**Impact of online learning efficiency on students' satisfaction and commitment during Covid-19 – A concept paper**

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**Abstract**

Due to the fast-spreading of Covid-19, many countries worldwide have closed their higher educational institutes and universities(UNESCO, 2020) and shifted towards online learning methods to continue the education delivery without detaining (Duraku & Hoxha, 2020). The study focuses on analyzing the efficiency of online learning under academic issues, accessibility issues, technological skills of the students, mental well-being of the students, lecturer commitment, and how those will impact on satisfaction and commitment of the students and presents a conceptual framework with the use of empirical studies. Approximately 40 empirical studies have been reviewed for the paper using the keywords. The paper's findings include several gaps related to online learning efficiency during Covid-19: how the academic issues, accessibility issues, technological skills, mental well-being, and lecturer commitment impacted students’ satisfaction and commitment to online learning. Based on the gaps and the findings, the conceptual framework and hypotheses are developed. The researchers directly collect the primary data through a google-form questionnaire that will be used for the study. The questionnaire will be distributed using social media platforms: the undergraduates of government and private sector universities in Sri Lanka. Hence, purposive sampling is used as the sampling strategy, and the results will be analyzed quantitatively using statistical analysis. The paper will be beneficial for future researchers for their references, for the students, and for the educational institutions to provide their students more efficient online education delivery.

**Key Words** – Covid-19; E-learning; Online learning; Student commitment; Student satisfaction

# Introduction

To prevent the delays in education delivery due to Covid-19, higher educational institutions and universities have introduced learning management systems and started delivering lectures through online platforms. However meanwhile, the students are having several consequences with the online learning method. The students face difficulties accessing online lectures such as internet connection issues, expensive mobile data plans, quality and availability of devices, problems in preparing online assignments and facing exams, maintaining good interaction between lecturer-student, etc. (Duraku & Hoxha, 2020). Unpredicted changes in learning, learning environmental issues at home, lack of technological capabilities impact on breaking the concentration of the students on the online learning process (Rameez et al., 2020). Difficulties in concentrating, low social interactions and distancing, depressive feelings, stress which are disrupting the mental well-being of the student, impact on deducting the academic performance of the students (Son et al., 2020). The technological skills, online teaching methods of lecturers impact the success of online education (Duraku & Hoxha, 2020). Thus, the paper brings out that the academic issues, accessibility issues, technological skills of the students, mental well-being of the students, and lecturer commitment have a significant impact on students’ satisfaction and commitment towards online learning.

# Research Problem

The issues encountered with students on academic issues, accessibility issues, technological skills, mental health, and the lecturer commitment influence on reducing the efficiency of online learning which the paper brings out how those factors impact student satisfaction and commitment. As well as there is a fewer number of empirical studies published on measuring student satisfaction and commitment in online learning. Therefore, the paper reveals how online learning efficiency impacts the students’ satisfaction and commitment during the Covid-19 pandemic.

# Objective

The study's primary objective is to present a conceptual framework of the impact of online learning efficiency on the students’ satisfaction and commitment during the Covid-19 pandemic.

# Literature Review

The unexpected rise of the Corona disease has impacted the education systems all over the world, which has caused to deliver education using online methods instead of physical in-class education (Dhawan, 2020). In such a situation, online education delivery platforms were introduced to continue the educational process without interruptions (Gonzalez et al., 2020). The literature aims at identifying and analyzing several gaps and arguments related to online learning during the Covid-19 pandemic. Following the empirical studies, several factors affect the depreciating of online learning efficiency; academic issues, accessibility issues, technological skills, mental well-being, and lecturer commitment which have made a significant impact on student satisfaction and student commitment during the Covid-19 pandemic that will discuss subsequently in the paper.

## Impact of academic issues on student satisfaction

The academic issues can determine as issues that disrupt the online educational activities during the Covid 19 pandemic. As percentages, 75% lack interest and engagement during the online lectures, 67.5% of students mentioned that they could not clarify doubts in online classes compared to physical lectures,68.4% of students have difficulties understanding the lessons through online classes. 59.3% have disinterest and lack of motivation during online classes (Nambiar, 2020). Compared to online lectures, learners can actively participate in physical classes due to the traditional face-to-face learning system; therefore, 71% of students agreed that physical learning has more motivation than online classes (Adnan & Anwar, 2020). According to Aboagye et al. (2020), lack of effective communication, limited communication among learners, and lack of group discussions cause academic issues. The sudden change of the education system has made consequences for students to continue their academic studies since they cannot pay full attention to online lectures (Rameez et al., 2020). The economic status of the family, lack of IT knowledge, loneliness at home environment are also effective towards the academic studies, and online educational methods have only suites for theoretical learning rather than practical learning; therefore, it matters to the students who are following practical modules (Rameez et al., 2020).

