


THE IMPACT OF INSTRUCTORS' IMMEDIACY IN A FEMALE DISTANCE LEARNING ENVIRONMENT ON STUDENTS' SATISFACTION AND STUDENTS' ACHIEVEMENT IN ENGLISH COURSE: A CASE STUDY OF ARAB OPEN UNIVERSITY

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Received: 10.01.2022

Accepted: 25.03.2022

ABSTRACT

The primary goal of this research is to see if a model can predict the association between female instructors' immediacy, female students' pleasure, and students' performance in a synchronous learning setting. The study's data was gathered from 109 female Arab Open University students in the Kingdom of Saudi Arabia, using e-survey questionnaires. The method employed was structural equation modeling. This investigation was used to test the hypothesis model. The findings revealed that instructors' immediacy (verbal and non-verbal) was negatively related to students' performance in a distance learning environment, but that instructors' immediacy (verbal and non-verbal) was positively related to students' satisfaction, and that students' satisfaction was also positively related to students' performance in an English language course offered to undergraduate students at the university (AOU).

Keywords: instructors' immediacy, students' satisfaction, online environment, students' performance.