



Research Article

Exploring the Impact of Transformation to Web-based Learning: Business Students perspective During COVID-19 Out-Break

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Abstract

The closure of educational activities in the Kingdom of Saudi Arabia due to the enduring COVID-19 pandemic resulted in an unanticipated change from conventional learning to a setup that only comprises digital teaching and learning. In this context, the current study sought to investigate undergraduate business students' perceptions of the effectiveness of web-based learning at the College of Business Administration, Imam Abdulrahman Bin Faisal University, KSA, during the new coronavirus COVID-19 epidemic, in light of three demographic variables: gender, specialization, and academic level. Through an online poll of 200 students, this study sought to better understand business students' perceptions regarding web-based learning. According to the study's findings, students' satisfaction with web-based learning platforms is modest but varies depending on the object. There were no statistically significant variations in the usage of web-based learning for gender, specialization, and academic level. This research reveals that web-based learning has risen in global popularity among students worldwide, notably during the COVID-19 pandemic lockdown period. However, there is a significant need for curriculum reformation to align with remote teaching and learning fundamental concepts. Information systems and technological training for students and faculty are also essential for continual improvement in teaching best practices.

Keywords: Web-Based Learning, Student's Satisfaction Level, Higher education, COVID-19 pandemic

Introduction

Covid-19 has resulted in a significant alteration in the education sector not just in Saudi Arabia, but around the world. It has infected over 250 million individuals

and eventually killed over 5.2 million people worldwide. The epidemic struck many sectors of our society at once, with education being one of the most devastated. UNESCO forecasts (2020) a widespread closure of educational

institutions in over 190 nations to prevent the virus's spread and alleviate its effects. Institutions all across the world have abandoned face-to-face classes in favor of web-based learning. As a result of the change, it was important to focus on improving teaching approaches to satisfy expectations while also ensuring the educational process's continuation (Means & Neisler, 2020).

In times of crises and hardships, computers and digital technology have replaced face-to-face learning as the primary mode of instruction. The Internet and current information technology advancements have propelled recent epidemics' rise in online educational programs, changing the face of education (Quispe-Prieto, et. al., 2021). As a result, web-based learning has emerged as an essential educational resource for students with alternative educational experiences. It is a new area of study that combines distance academic education with face-to-face instruction using computer-mediated communication (Bianco & Carr-Chellman, 2007). A plethora of other terms for web-based education includes online education, digital learning, distance education, cyber school, virtual education, and e-learning. It allows for email discussion forums, video conferencing, and live lectures, as well as video streaming. These growing technologies have made higher education relatively affordable and accessible to a wider range of students, who previously would not have been able to attend in-person classes for a number of reasons (Schuck et al. 2017).

The need for distance learning has become critical to developing education and attaining learning outcomes (Cheng, Wang, Liu, 2019; Zhou et al., 2020). The fast advancement of information and technology compelled educators to seek out the best ways to teach and create an interactive learning environment that fulfilled the demands of students in the twenty-first century (Raesa et al., 2020). Technology has contributed to an information revolution that has changed our relationships, communication, and thinking. It impacted everyone engaged in

education, particularly students, who naturally gravitate towards the unusual these days. Thus, technology is appealing, pleasurable, amusing, desirable, and meets people's current demands (Hu, 2019; Zhou et al., 2020).

The fast growth of the internet and other web resources has had a huge influence on the dynamic expansion of web-based teaching and learning, which has a substantial impact on the overall quality of teaching and learning (Yen, Lo, Lee, & Enriquez, 2018). There is no argument that current digital technologies provide countless opportunities for teachers and students to better communicate and actively engage. Aside from the fact that online education was seen as cutting-edge technology, students were facing difficulties because of connection issues, a lack of digital equipment, and socioeconomic considerations (Bawaneh, 2021). As a consequence, higher education institutions are looking for ways to improve their efficiency and create new technologies in order to meet the various expectations of students by considering student satisfaction to be one of the most essential aspects in measuring the quality of web-based learning (Dhaqane, 2016).

