ANTECEDENT'S OF FEMALE LEARNER SATISFACTION REGARDING E-LEARNING IN THE PAKISTANI INSTITUTES

Dr. Naveed Iqbal Chaudhry[*]
Dr. Hakim Ali Mahesar[†]
Dr. Hyder Ali Nizamani[‡]
Usman Tariq[§]

ABSTRACT

This study was carried out in four different educational institutions of Lahore, Pakistan to find out, the critical factors that have an impact on the Female Learner Satisfaction. Present study has established an assimilated example with six measurements: dimension of students, dimension of instructors, dimension of courses, dimension of technology, dimension of design, and dimension of environment. The outcomes of study revealed that E-learning had positive influence on perceived leaner satisfaction in the institutes of Pakistan. Different statistical tests/techniques such as, Descriptive Statistics, Standard Deviation, Mean, Cronbach`s Alpha Reliability Coefficient, Correlations and Multiple Regression Analysis were used with respect to relevance and to support the results of the study. The results show institutes in what way one can advance Female Learner Satisfaction and additional reinforce their e-Learning execution. This study presents several strengths that included the scales that were adapted, the organizations that were targeted and the statistical analytic techniques that prolonged the generalization of the study in broader spectrum.

Keywords: E-learning. Satisfaction, Learning attitude, Standard deviation, Mean, Multiple Regression Analysis.

INTRODUCTION

E-Learning is defined as a use of technology which provides material as instruction and preparation (Piccoli et al., 2001). Through the development of statistics, facts and figures and telecommuting technology expansion, it is developing as archetype for up-to-the-minute education. Educational technology is the operational use of scientific implements in knowledge. As a notion, it apprehensions an arrangement of trappings such as, broadcasting, technologies and schmoozing hardware, as well as allowing

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[*] Assistant Professor, University of the Punjab, Gujranwala Campus
[†] Assistant Professor, Institute of Commerce, University of Sindh Jamshoro
[‡] Associate Professor, Institute of Mathematics and Computer Science, University of Sindh, Jamshoro
[§] Visit Lecturer, University of Punjab, Gujranwala Campus

for fundamental hypothetical perceptions for nominal submission (Piccoli et al., 2001). The dynamics upsetting e-Learning enactment vacant by prior researchers are fundamentally after expressive or investigative revisions with assured magnitudes. On behalf of stinginess and practicability for preparation, the revision anticipates categorizing dismal factors guaranteeing an efficient e-Learning enterprise and procedure after a universal perspective and current recommendations for e-Learning controlling. Educational technology is not constrained to from head to foot knowledge. Yet, microelectronic educational technology known as e-learning has converted a significant fragment of civilization and encompassing a widespread collection of digitization methodologies, mechanisms and distribution approaches. For example, m-learning highlights flexibility, but is then vague in attitude from instructive technology.

Educational technology is comprised of categories of mass media that distribute manuscript, auditory, pictures, animatronics and running audio visual and embraces technology presentations and procedures such as, aural or filmed duct sticky tape, television, Compact disk- read only memory, and education that uses computer as a medium, and thriving as native and learning using different web programs. Statistics and communication schemes, whether free-standing or grounded on whichever home grown systems or the Internet in interacted education, motivate numerous e-learning progressions (Piccoli et al., 2001). For the preceding period, all concluded the realm challenges to use expertise in advanced in instruction and Pakistan ought to be there much disorganized as organizations have been premeditated only to involuntary prevailing procedures. Compute have not time-honored ample more. At the moment technology is open handed and generating a ground-breaking modification in every subdivision of lifetime and fashioning a new enlightening podium and it is benevolent a novel method to scholar to learn. Learning over and done with information technology is embryonic a new-fangled epoch of edification all above the world.

As an example of e-learning, Virtual university of Pakistan has produced new configurations of education and knowledge using information technology. Allama Iqbal Open University also has underwritten the development of much online education. E-learning is a significant aspect of business in our worldwide information based society as well.Thus, students' attitude towards e-Learning is critical but may be negatively affected by numerous influences. Thus it is crucial that investigations must

be conducted to explore that what strategies best result in student e-learning (Aviramand Tami, 2004; Sirkemaa, 2001; LaCour, 2005).

BACKGROUND OF THE STUDY

In emerging countries like Pakistan, computer technology seemed to be stagnant in the beginning. Recently, the administration has focused on elevating and enlarging the role of information technology in the republic. Management is allotting enormous resources to this end and to the institution of Virtual University and Information technology interiors in all community and cloistered subdivision institution of higher education. The aim is to provide high speed internet to universities and governmental organizations for electronic learning and e-Teaching at HEC Organizations of nation state.

