Navigating Success: The Impact of Website Usability and Content Quality on User Satisfaction in Online Language Learning

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ABSTRACT

The study focused on MyEC, an online learning platform for college students looking to improve their English language skills. It examined how website navigation and material quality relate to user satisfaction among 54 university students. To collect data, a survey with three sections (navigation, material, and satisfaction) was distributed via Google Forms. The data was analyzed using different statistical methods. The study found that all aspects of the website received positive ratings from users. Furthermore, the analysis revealed that website navigation, material quality, and user satisfaction are all interconnected. The study concluded that a user-friendly navigation system and high-quality materials play a significant role in enhancing user satisfaction. It's worth noting that the study was limited to a specific group of university students and one online learning platform, so future research could explore if these findings apply to other user groups and platforms. Overall, the study emphasizes the importance of considering user experience in website design and development to boost visitor engagement and satisfaction.

Keywords: Language learning websites; language proficiency; satisfaction; online materials, Technology Acceptance Model

INTRODUCTION

Learning websites

The internet and digital technologies have changed the education landscape, leading to a growing number of online learning platforms and educational websites. These web-based resources have become essential for sharing knowledge, facilitating teaching and learning, and creating interactive educational experiences. As reliance on these digital platforms continues to increase, it's increasingly important to understand the factors that contribute to a positive user experience, ensuring learners can effectively access and engage with the educational content provided.

One important element of a successful educational website is its usability, which includes two critical aspects: navigation and content quality. Intuitive navigation systems help users find information efficiently and smoothly through the website's structure (Shanthi et al., 2021). Clear and well-organized navigation enhances the overall user experience by allowing learners to access relevant materials and resources with minimal effort (Ramayah et al., 2017).

At the same time, the quality and relevance of the educational materials provided on the website have a significant impact on users' perceptions, engagement, and overall satisfaction with the learning experience. High-quality content that is accurate, up-to-date, and tailored to the learners' needs can deepen understanding, stimulate

critical thinking, and promote effective knowledge acquisition (F. Aguirre et al., 2022). Conversely, poorly crafted or irrelevant content can lead to frustration, disengagement, and a negative learning experience.

While previous research has looked at the individual effects of navigation and content quality on user experience (Aguirre et al., 2022; Ramayah et al., 2017; Shanthi et al., 2021, 2022), there is a need for a more comprehensive understanding of the relationships among these factors and their combined influence on user satisfaction within educational websites. This study aims to address this research gap by providing valuable insights into how website navigation, material quality, and user satisfaction are interconnected.

The study specifically explores how navigation and content quality independently and jointly contribute to users' overall satisfaction with an educational website. By examining these relationships, the research aims to guide the development of more user-friendly and effective educational websites, ultimately enhancing students' learning experiences and supporting their academic pursuits.

The results of this research could help website designers, content creators, and educational institutions improve the usability and effectiveness of their online platforms. By grasping how navigation, content quality, and user satisfaction interact, stakeholders can make informed choices to improve the overall user experience, encourage engagement, and develop a favorable learning and knowledge acquisition environment.

My English Companion (MyEC) Learning Website

MyEC is a comprehensive online learning platform aimed at helping tertiary students enhance their English language proficiency. The website is designed to provide a well-rounded learning experience through six units that cover essential language skills: reading, speaking, listening, grammar, and notes and exercises.

This learning website promotes a self-paced and flexible learning approach. Over 14 weeks, students can access the platform at any time, allowing them to engage with the content at their own pace. This approach caters to individual learning styles and schedules, making MyEC a truly personalized learning experience.

Next, MyEC provides a dynamic and interactive learning environment. It features concise yet informative notes explaining various language skills. It also incorporates multimedia elements, such as videos, to make learning more engaging and effective. These notes come with various interactive exercises that encourage students to engage with the material actively and put their newly acquired skills into practice, fostering a sense of involvement in their learning process.

Hence, MyEC is not just an online platform but a comprehensive learning system that includes a valuable companion textbook. This textbook, perfectly aligned with the website's content, offers additional explanations, practice exercises, and supplementary materials. Together, they ensure a comprehensive and well-rounded learning journey, providing reassurance that MyEC can meet all your English language learning needs.

