

# Review of: "Instructional Immediacy and Online Course Satisfaction during the COVID-19 Pandemic in Malaysian Higher Education: Mediation Analysis of Perceived Learning"

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Potential competing interests: No potential competing interests to declare.

The research paper titled "Instructional Immediacy and Online Course Satisfaction during the COVID-19 Pandemic in Malaysian Higher Education: Mediation Analysis of Perceived Learning" by Azadeh Amoozegar examines the relationship between instructional immediacy, perceived learning, and course satisfaction among postgraduate students in Malaysian private universities during the COVID-19 pandemic. The paper aims to provide insights into how online courses can be designed and delivered to enhance retention and raise the standard of online instruction and learning.

The research paper has several strengths that contribute to its significance and validity. First, the paper presents a well-formulated research question that addresses a critical issue in higher education during the COVID-19 pandemic. The research explores the impact of instructional immediacy on course satisfaction, which is relevant to educators and policymakers who are transitioning to online learning.

Secondly, the research uses a theoretical framework that is relevant to the research question. The study builds on the Transactional Distance Theory espoused by Moore (1973) and Social Presence theory developed by Short et al. (1976) to explore the impact of instructional immediacy on perceived learning and course satisfaction. The theoretical framework provides a conceptual foundation for the research, which enhances the validity of the results.

Another strength of the paper is the use of a quantitative research method. The author collected data from 374 postgraduate students in Malaysian private universities using the proportional stratified random sampling technique, which is a widely accepted method of sampling in research. By using a large sample size and appropriate sampling method, the study ensured that the findings are representative of the population under study, making the research more reliable and valid. Additionally, the study used the PROCESS Model Type 4 mediation analysis to test the hypothetical model, which is a robust statistical analysis method.

Finally, the research findings are significant for educators, policymakers, and researchers who are interested in improving online instruction and learning. The study shows that instructional immediacy is positively related to perceived learning and course satisfaction. The findings suggest that when instructors exhibit immediacy behaviors in interaction with students, it can encourage them to become more attentive, which boosts students' performance. The research highlights the importance of psychological intimacy between instructors and students, which enhances student learning and satisfaction.

However, the study has some limitations. Firstly, the research focuses only on postgraduate students in Malaysian private universities. Therefore, the findings cannot be generalized to other levels of education or to public universities. Additionally, the study neither investigated nor controlled the impact of other factors such as course content, course design, or technical issues on online course satisfaction. Therefore, it is difficult to conclude that instructional immediacy is the only factor that influences course satisfaction among postgraduate students.

Another limitation of the study is the potential for response bias. Since the study relied on self-reported data from students, there is a possibility that students might have given socially desirable answers or exaggerated their levels of satisfaction, which could affect the validity of the findings. Additionally, the study did not investigate the impact of instructional immediacy on student academic performance, which is a critical factor in online learning.

In conclusion, the paper by Azadeh Amoozegar presents a well-structured study that investigates the relationship between instructional immediacy, perceived learning, and course satisfaction among postgraduate students in Malaysian private universities. The study provides important implications for designing and delivering online courses to enhance retention and improve the quality of online instruction and learning. However, the study has some limitations, and further research is needed to investigate the impact of other factors on online course satisfaction and student academic performance.