Chapter III

Value, Satisfaction, and Effectiveness

Introduction

In this chapter, a comprehensive review of the major literature streams is presented and serves as a foundation for this book. To identify the relevant theories of value, this chapter starts with a discussion of the value theory from the field of behavioral research psychology and explores its implications on research in the fields of education, marketing, and information systems (IS). Rokeach’s Value Survey (RVS) theory, List of Values (LOV) theory, and value of information systems are discussed as the theoretical foundation for this study of learners’ perceived value of e-learning systems.

To identify the relevant theories for studying user satisfaction of information systems, this chapter provides a discussion of two valid theories of user satisfaction from the IS field. User Information Satisfaction (UIS) theory and End-User Computing Satisfaction (EUCS) theory are presented as the foundation for guiding the assessment measures related to learners’ perceived satisfaction with e-learning systems.
In the pursuit of development of a sound instrument to assess learners’ perceived e-learning systems effectiveness, this chapter continues with a discussion of IS Effectiveness theory from the field of information systems. Technology mediated learning (TML) literature from IS and education is presented (e.g., Alavi, 1994; Alavi, Wheeler, & Valacich, 1995; Hiltz & Johnson, 1990; Hiltz & Wellman, 1997; Leidner & Jarvenpaa, 1993; Marks, 2000; Piccoli, Ahmad, & Ives, 2001; Webster & Hackley, 1997).

Value

Overview and Importance of Value

The concept of value, more than any other, is the core concept across all the social science. It is the main dependent variable in the study of culture, society, and personality, and it is the main independent variable in the study of attitude or behavior. It is difficult for me to conceive of any problem social scientists might be interested in that would not deeply involve human values. (Rokeach, 1973, p. ix)

The concept of value has a long history in psychology, sociology, anthropology, political science, economics, and other fields of social research. Value theory by definition specifies what values are, what people value, and what is the ultimate function or purpose of value in human behavior. The importance of research of value as a cognitive construct effecting human behavior has been recognized by scholars in various fields of research (Rafaeli & Raban, 2003; Reynolds & Jolly, 1980). Many scholars, including Allport, Vernon, and Lindzey (1951); England (1967); Feather (1967, 1975); and Rokeach (1969, 1973, 1979), based their suggestions on empirical studies. Although it is important to investigate the nature of attitudes and opinions, it is more fundamental to investigate the nature of values since attitudes and opinions can often change based on experience, while values remain relatively stable over time.

Following the initial work in value theory of Rokeach (1969, 1973, 1979) and Feather (1967, 1975) during the late 1960s and 1970s, several researchers suggested that the value construct is vital for the understanding of various
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