**FACULTY OF ENTREPRENEURSHIP AND BUSINESS**

**FINAL YEAR RESEARCH PROJECT**

**FACTORS INFLUENCING THE FKP STUDENT'S ACCEPTANCE OF E-LEARNING DURING COVID-19 PANDEMIC**

| PROGRAMME | ISLAMIC BANKING AND FINANCE (SAB) |
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| DATE | 20/1/2022 |

# ASSESSMENT FORM FOR FINAL YEAR RESEARCH PROJECT: RESEARCH REPORT (Weight 50%)

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**Research Topic: FACTORS INFLUENCING THE FKP STUDENT'S ACCEPTANCE OF E-LEARNING DURING COVID-19 PANDEMIC**

| NO. | CRITERIA | PERFORMANCE LEVEL | | | | WEIGHT | TOTAL |
|---|---|---|---|---|---|---|---|
| | | POOR (1 MARK) | FAIR (2 MARKS) | GOOD (3 MARKS) | EXCELLENT (4 MARKS) | | |
| 1. | **Content (10 MARKS)** (Research objective and Research Methodology in accordance to comprehensive literature review) Content of report is systematic and scientific (Systematic includes Background of study, Problem Statement, Research Objective, Research Question) (Scientific refers to researchable topic) | Poorly clarified and not focused on Research objective and Research Methodology in accordance to comprehensive literature review. | Fairly defined and fairly focused on Research objective and Research Methodology in accordance to comprehensive literature review. | Good and clear of Research objective and Research Methodology in accordance to comprehensive literature review with good facts. | Strong and very clear of Research objective and Research Methodology in accordance to comprehensive literature review with very good facts. | ____ x 1.25 (Max: 5) | |
| | | Content of report is written unsystematic that not include Background of study, Problem Statement, Research Objective, Research Question | Content of report is written less systematic with include fairly Background of study, Problem Statement, | Content of report is written systematic with include good Background of study, Problem Statement, Research | Content of report is written very systematic with excellent Background of study, Problem Statement, | ____ x 1.25 (Max: 5) | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | and unscientific with unsearchable topic. | Research Objective, Research Question and less scientific with fairly researchable topic. | Objective, Research Question and scientific with good researchable topic. | Research Objective, Research Question and scientific with very good researchable topic. | |
| 2. | **Overall report format (5 MARKS)** | *Submit according to acquired format* | The report is not produced according to the specified time and/ or according to the format | The report is produced according to the specified time but fails to adhere to the format. | The report is produced on time, adheres to the format but with few weaknesses. | The report is produced on time, adheres to the format without any weaknesses. | ____ x 0.25 (Max: 1) |
| | | *Writing styles (clarity, expression of ideas and coherence)* | The report is poorly written and difficult to read. Many points are not explained well. Flow of ideas is incoherent. | The report is adequately written; Some points lack clarity. Flow of ideas is less coherent. | The report is well written and easy to read; Majority of the points is well explained, and flow of ideas is coherent. | The report is written in an excellent manner and easy to read. All of the points made are crystal clear with coherent argument. | ____ x 0.25 (Max: 1) |
| | | *Technicality (Grammar, theory, logic and reasoning)* | The report is grammatically, theoretically, technically and logically incorrect. | There are many errors in the report, grammatically, theoretically, technically and logically. | The report is grammatically, theoretically, technically and logically correct in most of the chapters with few weaknesses. | The report is grammatically, theoretically, technically, and logically perfect in all chapters without any weaknesses. | ____ x 0.25 (Max: 1) |
| | | *Reference list (APA Format)* | No or incomplete reference list. | Incomplete reference list and/ or is not according to the format. | Complete reference list with few mistakes in format adherence. | Complete reference list according to format. | ____ x 0.25 (Max: 1) |

| No. | Criteria | | | | | Score |
|---|---|---|---|---|---|---|
| | *Format organizing (cover page, spacing, alignment, format structure, etc.)* | Writing is disorganized and underdeveloped with no transitions or closure. | Writing is confused and loosely organized. Transitions are weak and closure is ineffective. | Uses correct writing format. Incorporates a coherent closure. | Writing include a strong beginning, middle, and end with clear transitions and a focused closure. | ____ x 0.25 (Max: 1) |
| 3. | **Research Findings and Discussion (20 MARKS)** | Data is not adequate and irrelevant. | Data is fairly adequate and irrelevant. | Data is adequate and relevant. | Data is adequate and very relevant. | ____ x 1 (Max: 4) |
| | | Measurement is wrong and irrelevant | Measurement is suitable and relevant but need major adjustment. | Measurement is suitable and relevant but need minor adjustment. | Measurement is excellent and very relevant. | ____ x 1 (Max: 4) |
| | | Data analysis is inaccurate | Data analysis is fairly done but needs major modification. | Data analysis is satisfactory but needs minor modification. | Data analysis is correct and accurate. | ____ x 1 (Max: 4) |
| | | Data analysis is not supported with relevant output/figures/tables and etc. | Data analysis is fairly supported with relevant output/figures/tables and etc. | Data analysis is adequately supported with relevant output/figures/table and etc. | Data analysis is strongly supported with relevant output/figures/table and etc. | ____ x 1 (Max: 4) |
| | | Interpretation on analyzed data is wrong. | Interpretation on analyzed data is weak. | Interpretation on analyzed data is satisfactory. | Interpretation on analyzed data is excellent | ____ x 1 (Max: 4) |
| 4. | **Conclusion and Recommendations (15 MARKS)** | Implication of study is not stated. | Implication of study is weak. | Implication of study is good. | Implication of study is excellent | ____ x 1.25 (Max: 5) |
| | | Conclusion is not stated | Conclusion is weakly explained. | Conclusion is satisfactorily explained. | Conclusion is well explained. | ____ x 1.25 (Max:5) |

| | | Recommendation is not adequate and irrelevant. | Recommendation is fairly adequate and irrelevant. | Recommendation is adequate and relevant. | Recommendation is adequate and very relevant. | ____ x 1.25<br><br>(Max:5) | |
|---|---|---|---|---|---|---|---|
| | | | | | **TOTAL (50 MARKS)** | | |

UMK/AKAD/P&P/FK05

# REKOD PENERIMAAN TUGASAN PELAJAR
## *RECORD OF RECEIPT OF STUDENT'S ASSIGNMENT*

Kod/ Nama Kursus: AFS4112/ Projek Penyelidikan Perbankan dan
Kewangan Islam I *Code/ Course Name: AFS4112/*

Sesi/ *Session:* 2020/2021
Semester*:* Februari

Nama Program/ *Name of Programme:* SAB
Fakulti/ Pusat/ *Faculty/ Centre:* Fakulti Keusahawanan dan Perniagaan

| No. | Tarikh Date | Nama Pelajar Student's Name | No. Matriks Matrix No. | Tandatangan Signature | | Catatan Remarks |
|-----|-------------|----------------------------|------------------------|-----------------------|--|-----------------|
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# ACKNOWLEDGEMENT

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# CHAPTER 1

# INTRODUCTION

## 1.1. Background of the study

Most recent development in remote learning is e-learning (or electronic learning), in which the learner is separated from the instructor either physically or virtually (Raab, Ellis, & Abdon, 2002). It is now possible to learn at any time and from any location with the use of network technology. Many articles have been written about the advantages of online education (Bouhnik & Marcus, 2006; Liaw, Huang, & Chen, 2007; Raab et al., 2002; Shotsberger, 2000). According to Bouhnik and Marcus (2006), there are four advantages to using e-learning. In the first place, the ability to make a phone call after each online course has been completed Flexible learning empowers students to take ownership of their own education. Instead of needing to adhere to a predetermined category, they're able to choose and arrange their own study time. Thus, they can not only plan their education around existing obligations but also assure that they are receiving instruction at the only genuine time available.

