EXPLORATORY STUDY OF SATISFACTION AND PERCEIVED QUALITY APPLIED TO E-LEARNING

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INTRODUCTION

Context of study

Part of our research on the topic “Perceived quality and satisfaction applied to e-learning”

Importance of quality assurance in training

Necessity to know the aspects on which learners base their evaluation of the service offered and their attitudes towards the training

Scientific context

Perceived quality of service marketing approach

E-learning definition and evaluation
INTRODUCTION

Objective

Identification of the most important quality aspects according to e-learners

Comparison of these quality aspects to the existed dimensions

Principal Question

Are the aspects on which e-learners base their evaluation can be similar to the existed scales? (Parasuraman &al. (1986, 1988), Grönnroos (1984), Rust & Oliver (1994))
THEORETICAL FRAMEWORK

E-LEARNING

**Definition**
- Use of technologies of information and communication
- Autonomy of training
- Distance learning
- Development of pedagogic relations on line

**Basic principles**
- Organisation of pedagogic contents for modularity

**Basic differences from a traditional system of learning**
- Organisation of working time
- Organisation of pedagogic options
THEORETICAL FRAMEWORK

QUALITY

Distinction between objective quality and subjective quality

Perceived quality and satisfaction

RELATION

- Satisfaction → Quality : American literature (Teas, 1993)

- Service quality → satisfaction : Nordic literature (Woodside et al., 1989; Bitner, 1990)
## THEORETICAL FRAMEWORK

### DIMENSIONS OF PERCEIVED QUALITY

<table>
<thead>
<tr>
<th>Authors</th>
<th>Dimensions number</th>
<th>Dimensions nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parazuraman, Zeithaml and Berry (1986, 1988)</td>
<td>5 dimensions and 22 items</td>
<td>Tangibility; Reliability; Responsiveness; Assurance; Empathy</td>
</tr>
<tr>
<td>Grönroos (1984)</td>
<td>2 dimensions</td>
<td>Technical quality; Functional quality</td>
</tr>
<tr>
<td>Rust and Oliver (1994)</td>
<td>3 dimensions</td>
<td>Technical quality; Functional quality; Environment</td>
</tr>
</tbody>
</table>
EMPIRICAL RESEARCH

Description of interviews

Interviewees
Students (7), Tutors (2), Administrator (1)

Type of interviews
(Semi-directed) with a guide

Themes of interview
Motivation; Communication; Former experience of e-learning; Expectations; Participation; General evaluation of the course

Methodology
Two steps analysis
ANALYSIS

Descriptive analysis

- Professional and personal motivation

<table>
<thead>
<tr>
<th>Professional motivation:</th>
<th>Personal motivation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective of competitiveness</td>
<td>Fear of younger students</td>
</tr>
<tr>
<td>Professional evolution;</td>
<td>Desire to exploit capacities without stopping work</td>
</tr>
<tr>
<td>New professional orientation</td>
<td>Acquisition of necessary bases</td>
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</tbody>
</table>
ANALYSIS

Descriptive analysis

- Expectations of learners
  Courses,
  Diffusion support of courses,
  Follow-up by the teachers,
  Expected results of the formation

- Evaluation criteria
  Pedagogy,
  Human and relational
  Professional
**ANALYSIS**

Comparison with the existed dimensions: Parasuraman, Zeithaml and Berry (1988)

<table>
<thead>
<tr>
<th>Dimensions</th>
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<tbody>
<tr>
<td><strong>Tangibility</strong></td>
<td>Platforms which function well and which are visually attractive</td>
</tr>
<tr>
<td><strong>Reliability</strong></td>
<td>The respect of programs and the follow-up of learners in their training</td>
</tr>
<tr>
<td><strong>Responsiveness</strong></td>
<td>The speed of response to worries and questions and the speed of the computer interface</td>
</tr>
<tr>
<td><strong>Assurance</strong></td>
<td>Reliable and exhaustive answers adapted to the asked questions</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>Lively formation and bonds which facilitate the training and increases the comfort of e-learning.</td>
</tr>
</tbody>
</table>
RESULTS

- The important aspects of learning in e-learning are identified

- The various perceived quality of services dimensions developed by Parasuraman, Zeithaml and Berry (1988) also apply to e-learning
CONCLUSION

- **Difficulties and limitations**
  - Effect of “bloking”
  - Role of the interviewed persons
  - Period of interviews

- **Additional studies**
  - Confirmatory empirical study
  - Studies within the diversified publics
REFERENCES


THANK YOU!