The Effects of Students' Internet Self-efficacy and Self-regulated Learning on Student Satisfaction and Academic Achievement in Online Learning Environment

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Abstract

The exploitation of technology in education today is not only a necessity for educational institutions, but also for the sake of students in the digital world when active learning and learning strategies are required (World Economic Forum, 2018, 2020). Student satisfaction and academic achievement, hence, play a crucial part in online learning environments. The current study examines the impact of students' self-regulated learning and Internet self-efficacy on their satisfaction and academic achievement in an online environment. The proposed research model consists of two exogenous variables including students' Internet self-efficacy and self-regulated learning, and two endogenous variables, namely students' satisfaction and academic achievement. 710 students from four universities in Vietnam voluntarily participated in this study by completing an online survey questionnaire. This study utilized the Partial Least Square Structural Equation Modeling (PLS-SEM) to examine relationships among these variables. The results indicated that Internet self-efficacy, goal setting and help seeking have directly positive effects on both student satisfaction and academic achievement. Self-evaluation positively affected student satisfaction while it did not have impact on student academic achievement. Elaboration, environment structuring, and task strategies did not have statistically significant relationship with student satisfaction as well as their academic achievement. Students' satisfaction has directly positive impact on their academic achievement. Pedagogical implications and limitations of study are also deduced.

Keywords: Self-regulated learning, Internet self-efficacy, student satisfaction, academic achievement, online learning