Statement of the Problem

The intent in this study is to investigate the facilitators and barriers to e-learning among women private sector learners in Pakistan.The use of this measure could lead to the effectiveness and effect of e-leaning style in the private sector of Pakistan.

Deficiencies in the Study

The literature which exits has focused much on other teaching styles in Pakistan. The exiting literature is deficient in terms of exploring the e-learning teaching style that exits in the private sector of Pakistan. This study cannot be generalized as this study is within the perspective of answers from a sample of private e-learning organization of Pakistan. Other sectors of Pakistan educational corporate sector organization might be inclined by various other factors, and that could provide different outcomes in the same study. The literature is more motivated towards the different e-learning styles in Pakistan and lacking those theories that are the essential to gauge the e-learning styles. E-learning style is one of the styles that can provide with better results in any of the Pakistan service industry.

Objectives of the Study

The purpose for the research was to observe and measure relationships between the indicators of critical factors increasing satisfaction attitude towards learning of the students in the e-learning institutions of Pakistan.

Significance of the study for particular audience

This study will help the service sector of Pakistan to adopt e-learning styles in their organizations that can lead to better results and practices in the future. It also will help the managers/leaders of the institutions to formulate education polices in such a way which can be aligned with the e-learning style. The study will be constructive for the following audiences:

- Managers/ Leaders
- Service Sector Organizations

Followers

CONSTRUCTS

The constructs of the study need to be understood with the help of prevailing literature for identification of research gaps and developing our hypotheses accordingly. The purpose is to explore what is already known about the topic of the current study. As mentioned earlier, we are dealing with the following constructs in this study including Female Learner Satisfaction, e-learning and critical factors of students' success specifically among higher education institutions within Pakistan.

LITERATURE REVIEW

Prior Studies in e-learning institute of Pakistan

Electronic acquisition is fundamentally known as the source which is linked up with web structure that creates statistics or knowledge accessible to manipulators or apprentices which neglects period boundaries or topographical juxtaposition. Even though operational education has compensations terminated outmoded directly communicated education (Piccoli et al., 2001), apprehensions comprise interval, employment forcefulness, and physical possessions convoluted in successively attaining electronic knowledge surroundings. The overpriced rise let down rate of electronic skills enactments deliberated by Arbaugh & Duray (2002) justifies consideration after supervision and organization inventors.

The research designates that students attitude in the direction of electronic Education trappings is predisposed through numerous features. Investigation had acknowledged the sensitivities and philosophies of individuals as the main contributing factor of the real-world approach headed for everything. Constructive opinions stimulate persons to yield curiosity though undesirable state of mind persuades them to stopover left (Tami, 2004). Constructed on the observations, each separable matures one's own individual learning way (Sirkemaa, 2001).Investigators had institute that maximum of researchers have faith in the preeminent method of coaching is through communicate conferring to the apprentice's peculiar knowledge style (LaCour, 2005). For instance, knowledge panache of innovative age group of scholars (Barnes et al., 2007) described to remain extra self-governing then customary undergraduate populations.

Correspondingly, Pakistan is accepted over and done with upright and depraved involvements in acceptance and use of e-based learning for scholastic determinations as there are more than a few communal, governmental, traditional, anthropological and industrial restraints that are obstructing the acceptance for this ground breaking innovation in emerging regions in wide-ranging and Pakistan in specific; additionally, educators, apprentices and designers observe it contrarily due to dissimilar circumstantial experiences which piece a substantial part in accomplishment or if not catastrophe of usage in e-Learning and e-Teaching.

Observations about e-learning as a complete and Educational know-how in specific, are extensively investigated as the worthy pointers of manipulator glitches and students attitude and thereby the predictions of accomplishment for e-Learning determinations in the institutions of Pakistan. Exploration displays that student approaches are respectable pointers of their methodology toward the instructive know-how and these methodologies discriminate student's attitude after each other (Graff et al., 2001). For illustration, an investigation bangs that indulgent for instructors' observations of expertise and its impression on their career helps in knowledge exercise databases and thus technology incorporation hooked on teaching (Zhao & Bryant, 2006). Correspondingly, Bataineh & Abdel-Rahman (2006) bring into being robust associations amongst educators approaches and the achievement in consuming skill. Similarly, student's usage for processors and Internet hinge on the professed expediency on relations for communiqué and admittance to evidence in implementation of their assignments and coursework (Gay et al., 2006). Nonetheless, slight

investigation had remained predictable for scholars' insights of the attitude towards e-learning predominantly, in emerging states (Bataineh & Abdel-Rahman, 2006). Additionally, expertise archetype changes have altered not only the method of calculating but also the sensitivities of the general public about the e-learning (Ezziane, 2007).

