



**THE EFFECT OF ONLINE CLASSES ON STUDENTS'
PERFORMANCE DURING THE OF THE COVID-19
VIRUS “A CASE STUDY AT THE UNIVERSITY OF
HALABJA IN NORTHERN IRAQ”**

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TABLE OF CONTENTS

TABLE OF CONTENTS	1
THESIS APPROVAL PAGE.....	4
DECLARATION	5
FOREWORD	6
ARCHIVE RECORD INFORMATION	9
ARŞİV KAYIT BİLGİLERİ (in Turkish).....	10
SUBJECT OF THE RESEARCH	11
PURPOSE AND IMPORTANCE OF THE RESEARCH	11
METHOD OF THE RESEARCH	11
HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM.....	11
POPULATION AND SAMPLE (IF AVAILABLE)	12
SCOPE AND LIMITATIONS / DIFFICULTIES	12
1. INTRODUCTION.....	13
1.1. Background of the Study	13
1.2. Problem Statement.....	15
1.3. Research Questions	17
1.4. Research Objectives	17
1.5. Study Signification	18
1.5.1. Significance to Theory	18
1.5.2. Significance to Practice.....	18
1.6. Research Scope.....	18
1.7. Key Terms Definition.....	20
2. LITERATURE REVIEW.....	23
2.1. Introduction.....	23
2.2. History of Halabja University	23
2.2.1. Virtual University Concept.....	24

2.3. E-University Education	24
2.4. Higher Education Transition to Remote Learning	25
2.4.1. Online Learning System Usage	28
2.4.2. Online Learning Challenges	31
2.4.3. E-Learning Goals.....	32
2.4.4. E-Learning Techniques.....	33
2.5. Covid-19 Pandemic and Higher Education	35
2.6. Perceived Performance	37
2.7. Quality of Instructor	37
2.8. Course Design	38
2.9. Instructor's Prompt Feedback.....	38
2.10. Student's Expectations.....	38
2.11. Hypothesis Formulation	39
2.11.1. Relationship Between Quality of the Instructor and Performance of The Students.....	39
2.11.2. Relationship Between Course Design and Performance Of Students	39
2.11.3. Relationship Between Prompt Feedback and Performance of Students.....	40
2.11.4. Relationship Between Expectations and Performance of Students	40
2.12. Underpinning Theories.....	41
2.13. Research Framework.....	41
2.14. Summary.....	42
3. RESEARCH METHODOLOGY	43
3.1. Introduction.....	43
3.2. Research Design	43
3.3. Population and Sample Size	44
3.4. Population Size	44
3.5. Specify the Sample Size	44
3.6. Sample Techniques.....	46
3.7. Data Sampling	47
3.8. Measurement of Instruments.....	48
3.8.1. Quality of Instructor	49
3.8.2. Course Design	49

3.8.3. Instructor's Prompt Feedback.....	50
3.8.4. Student's Expectations	51
3.8.5. Perceived Performance	51
3.9. Elements of Analysis	52
3.10.Data Collection Method	53
3.11.The Technique of Data Analysis	53
3.11.1. Reliability Analysis	53
3.11.2. Descriptive Statistics	54
3.11.3. Correlation Analysis.....	55
3.12.Summary.....	55
4. RESULTS AND FINDINGS	57
4.1. Introduction	57
4.2. Response Rate and Demographic Profile.....	57
4.2.1. Response Rate	57
4.2.2. Respondents Demographic Characteristics	58
4.3. Reliability Analysis.....	59
4.4. Normal Distribution.....	60
4.5. Factor Analysis	61
4.6. Descriptive Finding	62
4.7. Pearson Correlation Analysis.....	65
4.8. Hypothesis Testing Result of Direct Relationship of Variables	66
4.10. Summary of Findings.....	67
4.11. Conclusion.....	68
DISCUSSION AND CONCLUSION	69
REFERENCES.....	76
LIST OF TABLES	87
LIST OF FIGURES	88
CURRICULUM VITAE.....	89

THESIS APPROVAL PAGE

I certify in my opinion that the thesis presented by Naz Ali Faraj FARAJ entitled THE EFFECT OF ONLINE CLASSES ON STUDENTS' PERFORMANCE DURING THE OF THE COVID-19 VIRUS "A CASE STUDY AT THE UNIVERSITY OF HALABJA IN NORTHERN IRAQ" is well suited in terms of scope and quality as a thesis for a Master of Science degree.

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The degree of Master of Science by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Prof. Dr. Hasan SOLMAZ

Director of the Institute of Graduate Program

DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname :

Signature :

FOREWORD

In this section, it is expected that the student gives information about the process of emergence of the thesis and thanked the people who helped for writing of the thesis.



ABSTRACT

The aim of the study is to identify the factors that influence student performance in relation to online classes during the COVID-19 pandemic period and to establish the relationship between these variables. The study is of a quantitative nature, and data was collected from 350 people from all disciplines who were studying at Halabja University in northern Iraq through an online survey. Correlation design was used to test the relationships between attributes of dependent and independent variables using Pearson's Product Moment Co-effective correlation (r). The results showed that four independent factors were used in the study. Instructor quality, course design, quick feedback and student expectation positively impact student performance. The factors are essential to obtain a high level of performance for our online customers. This study is being conducted during the COVID-19 pandemic period to investigate the impact of online teaching on student performance.

Keywords : COVID-19; Quality of instructor; Course design; Instructor's prompt feedback; Expectations; Perceived performance

ÖZ

Çalışmanın amacı, COVID-19 pandemi döneminde çevrimiçi derslere ilişkin öğrenci performansını etkileyen faktörleri belirlemek ve bu değişkenler arasındaki ilişkiyi kurmaktır. Araştırma nicel bir niteliğe sahiptir ve Kuzey Irak'taki Halepçe Üniversitesi'nde öğrenim gören tüm disiplinlerden 350 kişiden çevrimiçi bir anket yoluyla veri toplanmıştır. Pearson Çarpım Momenti Eş-etkili korelasyonu (r) kullanılarak bağımlı ve bağımsız değişkenlerin nitelikleri arasındaki ilişkileri test etmek için korelasyon tasarımı kullanıldı. Sonuçlar, çalışmada dört bağımsız faktörün kullanıldığını göstermiştir. Öğitmen kalitesi, ders tasarımı, hızlı geri bildirim ve öğrenci beklentisi, öğrenci performansını olumlu yönde etkiler. Bu faktörler, çevrimiçi müşterilerimiz için yüksek düzeyde performans elde etmek için gereklidir. Bu çalışma, çevrimiçi öğretimin öğrenci performansı üzerindeki etkisini araştırmak için COVID-19 salgını döneminde yürütülmektedir.

Anahtar Kelimeler : COVID-19; Öğitmen kalitesi; Kurs tasarımı; Öğitmenin hızlı geri bildirimi; Beklentiler; Algılanan performans

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ARŞİV KAYIT BİLGİLERİ (in Turkish)

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SUBJECT OF THE RESEARCH

The effect of online classes on students' performance during the of the covid-19 virus "a case study at the university of Halabja in northern Iraq"

PURPOSE AND IMPORTANCE OF THE RESEARCH

Additionally, the research will aid parents in being prepared for the many difficulties that accompany such rapid shifts in the educational system. Lastly, the research will add to the existing Literature on ICT application for educational objectives. Keep this in mind when launching new online learning initiatives.

METHOD OF THE RESEARCH

The containing the review describes studies devoted to the influence of influence of Quality, Course Design Instructor's Prompt Feedback Student's Expectations on Perceived Performance . More specifically, the variables examined in the framework of this research include influence of Quality, Course Design Instructor's Prompt Feedback Student's Expectations and Perceived Performance. This chapter presents the study methodology, and hypothesis development based on a literature review to clarify the influence between variables (independent and dependent variables). The questionnaire was used as a data collection tool to achieve the research objective. Besides, this chapter will also provide an overview of research design, data sampling, data tool, and research objective testing.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

This study deals with a framework related to the relationship between Quality of Instructor Course Design Instructor's Prompt Feedback Student's Expectations and its influence on Perceived Performanc. This study contributes to presenting a study on Halabja University.

Due to the COVID-19 epidemic, there has been an increase in the demand for online education in the Kurdish region, which has been difficult for higher education institutions to meet. If there is such a need, it may be hard to uproot suddenly, particularly if the necessary resources are not easily accessible in the desired place.

Teachers lacked experience with online education and were ill-equipped to monitor students' progress and ensure that all required material was covered

POPULATION AND SAMPLE (IF AVAILABLE)

520 managers with Perceived Performance were chosen as the sample size.

SCOPE AND LIMITATIONS / DIFFICULTIES

Education is the most important factor in the development of a strong nation. It is considered the basis of a country on the planet. During the pandemic, governments often close schools, colleges, universities and other government institutions including Halabja University in northern Iraq, based on a time-of-need base approach to address the situation. In order to be effective, the research endeavor must be able to recognize its shortcomings. This thesis contributed to the education literature. However, it is only effective when these contributions are accompanied by a discussion of their limitations. This study focuses on the possibility of future research. In the following paragraphs, we will discuss some of the limitations.

1. INTRODUCTION

1.1. Background of the Study

The term "learning" is used to describe the systematic process of gaining new likes, dislikes, values, beliefs, abilities, habits, and insights in the classroom. Educators have been using methods like study, assignments, movies, narrative, training, discussion, and so on to assist students gain information and values for a long time. (Altun, 2017). The education, or learning, might be accomplished by self-study, in which the individual learns everything on their own or with minimal direction, or through classroom attendance, which could be either virtual or in-person. Kurdistan places a strong emphasis on formal education, particularly for younger pupils (those in grades K-12) who have not yet learned the discipline of independent study and require much instruction to fully grasp difficult topics. University and college students, especially those who must juggle employment and school, have embraced online education. The academic setting, the student's learning ability, and the student's academic level are all important considerations when deciding on a learning style (Pham et al., 2019).

The COVID-19 epidemic radically altered the trajectory of traditional and virtual classrooms alike. Since the World Health Organization (WHO) declared the Covonavirus sickness (COVID-19) a pandemic in March of 2020, it has devastated all parts of the global economy. On March 1, 2020, it was announced that the first occurrence had occurred in Kurdistan. There have been more verified cases and deaths, thus the government has instituted stricter laws throughout the region to protect its citizens. In an effort to contain the COVID-19 outbreak, the Kurdistan Regional Government (KRG) took the precautionary action of closing all universities. Roughly 1.7 million children at about 6,800 public schools were impacted by the shutdown (UNICEF, 2020). The number includes refugees in camps whose conditions before then were already dire.

To compensate for the fact that more than half of the local residents did not have access to the internet prior to the shutdown, the government introduced televised schooling. The government shut down elementary schools, universities, and colleges,

which had a devastating effect on higher education, in an effort to limit the spread of the disease by increasing social distance. Various governmental and non-governmental organizations, both domestic and outside, in the field of education, attempted to come up with new ways to solve the problem. To keep the teaching and learning process at universities running as smoothly as possible, however, distance learning was introduced, whereby students were expected to get access to their courses online from the comfort of their own homes. The smooth delivery of high-quality online course materials and uninterrupted testing to students was dependent on the coordinated efforts of several parties. Over 54% of households in the region do not have access to online, therefore although several universities were able to adjust to this scenario, others experienced the difficulty of internet availability (UNICEF, 2020). The region's education ministry was particularly concerned about the fact that not all kids had home internet connections, which would create inequalities in the classroom. A significant portion of Kurdistan's households and neighborhoods lack basic technological amenities including computers, internet, and cellphones. Also, cultural barriers have limited the educational potential of the internet for many female students. Even with these obstacles, the government kept looking for ways to use technology to keep kids engaged in their education. Organizations that were previously resistant to adopting new technology did so in response to the crisis in order to speed up the education process. To say that this period was challenging for the education sector would be an understatement. The impacts vary widely from institution to institution, region to region, and course to course.

Learning online means doing instructional activities utilizing student-accessible electronic devices like computers, tablets, and cellphones. According to (Singh, V., & Thurman, A. 2019), Internet-based learning creates a setting that is conducive to more adaptability, originality, and focus on the individual needs of each learner. It's especially beneficial for students in rural and isolated places, where it may save expenses while still providing a high-quality education to those who are interested. Therefore, with WHO recognizing it as a critical instrument to address educational requirements around the world, it becomes simpler to provide education, especially in poor nations. (Colace et al., 2006). Colleges and institutions used innovative measures to enable students continue their studies after schools were closed, including the usage of online classroom platforms like Microsoft Teams, Zoom, and Google Classroom.

As everyone in the area struggled to adjust to the new circumstances, home-based learning became the norm, bolstering students' assurance and confidence while also allowing the institution to stay in contact with its students (Agnoletto & Queiroz, 2020).

As individuals in Kurdistan stayed at home and worked remotely, the education system had to evolve and adapt to new pedagogical paradigms in order to make virtual learning possible. Instead of trying to replicate universities to meet the government's social distance standards, this was the best option. To all those involved in the educational system, this system offers advantages and disadvantages. The method, on the one hand, can provide students with a more personal, meaningful learning experience that helps them stay connected to their homes and communities while allowing them to continue utilizing the technology they already own. As (Perienen, A. 2020) claim that it was inevitable that schools, instructors, and students would have to evolve. This is because, in light of the current precarity, nearly all institutions of higher education, notably universities, have had to rewrite the existing rules in order to include virtual learning pedagogy as an emergency strategy.

