

Assessment Model to Measure the Performance and Behavior in eLearning based Universities

M. Farhan¹, M. Aslam², M. M. Iqbal³, A. Ali⁴

^{1,2,3}Department of Computer Science and Engineering, University of Engineering and Technology Lahore

¹Department of Computer Science, COMSATS Institute of Information Technology, Sahiwal

³Department of Computer Science, University of Engineering and Technology Taxila

⁴Department of Management Science, APCOM, Rawalpindi

farhansajid@gmail.com

Abstract-Electronic learning provides the opportunity for students to learn anytime and anywhere. The eLearning based universities provide an online discussion of students and teachers on the Moderated Discussion Board. Students do not have direct interaction with the teacher, so they use some discussion board to discuss their problems with the teachers. Online discussion has built-in property to save the text, which can be analyzed later, and smart learning management systems have the ability to process the video. The principal area of analysis in this paper is whether the students' discussion about their teachers on MDBs are useful to measure teaching performance. The present research endeavors show the MDB text based dialogs to drill down through experiments. The sample size was 246 and 80 in experiment 1 and experiment 2 respectively. The first experiment clarifies the learners' trust on emotional reflection of assessment evidence of learning management system by selecting courses without verifying its rationality. There were other factors, which arguably counted for more. At the same time, it could be argued that how it is different from traditional or classroom based learning and teaching. It can be contrasted them as traditional, or classroom based learning provides instant feedback to teach while in electronic learning teacher is not present in the class and students are at a distance.

Keywords-eLearning, Moderated Discussion Board, Teaching Performance, Learning Behavior, Electronic Feedback

I. INTRODUCTION

Students do not have direct interaction with the teacher, so they use some discussion board to discuss their problems with the teachers. A type of discussion board, which is running under the administration of the teachers, is called Moderated Discussion Board (MDB). The effect of MDB on higher education is analyzed from alternate points of view given by the online university. The central issue communicated about in the present writing is whether learner

assessments of their educators on MDB are genuine. A few researchers have addressed the legitimacy of MDB, as the website has no impact on critical problems, e.g. who is posting an assessment. A learner who has taken that course or never enrolled for that particular course. In any case, he is being allowed to evaluate the teacher, or when an assessment is posted e.g. an understudy to allow to assess the teacher without imposing any time limit, regardless it is ten years' post-graduation or the very first day of class. While the greater part of confirmation focuses on an absence of legitimacy in learner assessments on MDB, a few researchers had contended that these assessments without a doubt are substantial, as confirm when they were discovered to correspond fundamentally with things on a percentage of the authority assessments managed by foundations.

Dissimilar to former research, the momentum experiment is not centered on the open deliberation of MDB legitimacy. Rather, this experiment endeavors to drill down the exchange to a study in depth by representing, in which students' assessments on MDB or comparable sites may prompt predisposition choice making, free of legitimacy. As saw by [i], MDB and other comparable sites have incited a lot of debate among instructors and scientists as to their legitimacy; then again, inquire about that measures potential results of MDB site utilization are extremely restricted. This experiment looks at how online assessments, impact students' mentality to their teachers and their subsequent course selection conduct in two analyses, concentrating on two basic variables: a review about the attractiveness of the teacher and review about feedback size. The subtle elements of both investigations are introduced after a writing survey. General examinations of the trial discoveries are given at the end of the article.

Teaching performance and student learning behavior in electronic learning have not been evaluated before in the effective and distant way [ii]. Our current effort is to measure them in an eLearning environment. There were other factors, which arguably counted for more. At the same time, it could be argued that how it is different from traditional or classroom based learning

and teaching. We can contrast them as traditional, or classroom based learning provides instant feedback to teach while in electronic learning teacher is not present in the class and students are at a distance [iii]. Therefore, both setups are different in nature. Hence, the crucial question that how to measure it effectively and accurately. Our strategy for the measurement is very intuitive. We have conducted surveys of the students of eLearning in different universities and to support and strengthen the hypothesis; we further conducted a survey of college level students with the lesser population as well. Different statistical tests are performed to make the results more reliable.

The next section is *Related Work*. After the related work section, the next section is proposed a model, i.e., *Student-Teacher Interaction Assessment Model*. Methodology section is extended by its *Mathematical Formalization* section. The hypothesis from null hypothesis i.e. H0 to H3 are presented. After the hypothesis, experiments are presented. Experiment One with has the following sub-headings: Outline, Methodology, Collection of Experimental Data, Statistical Variables, Outcomes of the experiment, Description of statistical results, Statistical relationships relating dependence, Analysis of unobserved variables, The prism of mediation model, Discussion about the experiment. Then the next experiment is presented. The sub-headings are Experiment Two Outline, Experimental procedure, Pilot test, Questionnaire after the experiment, Manipulation checks, Course registration objective, Student Behavior towards the Teacher, Discussion about the experiment. At the end and before references section Conclusion is presented.