Perceptual modifications are entrenched in various surroundings, the statistics for students predominantly. For instance, distinct transformations are obvious in rapports of approaches to computer education and technology usage and the differences develop beginning the metamorphoses of masculinity, population, education flair (Graff et al., 2001). Similarly, novel peer group of apprentices development statistics otherwise than preceding cohorts, and absorb best in an adapted arrangement (Dinevski & Kokol, 2005). Moreover, male scholars had constructive insights related to e-learning and data equipment than feminine scholars. Mature scholars mightobligateto some extent much constructive view of e-learning (Gay et al., 2006; Bataineh & Abdel-Rahman, 2006). Remaining categories take along previous information to the academia, which is recognized to disturb their approach to obtain different knowledge (Zhao and Brynat, 2006).

Consequently, nearby couldremain present 3 exciting observations and approaches regarding e-Learning among the educators public. Pessimists are persons that distaste e-Learning towards amendment education and adore the old-style approaches of coaching. Perhaps these are identical kind of instructors for which Baumeister (2006) follow-ups "captivating convincing interpretation, training, either that should be directly one to one or electronic knowledge, is never continuously totaled between utmost adored responsibilities in the institutions." Therefore, diminishes and connectors are the substances who grip constructive philosophies about the environment and part of e-Learning in the universities of Pakistan and equipped to acclimate consequently. The assortment of observations about the natural surroundings and starring role of e-Learning in the institutions of Pakistan couldbe there congregated addicted to two comprehensive employer philosophies or principles, that are managerial utmost of the educational learning enlargement for routine rehearses everywhere the sphere:

Instrumental theory which is supreme frequently detained confidence, that sights knowledge as 'tool' deprived of intrinsic worth (unbiased) and worth deceits in what way is it cast-off consequently scopeturns all

procedure for worldwide engagement for e-Learning (Radosevich & Kahn, 2006). Instrumental teaching is constructed as the foundation of education that assists civilization. An importance is positioned on significance and usefulness of instruction, anywhere scholars are anticipated toward smear the information, subsidizing the frugality. The jeopardy of much a scheme is scholars are stimulated to just come across certain acknowledged prerequisite, reasonably then deliberate judgmentally with determination for attaining particular kind of individual or shared progression (Ezziane, 2007). Substantive concept that is self-directed and independent attitude, that contends knowledge is never unbiased and had affirmative or deleterious influences. Scientific philosophical doctrine inspires the indication that simple occurrence of know-how pointers for accustomed and customary presentations for the skill, which in seizure conveys around communal adjustment (Radosevich & Kahn, 2006).

Satisfaction in e-Learning institute of Pakistan copious

The research designates that students are infrequently contented by practicality of innovative electronic learning structures and apprehensive around difficulties for assimilating these structure with additional administrative schemes (Drinkwater et al., 2004). Higher management is continuously fronting difficulties of "student's disappointment with afresh announced systems, incongruities amongst a novel technology and the prevailing work rehearses, underrating the technical complication for scholars, and unproductive end-user sustenance." The distinct consummation is thoroughly connected with the assurance of the discrete to contribute and subsidize (Joo, Bong & Choi, 2007). Correspondingly, "a contest in the middle of education style and instruction style discloses upsurges in scholar accomplishment and gratification (Manochehr, 2007)."

Diversified consequences had remained described around student gratification commencing electronic knowledge systems round the biosphere. Studies have reported "students for fresh electronic education classifications are not as much of content as those consuming the outmoded approaches of coaching and learning." Whereas, Radosevich & Kahn (2006) initiate great stages of fulfillment On the other hand, as deliberated in writings, contentment is reliant on a numeral of elements counting individual physiognomies, environmentally friendly compressions and the e-Learning conveniences accessible.

Educationist also consent that e-Learning ought to be distributed in method and atmosphere which contests requirements and knowledge elegances of

discrete beginners (LaCour, 2005). An enquiry discloses that is aimed at instructor grounded knowledge lesson (old-style), the wisdom chic is inappropriate, nonetheless as far the network grounded knowledge session is concerned (electronic -Education), education stylishness was meaningfully significant. The consequences designated that scholars by the Accommodation education flair (these study finest from end to end discourse, documents and equivalences) and the Congregated education smartness (these absorb finest through workshops, field work and explanations) attained an enhanced consequence through the e-learning (web-based) technique (Manochehr, 2007).

Attitude Factor and Satisfaction in e-Learning institute of Pakistan

Prearranged the dissimilarities of observations (Webster & Hackley, 1997) students perform contrarily while consuming educational knowledge apparatuses and procedures for training and education determinations. A significant experiment for establishments is overpowering the traditional mentality whereby subdivisions and folks act as grain storage, guardianship figures and device to themselves (LaCour, 2005). Furthermore, the working out that instructors do obtain look after not continuously tie with their instructive desires, because the capability is infrequently convoluted in the conclusions around technology and enterprise of original approaches for know-how incorporation (Juniu, 2005). In emerging republics, "e-Learning need not pervaded to prodigious degree in many advanced learning organizations in most emergent republics owing to countless socioeconomic and scientific surroundings."

