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Acceptance of E-Learning Systems: A Study of South Eastern University of Sri Lanka

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Abstract
Electronic Learning framework is one of the broadly utilized devices because of instructive foundations all around to help and upgrade educating and gaining procedure and becoming expertise causing clients to appreciate gigantic advantages. While created nations possess effectively actualized and do utilization of this gainful framework the majority of the creating nations still can't seem to understand the advantages since the vast majority of the instructive foundations in these nations possess halfway or never received these frameworks. This examination was completed to outline the variables that impact understudies from higher instructive establishments in Sri Lanka, in their social expectation to do utilization of e-Learning framework, Model in this investigation. The examination utilized Unified Theory of Acceptance and Use of Technology model with Software Engineering development. Quantitative methodology utilizing poll overview was utilized. Information was gathered through Face book and Whats-app envoy by distributing the online study created in Google Form. Populace of the examination was undergrad and postgraduate understudies from South Eastern University of Sri Lanka, which is one of the state colleges in Sri Lanka. Out of the 393 reactions got 286 qualified for further investigation. Auxiliary Equation Modelling utilizing AMOS programming was employed-for the information investigation. Discoveries uncovered that Performance Expectancy, Effort Expectancy , Social Influence , Self-Efficacy , Hedonic Motivation and Facilitating Conditions were altogether affecting understudies' conduct goal to utilize e-Learning framework in Sri Lanka.

Keywords*: e-Learning, Behavioural Intention, Higher Education, UTAUT, Sri Lanka*

I. Introduction

The use of Information Communication Technology devices has pulled in a size-able speculation by higher organizations of learning, in other to encourage instructive conveyance. The point of Information and correspondences innovation instruments speculation is in instructive conveyance is to embrace and adjust to what is comprehend to be electronic learning. Moreover, in crafted by Islam and Azad (2012), it was notice that, e-learning was not seen as a substitution to regular style of adapting, rather, it is seen to be an advancement to help and do

improvement of learning exercises for better instructive objectives. In 2016, Boateng did an investigation and presumed that, utilization of e-learning applications was essentially intended to encourage Information Communication Technology learning and instructing with the end goal of instructive advantage accomplishment. Tarhini et al. (2013) referenced coming up next are e-Learning devices to be specific: Moodle, Blackboard. Various examinations were directed to research in observational way of selection of Information Communication Technology in higher organization of getting the hang of, with respect to created nations. A significant number of the examinations directed have had the option to recommend that, to the best Information Communication Technology selection in e-adapting, a few factors, for example, clients' goal and effortlessness in the Information Communication Technology use are the determinant In a nutshell, attitudinal behaviour, coupled with social context influence the technology solution to e-learning. Further studies, including Boating et al., (2016) opined that, findings of e-learning study can be adopted, by considering some internal factors in the developing context discoveries of these research could be put into use considering the context of the developing (Boating et al., 2016). Nevertheless, the shift in technological experience of developed countries to developing countries has been criticized and rose against in information system's literature in developing countries. (Dasuki et al., 2015). The adoption of e-learning should be thought globally and act locally based, because what is obtainable in developed countries, where e-learning has been adopted and practice might not be obtainable in developing countries, so therefore, their findings cannot be generalized. As a result of this, researchers have been advocating for further research because, it necessary to have an in-depth knowledge of e-Learning adoption in tertiary level learning institutions in emerging economies. (Muries and Masele, 2017). In addition, review of scholarly work on Information Communication Technology usage in higher institutions of learning has advised that, more studies should be conducted across the higher institution of learning that can be compared and complement the result of the past studies on adoption of e-learning technologies (Boateng, 2016).

