Students’ Satisfaction from E-Learning System: A Case Study of Virtual University of Pakistan

Sadia Jabeen, Department of Sociology, Virtual University of Pakistan, Lahore, Pakistan

Aisha Muhammad Din, Department of Mass Communication, Virtual University of Pakistan, Lahore, Pakistan

Muhammad Farhan Sadiq, Department of Management Sciences, Virtual University of Pakistan, Lahore, Pakistan

ABSTRACT

The present study was conducted to explore the students’ satisfaction level from Virtual University of Pakistan e-learning system. This paper aimed at bringing the underlying factors which determine and affect students’ satisfaction from e-learning. The method adopted for the present study was survey. In order to measure students’ satisfaction a questionnaire with 25 items was deployed. The sample of current study comprised 240 students from different study programs. Descriptive statistics, regression analysis and one sample t-test were applied to measure students’ satisfaction from the system. Results showed that students prefer this system due to its teaching standards. Regression analysis explained interactivity pattern as an important indicator of overall satisfaction from the system. One sample t-test revealed that students were highly satisfied from e-learning system. The results concluded that unconventional mode of learning is as powerful tool of education as conventional. Findings of the study lead to the practical implications and identify the need of face to face communication and betterment in interactivity patterns between instructors and students to enhance students’ satisfaction from the system.

Keywords: Case Study, E-Learning, Interactivity, Satisfaction, Students, Virtual University of Pakistan (VUP)

DOI: 10.4018/ijea.2014070101
1. INTRODUCTION

Modern revolution of information technology has turned our wishful thinking into reality. It is facilitating the people in every walk of life by making communication fast and free from geographical boundaries. The advancement in information technology has opened up new avenues in education sector as well. It has undoubtedly infused a new spirit in the conventional concept of distance learning. These communication gadgets have directed us to move towards a new mode of learning i.e. e-learning. Now the education is in access of every student either the student is full time or part time. E-learning provides the students a freedom to learn from anywhere, at any time, any place and at their own pace (Keegan, 1995; Wu et al. 2008; Mantyla & Woods, 2001; Oubenaissa et al., 2002; McGorry, 2003).

In developing countries where literacy rate is low, it seems difficult to change the situation of illiteracy via traditional modes. In this regard, a Meta-survey on the Use of Technologies in Education conducted by UNESCO (2004) identified that same patterns to change literacy situation of the developing countries will not work anymore. It will be unrealistic and unachievable target to build more physical infrastructure and arrange more teachers. Many countries are already spending enough Gross Domestic Product (GDP) on education and have no more room for steering. In this situation, traditional educational mode will be least effective to meet the challenges of emerging knowledge societies. E-learning is often suggested as an effective alternative in these circumstances. The potential benefits of this learning system for developing countries include easy access, cost-effective education, and valuable means to get higher education and more exposure (Abdon, Ninomiya & Raab, 2007).

While it has many benefits, this learning mode is facing many challenges as well. It is especially true with reference to the developing countries where literacy rate is very low and acceptance to new interventions in education is also not encouraging. In this regard, acceptance of online university as learning organization in comparison with conventional mode of learning is a big challenge (Kamsin & Is, 2005; James and Miller 2005; Gulati, 2008).

Passmore (2000) and Ayub & Iqbal (2011) argue that in order to measure satisfaction and perception of students on e-learning, students’ input can be assessed from their response on effectiveness of overall program including technological acceptance and provision of basic facilities at their respective place of learning. Multiple factors contribute towards users’ satisfaction from e-learning which includes perceived ease and usefulness, flexibility of e-learning mode and interaction patterns followed by instructors for the purpose of communication with the students (Arbaugh, 2000). Further, Sun, Tsai, Finger, Chen, & Yeh, (2008) identify flexibility as an important indicator of students’ satisfaction from e-learning. This system offers maximum facilitation to the students to fulfill their study needs surpassing the
Related Content

A Pilot Study of the Challenges Associated with eLearning Developments in Saudi Universities

Adoption of E-Government Services: The Case of Electronic Approval System
[www.igi-global.com/article/adoption-government-services/34042?camid=4v1a](www.igi-global.com/article/adoption-government-services/34042?camid=4v1a)
Internet Usage, Motives and Advertisements: Empirical Evidences from Iran
[www.igi-global.com/article/internet-usage-motives-and-advertisements/119462?camid=4v1a](www.igi-global.com/article/internet-usage-motives-and-advertisements/119462?camid=4v1a)

Information Services Provision to Persons with Visual Impairment in Nigeria: The Salient Issues
Niran Adetoro (2012). *Library and Information Science in Developing Countries: Contemporary Issues* (pp. 261-274).
[www.igi-global.com/chapter/information-services-provision-persons-visual/60810?camid=4v1a](www.igi-global.com/chapter/information-services-provision-persons-visual/60810?camid=4v1a)