1.2. Problem Statement

Due to the COVID-19 epidemic, there has been an increase in the demand for online education in the Kurdish region, which has been difficult for higher education institutions to meet. If there is such a need, it may be hard to uproot suddenly, particularly if the necessary resources are not easily accessible in the desired place. Teachers lacked experience with online education and were ill-equipped to monitor students' progress and ensure that all required material was covered. Managing distributed teams and ensuring timely delivery of projects is another area in which administrators may benefit from thorough training. Finally, student opposition might be a barrier to government initiatives to use virtual learning methods. Kurdistan's ability to rapidly utilize available technology, and mobilize stakeholders to devise relevant emergency mechanisms to adapt to any new is especially important in light of the challenges posed by the epidemic in the region and beyond, as well as the potential impacts that can be experienced from future epidemics. The future of higher education depends on the implementation of necessary infrastructural upgrades. In all nations

throughout the world, including Iraq and Kurdistan, COVID-19 has had an impact on the educational system. The cause for this is a dramatic change in instructional methods across the board in schools from elementary through high school and universities.

There is a significant barrier to the adoption of online education programs caused by the wide variation in successful home-based education. Disparities in the Kurdistan community's social and economic conditions have been a major source of contention for decades. Students' success in online courses was impacted by their families' socioeconomic standing. Those in low-income areas cannot access the online educational resources because they lack the necessary equipment. This explains why parents whose children attended public schools were so resistant to adopting online education: their circumstances were already bad.

According to (Ali et al. 2021), In Kurdistan, a student's or parent's ability to pay has a significant impact on the college they attend. In light of this, the poor are less equipped to deal with the altered educational landscape left in its wake by the COVID-19 epidemic. Funding, infrastructure, teacher-student ratio, and the types of students that enroll in universities are only few of the numerous distinguishing features of Kurdistan's public and private educational institutions (Qasim et al., 2021). These dissimilarities suggest that public college students face more challenges than their private sector counterparts. In reality, even in places where online education is an option, universities often lack the resources to finish their programs on schedule, which has a negative impact on student outcomes in areas like course design, teacher quality, prompt instructor feedback, and student expectations.

The existing inequalities in the education sector are simply exacerbated by the adoption of all other teaching approaches such as the use of educational technology in terms of course design, teacher quality, and student performance. Students' future economic potential and academic performance are both put at risk by educational inequality. Therefore, it is evident that the educational inequities that previously existed in the region have been exacerbated by the epidemic. Numerous studies have sought to address the main concerns that prevent e-learning methodologies from being effectively implemented in industrialized, emerging, and less developed nations. Many researchers have also examined the difficulties associated with the fast adoption of e-

learning following COVID-19. Despite the sector's potential and promise, research on success stories in Kurdistan about the problems experienced by various stakeholders when adopting Information and Communication Technology (ICT) has not been conducted. education.

The sole sources of knowledge are news items and articles written about other countries, notably the industrialized world. The news should not be relied on as a credible source because it lacks a scientific basis. However, Western literature is useless because of the vast differences between the West's technical and socioeconomic variables and those of Iraq. It's possible that issues like Iraq's inconsistent power supply, delayed growth of its telecommunications infrastructure, and poor bandwidth aren't experienced in other nations, or that they are experienced far more severely in other places. Therefore, scientific proof from research such as the current research is required for a smooth transition from traditional teaching techniques to a technology-based education system.

1.3. Research Questions

The following research questions are formulated based on the above-mentioned problem statements on the factors that could enhance the Perceived Performance in Halabja University .

- What is the influence of Quality, Course Design Instructor's Prompt Feedback Student's Expectations of Instructo on Perceived Performance in Halabja University ?

1.4. Research Objectives

The research objectives are formulated based on the above-mentioned problem statements on the factors that could enhance the Perceived Performance in Halabja University .

- To determine the influence of influence of Quality, Course Design Instructor's Prompt Feedback Student's Expectations of Instructo on Perceived Performance in Halabja University .

1.5. Study Signification

Numerous people in the school system can benefit from this research. Institutions and their representatives will have a better grasp of the region-wide challenges that occur as a result. They will need this knowledge in order to reduce the dangers associated with e-learning implementation. Additionally, the research will aid parents in being prepared for the many difficulties that accompany such rapid shifts in the educational system. Lastly, the research will add to the existing Literature on ICT application for educational objectives. Keep this in mind when launching new online learning initiatives.

1.5.1. Significance to Theory

This study deals with a framework related to the relationship between Quality of Instructor Course Design Instructor's Prompt Feedback Student's Expectations and its influence on Perceived Performanc .This study contributes to presenting a study on Halabja University.

1.5.2. Significance to Practice

The study identified the expected differences from influence of Quality of Instructor, Course Design, Instructor's Prompt Feedback and Student's Expectations on Perceived Performance on the results of the joint analysis survey and test experiments. The resulting framework is a useful tool for practitioners to help them develop Perceived Performance strategies For students at Halabja University.

1.6. Research Scope

Education is the most important factor in the development of a strong nation. It is considered the basis of a country on the planet. During the pandemic, governments often close schools, colleges, universities and other government institutions including Halabja University in northern Iraq, based on a time-of-need base approach to address the situation. Presently, the planet is battling a rare and devastating virus known as COVID-19(World Bank., 2020). Coronavirus (COVID-19) is infecting audiences

around the world, the novel coronavirus disease is recognized regularly almost every day in its various variants (Utunen, et al., 2020). The first case of coronavirus infection that had not been seen before in humans by specialists began to spread among residents of the city of Wuhan in Hubei Province, China in December 2019 (Team, E., 2020). Since then it has spread like nothing around the world. Due to the huge threat this virus poses to human life, the governments of many countries have imposed a lockdown and recommended that citizens stay at home (Agarwal, et al., 2020). During this time, Halabja University began using e-learning to educate its students. Technology has advanced to the point where we can claim that we are living in a digital revolution. Businesses, healthcare, and schools all benefit greatly from the contributions of technological advancements. To promote learning and enhance student performance, e-learning makes use of a variety of technological resources, including computers and the Internet. (Ghirardini, B., 2011) In 1999, a computer-based training (CBT) system introduced the first usage of the term "e-learning." In the form of web based training, a CBT course can be delivered over the Internet or an internal school network using a computer-installed software program. In the search for a better definition, new terminology like "virtual learning" and "online learning" have emerged. The principles and ideas upon which e-learning is built, however, are not new. E-learning has been around at least as far back as the 19th century, according to available data.

E-learning through pedagogical tools is seen as a new teaching method rather than face-to-face lessons. E-learning provides the ability to view and share materials in all possible formats such as emails, slide shows, videos, PDFs, and Word documents. It also conducts webinars (Course Design), communication with teachers (Instructor's Prompt Feedback) via messaging forum and chat (Student's Expectations) is also an option available to the user where it shows students' performance. Using e-learning can be seen as a bridge that makes us feel like we are in the classroom. Due to the importance of e-learning, various researchers have written in the field of e-learning. (Kawatra, b. & Singh, N.K. 2006) The concepts of open and distance learning are discussed and the authors present innovative delivery methods adopted by many famous educational institutions (Anderson, c. 2005).

Explain how technology has revolutionized our lives. He also demonstrated the importance of ICT in classroom teaching. The importance of e-learning and how it

combined the quality of the trainer, course design, brief notes from the teacher, student expectations, and their impact on students' performance.

Analyze trainer quality and course design through e-learning and how it affects students' performance (Mohammadi, N. , et al.2011). The purpose of this research is to know the effect of online lessons on students and their performance during the outbreak of the Corona virus “case study on students of Halabja University.

1.7. Key Terms Definition

Perceived Performance : Students' dedication to their studies is shown by the culmination of their work with their teachers, as described by the performance (Mensink, P. J., & King, K. 2020). students' academic performance is the most important factor in a school (Rono, 2013). As a result, it serves as the axis around which the entire educational system revolves: the performance of the individual student. Thus, it can be concluded that the success or failure of educational institutions is directly related to the academic achievement of their pupils (Gopal, R., Singh, V., & Aggarwal, A. 2021). Asserted that the economic and social progress of a country is closely tied to the success of its student academic performance (Gopal, R., Singh, V., & Aggarwal, A. 2021). Underlines the fact that faculty members are extremely focused on students' academic progress. In addition, students' students' academic performance as the backbone upon which they build their capacity for learning and growth (Farooq, M. S., Chaudhry, A. H., Shafiq, M., & Berhanu, G. 2011). Examinations or other forms of evaluation should be administered on a consistent schedule throughout a predetermined time period to gauge students' academic performance (Narad, A., & Abdullah, B. 2016).

Quality of Instructor: The level of happiness that students have with their online courses is directly related to the Instructor Quality. The term "instructor quality" is used to describe a professional who is aware of, can address, and exceeds the demands of their pupils (Luekens et al., 2004). Students' Evaluation of Educational Quality (SEEQ) was the primary instrument in Marsh's (1987) five-item set designed to measure the quality of the teacher. To this day, SEEQ remains one of the most widely implemented and widely supported approaches. Students' perceptions of the

instructor's effectiveness as measured by the Student Evaluation of Educational Quality (SEEQ) were very informative (Marsh, 1987).

Course Design: The term "Course Design" is used to describe the understanding of curriculum, the program's organization, the aims of education, and the layout of the course itself (Wright, 2003). With careful preparation, a well-course design curriculum may boost students' satisfaction with the system (Almaiah & Alyoussef, 2019). (Mtebe & Raisamo., 2014) suggested that students' course design to apply what they've learned in class would increase if courses were well-designed (Khan & Yildiz, 2020; Mohammed et al., 2020). Teachers and students may not use online resources as much as they could if the course is not designed planned well (Almaiah & Almulhem, 2018). If the course is well-designed, however, students are more likely to embrace the e-learning format, and both their acceptance and performance will improve (Mtebe & Raisamo, 2014). This means that many first-time blended course teachers will need to completely revamp their courses to make them suitable for online learning (Bersin, 2004; Ho et al., 2006).

Instructor's Prompt Feedback: prompt feedback are a key component in elevating student happiness (Kinicki et al., 2004). Instructor comments on students' progress in class are known as "feedback." What we mean by feedback in this setting is that it is a "consequence of performance." (Hattie & Timperley, 2007). "understanding what you know and what you don't know in relation to learning" is what is meant by "prompt feedback" in the field of education (Simsek et al., 2017). (Christensen., 2014) investigated the correlation between feedback and output, and proposed the idea of positivity ratio to describe a key process for determining output based on received feedback. Prompt feedback has been shown to improve learning outcomes by strengthening the bond between teachers and their pupils (Simsek et al., 2017; Chang, 2011).

Student's Expectations: Students' expectation. (Appleton-Knapp, S., & Krentler, K. A., 2006) evaluated how students' high or low expectations affected their grades. They stressed the need of paying attention to students' expectations. Students are more likely to report being satisfied with an educational experience when their expectations are met (Bates & Kaye, 2014). One definition of student satisfaction is "the degree to which a student perceives that a product or service delivers what it

promises." (Budur et al., 2019). Satisfaction levels are higher among students whose grade expectations are high compared to those whose expectations are lower.



2. LITERATURE REVIEW

2.1. Introduction

The purpose of this research is to determine what aspects of students' experiences with online education contribute to the positive or negative effects performance of students have on their academic success and happiness during the COVID 19 epidemic. In this section, we'll look at some of the research that's been done on the topic, influence of Quality of Instructor and Course Design and Instructor's Prompt Feedback and Student's Expectations. The independent variable and the dependent variables, which are the Quality of Instructor and the Course Design, are all contained in a single section. The chapter's overarching topic is the COVID 19 pandemic's effect on students' happiness and academic success while taking classes online.

2.2. History of Halabja University

Formed in 2011 in Halabja, Halabja Governorate, the University of Halabja is one of the public institutions in Iraqi Kurdistan. The university is divided into six schools (Science, Human Sciences, Basic Education, Physical Education and Sport Sciences, Law and Administration, Education of Sharazoor, and the Department of Engineering) (University of Halabja, 2022).

Four-year college programs typically award Bachelor of Arts (BA) degrees in a variety of disciplines. The primary campus may be found in Halabja, while the secondary can be found in the Sharazoor District. Dr. Mahabad Kamil Abdullah, a professor emeritus, is the current president of Halabja University (University of Halabja, 2022).

Prior to 2010, the city of Halabja was place to a college called the College of Basic Education, which was connected to and operated under the auspices of the University of Sulaymaniyah. The College of Basic Education relocated from Sulaymaniyah University to Halabja University after Resolution No. 1670 was passed on July 8, 2010 by the Council of Ministers of the Kurdistan Regional Government,

officially establishing Halabja University. The presidency of Halabja University kicked off its operations in February 2011 (University of Halabja, 2022).

The main campus of Halabja University may be found on the outskirts of town, near to Ababaile Village. It's a sizable building that houses every division. Sharazoor District is home to a second, smaller campus where only the College of Education of Sharazoor may be found (University of Halabja, 2022).

Halabja University, together with Koya University, Sulaimani University, and Raparin University, are the four public institutions in Iraqi Kurdistan that participate in the European Union's Erasmus Mundus MARHABA Program. To improve institutional capacity, transparency, and employability, as well as the skills and qualifications of both EU and Asian institutions, the MARHABA project is aiming to facilitate the exchange of talented students and professionals between the two regions (University of Halabja, 2022).