Overall, MyEC aims to provide a user-friendly and immersive learning environment that caters to the diverse needs of tertiary students seeking to improve their English language proficiency. By combining self-paced learning, interactive exercises, multimedia resources, and a complementary textbook, MyEC offers a holistic approach to language acquisition, empowering students to develop their skills effectively.

Through this study, the developers of MyEC aimed to gain insights into the platform's strengths and areas for improvement. The data collected from students' responses would inform future updates and enhancements, ensuring that MyEC provides a practical and engaging learning experience for tertiary students seeking to enhance their English language proficiency.

LITERATURE REVIEW

Navigating Online Platforms.

Online platforms have become popular among students, especially during the COVID-19 pandemic, which saw a rise in their use for communication, collaboration, learning, business, and entrepreneurship. While many

business transactions were conducted online, these platforms were also utilized by academics and students likewise for teaching and learning. These e-learning platforms offer courses, tutorials, and programmes on a wide range of courses and subjects to students. They become a one-stop centre for students to gain knowledge and materials to pursue their studies (Ferri et al., 2020). However, navigating online websites can be rewarding and challenging for students, especially with the vast information available. Research has shown that students who can navigate websites successfully carefully select links and materials they intend to use (Aguirre et al., 2022; Ramayah et al., 2017). Students ' effective navigation of websites ensures a higher score on academic tasks. As websites are online, effective navigation involves good reading skills, evaluation skills, spatial awareness, and good mental representation of the website structures (Hahnel et al., 2018).

Web presence, visual design, and navigation design in higher learning institution websites significantly create satisfaction when using the website (Ramayah et al., 2017). In web usability, navigation plays a vital role in seeking information. The user experience of website applications directly contributes to the availability of web navigation tools in their search activities (Zheng, 2015). It is one of the most crucial components of a website because it is essential to build a user experience to interact with the website. Therefore, a successful website depends on its navigation performance (Pan, 2015). Different navigation applications exist on websites.

Kalbach's definition (in Pan, 2015) of web navigation is that it is a part of the user interface and a collection of various web elements that link the pages on the website. Web navigation aims to aid users in allocating information, browsing, and performing actions. Kalbach defines web navigation as the theory and practice of how people move from page to page on the web to process goal-directed seeking and locating hyperlinked information; browsing the web, and all of the links, labels, and other elements providing access to pages and helping people orient themselves during their interaction with the website (Pan, 2015).

Therefore, the website needs to be navigable to satisfy web users. Navigability on the website means that each page in the viewing graph must provide sufficient information to guide the web users towards the correct target page through the shortest route. On the other hand, the information on each page must be limited, and a manageable set of out-links must be fit for the users to inspect which one is to follow. In general, web navigation could be more effective because the local information on the web is limited, which might cause frustrating experiences for web users. There are two ways to improve the navigation on the web: considering the organization of information into classification hierarchies and making local decisions via similarity-based sizes between nodes of proximity (Levene, 2010).

Material access in online websites

Many studies have explored the relationship between website material quality and learning satisfaction. Hidayah (2023) found that content, format, ease of use, timeliness, instructor quality, and course materials significantly influence user satisfaction in e-learning platforms. A'yun (2023) further emphasized the importance of website quality, including usability, information, and service interaction, in enhancing student satisfaction in higher education. Chiu (2007) integrated fairness theory and the IS success model to show that information and system quality and fairness dimensions positively affect learners' satisfaction and intention to continue using web-based learning. Finally, Rahman (2014) highlighted the influence of reliability, responsiveness, ease of use, and security on student satisfaction in purchasing online educational resources. These studies collectively underscore the critical role of material quality in driving user satisfaction in learning websites.

In order to satisfy user experience, the website should be well-designed with professional literature for its quality so that web users can find their pages efficiently. Some considerations that might be presented on the website are that the website should emphasize service quality and be designed to be more exciting and engaging (Hsieh, 2019). Web users' satisfaction depends on the services provided by the website for ease of browsing (Ojebode & Akhigbe, 2020). In previous research, it was stated that there are five models which have a significant effect on web users' satisfaction, namely: for usability quality, there are service quality and information quality, and for user satisfaction, there are service quality, information quality, and usability quality (Prasetya et al., 2023). However, other research uncovers that website functionality does not affect students' participation in e-learning activities. Furthermore, the mediating role of technology readiness has yet to be able to support and mediate e-learning user satisfaction. Therefore, practical or theoretical development is needed to build an effective e-

learning platform based on a website to generate e-learning users' satisfaction (Hamzah et al., 2022).