Online learning platforms and live streaming mainly focus on theoretical learning; therefore, students who belong to technical fields impact this (Amir et al., 2020). The actual knowledge gain is low in online education, and practical training is minimized due to the inability to use laboratory facilities (Oyedotun, 2020). Peer-to-peer engagement in a university environment does not involve online learning, creating a lack of motivation among students (Chaturvedi et al., 2021). Some of the art, accounting, science subjects cannot be conducted online most of the time (Yogendrarajah, 2020). Online education bothers students due to a lack of supportive academic materials (Aguilera-hermida, 2020). According to the survey of Chakraborty et al. (2020), 48.0% of students agreed that online assessments had evaluated their knowledge properly, but 45.2% mentioned that online reviews have weakly evaluated students' knowledge. 51% of students mentioned that they did not utilize their time during the pandemic (Chaturvedi et al., 2021). Thus, academic issues have impacted student satisfaction during the Covid-19 pandemic.

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| Factor | Author | Deliverables |
| The impact of academic issues on student satisfaction. | (Nambiar, 2020).  (Adnan & Anwar, 2020)  (Chakraborty et al., 2020)  (Chaturvedi et al., 2021). | 75% lack interest and engagement during the online lectures, 67.5% of students mentioned that they could not clarify doubts in online classes compared to physical lectures,68.4% of students have difficulties understanding the lessons through online classes. 59.3% have disinterest and lack of motivation during the online classes.  71% of students agreed that physical learning is more motivative than online classes  48.0% of students agreed that online assessments  had evaluated their knowledge properly, but 45.2% mentioned that online assessments have weakly evaluated students' knowledge.  51% of students mentioned that they do not utilize their time during the pandemic period |

Table 4.1- Academic issues that impact student satisfaction

## Impact of accessibility issues on student satisfaction

Accessibility issues are the issues encounter with internet connection that hinders appropriately connecting with the online studies during the pandemic period. Relating to the survey of Raju (2020), students who are living in rural areas have poor connectivity and lack of proper electricity facilities, which causes them to avoid accessibility to connect with online educational activities. Device unavailability, mobile data connections, and downloadable resources challenge online learning (Sharma et al., 2020). Most of the students have unstable internet access; their family members work from home, which makes inconsistent access with low internet bandwidth (Chakraborty et al., 2020). 66.0% of students have felt uncomfortable with online learning systems due to losing internet connectivity (Chakraborty et al., 2020). 69.4% of students depicted that their electricity expenses and internet bills have increased due to the online learning system (Nafrees et al., 2020).

According to Nambiar (2020), 55.7% of students have a poor network connection, power cuts, issues regarding audio and video quality, and broadband issues that disconnect online learning accessibility. Some students in rural and backward areas have issues regarding device unavailability (smartphones, laptops, desktops, etc.) and have no 4G connection to access online classes (Rameez, Fowsar, and Lumna, 2020). Aboagye et al. (2020) have mentioned that unavailability of required technologies, lack of proper accessibility, and expensive internet bills also disrupt student satisfaction with online lectures. Lack of internet access is the main challenge for students in Pakistan.65% of students have faced signal availability issues, and 14% of students who are living in predominantly undeveloped areas do not have enough economic status to buy a proper internet connection (Adnan & Anwar, 2020). Thus, accessibility issues have impacted student satisfaction during the Covid-19 pandemic.

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| Factor | Author | Deliverables |
| The impact of accessibility issues on student satisfaction. | (Chakraborty et al., 2020)  (Nafrees et al., 2020)  (Adnan & Anwar, 2020) | 66.0% of students have felt uncomfortable with online learning systems due to losing internet connectivity  69.4% of students depicted that their electricity expenses and internet bills have increased due to the online learning system  65% of students have faced signal availability issues, and 14% of students in undeveloped areas do have not enough economy to buy a proper internet connection |

Table 4.2- Accessibility issues that impact student satisfaction

## Impact of technological skills on student satisfaction

The technological skills of students can be determined as the degree to which students can handle technological devices and online platforms during the Covid19 pandemic. During the pandemic, educational institutes use online platforms (Zoom, MS teams, Google meet) to continue the online lectures. 51.2% of students already have experience using Zoom, 17.6% have been interested in using Zoom for their studies (Nafrees et al., 2020). 40.8% of students mentioned that they are uncomfortable with online lectures due to a lack of computer knowledge (Nambiar, 2020). 35% of students agreed that they are uncomfortable with communicating through mobile and electronic devices, and 34% of students do not have enough knowledge to work with computers and laptops to complete online assignments (Adnan & Anwar, 2020).

