FACTORS AFFECTING UNDERGRADUATES' ACCEPTANCE OF THE ZOOM APPLICATION AS AN E-LEARNING TOOL (REFERENCE TO RAJARATA UNIVERSITY OF SRI LANKA)

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INTRODUCTION

The concept of E-Learning has existed for many years, but it gained significant popularity in Sri Lanka during the Covid-19 pandemic. With the need to implement social distancing measures, the Sri Lankan government and educational institutions turned to online platforms to continue academic activities. The sudden closing of education institutional facilities driven authorities to propose online learning to ensure students are not left inactive during the pandemic period (Chandradasa & Galhena, 2021). The University Grant Commission (UGC) of Sri Lanka, in collaboration with Learn and Research Network (LEARN), decided to use the Zoom meeting application as the primary E-Learning tool and provided free internet access for undergraduate students. This shift to E-Learning was a new experience for many university students who were accustomed to traditional face-to-face learning.

Given the global circumstances and the application of E-Learning, researchers and analysts started investigating student behaviors and satisfaction with this mode of education, focusing on the various tools used for teaching and learning. UNESCO (2021) mentioned that online learning can work with all-inclusive admittance to education, span learning experience, support the development of instructors, enhance the quality of learning, and improve education organization and administration. And for this analysis, (Muzurura et al., 2021) participated by investigating lecturers' or instructors' perspectives, and mentioned E-Learning transformation, from limited knowledge acquisition in a traditional classroom to a self-exploring platform, which will enhance the ability to construct new knowledge. This study specifically focuses on the Zoom application as the chosen E-Learning tool in Sri Lankan universities and examines undergraduates' acceptance of this application. Among several E-Learning tools, the authorities chose the Zoom Meeting application by evaluating given most convenient factors of the platform. As well as the Sri Lankan universities, foreign countries also consider Zoom as a tool which makes learners and teachers more convenient the online learning sessions (Abriati et al., 2022).

In the Sri Lankan Context, most of the studies have given their attention to students' and undergraduates' acceptance and satisfaction for E-Learning. And there were few studies conducted on specializing Zoom applications for E-Learning. Among them, students' attitudes toward the use of Zoom in Higher Educational Institutes (Mohamed et al., 2022) and students' intention to use and continue Zoom application in E-Learning by (Chandradasa & Galhena, 2021) studies act as a foundation to this investigation. User acceptance is crucial for the success of any product or service, and it directly impacts students' usage and learning experience. The study explores factors influencing undergraduates' acceptance of the Zoom application, considering technology self-efficacy, perceived utility, perceived quality, and perceived value. The Technology Acceptance Model (TAM) by Davis (1989) is utilized as a theoretical framework for measuring user acceptance. By collecting quantitative data through

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a structured questionnaire from students in the Rajarata University of Sri Lanka, the study examines the impact of these factors on the acceptance of Zoom as an E-Learning tool.
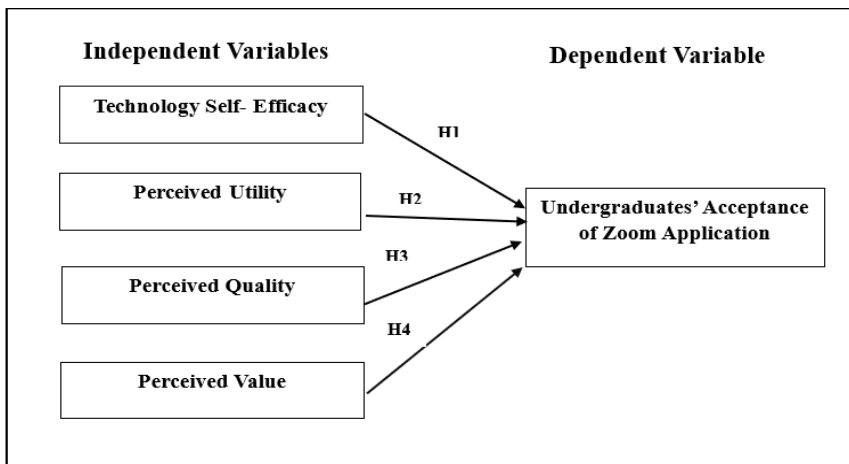
The findings indicate that technology self-efficacy, perceived value, and perceived quality have a positive and significant impact on undergraduates' acceptance of the Zoom application. However, the perceived utility does not significantly affect acceptance. These results provide valuable recommendations for Zoom application developers, educational authorities, and researchers, allowing them to better understand the factors that influence students' acceptance of E-Learning tools and inform future developments in the education system.

