

χ^2 – the theoretical value of the chi-square test for a degree of freedom and a statistical significance level of 0,05;

N – the size of the investigated group;

P – parameter that expresses a specific share of the population;

d^2 – degree of accuracy.

Given that the total number of students in the third year was about 460, which represents the statistical population, according to the statistical tables proposed by Krejcie and Morgan (1970), a representative sample consists of 210 observation units. We managed to collect data from 301 respondents, which makes our research sample representative for third year students from the Faculty of Management at the Bucharest University of Economic Studies.

3.2 Research questions and variables

To answer the first three questions of the research, a series of graphs were analyzed and interpreted. With regard to the fourth question of the research, and more specifically, to determine the factors that influence students' online learning experience as a result of changes in university education, which took place due to the COVID-19 pandemic, we built a set of variables that we used to test the connections and the influences between them. Thus, we chose to use a multiple linear regression model to test these influences. There were nine independent variables, but only four of them had statistically significant influences and for this reason, in the continuation of our paper we will present in the regression model only these variables and their influences, respectively.

The independent and dependent variables were¹:

a) Independent:

- Perception of the extent to which the university was prepared for such a situation (**UNP**) – this variable describes the level at which students perceived that the university in which they study was prepared to move online (*You consider that the university in which you study was prepared for such a situation*);
- Perception of the extent to which the university has adapted to the new context (**UNA**) – this variable describes the level and degree to which students perceived that the university in which they study has adapted to the transition to the online environment (*The university where you study has adapted well to the new context of online teaching*);
- Preference for a single tool or a combination of e-learning tools (**UNI**) – this variable describes the extent to which students prefer a single tool or a combination of e-learning tools in order to have a pleasant e-learning experience (*For a more enjoyable online experience, you prefer a single online tool / platform / For a more enjoyable online experience, you prefer a combination of online tools and platforms*);
- Perception of the extent to which teachers have adapted (**UNPA**) – this variable describes the level at which students perceived that their teachers have adapted to the transition to the online environment (*In your opinion, teachers have successfully adapted to online teaching*).

b) Dependent:

- Online Learning Experience (**OLE**) – this variable assesses students' satisfaction with online learning. A scale from 1 to 5 was used, where 1 = poor, 5 = very good (*How do you rate the online learning experience?*).

3.3 Multiple linear regression model

The regression equation underlying the model was as follows:

$$\hat{OLE} = \beta(i.v.1) * i.v.1 + \beta(i.v.2) * i.v.2 + \beta(i.v.3) * i.v.3 + + \beta(i.v.4) * i.v.4 - \text{Constant} \quad (2)$$

Where:

