

# University Students' Intention of Continuous Use of Zoom for e-Learning

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**Abstract—** During the COVID-19 pandemic, many institutions find it difficult to maintain students' engagement with e-learning systems. However, successful use of an e-learning system is dependent on users' perceptions about the systems used for e-learning. Recognizing the factors influencing the intention of continuous use of the system is a major problem faced by universities and higher educational institutions that implement e-learning for conducting academic activities. There is a lack of knowledge on the essential issues and elements that influence the student intention for continuous use of e-learning systems during the COVID-19 pandemic. Thus, the purpose of this study is to investigate the factors that influence Sri Lankan university students' intention for continuous use of government introduced zoom applications for e-learning during the COVID-19 pandemic. The questionnaire survey approach was used to collect data and a sample of 200 was selected from undergraduates of the Faculty of Management and Finance, University of Ruhuna. In this study, an empirical analysis was done by using the SPSS 25 version. Results of the study found that performance expectancy, hedonic motivation, effort expectancy, work-life quality, and internet experience are the most influential factors that have an impact upon Sri Lankan university students' intention for continuous use of zoom applications in e-learning. The study's findings provide important recommendations for policymakers, designers, developers, and researchers, allowing them to get more familiar with the main factors that influence upon the continuation of the use of zoom for e-learning during the pandemic.

**Keywords—** COVID- 19, e-learning, intention of continuous use, undergraduates

## I. 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). The mode of transmission of coronavirus from humans to humans necessitated social distancing and avoidance of crowded environments (WHO, 2020). The epidemic has spread to 210 countries and territories worldwide, with a total of 169,067,178 confirmed cases of COVID-19 reported, and a death toll of more than 3.5 million based on the statistics of Covid 19 world meter for the date of 26.05.2020. Given this, most governments have closed schools and institutions where large crowds are unavoidable until further notice. The sudden closing of educational facilities led officials to propose emergency remote teaching to ensure that students are not left idle during this pandemic period. As a result, for the time being, traditional approaches have been replaced by online e-learning (Mpungose, 2021). E-learning is defined as learning that is enabled electronically (Akbar & Rais, 2020). Typically, e-learning takes place over the internet where students may access their learning materials at any time from any location. Online courses, online degrees, and online programs are the most common forms of e-learning (Mpungose, 2021). At the same time, the government of Sri Lanka has ordered the closure of all educational institutions, including 15 state universities and around 40 additional state and nonstate tertiary education institutions as of March 12, 2020 (Hewagamage et al., 2020). Interruptions in higher education induced by COVID-19 may postpone the development of the leaders and skilled workforce needed for the country to successfully transition to upper-middle-income status (Hewagamage et al, 2020).

According to the Sri Lankan university grant commission, there are 98919 undergraduates and 34739 postgraduate students enrolled in 15 state universities. Due to the pandemic situation, face-to-face lectures were closed higher education institutions. Moodle-based learning management systems are hosted on university web servers to offset the impact of interrupting learning (Hewagamage et al, 2020). The Lanka Education and Research Network (LEARN) was linked to university web servers and was used for online learning. The network may track Zoom usage daily (Hewagamage et al, 2020). Furthermore, throughout the epidemic, all internet service providers in Sri Lanka gave free access to university web servers until August 17, 2020 (Hewagamage et al, 2020). Zoom is a video conferencing technology that has been introduced and imposed as a convenient medium for engaging with students virtually to disseminate content while they are in class (Mpungose, 2021). From the 17th of March 2020, Sri Lankan universities will continue their education system using the Zoom application. After more than a year, overall deaths and affected persons in Sri Lanka have been steadily rising due to the rapid spread of the covid 19 epidemic based on Sri Lankan Epidemiology statistics 2021. According to Sri Lankan Health Ministry figures, the overall number of deaths will rise to 20,000 in September 2021. Several times in the past, from 2020 to 2021, Sri Lankan universities attempted to re-open universities for physical education programs, but all attempts were futile, and universities continued education activities through the Zoom application. However, the undergraduates' intention to continuous use the online teaching is an important phenomenon to be investigated further as the level of participation with online teaching significantly fluctuates over the time. As the university administration expecting to continue this practice until the situation comes back to normal understanding the factors influence on intention to continuous use online teaching via Zoom is of paramount important. As the previous studies on this phenomenon is lacking, the aim of this study is to identify the factors influence on undergraduates' intention to continuous use of online teaching via Zoom.

