Adaptation of the Learning Satisfaction Scale into Turkish: A Confirmatory Factor Analysis Study

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Abstract:

Technology and student satisfaction, or "learning satisfaction," are essential to these new educational contexts. Students' satisfaction with education quality, topic, teaching methods, instructor participation, and technology. These satisfaction judgments affect students' school interest, success, and persistence. Research emphasizes how video-based courses affect learning enjoyment. Chinese learning satisfaction items from Wang (2013) and Yi et al. (2019) are translated into Turkish. The customized scale measures distance education students' video class satisfaction using five items. The study aim to assess this scale's validity, reliability, and usability for Turkish students. Scale adaptation and statistical methods are covered in this study. The customized scale's validity and reliability were tested on 150 Turkish university students. The CFA validated the amended scale. Model fit indices showed RMSEA 0.053, CFI 0.99, and TLI 0.99 for the scale's factor structure. These values indicate good scale-data fit. The scale's Cronbach's Alpha was 0.87, demonstrating internal consistency. The scale regularly evaluates the concept, proving its reliability. This measure helps evaluate and enhance online education. Course interest and motivation rise with student learning satisfaction, improving academic success.

Keywords:

Learning Satisfaction, Video-based Courses, Scale Adaptation, Higher Education.