

## Factors Affecting the Quality of e-Learning: University Students' Perspective

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The COVID-19 pandemic turned education mode into e-learning in many countries. Sri Lankan higher education was primarily based on e-learning during the pandemic, leaving new challenges and opportunities for teachers and learners. Sustainable Development Goal 04 refers to quality education needs for everyone in the world. The quality of e-learning was a growing debate among higher education providers based on several factors. However, Sri Lankan literature leaves a gap in finding empirical evidence on the factors affecting quality e-learning. This study aims to find the relationship between seven independent factors: administrative support, course content, course design, instructor characteristics, learner characteristics, social support, and technical support on the quality of e-learning in higher education during the COVID-19 pandemic. The population selected for this study were students engaged in higher education, and data was collected using a standard questionnaire from the sample of final year undergraduates of the Department of Accountancy, Faculty of Commerce and Management Studies, the University of Kelaniya that reflects their perception of the quality of e-learning and the factors affected the quality of e-learning during the COVID-19 pandemic. Scores for the seven factors were identified based on the responses and their relationship to the quality of e-learning measured using the structural equation modelling technique. The study's results indicate that all seven factors have a positive relationship with the quality of e-learning. Further, the path model suggests that learner characteristics and social support are statistically significant for their impact on the quality of e-learning. Higher education providers are advised to focus on improving learner involvement and the social support learner receives to improve e-learning quality. Further, the attention of policymakers is required on these findings in national education policy development.

**Keywords:** *Covid-19 Pandemic, E-Learning, Higher Education, Learner Characteristics, Quality Education, Social Support*

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Course Design

Instructor Characteristics

Learner Characteristics

Course Content

Social Support

Administrative Support

Technical Support

Quality of E-Learning

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### Background

- COVID-19 pandemic turned the education mode to e-learning in many countries.
- Sri Lankan higher education had been primarily based on e-learning during the pandemic leaving new challenges and opportunities to both teachers and learners.

### Problem

Quality of e-learning has become a growing debate among the higher education providers.

### Methodology

- Sample: Final-year undergraduates of the Department of Accountancy, Faculty of Commerce and Management Studies, University of Kelaniya (80 Observations)
- Data Collection: Questionnaire (Primary Data)
- Model and Tool: Structural Equation Modelling (SEM).

### Results

- All (seven) factors have a positive relationship with the quality of e-learning.
- The path model suggests the learner characteristics and social support are statistically significant for their impact on the quality of e-learning.

### Contribution

- Higher education providers are advised to focus on improving the learner involvement by developing their skills and the social support learner receives to improve e-learning quality.
- Attention of policy makers is required on findings in national education policy development.

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