II. RELATED WORK

Electronic Feedback and Evaluation (EFV) has long been an imperative wellspring of data that influences choice making. It is normally characterized as casual correspondence about items or administrations between two or more people, none of whom speaks to a promoting source. The basic idea of EFV demonstrates that data, and, specifically, proposals, pass by verbal means in a casual, individual-to-individual way, instead of by broad communications or conventional promoting. As a result, one EFV message can arrive at and possibly impact numerous individuals through different trades[iv-viii].

With the development of the new Web standards period and the development of on-line social networking investment, the EFV is seen to be more compelling today than at any other time. Web dialogs posted on sites, talk gatherings, social networking, and notion sites are frequently seen as a machine-processed-text (MPT) and video analysis[ix]. Individuals can get item and administration, data from loved one part, as well as from a mixture of obscure individuals through

numerous virtual assumption stages. From diversion venues and restaurants to relax destinations and machines, on-line audits are accessible for very nearly anything including universities and school teachers. The learner assessments on MDB and other comparison sites can be viewed as a manifestation of MPT [x].

As a shopper commanded the channel of correspondence that essentially infers from individual impact, the EFV is regularly seen as more solid, sound, and dependable than organization launched, the amount individuals frequently control showcasing data, and its belongings believe the data source. The force of MPT is clear in the experiment. More than 4000 Web clients were reviewed on the effect of client produced substance from web journals, rating/survey sites, discussions, exchange sheets, and interpersonal interaction sites on their buying choices [xi]. It was discovered that give or take 9% of the respondents interfaced no less than one MPT source straightforwardly to a late buy choice[xii-xiii].

Given the expanding ubiquity of MPT, a developing collection of re-inquiry has concentrated on how it influences people's choice making in diverse item classifications. Review about attractiveness and review about feedback size are two discriminating variables inspected in numerous former studies, despite the fact that these experiment discoveries are blended. In the abstract, simplified view of most former re-look, intrinsic attractiveness or averseness speaks to the way of data as either negative or positive, though quantity alludes to the aggregate sum of data scattered. The author has analyzed the effect of online video audits on film industry income and found that the quantity of MPT data gave critical illustrative force to both total and week after week film industry incomes. Then again, its intrinsic attractiveness or averseness, as measured by the rates of negative and positive messages, demonstrated no critical impact. Authors took a gander at the relationship between film audits and film industry deals and found that the quantity of motion picture appraisals pushed more noteworthy impact on film industry deals than intrinsic attractiveness or averseness [xiv].

Different studies, nevertheless, discovered MPT intrinsic attractiveness or averseness to be a critical indicator of buyer conduct. Case in point uncovered that positive client audits had the best effect on purchasers repurchase aims while the aggregate number of re-perspectives demonstrated no noteworthy impact. It was discovered that positive on-line surveys were more inclined to produce higher deals development. The author examined online deals and demonstrated that positive online surveys and fundamentally expanded the number of bookings, although negative audits influenced the bookings antagonistically[xv-xxi].

Different studies recommended that both reviews about the feedback size and review about attractiveness have huge impacts in affecting their choice making. Authors found that both quantity and intrinsic attractiveness or averseness of online audits affected book deals. The writers reasoned that "the expansion of new, positive surveys at one site brings about a build offers on that site of a book on the next website [xxii]. Pro-represented a dispersion model utilizing measurements from computer-based client audits throughout the opening weekend of a motion picture with other conventional measurements, for example, theater film accessibility. It was demonstrated that both the quantity and intrinsic attractiveness or averseness of online motion picture audits had a positive and huge measurable effects on future film industry deals [xxiii-xxvii].

The possible motivation behind why discoveries of MPT impacts in the writing are to some degree blended is that analysts inspected the altogether different item and administration classifications in their studies, some of which by nature may be more helpless to the impacts of MPT, than others. Individuals may be impacted by MPT messages more when they are taking a gander at the administration, situated items, e.g., lodgings, restaurants, and motion pictures [vii,xxv]. What's more, MPT may assume a more noteworthy part when buying new items that purchasers don't know well and for which more data is required before buy [xxviii].

A few earlier studies have inspected elements that prompt MPT conduct, including individuals' longing for social communication, financial motivations, sympathy toward other individuals, and the possibility to upgrade their particular self-esteem. Key inquiry in regards to the present experiment is the reason school learners post assessments of their educators online, and what finished result, they are attempting to accomplish recommended that as opposed to prevalent thinking, students don't make ratings of their educators on the Internet for the purpose of "requit." Indeed, they have a tendency to give online evaluations to all their teachers as opposed to picking those whom they truly like or aversion [29]. Be that as it may, a noteworthy bit of learners may be "proglers" that energetically gather survey data from others however seldom help their

substance [xxx-xxxiv].

