

## **Undergraduates' Satisfaction on Zoom e-Learning Application: Empirical Evidence from Management Undergraduates**

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E-learning is developing as the new paradigm of modern education. The global e-learning business is growing at a 35.6 percent annual rate and still there are failures. The success of e-learning systems is predicted mainly on user satisfaction, and unknown about factors that influence to learners to leave their studies after their initial encounter and why they are dissatisfied. The purpose of this study is to explore the factors that might impact on undergraduate satisfaction regarding the use of zoom applications for e-learning. Theoretical foundation was laid for the study from empirical findings based on that conceptual framework was developed. Data was collected from 213 Management undergraduates of University of Ruhuna by using a questionnaire survey. Results of the study indicated that perceived quality, perceived value, and technology self-efficacy positively impact on undergraduate's satisfaction of using zoom application for e-learning. Further, the study found that perceived utility has a significant negative impact on undergraduates' e-learning satisfaction by using zoom. The study was conducted from a student point of view and implies that what are their actual desires on e-learning specifically the zoom application. Based on the findings stakeholders can pay attention to taking necessary actions to fulfill students' needs and for guiding them to gain higher satisfaction of e-learning and finally it will lead to the overall success of implemented e-learning system.

**Keywords:** *E-learning, satisfaction, Technology self-efficacy, Technology Acceptance Model (TAM), Zoom*

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