

Assessing e-learning system in higher education institutes: evidence from structural equation modelling

1. Introduction

The higher education institutes have attained significant opportunities due to the development of information and communication technology (ICT). It has helped them to provide quality education in classrooms and distance learning programs (Ngai et.al. 2007; Fletcher, 2005). The universities and other educational institutions are able to reduce their cost of provision which in turn produces greater revenues (Saade and Bahli, 2005). Moreover, the ICT has brought-up the concept of online learning concept in education. The facility of online learning eliminates the physical presence of facilitator in the classroom. This mode of study can be traced back to the early 1980's when television courses were offered. However, the rapid growth in technology has introduced the online learning programs, commonly known as virtual, distance or electronic learning. The e-learning system provides flexibility for students to improve their academic performance and learning experience (Nora and Snyder, 2009). The affordable learning, reduction in geographical gaps and availability of course material (using learning management systems) are the key solutions of e-learning system.

Despite the positive perceived outcomes of e-learning system, Tarhini et.al. (2014) argued that students' academic efficiency will reduce if the use of the system is not fully utilized. This argument highlights that the success of e-learning tools and system depends with the intention of students to accept or reject the technology (Clay et.al. 2009). Concerned with the developing countries, it is necessary to understand the e-learning system where higher education institutes and universities still using the traditional style of pedagogy in their learning system