The technological devices can be crashed, power failures can happen, etc., and in such a situation, the student must become aware of resolving it or taking essential steps to overcome it as well as students should be aware of operating the learning management system of the university (MIiller, 2014). Thus, the technological skills of the students impact their satisfaction with online learning.

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| Factor | Author | Deliverables |
| The impact of technological skills on student satisfaction. | (Nafrees et al., 2020)  (Nambiar, 2020)  (Adnan & Anwar, 2020) | 51.2% of students already have experience using Zoom, 17.6% have been interested in using Zoom for their studies  40.8% of students mentioned that they are uncomfortable with online lectures due to a lack of computer knowledge  35% of students agreed that they are uncomfortable with communicating through mobile and electronic devices, and 34% of students do not have enough knowledge to work with computers and laptops to complete online assignments |

Table 4.3- Technological capabilities that impact student satisfaction

## Impact of mental well-being on student satisfaction

Students’ mental well-being can be identified as to which extent students are mentally able to deal with the pandemic circumstance and concentrating on their learning during Covid-19. Considering the study of Nambiar (2020), 61.6% concurred that they faced difficulties in online classes during this situation. Generally, a few diversions have come from home, family problems, the trouble of adjusting housework and studies simultaneously, less backing from the domestic environment for examinations, etc. Magson et al. (2020) have shown that the Covid-19 crisis impacted the mental wellbeing of the young people who are doing their studies. Since the need for the time assigned for interaction with colleagues and concerns on moving to online learning strategy have driven for the trouble among young people and the social detachment, anxiety, and depressive side effects.

Considering the survey of Chakraborty et al. (2020), a more significant part of the students (82.7%) has indicated that online learning resulting in the overuse of digital technologies, and 74.6% of students have felt that intemperate screen time is incurring to sleep and their rest. 54.2% of the students get to stress about online assessment than traditional forms of assessment, and 67.9% of the students indicate that online learning is influencing their day-to-day life works. 63.6% of the students have indicated that online education is the reason for the advanced partition. 26.9% of students indicated high levels of perceived stress, 65.4% moderate, and 7.7% low levels of perceived stress because of this new online learning during pandemic (Dr. Duraku & Dr.Hoxha, 2020). For keeping healthy mental well-being, a good social connection between students and lectures helps positively (Fernando & Schleiche, 2020). Many students experienced loneliness during the Covid-19; consequently, online education was an inspiration for them. Lack of money during the pandemic as well as stress balancing, need of inspiration, negative feelings of students are specified as the reasons for occurring issues during the pandemic (Aguilera-hermida, 2020). Online lectures ended up long and unpleasant (Oyedotun, 2020) as a result of the pandemic situation, many students suffering from stress, and to get out students from this depression, providing emotional support for students is necessary (Chaturvedi et al., 2021). In an open-ended survey overview, twenty-five students (8.7%) indicated as the increment in negative feelings such as uneasiness, sadness, and stress were challenges they face in online studies (Aguilera-hermida, 2020). Thus, mental well-being impacts student satisfaction during the Covid-19 pandemic.

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| Factor | Author | Deliverables |
| The impact of mental well-being on the student satisfaction of online learning. | (Nambiar, 2020)  (Chakraborty et al., 2020)  (Dr. Duraku & Dr.Hoxha, 2020) | 61.6% concurred that they faced difficulties to concentrating online classes during this situation  A more significant part of the students (82.7%) indicated that online learning resulting in the overuse of digital technologies, and 74.6% of students have felt that intemperate screen time is incurring to sleep and their rest. 54.2% of the students get to stress about the online assessment than traditional forms of assessment.  26.9% of students indicate high levels of perceived stress, 65.4% moderate, and 7.7% low levels of perceived stress because of this new online learning during the pandemic. |

Table 4.4- Disruptions to the mental health that impact student satisfaction

## Impact of lecturer commitment on student satisfaction

Lecturer’s full potential for the online lecturing process can be defined as the lecturer’s commitment. 73.9% of lecturers say that online learning isn't successful due to the few reasons that they confronted such as not sufficient office accessibility, web associated issues, costly internet expenses, difficulty in giving objective assessments and guide them, lot of time should be given to making teaching materials, difficult to measure student understanding, difficulty in explaining some practical works in detail, etc. (Fauzi & Sastra Khusuma, 2020). The lecturers should consider the student’s readiness, student execution, and student satisfaction vital when conducting online lectures.