As an example, some students may want to take classes in the evening, but traditional education may limit them because it only offers classes during the daytime hours. It is possible for students to determine how and when they study best when they have the freedom to design their own program. As a result, they are better able to retain information and produce higher-quality results. Secondly, there is no reliance on the lecturer's time limits. Since e-learning is a platform that allows students to work on their own abilities rather than relying solely on lecturers, students can improve their abilities and confidence without having to rely on others. Another benefit is the freedom to think freely and ask as many questions as you like. Our capacity to communicate our ideas is directly correlated to our level of freedom of expression. When we're in school, we're expected to express our opinions and ask any question we have because it's from this that we learn something new and obtain more knowledge about the subject we're interested in. Finally, students can choose when and how they want to access the course's online contents. Students who suffer from hearing loss, vision impairment, or physical limitations in the upper body can benefit immensely from online courses since they can log on from any location and use a computer or smartphone to access the course materials. Students with impairments can engage in an online course that is accessible to everyone.

For students enrolled in open and distance learning (ODL) programmes, e-learning has been made available in Malaysia. For Malaysians, the concept of distance education is nothing new. The 1960s and early 1970s were a time when many people, especially those who were still working and wanted to advance in their careers, registered for external degrees from reputable colleges. Back then, it was common practise for Uk universities to grant external degrees, and the University of London is one of those schools. Many professional organisations, such as the Town and Guild in the United Kingdom, also offered a variety of certifications and diplomas through correspondence programmes. In Malaysia, the introduction of e-learning to ODL students was slowed somewhat by the Internet's arrival in the 1980s. More and more universities in Malaysia and abroad have proposed using e-learning for various purposes, which has led to a growth in online alternatives for tertiary education. The term "e-learning" has been widely used in the education sector since the mid-1990s. E-learning can also help individuals and organisations improve their communication and knowledge transfer skills, thereby increasing their value.

Considering the most recent technological advancements, it is critical to demonstrate the application of e-learning in teaching and learning through technology as well. As a result of the Covid-19 pandemic, all students in higher education are required to use an e-learning platform for the duration of their studies. As an information system and database system for managing, delivering, interacting or assisting teaching and learning activities in the form of online learning (OLL), this technique is widely employed in the educational community. OLL is most widely used in online and distance training program at universities and colleges. To counteract the COVID-19 epidemic, the Malaysian government has implemented a three-phased movement control order, the first of which runs from March 18 to 31, the second of which runs from April 1 to 14, and the third of which runs from June 15 to 28, 2021. (MCOC).

The advantages of e-learning were also discussed by Capper (2001). The tutorial programme can be accessed at any time by a participant. It's possible for the participants to meet up exclusively online, in cyberspace. It is increasingly common for conversations to be shorter and more concentrated, but they still remain on-topic. When groups work together, they create and share conversations and ideas over the internet, which opens up new options for collaboration and innovative teaching methods. It's possible to use online courses to create cost-effective learning practises. Teachers and students in online courses may also have the ability to quickly share their own discoveries and breakthroughs with the help of electronic groups. E-

learning may have the above-mentioned perceived advantages, but data shows that many students who begin online courses never finish them, despite the industry's recent growth (Dutton & Perry, 2002). This suggests that e-learning technologies aren't working properly. In order to better understand why students are often dissatisfied with the e-learning experience, it is necessary to look at student feedback. E-learning dissatisfaction was reported by Bouhnik and Marcus (2006) to be caused by the following drawbacks. Uncertainty about what resources students should seek out. There must be a high degree of self-control or self-direction. In e-learning systems, there is no learning atmosphere. Student-to-student contact is reduced, as well as the amount of dialogue, using distant learning methods. Or, to put it another way, e-learning eliminates the opportunity for students and professors to engage in person. E-learning is less efficient than face-to-face learning since students must spend time researching the topic content.

