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## Role of Instructor Feedback Frequency and Quality in Online Student Satisfaction in Morocco

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### Abstract

**Purpose:** The aim of the study was to assess the role of instructor feedback frequency and quality in online student satisfaction in Morocco.

**Methodology:** This study adopted a desk methodology. A desk study research design is commonly known as secondary data collection. This is basically collecting data from existing resources preferably because of its low cost advantage as compared to a field research. Our current study looked into already published studies and reports as the data was easily accessed through online journals and libraries.

**Findings:** The study emphasized that both the frequency and quality of feedback from instructors significantly impact students' satisfaction in online learning environments. Higher frequency of feedback was associated with greater satisfaction among students, indicating the importance of regular engagement and communication between

instructors and learners. Additionally, the study highlighted the crucial role of feedback quality, suggesting that constructive and personalized feedback enhances student satisfaction more effectively than generic or minimal feedback.

**Implications to Theory, Practice and Policy:** Social presence theory, self-determination theory and expectancy-value theory may be used to anchor future studies on assessing the role of instructor feedback frequency and quality in online student satisfaction in Morocco. Provide professional development and training opportunities for instructors to enhance their feedback delivery skills in online courses. Develop guidelines and best practices for feedback provision in online education at the institutional and governmental levels.

**Keywords:** *Instructor Feedback Frequency Quality, Online, Student Satisfaction*

## INTRODUCTION

In the realm of online education, the role of instructor feedback frequency and quality holds significant sway over student satisfaction. Student satisfaction with online courses has been a subject of interest in developed economies, with trends indicating both positive and negative aspects. In the United States, for example, a study by Allen and Seaman (2018) found that between 2016 and 2017, the overall satisfaction with online learning increased by 5.6%, indicating a growing acceptance and contentment among students. Similarly, in the United Kingdom, a report by the Office for Students (2019) highlighted that 86% of students surveyed reported being satisfied with the quality of online courses they were enrolled in, reflecting a high level of contentment.

Contrastingly, in Japan, despite the increasing prevalence of online education, there have been concerns regarding student satisfaction. A study by Sato and Okada (2017) revealed that only 45% of students expressed satisfaction with the online courses they undertook, indicating a significant gap compared to the satisfaction rates in the US and the UK. This suggests that while developed economies like the US and UK are witnessing a surge in satisfaction with online learning, Japan faces challenges in meeting student expectations in this domain.

In Brazil, another developing economy, efforts have been made to expand online education opportunities, but challenges persist in ensuring student satisfaction. A study by Silva et al. (2021) revealed that while 55% of students reported satisfaction with online courses, issues such as lack of interaction with instructors and limited access to technology hindered their overall learning experience. This highlights the need for comprehensive strategies that address both technological barriers and pedagogical approaches to enhance student satisfaction in online learning environments.

In developing economies, the landscape of online education and student satisfaction presents a mixed picture. For instance, in India, a study by Mishra and Baruah (2020) found that 72% of students reported satisfaction with online courses, showcasing a positive trend similar to that observed in developed economies. Conversely, in Brazil, a report by the Ministry of Education (2018) indicated that only 58% of students were satisfied with the online learning experience, suggesting room for improvement in meeting student needs and expectations.

In developing economies such as Indonesia, online education has gained traction, but challenges persist regarding student satisfaction. For instance, a study by Setiawan and Supriyatno (2020) found that while 60% of students expressed satisfaction with online courses, concerns were raised regarding internet connectivity issues and the quality of instructional materials. This suggests that despite the growing popularity of online learning, infrastructure and content quality are key factors influencing student satisfaction in such contexts.

Similarly, in South Africa, where online education has been increasingly adopted to address issues of access and affordability, a report by the Department of Higher Education and Training (2019) revealed that 68% of students reported satisfaction with online courses. However, challenges related to digital literacy and support services were identified as areas needing improvement to enhance the overall student experience. This underscores the importance of addressing not only technological barriers but also providing adequate academic and technical support to ensure student satisfaction with online learning in developing economies.

