Students' Acceptance of E-Learning during COVID-19 Pandemic: A Case Study

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Abstract

During the COVID-19 pandemic, schools were forced to shut down, causing immense disruption of the education system. E-learning is the best alternative way to replace the conventional classroom setting. Although the severity of the pandemic has forced students to learn using this mode, drop-out rates and absenteeism are high. This qualitative study was carried out to investigate the learners' characteristics, technology, and infrastructure-related characteristics and social support on the level of acceptance of e-learning and suggest recommendations to accept e-learning. Data were collected from 80 students and using an online questionnaire during the school closure and analyzed using descriptive statistics and logistic regression. The results showed that the gender (female), high performing students, parents' support, and teachers' support affect the level of acceptance of e-learning ($p<0.05$). Female students are more likely to accept e-learning than males. High-performing students are more likely to accept e-learning than the rest. Students are more likely to accept e-learning when they have a supportive environment at home and parents' support. Students are more likely to accept e-learning when teachers provide support by making the e-learning process attractive. The infrastructure characteristics, peer support, and interest in ICT do not contribute to the acceptance of e-learning ($p>0.05$). The findings of the study will facilitate educational institutions and policymakers to take this e-learning process to the next level in a better way.

Keywords: Covid-19, education, e-Learning, online learning

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