


# Chapter 14

## Exploring the Linkage Amid Dimensions of Virtual Learning Service Quality, Virtual learning Learner Satisfaction, and Loyalty: Evidence From India

**Deepanshi Aggarwal**

*Maharshi Dayanand University, Rohtak, India*

**Aastha Jain**

 <https://orcid.org/0000-0003-1081-9135>  
*Vaish College of Engineering, India*

**Preeti Jain**

*Hindu Girls College, Sonipat, India*

### ABSTRACT

*The core intention of this study is to examine the impact of virtual learning service quality attributes on the virtual learning learner's satisfaction and loyalty in India. The current study was conducted in universities of India's best cities for higher education according to the IIRF ranking 2022. Data were specifically collected from the universities who have implemented virtual courses. Three constructs with 35 statements are identified using the exploratory factor analysis. Virtual learning system quality, virtual learning instructor and content quality, and virtual learning management service quality were the three extracted factors. The findings of study revealed that the most significant factor is virtual learning system quality, followed by virtual learning instructor and content quality and virtual learning management quality among the numerous attributes of virtual learning service quality.*

DOI: 10.4018/978-1-6684-7639-0.ch014

## **INTRODUCTION**

In the conformist educational set, where interfaces amid learners and mentors take place right away in campus physical classrooms, the liaison amid learner's loyalty and the dimensions that lead to loyalty has been examined broadly. The higher education industry is not an exception to how the development of ICT is transforming completely other sectors and industries. Due to the continued availability of a multiplicity of teaching and learning choices for staff and learners thanks to ICT applications, virtual learning is growing in popularity in higher education. Virtual learning refers to the usage of current information & communication technology and computers hooked up to the web to make available teaching- learning materials. It has numerous advantages for both universities and learners. For universities, Virtual learning first and foremost saves significant costs associated with the investment in offline teaching and learning facilities. Second, it assists institutions in becoming further digitised and contributes to the organization of a digital and informed culture in which learning & knowledge partaking could be completed simply and quickly at any while and from any place with web-enabled devices. Further it allows universities to develop into the cohesive global educational ecosystem. In in accumulation to conformist learning, virtual learning gives learners another learning style alternate. Virtual learning is neither time- or place-bound and may be done at home, at work, or anywhere. Learners who are working and learning at the same time will find this to be especially convenient. Moreover, since they are not compelled to be present in classes physically, learners can fully manage the pace and regularity of their study with virtual learning. In the same way that corporations take care of their consumers, more and more institutions are introducing learner care programmes. Putting simply, today's learners are viewed just as university clients, and universities must take effective measures to preserve their allegiance. In the traditional learning environment, researchers have studied the elements that escort learners' loyalty. Few studies have been conducted to investigate how major characteristics of virtual learning service quality impact virtual learning learner loyalty via the intermediate function of virtual learning learner satisfaction. Accordingly, this research contends that not entire virtual learning service quality dimensions have an equal influence on total virtual learning service quality. Therefore, it is essential to pinpoint which virtual learning service quality dimension are most crucial for affecting virtual learning learner satisfaction and virtual learning learner loyalty.

Given that past research on virtual learning service quality were generally undertaken in developed nations, a vital query that emerges is whether virtual learning service quality dimensions derived in developed nations can be applicable to India. By resolving this question, the current study adds to the body of knowledge.

14 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/exploring-the-linkage-amid-dimensions-of-virtual-learning-service-quality-virtual-learning-learner-satisfaction-and-loyalty/317985](http://www.igi-global.com/chapter/exploring-the-linkage-amid-dimensions-of-virtual-learning-service-quality-virtual-learning-learner-satisfaction-and-loyalty/317985)

## Related Content

---

### Toward a Comprehensive Model of E-Learning Evaluation: The Components

Curtis J. Bonk, Robert A. Wisher and Matthew V. Champagne (2007). *Flexible Learning in an Information Society* (pp. 260-271).

[www.irma-international.org/chapter/toward-comprehensive-model-learning-evaluation/18712](http://www.irma-international.org/chapter/toward-comprehensive-model-learning-evaluation/18712)

### The Benefits of Teaching Students the Language of Physics

Jurgen Schulte (2012). *Sustainable Language Support Practices in Science Education: Technologies and Solutions* (pp. 160-194).

[www.irma-international.org/chapter/benefits-teaching-students-language-physics/56415](http://www.irma-international.org/chapter/benefits-teaching-students-language-physics/56415)

### Playing Against the Game

Bernd Remmele (2017). *International Journal of Game-Based Learning* (pp. 74-82).

[www.irma-international.org/article/playing-against-the-game/182564](http://www.irma-international.org/article/playing-against-the-game/182564)

### Associations of Subjective Immersion, Immersion Subfactors, and Learning Outcomes in the Revised Game Engagement Model

Paul A. Barclay and Clint Bowers (2018). *International Journal of Game-Based Learning* (pp. 41-51).

[www.irma-international.org/article/associations-of-subjective-immersion-immersion-subfactors-and-learning-outcomes-in-the-revised-game-engagement-model/196611](http://www.irma-international.org/article/associations-of-subjective-immersion-immersion-subfactors-and-learning-outcomes-in-the-revised-game-engagement-model/196611)

### A Theoretical and Methodological Approach to Examine Young Learners' Cognitive Engagement in Science Learning

Meng-Fang Tsai and Syh-Jong Jang (2013). *Approaches and Strategies in Next Generation Science Learning* (pp. 64-83).

[www.irma-international.org/chapter/theoretical-methodological-approach-examine-young/74091](http://www.irma-international.org/chapter/theoretical-methodological-approach-examine-young/74091)