Training, teaching, learning, and evaluation are all examples of what is meant by the term "e-learning," which encompasses all of these activities and more. A student can use the internet and e-learning to get information from a distance. With e-learning, people may study whenever and wherever they choose, as long as they have a computer and an internet connection (Saleem & Rasheed, 2014). In essence, e-learning is the most recent evolution of distance learning, which is defined as a learning scenario in which instructors and students are separated by space or time, or both. e-learning Learning can be done from any location at any time through the use of internet-based technologies such as e-learning (Liaw, 2008).

## 1.2. Problem Statement

To counteract the Covid-19 epidemic, e-learning has become an essential part of all educational institutions worldwide. Because of this horrific tragedy, the offline teaching process has been put into disarray. When used effectively, online learning may help students reach their full potential. Knowledge and skills can be gained through the practise of acquiring them through education or self-discovery. Schooling is affected by any strange accident that occurs anywhere in the world. Covid-19 has had an impact on education as a result. Educational institutions have been forced to close because of the global spread of this dangerous virus. The outcome is that online learning, e-learning, or web-based education becomes a reality. In today's world, education has gone digital. This is a scenario in which students and professors are linked

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virtually. E-learning is simple to grasp and put into practise. Using a computer, laptop, or smartphone, as well as the internet, is an essential part of this learning approach. As a result of Covid-19, most industries around the world have been left in ruins. As far as industries go, education is the only one that has fully embraced the internet in the majority of countries. When it came to completing one's higher education during the pandemic, online courses were the only viable alternative.

E-learning is more common at colleges and universities that provide online and distance learning courses. When it comes to offering students with online learning opportunities, teacher education programmes today aren't falling behind (either full-time or part-time). E-learning was introduced to the Institute in 2003. Students will be able to study more effectively if e-learning is used in conjunction with more traditional methods. With the help of the Internet, students can access information on the go, from any location. Students are encouraged to learn on their own using e-learning (by reducing dependency on lecturers and fostering bilateral dialogue between students and lecturers as well as between students and their peers). There are both advantages and disadvantages to online education, such as the fact that it is accessible to students across the world and that it saves time, money, and effort. One benefit of online education is the possibility to record lectures for students who request that their lecturers do so. Teachers are putting in extra time and effort to make sure their lessons are ready for recording, which benefits student learning outcomes.

While utilising online instruction, students are bound to encounter issues and roadblocks. E-acceptance learning's is hampered, in part, by its inherent qualities such as being less attractive than traditional modes of learning, not friendly, and not sufficient, according to a study by Mohd Sukri et al. (2007). According to Ab Hamid et al. (2014), students' acceptance of blogging was only moderately influenced by the blog's perceived utility. According to Kusuma (2008), usability and convenience of use had little bearing on whether or not e-learning was accepted. In tiny towns where the network is already stretched thin from the Covid-19 situation, many students, teachers, and others have made the switch to working entirely online. The most tough problems for students were accessing online lectures, downloading materials, and administering online assessments. Some pupils were unable to take online assessments on their mobile phones because their devices did not support a specific format or extension. A lack of digital skills in accessing Blackboard platforms, the necessity of all online learning equipment, tools, and systems, and a lack of true English language practise with their professors

and classmates were among the other problems that the students had to deal with during their studies. Student dissatisfaction with distance learning has led to a number of problems, including: (Bataineh, Atoum, Alsmadi & Shikhali 2020; Rajab et al., 2020).

Additionally, teachers and administrators must be prepared to assist staff in becoming familiar with the new platforms and systems as quickly as possible. When it comes to translating course materials, learning resources, and exams for online use, teachers who play an integral role face an extra burden of sharing their workload. Evaluations can be done over the internet. This job's workload has risen as a result of the current demand. As a result, there was some level of worry and anxiety (MacIntyre et al., 2020; Winthrop, 2020). Online learning under Covid-19 has resulted in a wide range of challenges for educators, students and parents, among others. Problems include a lack of technology infrastructure, socioeconomic challenges, a lack of experience in online evaluation and supervision, and rising expenses. Workloads of instructors and education professionals, as well the incompatibilities of specific fields of study or cultural backgrounds (see Adedoyin & Soykan, 2020). Other negatives include student isolation, unhappiness, pressure, higher fees, health issues, and an increased vulnerability to cyberbullying and online violence (Daniel, 2020; Gillett-Swan, 2017; Yan, 2020).