Users satisfaction with online websites

Studies worldwide have proven that online learning can improve students' academic performance. The wide use of various online platforms for learning was noticeable, especially during the COVID-19 pandemic. Students preferred online learning in their daily routines during the pandemic instead of physical learning. Online education effectively facilitates students' attainment of their objectives and values through e-learning (Alenezi, 2020). Thus, online learning is directly linked to satisfaction, which is operable through university efforts to include students in the learning processes (Wang & Baker, 2015). The use of online platforms and websites was seen to be the answer to students gaining materials and utilizing them for their learning purposes. Students' satisfaction arises when the knowledge and data delivery are of the same quality as students require and positively influence students' mental condition. In a study conducted on Malaysian students using ACE: Apps to Ace Assignments, an online English language website to assist them in completing their assignments, 86.0% indicated 'Yes', revealing that students believed that ACE is a helpful website to help them prepare assignments for their English courses. They found the materials, notes, exercises, and tools functional and were satisfied with using them as an extension of their online learning (Shanthi et al., 2022). Another recent study in Pakistan reported that 652 students in an educational institution used online websites and platforms for learning. Results of this study revealed that students were satisfied with using technology to access the websites and were positively engaged in their online learning (Yousaf et al., 2022).

Learners' satisfaction with online websites also depends on the interactiveness of the websites through their content and materials. Abedin et al.'s (2015) study investigated learners' satisfaction with the Interactive Economics Learning website, which covered topics such as Macroeconomics and Microeconomics. The website incorporated elements of game-based learning in the form of a crossword, word search, word scramble, brain teaser, jigsaw puzzle, sliding puzzle and hangman for all the topics. The study examined the influence of the content and design of an Interactive Economics Learning Website on students' satisfaction. The results showed a significant positive link between these two components and students' satisfaction. Students' satisfaction in using websites for learning is essential as it influences their motivation to learn (Aliyah Hassan et al., 2023; Tengku Mahmood et al., 2023). Besides content, website design is one of the most important things to consider when developing a website. The website must be aesthetically attractive and have excellent usability, enabling visitors to find a user-friendly and eye-catching website (Aguirre et al., 2022; Ramayah et al., 2017; Suhandiah et al., 2022). Users' satisfaction with websites is also linked to perceived ease of use. According to Deventer and Lues (2020), if an innovation or information system is easy to use, then it is more likely that the user will have a positive attitude and satisfaction towards using it (Shanthi, Adnan, et al., 2021). For a university website context, satisfaction can mean quick downloading of webpages, easy use of the website and foreign language support (Aguirre et al., 2022).

In short, online websites are preferred today compared to traditional resources in enhancing the process of teaching and learning. Research indicates that students find online websites helpful towards their academic endeavours. Easy access, eye-catching videos, notes, and materials, and the ability to connect to websites from any part of the world and be comfortable doing it at their own time and pace, make websites a popular platform for enhancing learning outcomes. The COVID-19 pandemic has proliferated online learning, and websites are deemed to contribute positively to the learning process and academic achievement.

Technology Acceptance Model (TAM) Framework

The Technology Acceptance Model (TAM) can be specifically applied to English language learning at the tertiary level by focusing on academic and professional language development needs. Perceived usefulness (PU) in this context is primarily influenced by the platform's ability to support academic writing skills, enhance academic vocabulary, improve presentation abilities, and develop research-related language competencies. The alignment of platform content with academic English requirements, such as essay writing, academic paper analysis, and formal communication, directly impacts how university students perceive the system's value for their academic success and future career prospects.

In terms of perceived ease of use (PEOU), tertiary-level English learning platforms must address the specific challenges of academic language acquisition. The interface should effectively organize content around academic skills like critical reading of scholarly articles, academic writing conventions, and formal presentation techniques. Key PEOU factors include clear navigation between different academic language skills, easy access to academic vocabulary resources, and straightforward tools for practicing academic writing and speaking. The platform's ability to provide clear instructions and immediate feedback on academic language use, along with examples of proper academic English usage, significantly influences students' perception of the system's accessibility.