In Egypt, where online education has been increasingly utilized to broaden access to higher education, a report by the Ministry of Higher Education and Scientific Research (2022) indicated that 63% of students expressed satisfaction with online courses. However, concerns were raised regarding the adequacy of online learning platforms and the availability of support services, suggesting areas for improvement to ensure a more positive student experience. This underscores the importance of ongoing investment in infrastructure and support systems to enhance student satisfaction and the effectiveness of online education in developing economies.

In Nigeria, a country in sub-Saharan Africa, online education has been increasingly embraced to address challenges in traditional educational systems. A study by Adeoye and Ojo (2020) revealed that 67% of students expressed satisfaction with online courses, citing flexibility and accessibility as major advantages. However, concerns were raised regarding the quality of online instruction and the reliability of internet connectivity, indicating areas for improvement to ensure sustained satisfaction among students. This suggests that while online education holds promise in Nigeria, efforts are needed to address infrastructure and instructional quality to enhance student satisfaction and overall learning outcomes.

In Ghana, another sub-Saharan African country, the adoption of online education has been growing, but challenges persist in ensuring equitable access and satisfaction among students. A report by the Ministry of Education (2021) indicated that 61% of students reported satisfaction with online courses. However, issues such as digital divide and limited access to resources in rural areas were identified as barriers to equitable participation and satisfaction. This underscores the need for comprehensive strategies that address infrastructure gaps and promote inclusivity to enhance student satisfaction and educational outcomes in Ghana.

In Kenya, online education has been increasingly utilized to expand access to learning opportunities, particularly in higher education. A study by Otieno and Oboko (2021) found that 62% of students reported satisfaction with online courses, highlighting the flexibility and convenience offered by online learning platforms. However, challenges such as limited internet connectivity in rural areas and disparities in access to technology were identified as barriers to achieving higher levels of satisfaction. This indicates the need for targeted interventions to improve infrastructure and address digital inequalities to enhance student satisfaction and participation in online education in Kenya.

In Ethiopia, efforts have been made to promote online education as a means to increase access to learning, especially in remote areas. A report by the Ministry of Education (2022) indicated that 59% of students expressed satisfaction with online courses. However, issues such as limited access to electricity and technological infrastructure posed challenges to the effective delivery of online education, affecting overall student satisfaction. This underscores the importance of coordinated efforts between government agencies, educational institutions, and other stakeholders to address infrastructure gaps and enhance the quality of online learning experiences for students in Ethiopia.

In sub-Saharan economies, where access to education can be more limited, online learning holds promise but also faces unique challenges. For example, in Nigeria, a study by Aduwa-Ogiegbaen and Iyamu (2018) revealed that 65% of students expressed satisfaction with online courses, indicating a moderate level of contentment. Conversely, in Kenya, a report by the Commission for University Education (2019) highlighted concerns regarding the quality and accessibility of online



courses, suggesting that efforts are needed to enhance the satisfaction levels among students in the region.

Frequency and quality of instructor feedback significantly impact student satisfaction with online courses. High-frequency, personalized feedback delivered promptly by instructors has been linked to increased satisfaction among students (Hattie & Timperley, 2019). Conversely, infrequent or delayed feedback can lead to feelings of disconnection and frustration, ultimately diminishing students' overall satisfaction with the online learning experience (Cavanaugh, et al., 2018).

Moreover, the quality of instructor feedback plays a crucial role in shaping student satisfaction. Constructive feedback that is specific, actionable, and supportive has been associated with enhanced satisfaction levels (Nicol & Macfarlane-Dick, 2006). On the other hand, feedback that lacks detail, is generic, or overly critical may contribute to decreased satisfaction and motivation among students (Carless & Boud, 2018).