The utmost experiment in knowledge atmospheres is to acclimatize the computer founded structure to inversely expert students. Uncertainty the situation remains too multifarious, the student will be vanished, disordered or unsatisfied. Similarly, too unassuming or non-systematic atmospheres root morals difficulties (Sirkemaa, 2001). Knowledge is through countryside troublemaking, and consequently, it hassles novel reserves of period, money, planetary, and assistances and vicissitudes in the manner persons do stuffs. Additionally, one to one communiqué is serious for teaching space communal associations and interactive procedures while, operational expertise has abridged provision for social communication. Even though sentiments can be transported over e-mail or discussion, it sorts out non substitute "the essentials of socio-emotional happiness (Moore, 1989)." Consequently, "blockades could brand skill usage exasperating for the technically understanding, let unaccompanied a lot of

educators who may be to some extent techno-phobic (Ezziane, 2007)."

Supplementary than half of all statistics knowledge developments become airstrips- overrunning their resources and schedules while weakening to distribute on their objectives (McManus and Wood-Harper, 2004:3). In the same way, while interacted education is constructing entrance in academies, its complete impression is however, somewhat inadequate (Baumeister, 2006). More than a few investigators have recognized the difficulties for the expansion, usage and incorporation of e-Learning into education, knowledge and instructive administration (Drinkwater et al., 2004) likewise as: Inactivity of conduct of persons, like their confrontation to alterations, etc. Exaggeration, deficiency of consciousness and undesirable approaches in the direction of e-Learning, nonexistence of universal method to execution and absence for follow-up.

Technological alteration is not professed as a cooperative knowledge rather an individual experiment therefore; explanations toward the problematic for assimilating technological revolutions into the education are more concentrated on discrete instructors (Manochehr, 2007). Some educators powerfully activist the technical modernization but might counter attack in accommodating technology as essential fragment for the knowledge procedure. These different responses and apprehensions have therefore fashioned range that characterizes numerous assertions on the road to technology (Juniu, 2005). Likewise, Ingenuousness might tip to emerging students' nervousness (Moolman & Blignaut, 2008)."

The research designates that students are infrequently pleased with functionalities for latest learning organizations and concerned nearby the difficulties of mixing structure with additional structural schemes (Drinkwater et al., 2004; Russell, 2005). The top authorities of Pakistan are constantly fronting difficulties of scholar students' unhappiness with freshly announced schemes, incongruities among a novel knowledge and remaining effort rehearses, undervaluing the technical complication of personnel, and unproductive end manipulator maintenance (Bondarouk, 2006)." The singular consummation is thoroughly connected with assurance of different to contribute and subsidize (Juniu, 2005). Correspondingly, contest flanked by learning elegance and instruction flair discloses escalations in scholar attainment and contentment (Manochehr, 2007)."

Instructor's Dimension

The justification is that when learner's façade difficulties in connected progression, suitable support after the teacher inspires apprentices to carry on their knowledge. Consequently, a teacher is proficient for controlling e-Learning happenings and answering scholars' wants and complications punctually erudition fulfillment will expand. Persons are anticipated toward cultivate their personal synchronized arrangements of conduct by dint of witnessing others' movements, performances, and demonstrative responses. Instructor response time and instructor's attitude towards e-Learning are two main factors that can play their role in developing e-Learning satisfaction in students. So following hypotheses are going to be presented;

H1:   Instructor's response time is significantly related with the satisfaction and learning attitude of students.

H2:   Instructor's attitude towards E-Learning is significantly related with the satisfaction and learning attitude of students.

Student's Dimension

Ample investigation designates that beginner approach in the direction of supercomputers is an essential element in electronic knowledge gratification. A supplementary optimistic assertiveness on the way to information technology, for instance, when scholars are not petrified for complication of consuming processors, will consequence in much contented and operative apprentices in an electronic culture atmosphere. For that reason, this investigation contemplates learners' attitude headed for computers a significant element in learning satisfaction. Student's attitude towards computer is another important factor that can improve their satisfaction regarding e-Learning and such attitude can also be accompanied by the computer's anxiety of student which can mobilize its attitudes towards e-Learning. Not only the external factors but literature has highlighted that internal self-efficacy can also act to improvise satisfaction level. So following hypotheses have been proposed:

H3:   Student's attitude towards computer is significantly related with the satisfaction and learning attitude of students.

H4:   Student's computer anxiety is significantly related with the satisfaction and learning attitude of students.

H5:   Student's internal self-efficacy is significantly related with the satisfaction and learning attitude of students.