Considering the study of Stukalo & Simakhova (2020), conducted for the Ukrainian context, recognized that only 13.7% of lecturers had prior online platforms using experience, the rest, 86.3% had no previous experience. Through interactions and face-to-face discussion with students, lecturers can get students’ ideas on the teaching lessons. Based on that, lecturers can customize their teaching strategies and lesson plans. Chakraborty et al. (2020) depict better lecturer and student interaction in physical classrooms than online platforms. Subject matter expert lecturers are also facing challenges when they change their traditional teaching system for online teaching. For some subjects, online learning materials are not valuable for gaining knowledge (Yogendrarajah, 2020). 71.1 % of lecturers depicted that they face challenges to conduct classes for longer length online, 76.4% of lecturers depicted that they face challenges when they control group interaction during online classes, 90.8% of them depicted that connectivity issues impact the stream and pace of online classes, 32.9 % indicated that lack of technological skills makes it difficult for online teaching (Nambiar, 2020). Thus, lecturer commitment impacts student satisfaction during the Covid-19 pandemic.

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| Factor | Author | Deliverables |
| The impact of lecturer commitment on the student satisfaction of online learning. | (Stukalo & Simakhova, 2020)  (Nambiar, 2020) | 13.7% of lecturers had prior online platforms-using experience, the rest 86.3% had no prior experience in the Ukrainian context.  71.1 % of lecturers depicted that they face challenges to conduct classes for longer length online, 76.4% of lecturers showed that they face challenges when they control group interaction during online  courses, 90.8% of them depicted that connectivity issues impact the stream and pace of online classes, 32.9 % indicated that lack of technological skills makes it difficult for online teaching |

Table 4.5- Disruptions to the lecturer commitment that impact student satisfaction

## Impact of online learning efficiency on student satisfaction

Online learning is the latest model of providing education. According to Martin & Ritzhaupt (2020), online learning is defined as the use of the internet to access learning materials, connect with teachers and other learners, and seek assistance during the learning process to gain information and to use the experience to develop. Replacing traditional learning with online learning is highly unlikely, but during such pandemics, online learning is a valuable alternate because of flexibility, affordability, and accessibility (Sun & Chen, 2016).

According to Hayashi et al. (2020), 90.3% of the universities provided distance learning during the pandemic as of 1 June. During the Covid- 19 pandemic, 88% of youth from upper-middle-income countries continued their learning, and, in those countries, 54% used video lectures. In comparison, 40% by online testing while 90% of higher education institutions, including state and non-state institutes, used both online and offline methods. Online learning is considered an alternative to traditional learning. However, the ongoing pandemic forced universities to continue with online learning, and due to various issues, student preference for online learning has become a complex matter. According to Chogo (2020), 15.1% strongly agreed on this while 35.3% agreed, and on the other side, 28.4% disagreed, which shows that the participants had different perspectives about the performance of online learning even though they were in favor of the online learning concept. If the preparations for such situations were satisfactory, complications raised due to online learning could have been minimized. According to the study of Kira & Saade (2006), the following factors affect the efficiency of online learning: Learner’s attitude, Perceived learning outcomes, Intrinsic and extrinsic motivation while Keskin & Yurdugül (2020) points out e-learning readiness, cognitive study strategies, motivation is considered as the factors that influence the efficiency of online learning.

