

The Quality Improvement in E-learning Institutions: Causes and Consequences

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Abstract

Purpose: The goal of this study is to examine the process of quality improvement in e-learning institutions.

Methodology: This study has been conducted through the Higher Education and Structural Equation Modeling (SEM). The questionnaire has been administered to collect data from 153 instructors, professionals and e-learning subject experts.

Findings: Results showed that the teaching-learning process has a significantly positive effect on learning quality. However, the characteristics of human actors and management factors do not directly affect the learning quality, although they had significantly positive effect on the outcomes. Among the contextual factors, the general context had a positive significant impact on the learning quality. However, there was not a significant relationship between professional context and learning quality. In addition, none of the micro, mezzo and macro strategies affected the learning quality; but the development of strategies was affected by environmental factors which will directly affect the outcomes. On the other hand, learning quality has a significantly positive influence on the outcomes.

Originality/value: In this study, a comprehensive Model of eLearning is tested in academic e-learning institutions by using SEM.

Keywords: Quality Improvement, Quality Assurance, e-Learning, Learning Quality, Higher Education and Structural Equation Modeling.