Course Dimension

Owing to e-Learning progressions' springiness in period, position, approaches, contribution and gratification for electronic wisdom beginners are simplified. Presently, most e-Learning sequences remain in admiring knowledge and sustained teaching packages, and beginners are typically individuals on the job. Furthermore, it's virtually eradicates gracelessness connected with direct communication statement in customary schoolrooms. Technology quality and internet quality are two of the major issues in this regard. Technology quality can facilitate students while adapting to the e-Learning while internet quality can provide an interrupted access to the all elements of e-Learning and the satisfaction in this regard. Following are hypothetical assumptions in this regard.

H6:   Technology quality is significantly related with the satisfaction and learning attitude of students.

H7:   Internet quality is significantly related with the satisfaction and learning attitude of students.

Technology Dimension

Numerous investigators designate that knowledge excellence and Internet eminence considerably have impacted satisfaction in e-Learning. The description for knowledge excellence is the beginners' superficial eminence of IT functional in electronic Education (e.g, microphones, electronic blackboards,). The meaning for Internet excellence is system superiority as professed through novices. Many E-Learning courses are available to get the full exposure of E-Learning platform. Such E-learning courses are critical from quality and flexibility dimensions so following hypotheses are given;

H8:   E-learning course flexibility is significantly related with the satisfaction and learning attitude of students.

H9:   E-learning course quality is significantly related with the satisfaction and learning attitude of students.

Design Dimension

Beginner professed convenience in an e-Learning organization is distinct by way of the insight for amounts of development in knowledge belongings since of implementation for such a classification. Supposed comfort of usage in e-Learning organization is initiates' awareness for comfort of assuming e-Learning structure. Relating the perfect toward e-Learning, assumption is that additional beginners' observe helpfulness and comfort for usage in sequences supplying mass media, such as progression websites and folder transferring packages, the additional constructive their assertiveness are en route for e-Learning, subsequently cultivating the knowledge involvements and gratification, and growing the probabilities of consuming e-Learning in forthcoming. Under-mentioned hypotheses are stated in this regard.

H10: Perceived usefulness is significantly related with the satisfaction and learning attitude of students.

H11: Perceived ease of use is significantly related with the satisfaction and learning attitude of students.

Environmental Dimension

Conferring to Moore (1989), he has mentioned three categories for connections in knowledge doings: scholars with instructors, scholars with resources, scholars with learners. Education panaches, particularly connections amongst educators and learners, play a conclusive part in education actions. Devoid of noticeable connections among instructors and apprentices, students are supplementary predisposed to interruptions and struggle engaged in the progress resources. Assessment is an integral part of e-Learning as it can manipulate the attitudes of students gigantically in e-learning so this point should be kept in consideration. Hypothetical assumptions regarding this belief are given in the following;

H12: Diversity in assessment is significantly related with the satisfaction and learning attitude of students.

H13: Learner perceived interaction with others is significantly related with the satisfaction and learning attitude of students.

RESEARCH QUESTION(S)

The examination inquires of this study were:

Either e-Learning institutes of Pakistan are increasing satisfaction and learning attitude of students?

Whether critical factors impact on Female Learner Satisfaction in e-Learning institute of Pakistan or not?

Research Objective(s)

The objectives of this research were:

- Firstly, to reveal the perceived e-Female Learner Satisfaction in e-Learning institute of Pakistan.

- Secondly, to evaluate the impact of e-learning critical factors have on perceived e-Female Learner Satisfaction

- The last but not the least objective is to formulate recommendations for perceived e-Female Learner Satisfaction in e-learning institutes of Pakistan

THEORETICAL FRAMEWORK
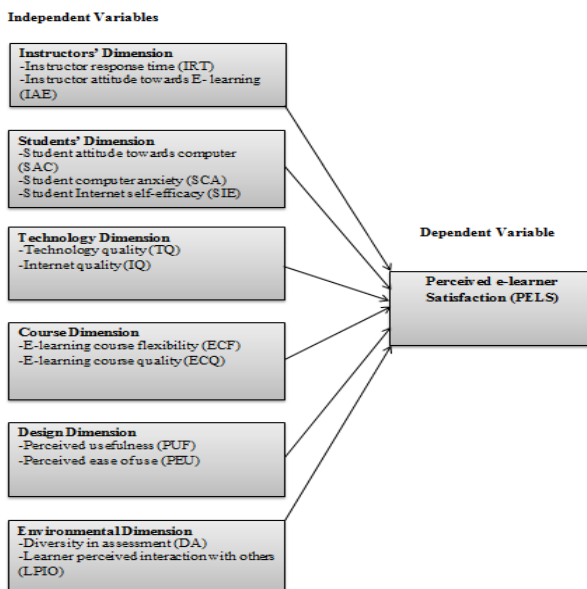
METHODOLOGY

Participants

The total number of participants for this study will be three hundred and sixty-five and they will be chosen from the top reputed private universities that could be either managers, leaders or the professionals who have sound knowledge for the terms that can be used in the particular study to car youth the research for further completion.

