

Modelling e-learning quality, self-efficacy and students' behaviour

Tejas R. Shah and Poonam Chhaniwal

Published Online: April 8, 2024 · pp 58-84 · <https://doi.org/10.1504/IJLT.2024.137896>

 PDF

 Tools

 Share

Abstract

This study empirically tested a model examining the effect of four e-learning quality dimensions, i.e., information quality, system quality, service quality, and instructor quality as well as students' self-efficacy on e-learning behaviour - satisfaction and continued intentions that further affect students' academic performance. The research model is examined for e-learning systems at higher education institutions (HEIs). Data were collected from four cities of Gujarat, India, i.e., Ahmedabad, Vadodara, Surat and Rajkot. The sample size consists of 832 students and information was collected using a self-administered online survey. Data is analysed through structured equation modelling in SPSS AMOS (v.23). The findings offer direction for HEIs to enhance students' satisfaction, continued intentions thereby strengthening their academic performance, using e-learning system. This research contributes to the literature by empirically examining a research model, revealing students' e-learning behaviour and academic performance at HEIs.

Keywords