Over 61 countries have shut down their universities to guarantee the safety of their students and staff (MIT Technology Review, 2020). It influenced over 420 million students throughout the globe, switching them to digital and electronic learning. Saudi Arabia likewise closed its academic institutions throughout the nation and shifted to a digitalized education system. During disaster situations, higher education institutions in Saudi Arabia are constantly searching for opportunities to strengthen their efficiency and create new technologies to improve the curriculum and meet the various expectations of students (Bawaneh, 2021; Cain, 2016). In this perspective, in times of struggle, web-based learning is a realistic choice. It is seen as a foundation for educational systems rather than only a supplement to existing educational systems (Triyason, et. al., 2020). Thus, it is worthwhile to evaluate student satisfaction

in digital environments since new technologies have changed the way students engage with instructors and peers during the Covid-19 epidemic. Several significant studies were conducted during the COVID-19 pandemic (Bawaneh, 2021, Pierce et al., 2020; Revilla-Cuesta et al., 2021; Zeng & Wang, 2021), to demonstrate how the COVID-19 pandemic impacted the pattern of teaching and learning of different groups of students. Regardless, little attention has been devoted to how this unprecedented phase has altered students' overall satisfaction as a result of the transition to web-based learning methods. Because of this, the purpose of this study is to determine the level of satisfaction that business students from the College of Business Administration (CBA) at Imam Abdulrahman Bin Faisal University (IAU) in the Kingdom of Saudi Arabia, have with the implementation of web-based learning during the COVID-19 epidemic. The ultimate purpose of the research was to provide answers to the following questions:

1. How satisfied are business students with web-based learning in the midst of the COVID-9 outbreak?
2. Is there a difference in students' satisfaction with web-based learning depending on their gender, specialization, and academic level?

Theorizing the End-User Satisfaction

This study is taking a lead from the disconfirmation theory of satisfaction, developed by Oliver (1980), and Technology Acceptance Model that was developed by Davis in 1986. The following section explains these theories.

1. Disconfirmation Theory of Satisfaction

The disconfirmation theory of satisfaction is a broadly acknowledged theory of consumer behavior that examines the link between perceived customer satisfaction

and the actual behavior of the customer. It implies that people are assessing a new service against a predetermined standard. They believe that a service's degree of satisfaction is determined by how well it fits this standard. Customers are assumed to acquire an attitude based on their expectations and intentions. Later, either during or after consumption, consumers' perceptions of performance are formed when they assess their whole experience. When consumers evaluate the entire service performance with their pre-experience standard (Beardon & Teel 1993; Oliver 1980) or anticipation, the process is considered complete. Confirmation, contentment, or discontent are all possible outcomes. This paradigm is composed of four components: expectations, perceived performance, disconfirmation, and satisfaction. The level of expectations shows the degree of anticipation before consumption. The impression of service by the client is referred to as performance. When there is a misalignment between expectations and actual performance, disconfirmation occurs. Lastly, customer satisfaction is calculated by integrating the results of the satisfaction surveys conducted for the different aspects of the service (Beardon & Teel 1993).

2. Technology Acceptance Model (TAM)

TAM is concerned with anticipating and analyzing consumers' proclivity to adopt the technology. Through his approach, Davis suggested that system usage was a reaction that can be described or anticipated by users' motivation, which is directly impacted by a system's unique characteristics and capabilities. It allows stakeholders to identify the hurdles and factors to the adoption of new technology. According to TAM, individuals' motivation could well be described by perceived utility, perceived ease of use, and attitude toward a system. The attitude that users develop about a system will determine whether the users will utilize or reject the technology. This mindset is affected by two beliefs' variables: perceived utility (PU) and perceived ease of use (PEoU) and external factors have a direct impact on

these two beliefs. The degree to which an individual feels that utilizing a specific system would increase their productivity is characterized as PU while PEOU, defined as the degree to which an individual feels that utilizing a given system will require no effort, is a major driver of the actual system utilization (Davis, 1986). They reasoned that behavioral intention completely mediated the impact of other TAM factors on system usage. Thus, TAM was offered as a theory with two basic principles. The first belief is about perceived utility and simplicity of use, while the second is about users' attitudes or satisfaction towards actual system usage. The current research will use the disconfirmation theory of satisfaction and the technology acceptance model to assess participants' satisfaction with web-based learning throughout the epidemic. Because it is founded on the disintegration of belief systems, the disconfirmation theory of satisfaction is superior to other theories. As a result, the current research employs these ideas to ascertain undergraduate students' levels of satisfaction.