Sampling Procedure

The sampling method chosen for the study is those universities that are affiliated and approved by the higher education commission and for this Pakistan universities selected are (Two and other universities of Lahore, Pakistan namely: CIIT virtual university, Virtual university and other) are selected by using random sampling method . Selection of sample size is based on the formula that's internationally recognized and mostly used in researches (e.g., Arbaugh 2000; Joo et al., 200). The sampling procedure is as = 5 * no of items = 5 * 69 = 345 defendants.

Measuring Instrument

2 items instrument for instructors dimension was industrialized by Thurmond et al. (2002) and Webster and Hackley (1997), 25 constructs will be used in order to measure student's dimension towards computer developed by Gattiker and Hlavka (1992), Student computer anxiety by Barbeite & Weiss (2004), Student self-efficacy by Joo et al. (2000), 7 constructs for course dimension that include E-learning course flexibility and E-learning course quality developed by Arbaugh (2000), 10 constructs for technology dimensions which includes Technology quality by Amoroso and Cheney (1991) and Internet quality by Sun et al. (2008), 8 for design dimensions that is Perceived usefulness and Perceived ease of use by Arbaugh (2000), 10 for Environmental dimension developed by Thurmond et al. (2002) and Arbaugh (2000). For the depended variable Perceived e-Female Learner Satisfaction had 7 items developed by Arbaugh (2000).

Research Administration

This study has used a type of interval scale to gauge the responses in which responses are recorded on a pattern ranged from strongly disagree to agree under the coding which varied from 1 to 5 respectively.238 responses are expected that will be when almost 400 questionnaires are being circulated

in the targeted population during self-administration.

Data Analysis and Findings

As per the study is concerned first of all descriptive statistics will be run for all the variables that are added in the research either they are leaders, managers or administrators. Secondly reliability will be checked which is determined by the Cronbach's alpha value. The value of this scale ranges from 0 to1. So the values must fall within the define range. As it can be seen from table 1 that all the reliability values are within the mentioned range. As all values are greater than 0.7 then it means that our scale and instrument are reliable

Table 1: Cronbach`s Alpha: Reliability

	Reliability Statistics	
	Cronbach's Alpha	N of Items
Student attitude towards computer	.740	8
Student computer anxiety	.862	4
Student internet self-efficacy	.964	13
E-learning course flexibility	.868	7
E-learning course quality	.807	3
Technology quality	.807	4
Internet quality	.852	4
Perceived usefulness	.888	4
Perceived ease of use	.902	4
Learner perceived interaction with other	.917	9
Perceived e-Female Learner Satisfaction	.949	9

To check the impact of extant of dimensions (Environment, Course, Technology, Instructor, Student, and Design) on perceived e-Female Learner Satisfaction, linear regression analysis was applied. R square shows the total change in the dependent variable e-Female Learner Satisfaction due to the impact of the independent variables. For the dimension and teacher dimension, it shows the value of .148 which shows that dimensions can bring 14.8% change in perceived leaner satisfaction in

Table 2: Regression Analysis

Variables	R	R Square	Adjusted R2	Std. Error of the Estimates	Durbin-Watson
Teacher Dimension	.384	.148	.139	.96205	1.976
Student Dimension	.605	.366	.356	.83194	2.131
Technology Dimension	.591	.350	.343	.84021	2.123
Course Dimension	.684	.468	.463	.75987	1.954
Design Dimension	.740	.548	.544	.70049	1.834
Environmental Dimension	.687	.472	.467	.75721	1.910

e-learning institute of Pakistan. Similarly for the other dimensions results are student dimension .366, technology dimension. .350, Course Dimension .468, Technology dimension .350, Design dimension .548 and environmental dimension .472.

Table 3: ANOVA: Hypothesis 1,2,3,4 and 5

		Sum of Squares	df	Mean Square	F	Sig.
Teacher Dimension	Regression	31.879	2	15.940	17.222	.000
	Residual	184.183	199	.926		
	Total	216.062	201			
Student Dimension	Regression	79.022	3	26.341	38.058	.000
	Residual	137.039	198	.692		
	Total	216.062	201			
Technology Dimension	Regression	75.577	2	37.789	53.529	.000
	Residual	14.484	199	.706		
	Total	216.062	201			
Course Dimension	Regression	101.158	2	50,579	87.596	.000
	Residual	114.904	199	.577		
	Total	216.062	201			

Design Dimension	Regression	118.416	2	59.208	120.665	.000
	Residual	97.645	199	.491		
	Total	216.062	201			
Environmental Dimension	Regression	101.962	2	50.981	88.916	.000
	Residual	114.099	199	.573		
	Total	216.062	201			

ANOVA test was run for proving the first hypothesis of our study. Table 3 shows that there is an association amongst the constructs. As ANOVA table is showing that for the all the critical factors dimensions and perceived-leaner satisfaction the significance value is .000 which is less than 0.05 so it means that perceived e-learning has a positive impact on the satisfaction and learning attitude of students in the e-leaner institutes of Pakistan which supports first hypothesis of the study. All the dimensions are statistically significant.

