

Investigating E-learner Satisfaction and Its Determinants

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ABSTRACT

E-learning is a paradigm shift in learning enabled by new information technologies. Being a radical change in educational method, learning quality and learner satisfaction under it must be re-examined so that the benefits of using new technologies can be maximized. Based on prior theoretical and empirical research, this study proposed a research model that seeks to explain student satisfaction toward using e-learning as an entire distance education method. Sample data were collected on-line from students enrolled in the distance education courses of the continuing education division of Tajen Institute of Technology. There were 154 classes taught by 59 instructors in the semester the survey was conducted. Of the 6588 expected responses, 3789 questionnaires were collected with a response rate of 57.5%. The model was supported by the empirical data. The findings revealed that factors influencing learners' satisfaction toward e-learning with the effects from the highest to the least were: organization and clarity, breadth, learner control, instructor rapport, instructor enthusiasm, learning/academic value, and group interaction, and factors influencing learning/academic value with the effects from the highest to the least were: breadth, organization and clarity, instructor enthusiasm, group interaction, and learner control, but the impact of learner control was negative. Implications for faculty members or educational administrators were discussed.

KEYWORDS: E-learning, educational quality, distance education, end-user computing satisfaction

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