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Sharing instructors experience of learning management system: A technology perspective of user satisfaction in distance learning course



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ABSTRACT

The use of educational technology increased rapidly in higher education. Learning Management System (LMS) is the most popular educational technology system used in distance learning. There are only a few studies have been carried out to measure instructors satisfaction in distance learning courses, although instructors satisfaction is considered as very important for the course involvement and increasing the students interactions with the course content. Hence, this study proposed a detailed framework to measure instructors' satisfaction of using LMS. The findings prove that perceived usefulness and service quality are taking the highest share on affecting the instructor satisfactions. This study limited to higher education's instructors and used a questionnaire survey to collect the data. Hence, the LMS should be designed based on the needs of the instructors as well as the students, by adopting the latest technologies. In the contrary, building LMS without taking the instructors' satisfaction into account will affect negatively the distance learning course outcomes.

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1. Introduction

Using learning management system (LMS) in online or distance learning courses is very common in higher education (Navimipour & Zareie, 2015). The integration of a LMS into learning and teaching practices has been increased in higher education sectors (Ashrafzadeh & Sayadian, 2015). Studies in the area of motivation factors and instructional technology integration demonstrate a link between instructional practices and the motivators (Gautreau, 2011). Instructors satisfaction is an important topic in view of the rapid growth in the number of institutions using LMS in online course and this leads to the need to evaluate the measurement of the LMS effectiveness. It would be essential to understand how teachers become experts in using online media which lead to high level of satisfaction (Almeda & Rose, 2000).

Nowadays, the LMS has been used popularly in the learning process. Therefore, the universities need to evaluate the effectiveness of computer usage by measuring user satisfaction with computers in a work place which is very important to the success of any program or organization (Bergersen, 2004; Del Barrio-garcía, , & Romero-frías, 2015). Measuring instructors' satisfaction is important in terms of classroom quality improvement, since using online

platform and interacting with students online (without reading their body language) requires the instructor to think twice before using the online content (Swartz, Cole, & Shelley, 2010; Mclawhon & Cutright, 2012). However, understanding the limited formal use of LMS and the wide range of LMS implementation is very important for future success of the LMS (Naveh, Tubin, & Pliskin, 2010). Unfortunately, most of researchers (eg Cigdem & Topcu, 2015): focused on measuring the instructor acceptance of LMS or intention to use LMS in online course while measuring the instructor satisfaction and the outcomes of using such system can lead to better view of the overall preferences. Since that only few studies focused in instructors satisfaction (Swartz et al., 2010) and more focus is needed in instructors satisfaction (Vasilica Maria, Carmen, & JoséLuis Montes, 2015), this study will focuses on the instructor's satisfaction which is the main player of learning process.

1.1. Research question

Continuing the investigation in faculty satisfaction with online learning tools is needed to explore instructor satisfaction level and which will lead to more system enhancement and improvement (Swartz et al., 2010). For the purpose of investigating instructor satisfaction in using LMS in distance learning course, this study is designed to answer the following question: *Which factors has statistically significant influence in the satisfaction of distance education*

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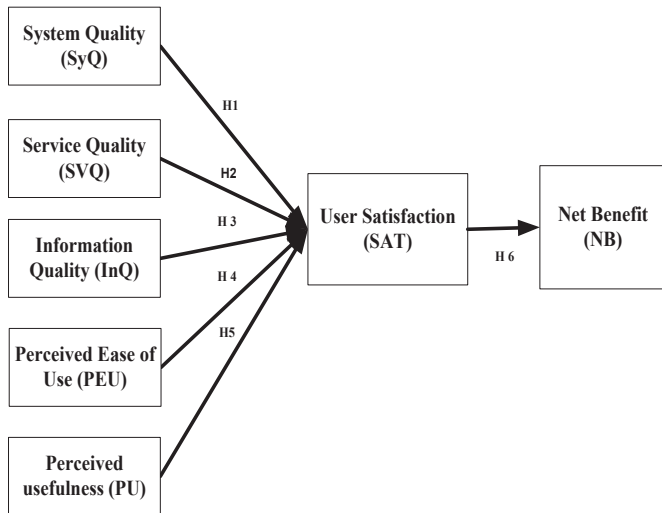


Fig. 1. User satisfaction evaluation model (USEM).

instructor?