The behavioral intention to use (BIU) and actual system use (ASU) in tertiary-level English learning are closely tied to academic performance and professional development goals. Students are more likely to develop strong behavioral intentions when they can see direct improvements in their academic performance through features like academic writing assessments, research paper preparation tools, and presentation practice modules. Actual system use is maintained when the platform successfully incorporates practical academic tasks, peer review features, and progress tracking aligned with university-level English proficiency standards. The platform's ability to demonstrate measurable improvements in academic English skills, such as better grades on written assignments or successful academic presentations, serves as a key motivator for continued engagement.

METHOD

A total of fifty-four students from a public university in Malaysia were involved in this study. These participants were selected based on their enrolment in a language proficiency class. The tool for data collection was a structured survey administered through a Google Forms questionnaire. The survey intended to explore three critical aspects of website utilization: navigation, material, and satisfaction. Part A: Website Navigation questions were asked to assess users' navigation of the website, ease of finding information, and intuitive website layout. Part B: Website material measures the materials' variety, organization, and ease of understanding. Lastly, Part C, Website Satisfaction, attempted to determine user satisfaction with the website. A 5-point Likert scale was used to capture responses to survey questions, where 1 represented strongly disagreeing and 5 represented strongly agreeing. The ordinal data was then converted to scale data during the cumulative analysis, in which the scores for each item were summed to obtain a total score. Table 1 presents the detailed items included in each part of the survey.

Table 1: Items of the Survey

Part	No	Item
A	1	I find the website easy to use.
	2	It is easy to find the learning materials I want to use.
	3	Navigating through the website is easy.
B	1	The learning materials are varied.
	2	The learning materials must be well organized.
	3	The learning materials must be easy to understand.
C	1	I would want to use the learning materials in class.
	2	I am satisfied with the number of learning materials on the website.
	3	I would recommend the website to my friends.

The Pearson correlation was employed to probe whether a relationship existed between Navigation, Material, and Satisfaction. Pearson correlation, denoted as r, quantifies the linear relationship between two continuous variables from -1 to 1. A score of 1 suggests that the two variables have a perfect positive linear relationship, while -1 demonstrates a perfect negative linear relationship, and 0 indicates no relationship. As evidenced by current research, it has been widely employed in assessing the strength of the relationship. It has always been meaningful to evaluate the extent to which the variation in one thing relates to the variation in another within the context of website usability and user satisfaction (Zou et al., 2020).

The multiple linear regression was applied to explore how navigation and materials individually and collectively influence user satisfaction by expanding upon the insight derived from the Pearson correlation examination. The following equation outlines the multiple linear regression model:

$$\textbf{Satisfaction} = \beta_0 + \beta_1(\textbf{Navigation}) + \beta_2(\textbf{Material}) + \epsilon \quad (1)$$

where β_0 represents the intercept, β_1 and β_2 denote the coefficients for Navigation and Material, respectively, and ϵ is the error term. This statistical technique allows for assessing the relative impact of each predictor variable on the outcome by adjusting for the presence of other predictors (James et al., 2021). The SPSS program was applied to perform this analysis.

RESULTS

Table 2 presents the descriptive statistics for each of the website evaluation parameters. All parameters mainly yielded positive reactions from users. Navigation had an average score of 17.44, modes at 16, and a range of scores indicative of moderate variance in user perceptions. The material was rated slightly less than navigation, with an average score of 13.30 and a narrower spread (standard deviation = 1.341), indicative of agreement about the quality of the content, which users judged generally strong. On the other hand, satisfaction yielded a mean score of 13.15 and showed moderate variability in user responses. Overall, while the minimum scores for each category suggest that very few users had a poor experience, the maximum scores indicate that many users found the website's navigation, material, and overall experience excellent, thus highlighting a predominantly positive user response with room for improvement. The normality of the data was considered met following the rules of thumb of the Central Limit Theorem.