3. Web-Based Learning

Web-based learning is a type of learning in which the Internet is used as an instructional delivery tool to carry out various learning activities (Bawaneh, 2021). Depending on the needs and requirements of the curriculum, it can take the form of purely online learning, in which the curriculum and learning are implemented online without face-to-face meetings between the instructor and the students, or a blended, in which the instructor meets the student's half of the time online and half of the time in the classroom (Annelies et. al., 2020). Web-based learning may be included in a curriculum and turned into a full-fledged course, or it can be used as a complement to conventional courses. As a substitute for conventional problem solving, the web-based learning approach gives a time and space-independent platform. As with conventional problem solving, it focuses on

students' capacity to connect declarative knowledge to procedural knowledge and on their ability to use critical thinking abilities to analyze, synthesize, and evaluate material. It has been extensively integrated into a variety of online educational models, to help students improve their subject understanding, knowledge creation, and application (Mahande, & Akram, 2021).

Dabbagh and Bannan-Ritland (2005) identified that the Web-based learning environment is distinguished by six characteristics that need a different instructional thought and preparation than the conventional learning environment. The Web-based learning environment has six characteristics: (i) globalization, (ii) autonomous control, (iii) many modes of engagement, (iv) media component with hypercube, (v) asynchronous interactions, and (vi) vibrant, factual information. Similarly, in his seminal study, Bawaneh (2021) explored the use of learning technology and identified a variety of technologies in use in higher education establishments in the area. Audio/Podcasting (Voice Recorders), Video (Video Conferencing, Echo360), Instructional Tools (i.e., Blogs, Voting Tools), Resource Application Frameworks (i.e., Articulate), Internet Applications (i.e., YouTube), Assessment Instruments (i.e., Blackboard), and Instantaneous Learning Tools are among these technologies (i.e., Breeze).

According to various studies (Glenda, et al., 2019), Web-based learning or virtual classrooms improve student success, motivation, and self-confidence, as well as good communication skills with classmates and instructors. Students can refer to it as many times as they need, at the right time and place, which helps them better understand the material and improves their outlook on education in general. Table-1 provides a brief review of previous work on the benefits of Web-based learning.

Table-1: Benefits of Web-Based Learning

Sr	Author	Constructs	Findings/Advantages
1.	Al-Salman, Alkathiri, & Bawaneh (2021)	Students' Preference, challenges, distance learning, continuing education	Students choose distant learning for both their educational level and their ICT skills.
2	Annelies, et. al. (2020)	Virtual classroom, Self-determination theory	The virtual classroom is promising in terms of educational flexibility since it allows students to choose where they want to take the course.
3	Al-Shorman, & Bawaneh (2018)	Faculty attitude, Learning Management System	In teaching and learning, a Learning Management System (LMS) serves to inspire students towards achievement and self-confidence.
4	Asuman, Khan, & Mubarak (2021)	Web-based, Online learning Integration	Ease of setting up the environment, ease of recording and preserving the courses, and ease of collaborating are all important considerations.
5	Ding, & Zhang (2018)	Problem-based learning, Web-based teaching, Self-learning capacity	The web-based PBL teaching technique looks to be superior to conventional teaching approaches.
6	Francisco (2020)	Online classroom, Flexible learning	Web-based learning is being considered as a common part of the schools' learning management system, which has been mandated by the various accrediting organizations.
7	Gautam (2020)	Web-based Technology, Self-Study Skill, COVID-19 Pandemic,	When students actively engage in a course, their experiences with informal online avenues for seeking assistance are crucial.
8	Hu, (2019)	Technology, communication	As a result of the information revolution sparked by technological advancements, our methods of communication and way of thinking have evolved.
9	Mahande, & Akram (2021)	An online learning system, motivational measurement	Online learning methods in higher education are more likely to be used if students are motivated to do so.
10	Zhou et al. (2020)	Web-based learning, Students' Preference	Using the internet to study is a fun, enjoyable, interesting, desired, and attractive method of education that suits the needs of people today.