In nation like Sri Lanka, the old style of instructing is still being used in numerous pieces of the nations, contribution to the absence of lack of fund and labour to this end, it is basic to contemplate the determinants of e-learning reception, inside the nation as per their economy know-how. The examination that was done in Sri Lanka indicated the way that, there is a vacuum of labour to deal with the appropriation e-learning in higher organization of learning in SriLanka. Not many explores on reception of e-learning have been done with regards to Sri Lanka and there is absence of information on the elements for e-Learning selection and use in Sri Lanka making a space for a genuine information hole. This examination takes it up as a test to inquire about, by exploring the appropriation of e-Learning in Sri Lanka.This study took it upon itself to proffer solution to the above limitations. The study used questionnaire to empirically investigated the adoption of Moodle, a web-based LMS, in a Sri Lankan university, adopting the UTAUT as a theoretical lens.

II. Research Framework

This examination depends on the use of innovation and hypothesis of conduct aims of utilization. Since around 30 years or somewhere in the vicinity, various hypotheses have been postulatedin clarifying the expectation and utilization of innovation by-every partner. The

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Total Available Market (Davis, 1989) and the Unified Theory of Acceptance, and Use of Technology (Venkatesh et al., 2003) are the most refereed to speculations by look into researchers in the area of innovation acknowledgment. Unified Theory of Acceptance, and Use of Technology (Venkatesh et al., 2012), which identifies with the first Unified Theory of Acceptance, and Use of Technology system, is as of late the most well known model that factor in three extra builds: HM, Price Value and Habit. The creators favored Unified Theory of Acceptance, and Use of Technology to Total Available Market for this investigation.

This principle sponsor of this investigation is understudies' utilization of Moodle, on e-learning procedure and this remaining parts the focal point of this examination. Three extra Unified Theory of Acceptance, and Use of Technology 2 builds were resolved to be inadmissible for this examination. For example, understudies can't gauge absolutely the level of charges allotted for the use of the Moodle use of the value esteem develop. Ain et al. (2016)used Unified Theory of Acceptance, and Use of Technology 2to decide the impact of learning an incentive on LMS and utilized the develop of learning an incentive rather than value esteem. The build of propensity in Unified Theory of Acceptance, and Use of Technology 2 was utilized to test M-Internet buyers (Venkatesh et al., 2012). In the utilization of Moodle application, understudies were simply expected to utilize the application in order to get to singular course materials as clarified by their teachers. Along these lines, the understudies' ongoing utilization isn't envisioned.

Venkatesh et al. (2003) created Unified Theory of Acceptance and Use of Technology by assembling eight social speculations to think about conduct and utilization goal to empower the reception of innovation. Therefore, seven develops were gotten from the eight theories. Out of the seven builds, four were distinguished as the affecting elements for the aim to utilize and selection of innovation. The Unified Theory of Acceptance and Use of Technology structure was planned through the biotechnology reception and conduct speculations.

2.1 Performance Expectancy (PE):

Venkatesh et al. (2003, p. 447) characterized this PE as "how much an individual accepts that utilizing the framework will support the person in question to accomplish gains in work execution". Venkatesh et al. (2003) likewise recognized PE as the most noteworthy determinant of conduct aim. This investigation inspects the connection among PE and conduct aims to utilize e-learning advancements. Šumakand Šorgo(2016) found the hugeness of PE because of the social aim among the educators to utilize intuitive whiteboards. As far as conduct expectation, PE is viewed as significant too with respect to the utilization of the learning zone (LMS) (Yamin et al., 2014), e-Learning at the work environment (El-Masri and Tarhini, 2017.It is estimated in this examination that, social goal of understudy to the use of Moodle will be dictated by their observations about its value in regards to their learning exercises and execution. How the scholastic and scholarly steady staff plans and conveys the course materials will fill in as determinant and not just by the Moodle applications usefulness, as this can be contended out among scholars.Based on the above discourse the accompanying theory is proposed:

H1: Performance Expectancy has a positive and significant influence on behavioural Intention to use the E-Learning System.