2. Literature review

2.1. Distance learning

Moving from traditional face-to-face teaching to teaching online can be a precarious process for instructors (Conrad, 2004). Improving instructors of online classroom is based on the instructor satisfaction with the online format and a better online experience (Shea, Pelz, Fredericksen, & Pickett, 2002). As instructors always looking for attracting more students to make them successfully finish their study, which is the main goal of every university, latest studies have found that learners also expect fully attention from online instructors as well (Conrad, 2004). The higher satisfaction felt by the instructors promotes more usage of the LMS (Hall, Corman, Drab, Meyer, & Smith, 2009). Hence, LMS and educational technology adoption requires the users to experience high level of satisfaction in order to increase usage and improve the interaction in distance learning course (Keoduangsin & Goodwin, 2009; Kumar, Mukerji, Butt, & Persaud, 2007).

The format for delivering education from a distance has significantly changed since the introduction of new technologies such as web based learning and mobile learning. Despite the advantages of distance learning, its still has some limitations. For example, success may be dependent on technology; some individuals experience or technical issues with technology may provide some barriers to learning. In addition, distance learning practise depends on many factors such as user experience, motivation, technology, expectation and time management. Since the technology always deployed and the user needs always changed research indicates the need for additional investigation in the area of distance learning (Bertel & Pate, 2010). Furthermore, since the technology use in distance learning course is the key factor to the success of the course delivery and instructor satisfaction is one of the key factors that may predict the overall expectation of the learning output. Hence, investigating the instructor satisfaction of using LMS in distance learning course is very important.

2.2. User satisfaction

Satisfaction of online instructors is an important topic because it has the potential to influence the quality of instruction and student

outcomes (Bolliger, Inan, & Wasilik, 2014). Thus, Swartz et al. (2010) claim that instructor satisfactions based on academic recognition, technology availability, financial rewards and the degree of support with online instruction (Swartz et al., 2010). When all these factors are in place, it will motivate the instructors to more valuable as an instructional platform than classroom instruction and more interactive and attractive to a more diverse student population in general. Additionally, quality of faculty work is likely to be perceived as an extreme importance regarding student persistence and retention. Highly satisfied faculty members experience higher levels of motivation to perform their duties (Mclawhon & Cutright, 2012). As online teaching widely being used and instructors become experts with on-line teaching, instructors satisfaction become more valuable to know how satisfied is the instructors as the delivery method has been changed and teaching success based on the use of instructional media (Almeda & Rose, 2000). However, there is a number of studies published information on students satisfaction with online course, but only few studies concerned with instructors satisfaction topic especially in online course (Hall et al., 2009; Swartz et al., 2010; Willett & Bouldin, 2004; Woodward, 1998).

User satisfaction is identified as the extent to which users believe the information system available to them meets their informational requirements (Ives, Olson, & Baroudi, 1983). User satisfaction is the key differentiator in a competitive marketplace (Gitman & Mcdaniel, 2008). Furthermore, analyzing the user satisfaction is very useful for the product improvement (Li, Zhang, Zhang, & Year, 2010). The faculty or instructors satisfaction is defined as, "the extent to which faculty perceive that the institution provides a climate ensuring professional autonomy and activity commensurate with specialized expertise" (Pollicino, 1996).

A number of researchers believe that if the information system (IS) meets the needs of the users, the users satisfaction with IS will increase (Cyert & March 1992). Conversely, if IS does not provide the required information, it will lead to dissatisfied instructor (Bergersen, 2004). In our case, numerous instructors are dissatisfied with online classroom, and the dissatisfaction is derived from perceptions of technical skills, personality type and unfamiliarity (Llewellyn, 2011). Some of these factors are related to the technological difficulties such as using the available technology is not ease of use, not user friendly, complex system, and low bandwidth and accessibility. Hence, the next section will discuss the important theories and factors in the field of information technology that helps to predict the instructor satisfaction.

2.3. Research model

User satisfaction is regarded as one of the most important measures of IS success, to determine user satisfaction includes consumers' total satisfaction of service performance, users' opinion, and national conditions (Delone & McLean, 2003). The D&M model opened the gate for many researchers: they either empirically tested the model in different contexts or criticized and enhanced some of its aspects (Alshardan, Goodwin, & Rampersad, 2016). Analyzing the improvements of certain quality elements may increases in satisfaction and a decreases in dissatisfaction. User satisfaction affects the user loyalty to service enterprises, as high level of satisfaction supports continuous use of the course (Hall et al., 2009). In the service context, value and quality are proposed as antecedents of satisfaction; their influence on loyalty are mediated by satisfaction (Llewellyn, 2011).

In LMS context, different researcher goes to different variable to predict the user satisfaction in terms of capacity of use, culture influenced or technology adoption. Furthermore, previous researchers in LMS perspective did not concern the importance of the system quality such as availability and functionality of the LMS, or

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