INTENTION OF CONTINUOUS USE OF ZOOM FOR E-LEARNING WITH SPECIAL REFERENCE TO MANAGEMENT UNDERGRADUATES' OF SOUTH EASTERN UNIVERSITY OF SRI LANKA

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ABSTRACT

The COVID-19 pandemic has had a significant impact on people's lives, altering how they work, live, play, and study. Due to infection concerns, classroom instruction was discontinued throughout this pandemic. As a result, e-learning has grown in importance as a means for educational institutions to carry on with their teaching and learning operations. Only a few empirical research have examined the variables influencing students' intentions to use Zoom for online learning consistently. The purpose of this study is to determine the factors that affect management undergraduates' desire to continuously use Zoom applications for e-learning at South Eastern University of Sri Lanka's Faculty of Management and Commerce. *This study is quantitative, and data from a sample of 300 undergraduates from the Faculty of Management and Commerce at South Eastern University of Sri Lanka were gathered via a self-administered questionnaire survey.* Around 2400 students from various faculty departments make up the population. A total of 300 responses to the 331 questionnaires were delivered to the students via Whatsapp and used for this study. The necessary statistical analysis was completed using SPSS and the data was imported from the Google form that was used to collect the data.

Performance expectancy, hedonic motivation, work-life quality, and access to the internet all significantly contributed to the explanation of the intention to continue using the Zoom application for e-learning. Effort expectancy significantly decreased the likelihood that people would continue using the Zoom program for e-learning. *The findings showed that the most significant element influencing management undergraduates' intention to continuously use Zoom applications for e-learning was hedonic motivation. Additionally, the explanation of the intention to continue using the Zoom program for e-learning was positively and significantly influenced by performance anticipation, hedonic motivation, work-life quality, and access to the internet. However, effort expectations made a significant, but negative, contribution to the justification of the decision to keep utilizing the Zoom e-learning program. The study's conclusions offer crucial recommendations for decision-makers, designers, developers, and researchers, enabling them to better understand the primary elements influencing the decision to continue using Zoom for e-learning during the pandemic. Since there is a lack of knowledge on the crucial issues and components that influence the student's continuous intention to use e-learning systems during and after the COVID-19 pandemic, universities and higher educational institutions that implement e-learning for conducting academic activities continuously face a significant problem in identifying the factors influencing the intention for continuous use of the system.* To fill current theoretical and empirical research gaps, this study examines undergraduates' ongoing intent to use Zoom for online learning activities while also adding to the body of knowledge.

Keywords: *Intention of Continuous Use, E-Learning, Covid-19, Undergraduate*

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1. INTRODUCTION

Coronavirus disease (COVID-19) is an infectious disease transmitted from human to human rapidly and individuals infected with the COVID-19 virus suffer mild to severe respiratory infections (WHO, 2020). Coronavirus disease (covid-19) is an infectious disease that spreads quickly from person to person. Due to this, most countries temporarily blocked places like schools and institutions where big crowds are inevitable. Officials proposed emergency remote teaching to ensure that pupils are not idle during this epidemic period because of the sudden closure of educational institutions.

E-learning is conducted online, allowing students to access their course materials from anywhere at any time. The most popular e-learning formats include online courses, online degrees, and online programs (Mpungose, 2021). Face-to-face instruction was suspended in higher education institutions because of the pandemic scenario. For online learning, Moodle-based learning management systems and the Lanka education and research network (learn), which was connected to the university website, were employed. In addition, all internet service providers in Sri Lanka provided free access to university web servers throughout the outbreak (Hewagamage et al., 2020), and they continue to do so for the benefit of the country's academic system. Zoom is a video conferencing tool that has been introduced and imposed as a practical way to interact with students while delivering curriculum in class (Mpungose, 2021). As the amount of participation in online education dramatically changes over time, it is vital to further explore the undergraduates' intention to use it continuously.