2.2 Effort Expectancy (EE):

Venkatesh et al. (2003, p. 447) characterized this PE as "how much an individual accepts that utilizing the framework will support the person in question to accomplish gains in work execution". Venkatesh et al. (2003) additionally recognized PE as the most critical determinant of conduct expectation. This examination looks at the connection among PE and conduct aims to utilize e-learning innovations. Šumakand Šorgo(2016) found the essentialness of Provident Fund because of the social expectation among the educators to utilize intuitive whiteboards. As far as social expectation, PE is viewed as significant too concerning the utilization of the learning zone (LMS) (Yamin et al., 2014), e-Learning at the work environment (El-Masri and Tarhini, 2017.It is conjectured in this examination that, conduct goal of understudy to the use of Moodle will be dictated by their discernments about its helpfulness in regards to their learning exercises and execution. How the scholastic and scholarly steady staff plans and conveys the course materials will fill in as determinant and not just by the Moodle applications usefulness, as this can be contended out among scholars.Based on the above exchange the accompanying theory is proposed:

H2: Effort Expectancy positively and significantly influences on the Behavioural Intention to use E-Learning System.

2.3 Social Influence:

SI entails the individual perception that one should use a technology because close family members or friends expect him/her to do so (Venkatesh et al., 2003). The TRA, TPB and C-TAM-TPB derive SI as a subjective norm, social factors in MPCU and image in IDT. The theories all suggest SI as the direct influencing factor to behavioural intention. Voluntary use was recognizedin the original UTAUT model as the moderator of SI. This constructis identified as a significant determinant of behavioural intention to use technology in a compulsory setting (Venkatesh et al., 2003). It is mandatory in this study that, all students should use Moodle because of the fact that all instructors are as well aware that, all their courses must be taught with the use of Moodle application. Tarhini et al. (2013) discovered that, subjective norm can significantly influence the students' intention to use e-learning via the extended TAM model. In the same manner, it has been demonstrated by numerous studies that SI can positively and significantly influence behavioural intention to adopt e-Learning via the UTAUT model. Prior researches indicate that SI directly influences behavioural intention (Decman, 2015). Hence, SI is anticipated to positively and significantly influence the behavioural intention to adopt Moodle. Hence, it is hypothesised that:

H3: Social Influence positively and significantly influences on the Behavioural Intention to use E-Learning System.

2.4 Hedonic Motivation (HM):

HM is defined as "*the fun or pleasure derived from using a technology*" and measures a user's perceived entertainment and perceived enjoyment in using a system (Venkatesh et al., 2012) and captures the role of intrinsic utilities (Tarhini et al., 2017). The novelty and innovativeness found in a new system makes HM as a critically influencing factor (Venkatesh et al., 2012). Previous investigations (e.g.: Alalwan et al., 2015; Yuan et al., 2015) found HM as an important factor playing a significant role in user's adoption of innovative technology and especially e-Learning systems (e.g.: Ain et al., 2015; Masa'deh et al., 2016). This investigation perceives that if the students feel it joyful to use e-Learning system; Moodle, they

are more likely to use it. Therefore, the following is hypothesised:

H4: Hedonic Motivation positively and significantly influences on the Behavioural Intention to use E-Learning System.

2.5 Self-Efficacy (SE):

SE is an individual's assessment on his or her capabilities to organize and carryout a set of activities needed to produce a given outcome and said to be a kind of self- evaluation that helps understand the behaviour and performance of human in performing certain activities (Bandura, 1997). Many studies in the past (e.g.: Abbasi et al., 2015) have found that SE is an important factor impacting individual's behavioural intention to use technology. This has been validated in case of e-learning by many researches (Tarhini et al., 2015; Wong and Huang, 2015). And this investigation defines SE as self-confidence of students in their ability to carry out certain learning activities using Moodle e-Learning system and perceives that students with higher level of SE are more intending to use Moodle than the others. Hence, it is proposed that:

H5: Self-Efficacy positively and significantly influences on the Behavioural Intention to use E-Learning System.