The Covid-19 problem has forced many low-income students to turn to online learning in place of traditional classrooms. However, they lack access to broadband connections and other technology they need to succeed in their online studies, such as laptops or tablets. Rather, students use their smartphones to access classes and learning materials, complete activities, and take exams (Chea et al., 2020). Regardless of whether the learning is face-to-face or online, assessment is critical. Since online learning necessitates the use of the internet to complete assessments, it has become more difficult during this global epidemic. This necessitates the development of new assessment methods. As a result of online assessment, teachers are unable to keep track of students' work and ensure that students complete their assignments and assessments on their own.

Online learning is becoming the norm in most or all educational institutions around the world, thanks to the Covid-19 pandemic. In many developing nations, where online education is offered, it is no longer an uncommon occurrence. Prior to the epidemic, it was not widely known. In some ways, Covid-19 is a glimmer of hope. It's a great way to spur on the digital revolution of education at all levels. Concerned education stakeholders can weigh in on the

advantages and disadvantages of online learning at Covid-19. This may lead to more ICT and blended learning adoption in the future.

## 1.3. Research Objective

The aim of this research is to empirically investigate the contributing factor that influencing the acceptance of E-learning. In order to achieve the aim of this research, the following supporting objectives are established.

i. To examine the relationship between ease of use and acceptance of e-learning.
ii. To investigate the relationship between lecturer characteristics and acceptance of e-learning.
iii. To identify the relationship between information quality and acceptance of e-learning.
iv. To examine the relationship between system quality and acceptance of e-learning.

## 1.4. Research Questions

The overall research question for this study is what are contributing factors that influencing the FKP student's acceptance of E-learning during Covid-19 pandemic. The answer the overall question, the formulated research question for this study is as follow:

i. Does ease of use has relationship with acceptance of E-learning?
ii. Does lecturer characteristics have relationship with acceptance of E-learning?
iii. Does information quality have relationship with acceptance of E-learning?
iv. Does system quality have relationship with acceptance of E-learning?

## 1.5. Significance of Study

The results of this study are seen to examine the relationship between independent variable ease of use, lecturer characteristics, information quality and system quality of e-learning and dependent variable acceptance of e-learning among FKP students. This study will redound to the benefit of e-learning among students today. This study also gave higher education institutions an overview of what can be done to make this learning approach more successful

and acceptable to students, who are impacted by lecturers and their institutions. It is also capable of increasing student enrolment. In the current competitive climate, contentment is critical to preserve institution viability (Latip, May, Kadir, & Kwan, 2019). Students who believe that e-Learning is effective have a good acceptance of the method, which affects their self-efficacy and leads to superior understanding of the lessons. This study will benefit both lecturers and students because it will address important aspects and the value of individual self-efficacy in accomplishing a goal. Their acceptance is determined by their belief that this system will improve their academic achievement, as well as the support they receive from others and their feelings about the system. Internal self-control aspects, as a result, in an online learning environment, factors such as self-efficacy must be investigated (Alqurashi, 2016). However, Malaysian research of e-Learning acceptance and self-efficacy is lacking, and this could have a positive or negative impact on e-Learning acceptance (Alqurashi, 2016). Sun et al. (2008) backed this argument, claiming that teachers' attitudes toward e-learning are significant since they can influence students' adoption of the medium.