2.2.1. Virtual University Concept

College or university that publishes lectures, programs, courses, designs and produces educational content, evaluates students, and implements successful goals and strategies using electronic media such as the Internet, channels, and satellites (Abdel-Wakeel,2002). This school's mission is to provide students with access to world-class education no matter where they live by developing a comprehensive online learning platform supported by a state-of-the-art network infrastructure (Abdel-Wakeel,2002).

2.3. E-University Education

In order to keep up with the demands of higher education, there is a pressing need for dialogue and collaboration between instructors and students. To be clear, the rise of e-learning has nothing to do with the decline of brick-and-mortar institutions of higher education or the elimination of teachers from the classroom. Rather, it reflects the fact that we now live in an age where the demand for education is so great that traditional brick-and-mortar institutions simply cannot keep up, and that we must shift gears, at least in part, toward "air universities," also known as "open" or "electronic" institutions. This is the instance of expanding the range of possibilities available by

providing e-university education, as every year thousands of incoming college students are turned away from colleges because there aren't any available places (Abdel-Wakeel,2002).

2.4. Higher Education Transition to Remote Learning

Colleges and universities are weighing options for continuing classes while protecting their students, professors, and staff from the COVID-19 pandemic. To combat the spread of COVID-19, several schools have given teachers permission to hold classes online or via video conferencing. While it may appear as though colleges and universities throughout the world are fully embracing online education, the truth is that this is more accurately defined as "emergency remote teaching." (Bozkurt & Sharma, 2020; Golden, 2020). Thus, (Hodges et al. 2020) suggested that online courses delivered in reaction to a crisis or tragedy are not comparable to well-designed online learning experiences. In contrast to remote instruction given in an emergency, online education and learning do not require any special equipment. An urgent need for remote learning and instruction as a result of the COVID-19 pandemic is the driving force behind this research.

According to (Bozkurt & Sharma,. 2020), distance and duty in the context of education imply we must adopt a new set of tactics and prioritize new aspects of the case. Emergency remote learning/teaching, as defined by (Hodges et al., 2020), is a comparable temporary transfer of instructional delivery to an alternative delivery modality in the wake of a disaster. Instruction or education that would normally be offered face-to-face or as a blended or hybrid course and will return to those formats after the crisis or emergency has passed is provided through the use of entirely remote teaching solutions. The primary objective here is not to recreate and develop a robust educational environment, but rather to provide temporary access to teaching, learning, and instructional tools in a way that is easy to set up and always available throughout the COVID-19 crisis. Remote emergency education and instruction takes place in the absence of a conventional classroom. In an emergency, you can get online learning and instruction that seems to be the same as e-learning (Hodges et al., 2020).

Technology, such as video conferencing programs, online message boards, or learning management systems, is a natural enabler of distance education. In a two-way conversation, students and teachers share and receive information. Teachers and students are geographically and temporally apart from one another. This form of instruction can be either synchronous, where students watch professors give lectures in real time, or asynchronous, where they can see recorded lectures at their convenience. Provide consistent feedback, outline assignment expectations clearly, and make good use of online resources; these are all best practices for distance educators.

The transmission rate of COVID-19 is reduced naturally as the number of campus encounters is reduced due to distance learning. In the event of an emergency, students can continue their education through remote learning opportunities made possible by tools like the Internet and other digital technology (World Bank, 2020a). Learners are able to expand their horizons beyond the walls of conventional schools by participating in online communities on emerging platforms like social media and other types of online social interaction (Saykili, 2019). When executed properly, it may be just as successful as in-person instruction. Emergency remote learning may be just as effective as in-person education if it is well-structured, takes place in the right learning management system, and is taught by qualified instructors (Taylor-Guy & Chase, 2020). Online course delivery models that are practical, blended, and sustainable are a priority for universities everywhere. Online education is supported by learning management systems (LMSs) like the one used at the University of Cape Coast (UCC), Moodle. With the help of these devices, students have quick and easy access to a wide variety of educational materials, including audio and video files. Zoom, WhatsApp, discussion boards, and wikis are just some of the technologies that students and teachers may use to work together on projects (Ng, 2020).

The push by universities to bring more of their courses online has the potential to improve students' access to education regardless of where they are or what time it is, but the predicted pace of this change is unprecedented and mind-boggling. Due to unforeseen circumstances, academic institutions have had to switch from traditional face-to-face instruction to emergency remote learning and teaching, which has presented challenges for both professors and students. Therefore, people and their higher education institutions undergo changes as a result of crisis-related distance learning and teaching (Saykili, 2019; Ng, 2020). Teachers, for instance, have not been

adequately trained to use technology in the classroom, much less to teach remotely using technology; as a result, they have had a hard time figuring out how to use various digital tools, online resources, and apps in order to carry on their lessons while away from their physical (Trust, 2020). Similarly, there are few resources available to help instructors in higher education understand how to effectively integrate technology into their classrooms. When states and districts began canceling classes due to weather, the vast majority of teachers were unprepared to use technology to facilitate remote learning. COVID-19 (Trust, 2020).

Issues of equality, internet connectivity, personal learning devices, student data accessibility, and the digital divide are only some of the worries raised by the move to emergency remote learning/teaching. Consequently, the increased use of remote emergency education has brought into sharp focus and widened the existing digital gap (Trust, 2020). Even beyond the immediate video or chat exchanges, Taylor-Guy and Chase (2020) argue that emergency remote learning affects student cohesion, peer-to-peer, and student-lecturer engagement. Disinterest and abandonment in schoolwork are encouraged (Taylor-Guy & Chase, 2020). (Saavedra, 2020) Developed nations stand to benefit from implementing emergency remote teaching, it has been stated, albeit this is not true for all nations. For instance, (Adam. 2020) claims that this emergency internet instruction/remote teaching will solely benefit the already privileged. The effects of the COVID- 19 epidemic and the measures used to combat it fall heaviest on the most helpless and economically disadvantaged segments of society. Many people are not surprised to learn that education in both wealthy and developing countries has been a source of tragedy (Guterres, 2020).

Universities should emphasize creating solutions based on wider foundations in light of this data, since it shows that teaching "subject matter" is not the only top priority; expressing compassion for students and assisting them through the COVID-19 dilemma are equally vital. The faculty and staff of today's universities should get the proper training to provide this kind of online education and an effective emotional presence to cultivate compassion and empathy among their students. This might prevent students from dropping out of school too soon and ensure that they are actively engaged in their education (Bozkurt & Sharma, 2020; Taylor-Guy & Chase, 2020). The presence of students, faculty, and staff in educational institutions should be valued for more than just their physical presence. Rather than relying on simply didactic and

insensitive foundations, the learning process should be established on the basis of a "pedagogy of care," and teachers should display confidence and a feeling of obligation to serve pupils (Bozkurt & Sharma, 2020). Because of the importance of taking into account factors such as the digital divide, technological illiteracy, and other student demographics, it is essential to build communities of support and share knowledge and experience in order to provide effective and meaningful learning opportunities for students.

2.4.1. Online Learning System Usage

There is no consensus on how to define online education from the available research. Stewart et al. (2011) define online education as "a mode of instruction in which students access course materials and interact with teachers and other students entirely online." According to (Dhawan, 2020), students who have access to a networked device can study whenever and wherever it is most convenient for them, at their own pace, using whichever resources they find most useful. "Learning experiences in synchronous or asynchronous contexts employing diverse devices (e.g., mobile phones, computers, etc.) with internet connection" (Singh & Thurman, 2019) is how another study defines online learning. Students have the freedom to study and collaborate with their teachers from any location (independence). On the other hand, the term "online learning" is defined by (Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. 2020) as "internet-enabled learning" that features teamwork among subject matter experts, content creators, a networked community of learners, the administration of learning experiences, and the distribution of information. According to his study, (Kundu, 2018) defines online education as the dissemination of instructional content using digital mediums such compact discs (CDs), television (TV), video and audio tapes (VHS/DVDs), satellite broadcast (SB), extranets (intranets), and the internet (Internet). When you put these two definitions together, you get the idea that online learning involves the distribution of course materials via the web and the use of internet-connected devices like computers and mobile phones to access the material.

The rapid growth of the internet and the spread of globalization have sped up the process of online learning, prompting many educational institutions to begin to

emphasize this mode of instruction. According to (Mart, 2017), educational institutions throughout the world have been seeking to redirect funding into infrastructure development so that distant learning may serve as a viable alternative to in-person instruction. Online education can only be successfully implemented if it is well received by the people who will be directly affected by it: students, instructors, administrators, parents, and education ministries. Researchers (Shearer et al., 2020) looked at how students felt about and were motivated by online education, and they concluded that educators and policymakers would benefit from taking those students' diverse points of view into account if they wanted to provide more personalized, engaging learning experiences.

Even though online education has been widely adopted in wealthy nations, the infrastructure necessary for developing nations' schools to use online education as a complement to traditional classroom instruction has yet to be put in place. In developing nations, there is a large divide between the wealthy and the poor when it comes to access to information and communication technologies (Venkatesh & Sykes, 2013). According to studies conducted by (Srivastava & Shainesh, 2015), the lack of importance placed on access to ICT stems from the fact that most people in these nations lack access to fundamentals like education and healthcare. This indicates that the poor were negatively impacted by the shift from on-site to at-home online education. (Cutter. 2017) argues that women are disproportionately impacted by poverty because of the gendered expectations put on them to do domestic tasks including childcare, housework, and cooking. To wit: another study found that.

To ensure success with the rollout of online learning and ensure buy-in from all relevant parties, four key considerations should be kept in mind. Accessibility is the primary consideration. For the purposes of institutional organization, "accessibility" of online learning is defined by (Park, 2009) as the degree to which students are able to access and make use of the school's online learning system. He argues that schools should prioritize providing kids with access to computers and internet connectivity in order to achieve high rates of acceptance among pupils. The suitability of an online course to the individual learner's circumstances is the next consideration. (d'Antoni , 2002) stresses the need of tailoring a school's e-learning approach to each individual student's academic and personal circumstances at the time it is implemented. According to research on OER and OER-based material (Stewart et al., 2011), a

blended approach to online education that includes both synchronous and asynchronous communication modalities is the best way to guarantee that the strategy being put into practice is effective for all students. Chatting methods, such as message and bulletin boards, facilitate real-time interaction between instructors and students. Asynchronous communication, on the other hand, benefits from the utilization of less time-sensitive channels, such as emails. In order to choose the best course of action, a school must be able to surmount challenges associated with availability of resources like power, internet, and redundant infrastructure. Finally, institutions should think about getting their new methods officially recognized. The nation of origin of a school, for example, might have an impact on how straightforward it is to execute certain tactics. In the end, it is important to think about cost while implementing online learning, which is affected by a school's geographical location.

With these considerations in mind, the research shows that implementing online learning in higher education institutions should be seen as significant educational improvements. The foregoing four considerations demonstrate the extreme care and focus required for successful implementation. Teachers and principals need to be included in the decision-making process about the implementation of online learning, according to a research of the factors that influence the adoption of ICT in the classroom (Lawrence & Tar, 2018). Their findings corroborated those of (Baydas & Goktas, 2016: & Mirzajani et al., 2016), who found that having upper-level management on board was crucial to the success of an initiative. Similarly, (Akkara & Mallampalli, 2020) reviewed the literature and concluded that e-learning requires two crucial pillars: access to the internet and the availability of suitable technological infrastructure. Researchers in Kurdistan looked into the difficulties of online nursing education (Shabila, N. P., Alkhateeb, N. E., Dauod, A. S., & Al-Dabbagh, A. 2021). The researchers conducted interviews with 25 students and educators and discovered that the public institutions in Kurdistan rely on money from the KRG, which means that the region has to invest considerably to enhance its infrastructure to allow for the successful deployment of e-learning systems.

Researchers have discovered that some schools are turning to blended learning since it needs less money to execute. Blended learning is preferred by both students and teachers over either online-only or classroom-only instruction (Albiladi &

Alshareef, 2019). Kurdish colleges are making every effort to adapt to the growing popularity of online education (Rassul & Wali, 2020; Shabila et al., 2021).

2.4.2. Online Learning Challenges

Most nations adopted online education with the intention of providing equitable access to education for all pupils. It has been claimed that "teaching using technology is not a one size fits all strategy since it relies on the sorts of technology in use at the moment and also the curricular content being taught" (Orlando & Attard, 2016). This implies that there are now more variables to think about when planning lessons and building lessons that include technology. Despite this, the notion has become widespread that the inclusion of technology, the augmentation of learning, and student involvement are all interconnected and mutually beneficial. (Price, L., & Kirkwood, A., 2014) However, as teaching staff aim to adapt, often reactively, to the particular learning and engaging requirements of each cohort, they may face increased workload demands if they opt to use the online environment to do so.

It is especially clear that a "one size fits all" approach has its drawbacks in collaborative learning activities (group work), when individual differences within and across cohorts can be highlighted. It's possible that this is the case because of the prevalence of delivery-centered educational assumptions in online settings designed for collaborative learning activities (Graham & Misanchuk, 2004).

Disruption to the educational process has already occurred, and it is likely that this will have a lasting and wide-ranging impact on the academic success of students throughout the region. The abrupt and widespread shutdown of schools and colleges has had an effect on academic achievement. The above definition of learning makes it obvious that students get not just the academic information necessary for success in the real world, but also the values necessary to thrive in that world. The abrupt closing of schools would deprive the community of all the information and training that schools give, save for what could be provided online. Students from low-income backgrounds are particularly impacted.