Research problem

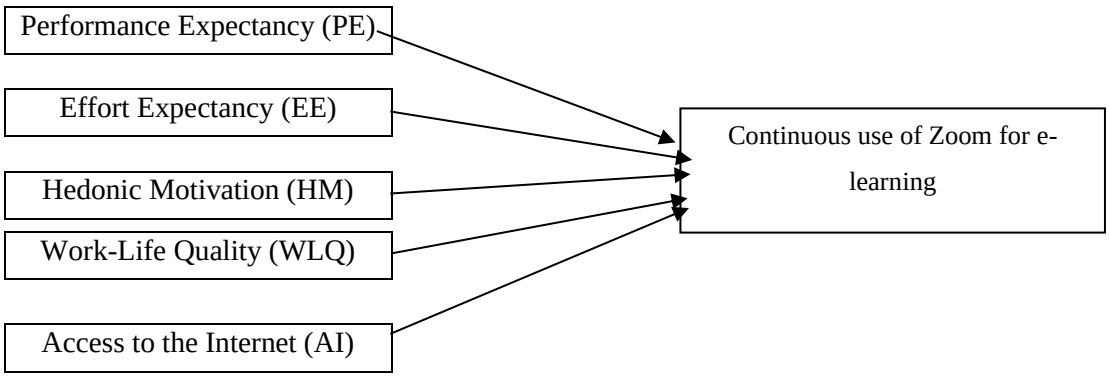
In comparison to affluent nations, Sri Lanka is a developing nation with limited access to technology infrastructure, and knowledge. As a result, various elements affect students' ongoing intention to utilize technology and other aspects are deduced from that intention. Furthermore, most of the earlier research has tended to concentrate on the initial desire to accept technology rather than the ongoing intention to use technology in an e-learning environment. Therefore, to close this theoretical and empirical knowledge gap, the current study is focused on determining the factors that affect management undergraduates' desire to continuously use Zoom applications for e-learning at South Eastern University of Sri Lanka's Faculty of Management and Commerce.

Objective

The objective of this study is to investigate factors that influence the intention to continue the use of the Zoom application for e-learning among management undergraduates at the South Eastern University of Sri Lanka.

2. METHODOLOGY

2.1 Conceptual Framework



(Source: Researchers' Construction)

2.1.1 Performance Expectancy (PE)

Performance expectancy is described as the extent to which a person feels that using the method can assist him or her in achieving improvements in performance tasks (Venkatesh, 2003). It further indicates that an individual's degree of confidence in the use of a certain information system using, it will improve his or her learning performance (Almaiah et al., 2020).

2.1.2 Effort Expectancy (EE)

Effort expectancy refers to the degree of ease associated with learners' use of technology (Venkatesh & Zhang, 2014). It is the level of comfort associated with the use of information systems (Venkatesh & Zhang, 2014), and the extent to which a person feels that he or she can use technology without extra effort (Budu, Yinping, & Mireku, 2018).

2.1.3 Hedonic Motivation (HM)

Hedonic motivation is the pleasure or gratification obtained from the use of technology (Venkatesh & Zhang, 2014). It assesses users' perceived happiness and entertainment (Venkatesh & Zhang, 2014).

2.1.4 Work-Life Quality (WLQ)

Work-life quality refers to a person's expectation or impression that by using a tool, their work quality can increase; in this instance, the use of an e-learning system is intended to improve student's learning process by saving them time and money as they download learning materials and literature or interact with their colleagues or teachers (Hone, Tarhini, Liu., 2014).

2.1.5 Access to the Internet (AI)

Internet experience has a direct association with technology adoption (Ali, Raza, Qazi, Phuah, 2018) and Internet experience is accepted to be included as one of the key factors determining technology acceptance by past studies (Dwivedi, 2015).

2.2 Research Design and Data Collection

In 2022, the questionnaire was distributed to management undergraduate students. Approximately 1010, 890, 75, and 425 students, respectively, are enrolled in the management, accounting & finance, marketing, and management and information systems departments. The sample was chosen from this entire population using a stratified sampling strategy from all

departments. Around 2400 students from various faculty departments make up the population. A total of 300 responses to the 331 questionnaires were delivered to the students via WhatsApp and used for this study. The necessary statistical analysis was completed using SPSS and the data was imported from the Google form that was used to collect the data. Based on this investigation, tables and charts were used to illustrate the results of tests on performance expectation, effort expectancy, hedonic motivation, work-life quality, and internet access.

The necessary statistical analysis was carried out utilizing this statistical tool and the data imported from the Google form. Based on this investigation, performance expectation, effort expectancy, hedonic motivation, work-life quality, and internet access were examined.

Instruments that had already been validated were used to measure the study model's constructs. Respondents rated their agreement on a five-point Likert scale for each construct, ranging from strongly disagree (1) to strongly agree (5). utilizing SPSS 25 to examine the data that was collected. Reliability analysis was used in SPSS to analyze internal consistency, while validity analysis was used to evaluate.

Analyzing the convergent and discriminant validity. Correlation analysis was carried out to check for multicollinearity problems, and descriptive analysis was employed to describe the respondents' demographics. Multiple regression was used to evaluate the hypothesis.

3. RESULTS AND DISCUSSION

300 management undergraduates from South Eastern University of Sri Lanka's Faculty of Management and Commerce provided the information. The analysis shows that the first, second, third, and fourth years of respondents' studies, respectively, constitute 85, 73, 75, and 67 students. Students make up 186 (62%), while 114 (38%) are men, according to gender. In terms of the devices utilized to access the Zoom platform, most students—162—used laptops, 125—used smartphones, and 13—used desktop computers. 65 (21.67%) people use SLT-Mobitel as their internet service provider, and 95 (31.67%) people use Dialog. In addition, 97 students (32.33%) and 43 (14.33%) students, respectively, chose Airtel and Hutch as their internet service provider to access Zoom.