Student Satisfaction towards Web-Based Learning System

The pandemic's effects have been felt in every sector of society and every facet of existence. At the time of writing, there are serious concerns about the Covid-19, and

there is no evidence of a long-term remedy or even a reduction in the epidemic's ramifications, at least shortly (Quispe-Prieto et al., 2021). Due to the disruption produced by COVID-19, millions of students worldwide have been adversely impacted in higher education, challenging the educational institutions with unprecedented issues. In this regard, web-based learning seems to be a viable option in times of adversity, serving as a basis for educational institutions rather than only supplementing current educational systems (Triyason, et. al., 2020).

During the COVID-19 epidemic, web-based learning was swiftly developed to fulfill the necessity for preserving social distance (Means & Neisler, 2020). In this respect, the digital revolution in education systems at all levels has enabled the incorporation of web-based learning (Aparicio et al., 2019). It is a technology-mediated learning technique with significant academic potential that has evolved as one of the most essential fields of research in information technology. The researchers discovered that online and face-to-face learning may provide identical learning results. If the learning activities are identical, student learning results may be similar regardless of the course style, face-to-face or online (Paul & Jefferson, 2019). While acknowledging the centrality of web-based learning outcomes, the subject of student satisfaction with their e-learning experiences lingers.

Student performance is vital for universities (Douglas et al., 2015) and is perceived as a critical indicator of the educational experience's quality (Yukselturk & Yildirim, 2008). It is interesting and worthwhile to evaluate student satisfaction in online contexts since new technologies have transformed the way students interact with classmates and

instructors (Kaminski et. al., 2009). Over the previous several decades, many studies on different aspects of web-based learning have been conducted (Alakharas, 2018; Amir et al., 2020; Chung et al., 2020; Dinh and Nguyen, 2020; Inal and Korkmaz, 2019; Glenda, et al., 2019). Dinh and Nguyen (2020), for example, compared college student satisfaction with online and face-to-face courses. Although participants claimed that there were minimal challenges with internet access or internet connectivity, virtual learning influenced students' achievement and attitudes. Furthermore, in the foundational study of Alakharas (2018), the findings emphasize that e-learning had a significant impact on student's academic success; however, the outcomes did not demonstrate variations based on the gender of the instructor or his/her expertise. Later, Inal and Korkmaz (2019) explored the effects of web-based learning in higher education on student performance and attitudes, concluding that web-based learning had a significant influence on students' performance and behaviors toward the course eventually. During the COVID-19 pandemic, Amir et al. (2020) demonstrated how face-to-face classes were swiftly transferred online while maintaining the same course content and framework. They discovered that the majority of students believed that they had more time to examine instructional content before engaging in classroom activities, as well as more time to evaluate learning materials in online courses.

Web-based learning may enable the students to improve their productivity, ambition, and approach (Chung et al., 2020), as well as their knowledge and comprehension of learning in general (Glenda et al., 2019). Similarly, Sanjai et al. (2016) performed research to create a model of student satisfaction to identify the influences that developed in online higher education settings. The research revealed four key predictors of student satisfaction: university prestige, technical amenities, faculty compassion and understanding, and student-to-student dysfunctional relationships. They made a point of saying that remote education allows for autonomous, student-centered, and

teacher-directed involvement, which allows for interactions with instructors and students that aren't always available in a typical classroom environment. Web-based learning content and usability components must be emphasized to enhance student satisfaction and learning interactions. In this section, we take a preliminary look by focusing on existing research and theoretical support. How satisfied are IAU business students with the adoption of web-based learning during the COVID-19 outbreak? Is there a difference in students' levels of satisfaction with the usage of web-based learning in their learning depending on gender or academic level?

Research Methods

The study's population included all business students enrolled in CBA at IAU between 2018 and 2021. The research sample was selected using a stratified random sampling method. Many researchers employ stratified random sampling because it provides a random assortment that best represents the whole population being studied and ensures that each subgroup of interest is included.