2.6 Facilitating Condition (FC):

FC entails the perception of support received from one's organization or the technical infrastructure needed to help the individual in adopting the technology in question (Venkatesh et al., 2003). TPB and C-TAM-TPB were where the construct was captured from as perceived behavioural control, IDT as compatibility and MPCU as FC. Venkatesh (2003) supports the mediating role of FC on behavioural intention by EE. Consequently, the influence behavioural intention on FC will not be direct, as far as the presence of EE is noticed in the model. Ajzen (1991) demonstrated that, direct FC usage is influenced by perceived behavioural control (FC). The previous studies discovered that, FC is significantly influenced users' usage of technology (Venkatesh et al., 2003; Ain et al., 2016) and to this end, it is hypothesized that:

H6: Facilitating Conditions positively and significantly influences on the Behavioural Intention to use E-Learning System.

2.7 Behavioural Intention (BI):

The brought together hypothesis of acknowledgment and utilization of innovation system recommends that PE, EE and SI impact a person's social expectation to receive a specific innovation (Venkatesh et al., 2003). As indicated by Ngai et al. (2007), a person's expectation to embrace certain practices is driven by BI. It has been demonstrated to decidedly drive utilization expectation by the TAM, TRA and TPB models. Different examinations have additionally demonstrated that BI altogether impacts genuine innovation use. Henceforth, BI is relied upon to likewise emphatically and essentially impacts the utilization of Moodle among understudies in the e-learning instructive program. In view of the above mentioned, the accompanying model is created:

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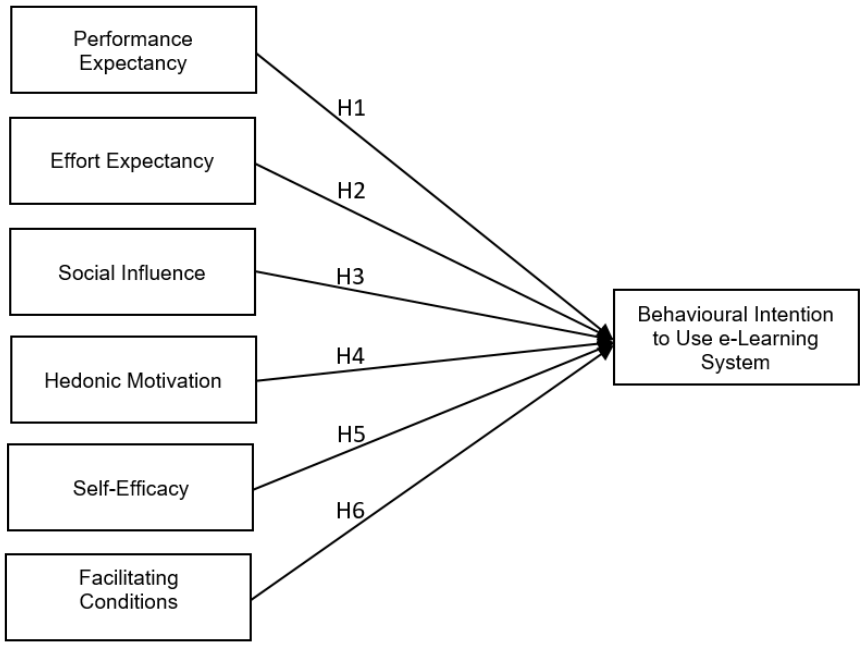

Figure 1: Research Model

III. Methodology

This investigation was carried out in the context of students' behavioural intention to make use of Moodle, Learning Management System that allows them to access lecture materials, enable shared learning, attempt online examinations and quizzes, upload their assignments and projects All faculties except a newly established one have implemented Model and all students who are registered in these faculties are also enrolled in LMS from their first year of studies. Population of the study is entire internal students of all undergraduate and postgraduate courses. Quantitative methodology based on questionnaire survey was adopted for this study as have been adopted for previous studies on the adoption of new technology. Instrument was developed using items from previous studies. The instrument was segmented into two categories with first seeking demographic details and the other measuring constructs from unified theory of acceptance and use of technology (Venkatesh et al., 2012). The items to assess the constructs were measured using the 7-point Liker Scale that ranges from 1 (Strongly Disagree) to 7 (Strongly Agree).