Cronbach alpha values were used to gauge the constructions' dependability, and the findings are shown in Table 1. Hedonic motivation reports the highest dependability value (0.900), whereas effort expectation reports the lowest reliability value (0.780). A threshold level of 0.6 or the highest value is necessary to show a good level of reliability, according to Bagozzi and Yi (1988). There are no issues with low internal consistency among the constructs because all of them meet the threshold value.

Table 1. Reliability Statistics

Variables	Cronbach's Alpha	No of items
Performance expectancy	0.813	4
Effort expectancy	0.780	4
Hedonic motivation	0.900	4
Work-life quality	0.872	4
Access to internet	0.890	4

The relationship between the number of items and Cronbach's alpha is generally positive. In other words, as the number of items increases, Cronbach's alpha tends to increase as well. This is because having more items provides a greater opportunity to capture different facets or dimensions of the construct being measured, which can contribute to increased reliability.

The levels of the PE, EE, HM, WLQ, & AI correlation coefficients were extremely high. The PE, EE, HM, WLQ, & AI have tolerance values of 0.211, 0.240, 0.213, 0.252, & 0.209, respectively. The relative VIF values for the PE, EE, HM, WLQ, and AI were 4.703, 4.185, 4.327, 4.785, and 4.900. The study shows that the VIF values are less than 10, and the Tolerance values are more than 0.10. As a result, the results show that none of the independent variables are multicollinear.

Table 2. Correlations and Multicollinearity Diagnostics

	PE	EE	HM	WLQ	AI	Continues Intention	Tolerance	VIF
PE	1						0.211	4.703
EE	0.820						0.240	4.185
HM	0.800	0.719					0.213	4.327
WLQ	0.788	0.783	0.721				0.252	4.785
AI	0.801	0.786	0.763	0.704			0.209	4.900
Continues Intention	0.842	0.814	0.802	0.710	0.722	1	0.253	5.410

Performance Expectancy (b = 0.443, p = 0.000), Hedonic Motivation (b = 0.193, p = 0.000), Work-Life Quality (b = 0.910, p = 0.000), and Access to the Internet (b = 0.364, p = 0.002) have a significant positive effect on explaining intention to continue using the Zoom application for e-learning. Effort Expectancy had a significant negative impact on intention to continue the use of zoom application for e-learning (b = -0.176, p = 0.044) it indicates that Effort Expectancy significantly decreased the likelihood that people would continue using the Zoom program for e-learning .

Table 3. Regression results

	Unstandardized Coefficients			
	B	Std.Error	t	Sig
PE	0.443	0.091	4.923	0.000
EE	-0.176	0.097	-1.989	0.044
HM	0.193	0.053	3.768	0.000
WLQ	0.910	0.165	5.364	0.000
AI	0.364	0.122	3.065	0.002
Adjusted R^2	0.769			
ANOVA	F= 78.623 (P=0.001)			

4. CONCLUSIONS/RECOMMENDATIONS

The South Eastern University of Sri Lanka's Faculty of Management and Commerce launched the Zoom e-learning platform during the pandemic. Therefore, during the epidemic, the Faculty of Management and Commerce must keep using Zoom. Zoom has been used by South Eastern University of Sri Lanka's management students for more than a year, although it is unclear if they will continue to do so. This study investigated why management students want to keep using Zoom for their online learning. It also investigated why system operators want to keep using Zoom. The results show that the South Eastern University of Sri Lanka's Faculty of Management and Commerce took into consideration elements such as performance expectation, effort expectancy, hedonic motivation, work-life quality, and access to the internet for ongoing usage of Zoom for e-learning. The findings of Rajeh et al.'s study, which was theory-based and examined students' ongoing intention to utilize technology for their learning activities in various circumstances, differed from those of the current study, according to the literature.

Additionally, Chandradasa & Galhena (2022) investigate the same issue in undergraduate students, as do Nafrees et al. (2020) in their study of undergraduate students' awareness of online learning during COVID-19. The literature on undergraduates' ongoing intentions towards e-learning apps and the Sri Lankan university education system, however, is lacking. Since Zoom is the only application that Sri Lankan university undergraduates can use for free, it is crucial to understand how students specifically view the program.

The success of all these systems depends on the user's impression of that specific application, thus it is vital to ascertain students' intentions because university administrations are expected to continue educational activities using Zoom considering the economic crisis and the covid-19 scenario. Furthermore, it is difficult to generalize study results from developed countries to Sri Lanka because Sri Lanka has diverse technological infrastructure, resource availability, technological expertise, and technological attitudes. To fill current theoretical and empirical research gaps, this study examines undergraduates' ongoing intent to use Zoom for online learning activities while also adding to the body of knowledge.

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