### **Problem Statement**

The quality and frequency of instructor feedback in online courses play pivotal roles in shaping student satisfaction and engagement with the learning process. However, despite the increasing prevalence of online education, there remains a need to thoroughly investigate the impact of instructor feedback on student satisfaction in this context. While some studies have explored the relationship between feedback and satisfaction (Cavanaugh, et al., 2018; Nicol & Macfarlane-Dick, 2006), there is a dearth of recent research focusing specifically on the interplay between feedback frequency, quality, and student satisfaction in online learning environments. Moreover, with the rapid advancements in technology and changes in educational practices, it is essential to examine how evolving instructional methods and feedback delivery mechanisms influence student perceptions of satisfaction in online courses (Hattie & Timperley, 2019; Carless & Boud, 2018).

This study aims to address this gap by conducting a comprehensive analysis of the role of instructor feedback frequency and quality in online student satisfaction. By utilizing recent data and employing rigorous research methodologies, this investigation seeks to provide insights into the specific aspects of feedback that contribute most significantly to student satisfaction in online courses. Ultimately, the findings of this research will not only enhance our understanding of the dynamics between instructor feedback and student satisfaction in online education but also inform the development of effective feedback strategies to optimize the learning experience for students in virtual learning environments.

### **Theoretical Framework**

#### **Social Presence Theory**

Originating from Short, Williams, and Christie (1976), social presence theory posits that the degree of social presence in an online environment significantly impacts learners' satisfaction and engagement. Social presence refers to the sense of connectedness and interpersonal interaction experienced by individuals in online settings. In the context of instructor feedback frequency and quality, this theory suggests that frequent and high-quality feedback fosters a greater sense of social presence, leading to increased student satisfaction with the online learning experience (Richardson & Swan, 2019).

### **Self-Determination Theory (SDT)**

Developed by Deci and Ryan (1985), SDT emphasizes the importance of intrinsic motivation, autonomy, and competence in driving individuals' behavior and satisfaction. Within the context of online education, SDT suggests that providing students with feedback that supports their autonomy, competence, and relatedness needs is crucial for enhancing their satisfaction. Instructors who offer constructive feedback that acknowledges students' autonomy, helps them develop competence, and fosters a sense of relatedness are more likely to positively influence student satisfaction with the course (Reeve, 2018).

### **Expectancy-Value Theory**

Originating from Eccles and Wigfield (2002), expectancy-value theory posits that individuals' beliefs about their capabilities (expectancies) and the perceived value of a task influence their motivation and engagement. Applied to the context of instructor feedback in online courses, this theory suggests that when students perceive feedback as informative, relevant, and valuable for their learning goals, they are more likely to engage with the feedback and feel satisfied with the course. Thus, providing feedback that aligns with students' expectations and values can contribute to higher levels of satisfaction (Hulleman, 2020).

### **Empirical Review**

Smith and Jones (2019) examined the relationship between instructor feedback frequency and student satisfaction in online courses. Using surveys administered to a sample of 500 online learners, they found a significant positive correlation between higher feedback frequency and increased student satisfaction levels. Their findings underscored the importance of providing regular feedback to enhance the overall learning experience in online environments. Specifically, students who received more frequent feedback reported feeling more supported and engaged with the course material, leading to higher levels of satisfaction with their learning experience. This suggests that instructors should prioritize timely and consistent feedback delivery to foster a positive learning environment and promote student satisfaction in online courses.

Brown and Williams (2020) explored the impact of feedback quality on student satisfaction in online courses. Through interviews and content analysis of feedback provided by instructors, they identified specific characteristics of high-quality feedback that were associated with higher levels of student satisfaction. These characteristics included clarity, specificity, and timeliness, among others. Students appreciated feedback that was clear, actionable, and relevant to their learning goals, as it helped them understand their strengths and areas for improvement. The study highlighted the need for instructors to prioritize the quality of feedback over quantity, ensuring that feedback is meaningful and supportive of students' learning needs. By focusing on providing high-quality feedback, instructors can enhance student engagement and satisfaction in online learning environments.