A total of 200 students participated in the survey, 158 of whom were female and 42 of whom were male, according to Chart-1. According to the data, sixty-nine percent (89) were seeking a finance specialty, forty-one percent (83) were pursuing accounting specialization, and fourteen percent (28) were pursuing management information systems specialization. They were distributed over the four years academic level by 118(59%) Fourth-year, 44(22%) Third-year, 23 (11%) Second-year, and 15 (8%) First-year. A thorough review of the literature was carried out in order to identify scales that had been established and were being utilized in relevant research activities. Several questionnaires were obtained, altered, and adapted for this research (Bawaneh, 2021), all of which were based on the Likert Scale with six levels of response (6=strongly agree to 1=strongly disagree). To make sure that the survey is appropriate as a data collection instrument in terms of the construct and its language (in English), conceptual comprehension, and the questions in the instrument, it was distributed to the faculty members from the College of Business Administration to obtain their feedback.

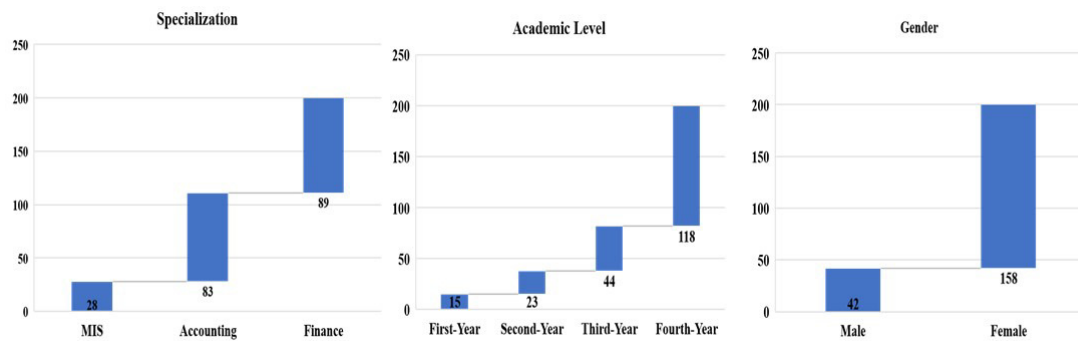


Chart-1: Demographics of Business Students

The Cronbach Alpha coefficient was 0.80, which was deemed suitable for the present investigation's aim since it met the criteria for reliability (Hair et al., 2019). The

following expression given in Table-2 was used to categorize the parts of the system developed by Bawaneh (2021).

Table-2: Categories for Instrument Items

Range	Standard & Abbreviation
Range-1: 1.00 - 2.67	Weak (W)
Range-2: 2.68 - 4.35	Medium (M)
Range-3: 4.36 - 6.0	Strong (S)

Data Analysis and Findings

The final content of the questionnaire was evaluated by marketing research professionals once again after it had been amended. Questions were revised and grammatical errors were fixed as a result of the feedback received. The researcher used SPSS 23 as a data analysis tool and different techniques which include data coding, missing data screening and treatment, data normality analysis, and outlier detection was applied. Various statistics were used to fulfill the study goals. More information on the results is given in the sections that follow here.

To answer the study's first question: How satisfied are business students with their web-based learning experience during the COVID-19 outbreak? The researcher determined the mean and standard deviation of the instrument's items, developed specifically for this purpose. According to the statistics, the overall mean of satisfaction for business students is (4.35), indicating a modest degree of satisfaction with web-based learning. When students were asked about adopting web-based learning during this epidemic,

they replied that it is a viable option during the Covid-19 pandemic and they must be acquainted with web-based learning techniques and technological applications in education.

The category of all instrument objects is broken down into 14 strong items, 09 items were medium, and just two weak items, as can be seen in Table-3. Students responded positively to the question about web-based learning usage during this pandemic ($M=5.75$, $SD= 1.36$, the first rank), and they believe that every student should be familiar with web-based learning tools ($M=5.63$, $SD= 1.61$, second item) however, they responded that they need training packages to aid them in using the web-based learning platform effectively ($M=5.34$, $SD= 1.35$).