Critics of the approved new pedagogical techniques said that the region's income disparities made it hard to implement online learning in schools. The majority

of parents with students enrolled in public schools and colleges were opposed to a policy that would have encouraged more students to complete course work and achieve degrees online. Virtual education is slowly gaining traction, but its implementation is hindered by the widespread belief among educators, parents, and students that education is not dependent on technology. While inadequate technological adoption certainly played a role in the opposition, it was not the only factor. For instance, instructors' limited preparation makes it challenging to maintain contact with their pupils and keep tabs on their development in virtual classrooms. According to (Barznjy, 2020), this is only feasible for wealthy institutions that can afford to hire overseas instructors to follow and coach kids through the process. But public school teaching procedures were at risk. Despite setbacks, governments have pushed virtual learning and remote education forward in most schools across the area. Teachers have continued to use synchronous and asynchronous learning methods throughout the months of the lockdown, and at any given time, certain schools and colleges have met educational needs. These schools made a variety of instructional materials, including courseware, accessible to distant students via the Internet and other electronic means. Despite the fact that there are many detractors.

2.4.3. E-Learning Goals

Some of what we hope to accomplish with online education include the following: -Providing a diverse and comprehensive learning environment that supports the teaching and learning process in all its forms.

- Positions in the classroom are being rethought in light of new research and theories in education.

The scientific educational system may be improved by incentivizing interactions between educators and students, as well as between universities and their communities.

- Making a template for teaching and delivering it in a standardized format.

The sharing of knowledge in the field of education through the development of channels of communication and forums that allow educators and anybody else with an

interest in educational concerns to meet virtually in the same room, regardless of physical distance.

- Teaching and learning in a way that equips future generations with the tools they need to adapt to a rapidly changing environment.

- Contribute to the proliferation of technology so that everyone, no matter where they are in the world, may benefit from the advantages of technological enlightenment.

Catering instruction to certain age groups by recognizing their unique developmental needs (Al-Musa Abdullah Al-Aziz,2002).

E-learning has been popular because it allows the most people in the community to obtain access to education and training, and it decreases the overall cost of education thanks to technology advancements and fierce competition among providers of study and training. Additionally, big sums of money are not required to construct costly facilities and classrooms in order to provide e-learning. Due to its effectiveness in resolving the problem of insufficient subject matter experts, e-learning is often recognized as the most cost-effective use of current technological capacities (Al-Mabrik, 2002).

- Make the shift from a group-based to an individual-based approach to education, wherein each student's pace, curriculum, and activities are tailored to his or her own needs rather than to the average of the class. A strong candidate doesn't have to rely on a poor one to get in. A pupil at the lowest level can still improve.

2.4.4. E-Learning Techniques

E-learning, or electronic learning, is based on the use of various electronic methods in the education process, such as the computer, the Internet, television, radio, video, and video conferencing.

1. It's true that both instructors and students have benefited from the widespread use of computers in the classroom and from the accessibility of the internet. All of these tasks and more may be accomplished with the help of various types of software, such as those designed for training and practice, special education,

simulation, conversation and problem solving, surveys, voice processing, and the creation of supermedia presentations.

2. The Internet: a global communications and information system that offers its users a wide range of services, including those related to education and e-learning.

Internet-based service, computer-to-computer communication service,

Services such as speech, dialogue, mailing lists, inquiry through finger, system search, internet phone calls, and internet broadcasting are all available on the web.

Automatic document copying and indexing service (Al-Mabrik, 2002).

3. E-books, or electronic books, are a novel way of presenting information that combines text with visuals, music, and video in a single work that can be readily duplicated and distributed via the compact disc (cD) copy protection flaw, browsed on a computer, and searched by keyword or topic (Ahmed Mohamed, 2004).

4. Visual Book: Hundreds of pages of information presented in a visual, audible, and readable image that is also user-friendly and open to customization. How many people from all over the world can read or see this book at the same time? (Ahmed Mohamed, 2004).

5. Definition a visual audio communication between several people who are located in different geographically spaced where ideas, experiences, and information elements are discussed, exchanged, and discussed in an interactive atmosphere with the goal of achieving cooperation and mutual understanding." (Ahmed Mohamed, 2004).

6. The speed with which satellite broadcasts may reach any location on Earth, the ability to transmit both written and spoken communications, and their potential application in distance education make satellite television a powerful tool for educating students from all over the world. (Abdullah Yahya, 2006).

7. Distant viewing of text and graphics Symbolic digital information is transmitted via this method and shown in the form of text or a diagram upon decoding as part of a television broadcast in the future. (Abdullah Yahya, 2006).

8. In audio conferences, a standard phone is connected to several telephone lines, allowing remote lecturers to reach a large group of students outside of the classroom for face-to-face engagement. (Abdullah Yahya, 2006).

9. "Interactive video" is a name for a specific sort of blended learning in which a computer is utilized in conjunction with a video that plays an active role; this style of blended learning has been found to increase student performance and retention in educational programs (Zakaria, 2005).

10. Using an Internet connection, students may "attend" classes at a "virtual campus," where they can "visit" different "school buildings" and "meet" professors and classmates without ever having to leave their homes (Zakaria, 2005).

11. A virtual classroom is a series of activities carried out in much the same way as a traditional classroom would be except that the teacher and students are physically separated but still able to collaborate in real time from wherever they may be. Here, students engage in conversation with one another via the internet and post messages that can be read by anyone connected to the network (Zakaria, 2005).

2.5. Covid-19 Pandemic and Higher Education

We are facing unprecedented problems as a result of the current epidemic triggered by the new coronavirus (COVID-19). As the devastating effects of COVID-19 were more widely known, governments throughout the world took drastic measures to halt the spread of the virus, closing schools in an effort to protect the more than 90% of the world's enrolled students from its effects (Riggall, 2020; UNESCO, 2020). In particular, those who are already at a disadvantage may suffer long-term effects from the disruptions to their schooling. Loss of short-term learning may be the least of the potential consequences; bias towards certain groups, loss of human capital, and dwindling economic prospects are among possible outcomes (Watson, 2020; World Bank, 2020a).

Because of the COVID-19 outbreak, there has been a decline in university enrollment, a decline in the provision of education services, a decline in the quality and suitability of that education, a decline in the availability of education services, a decline in the upkeep of the university, a decline in the quality and suitability of teacher training, a fear of returning to school and emotional stress from the outbreak, a decrease in funding, a diversion of resources and teachers, confusion and stress for teachers (Bozkurt & Sharma, 2020; Hallgarten, 2020; UNESCO, 2020b).

In light of these effects, governments are instituting emergency remote learning/teaching alternatives, with many turning to online learning solutions to continue the educational process (David et al., 2020; Jalli, 2020; UNESCO, 2020c; 2020d). Some schools, especially those in developing countries like Ghana, may see this as revolutionary, while others may have long been making great use of online teaching and learning. Money is being donated by a number of organizations to keep kids in school in far-flung places. For instance, in response to the COVID-19 problem, the World Bank is working closely with the Ministries of Education in several countries to aid in their efforts to harness instructional technology of various sorts to give remote learning choices for students (World Bank, 2020a). In a similar vein, UNESCO is aiding nations in their efforts to mitigate the immediate impact of school closures, especially for more vulnerable and underprivileged populations, and to promote the continuation of education for all through distance learning (UNESCO, 2020a).

Institutions of higher learning, however, appear to be aware of the pedagogical, logistical, and technological obstacles to such prompt action. Higher education institutions in poor and middle-income nations lacked the high-speed broadband and digital devices necessary to effectively implement online learning choices, leaving students and faculty behind (World Bank, 2020a; 2020c). As a result, digital disparities have opened up, especially in low- and middle-income nations like Ghana, as traditional classroom instruction gives way to emergency remote learning/online learning. The situation is much more dire in middle- and low-income countries, where fewer than half of the population has access to the internet, and where many students lack the resources necessary to engage in emergency remote learning from home. This finding demonstrates that parents and even universities may rally around emergency remote learning or online education in the face of school closures due to COVID-19. Therefore, universities need to come up with other methods for students to keep studying even when they can't physically attend class, such as during the present COVID-19 situation (World Bank, 2020c).

UNESCO is focusing on this issue by developing materials to help educators, parents, and caregivers use distant learning systems to bridge the digital gap. To that end, UNESCO is reiterating its dedication to the OER community in order to encourage the use of openly licensed teaching and learning materials within the

framework of the 2019 UNESCO OER Recommendation; to find MOOCs and OERs that can supply online courses and self-directed learning content across mobile and desktop platforms; and to promote the use of OERs for the transition to online learning during the COVID-19 pandemic via the OER4C initiative (Unesco, 2020f; 2020g).

2.6. Perceived Performance

According to (Mensink & King, 2020), a student's performance demonstrates their dedication to their education and serves as a culmination of their work with their teachers. Academic achievement is the most important factor in a student's educational experience. In this sense, it serves as the fulcrum around which the entire educational system revolves: the success of the individual student. According to the findings of (Narad & Abdullah, 2016), the success or failure of educational institutions is ultimately dependent on the academic achievement of their pupils.

(Singh et al. 2016) said that the economic and social progress of a country might be affected by how well its students performed in school. According to (Farooq et al. 2011), the academic success of students is the top priority for professors. The academic success of a student is also crucial for the development of his or her knowledge and abilities. If you want to improve your pupils' academic achievements, you need to evaluate them on a frequent basis over time, say (Narad & Abdullah, 2016).

2.7. Quality of Instructor

The level of happiness that students have with their online courses is directly related to the Instructor Quality. The term "instructor quality" is used to describe a professional who is aware of, can address, and exceeds the demands of their pupils (Luekens et al., 2004). Students' Evaluation of Educational Quality (SEEQ) was the primary instrument in Marsh's (1987) five-item set designed to measure the quality of the teacher. To this day, SEEQ remains one of the most widely implemented and widely supported approaches. Students' perceptions of the instructor's effectiveness as measured by the Student Evaluation of Educational Quality (SEEQ) were very informative (Marsh, 1987).

2.8. Course Design

The term "Course Design" is used to describe the understanding of curriculum, the program's organization, the aims of education, and the layout of the course itself (Wright, 2003). With careful preparation, a well-course design curriculum may boost students' satisfaction with the system (Almaiah & Alyoussef, 2019). (Mtebe & Raisamo., 2014) suggested that students' course design to apply what they've learned in class would increase if courses were well-designed (Khan & Yildiz, 2020; Mohammed et al., 2020). Teachers and students may not use online resources as much as they could if the course is not designed planned well (Almaiah & Almulhem, 2018). If the course is well-designed, however, students are more likely to embrace the e-learning format, and both their acceptance and performance will improve (Mtebe & Raisamo, 2014). This means that many first-time blended course teachers will need to completely revamp their courses to make them suitable for online learning (Bersin, 2004; Ho et al., 2006).

2.9. Instructor's Prompt Feedback

prompt feedback are a key component in elevating student happiness (Kinicki et al., 2004). Instructor comments on students' progress in class are known as "feedback." What we mean by feedback in this setting is that it is a "consequence of performance." (Hattie & Timperley, 2007). "understanding what you know and what you don't know in relation to learning" is what is meant by "prompt feedback" in the field of education (Simsek et al., 2017). (Christensen., 2014) investigated the correlation between feedback and output, and proposed the idea of positivity ratio to describe a key process for determining output based on received feedback. Prompt feedback has been shown to improve learning outcomes by strengthening the bond between teachers and their pupils (Simsek et al., 2017; Chang, 2011).

2.10. Student's Expectations

Students' expectation. (Appleton-Knapp, S., & Krentler, K. A., 2006) evaluated how students' high or low expectations affected their grades. They stressed the need of paying attention to students' expectations. Students are more likely to report being

satisfied with an educational experience when their expectations are met (Bates & Kaye, 2014). One definition of student satisfaction is "the degree to which a student perceives that a product or service delivers what it promises." (Budur et al., 2019). Satisfaction levels are higher among students whose grade expectations are high compared to those whose expectations are lower.

2.11. Hypothesis Formulation

2.11.1. Relationship Between Quality of the Instructor and Performance of The Students

The performance of students improves when they are taught by an enthusiastic and Quality of instructor. One of the most important predictors of students' learning outcomes is the caliber of their teachers. Let's say the class is well-taught and the students' grades improve as a result (Munteanu et al., 2010; Arambewela & Hall, 2009; Ramsden, 1991). In that instance, it's clear that this method improves students' performance and education overall (Lady shewsky, 2013). Additionally, student performance is guaranteed when teachers can anticipate and meet their needs . Accordingly, the hypothesis that teacher quality has a substantial impact on student performance was incorporated into the research design (Kauffman, 2015).

H1: The quality of the instructor positively affects the Performance of the students.

2.11.2. Relationship Between Course Design and Performance Of Students

Students' learning and performance in the course's technological design are being strongly influenced by the technical structure of the course (Liaw, 2008; Lin et al., 2008). When compared to more passive course formats, student performance improves when instructors use active learning strategies (Black & Kassaye, 2014). Effective course design relies heavily on students' preferred learning styles. It is crucial to bear in mind that we are providing an experience for students with varying learning styles while designing an online course. It was also noted that the features of course

design might be improved and used to improve student achievement (Jenkins, 2015). As a result, the study incorporated the premise that course design had a substantial impact on students' performance.

H2: Course design positively affects the Performance of students.

2.11.3. Relationship Between Prompt Feedback and Performance of Students

The purpose of this research is to investigate how timely feedback affects performance. Information regarding how well pupils have performed is provided through feedback. Providing students with timely responses to their work improves both their learning experience and their performance (O'donovan, 2017). Students can use self-evaluation as a strategy for growth through timely feedback (Rogers, 1992). The significance of feedback for both ongoing practice and the growth of students' knowledge was stressed by Eraut (2006). Good feedback practices help students learn and teachers grow as educators. Hence the hypothesis that prompt feedback significantly affects Performance was included in this study.