#### *A. Problem statement*

Due to the extreme Covid 19 outbreak, most of the universities and higher educational institutes around the world have shifted their academic activities entirely to e-learning mode (Mpungose, 2021). Due to that traditional classroom activities moved to the online platforms and usual learning culture completely changed. In this transformation of e-learning required to be familiar with modern technologies for successful implementation (Mpungose, 2021). A significant consideration to consider in this implementation is whether the learners can use e-learning and whether it would be effective in an online environment based on their response (Demirel & Diker, 2010). When comparing the developed world to developing countries, it was discovered that developing countries face problems such as slow internet access, insufficient knowledge about how to use ICT, and a lack of content development when using e-learning (Jain, 2018). E-learning use and acceptance by users is a difficult problem for many institutions developing countries, but it is likely to be less of a challenge in developed countries. The reason for that is the ability of developed context students due to the use the e-learning systems, as major progressive steps have already been taken in this regard (Wang & Wang, 2010).

According to (Eltahir, 2019) the complexities of implementing an e-learning framework in developing countries remain a challenge due to the digital gap in the developing context. While learners can show favoritisms in traditional education and classroom settings, this alone does not guarantee success in an online learning environment.

The level of acceptance to continue using e-learning among university students, who are expected to benefit from it, determines e-learning performance (Lewis, Fretwell, Ryan, & Parham, 2013). Many studies have shown that most higher education institutes in developing countries that have already built e-learning programs are not adequate due to a variety of challenges (Authors, 2019), (Zozie & Chawinga, 2004). However, the issue of low use and acceptance persists due to several factors that contribute to learners' inability to use modern technologies in developing countries (Almaiah, Al-khasawneh, & Althunibat, 2020). As a result, empirical research is necessary to recognize the key challenges that face e-learning system continues use during the COVID-19

pandemic to assist policymakers in universities in overcoming the problem of low e-learning system use, which is the aim of this study.

Sri Lanka is a developing country that is experiencing a covid 19 pandemic, with deaths and infected people steadily increasing from 2020 to 2021. The Sri Lankan Ministry of Health anticipates that total deaths will rise to 20,000 by September 2021 (Epidemalogy, 2021). Sri Lankan government has attempted several times to re-open universities for undergraduate students, but each time has been unsuccessful. Due to the current situation, Sri Lankan universities continue academic activities by using the zoom application. The University of Ruhuna is a state university in the southern province of Sri Lanka, ranked third in webometrics rankings among Sri Lankan universities. In total, 9760 internal undergraduates and 987 postgraduates are enrolled at the University of Ruhuna, which is comprised of ten faculties. Concerning government instruction, University of Ruhuna has been conducting academic activities using the Zoom network since the 30th of March 2020 and continuing. For decades, the acceptance and usage of information technology have been critical to information systems study and practice (Dwivedi, Rana, Chen, & Williams, 2011). A mini survey was conducted with the participation of several academics in the university system to find out the trends in using online teaching. This revealed that though students were initially motivated to actively participating in online teaching, relatively participation level is reducing over the period. As it is uncertain that when the university is going to start offline teaching and learning practices and they are expecting to continue online teaching and learning mode in the future as well this low participation becomes a critical issue. Therefore, it is important that investigate the factors students concern about continuously using zoom for their academic activities in the future. Despite the above, this study aims to determine university students' intention to continuously use the Zoom application for e-learning.

### *B. Literature Review*

E-learning is the use of electronic interventions for teaching, learning, and evaluation (Mlitwa, & Belle, 2011). E-learning is defined as flexible learning that makes use of ICT resources, tools, and

applications, with an emphasis on information access, interaction among teachers, learners, and the online environment collaborative learning, and the development of materials, resources, and learning experiences (Bagarukayo, 2015). E-learning allows students to improve their problem-solving skills while also allowing educators to better convey and teach knowledge. (Bagarukayo, 2015).