Table 3: Items' Means, SD, and Category (N=200)

No	Items	Mean	SD	Category
1.	I believe combined learning is facilitated by the usage of web-based learning.	4.54	1.43	S
2.	I adore educating myself with a computer and the internet.	5.51	1.37	S
3.	I am anxious and scared about Web-based education.	4.01	1.24	M
4.	I am displeased with being given an assignment and task through a web-based learning tool.	3.96	0.90	M
5.	I am not a believer in online learning or courses.	3.82	1.65	M

6.	I believe that investing in web-based education or online classrooms is a waste of resources.	2.40	1.33	W
7.	I believe that virtual classrooms stifle students' ability to think freely.	5.22	1.06	S
8.	I consider that Web-based education has elevated my self-esteem.	4.37	1.45	S
9.	I seek training packages to aid me in using the web-based learning platform effectively.	5.34	1.35	S
10.	I'm enjoying myself immensely while taking virtual lessons.	4.15	1.22	M
11.	In normal situations, I prefer courses online.	3.11	1.52	M
12.	I am a firm believer in the value of web-based education.	3.46	1.67	M
13.	Online courses empower me in self-education within my field.	4.65	1.34	S
14.	Students now have new obligations as a result of using web-based learning technologies.	4.98	1.12	S
15.	The abundance of online education courses intensified my anxiety, stress, and concern about my grades.	4.75	1.49	S
16.	The web-based learning tool significantly aids in my acquisition of essential ideas.	5.19	1.27	S
17.	To my opinion, every student should be acquainted with web-based learning tools.	5.63	1.12	S
18.	Traditional methods of education are more appropriate than virtual courses.	5.05	1.29	S
19.	I believe traditional teaching methods outperform web-based learning.	5.30	1.61	S
20.	Utilizing web-based education during a pandemic is a viable alternative.	5.75	1.36	S
21.	Virtual lessons push me to think effectively.	2.13	1.49	W
22.	Web-based lessons in school save me effort and time.	4.64	1.39	S
23.	Web-based education enables me to enhance my problem-solving talents.	3.40	1.49	M
24.	Web-based education has aided in the development of my research and abilities.	4.22	1.49	M
25.	Web-based learning systems facilitate interaction between students and instructors.	3.35	1.68	M
Overall Mean		4.35		M

According to the study's results, students' use of technology expedites their learning, reduces the amount of time necessary to comprehend new information, and requires less effort (M=4.22, SD= 1.49). Students, on the other hand, confirm through their responses that using technology increases students' responsibility for their learning and self-reliance, as modern educational theories advocate, by centralizing the teaching and learning process around the student, and that distance learning alleviates psychological pressure. When asked about the sustainability of the money invested in establishing the infrastructure necessary

for distance learning, students indicated that it was an excellent and necessary investment (M=2.40, SD= 1.33). Additionally, they indicated that remote learning enables them to think more freely, with an open mind and a variety of opinions (M=5.22, SD= 1.06), however, conventional education is preferable to digital learning, (M=5.30, SD= 1.61) and that the proliferation of online education courses increased their anxiety, tension, and concern over their grades (M=4.75, SD= 1.49).

To address the second question, do business students' levels of satisfaction with the use of web-based learning in their

learning vary by gender, specialization, and academic level? The researcher used Mean, standard deviations (Table-4), and ANOVA to determine the validity of the differences, and the findings demonstrated (Table-5) that there have been no statistically significant differences in satisfaction with web-based learning based on gender, specialization, and academic level. The results indicated that the calculation Mean between students' gender where the calculation of female students (M=4.48, SD= 1.07) is higher than male students (M=4.22, SD=1.13). We find a difference in the calculation Mean between students'

specialization. Where the calculation Mean of MIS students is the highest (M=4.45, SD=1.22), followed by finance students (M=4.35, SD=1.05), whereas the lowest mean is 4.25 for accounting students with a standard deviation of 0.98. The results showed that the Mean of the students in the second-year level was the highest among all the educational levels (M= 4.52, SD=1.02). The first-year year scored 4.37 with a standard deviation of 1.13. The lowest Mean 4.15 was attributed to the fourth-year students with a standard deviation of 0.96.