Finally, e-learning is affected by the system's quality. E-learning students have the choice to practise self-directed learning, according to Song (2010) and Sun et al. (2008). For students, professors' encouragement and support can encourage them to use e-learning in an indirect manner. The e-learning system encourages students to use it by providing them with interesting presentations, structured teaching methods, and friendly interactions. The vast majority of pupils believe that the adaptability of e-learning systems and internet resources can aid them in their academic endeavours. Flexible systems that provide ample content and high-quality information will satisfy students' needs and happiness. It should be highlighted, however, that educational institutions should have great internet access. The purpose of this study is to analyse the relevant factors that influence E-learning acceptance empirically. To investigate the relationship between ease of use and e-learning acceptance, the relationship between lecturer qualities and e-learning acceptance, and the relationship between information quality and e-learning acceptance. Aside from that, to investigate the factors influencing FKP student's acceptance of E-learning during Covid-19 pandemic.

## 1.6. Scope of the study

This study will be conducted to examine the relationship of ease of use, lecturer characteristics, information quality and system quality to the acceptance of e-learning among FKP's student of UMK during Covid-19 pandemic. All the FKP's student of third year was 3465. The sample size that we need for this research were 150 respondents. All the respondent that we choose were only for FKP's students. For this research we use quantitative method which is empirical investigation by using questionnaire. The questionnaire will be distributed online through social media and by email. The theories that almost all research for acceptance of e-learning was Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT).

## 1.7. Organization of chapters

In chapter one, the study examined the background of the study, the problem statement, the research objective, the research questions, and the significance of the study. In addition, from this chapter we get to determine the factors influencing FKP student's acceptance of E-learning during Covid-19 pandemic.

While chapter two studies the literature review relevant to the factors influencing the FKP student's acceptance of E-learning during Covid-19 pandemic. Chapter two explains in detail how each variable is formed using relevant studies and past research. In addition, the research framework that served as the theoretical framework for this study, illustrating the relationship between the relationship between ease of use and acceptance of e-learning among students. The chapter first discusses the definition of e-learning, theoretical framework with is include of theory 1 and theory 2. Besides on that's, we also discuss about previous empirical studies, research framework and hypotheses development.

Furthermore, in chapter three we have outlined the methodology used in this research that includes the data collection strategy we used to assist in the data analysis. The instrument used to collect the data is discussed, as are the methods employed to keep the instrument valid and reliable. From the population to the population frame, this chapter will cover all aspects of

performing this research, including interviewing procedures. Lastly, the methods of data gathering, and analysis employed are discussed in length in this chapter.

## 1.8. Definitions of the key terms

The definitions and descriptions of key terms are important to the study as explained below:

1. **E-learning**
   - E-learning is defined as "a method of teaching and learning that fully or partially signifies the educational model used, based on the use of electronic media and devices as tools for enhancing availability of training, communication, and interaction, and that helps in accepting novel ways of comprehending and establishing learning" (Sangrà, Vlachopoulos, & Cabrera, 2012).

2. **Ease of use**
   - The degree to which a person believes that employing a particular system will improve their performance; it also relates to whether or not the system can be used easily and independently or otherwise. 'Usefulness' (Davis, 1989)

3. **Lecturer characteristics**
   - Instructor attitudes toward students are influenced by the instructor's personal approach and teaching style, and their ability to motivate students in a classroom setting during intensive learning, as defined by VoleryandLord (2000)

4. **Information quality**
   - Information quality (IQ) refers to "using e-learning for seeking information that may be important for learning and which is updated, so as to make it easier for the learner to comprehend it" (Wu et al., 2012).

5. **System quality**
   - System quality is a measure of an Information System (IS) from the technical and design perspectives (Gable et al., 2008). Thus, perceived system quality can be defined as the users' evaluation of an IS from the technical and design perspectives.