E-learning usage refers to either the amount of effort exerted in interacting with a particular technological system (Fitzgerald, 1993). Continuous use of technology refers to a person's future desire, expectation, or goal to employ presently in use technology or system. According to Ajzen and Fishbein 1980 this is a measure of a person's propensity to continue using a technology or system. E-learning definitions emphasized that e-learning is done by interact with the technology. Thus, e-learning refers to the use of technology. Several theoretical models have emphasized the significance of behavioral intention as the most important predictor of human behavior in the continuous use of technology (Lee & Rao, 2009). In the context of the present study, the intention was to assess if the undergraduates, who are using e-learning for their academic activities, would be willing to continue using the e-learning method for future studies. From the 30th of March 2020 Sri Lankan university students using zoom application for e-learning (Hewagamage et al, 2020) Thus, the study aims to assess students' intentions regarding the continued use of the provided e-learning system in future e-learning activities.

In the current study, we specify an e-learning application namely zoom. According to <<https://zoom.us/meetings>> Zoom is a free HD meeting app with videos and screen sharing for a limited crowd. The reason for selecting zoom for this study is Sri Lankan government introduced zoom for Sri Lankan universities for e-learning in the pandemic era. Government link zoom portal with LEARN system and provide free access to users in Sri Lankan universities (Hewagamage et al, 2020). Zoom is an information and communication technology application founded by Eric Yuan (Akbar & Rais, 2020). Thus, this study investigates the continued use of zoom applications for e-learning.

Theories of e-learning usage, Most widely used technology usage and adoption explained theories are Technology Acceptance Model (TAM) by Davis (1989), Theory of Planned Behavior by Ajzen (1991), Theory of Reasoned Action by Fishbein and Ajzen (1977), Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh et al. (2003) and Unified Theory of Acceptance and Use of Technology2 (UTAUT2) by Venkatesh et al. (2012). According to (Hone, Tarhini, Hone, & Liu, 2014) UTAUT2 is the most commonly and widely used model in recent times to explore areas of use information technologies, including e-learning. Thus, in the current study, we used UTAUT to develop a theoretical model. Based on the model following constructs were selected as the drivers of e-learning usage.

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). Further indicate 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). When performance expectancy is aligned with an e-learning sense, previous studies indicated that e-learning assists learners by allowing them to conduct their learning tasks quickly and easily, as well as enhancing the learners' educational skills and efficiency (Authors, 2019).

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 (Wilson & Budu, 2018). It demonstrates the ease at which users interact with technology (Wilson & Budu, 2018). Since e-learning is still in its early stages, effort expectancy is regarded as one of the most significant considerations in determining users' behavioral intention to use the systems (Salloum, 2018).

Social influence can be defined as the degree to which a person perceives influences of the system for using the new system (Venkatesh & Zhang, 2014). Further social influence describes as an influence that other people's opinions have over

someone's decision to use an information system (Ruiz, Mintzer, & Leipzig, 2006). People are more likely to use a particular device if it comes highly recommended by those that are important to them (Zuiderwijk, Janssen, & Dwivedi, 2016).

Hedonic motivation is the pleasure or gratification obtained from the use of a technology (Venkatesh & Zhang, 2014). It assesses users' perceived happiness and entertainment (Venkatesh & Zhang, 2014). Venkatesh has been using this variable in the UTAUT2 model to investigate the function of endogenous utilities. It's the joy of experimenting with a new system. The hedonic motivation's main impact is brought by the innovativeness inherent in a modern method (Williams et al., 2015).

Internet experience have 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 (Williams et al., 2015). Anandarajan et al. (2000) emphasized the importance of internet experience in technology-related investigations. Even though prior studies on web-based learning systems focused less on internet experience as a key determinant (Ali et al., 2018) this study attempts to investigate internet experience on e-learning continues usage.

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 students' 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). While many studies (Hone et al., 2014), (Kripanont, 2007) on acceptance of technology have investigated the importance of work-life quality (Tarhini, 2014).