Despite the fact that the MPT framework for higher instruction (MDB or other comparable sites) may be seen as wrong and scrutinized for making a hostile to scholarly tone. Learners think that it's extremely valuable for course determination purposes [xxxv-xxxvi]. As demonstrated in the paper, the intrinsic attractiveness or averseness of MDB audits has a huge effect on learners' observations. Learners who viewed positive audits about an educator were more prone to report expand in anticipating the class, foresee acquiring "A" grade and propose the class to a companion. In an alternate experiment, Authors' found that apparent teacher performance, e.g., energy, the association has a tendency to produce more online learner audits, whichever negative or positive [xxxvii].

III. STUDENT-TEACHER INTERACTION ASSESSMENT MODEL

Unlike previous researchers, this study does not focus on students' input in the form of a survey or feedback form data only, but also focuses on the text data filled by students and video analysis data. Video analysis tool has been developed to conduct the experiments described later in the manuscript. This text data is collected and processed using natural language processing and machine learning techniques which can be explored by the tools e.g. IBM SPSS Text Analytics. We have proposed the Assessment Model for Student-Teacher Interaction in eLearning, which shows the inputs and outputs as shown in Fig. 1.

A. Mathematical Formalization

As depicted by the author, distinctive commercial ventures and item/benefits classifications are affected by MPT in diverse ways. The ebb and flow research enhances the MPT writing by concentrating on an exceptional administration industry where students and their teachers are viewed as stakeholders. Compared to substantial items, they may be more responsive to MPT with their buys of administrations. Albeit online evaluations and surveys of educators may be wrong or uncalled for, they are in any case a vital variable to consider when taking a gander at course enlistment in higher education.

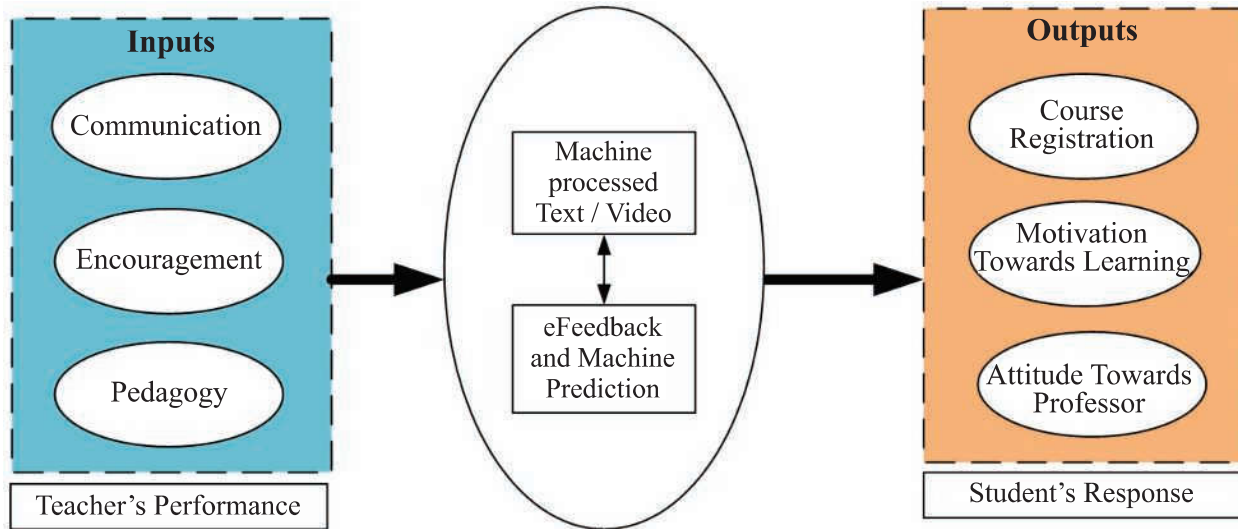


Fig. 1. Assessment Model for Student-Teacher Interaction in eLearning

The assessment model (as portrayed in Fig. 1) gives us the mathematical formation which can be further used for assessing teaching performance, students' responses and their relationship based on any number of parameters [xxviii,xxxviii]. In this case, we had used three parameters on both sides. Experiments performed in this research clearly exhibit that teacher's performance and students' responses are directly proportional.

$$TP \propto SR \quad (1)$$

Teaching performance has some parameters so:

$$TP \sum_{i=1}^n (TPP)_i \propto SR \quad (2)$$

Hence, SR is measured by some parameters as well so:

$$TP \sum_{i=1}^n (TPP)_i \propto SR \sum_{j=1}^m (SR)_j \quad (3)$$

In case, multiple students' responses:

$$TP \sum_{i=1}^n (TPP)_i \propto SR_s \sum_{p=1}^k \left(\sum_{j=1}^m (SR)_j \right)_p \quad (4)$$

Where TP is Teaching Performance, SR is Student's Response, TPP is Teaching Performance Parameters, and SRs is multiple students' responses. Here n, m, and k are sets of natural numbers.