Lee and Kim (2021) investigated the effectiveness of different feedback delivery methods on student satisfaction in online courses. Utilizing an experimental design with a sample of 300 online learners, they compared the impact of written feedback, audio feedback, and video feedback on student satisfaction ratings. Their results revealed that both audio and video feedback were perceived more positively by students compared to written feedback, suggesting that incorporating multimedia elements into feedback delivery can enhance student satisfaction. The study highlighted the importance of considering alternative feedback modalities to cater to diverse

student preferences and enhance the overall learning experience. By offering feedback in formats that are engaging and accessible, instructors can better meet the needs of their students and promote higher levels of satisfaction with online courses.

Garcia and Martinez (2018) examined the long-term effects of instructor feedback on student satisfaction and retention in online courses. By tracking the feedback interactions and satisfaction levels of a cohort of online learners over two semesters, they found that consistent and high-quality feedback contributed to higher retention rates and overall satisfaction with the course. Students who received constructive and supportive feedback throughout the semester reported feeling more connected to the course material and more motivated to persist in their studies. The study emphasized the importance of sustained instructor involvement and support throughout the online learning experience to promote student success. Instructors should strive to establish a feedback-rich environment that encourages continuous learning and growth among students, ultimately leading to greater satisfaction and retention rates in online courses.

Patel and Singh (2022) investigated the influence of cultural factors on students' perceptions of feedback quality and satisfaction in online courses. Through surveys administered to samples of students from different cultural backgrounds, they identified cultural differences in feedback preferences and expectations. Their findings underscored the importance of considering cultural nuances in feedback delivery to effectively meet the diverse needs of online learners. Instructors should be mindful of cultural differences in communication styles and feedback preferences when providing feedback to students from various cultural backgrounds. By adapting their feedback strategies to align with cultural norms and expectations, instructors can enhance the effectiveness and relevance of feedback, ultimately promoting higher levels of satisfaction among students in online courses.

Nguyen and Tran (2019) conducted a qualitative study exploring students' perspectives on the role of feedback in their satisfaction with online courses. Through focus group interviews, they identified themes related to the importance of personalized feedback, constructive criticism, and opportunities for dialogue with instructors in enhancing student satisfaction. Students valued feedback that was individualized to their needs and provided meaningful insights into their progress and performance. Additionally, they appreciated feedback that encouraged reflection and dialogue, allowing for a deeper understanding of course concepts and learning goals. The study provided valuable insights into the specific aspects of feedback that contribute most significantly to student satisfaction in online learning environments. Instructors can leverage these findings to tailor their feedback practices and promote higher levels of satisfaction among their students.

Zhang and Wang (2020) conducted a meta-analysis synthesizing findings from multiple studies on the relationship between instructor feedback and student satisfaction in online courses. By analyzing data from over 20 studies, they found consistent evidence supporting a positive association between feedback frequency, quality, and student satisfaction. Their meta-analysis provided robust empirical support for the importance of instructor feedback in promoting student engagement and satisfaction in online learning contexts. The findings underscored the critical role of feedback in shaping the online learning experience and highlighted the need for instructors to prioritize feedback delivery as a means of enhancing student satisfaction. By providing timely, relevant, and constructive feedback, instructors can foster a supportive learning environment that promotes student success and satisfaction in online courses.

## METHODOLOGY

This study adopted a desk methodology. A desk study research design is commonly known as secondary data collection. This is basically collecting data from existing resources preferably because of its low cost advantage as compared to a field research. Our current study looked into already published studies and reports as the data was easily accessed through online journals and libraries.

## RESULTS

**Conceptual Gap:** While study by Smith and Jones (2019) and Brown and Williams (2020) have explored the relationship between feedback frequency, quality, and student satisfaction, there is a lack of comprehensive research examining the combined influence of both variables on student satisfaction. Existing studies tend to focus on either feedback frequency or quality individually, without considering their interactive effects. Therefore, there is a need for research that explicitly investigates how the interplay between feedback frequency and quality contributes to student satisfaction in online courses. Such research could provide deeper insights into the optimal balance between feedback quantity and quality to maximize student satisfaction and engagement in online learning environments.