The poll was checked on and investigated by an e-Learning master in the Faculty of Management and Commerce. To approve the things, a pilot test was run including a gathering of BSc understudies in the college, and it was affirmed that the scales were dependable and substantial. Since online study's reaction rate is high, less expensive as far as time, exertion and money related consumptions and less blunder inclined in information taking care of, an online poll created Google Forms and the connection was shared among the understudies by email, Whats App and Facebook errand people. The information assortment went on for a time of a quarter of a year beginning from August 2018 to mid-November 2018. Numerous updates were sent to understudies by same media and by means of individual calls and telephone instant messages as well. Be that as it may, there was no money related impetuses or inspirations were offered to any respondents. Respondents were made mandatory to enter their email delivers in the reactions to maintain a strategic distance from copy passages. A sum of 393 reactions was gotten out of which 7 were disposed of since they were inadequate. Subsequently 286

legitimate reactions were considered for examination. By utilizing IBM AMOS 25 to test the created model and its build to comprehend understudies' BI to utilize Model.

IV. Data Analysis and Results

04.1 Demographic Profile

The demographic characteristics of the 286 respondents are shown in Table 1. Out of the respondents 39.5% were male and 60.5% were female. Majority of the respondents, 69.2%, were less than 20 years of age while 15% of them were above 30 years, the others were between 21 to 30 years range. Out of the two major categories of the type of degree they follow, 81% of the respondents were from undergraduate courses while 19% were from postgraduate programmes.

Table 1 Profile of the Respondents

Demographic Characteristic		**Frequency**	**Percent (%)**
Gender	*Male*	113	39.5%
	Female	173	60.5%
Moodle Usage	*< 1 Year*	127	44.4%
	1 - 2 Years	83	29.0%
	> 2 Years	76	26.6%
Age	*15 -20*	198	69.2%
	21 – 25	34	11.9%
	26 – 30	11	3.8%
	Above 30	43	15.0%
Degree	*Undergraduate*	232	81.1%
	Postgraduate	54	18.9%

04.2 Evaluation of Measurement Model

To test the relationship among the constructs of the proposed model, a Confirmatory Factor Analysis (CFA) using AMOS 25 was used (Arbuckle, 2012). Maximum-Likelihood estimation procedure was adopted to estimate the parameters of the model and all analyses were carried out on variance-covariance matrices (Hair et al., 2010). Some fitness indices have been recommended by Hu and Bentler (1999) to assess the model's Goodness-of-Fit. Minimum fit function X^2 was first used to determine it but due to its extreme sensitivity to the sample size (Hu and Bentler, 1999), the X^2 to degree of freedom ratio (X^2/df) was employed instead. If it is less than 3 it is considered to be an acceptable fit (Carmines and McIver, 1981). Table 2 shows the indices for the data collected and the level of acceptance for fitness. Accordingly, the results of the CFA showed that the model confirms a good fit with the data since all indices are with the recommended range.

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Table 2: Model Fit Summary for the Measurement and Structural Model

Fit Index	Recommended Value	Measurement Model	Structural Model
X^2/df	< 5 preferable < 3	2.974	2.971
GFI	> 0.90	.941	.940
AGFI	> 0.80	.845	.846
RMSR	< 0.10	.082	.084
RMSEA	< 0.08	.066	.067
NFI	> 0.90	.920	.922
PNFI	> 0.60	.745	.746

Apart from the reliability test, the adequacy of the proposed model's psychometric properties can be evaluated using the tests for convergent and discriminant validity. The construct validity checks if the underlying concept of variables are represented by the scales well (Bryman and Bell, 2011) and it is necessary to validate the results of CFA through construct validity (Hair et al., 2010). Composite Reliability (CR) itself is enough to establish the reliability of constructs as Average Variance Extracted (AVE) is too strict (Malhotra and Dash, 2011). CR value greater than 0.7 and AVE of more than 0.5 (Hu and Bentler, 1999) and Maximum Share Squared Variance (MSV), which means the maximum amount of variance shared by a latent variable with another one, less than AVE are the indicators to validate.

