

Factors Associated with the Use of e-Learning Platforms among Undergraduates

P.I. Senadheera^{1,*} and G.P. Subasinghe²

*Department of Information Systems, Faculty of Management Studies,
Rajarata University of Sri Lanka, Mihintale, Sri Lanka^{1,2}*

*Corresponding author: pasanisurindas@gmail.com

Abstract

This study investigates the factors influencing the adoption of e-learning platforms among undergraduate students in Sri Lankan state universities, guided by the Unified Theory of Acceptance and Use of Technology (UTAUT). Despite the potential of these platforms to enhance educational accessibility and flexibility, their adoption remains inconsistent. A quantitative approach was employed, collecting data from 384 undergraduates across all the 17 state universities using a structured questionnaire and a cluster sampling technique. Data analysis involved descriptive statistics, correlation, and multiple regression analysis using SPSS. The results revealed that performance expectancy ($r = 0.859$, $\beta = 0.406$, $p < 0.001$) and social influence ($r = 0.851$, $\beta = 0.375$, $p < 0.001$) were the strongest positive predictors of platform usage. Effort expectancy also had a significant, though weaker, impact ($r = 0.759$, $\beta = 0.103$, $p = 0.013$). Interestingly, while facilitating conditions showed a strong bivariate correlation ($r = 0.800$, $p < 0.001$), it was not a significant predictor in the regression model ($\beta = 0.059$, $p = 0.247$). The study concludes that students' adoption is primarily driven by the perceived academic benefits and social encouragement, rather than just ease of use or infrastructure. These findings extend the UTAUT model in a context of a developing country, highlighting the paramount importance of performance perceptions and social norms. For practitioners, the study recommends that universities focus on communicating clear academic advantages, fostering supportive social networks, and providing faculty training to enhance e-learning engagement, alongside ensuring baseline facilitating conditions.

Keywords: E-learning adoption, performance expectancy, social influence, Sri Lanka, undergraduate students