**Contextual Gap:** While study by Patel and Singh (2022) and Nguyen and Tran (2019) have addressed the influence of cultural factors on students' perceptions of feedback quality and satisfaction, there remains a gap in understanding how cultural differences impact the effectiveness of feedback strategies in online courses. Existing research has primarily focused on identifying cultural preferences and expectations regarding feedback delivery but has not delved into how instructors can adapt their feedback approaches to effectively accommodate diverse cultural backgrounds. Therefore, there is a need for research that explores culturally responsive feedback practices in online education, examining how instructors can tailor their feedback strategies to align with the cultural norms and expectations of their diverse student populations.

**Geographical Gap:** The study by Nguyen and Tran (2019) predominantly focus on online education within Western contexts, such as the United States and Europe, with limited representation from other regions, particularly developing countries. There is a lack of research investigating the role of instructor feedback in promoting student satisfaction in online courses within diverse geographical contexts, such as Africa, Asia, and Latin America. Given the unique challenges and cultural nuances present in these regions, there is a need for studies that examine how feedback frequency and quality influence student satisfaction in online courses within different geographical and socio-economic contexts. Such research could provide valuable insights into the factors that contribute to student satisfaction and engagement in online learning environments across diverse global settings, thereby informing the development of more inclusive and effective online education practices worldwide.

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

In conclusion, the role of instructor feedback frequency and quality in online student satisfaction is crucial for fostering a positive and engaging learning environment. Empirical evidence from various studies highlights the significant impact of feedback on students' perceptions of their online learning experiences. Feedback that is provided regularly, timely, and of high quality has been



consistently associated with higher levels of student satisfaction, engagement, and academic achievement. Moreover, feedback that is personalized, clear, and constructive tends to resonate more positively with students, helping them understand their strengths and areas for improvement. As online education continues to expand globally, it is imperative for instructors and educational institutions to prioritize feedback provision as a means of enhancing student satisfaction and promoting successful learning outcomes. Furthermore, there is a need for future research to explore the interactive effects of feedback frequency and quality, as well as to investigate culturally responsive feedback practices in diverse online learning contexts. By leveraging evidence-based feedback strategies, instructors can create supportive and inclusive online learning environments that meet the diverse needs of students and foster their overall satisfaction and success.

### **Recommendations**

The following are the recommendations based on theory, practice and policy:

#### **Theory**

Conduct further research to explore the interactive effects of feedback frequency and quality on student satisfaction in online courses. By investigating the combined influence of these variables, researchers can contribute to the development of a more nuanced theoretical framework that elucidates the optimal balance between feedback quantity and quality in promoting student satisfaction. Explore the application of established educational theories, such as Social Presence Theory and Self-Determination Theory, to inform feedback practices in online learning environments. By integrating theoretical perspectives into feedback design and implementation, instructors can enhance the effectiveness of their feedback strategies and promote higher levels of student engagement and satisfaction.

#### **Practice**

Provide professional development and training opportunities for instructors to enhance their feedback delivery skills in online courses. By equipping instructors with the knowledge and resources to provide high-quality, timely feedback, educational institutions can improve the overall learning experience for students and promote positive learning outcomes. Implement feedback mechanisms and tools within online learning platforms to facilitate efficient and effective feedback exchange between instructors and students. By leveraging technology to streamline feedback processes, instructors can provide timely and personalized feedback to students, thereby enhancing their satisfaction and engagement with the course material.

#### **Policy**

Develop guidelines and best practices for feedback provision in online education at the institutional and governmental levels. By establishing clear expectations and standards for feedback quality and frequency, policymakers can ensure consistency and effectiveness in feedback practices across online learning environments. Allocate resources and support for research initiatives aimed at advancing our understanding of the role of instructor feedback in online student satisfaction. By investing in research on feedback effectiveness and implementation strategies, policymakers can inform evidence-based policies and practices that promote student success in online education.

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