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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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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, Undergraduates

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