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| Factor | Author | Deliverables |
| The impact of online learning efficiency on student satisfaction | (Hayashi et al., 2020)  (Chogo, 2020)  (Kira & Saade, 2006)  (Keskin & Yurdugül, 2020) | 90.3% of the universities were able to provide distance learning during the pandemic as of 1 June, and during the Covid- 19 pandemic, 88% of youth from upper-middle-income countries continued their learning and, in those countries, 54% used video lectures while 40% by online testing while 90% of higher education institutions including state and non-state institutes used both online and offline methods  15.1% strongly agreed on this while 35.3% agreed, and on the other side, 28.4% disagreed shows that the participants had different perspectives about the performance of online learning even though they were in favor of the online learning concept.  Factors that affect the efficiency of online learning: Learner’s attitude, Perceived learning outcomes, Intrinsic and extrinsic motivation.  E-learning readiness, cognitive study strategies, motivation are considered as the factors that influence the efficiency of online learning. |

Table 4.6- Online learning efficiency and its impact on student satisfaction

## Impact of student satisfaction on student commitment to online learning

Student satisfaction can be described as the degree to which a student is delighted in participating in online learning. According to Almusharraf & Khahro (2020), institutes should consider factors that affect the online learning efficiency when developing courses and while the strategies adopted by the institutes influence student satisfaction and other course-related aspects. When developing courses for students, universities should consider student satisfaction towards online learning and the facilities universities can provide to improve student commitment (Riaz et al., 2011). According to Ghaderizefreh & Hoover (2018), factors such as technical issues, lack of social support, and sense of isolation which influence the efficiency of online learning, impacts student’s satisfaction and student’s emotions, for instance, anger, anxiety, and enthusiasm also affect the satisfaction of the student. Also, according to Nasir (2020), course satisfaction in online learning is influenced by social presence, which leads to student satisfaction. According to Weerasinghe & Fernando (2018), university facilities, quality of the degree programs, and the university's image are the factors affecting student satisfaction. By referring to past literature, academic issues, accessibility issues, technological skills, mental well-being, and lecturer commitment are found effective towards student satisfaction.

Student commitment is the degree to which a student involves in online learning committedly. Universities across the globe create various activities to improve the commitment of the students, which in hindsight benefits the student. According to Anghelache (2013), the awareness level of the student, the personality of the student, and the student performance affect the commitment of students. According to Gill et al. (2009), transformational leadership and student stress have been identified as factors that influence student commitment. According to Jovi et al. (2017), the usefulness of e-learning, ease of use, and content design emphasize the significance of effective online learning methods. Online learning was introduced as an alternative to traditional learning, and Peytcheva-Forsyth et al. (2018) highlight that students who have better digital accuracy have expressed preference towards online learning, which implies that their commitment is influenced by their satisfaction with their professional skills.

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| Factor | Author | Deliverables |
| The impact of student satisfaction on the student commitment towards online learning | (Ghaderizefreh & Hoover, 2018)  (Nasir, 2020)  (Gill et al., 2009)  (Peytcheva-Forsyth et al., 2018) | Factors such as technical issues, lack of social support, and sense of isolation which influence the efficiency of online learning, impacts student satisfaction and student emotions; for instance, anger, anxiety, and enthusiasm also affect student satisfaction.  Course satisfaction in online learning is influenced by the social presence, which leads to student satisfaction  Transformational leadership and student stress have been identified as factors that influence student commitment  Students who have better digital accuracy have expressed preference towards online learning, which implies that their commitment is influenced by their satisfaction with their professional skills |

Table 4.7- Student satisfaction on online learning and its impact on student commitment

# Conceptual Framework

Based on the above literature evaluation, the conceptual framework is designed as following.

Online Learning Efficiency

**H1**

**H2**

**H3**

**H7**

**H6**

**H4**

**H5**

Figure 1- Conceptual Framework

The independent variables are defined as academic issues, accessibility issues, technological skills, mental well-being, and lecturer commitment that are identified as factors affecting online learning efficiency. Student satisfaction is the mediator variable that influences both online learning efficiency and student commitment. Student commitment is recognized as the dependent variable for the study.

The research hypotheses are defined as follows.

H1= The academic issues have a significant impact on student satisfaction

H2= The accessibility issues have a significant impact on student satisfaction

H3= The technological skills have a significant impact on student satisfaction

H4= The mental well-being of the students has a significant impact on student satisfaction

H5= The lecturer commitment has a significant impact on student satisfaction

H6= The online learning efficiency has a significant impact on student satisfaction

H7= The student satisfaction has a significant impact on the student commitment to online learning

# Methodology

The primary data, which are directly collected by the researchers through a google-form questionnaire, will be used for the study. The questionnaire will be distributed using social media platforms among the undergraduates of government and private sector universities in Sri Lanka. Hence, purposive sampling is used as the sampling strategy, and the results will be analyzed quantitatively using statistical analysis.