Table 3:Reliability and Validity Measures

	CR	**AVE**	**MSV**	**PE**	**EE**	**SI**	**SE**	**FC**	**HM**	**BI**
PE	0.89	0.62	0.444	**0.788**						
EE	0.90	0.65	0.474	0.662	**0.805**					
SI	0.89	0.66	0.348	0.449	0.555	**0.815**				
SE	0.87	0.63	0.486	0.604	0.591	0.572	**0.796**			
FC	0.81	0.58	0.412	0.559	0.580	0.487	0.574	**0.764**		
HM	0.89	0.67	0.515	0.628	0.678	0.492	0.624	0.610	**0.815**	
BI	0.91	0.71	0.515	0.666	0.688	0.590	0.697	0.642	0.718	**0.84**

From the Table 3, it very well may be seen that every one of these pointers meet the base cut-off levels. Consequently, all components in the proposed model set up the sufficient unwavering quality and joined legitimacy. As recommended by Fornell and Larcker (1981), the AVE's square root must be more noteworthy than each develops relationship with the others

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to guarantee the discriminator legitimacy. The askew qualities in Table3 are the square foundation of AVE which are higher than the off-corner to corner esteems; the entomb develop connections. Thusly, out model set up discriminator legitimacy also.

04.3 Structural Model Analysis

The relationship between the constructs was tested using the structural model. Table 4 shows the goodness-of-fit indices that approximate those of the measurement model meaning that they are also within the recommended range confirming the structural model fitting to the data. To test the hypotheses path estimate, t-value and p-values were used. For variables to be considered as significant their t-value should be above 1.96 and p-values should be below 0.05.

Table 4: Results of the Hypotheses Test

Relationship	Estimate	S.E.	t-Value	p-Value	Finding
BI <--- PE	0.254	0.073	3.479	**	Supported
BI <--- EE	0.194	0.060	3.233	**	Supported
BI <--- SI	0.181	0.080	2.263	**	Supported
BI <--- HM	0.159	0.064	2.484	***	Supported
BI <--- SE	0.186	0.071	2.620	**	Supported
BI <--- FC	0.242	0.080	3.025	**	Supported

Notes: Path Estimate = Standardized Regression Weights, S.E = Standard Error, C.R = Critical Ratio (t-value), p-Value = Significance Value, *** = $p < 0.001$, ** = $p < 0.05$.

This examination proposed six speculations and their Path Estimates are appeared in Table 4. Since their t-values are adequately above 1.96 cut off and the p-values are in worthy range, every one of the six proposed speculations was seen as factually huge. It very well may be seen from the Table 4 that conduct expectation of understudies to utilize e-Learning framework was altogether affected by PE, FC, EE, SE, SI and HM in their request for impact quality and they all together clarified 57.3% of the fluctuation in Behavioural Intention.

