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Satisfaction and Continuance Intention of Learning with Virtual Classes in Engineering Students from Peruvian Private Universities

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Abstract

Due to the global COVID-19 pandemic, government regulations in many countries forced educators to transition from face-to-face to online virtual classes. The rapid adaptation to the remote educational format has many professors experiencing issues with their students' interaction and participation. This change in classroom dynamics has forced educators to analyze if their virtual classrooms effectively educate students. An unsuccessful class is an enormous problem that can have a long-lasting impact on students as they finish their academic careers. By understanding students' perception of the virtual classes' operation, and their feelings regarding their potential success, professors can improve their sessions and the students' achievement. In this work, a survey was conducted to 126 students of four Peruvian private universities' engineering departments. The study aimed to measure the intention of continuing with online classes. We concluded that that variable is substantially explained by the usage satisfaction, the perceived usefulness, enjoyment, the effort expectancy, the social influence, trust, shared norm, and tie strength. © 2021 IEEE.

Author keywords

COVID; education; online; satisfaction

Indexed keywords

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