Perceived system quality has been operationalized in many different ways in the IS literature
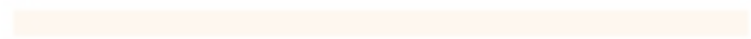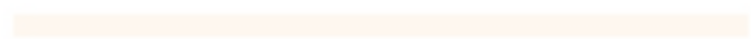
# CHAPTER 2

# LITERATURE REVIEW

## 2.1. Introduction

Literature review are being discussed as theoretical framework of this study. Clearly, this chapter will focus on literature review of factors influencing the FKP students's acceptance of E-learning during Covid-19 pandemic. Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT) will be discussed as the main theory for this study. Factors involved in the study were ease of use, lecturer characteristics, information quality and system quality. Universities and colleges that deliver online and distance learning courses are more likely to use e-learning.

## 2.2. Theoretical framework

### 2.2.1. Technology Acceptance Model (TAM)

 TAM was one of the first research models to examine how an individual's perceptions of the utility and simplicity of use of a technology affect acceptance of E-learning. Fred Davis proposed TAM in 1989. Consumers' motivation to adopt e-learning technology can be influenced by the system's usability and convenience of use, according to Davis (1989). the degree to which a person believes that employing a particular system will improve their performance; it also relates to whether or not the system can be used easily and independently or otherwise. 'Usefulness' (Davis, 1989). In addition to the system's actual utility, a person's conceptual judgments about the system's ease of use also influence the sense of usefulness. The quality of the system and the quality of the information must be taken into account in order to assure our users' usefulness and convenience of use. Rather from measuring performance on a purely technical level, quality systems and information, on the other hand, are concerned with success on a more conceptual level (DeLone & McLean, 2003). As a result, both of these factors are expected to encourage the use of the system and ultimately impact its adoption by

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the user and the organisation. The administration's technical support is critical to the system's success.

It has been found that the TAM model is a strong predictor of technology adoption, which has been embraced by researchers around the world (Venkatesh & Davis, 2000). As a result, user acceptability is critical to the success of any IT project (Raid, 2009). A study by Alalwan et al. (2018) examined the applicability of the TAM on mobile devices. Findings show TAM is a strong theoretical model in the area of mobile internet uptake. The four primary steps of the TAM model's analysis of a user's intention to utilise a particular IT are: (Davis, 1989; George & Mallery, 2003; Yi, Jackson, Park & Probst, 2006). PU and PEU are measured in the first stage to see if there is a correlation between external circumstances and IT's usefulness and ease of use. the amount to which users believe that embracing a given system/innovation may increase their performance, whereas PEU refers to the extent to which users believe that embracing a specific system could be free of physical and mental effort (Venkatesh & Bala, 2008; Venkatesh & Davis, 2000).

## 2.2.2. Unified Theory of Acceptance and Use of Technology (UTAUT)

In "User Acceptance of Information Technology: Toward a Unified Vision," Venkatesh and colleagues created the unified theory of adoption and use of technology (UTAUT) as a model for technology acceptance. The UTAUT aims to clarify how users want to use and actually make use of an information system. For Venkatesh et al. (2003), the Unified Theory of Acceptance and Use of Technology (UTAUT) was proposed (UTAUT). Electronic learning is a breakthrough teaching technique that has been widely adopted and deployed around the world by educational institutions and universities (E-learning system). With this approach, students will be provided with an education. Using an E-learning system can result in huge advantages for its users. Furthermore, the industrialised countries have realised the enormous advantages of using E-learning.

The unified theory of acceptance and use of technology (UTAUT) has received significant attention in e-Learning and technology in education, as it provides a reliable basis to investigate individual perceptions related to technology in education (Venkatesh, Morris, Davis, & Davis, 2003). It is used to evaluate the success of new technology applications and it was derived from

previous models of technology acceptance (TAM). The UTAUT has been used extensively in past studies to investigate user's technology acceptance (Tagoe, 2012). Performance expectations is a person's belief in the benefit and utility they obtain from using technology and systems (Venkatesh et al., 2003). It can be quite helpful to change performance expectations in the e-Learning setting since learners may complete their learning activities and directly improve their education skills and performance (Salloum & Shaalan, 2018). Expectations of performance have become one of the variables influencing students' decision to embrace eLearning in their studies (Mahande & Malago, 2019; Zawaideh, 2017). When compared to the other variables in UTAUT, it has been shown to have the greatest impact on students' favourable attitude toward usage intention and the highest significance (Chung, Shen, & Qiu, 2019). According to another study, performance expectations was a key factor in predicting students' inclination to use the mobile learning system (Bharati & Srikanth, 2018). As a result, verifying the links between social influence and e-Learning acceptance is crucial for the study.

