

Impact of Awareness and Usage of e-Learning Platforms on Academic Satisfaction: A Study of Management Undergraduates in State Universities of Western Province of Sri Lanka

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Abstract

The COVID-19 pandemic has profoundly transformed the delivery and learning processes of higher education in Sri Lanka. While global research has widely examined online learning, empirical evidence from Sri Lanka's higher education sector, particularly in the post-pandemic period, remains limited. This study examines how awareness and utilization of e-learning platforms influence the academic satisfaction of management undergraduates in state universities in the Western Province. It explores dimensions such as self-awareness of usage, promotion of e-learning among peers, facility availability, and user comfort. A quantitative research design was adopted, and data were collected from 260 randomly selected respondents through a structured and validated questionnaire. Analysis was conducted using SPSS version 25.0, and measurement scales demonstrated strong reliability. Findings reveal that comfort and confidence in using e-learning technologies, along with self-awareness of usage, are key predictors of academic satisfaction. The study highlights the significance of user confidence, infrastructure readiness, and curricular integration in fostering effective technology adoption in higher education. It further suggests that universities should prioritize targeted training, improved infrastructure, and systematic curriculum integration to enhance student satisfaction and engagement through e-learning.

Keywords: academic satisfaction, awareness of e-learning platforms, undergraduates, usage of e-learning platforms