In this study, UTAUT is regarded as a baseline paradigm that has been used to investigate the application of diverse developments in a variety of operational environments. Performance expectancy, effort expectancy, and social influence adopt from UTAUT developed by Venkatesh in 2003. Hedonic motivation, (Venkatesh & Zhang, 2014) from UTAUT2. In addition to internet experience (Ali, Raza, Qazi, Phuah, 2018) and work-life quality (Hone et al., 2014) have been adopted to develop the conceptual framework this study showed in figure 1.

### C. Conceptual Framework

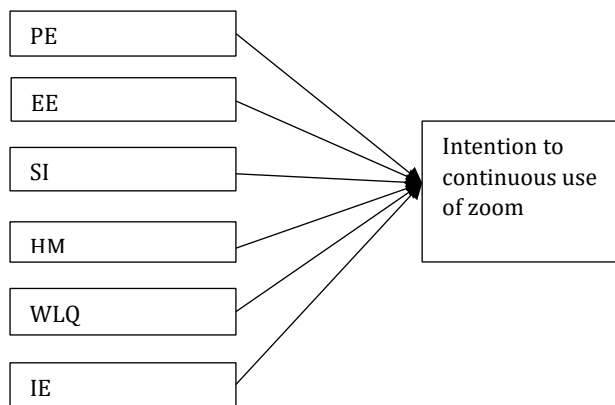


Figure 1. Conceptual Framework

Source: Author's Constructed 2021

### D. Hypothesis Development

Performance expectancy in the e-learning context indicates the degree to which e-learning assists learners to conduct their learning tasks quickly and easily, as well as enhancing the learners' educational skills and efficiency (Zuiderwijk et al., 2016). Performance expectancy is an indicator of intention to use a new method in a variety of contexts, including e-learning (Hone et al., 2014). According to the current literature, Performance expectancy has a substantially positive relationship with behavioral intention's use of an e-learning method (Wilson & Budu, 2018), (Authors, 2019). As a result, the following hypothesis was formulated:

H1: Performance expectancy has a positive and significant impact on student's intention to continue the use of an e-learning system.

Effort expectancy means the degree of ease associated with users' use of technology (Punnoose, 2012). It is the level of ease associated with the use of information systems (Venkatesh, 2003) and the extent to which a person feels that he or she can use technology without extra effort (Zuiderwijk et al., 2016). Since e-learning is still in its early stages, effort expectancy is regarded as one of the most significant considerations in determining users' intention to use the method (Mpungose, 2021). The ease of use and user-friendliness of e-learning programs can influence individuals' adoption and desire to use such systems (Salloum, 2021). Previous research has shown that effort expectancy affects positively the

intention to use a system and is a key determinant of intention to use e-learning programs (Hone et al., 2014), (Dwivedi et al., 2011). Thus, this study assumes that if a learner finds an e-learning system easy to use, he or she is more likely to adopt it. As a result, the following hypothesis was developed:

H2: Effort expectancy has a positive and significant impact on student's intention to continue the use of an e-learning system.

Social influence defined by Venkatesh in 2003 emphasized that social influence is the degree to which a person perceives that essential other believe he or she would use the new system. That is the influence that other people's opinions have over someone's decision to use an information system (Zuiderwijk et al., 2016). The UTAUT model suggested that social influence captures the position of social forces, pictures, and subjective norms. Many studies have confirmed SI as a major influence factor that decides people's intention to use (Almaiah et al., 2020), (Williams et al., 2015). Thus, this research assumes that individuals' intentions to continuous use an e-learning method are conditioned by their lecturers, teachers, and colleagues' beliefs and based on the following hypothesis postulated:

H3: Social influence has a positive and significant impact on student's intention to continue the use of an e-learning system.

Hedonic motivation is the pleasure or gratification obtained from the use of a technology (Venkatesh & Zhang, 2014). It assesses users' perceived happiness and entertainment (Venkatesh & Zhang, 2014). Venkatesh used this variable in the UTAUT2 model to investigate the function of intrinsic utilities. Prior research (Zuiderwijk et al., 2016) discovered that hedonic motivation plays an important role in influencing users' intentions to use technology, especially in e-learning and (Hone et al., 2014) emphasized that because using an e-learning framework makes people happy, they are more likely to try it again. Based on that the following theory was postulated:

H4: Hedonic motivation has a positive and significant impact on student's intention to continue the use of an e-learning system.