Therefore, the proper and comprehensive input is taken from the students. As a result, a deeper analysis is possible other than relying on pre-available options to the students in the survey. Automatic text processing and attribute extraction are very important and necessary for solid results. Virtual University of Pakistan (VU)

and Virtual COMSATS University have been taken as case study institutes. Total enrolled students are above 200,000 at VU and VCOMSATS from different cities of Pakistan as well as international students. Therefore, we have a diverse population of students to conduct experiments. More than 40,000 active students are surveyed for the purpose of their course websites and general surveys for online education. The students of these institutes carry out the present study because these are suitable universities for the purpose where massive online students are studying various courses using electronic learning. Experiments are conducted in two phases. In the first phase, the data of the students of VU are analyzed and in a second phase, the data from VCOMSATS is analyzed. Many other universities are also providing such education so that this study can be enhanced.

B. Hypothesis

Based on earlier studies, the present experiment expects that better educator performance, and it prompts more positive online assessments influences course selection. Null hypothesis to prove results accuracy is as follow:

H0. Teaching performance is not directly proportional to student learning experience.

As it were, we expect an intervention impact of MPT intrinsic attractiveness or averseness between seeing teacher performance and genuine course selection. The accompanying theory is therefore produced:

H1. The high performance of the teacher prompts higher course selection rate, intervened by the intrinsic attractiveness or averseness of online learner assessments of the educator.

It is noteworthy that if assessments of 2 different teachers were comparative trendy intrinsic attractiveness or averseness yet distinctive in quantity then what will be the outcome. No known experiment has given an agreeable reply to this inquiry. This inquiry is hypothetically critical, as the cooperation impacts between review about attractiveness and review about size inside the MPT connection look blended and indistinct in the present collection of writing. Subsequently, the present experiment plans to reveal novel insight in noting the present inquiry, in light of the simplicity of impact recovery skeleton.

Individuals frequently structure their judgment of recurrence, probability, and normality on the premise of the straightforwardness with which models might be inferred. The sensation that individuals utilize their knowledge of the particular subject of review as an investigative effort in making the choice procedure is characterized simplicity of recovery impact. In one of their excellent analyses, it is watched that members overrated the number of words starting with “r”. Be littled some words, those are having “r” as a 3rd letter, on the grounds, we can say that words that starting with a particular letter are simpler for review that holds that similar letters in the 3rd location in the word. Since Narayan et al. presented their arrangement of probes the simplicity of recovery impact, there has been an enormous measure of resulting examination, all of which has given joined conclusions. Given the simplicity of recovery impact, subjective knowledge of straightforwardness or trouble influences people's surmising about the measure of data accessible, which like this serves as a judgmental heuristic. Trouble in creating encouragement capable models, for instance, is expected to demonstrate that those models are few, and in this way, the position they help may be flawed. The accomplished simplicity, then again, apparently recommends that many people such models exist, and consequently, the position they are backing is a persuading one.

Double process models of influence, for example, the Expansion Likelihood Method (ELM) help to clarify the simplicity of recovery impact. As indicated by the ELM, while individuals are not included in the high embellishment of a message, it is sure that they have a tendency to create basic derivations focused around different fringe signs, for example, some contentions in that particular message. Without lifting a finger off-recovery impact, people's subjective accomplished simplicity or trouble works as a fringe prompt. Accomplished simplicity of recovery improves message legitimacy while accomplished trouble of recovering debilitates it. Applying this method of reasoning to the present experiment, while the quantity of computer-based assessments of a teacher is more in measuring units. Learners are required to encounter straightforwardness when in the future they will recover important models of that educator, accordingly

upgrading the review about attractiveness impacts that are dignified behaviorally and effectively [xxxix]. Conversely, they will encounter trouble recovering models when the online assessment quantity is low, prompting debilitated review about attractiveness impacts. Likewise, the accompanying two philosophies are created:

H2. It is noted that there will be a cooperation impact concerning online assessment quantity and intrinsic attractiveness or averseness on students' course selection propositions. At the point when the quantity is high, the review about the attractiveness impact on the course enlistment aim will be fortified. At the point when the quantity is low, the intrinsic attractiveness or averseness impact on the course selection is debilitated.

