

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

**Grâce-Blanche NGANMINI**  
**PHD in Business Sciences**  
**Nancy 2 University (France)**  
**GREFIGE** - Groupe de Recherche en  
Economie Financière et Gestion des  
Entreprises  
[grace-blanche.nganmini@univ-nancy2.fr](mailto:grace-blanche.nganmini@univ-nancy2.fr)



# 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), Grönroos (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 litterature  
(Teas, 1993 )
- Service quality → satisfaction : Nordic litterature  
(Woodside et al., 1989; Bitner,1990)



# THEORETICAL FRAMEWORK

## DIMENSIONS OF PERCEIVED QUALITY

Authors	Dimensions number	Dimensions nature
Parazuraman, Zeithaml and Berry (1986, 1988)	5 dimensions and 22 items	Tangibility; Reliability; Responsiveness; Assurance; Empathy
Grönroos (1984)	2 dimensions	Technical quality ; Functional quality
Rust and Oliver (1994)	3 dimensions	Technical quality ; Functional quality; Environment



# 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

<u>Professional motivation:</u>	<u>Personal motivation:</u>
Objective of competitiveness	Fear of younger students
Professional evolution ;	Desire to exploit capacities without stopping work
New professional orientation	Acquisition of necessary bases



# 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)

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



# 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



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**THANK YOU!**