Table 4: Co-Effecients:Hypothesis 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 & 13

| | Unstandardized Coefficients | | Standardized Coefficients | | |
	B	Std.Error	Beta	t	Sig.
Constant	2.097	.235		8.914	.000
Teacher Dimension	.224	.064	.259	3.482	.001
	.172	.068	.187	2.515	.013
	.612	.365		1.674	.096
Student Dimension	.579	.102	.422	5.699	.000
	-.049	.067	-.046	-.724	.470
	.233	.085	.221	2.740	.007
Technology Dimension	. 85	.264		2.978	.003
	.575	.075	.519	7.698	.000
	.125	.070	.121	1.794	.074

Course Dimension	.545	.223		2.439	.016
	.620	.083	.536	7.451	.000
	.211	.079	.192	2.671	.008
Design Dimension	.374	.202		1.848	.066
	.557	,084	.516	6.657	.000
	.276	.082	.262	3.377	.001
Environmental Dimension	.701	.210		3.340	.001
	.381	.051	.431	7.520	,000
	.403	.061	.379	6.625	.000

From the above table when drawing conclusion about the hypothesis then when all of the dimensions are considered individually then none of the dimensions had any constructive effect on the perceived e-Female Learner Satisfaction. When we look at the significance value of teacher dimension $p < .000$ therefore the results are significant, followed by other dimension such as student $p < .007$, course dimension $p < .0.16$ and technological dimension $p < .003$, and environmental dimension $p < ,001$ respectively. All the dimensions have significant relationship.

Similarly if we want to check which e-Learning dimension has a constructive influence on the perceived e-Female Learner Satisfaction we look at the Beta (β) values. The Beta weight will tell the change that is being seen in the dependent variable as a result of the independent variable and the standard deviation. In the above table course dimension had the greatest Beta (β) value i.e. .536 which can be considered best predictor which means that this dimension had the constructive effect on satisfaction level. This proves the hypotheses 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 & 13that the dimensions have an impact on the perceived e-Learner in the e-Learning institute of Pakistan

Table 5: Correlation

	PELS	IRT	IAE	SAC	SCA	SIE	TQ	IQ	ECF	ECQ	PUF	PEU	DA	LPIO
(1) Perceived E-Female Learner Satisfaction(PELS)	1													
(2) Instructor response time(IRT)	.347** ,000	1												
(3) Instructor attitude towards E-learning(IAE)	.309** ,000	.473** ,000	1											
(4) Student attitude towards computer(SAC)	.573** ,000	.422** ,000	.493** ,000	1										
(5) Student computer anxiety (SCA)	-.228** ,001	-.149* ,017	-,015 ,416	-.202** ,002	1									
(6) Student internet self-efficacy (SIE)	.512** ,000	.399** ,000	.361** ,000	.640** ,000	-.438** ,000	1								
(7) Technology quality (TQ)	.582** ,000	.486** ,000	.403** ,000	.636** ,000	-.245** ,000	.758** ,000	1							
(8) Internet quality(IQ)	.395** ,000	.201** ,002	.297** ,000	.454** ,000	-,093 ,094	.501** ,000	.529** ,000	1						
(9) E-learner course flexibility (ECF)	.670** ,000	.364** ,000	.440** ,000	.604** ,000	-.214** ,001	.657** ,000	.723** ,000	.466** ,000	1					
(10) E-learner course quality (ECQ)	.566** ,000	.307** ,000	.351** ,000	.465** ,000	-.127* ,036	.535** ,000	.614** ,000	.439** ,000	.696** ,000	1				
(11) Perceived usefulness (PUF)	.723** ,000	.420** ,000	.353** ,000	.624** ,000	-.305** ,000	.601** ,000	.660** ,000	.522** ,000	.706** ,000	.570** ,000	1			
(12) Perceived ease of use (PEU)	.669** ,000	.449** ,000	.431** ,000	.666** ,000	-.311** ,000	.709** ,000	.750** ,000	.515** ,000	.733** ,000	.540** ,000	.789** ,000	1		