H3. Cooperation impact will be there concerning online assessment quantity and intrinsic attractiveness or averseness on students' demeanor to their teachers. At the point when the quantity is high, the review about the attractiveness impact on mentality will be fortified. At the point when the quantity is low, the intrinsic attractiveness or averseness impact on disposition can be debilitated.

C. Experiment One

Electronic learning is different from traditional learning, and we have constructed and evaluated the teacher. The experiment is based on the student learning experience in eLearning arrangements. Moreover, traditional learning can be taken under the consideration of the experiments if the blend of electronic learning is there in the experiment. So both type of learning arrangements can be examined, but the presence of electronic based methodology is essential.

D. Outline

The essential goal of experiment one is to investigate H1. So it remained intended a real field test. Arbitrarily tested statistical evaluations & composed educators' audits extracted from MDB. Students' course determinations were analyzed focused on the impact of these evaluations and surveys.

E. Methodology

The methodology for the experiment is straightforward. Data from the students' learning experience and behavior is examined to determine the teacher's performance. Different parameters for the teacher performance and student learning experience are taken to make the study more reliable and reproducible.

F. Collection of Experimental Data

Using MDB, students assess their teachers on three qualities, i.e. teaching style, encouragement, and communication; on a 1-to-5 scale, with five are clear,

useful, & simple. The site likewise gives space for learners to post composed audits of their teachers. With a specific end goal in measurably a possible perplexing variable, i.e. course selection: whether a course is elective or compulsory; in information investigation, Virtual University of Pakistan was chosen as the example university. There was an aggregate of 1451 teachers recorded as a feature of the example university on MDB. Taking into account in order request and the beginning of the first teacher, each fifth educator was efficiently chosen. This inspecting technique yielded a specimen size of 277 teachers, coating a sum of 245 courses around then. The course enlistment information; most extreme enlistment number considered each one course and real selection number; were gathered after passing the last date to unregister a course from the example university's site[xl].

G. Statistical Variables

Subsequently, educators were assessed focused around three traits on MDB, the normal popularity of each one property was saved in the database for each one-specimen educator. All the three properties structured premise of free statistical variation: saw educator performance. What's more, all composed audits of the specimen educators were recorded. The intrinsic attractiveness or averseness of the audits (positive or negative, unbiased) was later substance broke down by two codes. Among codes, unwavering performance was 0.88. It is noticed that the inconsistencies of coding were determined via talk. Each of the specimen educator, the rate of positive audits was ascertained as a middle person. Selection percentage of each course, which was computed as the

rate of genuine enlistment number against the greatest selection number, permitted. The control variable, i. e. course selection; information was taken from the example university's learning management system's website related to that particular course[xli].

H. Outcomes of the experiment

Experiments revealed that the students and teachers in the electronic learning are different connected and concerned about each other. This setup supports the distance based teacher and learning, but the concern is connected to each other. Next sections of the paper explain the statistical outcomes of the experiment.

IV. DESCRIPTION OF STATISTICAL RESULTS

Each one specimen teacher got assessments from marginally more than 11 learners on normal (MEAN = 11.03, STANDARD DEVIATION = 14.98). Students evaluated their teachers a normal of 3.15 on pedagogy (STANDARD DEVIATION = 0.91), 3.88 at the encouragement (STANDARD DEVIATION = 1.04), and 3.77 in communication style (STANDARD DEVIATION = 0.94). The mean number of audits every teacher got was 28.97 (STANDARD DEVIATION = 38.77). After analyzing the data from surveys, we conclude that 25% as negative, and 8% as impartial and 68% were coded as positive. From 246 specimen courses, 48% were required, and 52% were elective. The mean, obviously enlistment rate was 80.96% (STANDARD DEVIATION = 0.24) (see a

TABLE I
SUMMARY OF DESCRIPTION OF STATISTICAL RESULTS IN EXPERIMENT I

	Min	Max	Mean	SD
Students who evaluated each teacher	6.00	246.00	11.3	14.98
Perceived pedagogy of each teacher	2.00	6.00	3.15	0.91
Perceived encouragement of each teacher	2.00	6.00	3.88	1.03
Perceived communication style of each teacher	1.39	6.00	3.77	0.94
Reviews of each teacher	1.00	230.00	28.97	38.77
Course registration percentage per each course	0.00	1.00	0.80	0.24

A. Statistical relationships relating dependence

A connection examination uncovered that course enlistment percentage was altogether associated with saw teaching style (Pearson's $r = 0.22$, $p < 0.01$), communication (Pearson's $r = 0.17$, $p < 0.05$), and positive re-view rate (Pearson's $r = 0.26$, $p < 0.001$).