Table 2: Descriptive Statistics

	Navigation	Material	Satisfaction
Mean	17.44	13.30	13.15
Median	17.00	13.00	13.00
Mode	16	12	12
Std. Deviation	2.025	1.341	1.433
Variance	4.101	1.797	2.053
Minimum	13	11	11
Maximum	20	15	15

Correlation analysis was performed to test the relationship between website navigation, quality of material, and satisfaction. The results showed a significant correlation among the three. The correlation coefficient of $r(52) = .639$), with $p < .001$ between navigation and material, was highly positive, suggesting that good navigation experience increases the propensity of high-quality material perception. Moreover, a significant correlation was

found between navigation and satisfaction ($r(52) = .601$, $p < .001$). The finding suggests that better navigation experiences are associated with higher levels of website satisfaction. Finally, the relationship between material and satisfaction was also significant, with $r(52) = .556$ and $p < .001$, indicating that high-quality material provides more satisfaction to visitors.

Table 3: Pearson Correlation

		Navigation	Material	Satisfaction
Navigation	Pearson Correlation	1	.639**	.601**
	Sig. (2-tailed)		.000	.000
Material	Pearson Correlation	.639**	1	.556**
	Sig. (2-tailed)	.000		.000
Satisfaction	Pearson Correlation	.601**	.556**	1
	Sig. (2-tailed)	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).				

The researchers used linear regression analysis to assess the relationship between the predictor variables (navigation and material quality) and the outcome variable (user satisfaction). The linear regression model was employed to ascertain in what way website navigation and material impact user satisfaction. The goodness of fit measure (R^2) of 0.412 indicates that navigation and material account for 41.2 per cent of the variability in satisfaction scores. An ANOVA was performed to test the overall significance of the model. The mean square for regression was 22.389, resulting in an F-value of 17.831 at $p < .001$, signifying that the predictors of the model significantly account for the variability for satisfaction.

Table 4: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.778	2	22.389	17.831	.000b
	Residual	64.036	51	1.256		
	Total	108.815	53			
a. Dependent Variable: satisfaction						
b. Predictors: (Constant), material, navigation						

Predictive regressions showed that both navigation and material contributed significantly to satisfaction, with a coefficient of .294 (SE = .099, t = 2.975, p = .004) for navigation and .311 (SE = .149, t = 2.085, p = .042) for the material. Hence, the estimation model was:

Satisfaction = 3.887 + 0.294(Navigation) + 0.311(Material) + u (2)

Multicollinearity occurs when two or more predictor variables in a regression model are highly correlated, leading to unstable and unreliable estimates of the regression coefficients. Tracking collinearity data about

tolerance values (.592 for both predictors) and variance inflation factors (VIF=1.689) was less than 10, indicating multicollinearity's absence. Because of this, looking at the tolerance values and VIF did not show that the predictor variables (navigation and material) were multicollinear in the regression model. In other words, the predictor variables in the regression model are not highly correlated with each other, and their unique contributions to explaining the outcome variable can be reliably estimated.

Table 5: Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	VIF
		B	Std. Error	Beta			Tolerance	
1	(Constant)	3.887	1.601		2.428	.019		
	Navigation	.294	.099	.415	2.975	.004	.592	1.689
	Material	.311	.149	.291	2.085	.042	.592	1.689

DISCUSSION

The study evaluated users' perceptions of MyEC, an online learning website, across three parameters: navigation, material (content), and overall satisfaction. The descriptive statistics show that all three parameters received primarily positive ratings from users, with navigation receiving the highest average score of 17.44 out of 20, followed by material (13.30) and satisfaction (13.15). First, the outcome for the ease of navigation of the MyEC website indicates a high average score for navigation (17.44 out of 20), suggesting that users found the website easy to navigate and user-friendly. This positive perception of navigation can encourage user engagement and reduce frustration, leading to a better online learning experience. Intuitive navigation can also save time for both learners and instructors, allowing them to focus more on the content and learning process. Next, the reasonably high average score for material (13.30 out of 20) indicates that users found the content on the website satisfactory. Providing high-quality and relevant content is crucial for effective online teaching and learning. The positive perception of the material can contribute to better knowledge acquisition and retention among learners. The overall user satisfaction indicates an average score (13.15 out of 20), which suggests that most users had a positive experience with the MyEC website. High user satisfaction can increase engagement, motivation, and persistence in using MyEC to increase students' language proficiency in English. Hence, satisfied users are more likely to continue using the MyEC platform and recommend it to others, which can support the growth and adoption of online teaching and learning.

