

Investigation on Satisfaction and Performance of Online Education Among Fine Arts Major Undergraduates in Chengdu Public Universities

Dalin Feng*, Chaochu Xiang, Rawin Vongurai, Soonthorn Pibulcharoensit

Received: July 23, 2022. Revised: September 17, 2022. Accepted: October 4, 2022.

Abstract

Purpose: This research investigates factors affecting satisfaction and performance of online education among undergraduate fine art students in three public universities in Chengdu, China. The variables include perceived usefulness, perceived ease of use, self-efficacy, task-technology fit, compatibility, satisfaction and performance. **Research design, data, and methods:** Through a quantitative research approach, questionnaires were distributed via online and offline channels to 500 target respondents. Judgmental, quota and convenience samplings were used to collect the data. The data previously examined by Item Objective Congruence (IOC) Index to confirm content validity, and by Cronbach's Alpha coefficient value to approve constructs' reliability in a pilot test of 30 participants. Statistical analysis involves confirmatory factor analysis (CFA) and structural equation model (SEM), including the test of factor loadings, validity, reliability and goodness of fit model. **Results:** The results showed that perceived ease of use significantly affected satisfaction and perceived usefulness. The relationship between self-efficacy, perceived ease of use and perceived usefulness was supported. Compatibility and task-technology fit significantly affected student satisfaction. Furthermore, satisfaction is a predictor of performance. **Conclusion:** For online education providers, the system should be designed to be easy, useful, self-control, compatibility and task-fit to gain higher student satisfaction and performance. **Keywords:** Online Education, Compatibility, Task-Technology Fit, Satisfaction, Performance

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Since 2020, the impact of COVID-19 has accelerated more and more students to engage online education. Thus, online education has become a rigid demand of students across the world (Shereen et al., 2020). As of December 2020, the total number of online education users in China was 342 million. China has gained the benefits of large-scale

online education practices during the pandemic, where many universities have stepped up to online teaching to replace offline education. Nevertheless, there are still many problems in China's online education. First of all, China's current online education management and assessment mechanisms at the university level are still in the development stage. The main manifestations are that there is not much difference between online and offline education management (Wang, 2020), and there is some ambiguity in

1 * Dalin Feng, College of Chinese ASEAN Arts. Email : 916384892@qq.com
2 Chaochu Xiang, Academy of Arts and Design, Chengdu University of China. Email: 254494839@qq.com
3 Rawin Vongurai, Program Director, Doctor of Philosophy in Innovative Technology Management, Graduate School of Business and Advanced Technology Management, Assumption University, Thailand. Email: rawinvng@au.edu
4 Soonthorn Pibulcharoensit, TEM Full Time Faculty Member, Graduate School of Business and Advanced Technology Management, Assumption University of Thailand. Email: soonthornpbl@au.edu

© Copyright: The Author(s)
This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>) which permits unrestricted noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.