Additionally, saw effortlessness, encouragement, and communication were all decidedly corresponded with one another ((Pearson's r extended from 0.50 to 0.85, $p < 0.001$) (see a rundown of correspondence investigation in Table II).

TABLE II
STATISTICAL RELATIONSHIPS RELATING DEPENDENCE IN EXPERIMENT-1

	Apparent pedagogy	Apparent encouragement	Apparent communication style	Percent reviews	Percent of course registration
Apparent pedagogy	-	0.51	0.53	0.51	0.22
Apparent encouragement		-	0.85	0.83	0.13
Apparent communication style			-	0.78	0.17
Percent reviews				-	0.26
Percent of course registration					-

B. Analysis of unobserved variables

Since seeing effectiveness, encouragement, and communication was exceedingly connected, an exploratory component dissection was performed to look at whether these three things could structure a variety of saw teacher performance. The greatest probability extraction technique was embraced. The results of the study recommended one-element result, with an Eigenvalue of 2.26. It is because the variable loadings of the three things were 0.57, 0.91, and 0.92, and each of the three things together clarified 75.11% change. Subsequently, the three things were found the middle value of to structure a solitary saw teacher performance list (MEAN = 3.60, STANDARD DEVIATION=0.84).

C. The prism of mediation model

To test H1, the three-stage intercession examination [xxii-xxiii] was directed. The analysis revealed that apparent educator performance was a noteworthy indicator that the audit rate for positive ways (B = 0.27, b = 0.81, t = 20.04, p < 0.001). Further analysis exhibits that the word variable required to be relapsed on the autonomous variable. It is clear that con-establishing variables are, course selection and some surveys that required being controlled. It is necessary that a course was elective or required may influence students' selection. Along these lines, a sham

variable was made for course selection, with one coding to obligatory and 0 coding to elective.

Further, the number of composing surveys for every teacher likewise required to be controlled, because data quantity is a potential fringe prompt for data transforming (as indicated by the ELM). Along these lines, the embedded variables were 2 into the relapse comparison as the first piece. To make the result sound and error-free, the free variable saw educator performance, was then further part of the mathematical statement. By means of analysis, it was discovered that apparent educator performance was a critical indicator obviously enlistment rate (B = 0.07, b = 0.21, t = 2.98, p < 0.01). At long last, then go between was added to the mathematical statement. It was discovered that the noteworthy impact of seeing a teacher performance in the second step vanished (from p < 0.01 to p > 0.1). Then, positive survey rate represented a critical impact on the course enlistment rate (B = 0.17, b = 0.23, t = 1.97, p < 0.05) (see an outline of the intercession examination in Table 3). It was inferred that the huge impact of seeing teacher performance on course enlistment rate completely interceded. At the end of the day, "fantastic" educators have a tendency to get extra positive surveys & consequently, see a higher selection of their courses, so it is concluded that it supports H1.

TABLE III
RELATIONSHIP BETWEEN INDEPENDENT VARIABLES AND DEPENDENT VARIABLES IN EXPERIMENT-1

Variables	B	SE B	B
Step 1			
DV = Percent positive reviews			
Apparent teaching performance	0.30	0.02	0.79
Step 2			
DV = Percent course registration			
Course selection	0.05	0.04	0.09
Number of reviews	0.01	0.01	0.03
Apparent teaching performance	0.07	0.03	0.21

Step 3				
DV = Percent course registration				
Course selection	0.05	0.04	0.11	
Number of reviews	0.01	0.01	0.03	
Perceived teaching performance	0.03	0.04	0.07	
Positive review percentage	0.19	0.10	0.23	

D. Discussion about the experiment

Experiment 1 imitated a few discoveries in the writing furthermore made special commitments. Initially, steady with the learner audits on MDB were discovered to be moreover negative or positive, with minimal in the middle. It is also necessary on the other hand, predictable with earlier research, saw teaching style, encouragement, and communication were all discovered to be noteworthy ascribes that learner's utilization to judge an educator's general performance. At last, it was delineated that students do use MDB to settle on course determination choices. Unlike former studies whose conclusions were focused around learner overviews and center gatherings, the present experiment utilized genuine course selection information.

Despite the fact that the realistic setting gave more outside legitimacy for experiment one, there was an absence of mechanism on some possible con-establishing variables (other than the number of audits and course selection). For instance, learners' course selection may be influenced by other outer elements, for example, the accessibility of option courses. Likewise, the information gathered from MDB did exclude full of feeling measures. In this manner, the relationship between online assessment intrinsic attractiveness or averseness and students' state of mind to their educators could not be tried. Also, the MPT quantity (number of learner re-sees for every educator) was controlled in experiment 1 instead of being controlled [xlii]. Finally, the example, university in experiment one was placed in the Pakistan, and its learners were principally Pakistani. It is necessary to build the generaliz ability of the experimental discoveries; other understudy populace gatherings are likewise required. Experiment 2 was outlined and directed to conquer these limits.

