Chapter 13

Student Satisfaction From E-Learning Systems:
The Assessment of Perceived Benefits, Conceivable Risks, and Prospective Implications

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ABSTRACT

This chapter explores the satisfaction level of students from Virtual University of Pakistan mode of e-learning. The research aimed at explaining the various factors of adopting the e-learning mode as well as inquiring about the determinant of satisfaction from virtual educational systems. The quantitative study was conducted through survey method; 240 respondents were selected from all the Virtual University campuses through simple random sampling. Questionnaires based on 25 items were constructed to measure the satisfaction. One sample t-test and regression analysis were applied for data analysis. Results revealed that a majority of the students prefer this institute due to high teaching standards. Interactivity pattern was explained as the main predictor of students' satisfaction from the system. 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.

INTRODUCTION

Current insurgency of information technology has transformed our unrealistic reasoning into the real world. It is encouraging the individuals in varying social statuses by making correspondence quick and liberated from geological limits. The progression in data innovation has opened up new roads in instruction segment too. It has without a doubt injected another soul in the customary idea of customized learning. These correspondence devices have guided us to move towards another method of learning for example e-learning. Presently the instruction is in access of each understudy either the student is involved as a full time or part time student. E-learning gives the learner an opportunity to get knowledge from anyplace, whenever, wherever and at their own pace (Keegan, 1995; Wu et al. 2008; Mantyla and Woods, 2001; Oubenaissa et al., 2002; McGorry, 2003).

In developing nations where illiteracy rate is high, it appears to be hard to change the circumstance of illiterates through conventional modes. Right now, Meta-review on the Use of Technologies in Education directed by UNESCO (2004) distinguished that equivalent examples to change proficiency circumstance of the developing nations won't work anymore. It will be unreasonable and unachievable objective to assemble increasingly physical framework and mastermind more educators. Many nations are as of now spending enough Gross Domestic Product (GDP) on training and have no more space for controlling. Right now, traditional instructive mode will be least viable to address the difficulties of developing in-formation social orders. E-learning is frequently recommended as a powerful option in these conditions. The potential advantages of this learning framework for developing nations incorporate simple access, financially savvy training, advanced education and more exposure (Abdon, Ninomiya and Raab, 2007).

While it has numerous advantages, this learning mode is confronting numerous difficulties too. It is particularly valid regarding the developing nations where literacy rate is exceptionally low and ac-knowledgment to new intercessions in instruction is additionally not empowering. Right now, of online college as learning a mode in correlation with ordinary mode of learning is a major test (Kamsin and Is, 2005; James and Miller 2005; Gulati, 2008).

Passmore (2000) and Ayub and Iqbal (2011) contend that so as to gauge fulfillment and impression of students on e-learning, understudies' information can be surveyed from their reaction on viability of in general program including innovative acknowledgment and arrangement of fundamental offices at their individual spot of learning. Different elements contribute towards clients' fulfillment from e-realizing which incorporates apparent simplicity and helpfulness, adaptability of e-learning mode and association designs followed by educators with the end goal of correspondence with the students (Arbaugh, 2000). Further, Sun, Tsai, Finger, Chen, and Yeh, (2008) recognize adaptability as a significant marker of students' fulfillment from e-learning. This framework offers greatest help to the understudies to satisfy their investigation needs outperforming the constraints they would look in ordinary mode. It is ordinar-ily seen that e-learning gives convenience and student inviting condition making learning a charming procedure for understudies. Right now, estimation of this framework contributes further in understudy's fulfillment from e-learning (Wu, Tennyson, and Hsia, 2008, 2010).

Another investigation conducted by Drennan, Dennedy, and Pisarski (2005) examines that opportunity in learning condition and positive observation towards utilization of innovation encourages learning and furthermore influences the degree of fulfillment. Malik and Mubeen (2009) discovered students and teacher's association design as another significant marker of understudy's apparent fulfillment from e-learning framework. Further, arrangement of legitimate offices and mechanical assistance contribute towards student's apparent helpfulness of e-learning framework. Learner and educator's timely com-

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