# Results and Discussion

The academic issues that encounter with online learning have been identified as lack of interest and involvement during online classes, difficult to clarify doubts in online classes compared to physical classroom learning, challenging to understand and follow online classes, students feel lazy and disinterested during online classes, they do not feel motivated to participate in online class discussions, lack of communication among them, lack of group discussions during assignments, lack of effective communication skills and lack of reading skills, difficulties in paying full attention to their online learning, family economic status, loneliness at home, lifestyle and lack of IT skills, difficult to gain practical or experimental knowledge through online classes, difficulties encounter in understanding course deliverables, lack of practical training and inability to use labs field works because of social distancing, inefficient time table that decrease the satisfaction level of students, students are unable to upload the assignments with the deadline due to connectivity problems, difficult to understand some online materials, lack of supportive academic resources which impact on the students’ satisfaction and commitment towards online learning during Covid-19.

The accessibility issues encounter with online learning have been identified as poor connectivity, especially for the students in rural areas, not having proper electricity facilities, difficulties encounter with internet bandwidth and speed, connectivity, availability of devices, downloadable resources and mobile data connections, poor audio and video quality, problems with the applications, high monthly expenditure, and internet bill, not having stable internet connectivity with necessary bandwidth to facilitate multiple users, the requirement of most viable technological and communication equipment for the better involvement in online learning activities, lack of devices which impact on the students’ satisfaction and commitment towards online learning during Covid-19. The essential technological skills for online learners have been identified as capable of handling technological devices and the internet, having experience in using various online platforms as well as having required skills and technical configurations to operate the virtual platforms, having some knowledge to solve that problems that occur in accessing through devices or to get other necessary actions, having some technical knowledge about running the programs on the computer and other activities on the online mode and integration with the learning management system of the college which impact on the students’ satisfaction and commitment towards online learning during Covid-19.

The issues encountered with the mental well-being of the online learners have been identified as getting distracted and difficulty in concentrating during online classes due to the distractions at home, family problems, inability to manage housework and studies at the same time, lack of support from home environment, lack of time allocated for spending time with colleagues and concerns on shifting to online learning method have led for the distress social disconnection, anxiety, and depressive symptoms, excessive screen time is causing stress and affecting the sleep of the learners, financial hardship during the pandemic, stress balancing, lack of motivation, negative emotions which disrupt to the mental health that impact on the students’ satisfaction and commitment towards online learning during Covid-19. The issues that encounter with the lecturer commitment have been identified as constraints faced by lecturers such as poor facilities availability, internet connection, expensive internet quota fees, difficulty in giving objective assessments, making teaching materials takes much time, difficulty in measuring student understanding, difficulty in explaining the materials in detail, giving awards is not very memorable, difficulties in conditioning students, difficult to keep online classes for a longer duration, difficult to control group interaction during online classes, technical issues affect the flow and pace of online classes, lack of computer skills make it challenging to use the online teaching method effectively which impact on the students’ satisfaction and commitment towards online learning during Covid-19. Thus, the paper proves that online learning efficiency impacts students’ satisfaction and commitment towards involvement in online learning during the Covid-19 pandemic.

# Future Implications

The paper's findings deliver what factors impact student satisfaction and commitment, which would be favorable for the students, lecturers, and the universities and other educational providing institutes. Since there is no study published to identify how the factors affecting online learning efficiency impact the satisfaction and commitment of the students, the paper will be beneficial for future researchers because they can use the findings for their research papers. For the institutes, they can provide their students with more efficient online education delivery, referring to the paper's findings. In a practical view, if the pandemic continues, the institutes can use the deliverables to figure out the difficulties students usually face during the pandemic, how to prevent those issues, and to search for a solution whether to re-open the universities following necessary health guidelines or to resume delivering education online.

# Conclusion

Due to the escalating Covid-19 disease, many countries worldwide have closed their higher educational institutes and universities(UNESCO, 2020) and shifted towards online learning methods to continue the education delivery without detaining (Duraku & Hoxha, 2020). The study has focused on analyzing the efficiency of online learning under academic issues, accessibility issues, technological skills of the students, mental well-being of the students, lecturer commitment, and how those will impact on satisfaction and commitment of the students and presented a conceptual framework and hypotheses. Referring to the empirical studies, the paper has brought out that the academic issues, accessibility issues, technological skills of the students, mental well-being of the students, and lecturer commitment have a significant impact on students’ satisfaction and commitment towards online learning during the Covid-19 pandemic.

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