E. Experiment Two Outline

Experiment 1 uncovered a critical review about attractiveness impact, demonstrating that positive teacher audits expanded course enlistment. The basic role of experiment 2 is to investigate that this impact is directed by the review about size, as it was anticipated in our previous hypothesis i.e. H2 and H3. Components controlled were two to review about attractiveness (negative vs. positive) and review about the size (low vs. high).

F. Experimental Procedure

Totally 80 agreed students from COMSATS,

Pakistan students (Age: MEAN = 21.11, STANDARD DEVIATION = 2.60; and the gender of the participants were 75% female) examining students took an interest in the analysis. They were haphazard as marked to 1 of 4 testing conditions, and 21 members performed this for every condition. It is clear from the analysis that it was directed in a machine lab where a speculative experiment-abroad situation was reproduced. Members were advised to envision that they had a chance to go to an outside university to experiment throughout the approaching summer i.e. summer 2014. The students were directed to the interpretation of an assigned site that held some data about the university and afterward, address a survey. To take out potential slant related with the institution is standing. Each site held 6 pages, giving a presentation of the site itself, and short diagrams of the Institute, correspondence division at the University, a correspondence course "Android Developers" learner lodging, and the univer-sity exercise center.

The arrangement and messages were the same over each of the four locales, excluding the course "Android Development". This course was elective, it was about media processing and software development for Android based devices. Two locales gave 25 reviews in total, and the other two destinations offered five studies in total. They were asked to put a review, which held control measures and checks of control variables.

G. Pilot Test

The reviews about the teacher encompassed on the test destinations were pilot-attempted with fifteen students. They did not take an enthusiasm toward the trial. 20 positives and 20 negative reviews were attempted. Both types of review were expressed in a backward way of clearly contrasting about course material. The fifteen learners were needed to survey the inherent appeal or averseness from each advertisement on a Likertscale (7 = positive and 1 = negative). This technique for 21 positive reviews went from 5.08 to 6.34. The strategy for the 21 negative reviews has been reached out from 1.21 to 3.26. A matched t-test (two-tailed) discovered that positive reviews (MEAN = 5.83, STANDARD DEVIATION = 0.72) on ordinary were seen as more positive ones (MEAN = 1.83, STANDARD DEVIATION = 0.55), $t(14) = 13.51$, $p < 0.001$.

H. Questionnaire after the experiment

Members were asked to assess two announcements on a Likert scale (7 = determinedly concur and 1 = firmly differ). The post - test survey

was “I discovered the remarks about the teacher on this site to be a lot of people” and “most of the remarks about him on this site were sure” to check the free variable controls. Additionally, they were asked to report their probability of enlisting in the “Android Development” course on the scale. Their state of mind to the teacher was measured with four sets of modifiers i.e. exhausting and intriguing, unfavorable and good, aversion/like, terrible and great; on a 1 to 7 scale with one speaking of awful, disdain, unfavorable, exhausting, and seven speaking to the universe. Since members' characteristic enthusiasm toward the zone of correspondence, may advance conceivably influence their selection propositions for the course? They were likewise encouraged to record the response enthusiastically toward the subjects identified with correspondence innovations as a rule on a scale (7 = extremely intrigued and 1 = not intrigued).

I. Manipulation Checks

Taking into account members' reactions to the post-test survey it was observed that those in the low-quantity, the check did not see the surveys to be the same number of as (MEAN = 4.10) and those in the high-quantity, condition where $p < 0.001$ (two-tailed), (MEAN = 5.77), $t(77) = 6.74$. It likewise was discovered that the individuals who saw the sites with for the most part positive surveys (80% positive). They were more positive (MEAN = 5.24) as compared to individuals who saw sites with generally negative audits where $t(79) = 10.93$, $p < 0.001$ (two-tailed) and (80% negative, MEAN = 2.14). Results affirmed the accomplishment of free variable controls in the investigation.

J. Course Registration Objective

A noteworthy connection impact was identified, where $p < 0.05$ and $F(177) = 6.83$, supporting H2. Particularly, when the survey introduced five audits, members indicated higher plans of enlisting in the course when most surveys were certain (MEAN = 4.21) as an op-postured to when most surveys were negative (MEAN = 2.26). At the point when the survey gave 25 audits, members uncovered much higher aims of selecting in the course when maximum surveys were certain (MEAN = 5.51) & significantly lesser propositions negative reviews (MEAN = 1.96).

