Manage perceived e-learning quality in Egyptian context

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With the rapid growth of e-learning around the globe, it is becoming increasingly important to assess the perceived e-learning quality and its impact on learners’ satisfaction. Although e-learning is still a considerably young phenomenon in the Arab world, it is currently viewed by Arab government officials as a viable solution to their educational problems. This paper aims to suggest e-learning quality dimensions in Egyptian universities and investigate its impact on perceived e-learning quality and students’ level of satisfaction. The study sheds light on the importance of transferring traditional higher education into online education in order to enhance the effectiveness of higher education institutions as well as contributing to a better understanding of the role of quality in e-learning from the perspective of instructors and investigating its impact on perceived e-learning quality. Throughout the paper, the author focuses on the body of literature concerned with higher education, e-learning service quality and students’ satisfaction importance in universities; consequently, a set of hypothesised quality dimensions were introduced for Egyptian universities to measure and understand perceived e-learning quality and its influence on students’ satisfaction.

Keywords: quality; service; higher education; e-learning; students’ satisfaction