

Impact analysis of e-learning on students of higher education institutions during COVID-19: A structural equation modelling approach

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Classroom-based, face-to-face interactive teaching has been a conventional system for decades in higher education. Due to the spread of COVID-19, universities were forced to halt their educational programmes. As a result of integrating technology and education, e-learning has become a vital learning medium. As e-learning becomes progressively essential in education, there has been a significant increase in e-learning courses and programmes. E-learning systems play a critical role in today's educational landscape and must be evaluated to ensure decisive delivery, pragmatic use, and a positive impact on learners. As a result of this extensive review of the existing literature and the development of a comprehensive model, different rates of success can be linked to different factors. The Technology Acceptance Model (TAM) and the User Satisfaction Model (USM) were both used to support our findings. PLS-SEM (Partial Least Squares–Structural Equation Modelling) was used to analyze data from 352 students who were participating in an e-learning course. Using this model, the study describes how learners' self-regulation mechanisms and attitudes, variations in temperament, and extrinsic considerations such as technical assistance, development preparation, and usability of facilities influence the perceived ease of use and perceived value of electronic learning programmes.^x

[Students](#), [Learning and learning models](#), [Educational facilities](#), [Educational program](#),
[Educational stages](#), [Educational technology](#), [Coronaviruses](#), [Review](#), [Statistical analysis](#),
[Partial least squares](#)

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