Work-life quality (WLQ) refers to a person's understanding or belief that by using a tool, their work quality can increase, in this instance, the use

of an e-learning system is intended to improve students' learning process by saving them time and money as they can download learning materials and literature or communicate with their colleagues or teachers (Ali, Raza, Qazi, & Puah, 2018). The value of work-life quality-related studies on e-learning is very limited. (Hone et al., 2014), (Ali, Raza, Qazi, & Puah, 2018) have shown that Work-life quality has an important effect on the decision to use e-learning programs. As a result, work-life quality can be a good indicator of an individual's plan to use e-learning programs. Thus, the following hypothesis was derived:

H5: Work-life quality has a positive and significant impact on student's intention to continue the use of an e-learning system.

Internet experience means individual internet use and familiarity have a major association with technology adoption (Williams et al., 2015). Internet experience is recognized as a primary factor assessing technology acceptance by previous research (Dwivedi et al., 2011). Individuals' perceptions of using electronic systems are firmly developed as the internet experience increases (Hone et al., 2014). Previous research on Web-based learning systems have paid less attention to internet experience as the main determinant and this study aims to incorporate internet experience as an exogenous factor influencing e-learning system and purposed following hypothesis:

H6: Internet experience has a positive and significant impact on student's intention to continue the use of an e-learning system.

## II. METHODOLOGY

This employed a descriptive research design that allows assessing the associations between the variables described in the model. After reviewing the literature, six independent variables were identified. Based on the conceptual framework shown in figure 1, six hypotheses were postulated.

This study focuses on investigating the intention to continuous use of online teaching of the Sri Lankan undergraduates. Hence, the unit of analysis was individual. The theoretical population of this study is undergraduate students at state universities in Sri Lanka. Due to the practical limitation and complexities Management undergraduates of the University of Ruhuna was selected as the study population. A questionnaire was designed using

Google Forms. Designed questionnaires were distributed among 250 undergraduates of the Faculty of Management and Finance, University of Ruhuna by using emails and social media networks, and 200 responses were gathered proceed for further analysis. The study had to adopt the snowball sampling method because requested respondents to pass the questionnaire among undergraduates in the faculty. The constructs of the research model were measured using previously validated instruments. The all the constructs used a five-point Likert scale where respondents marked their agreement scaling from strongly disagree (1) to strongly agree (5). Gathered data analyzed by using SPSS 25 version.

### A. Sample Composition

Table 01. Sample composition

Variable	Category	Frequency	Percentage (%)
Age group	19-20	8	4
	21-22	83	41.5
	23-24	44	22
	25-26	50	25
	More than 21	15	7.5
Gender	Male	84	42
	Female	116	58
Undergraduate Year	1st year	79	39.5
	2nd year	17	8.5
	3rd year	17	8.5
	4th year	87	43.5
Number of semesters use zoom application for e-learning	1 semester	73	36.5
	2 semesters	59	29.5
	3 semesters	54	27
	4 semesters	2	1
	More than 4 semesters	12	6
Used device for access to zoom platform	Desktop	10	5
	Laptop	104	52
	Smartphone	85	42.5
	Tablet	1	0.5
Internet service provider used for access to zoom	Dialog	105	52.5
	SLT-Mobitel	77	38.5
	Airtel	1	0.5
	Hutch	17	8.5

Source: Survey Data 2021

Data was gathered from 200 undergraduates of the Faculty of Management and Finance, University of Ruhuna. According to the table no 1, 41.5%

represents the 21-22 age group, 25-26 age group represents 25% of the sample, and the lowest percentage 4% represents from 19-20 age group. According to the responder' year of study 1st, 2nd, 3rd and 4th years represent 79,17,17,87 students respectively. According to the gender 116 (58%), students are female and 84 (42%) are male. Pertain to the devices used for access for zoom platform most of the students (104) used the laptop, 85 students used a smartphone, 10 students used a desktop, and one student used a tablet. 105 (52.5%) used dialog and 77 (38.5%) use SLT-Mobitel as their internet service provider. Further, 17 students used Hutch, and 1 student used Airtel internet service provider for access to the zoom. 73 students used zoom only for one semester as a percentage it is 36.5%. 59 students use 2 semesters, and 54 students use three semesters zoom application for e-learning. 12 students experiencing zoom for more than 4 years and the rest of the others of the sample use the zoom application in three semesters for e-learning.