H3: Prompt feedback of the students positively affects the Performance.

2.11.4. Relationship Between Expectations and Performance of Students

Student performance is greatly affected by teachers' and parents' expectations of them. The degree of Performance was calculated using the theory of expectation disconfirmation (EDT; Oliver, 1980). The greatest method for students to enhance their results is to exceed their own expectations. The Performance Level can be used to identify student goals for improvement. In conclusion, research shows that the optimistic pedagogy prevalent in many online learning classrooms leads to favorable results for the students involved (Gold, 2011). It was hypothesized in this research that student expectations had a major bearing on performance.

H4: Expectations of the students positively affects the Performance.

2.12. Underpinning Theories

The achievement goal theory (AGT) is a framework developed in the late 1970s by researchers Carole Ames, Carol Dweck, Martin Maehr, and John Nicholls to better understand why certain kids are more successful than others in school (Elliot, 2005). (Elliott & Dweck, 1988) To summarize the idea, you may say that "achieving objectives involve a program of cognitive processes that have cognitive, emotional, and behavioral repercussions." This line of thinking suggests that educators may learn more about students' motivation and the ways in which they approach academic success by analyzing the objectives they set for themselves and the methods they use to accomplish those goals (Dweck & Leggett, 1988; Ames, 1992; Urdan, 1997) Multiple research have concluded that there are four unique strategies for achieving any goal: the mastery approach, the mastery avoidance technique, the performance approach, and the performance avoidance strategy (Pintrich, 1999; Elliot & McGregor, 2001; Schwinger & Stiensmeier-Pelster, 2011, Hansen & Ringdal, 2018; Mouratidis et al., 2018). Environment has a role in a student's success in the classroom. While traditional classroom teaching has been found to be effective in this respect (Ames & Archer, 1988; Ames, 1992; Clayton et al., 2010), web-based programs are now widely employed in place of physical classrooms.

2.13. Research Framework

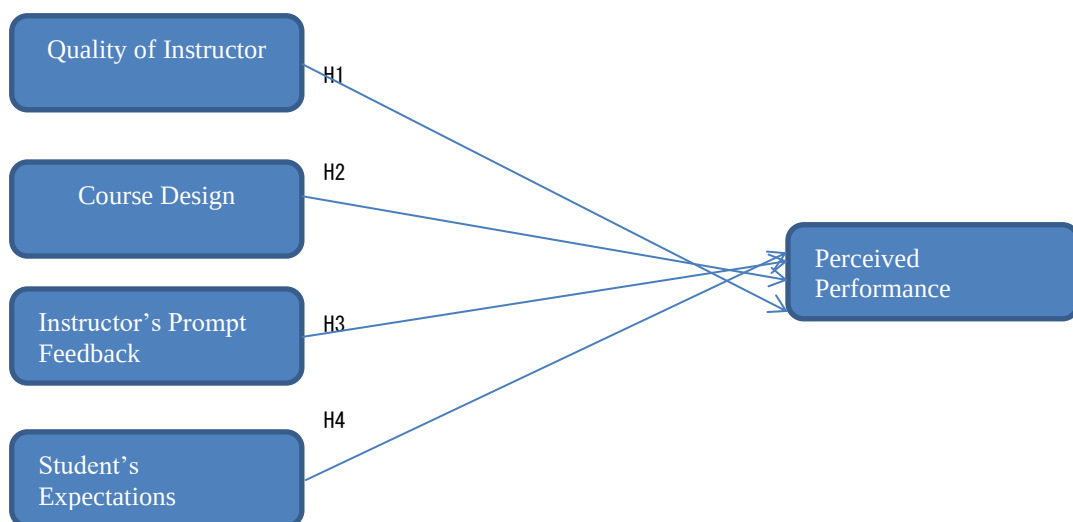


Figure 1. Research Conceptual Model

2.14. Summary

The second chapter discussed The impact of online lessons on students and their performance during the outbreak of the Corona virus in Halabja University, and also reviewed the literature on previous and current empirical work on the five variables of the study which are (Quality of instructor, Course design , Prompt feedback of students, Students' expectations, Students' performance). The variables were reviewed and discussed to provide a better interpretation that leads to the formulation of hypotheses to answer the research questions. Theoretical foundations such as the theory of Quality of instructor, the theory of Course design and theory of Prompt feedback of students and theory of Students' expectations, and theory of Students' performance are provided with the possibility of establishing relationships between theories and entire structures.

3. RESEARCH METHODOLOGY

3.1. Introduction

The previous chapter containing the literature review describes studies devoted to the influence of influence of Quality, Course Design Instructor's Prompt Feedback Student's Expectations on Perceived Performance . More specifically, the variables examined in the framework of this research include influence of Quality, Course Design Instructor's Prompt Feedback Student's Expectations and Perceived Performance. This chapter presents the study methodology, and hypothesis development based on a literature review to clarify the influence between variables (independent and dependent variables). The questionnaire was used as a data collection tool to achieve the research objective. Besides, this chapter will also provide an overview of research design, data sampling, data tool, and research objective testing.

3.2. Research Design

A research design provides a blueprint for conducting studies. It lays forth the steps that must be taken to collect the relevant information that may be utilized to formulate or answer research questions. A research proposal is a high-level outline of your proposed study. Research problems are built or solved through the collection of meaningful data and information. In simplest terms, it's a visual representation of your whole research strategy, the most appropriate research method for this study kind is quantitative research, which is what we've used in this study (Saldaña, J.,2021). Associating separate variables with numerical data allows the quantitative approach to encompass a system of inquiry that can be generalized to the population (Finnerty et al., 2013). Data may be acquired quickly and efficiently, and results can be directly related to a study's topic of study through quantitative research (Creswell, 2013). A quantitative outcome is also dependent on the author's competence and arguments to support the hypothesis and findings. Simple empirical relationships are used frequently to gain more knowledge. As a result, this form of study relies heavily on the foundation and impression concept to arrive at correct aspects like hypotheses or worries (Creswell, 2013).

Descriptive measurements and a survey approach were employed in this study Remler, (Van Ryzin, D. K., & G. G., 2021). The research employed a descriptive technique to describe the influence of influence of Quality, Course Design Instructor's Prompt Feedback Student's Expectations of Instructo on Perceived Performance(Vrontis, D., Christofi, M., Pereira, V., Tarba, S., Makrides, A., & Trichina, E., 2022). The survey approach will also be used in this study to create questionnaires to gather information regarding the influence of influence of Quality, Course Design Instructor's Prompt Feedback Student's Expectations on Perceived Performance in Halabja University . Questionnaires are a method of gathering data from a sample of researchers, according to (Pandey, P., & Pandey, M. M., 2021; Zikmund et al., 1994).

3.3. Population and Sample Size

In this subsection, we'll talk about how we figured out how many people there are in the whole population and how many people we need in our sample. The sample framework and sample methods are also emphasized for clarity's sake.

3.4. Population Size

Research subjects are all the people, places, and things that have to be studied in order to draw any conclusions (Sekaran & Bougie, 2016).

Cresswell (2012) defined a population as a group of people with similar physical and behavioral traits that can be easily identified and studied by an expert. It is necessary to generalize survey results to a large group of individuals; this group comprises the population, the universal component, from which a sample is to be picked. This group may be subdivided into homes or organizations (Gobo, G, 2004).

3.5 Specify the Sample Size

The term "sample size" refers to the proportion of a larger population that is taken for the purposes of a statistical study. It stands for a chosen few people who have common interests or characteristics with the larger community. In addition, data

gathering was cited as a key justification for doing the sample technique by (Sekaran & Bugis, 2016). Determining the sample size is crucial in research since it is challenging to obtain data from a big population. Using a sufficient sample size decreases the likelihood of collecting inaccurate or incomplete data due to tiredness or human mistake, and it increases the likelihood of obtaining a valid and useful conclusion.

The sample size needs to be big enough to make accurate estimates of the population's characteristics and yield valid findings (McMillan & Schumacher, 2014). Sekaran and Bougies (2016) state that a large enough sample can provide a reliable approximation of the important features of the full population. Consequently, the precedent set by used as the basis for (Kriejcie & Morgan. 1970). Based on the statistics of Halabja University Presidency (2022), the number of students at Halabja University is estimated at 3,500 (Halabja University Presidency, 2022).

Therefore, 520 students were chosen as the sample size by the procedures outlined by Kriejcie and Morgan (1970). The current study makes use of the frequently used sample size adjustment technique introduced by Salkind to improve the accuracy and reliability of the sample size, to reduce the errors in the sample size, and to avoid the problems of lack of responses that typically arise while conducting survey research (Bartlett, I. I., 2001).

Salkind recommended a 40% to 50% increase in the sample size, to counteract the effects of potential missing questionnaires as well as uncooperative responders. Overall, this study used a sample size of 350, plus an additional 50% of the sample as suggested by Salkind as adopted in (Barlett, Kotrlik, & Higgins, 2001), bringing the total sample size for this current study to 520.

Where y represents an unknown increment of 50%, And 350 is the actual sample size

$$y = \frac{50}{100} \times 350$$

$$y = \frac{50}{100} \times 350$$

$$y = 0.5 \times 350$$

$$y = 170$$

From their value in Equation, 170 represents 50% of the 346 total sample. Thus, the derived sample size obtained from this study's population totalled 350 Students at Halabja University ($520 = 350 + 170$). This indicates that 520 survey instruments randomly selected to be the sample of the study for the Students at Halabja University.

3.6. Sample Techniques

Following the advice of Bryman and Bell (2015), a simple random sampling technique was used in this study to provide the researcher with a representative sample from the entire population. Simple random sampling, according to (Hair, Hult, Ringle, & Sarstedt, 2016), is picking an arbitrary initial beginning point on the list and then picking every n th element in the sample frame at random. (Zikmund et al. 2013) further elaborated on this concept by defining simple sampling as a technique in which a random approach is used to determine a beginning point, and then of the population elements of each unit are selected at random from the sample.

In this work, we employed a straightforward random sample method to extrapolate our findings to a larger group. According to Creswell's (2012) findings, a random sampling method is preferable since it allows for the selection of individuals from a group on an equal footing. The primary goal of using a basic random sampling technique is to provide results that are more reflective of the population as a whole.

There are several advantages to utilizing simple random sampling, such as the fact that it is uncomplicated and quick to implement, that it eliminates the possibility of bias or human mistake in the selection of instances, and that it is simple for the examiner to include into a random group of subjects. It ensured that the population would be representatively sampled, and it enabled for in-sample statistical analysis to be performed (Hair et al., 2016; Sekaran & Bougies, 2016; Zikmund et al., 2013).

The present study used a simple sampling technique because it is considered suitable for previous similar studies example (Aliyu, 2014).

3.7. Data Sampling

Students at the University of Halabja in northern Iraq are the focus of this research. The research suggests a correlation between the number of items and the size of the sample (Amin, M., & Isa, Z., 2008). A large sample size is invaluable for obtaining accurate results of the analysis, as the sampling error decreases with increasing sample size as shown in (Fink, A., 2003). The total number of students of Halabja University in northern Iraq reached 3,500 (Presidency of Halabja University, 2022).

Therefore, to avoid errors, the standard minimum sample size table prepared by Sekaran was used to select the sample for this study as shown in Table below. Accordingly, the group of students at Halabja University in northern Iraq is 3,500 samples (Sekaran, 2019), which allows for an error rate of less than 5% of the 95% confidence level. Due to the impossibility of including complete units of the guest population, a suitable sample was used.

Table 1. Sample size calculation

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	180	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346

Source: "Research Methods for Business A skill building approach" by (Sekaran, 2019) 8th Edition

In statistics, a simple random sample (or SRS) is a subset of individuals (a sample) chosen from a larger set (a population) in which a subset of individuals is chosen randomly, all with the same probability. In SRS, each subset of k individuals has the same probability of being chosen for the sample as any other subset of k individuals (Yates, Daniel S.; David S. Moore; Daren S. Starnes, 2008).

Simple random sampling is an unbiased sampling technique. Simple random sampling is a basic type of sampling and can be a component of other, more complex sampling methods (Qian, W., Chen, W., & He, X.,2021).

3.8. Measurement of Instruments

This research made use of primary sources for its data. The survey questionnaire used to collect primary data in this study was circulated in order to find participants who would be able to answer the study's primary research questions. Sources including periodicals, newspapers, and the web were mined for their descriptive information. While the primary purpose of descriptive data is to help researchers make sense of a phenomenon and identify knowledge gaps, it also helps them build a solid foundation for their study by illuminating and clarifying the existing literature (Churchill, 1999).

The instruments used to collect data for examination of the issue under investigation in order to arrive at a definitive truth are known as "data instrument tool" by researchers. The questionnaire is used to gather information for the current investigation. For this study, the researcher opted to use a close-structured questionnaire, in which respondents only had to choose one answer to five questions, because of its reputation as the most efficient and user-friendly method for gathering information about resentment. Using the 5-point Likert scale as a foundation, we created some unique inquiries and limited the possible answers (Churchill, 1999).

Current study uses a modified version of a measuring strategy developed for use in similar contexts (Churchill, 1999). Thus, the research model consists of five definitions of construction variables which are (instructor quality, course design, quick feedback to students, student expectations, student performance). The table below shows 3.2 the five-point scale to be used in the study.