METHODOLOGY

This research study focused on the primary data and structured questionnaires to collect the required data. 370 undergraduates from the 6 faculties were selected as the sample. The study used the simple random sampling technique to select respondents from the population. Based on the extensive literature survey conducted by the researcher selected four factors as independent variables of the study as technology self-efficacy, perceived utility, perceived quality, and perceived value on undergraduates' acceptance of the Zoom application. Through the analysis of the study, the researcher tried to identify whether there are significant relationships between above mentioned independent variables and the student's acceptance the Zoom application.

The research was explanatory type research and the approach used for this study was quantitative. The survey questionnaire was administered in data collection and all analysis were performed with the assistance of the SPSS. In analysis, firstly, the sample has been described by demographic characteristics. After, researcher conducted a reliability analysis. Then the researcher interpreted a descriptive analysis of the independent variables. Then calculate the correlation analysis of the study. Finally, the researcher presented the results of hypotheses testing with regression analysis. Every Result was tabulated and analyzed using statistics. Figure.1 below indicates the conceptual diagram which was developed based on a comprehensive literature review.

Figure 1
Conceptual framework

The researcher developed these hypotheses based on previous research and theories.

H_1: Technology self-efficacy (SE) has a significant impact on the undergraduates' acceptance of the Zoom application (AZ) as an e-learning tool.

H_2: Perceived utility (PU) has a significant impact on the undergraduates' acceptance of the Zoom application (AZ) as an e-learning tool.

H_3: Perceived quality (PQ) has a significant impact on the undergraduates' acceptance of the Zoom application (AZ) as an e-learning tool.

H_4: Perceived value (PV) has a significant impact on undergraduates' acceptance of the Zoom application (AZ) as an e-learning tool.

RESULTS AND DISCUSSION

These results were generated from statistical analysis of the impact factors affecting the undergraduates' acceptance of Zoom as an E-Learning application. The sample consists of 370 university students of the Rajarata University of Sri Lanka. A survey questionnaire was administered in data collection and all analysis was performed with the assistance of the SPSS 25 version. The researcher interpreted a descriptive analysis of the independent variables. Then calculate the correlation analysis of the study. Finally, the researcher presented the results of hypotheses testing by regression analysis.

Before run to the regression analysis, all the diagnostic test are performed (not tabulated). To investigate the relationship between independent and dependent variables, a product movement correlation with a two-tailed test of significance was used here.

Table 1

Results of correlation analysis

	SE	PU	PQ	PV	AZ
SE	1				
PU	.659**	1			
PQ	.708**	.726**	1		
PV	.742**	.754**	.764**	1	
AZ	.695**	.662**	.734**	.772**	1

$^*p<0.05, {}^{**}p<0.01$

All the correlations in the matrix are positive, indicating that as one variable increases, the other tends to increase as well. The strength of the correlations is strong, and they are statistically significant. These results suggest a strong positive linear relationship between the pairs of variables examined.

The results suggest that Technology Self-Efficacy (SE), Perceived Quality (PQ), and Perceived Value (PV) are significant predictors of "Undergraduates' Acceptance." Technology Self-Efficacy has a moderate positive effect, while Perceived Quality and Perceived Value have strong positive effects. Perceived Utility (PU), on the other hand, does not appear to have a significant impact on Undergraduates' Acceptance in this model.

Table 2

Results of regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	β		
(Constant)	0.671	0.144		4.648	0.000
SE	0.182	0.050	0.176	3.626	0.000
PU	0.054	0.053	0.050	1.005	0.315
PQ	0.268	0.052	0.270	5.131	0.000
PV	0.354	0.051	0.397	7.006	0.000

CONCLUSION AND IMPLICATIONS

This research aims to identify the factors influencing undergraduate acceptance of the Zoom application as an E-Learning tool at Rajarata University in Sri Lanka. The study's conclusions have important implications for educational authorities, E-Learning developers, and users in the field. User satisfaction and acceptance are crucial in marketing, as they directly impact product usage. Factors affecting user acceptance of E-Learning tools vary, but the analysis shows that technology self-efficacy, perceived value, and perceived quality significantly influence undergraduates' acceptance. The researcher recommends that Zoom enhance its application's features to be more user-friendly and general, and suggests that the University Grant Commission investigate undergraduates' technology self-efficacy levels when implementing new E-Learning tools. However, the perceived utility does not significantly contribute to undergraduates' acceptance, as some academic fields with practical sessions may not be adequately supported by Zoom. Overall, the findings and recommendations shed light on the factors influencing the acceptance of the Zoom application as an E-Learning tool.

Keywords: E-learning tools, perceived quality, perceived value, self-efficacy, zoom application

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