Overall, the positive ratings across navigation, material, and satisfaction indicate that MyEC has the potential to facilitate effective online teaching and learning experiences. By utilizing this platform's strengths, teachers and educational institutions can improve their online offerings while also addressing areas that need improvement, according to users with lower satisfaction scores.

Next, the correlation analysis revealed significant positive relationships between the three parameters. Good navigation was strongly associated with perceptions of high-quality material (r=0.639) and higher satisfaction levels (r=0.601). Likewise, high-quality material was linked to greater satisfaction (r=0.556). These correlations suggest that the MyEC website provides an intuitive navigation experience and high-quality content that can enhance user satisfaction with a website.

Finally, the linear regression analysis further confirmed that navigation and material quality were significant predictors of user satisfaction, accounting for 41.2% of the variance in satisfaction scores. The regression equation indicates that a one-unit increase in the navigation score is associated with a 0.294 increase in satisfaction. In comparison, a one-unit increase in material score corresponds to a 0.311 increase in satisfaction, holding the other variable constant.

Discussion from The Lens Of TAM

The findings of this study can be effectively interpreted through the lens of the Technology Acceptance Model (TAM), particularly in the context of tertiary-level English language learning. The high average navigation score (17.44 out of 20) strongly aligns with TAM's Perceived Ease of Use (PEOU) construct, suggesting that students found the MyEC platform intuitive and user-friendly. This ease of navigation reflects successful implementation of PEOU principles in the platform's design, particularly in organizing academic content and providing straightforward access to language learning resources. The positive perception of navigation effectiveness indicates that students encountered minimal technical barriers in accessing the platform's features, which according to TAM, is crucial for fostering continued engagement with educational technology.

The material quality score (13.30 out of 20) corresponds to TAM's Perceived Usefulness (PU) dimension, indicating that students found the content valuable for their academic language development. The positive evaluation of learning materials suggests that students recognized the platform's utility in supporting their academic English needs, including skills like academic writing and formal communication. This alignment between content quality and perceived usefulness is particularly significant in the TAM framework, as it directly influences students' intention to use the platform for their language learning needs. The strong correlation between material quality and satisfaction ($r=0.556$) further reinforces TAM's proposition that perceived usefulness is a key driver of user acceptance and satisfaction.

The overall satisfaction score (13.15 out of 20) and its significant correlations with both navigation ($r=0.601$) and material quality ($r=0.556$) demonstrate the interconnected nature of TAM's constructs in influencing Behavioral Intention to Use (BIU) and Actual System Use (ASU). The regression analysis, showing that navigation and material quality account for 41.2% of satisfaction variance, supports TAM's theoretical framework by confirming that both ease of use and usefulness are significant predictors of user satisfaction. These findings suggest that students' positive experience with MyEC's navigation and content quality has created favorable conditions for continued platform usage, aligning with TAM's predicted progression from positive perceptions to actual system adoption. The significant regression coefficients for both navigation ($\beta=0.294$) and material ($\beta=0.311$) further validate TAM's dual emphasis on usability and utility in driving technology acceptance in educational contexts.

CONCLUSION

In conclusion, the study provides valuable insights into the factors contributing to website user satisfaction. The results demonstrate that navigation and content quality are crucial in shaping the user experience.

A well-designed and intuitive navigation system allows users to quickly find the information they need, while engaging and informative content ensures their needs are met once they arrive at the intended pages. The strong positive correlations between navigation, material quality, and satisfaction highlight the interconnected nature of these elements in driving a positive user experience.

The regression analysis further solidifies the importance of these factors, with navigation and material quality accounting for a substantial portion (41.2%) of the variance in user satisfaction scores. The significant regression coefficients indicate that even minor improvements in navigation and content could yield meaningful gains in user satisfaction levels.

Although other factors were not examined in this study, the findings underscore the necessity of prioritizing user experience considerations in website design and development. Organizations can enhance user satisfaction, increase engagement, and drive other desirable outcomes aligning with their website objectives by investing resources into optimizing navigation and continuously improving content quality.

Overall, this research offers concrete evidence supporting the allocation of resources to enhance navigation systems and provide high-quality content as an effective strategy for improving user experience and increasing satisfaction among website visitors. For future research, it is important to explore potential moderating variables such as users' prior experience, domain knowledge, age, or cultural background that may influence their

perceptions of navigation, content, and satisfaction.

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