Table 2. Illustrates the five liker.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/ nor Disagree	Agree	Strongly Agree

3.8.1. Quality of Instructor

The level of happiness that students have with their online courses is directly related to the Instructor Quality. The term "instructor quality" is used to describe a professional who is aware of, can address, and exceeds the demands of their pupils (Luekens et al., 2004). Students' Evaluation of Educational Quality (SEEQ) was the primary instrument in Marsh's (1987) five-item set designed to measure the quality of the teacher. To this day, SEEQ remains one of the most widely implemented and widely supported approaches. Students' perceptions of the instructor's effectiveness as measured by the Student Evaluation of Educational Quality (SEEQ) were very informative (Marsh, 1987).

Table 3. Quality of Instructor

Ser.	Attributes
1	The instructor communicated effectively
2	The instructor was enthusiastic about online teaching
3	The instructor was concerned about student learning
4	The instructor was generally respectful of student learning
5	The instructor was accessible to me outside of the online
6	The instructor used Webinar to create a comfortable learning space
7	The instructor personalized interactions with me whenever necessary

3.8.2. Course Design

The term "Course Design" is used to describe the understanding of curriculum, the program's organization, the aims of education, and the layout of the course itself (Wright, 2003). With careful preparation, a well-course design curriculum may boost students' satisfaction with the system (Almaiah & Alyoussef, 2019). (Mtebe & Raisamo., 2014) suggested that students' course design to apply what they've learned in class would increase if courses were well-designed (Khan & Yildiz, 2020; Mohammed et al., 2020). Teachers and students may not use online resources as much as they could if the course is not designed planned well (Almaiah & Almulhem, 2018). If the course is well-designed, however, students are more likely to embrace the e-learning format, and both their acceptance and performance will improve (Mtebe & Raisamo, 2014). This means that many first-time blended course teachers will need to

completely revamp their courses to make them suitable for online learning (Bersin, 2004; Ho et al., 2006).

Table 4. Course Design

Ser.	Attributes
1	The course was well organized
2	The course was designed to allow assignments to be completed across different learning environments
3	The instructor facilitated the course effectively
4	Web was used to create an efficient learning environment
5	The course was designed to allow me to take responsibility for my own learning

3.8.3. Instructor's Prompt Feedback

Prompt feedback are a key component in elevating student happiness (Kinicki et al., 2004). Instructor comments on students' progress in class are known as "feedback." What we mean by feedback in this setting is that it is a "consequence of performance." (Hattie & Timperley, 2007). "understanding what you know and what you don't know in relation to learning" is what is meant by "prompt feedback" in the field of education (Simsek et al., 2017). (Christensen., 2014) investigated the correlation between feedback and output, and proposed the idea of positivity ratio to describe a key process for determining output based on received feedback. Prompt feedback has been shown to improve learning outcomes by strengthening the bond between teachers and their pupils (Simsek et al., 2017; Chang, 2011).

Table 5. Instructor's Prompt Feedback

Ser.	Attributes
1	The instructor responded promptly to my questions about the use of Webinar
2	The instructor responded promptly to my questions about general course requirements
3	The instructor responded promptly to my questions about course assignments
4	The instructor motivated me to do my best

3.8.4. Student's Expectations

Students' expectation. (Appleton-Knapp, S., & Krentler, K. A., 2006) evaluated how students' high or low expectations affected their grades. They stressed the need of paying attention to students' expectations. Students are more likely to report being satisfied with an educational experience when their expectations are met (Bates & Kaye, 2014). One definition of student satisfaction is "the degree to which a student perceives that a product or service delivers what it promises." (Budur et al., 2019). Satisfaction levels are higher among students whose grade expectations are high compared to those whose expectations are lower.

Table 6. Expectations and satisfaction of students

Ser.	Attributes
1	The instructor provided models that clearly communicated expectations for weekly group assignments
2	The instructor used good examples to explain statistical concepts
3	The assignments for this course were of appropriate difficulty level
4	The instructor used Webinar design instructional materials that were understandable
5	Our lecturers are extremely good at explaining things to us

3.8.5. Perceived Performance

Students' dedication to their studies is shown by the culmination of their work with their teachers, as described by the performance (Mensink, P. J., & King, K. 2020). students' academic performance is the most important factor in a school (Rono,

2013). As a result, it serves as the axis around which the entire educational system revolves: the performance of the individual student. Thus, it can be concluded that the success or failure of educational institutions is directly related to the academic achievement of their pupils (Gopal, R., Singh, V., & Aggarwal, A. 2021). Asserted that the economic and social progress of a country is closely tied to the success of its student academic performance (Gopal, R., Singh, V., & Aggarwal, A. 2021). Underlines the fact that faculty members are extremely focused on students' academic progress. In addition, students' students' academic performance as the backbone upon which they build their capacity for learning and growth (Farooq, M. S., Chaudhry, A. H., Shafiq, M., & Berhanu, G. 2011). Examinations or other forms of evaluation should be administered on a consistent schedule throughout a predetermined time period to gauge students' academic performance (Narad, A., & Abdullah, B. 2016).

Table 7. Perceived Performance

Ser.	Attributes
1	The online classes has sharpened my analytic skills
2	An online class really tries to get the best out of all its students
3	This course has helped me develop the ability to plan my own work
4	Online classes has encouraged me to develop my own academic interests as far as possible
5	Online classes has improved my written communication skills
6	As a result of doing online classes, one feel more confident about tackling unfamiliar problems

3.9. Elements of Analysis

Analysis items refer to the entities examined within a particular case study. In the study of Quality of instructor, the elements of analysis are divided into organization, group, and individual (Creswell, 2012; Kumar, Abdul Talib, & Ramayah, 2013).

The main objective of this research is to study influence of The impact of online lessons on students and their performance during the outbreak of the Corona virus. The unit of analysis for this research is Halabja Universit In northern Iraq.

3.10. Data Collection Method

There are many ways to collect data in a survey; The primary data for statistical analysis were collected in this study by designing a questionnaire among the students of Halabja University in northern Iraq. The number of students at the University of Halabja in northern Iraq is estimated at about 3,500 students, according to statistics (the Presidency of the University of Halabja 2022).

The study's approach of data collection was effective in gathering a large amount of data in a short amount of time. The researcher used quantitative methods of measurement to corroborate and clarify her findings.

Since collecting responses via electronic questionnaires is more efficient in terms of both time and effort, the researcher opted to adopt this approach (Hancock, D. R., Algozzine, B., & Lim, J. H.,2021).

3.11. The Technique of Data Analysis

For the aim of identifying essential information, forming inferences from data, and assisting Perceived Performance, data analysis is utilized. The data in this study will be analyzed with SPSS version 26.0 by the researcher. It is possible to write a response to this study using SPSS version 26.0 features such as reliability testing and correlation analysis Shahat .

3.11.1. Reliability Analysis

The first stage in validating a test is to conduct a reliability analysis (Wells & Wollack, 2003). Items of measurement can be tested for their internal consistency using reliability analysis. Cronbach's alpha reliability coefficients are calculated for the new dimensions used for assessing and testing items in order to adopt this new method of evaluation and testing. In terms of statistics, Cronbach's alpha is a measure of the

internal questionnaire's reliability in terms of its questions (Cronbach, 1951). High levels of consistency are indicated by an alpha value near to 1.00, which is the upper limit of Cronbach's alpha's scale (Wells & Wollack, 2003). High-stakes benchmark exams need internal consistency coefficients of at least 0.90, but low-stakes benchmark tests only require internal consistency coefficients of at least 0.80 or 0.85. (Wells & Wollack, 2003). Suggested reliability coefficients are 0.70 or above (Wells & Wollack, 2003). Analysis of reliability less than 0.60 was found to be unsatisfactory according to Sekaran and Bougie's (2010) study; reliability more than 0.80 was considered high. Table 3.7 summarizes the reliability coefficients for each of the items and used in the study.

Table 8. Summery of Reliability Coefficient

Reliability coefficient	Remarks
Less than 0.60	Poor
0.70	Acceptable
0.80	Good
0.90 and more	Excellence

Source: (Sekaran and Bougie's ,2010)

3.11.2. Descriptive Statistics

Each category in the questionnaire may be analyzed in terms of frequency, percentages, mean, and standard deviation by using descriptive statistics (Sekaran, 2001). It's important to employ descriptive statistics because they give an accurate depiction of a person's or group's qualities, such as their views and knowledge. Both the standard deviation and the point mean are used to determine the central tendency and variation in the distribution of values. There were three levels of average score interpretation: low (1-2.99), average (3-5.99), and high (5.00-7:00). This is because the variables were evaluated using a 5-point Likert scale; hence, the average score had three levels: low (1-2.99), average (3-5.99), and high (5.00-7:00). The table below shows 3.8 the Summery of Descriptive Analysis that will used in the study.

Table 9. Summery of Descriptive Analysis

Mean score	interpretation
1.00 – 1.99	Low
2.00 – 3.49	Moderate
3.50 – 5.00	High

Source: (Lopes, 2012)

3.11.3. Correlation Analysis

According to prior research (Robert Cavana, Delahaye, & Sekeran, 2001), the association may be found by comparing the variation in one variable to another. As a result, the appropriate statistical procedure is to determine if there is a correlation between two variables (Bewick, Cheek, & Ball, 2003). Correlation coefficient's R-value has three purposes, namely:

1. The correlation coefficient is examined to see if it is statistically significant.
2. To determine the degree of correlation.

Negative or positive correlations might be found between the variables (Hair, Money, Samouel, & Page, 2007)

A complete positive correlation is defined as a value of 1.0 (plus 1), according to studies by Coakes, Amar and Luisa Granados (2010) and Sekaran (2003). Otherwise, a correlation coefficient of -1 would be expected (minus 1). Using the sign of positive and negative indicates the relationship's direction, while its value indicates its strength (Coakes et al., 2010).

3.12. Summary

This chapter is meant to serve as a roadmap for doing this study. Starting with hypothesis formation, questionnaire creation, and data collection, this chapter explains the study design and techniques followed at each stage. This chapter also outlines the analysis instruments that are adapted to conducting this research project. At the completion of collecting the whole data from the questionnaire-based survey, then the

researcher will be use SPSS version 26.0 software for analysis and interpretation. Furthermore, the structure, workflow, included the research design, measurement, data collection and data analysis procedures are described in this chapter.



4. RESULTS AND FINDINGS

4.1. Introduction

This chapter is broken down into three parts: first, a review of the respondents' demographics; second, a presentation of the psychometric qualities of the measuring scales used in the study, namely the results of the Cronbach's Alpha Reliability Test. The examination of the research hypotheses is discussed in the last section.

4.2. Response Rate and Demographic Profile

The response rate and respondent demographics are critical for understanding the significance of the study's findings. The current part presents and discusses the response rate and the responder profiles (demographic characteristics).

4.2.1. Response Rate

The present study examined students' performance of the Halabja University in Iraq, the university was selected to distribute the questionnaires to because among the university category in Iraq, this is one of the best options in terms of students' performance.

Following three weeks of hand to hand and online data collection and through email involving the distribution of 520 questionnaires in Halabja University, 350 questionnaires were retrieved, while the remaining (170) were unreturned or incomplete.

Table 10. Summary of questionnaires distributed

Halabja University	Total	Present (%)
Distributed questionnaires	520	100
Usable questionnaires	350	67.4
Unreturned/incomplete questionnaires	170	32.6

4.2.2. Respondents Demographic Characteristics

The demographic profiles of the respondents including gender, age, academic term, field of study, and expected final are presented in table 4.2.

Table 11. Frequency and percentage of demographic information

		Frequency	Percent
Gender	Male	245	70.0
	Female	105	30.0
	Total	350	100.0
Age	18-22	178	50.9
	23-27	116	33.1
	More than 28	56	16.0
	Total	350	100.0
Academic Term	1 st	49	14.0
	2 nd	109	31.1
	3 rd	114	32.6
	4 th	44	12.6
	5 th	34	9.7
	Total	350	100.0
Field of Study	Medicine	42	12.0
	Dentistry	59	16.9
	Economy	92	26.3
	Pharmacology	44	12.6
	Chemistry	41	11.7
	Faculty of Education	72	20.6
	Total	350	100.0
Expected Final Grades	50 - 60	15	4.3
	61 - 70	34	9.7
	71 - 80	111	31.7
	81- 90	51	14.6
	More than 90	139	39.7
	Total	350	100.0

Starting from gender, it is evident from the table that in university, majority of the respondents (70%) were male, while the remaining (30%) were female. Moving on to age, majority of the respondents (50.9%) were in the age group of 18-22 years of age, while the least of them were in the more than 28 years old category at (16%). As for the academic term of the respondents in university, most respondents (32.6%) were 3rd years in than study, while the least (9.7%) were 5th years in than study. Based on

their Field of Study in university, the respondents mostly (26.3%) were them field in economy, while the least of them (11.7%) were them field in Chemistry. Based on their expected final grades of the respondents mostly (39.7%) were in more than 90, while the least of them were in the 50 - 60 (4.3%).

4.3. Reliability Analysis

Sekaran (2019) states that Cronbach's alpha is the most used reliability test tool since it measures how well two variables stay the same over time. Cronbach's alpha is a statistical measure of the consistency of responses to a survey or other measurement instrument; values near to 1.00 indicate excellent reliability, one that is less than 0.70 is deemed as poor, while one that is higher than 0.80 is deemed as good (Sekaran, 2019).