(13) Diversity in assessment(DA)	.596**	.526**	.398**	.630**	-.289**	.693**	.691**	.493**	.657**	.549**	.691**	.735**	1	
	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000		
(14) Learner perceived interaction with others(LPIO)	.567**	.264**	.324**	.332**	,064	.299**	.383**	.305**	.525**	.500**	.533**	.477**	.437**	1
	,000	,000	,000	,000	,182	,000	,000	,000	,000	,000	,000	,000	,000	

Table presents the means, standard deviations, and correlations between variables. The instructor attitude towards e-learning variable (r = .473, p < .001) has the upper most association to the dependent variable. Additional independent variables that meaning fully connected with the dependent variable are: student attitude toward computers(r = .493, p < .001); student computer anxiety (r = .202, p < .001); student Internet self-efficacy (r = .438,p < .001); instructor response timeliness (r = .347, p < .001); e-Learning course flexibility (r = .440, p <.001); technology quality (r = .395, p < .001); Internet quality(r = .201, p < .005); perceived usefulness (r = .522, p < .001); perceived ease of use (r = .449, p < .001); diversity in assessment (r = .549, p < .001); learner perceived interaction with others (r = .299, p < .001). All the aspects showed noteworthy associations with perceived Female Learner Satisfactions.

DISCUSSION AND CONCLUSION

At hand are impending openings amongst the discernments and rehearses of all the participants in the e-Learning stocks of e-learning counting administrations, organizations, individuals and persons. The investigation recommends that "once articulating strategy, managers incline to errand the activist methodology, but in preparation they are generally technocratic. In this study, students, and each of the dimensions have positive attitudes/impact in the direction of e-Learning and all are consistent with the theoretical framework, research hypothesis and research objectives of the study. However, their real-world attitudes are different. The research designates that students are infrequently contented through functionalities of latest educational Knowledge organizations and concerned around difficulties of assimilating the coordination with further administrative schemes. By so far there is not any exploration or national representations, we unsurprisingly gaze everywhere for inedible the ledge explanations or copied replicas of e-Learning.' The investigation reveals that the contextual models of electronic wisdom developments have continuously underachieved and eventually unsuccessful to create supplementary worth

for the coaching, education and organizational determinations in the institutions of Pakistan.

Not astoundingly, ''course quality'' is the greatest significant apprehension in the electronic knowledge atmosphere. Course content must be prudently intended and accessible parsimoniously. Technological design shows imperative part in scholars' apparent helpfulness and comforts for usage of a course and ought to have influence on scholars' consummation. Such studies are advantageous for exploring that why people within the same organization and sometimes at the same level have different perceptions of e-Learning. Though the unit of analysis in this paper is organization but all relevant elements having direct or indirect association with the conceptual framework should not be overlooked in deciding the right constructs of research that will help for validating the research findings.

Rendering to this education, beginners' nervousness too impedes their contentment. Serving scholars shape their self-assurance in consuming processors will brand e-Learning more pleasurable. An essential processor sequence might be requirements to enhance make scholars. Finally, this education discovers that teachers' approaches in the direction of e-Learning completely impact scholars' fulfilment. Once coaches are dedicated to e-Learning and display vigorous and positive insolences, their eagerness resolve be professed and supplementary inspire scholars. In nimble of, university managers need to be self-same cautious in choosing mentors for electronic learning paths.

Limitations and Direction for Future Research

In spite of the information that this analysis expresses to a thoughtful and universal push to associate constituents of e -Learning, it is not devoid of restrictions. To initiate with, this study recommends a synchronized model casing a mixture of constituents impacting e-Learners gratification; it may not be all-encompassing for the reason that of the restrictions of period and possessions.

Secondly, this effort contemplates on dimensions from a precise electronic knowledge framework. Idiosyncratic frameworks variation is not scrutinized more. Thirdly, the benchmark variable of this investigation is an only pointer, perceived e –Female Learner Satisfaction (PELS). Piccoli et al. (2001) revealed couple of investigators recommends that learning implementation and replacement marks could in like method be regarded assecondary variables. Forthcoming research may link more variables and

examine difference at right angles over individual learning frameworks. Fourthly, the realistic methods exploited as a part of this study are in opinion of out dated assumptions; laterally these lines our consequences are usual with these conventions as a base. At last, this investigation used multiple regression analysis to check the independent and dependent variables. Later on, other quantifiable structures like Structural Equation Modelling (SEM) with Linear Structural Relations (LISREL) may be used to examine purpose/impact association between variables.

The results of the present study need to be generalized and this may be replicated in other parts of Pakistan and rest of the world. It would give stimulating insights that whether the results revealed in Pakistan are same or otherwise in western culture. The proposed theoretical framework of this study if properly understood and used according to the assumptions and boundary conditions of the study then it might ease out the task for social science researchers.

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