V. Discussion and Conclusion

This assessment attempted to consider understudies' desire to use Model e-learning system in South Eastern University of Sri Lanka using unified theory of acceptance and use of technology model. The finding has revealed and confirmed authenticity of the model to inspect and explain advancement gathering, expressly e-Learning development. Every one of the six proposed hypotheses have been shown to be quantification colossal to affect understudies' desire to use Moodle system. The examination has exhibited that PE impacts understudies' plan to use e-Leaning structure . Apparently understudies who acknowledges that using Moodle system would improve their learning methodology and bit of leeway them will in general use the structure than those with lower expectation to the extent execution. EE was in like manner seen as one of the components on a very basic level affecting understudies' objective to use e-Learning (Yakubu and Dasuki, 2018). It infers that when the understudies feel that they needn't mess with extra effort or bearings to use Moodle and this structure is definitely not hard to use, by then

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they will use it. Traders of such structure should attempt to comprehend into certifiable idea also. SI was furthermore found to truly impact the desire for understudies to use the e-learning system. Regardless of the way that the effect of society on individual can change depending of factors, for instance, age, preparing and culture (Tarhini et al., 2017), in this examination the SI has shown direct effect. This is in unsurprising with prior assessments moreover (Salloum and Shaalan, 2018; Tarhini et al., 2017; Masa'deh et al., 2016). HM has furthermore exhibited to be an essential factor influencing understudies' expect to use e-Learning structure. It is the obvious incitement and joy in customers of a structure. This finding is unsurprising with past assessments . This finding reveals that in case the use of Moodle conveys elation to understudies, by then they are progressively arranged to use it. FC has shown to be an influencing variable and is solid with prior assessments (Bakar and Razak 2014; Masa'deh et al., 2016). Right when understudies have enough workplaces, for instance, access to figuring devices, sufficient transmission limit, etc., they are likely going to use Moodle system for their learning works out. SE has also insisted to have positive and significant impact on understudies' desire to use e-Learning structures and adjusts with prior assessments (Bakar and Razak, 2014). As showed by Chung et al. (2010), understudies with more SE are progressively unique during the time spent learning. Therefore, if the school needs to keep understudies' SE in e-Learning higher, it should give more help to the understudies in using the framework, It has been a test for higher educational associations to usage of information advancement and information systems in making countries like Sri Lanka and the achievement of such structures as e-Learning depends upon characters like responsibility of customers, for instance, understudies and teachers. By virtue of Sri Lanka, the composing audit revealed that there are less assessments trying to portray school understudies' social objective to use e-Learning systems, especially Model and this examination has attempted to address this opening this assessment investigated student and postgraduate understudies from a Sri Lankan school on their lead objective to use an e-Learning structure; Model system which has been executed there. Model of the examination used unified theory of acceptance and use of technology model with six speculations. Assistant Equation Modelling was used to precisely favour the model and test the hypotheses. Results revealed that model fitted well and all speculations were viewed as authentically significant affecting school understudies' social objective to use e-Learning structure

Limitations of Study and Future Works

As natural with any examinations are some constraint and this examination isn't a special case. As a matter of first importance, restriction is the number of inhabitants in the examination. The populace is both undergrad and postgraduate understudies of South Eastern University of Sri Lanka. Since there are fifteen government colleges are in the nation, discoveries from a solitary college may not mirror the whole college understudies' conduct goal to utilize e-Learning framework in the nation; future works ought to incorporate understudies from all Sri Lankan colleges as the populace. The three months time frame during which information assortment was made was the last 50% of the semester where understudies may have been to some degree occupied on mid-semester assessment, ceaseless assessment and groundwork for semester-end assessment; this bustling timetable may have sway on respondents' decision of the appropriate responses as well. With regards to people's goal to utilize or embrace another innovation, the statistic characters, for example, sexual

orientation, age, Internet experience, instructive level, and so forth assumes a directing job. This has been considered in numerous examinations. This investigation didn't endeavour to see the experiences of the impact of such statistic factors. Future works can consolidate these as well. Merchants of e-Learning frameworks have now concocted versatile form of their product applications however this investigation didn't explicit regard for them and further it was restricted to Moodle framework just; future works can examine portable learning frameworks consolidating more seller's explicit frameworks. This examination utilized UTAUT model with SE and future works can utilize different models, for example, IS Success Model by DeLone and McLean (2003). At last, the exploration approach was quantitative; future works can turn out with blended strategy study so more bits of knowledge can be brought out.

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