Table 12. The stability of the instrument Cronbach's alpha for the variables

No.	Variables	No. of items	Cronbach's alpha	Remarks
1	Quality of instructor	7	0.873	Good
2	Course design	5	0.864	Good
3	Prompt feedback of students	4	0.832	Good
4	Students' expectations	5	0.796	Acceptable
5	Students' performance	6	0.832	Good
Total		27	0.952	Excellence

In Table 4.3, the reliability analysis of the variables from the university data is presented. From the table, it is evident that the Cronbach's alpha coefficient obtained for Students' performance (dependent variable). As for the independent variables, the Cronbach's alpha coefficients obtained are as follows; 0.873 for Quality of instructor, 0. 864 for Course design, 0.832 for Prompt feedback of students, and lastly 0.796 for Students' expectations. All the results obtained of the Cronbach's alpha coefficients for the dependent variable as well as for the independent variables ranged from acceptable to good.

On the whole, all the measures obtained high Cronbach's alpha reliabilities that ranged from 0.96 -0.873 in the Halabja University-Iraq case, all surpassed the cut-off value of 0.70 recommended by prior studies (Wells & Wollack, 2003). Considering

the above acceptable values, all the items were retained, particularly because the students' performance values were 0.832 in Halabja University-Iraq respectively.

4.4. Normal Distribution

Of the following figures illustrate the normal distribution of the variables of the study:

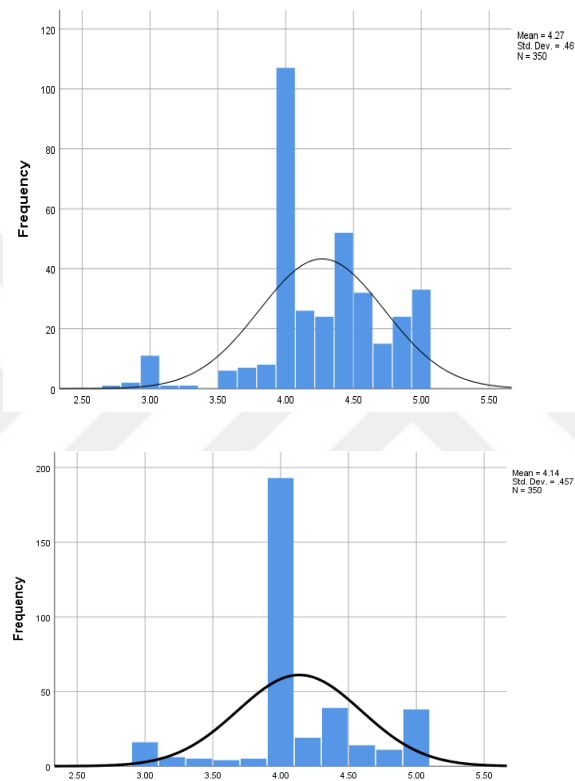


Figure 2. Normal Distribution for Quality of instructor

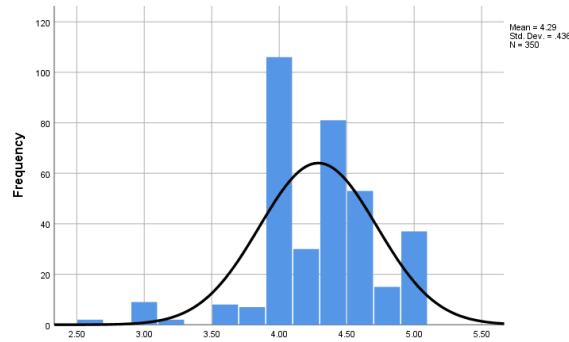


Figure 3. Normal Distribution for Course design

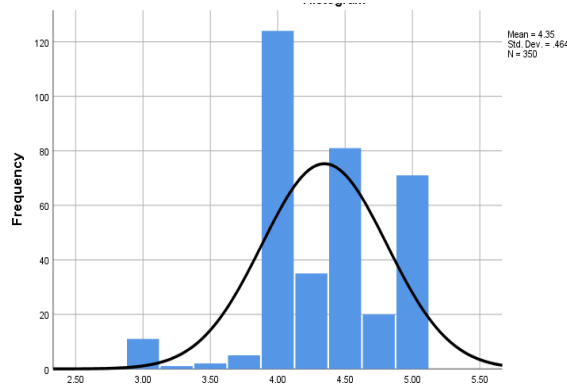


Figure 4. Normal Distribution for Prompt feedback of students

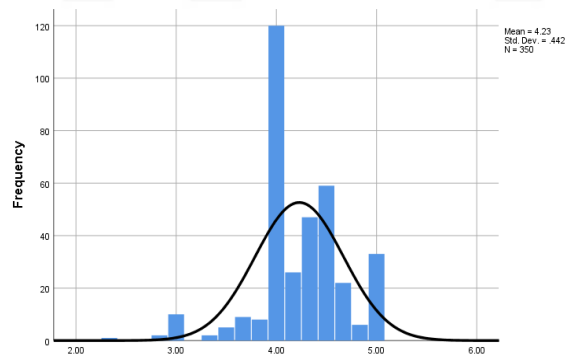


Figure 5. Normal Distribution for Students' expectations

4.5. Factor Analysis

From the following table, which shows (KMO) test, "Bartlett" We find that the value of "Olkn" scale equal to (0.905) which is greater than (0.5) This shows the increasing reliability of the factors that we get from factor analysis, as well as to judge the adequacy of the sample size, as we find probability value (P-value) of "Bartlett"

test equal to (0.00) and is less than (0.05) this means that the correlation matrix is not equal to the matrix unit, and that there is a link between some of the variables in the matrix, so it can make a global analysis of the data.

The following table "Kaizarr Mir UConn" measure to judge the adequacy of the sample and test "Bartlett" of the data.

Table 13. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.905
Bartlett's Test of Approx. Chi-Square	6688.5
Sphericity	39
Sig.	.000

4.6. Descriptive Finding

On the basis of the descriptive analysis findings, the summary of the respondents' perceptions of variables were obtained to confirm their validity and reliability. More specifically, descriptive analyses were conducted on the entire measurement students of student's performance, quality of instructor, course design, prompt feedback of students, and students' expectations and the results are presented in Tables 4.5, 4.6, 4.7, 4.8, and 4.9. Scores that were less than 1.99 were considered low, while those higher than 3.50 were considered high. The values that fell in between (2.00 and 3.49) were considered as moderate or neutral (Lopes, 2012).

Table 14. Results for Quality of instructor

Items	Minimum	Maximum	Mean	Std. Deviation
QOI1	1	5	4.34	.682
QOI2	2	5	4.27	.576
QOI3	2	5	4.06	.598
QOI4	2	5	4.25	.585
QOI5	2	5	4.17	.613
QOI6	1	5	4.36	.611
QOI7	2	5	4.42	.614

From Table 4.5, the mean range for Quality of the Halabja University in Iraq falls between 4.06 and 4.42, with the highest obtained for **‘(QOI7) The instructor personalized interactions with me whenever necessary’** (4.42 ± 0.614), and the lowest for **‘(QOI3) The instructor was concerned about student learning’** (4.06 ± 0.598).

Table 15. Results for Course design

Items	Minimum	Maximum	Mean	Std. Deviation
COD1	1	5	4.10	.555
COD2	2	5	4.19	.570
COD3	2	5	4.12	.532
COD4	2	5	4.17	.586
COD5	1	5	4.11	.596

Table 4.6 displays the mean range for Course design, in the Halabja University falls between 4.10 and 4.19, with the highest obtained mean for **‘(COD2) The course was designed to allow assignments to be completed across different learning environments’** (4.19 ± 0.570), and the lowest for **‘(COD1) The course was well organized’** (4.10 ± 0.555).

Table 16. Results for Prompt feedback of students

Items	Minimum	Maximum	Mean	Std. Deviation
PFOS1	3	5	4.41	.557
PFOS2	3	5	4.43	.586
PFOS3	2	5	4.29	.563
PFOS4	1	5	4.26	.569

Table 4.7 contains the mean range for the independent variable Prompt feedback of students. In the Halabja University falls between 4.26 and 4.43, with the highest mean obtained for **‘(PFOS2) The instructor responded promptly to my questions about general course requirements’** (4.43 ± 0.586), and the lowest mean obtained for **‘PFOS4 The instructor motivated me to do my best’** (4.26 ± 0.569).

Table 17. Results for Students' expectations

Items	Minimum	Maximum	Mean	Std. Deviation
STE1	1	5	4.27	.594
STE2	2	5	4.28	.563
STE3	2	5	4.41	.592
STE4	3	5	4.33	.591
STE5	1	5	4.15	.595

Table 4.8 presents the mean range of the independent variable Students' expectations falls between 4.15 and 4.41, with the highest obtained mean for **'(STE3) The assignments for this course were of appropriate difficulty level'** (4.41 ± 0.592) and the lowest mean score for **'(STE5) Our lecturers are extremely good at explaining things to us'** (4.15 ± 0.595).

Table 18. Results for Students' performance

Items	Minimum	Maximum	Mean	Std. Deviation
SUP1	1	5	4.23	.578
SUP2	2	5	4.11	.585
SUP3	1	5	4.11	.601
SUP4	1	5	4.33	.618
SUP5	2	5	4.36	.608
SUP6	1	5	4.22	.607

Table 4.9 displays the mean range for Students' performance, in the Halabja University falls between 4.11 and 4.36, with the highest mean for **'(SUP5) Online classes has improved my written communication skills'** (4.36 ± 0.608), and the lowest for **'(SUP2) An online class really tries to get the best out of all its students'** (4.11 ± 0.585), and **'(SUP3) This course has helped me develop the ability to plan my own work '** (4.11 ± 0.601).

4.7. Pearson Correlation Analysis

In the present study, the significance of linear bivariate relationship between the independent variables of quality of instructor, course design, prompt feedback of students, and students' expectations, and the dependent variable of student's performance was measured with the help of Pearson correlation analysis. Tables 4.10 display the results of the analysis in Halabja University. The correlation analysis was primarily conducted to determine the relationship strength between each independent variable and the dependent variable.

Table 19. Pearson's Correlation Analysis of Variables

		quality of instructor	course design	prompt feedback of students	students expectations	students performance
QOI	quality of instructor	1				
COD	course design	.685**	1			
PFO S	prompt feedback of students	.708**	.536*	1		
STE	students expectations	.705**	.659*	.806**	1	
SUP	students performance	.691**	.687*	.713**	.807*	1
**. Correlation is significant at the 0.01 level (2-tailed).						

This study employed the rule of thumb establishing that R-value of 0.10, 0.13 and 0.50 indicate low, medium and strong relationship as recommended by Green et al. (1997). On the basis of this rule of thumb, in the Halabja University, all the correlation coefficients in the table are positive and significant. In particular, quality of instructor, course design, prompt feedback of students, and students' expectations (independent variables) all registered positive and significant relationships with students performance (dependent variable). The findings shows that the independent variables all positively correlated at the level of 0.01, with the highest correlation obtained

between students' performance and students expectations ($r=0.807$, $p<0.01$), and the lowest between prompt feedback of students and course design ($r=0.536$, $p<0.01$).

With regards to the relationships between the independent variables and the dependent variable, the results showed the following: quality of instructor correlated with students performance at ($r=0.691$), course design correlated with students performance at ($r=0.687$), while prompt feedback of students and students performance correlated at ($r=0.713$). In addition, students expectations correlated with students performance at ($r=0.807$). In sum, all the variables positively correlated with each other in Halabja University.

4.8. Hypothesis Testing Result of Direct Relationship of Variables

The hypotheses three metrics—the importance of Correlation Coefficients (R), the Coefficient of Determination (R^2), and finally, Multiple Regression—the hypotheses in the preferred model were evaluated (Beta).

The considered that the probable range of correlations was $+1$ to -1 , and that r values of $0-0.2$ are indicative of a weak relationship, r values of 0.3 to 0.6 of a moderate one, and r values of 0.7 to 1 of a strong one (Brace et al., 2000). The coefficient of determination (R^2) is calculated to reveal the fraction of a variable's volatility that can be accounted for by the other variable. It's a metric for evaluating how well a given model or graph may be used to generate forecasts. Finally, multiple regressions (beta) assess the extent to which several groups of independent factors (independent variables) affect the dependent variable (dependent variable). Multiple regression analysis allows for the examination of hypotheses and models concerning the impact of a given collection of factors on a target variable, or behavior. The correlation coefficient (R^2) assesses the strength of a link between two variables, whereas multiple regression analyzes the connections between numerous variables and a single one. However, the coefficient (R^2) represents the degree to which the variables are linearly related to one another. Pearson correlation was used in this study to analyze the relationship between r and other variables. Calculated values for pairs of variables used to verify the statistical significance of the correlation coefficients. In this context, linear regression analysis is used to calculate Beta. Table 4.11 presents the

results obtained from the first major hypotheses testing. According to the first hypothesis;

H1: quality of instructor, course design, prompt feedback of students, and students' expectations are positively correlated with student's performance in Halabja University

Table 20. The results of the application of the regression quality of instructor, course design, prompt feedback of students, and students' expectations direct positively correlates with the student's performance

Variables	B	T	Sig.	R	R ²	F	Sig.
quality of instructor	.263	2.168	.031	.841 ^a	.708	209.219	.000 ^b
course design	.100	5.420	.000				
prompt feedback of students	.225	2.515	.012				
students' expectations	.126	8.510	.000				
a. Dependent Variable: student's performance							

Based on the results indicated in the table 4.11, in the Halabja University, there is a statistical direct significant relationship between quality of instructor, course design, prompt feedback of students, and students' expectations and student's performance at the significance level of ($p = 0.05$). The results indicate the correlation coefficient (R) to be 0.841, the (R^2) to be 0.708, and the value test (F) to be 209.219. Thus, the hypothesis is accepted.