### B. Reliability

The reliability of the constructs was measured using Cronbach alpha values and results are indicated in Table 2. The highest reliability value indicates (0.962) by Hedonic motivation while the lowest reliability value is reported by effort expectancy (0.825). According to (Bagozzi & Yi, 1988) a threshold level of 0.6 or the highest value is required to demonstrate a satisfactory level of reliability. As all constructs meet the threshold value there is no concerns about low internal consistency among the constructs.

Table No 2- Reliability Statistics

Variable	Cronbach's Alpha	No of Items
Performance Expectancy	0.900	5
Effort Expectancy	0.825	4
Social Influence	0.919	3
Hedonic Motivation	0.962	3
Work Life Quality	0.878	4
Internet Experience	0.885	3
Behavioral intention	0.934	5

Source: Survey Data 2021

### C. Hypothesis testing

The hypothesis was tested using multiple regression analysis using SPSS and regression results are shown in Table 3. The Adjusted R Square value amounts to .701. Thus, the regression model explains 70% of the variance in the intention to continuously use e-learning with Zoom with the six independent variables specified in the research model and ANOVA test confirmed that the regression model is statistically significant (F = 78.622, P= 0.000).

Table No 3-Regression results

	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
PE	.445	.090	4.925	.000
EE	-.196	.098	-1.997	.044
SI	.068	.064	1.063	.289
HM	.191	.052	3.701	.000
WLQ	.904	.168	5.368	.000
IE	.370	.121	3.068	.002
Adjusted R Square	.701			
ANOVA	F = 78.622, (P= 0.000)			

Source: Survey Data, 2021

According to the table 3 Performance expectancy (b = .445, p = 0.000). Hedonic Motivation (b = .191, p = 0.000)., Work-Life Quality (b = .904, p = 0.000)., and Internet Experience (b = .370, p = 0.002)., have significant positive effect on explaining intention to continuous use of zoom application for e-learning. Thus, derived H1, H4, H5, and H6 hypotheses were accepted with observed data. Effort Expectancy had a significant negative impact on intention to continuous use of zoom application for e-learning, supporting H2 (b = -.196, p = 0.044). Social Influence was not found to have a significant effect on the intention to continuous use of zoom application for e-learning, not supporting H3. In sum, this study confirms the results of UTAUT.

### III. DISCUSSION AND ANALYSIS

The main objective of this study is to investigate significant factors that might influence for intention to continuous use of zoom application for e-learning among undergraduates in Sri Lankan universities. Results of the study indicate that performance expectancy, hedonic motivation,

work-life quality, and internet experience significantly and positively impact to the intention to continuous use of zoom application for e-learning. Further, effort expectancy is significantly and negatively related to the intention to continuous use of zoom applications for e-learning.

This study found empirical support for the relationship between performance expectancy and intention to continuous use of zoom applications for e-learning. This means that undergraduates use the zoom application for future e-learning activities if they feel that the system helps them to reach their goals of learning activities and benefited from a climb up their expected performance level. These findings are consistent with previous work of (Samusdeen, 2019). This has implications for the vendors who develop the applications that adding more features to enhance the ability to meet the users' expectations.

The relationship between hedonic motivation and intention to continuously use zoom application for e-learning has been documented and the results confirmed the importance of the link between them. This finding indicates that undergraduates use the zoom application for their future studies if the application derives pleasure in e-learning described. This finding confirms the works of (Ali, Raza, Qazi, & Puah, 2018). This finding implies that the authorities must use it in more enjoyable ways to increase student's intention to use it for their future e-learning activities.