Table 4: Means, and SD of students' satisfaction level towards Web-Based Learning

Variable			Mean	SD
Gender	Male	42	4.22	1.13
	Female	158	4.48	1.07
Specialization	MIS	28	4.45	1.22
	Accounting	83	4.25	0.98
	Finance	89	4.35	1.05
Academic Level	First-Yr.	15	4.37	1.13
	Second-Yr.	23	4.52	1.02
	Third-Yr.	44	4.35	1.11
	Fourth-Yr.	118	4.16	0.96

Table 5: ANOVA test of students' satisfaction level towards Web-Based Learning

Gender	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.324	2	.123	0.657	0.699
Within Groups	27.635	197	.281		
Total	28.959	199			
Specialization					
Between Groups	0.441	2	.143	0.457	0.705
Within Groups	28.518	197	.251		
Total	28.959	199			
Academic Group					
Between Groups	1.503	2	.343	1.670	0.585
Within Groups	27.456	197	.461		
Total	28.959	199			

Conclusion

The overall degree of student preference for web-based learning was modest. This outcome is considered acceptable since

higher education institutions put efforts to employ distance education during the COVID 19 outbreak; however, students and teachers were not psychologically or physically prepared for the rapid, complete

change as far as how they received instruction in all classes at home.

The study's findings indicated that web-based learning has emerged as a viable alternative at an opportune moment to assist students in continuing their education consistently. University students' and professors' efforts are consistently maintained throughout the semester in this respect. While web-based learning has gained adequate popularity and meets the expectations and requirements of students to some level, however, they encountered several obstacles with this unique technique since they are used to direct face-to-face instruction. Infrastructure-related issues associated with web-based learning needs, such as increasing demand on the Internet and constraint on the university network, create several obstacles when it comes to accessing online classrooms. Increased responsibilities, multiple courses, and a lack of resources led to a reduction in students' satisfaction with Web-based learning. Likewise, the psychological condition of students should be considered, as they may be fearful of infection with COVID-19 and concerned about the assessment procedures used to calculate their marks. This is reinforced by several students' reservations about the assessment of their learning, the systems for administering multiple examinations, and a plethora of obligations and responsibilities.

Web-based learning merely reflects students' high levels of accountability under extreme circumstances. University administration is attempting to solve the problems and hurdles that web-based learning presents, as well as to facilitate students' access to the university's learning platforms. The conclusions of this research are consistent with the findings of several other studies conducted across the globe (Bawaneh, 2021; Onyema, 2020; Triyason, et. al., 2020; Valverde-Berrocso, et. al., 2020). This demonstrates the significance of web-based learning in the context of the COVID-19 for the long-term success of student academic learning on the one hand, and the safety of all teaching and learning

employees, parents, and society on the other.

To answer the second question of the study, there were no statistically significant variations in students' degree of satisfaction with web-based learning at Imam Abdulrahman Bin Faisal University's College of Business Administration ascribed to any of the independent factors studied: age (male and female), specialization (MIS, Accounting, and Finance), and academic level (first-year, second-year, third-year, and fourth-year).

The findings revealed that throughout the propagation of the COVID-19 pandemic, web-based learning was applied to everyone at once. Certain instructors have previously used technology and web-based learning in some classes at various levels, however, these were individual experiences. Of course, this brings all students to the same level of satisfaction. Because of the needed chores, obligations, and projects to accomplish various requirements as well as grades after the semester, all students have the same fears and anxiety.

Recommendations

- Conducting a variety of research on the efficacy of e-learning on the student learning from the perspectives of students, instructors, obstacles, and resolution methods.
- Educate students at the university about the mechanics of e-learning and the use of technology in education.
- Maintaining investments in advanced automation and integrating it into the teaching and learning process are three priorities.
- Providing infrastructure for teaching and e-learning throughout the institution.
- Providing training to all faculty members at universities on how to effectively utilize web-based learning.

- Revamp of the curriculum in line with remote teaching and learning ideas has been implemented.
- Reversing the assessment procedures to make them more aligned with online education methods.

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