4.10. Summary of Findings

According to the multiple regression analysis results, the following table summarizes the study findings.

Table 21. Summary of Hypotheses

The Hypotheses	Result	
H1	quality of instructor is positively correlated with student's performance	Supported
H2	course design is positively correlated with student's performance	Supported
H3	prompt feedback of students is positively correlated with student's performance	Supported
H4	students' expectations are positively correlated with student's performance	Supported

In sum, all the study hypotheses are supported, confirming the acceptability of the study's proposed model.

4.11. Conclusion

Here, the theories put out in Chapter 2 were tested. Analyses such as a frequency table, descriptive analysis, and reliability and validity were performed using SPSS. The results confirmed the independent variable effect the dependent variable and supported all the proposed hypotheses, and this chapter also provided an illustration of the hypothesized model to examine goodness of fit indices and to confirm the relationship between instructor quality, course design, prompt feedback of students, students' expectations, and students' performance at Halabja University.

DISCUSSION AND CONCLUSION

Third-semester hypothesis test results were evaluated in the second-semester. This chapter provides an explanation of the data acquired in response to the study questions posed in Chapter 1. In light of the data and the principles they convey, we examine the research and earlier findings given in the literature. The chapter concludes with a discussion of its limitations and recommendations for future study.

Recapitulation of the Study

The objectives that this study attempts to reach are:

To determine the influence of influence of Quality, Course Design Instructor's Prompt Feedback Student's Expectations of Instructo on Perceived Performance in Halabja University .

The survey method was used, where the sample was selected through the probability sampling technique in this study, where information can be collected Students at the University of Halabja from the data they volunteered through the questionnaire. Accordingly, 520 questionnaires were distributed in University of Halabja, after which 170 questionnaires were retrieved, respectively. The final virtual model was tested for its reliability and validity.

Based on hypothesis testing, the results supported **H1**. Course Design has a positive influence on Perceived Performance For students at Halabja University.

Based on hypothesis testing, the results supported **H2**. Quality of Instructor has a positive influence on Perceived Performance For students at Halabja University.

Based on hypothesis testing, the results supported **H3**. Instructor's Prompt Feedback has a positive influence on Perceived Performance For students at Halabja University.

Based on hypothesis testing, the results supported **H4**. Student's Expectations has a positive influence on Perceived Performance For students at Halabja University.

The Relationship Between the Construct Variables

Course Design is one of the most significant considerations when it comes to Perceived Performance, especially when it comes to Universities in the time of Corona. To summarize findings linked to hypotheses about links between exogenous and endogenous factors, the researcher presents a summary of findings in the following parts. There are several implications that need to be clarified after doing hypothesis testing.

Outcome talks focus on a specific set of variables and their impact on the outcome (Course Design, Quality of Instructor, Instructor's Prompt Feedback, Student's Expectations and Perceived Performance). Finally, the study discusses the Course Design on For students of Halabja University Perceived Performance.

The Relationship Between Influence of Quality, Course Design Instructor's Prompt Feedback Student's Expectations of Instructo on Perceived Performance

The first hypothesis suggested a influence positive between Based on hypothesis testing, the results supported H1. Course Design has a positive influence on Perceived Performance, and the result supports it with a high degree of ($\beta = 0.864$). Based on hypothesis testing, the results supported H2. Quality of Instructor has a positive influence on Perceived Performance and the outcome it supports ($\beta = 0.873$). Based on hypothesis testing, the results supported H3. Instructor's Prompt Feedback has a positive influence on Perceived Performance and the result supports it with a high degree of ($\beta = 0.832$). Based on hypothesis testing, the results supported H4. Student's Expectations has a positive influence on Perceived Performance and the result supports it with a high degree of ($\beta = 0.796$).

The above indicates that influence of Quality, Course Design Instructor's Prompt Feedback Student's Expectations are the most important predictors of Perceived Performance in Halabja University.

Theoretical Contributions

The authors of this Covid-19 study analyzed numerous student perceptions of course success in online education. Governments throughout the world have activated their online college and university systems in response to the worldwide epidemic. As the duration of the epidemic is unknown, classroom instruction has been moved to the digital realm. Some educators were first resistant to adopting new methods, but they eventually adapted to the changing times (Billai et al., 2021). As a consequence of this study, educators will have a clearer picture of what is reasonable to anticipate from their students when they participate in virtual learning environments. In-depth knowledge of the many facets of successful online education is now within the reach of all educators according to the findings of recent studies. Previous studies were compared to the current study to determine the elements that impact perceived performance in a conventional classroom setting. While previous research has focused on American universities, the present study targeted the University of Halabja in Iraq in an effort to isolate the most important elements that predict success in virtual lecture halls. The study also looked into how factors like course quality, instructor responsiveness, and course structure relate to students' hopes for and actual outcomes. According to the current research, the quality of the instructor is the single most important variable in determining how well students succeed in online courses. This emphasizes the need of a competent lecturer. To effectively highlight course material, one must have insight into the minds of today's students. Students benefit from a teacher who can effectively convey course material. An upbeat attitude on the part of teachers is a key factor in the success of online education.

According to the results of the present investigation, student expectations are the second most influential factor in determining how well students feel they are performing in online courses. During the course of a semester, students could have certain expectations. Assuming the teacher is aware of this and adapts the curriculum accordingly, pupils should do better on exams. Feedback is the third aspect that affects how well students think they are doing. Instructors should make use of the time after presenting a course to make necessary notes for future sessions. It's useful for planning the future, too (Tawafak et al., 2019). As the most accurate reflection of the course material, feedback should be used to inform and refine future iterations of the system. Design is the third and last component that affects how well students think they did.

The material covered in class should be organized in a way that facilitates learning. Better exam scores are possible if teachers take the time to organize their lessons such that pupils have no trouble grasping the material. Some aspects of course material, including hands-on lab exercises or cooking demonstrations, might be challenging to offer via online education. To have a similar impact on student performance as virtual lectures, the instructor will need to get more creative with course structure and delivery.

Despite the fact that the majority of students' initial exposure to online education came during the Covid-19 outbreak, the vast majority believed that it was beneficial (Agarwal & Kaushik, 2020; Rajabalee & Santally, 2020). Previous research has found a correlation between the use of technology in the classroom and improved academic outcomes for pupils (Cho & Schelzer, 2000; Harasim, 2000; Sigala, 2002). However, the demographic feature also plays a significant function in comprehending the online course efficiency. Students should be prepared to put in the time necessary to complete each course work, as recommended by the APA Work Group of the Board of Educational Affairs (1997)'s learner-centered concepts. Online educators should have a real interest in creating educational materials that connect students, inspire them to improve their performance, and facilitate meaningful dialogue. In order to improve academic results, it is essential that both educators and students take initiative. Students should ask questions of the teacher when they are having difficulty grasping the material (Bangert, 2004). We may thus deduce that "instructor quality," "students' expectations," "quick feedback," and "successful course design" all have substantial effects on students' success in online courses.

Implications of the Study

Many major practical consequences for classrooms and academic institutions stem from these findings. It also adds to the literature by demonstrating that many variables contributed to how students felt they performed in online courses during the COVID-19 epidemic. The results of this study deviated from those of others (Baber, 2020; Ikhsan et al., 2019; Eom & Ashill, 2016). All of these factors—"quality effect, course design, teacher mentor feedback, and student expectations"—were not investigated in any of the research, but were thought to influence students' evaluations

of their own performance. Past empirical findings have shown how vital it is to investigate what elements affect students' estimations of their own performance (Mogbela and Jaradat, 2021; Yunuza and Omar, 2021). None of the research, however, looked at how online classes during a pandemic affected students' perceptions of their own performance in light of factors like course design, teacher quality, timely feedback, or students' expectations. The purpose of this work is to address this knowledge gap.

The first important finding of this research was that teachers play a mediating function, and that students' levels of performance are influenced by the teachers' own levels of competence (Gray & DiLoreto, 2016). The instructors who have delivered online classes throughout the epidemic have taken on extra responsibility. They'll need to adjust to the new conditions, develop their technical abilities all the while, and enrich the incoming class's understanding of those talents. The results of this study suggest that students' perceptions of their own performance in online courses during a pandemic are significantly affected by the quality of their teachers. The term "teacher standard" is used in the context of higher education to refer to a set of desired qualities in a potential professor (Darling-Hammond, 2010). Some examples of these characteristics are the teacher's subject matter expertise, pedagogical understanding, motivation, and years of experience in the field. Additionally, at this level, the degree of insight that can be supplied by individuals with extensive technical expertise benefits to the teaching profession by displaying a realistic method that can be utilized to successfully learn about the expectations of students in their class. Most high school graduates enter college with the goal of finding work immediately after graduation. Teachers generally felt that more might be done to help students find jobs that suit their interests (Gorgodze et al., 2020). The information gained may then be used to set more realistic goals and help students succeed. Research findings can inform policy choices and course development for better educational programs. Third, the findings will lead to more in-depth exploration by course designers and online tutors into the optimal design of online courses, taking into account elements such as those that mitigate negative emotions and amplify positive ones, all of which contribute to improved student performance (Martin et al. ., 2018). The findings show that the course design significantly affects the academic success of students in online classes. The findings suggest that in order for students to find the e-learning system beneficial,

course designers for online classes should give crucial data such course material, learning objectives, course structure, and course outputs in a consistent manner (Al-Waiya and Youssef, 2019). Finally, the data show that instructors in online courses are responsive to students' inquiries and offer useful feedback on assignments in a timely fashion, all of which contribute to higher rates of student engagement, instructor interaction, and student learning (Martin et al., 2018). For pupils to improve their learning, feedback is essential.

Limitations

In order to be effective, the research endeavor must be able to recognize its shortcomings. This thesis contributed to the education literature. However, it is only effective when these contributions are accompanied by a discussion of their limitations. This study focuses on the possibility of future research. In the following paragraphs, we will discuss some of the limitations.

During the study process, a few problems with the methodology arose. In this study, we used online surveys to compile our data. Since the researcher has no way of verifying the respondents' claims, the approach is only descriptive and constrained. In this sense, it could be impossible to draw any conclusions about the link between the study's dependent and independent variables. As a result, it is impossible to draw a broad conclusion based on this method's examination of the key link between variables (Yarkoni, 2019).

It is also constrained by the research model, which includes quality effect, course design, teacher mentor feedback, student expectations and perceived performance as factors. The results may not be representative of the main factors for all universities if participants' impressions are limited to Halabja University.

Only students at the University of Halabja in Iraq are surveyed, however international data collection would allow for more nuanced analysis of international students' experiences. Only students' performance will be evaluated in this research; in the future, instructors' performance will be evaluated in a similar fashion. Students may encounter challenges and difficulties, such as slow internet connections or signal drops.

Some students may have problems at home, such as disruption from family members, which might affect their academic performance. We can include the aforementioned ideas into our ongoing studies.

Recommendations For Further Research

In view of the above limitations, further empirical research is necessary to expand the scope of the study. It is possible to add to and build upon the existing research framework in order to improve results and overcome limitations.

In order to generalize the results of this study, future research could also incorporate the perspectives of educators and policymakers. The scope of this study is restricted to the confines of Halabja University. As a result, it may be used to evaluate students' progress at different educational institutions. Only students in Iraq will participate in the survey; nevertheless, gathering international data will allow for more accurate comparisons of student opinions from various nations.

Conclusion

In conclusion, this research aims to determine what aspects of students' lives during the COVID-19 epidemic affected their ability to take pictures and how that affected their performance in online courses. Students at Halabja University in Iraq, who were pursuing double degrees (Bachelor's and Master's), participated in an online survey for this quantitative study. The spss software package was utilized to conduct the analysis of the postulated theories. According to the findings, four distinct variables were considered. Perceived performance and actual performance are both positively impacted by teacher quality, course design, rapid feedback, and student expectations. These four characteristics are crucial for the success of online courses and should be prioritized by school management.

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LIST OF TABLES

Table 1. Sample size calculation	47
Table 2. Illustrates the five liker.	48
Table 3. Quality of Instructor	49
Table 4. Course Design	50
Table 5. Instructor's Prompt Feedback	51
Table 6. Expectations and satisfaction of students.....	51
Table 7. Perceived Performance	52
Table 8. Summery of Reliability Coefficient	54
Table 9. Summery of Descriptive Analysis	55
Table 10. Summary of questionnaires distributed.....	57
Table 11. Frequency and percentage of demographic information.....	58
Table 12. The stability of the instrument Cronbach's alpha for the variables.....	59
Table 13. KMO and Bartlett's Test	62
Table 14. Results for Quality of instructor.....	62
Table 15. Results for Course design	63
Table 16. Results for Prompt feedback of students.....	63
Table 17. Results for Students' expectations	64
Table 18. Results for Students' performance	64
Table 19. Pearson's Correlation Analysis of Variables	65
Table 20. The results of the application of the regression quality of instructor, course design, prompt feedback of students, and students' expectations direct positively correlates with the student's performance.....	67
Table 21. Summary of Hypotheses	68

LIST OF FIGURES

Figure 1. Research Conceptual Model.....	41
Figure 2. Normal Distribution for Quality of instructor	60
Figure 3. Normal Distribution for Course design	61
Figure 4. Normal Distribution for Prompt feedback of students	61
Figure 5. Normal Distribution for Students' expectations.....	61



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