One possible perplexing variable, which is required to be controlled, was members' innate enthusiasm toward the point of correspondence innovations. Subsequently, an extra ANCOVA test was performed with members' enthusiasm toward correspondence innovations being the covariate. The communication impact between review about the size and intrinsic attractiveness or averseness on the course selection plan was again noteworthy, where $p < 0.05$ and $F(176) = 6.60$. The bearing of the cooperation impact was like that of the ANOVA test (5

basically/surveys, positive: MEAN = 4.31; five generally/audits negative: MEAN = 2.34; 26 audits for the most part positive: MEAN = 5.39; 26 basically/audits negative: MEAN = 1.90).

V. STUDENT BEHAVIOR TOWARDS THE TEACHER

Members' mentalities around the educator were measured with four sets of modifiers in the post-test survey. The four things were found the middle value of to structure a solitary record, with an acceptable dependability ($\alpha = 0.94$). A critical association's impact was uncovered, where $p < 0.001$ and $F(177) = 15.45$. Members demonstrated a bigger distinction in their state of mind around the teacher when the survey displayed 26 audits (basically positive: MEAN = 5.72; for the most part negative: MEAN = 2.74), Contrasted with when the site exhibited five surveys (generally negative: MEAN = 3.54; positive: MEAN = 4.94).

Since members' enthusiasm for the theme of correspondence innovations may influence their state of mind around a teacher who is teaching them, another ANCOVA test was executed with enthusiasm toward correspondence advances as the covariate. The communication impact between review about the size and intrinsic attractiveness or averseness on demeanor around the educator stayed critical, where $p < 0.001$ and $F(176) = 15.33$. The course of the communication impact again was like what was uncovered in ANOVA test (5 surveys/basically positive: MEAN = 4.93; five audits/for the most part negative: MEAN = 3.53; 26 audits/generally positive: MEAN = 5.73; 26 surveys/for the most part negative: MEAN = 2.74).

A. Discussion about the experiment

Based on the discoveries of Experiment 1, Experiment 2 further showed that its quantity directs the impacts of MPT intrinsic attractiveness or averseness. Given the same intrinsic attractiveness or averseness, the quantity of online audits of an educator may serve as a heuristic signal and delude learners to structure predisposition state of mind and behavioral plans. Predisposition is prone to happen throughout this procedure. Case in point, it appeared less demanding for members who saw 20 positive and five negative surveys to think of positive models, rather than the individuals who saw just four positive and one negative audit, despite the fact that the extent of positive audits was the same in both cases.

Inputs from the students for the attributes of teacher's communication style, encouragement to the students and pedagogical skills determine the teacher's quality of teaching which we call teaching performance. The outputs of the model result in student learning behavior are called students' response. The students' response is reflected by the students in the form of course registration, motivation towards

teachers, and learning motivation. The e-feedback performs the evaluation in the form of survey and text analysis. Statistical tools process survey data and text data is processed with text analytics tool, i.e. IBM SPSS text analytics that made the task easier, efficient, accurate, and video analysis is done with the help of the tool developed by us.

VI. CONCLUSION

Learners today are existing in the new Web standards time, and they anticipate that the Internet will give replies to the majority of their inquiries. When they have an inquiry regarding whether they ought to bring a course with a specific educator, they normally go to MDB or comparative sites for the response [24]. In this manner, the methodology of deciding the "performance" of a teacher is advantageous, yet it is prone to be inclined. Experiment 1 showed that students use MDB to settle on their course enlistment choices without considering legitimacy. Experiment 2 then demonstrated that students' choice making procedure might be predisposed focused around the impact of MPT quantity. Regardless of the fact that it is accepted that all surveys on MDB are composed in "accordance with some basic honesty" by students who have really taken the courses, diverse amounts of audits may even now lead learners to accept a few teachers are "better" or "more awful" than others because of straightforwardness or trouble of pertinent model recovery.

Mostly, this experiment upholds the idea that MPT intrinsic attractiveness or averseness completely intercedes the causal relationship between saw educator performance and learners' course selection, and that quantity directs this impact. No known earlier experiment has tried these impacts together. Accordingly, these discoveries will be development teachers and establishments' general understanding of how MDB or comparative site impact students' choice is making methodology concerning their course determination. Joining discoveries from both experiment 1 and experiment 2, it is clear that apparent effectiveness, supportiveness, and communication focus saw educator performance. This impact, nonetheless, is directed by some understudy surveys. At the point when some surveys are bigger, significant models (either negative or positive) of the teacher are simpler to recover, so that the intrinsic attractiveness or averseness of audits is reinforced. Conversely, when some audits are more diminutive, pertinent models are harder to recover, and the intrinsic attractiveness or averseness impact is debilitated.

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