	.270
Online payment	-.461	.135	-.881	.270

The normalcy assumption for each variable must be confirmed in the normality test, which is one of the most important tests to do before beginning data analysis. The skewness and kurtosis values efficiently deliberate the distribution shape of replies acquired from two tests; the Kolmogorov-Smirnov and Shapiro-Wilk tests, which are two of the most common approaches to assessing the normalcy of data. The negative skewness of the five services, as given in table (3), implies negative skew, although the negative kurtosis value indicates a flatter response distribution, and the positive kurtosis indicates a peaked distribution. And as shown in the same table that all values were within +1 to -1, which indicates that it is acceptable.

TABLE 4.
TEST OF NORMALITY OF THE ONLINE SERVICES

	Kolmogorov- Smirnov ^A		Shapiro-Wilk		Sig.
	Statistic	df	Statistic	df	
Electronic library	.085	324	.000	.951	.000
Admissions and registration	.103	324	.000	.936	.000
Student affairs	.107	324	.000	.942	.000
Online educational	.092	324	.000	.937	.000
Online payment	.112	324	.000	.924	.000

A. Lilliefors significance correction

According to table (4), which represents the results of Kolmogorov- Smirnov and Shapiro-Wilk tests, the significance value of the services is equal to (.000), according to the Kolmogorov- Smirnov. As well as the significant value in the Shapiro-Wilk test is equal (.000), which are all less than 0.05 thus significant value indicates

that the data is deviated from the normal distribution significantly.

DESCRIPTIVE ANALYSIS

To reveal the participant's responses, regarding the examination of satisfaction in online educational services criteria descriptive analysis was applied, computing the mean and standard deviation as shown in the following:

TABLE 5.
MEAN AND STANDARD DEVIATION OF ONLINE SERVICES (N=324)

Services	Mean	Std dev.	Level	Rank
Electronic library	2.9679	1.39766	4	Medium level
Admissions and registration	3.4882	1.14094	1	High level
Student affairs	3.1349	1.29448	3	High level
Online educational	3.2767	1.22374	2	High level
Online payment	2.8392	1.56664	5	Medium level
Total	3.1685	1.15828	High level	

The table (5) shows the online services; admissions and registration, online education, student affairs, electronic library, and online payment have an approximated mean score of 3.488, 3.277, 3.135, 2.968, and 2.839 respectively. As noticed the mean of the examination of satisfaction in admissions and registration is higher than the mean of the examination of satisfaction in online payment, as well as, the online education is higher than the electronic library, while the online payment is lower in online services.

The results showed that satisfaction with online education is high, this is associated with results obtained by [11]-[14] studies which asserted the satisfaction of online education in a Saudi university.

Besides that, although the online services included much than the platform of e-learning such as admissions and registration, online payment, and student affairs but most the studies did not mention this, it's just focused on the plate forms of e-learning.

CONCLUSION

The study investigated satisfaction in online educational services at Saudi Hai'l. The study adopted the questionnaire consisting of five main sections which is an electronic library, admissions, and registration, student affairs, online education, and online payment. The sample of the study selected using a random cluster technique consisted of (324 respondents).

The study found there is the satisfaction in all service of online educational service. As noticed the satisfaction of electronic library and online payment services is medium and the admissions and registration, Student affairs, and online education are high. According to the study results, it is recommended to make many studies to investigate service satisfaction to include all the sections of services to enhance it.

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