Consistent with the previous empirical findings of (Ali, Raza, Qazi, & Puah, 2018) the present study found empirical support for the relationship between Work-life quality and intention to continuous use of zoom application for e-learning. This means that the usage of the zoom application is supposed to improve students learning process by bringing savings for them in terms of time and cost when they download learning materials and literature or making communications with their colleagues or teachers (Hone et al., 2014). This implies that lecturers and instructors should allow students with little internet experience to use e-learning systems and to try to increase the work-life quality of university undergraduates.

Further, this study found empirical support for the relationship between internet experience and intention to continuous use of zoom applications for e-learning. Internet experience is considered a

key factor determining technology acceptance by past studies (Ali, Raza, Qazi, & Puah, 2018) and this study indicated the same results and derived that if students have previously strong internet experience, they might use zoom application in future e-learning activities. Therefore, administrative authorities will make it easier for students to use e-learning services by working with mobile and tablet providers to supply students with these devices on an installment or loan basis. Further, this implies that the country's cellular network providers offer low-cost Internet data services with dedicated dongles for university students.

Moreover, this study found significant results confirming the relationship between effort expectancy and intention to continuous use of zoom applications for e-learning. This implies that students are willing to used e-learning platforms for their future studies when they perceive that the online platform is not much complicated to learn and operate. This finding is consistent with the previous work of (Samusdeen, 2019). Further, this has an implication practically for the vendors who developed the online teaching and learning application that they should concern about designing more convenient and user-friendly applications.

Most of the studies, Venkatesh in his studies done by 2003 and 2014 and (Hone et al., 2014) indicate that social influence has a significant impact on the intention of use in technology. However, this study did not find empirical support for this claim. The possible reason for insignificant results would be that respondents in this context did not pay keen attention to the other influences practically for using the zoom application in their future studies. In sum, Sri Lankan university students' intention for continuous use of zoom application for e-learning explained by the performance expectancy, work-life quality, hedonic motivation, effort expectancy and internet experience.

#### IV. CONCLUSION

During the pandemic era, Sri Lankan universities launch the zoom platform for e-learning. As a result, universities must continue to use the zoom during the pandemic period. Sri Lankan undergraduates have been using zoom for over a



year, but there is a question about whether they would be willing to continue using it in the future. This study investigated the reasons that undergraduates seek from the system and system operators to continue utilizing zoom for their e-learning activities. According to the findings, the factors that Sri Lankan universities considered are performance expectancy; work-life quality, hedonic motivation, effort expectancy, and internet experience for continued use of zoom for e-learning. From a theoretical standpoint, the conceptual model validated in the Sri Lankan context gives a clearer understanding of the variables that affect students' intention and e-learning system usage behavior. The results will point to that more effort could be paid to make the adoption process a success. It gives them a deeper view of the preferences of university students in the case of e-learning system implementation, as well as what these students would want to see and see in their technology-assisted learning phase. So those potential implementations and current installations can be better tailored to meet these students' needs and desires.

We acknowledge the following limitation of the study while indicating directions for future research. The first limitations refer to the sample size and the context of the study. Due to time and financial constraints, the sample was limited to 200 respondents from the University of Ruhuna. A larger sample would increase the statistical power and offer rigorous findings (Hair et al., 2010). Future studies with a larger sample size representing undergraduates with other universities are therefore required. The second limitation pertains to the research design. This study used a cross-sectional design, wherein data were collected at one point in time. As intention to continuous use e-learning is viewed as a psychological construct where longitudinal empirical studies are required to gain in-depth understanding future studies with a longitudinal research design would greatly contribute to the literature.

The fourth limitation is related to the data collection tools. The present study used a questionnaire survey to collect primary data about the phenomenon of interest. Alternative mechanisms, such as interviews would facilitate an in-depth understanding of the continuous usage behavior and its determinants. Thus, future studies

that employ interviews and qualitative analysis of interview data would generate important insights into this phenomenon. The fifth limitation relates to the inclusion of independent variables in the research model. The study used only six factors based on the UTAUT theory. Additional variables specified in other theories, Theory of planned behavior, institutional theory, transaction cost theory, Diffusion of Innovation Theory might have impact on intention to continuous use of e-learning.

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