

Measuring the Impact of Online Education on Academic Performance Amid COVID-19 with the Moderating Effect of Instructor

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ABSTRACT The COVID-19 pandemic imposed a new order, another pace for humanity. More than ever, in pandemic times, education is called upon to be unique and to reinvent itself by seeking other possibilities through digital technologies in virtual learning environments. Therefore, it is essential to know the critical factors that affect academic performance during online education. This paper aims to present the effects of student characteristics, time management, and course load on online education. The main aim is to check the impact of online education on academic performance with the mediating effect of burnout and the moderating effect technology and instructor. The data was collected from 313 students of Karachi, Lahore, Islamabad, and Peshawar's reputable business schools, namely, IoBM, IBA, SZABIST, LUMS, IQRA University, and Institute of Management Sciences, and the data was analysed using PLS-SEM and SPSS. The result suggested that time management, course load, and student characteristics significantly impact online education. The result also indicates that burnout does not mediate the relationship between online education and academic performance. This study also investigated the role of technology and instructors as moderators between online education and academic performance. The result shows that the instructor's role moderates the relationship, but technology has no impact on moderating this relationship.