Self-efficacy is a term used to describe a person's confidence in his or her own abilities to carry out a specific action (Bandura, 1997). In the context of online learning, self-efficacy refers to an individual's assessment of his or her capacity to use the internet, computers, web-based educational, and learning resources in his or her daily activities. E-Learning will be viewed favourably by those who have a high level of self-efficacy in technology, and vice versa. Students' computer apprehension is a major contributor to their dissatisfaction in the classroom. If they're not satisfied, their faith in technology as a medium will be shaken (Sun, Tsai, Finger, Chen, & Yeh, 2008). A student's sense of self-efficacy has a favourable impact on their willingness to use e-Learning (Al-Rahmi et al., 2018). Despite the potential of self-efficacy as a mediator towards e-Learning acceptance among students, there is a lack of study to test this relationship. Thus, this study is essential to investigate the mediating effect of self-efficacy between potentials relevant variables affecting e-Learning acceptance and the eLearning acceptance itself.

The degree to which an individual believes others to use the system as individuals around influence, individual action, and reaction is referred to as social influence (Venkatesh et al., 2003). As a result, social influence may have an impact on e-Learning acceptability, as education technology is influenced by social rather than technological considerations. Social behaviour, especially in a collectivist culture, can influence a user's viewpoint, adoption, and performance (AlMarshedi, Wanick, Wills, & Ranchhod, 2017). According to a prior study,

social influence has an impact on an individual's desire to use technology (Tan, 2013; Yoo, Han, & Huang, 2012). According to some previous research, social influence has a beneficial association students' attitudes and perceptions of their readiness to use e-Learning (Mahande & Malago, 2019; Ngampornchai & Adams, 2016). Indeed, social influence has been demonstrated to have a significant impact on students' decision to use e-Learning on a continuous basis (Lwoga & Komba, 2015). As a result, it's vital for the research to look at the connections between social influence and e-Learning acceptance. Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT) are the main theory for this study.

## 2.3. Previous Empirical studies

### 2.3.1. Previous Study on Acceptance Of E-Learning

Students' adoption of e-learning is a significant factor in its development and use in educational institutions. (Al-Rahmi and colleagues, 2018) Adoption and acceptance of new technologies are assessed through surveys that are based on several theoretical views. Despite their common ground in the study of innovation adoption, each theoretical framework approaches the topic from a different approach. In the Technology Acceptance Model (TAM), perceived utility and perceived ease of use are key characteristics that influence users' attitude, intention, and actual behaviour when utilising new technology. TAM is another extensively used model. Consumers are more inclined to adopt new technology if they believe it will make their jobs easier and is straightforward to use, according to the basic principle. Several e-learning projects have used the TAM approach. (Adams & Ngampornchai, 2016)

According to Park (2014), researchers in a Korean university tried to predict how students would use an e-learning system. Researchers discovered that the TAM components were good indicators of e-learning adoption. There was a strong correlation between attitudes toward e-learning and perceived usefulness and convenience of use, as well as e-learning self-efficacy and subjective norm. E-learning acceptability among distance learners is influenced by technology and systems. Using the TAM framework, researchers look at how useful, simple, and likely people are to actually utilise a product or service. E-learning pleasure is strongly linked to these attributes. (Karahanna and colleagues, 1999).

Venkatesh et al. have put out the UTAUT, or Unified Theory of Acceptance and Use of Technology (2003). An eight-theoretical framework, including Innovation Diffusion Theory and Technology Acceptance Model, is used to forecast individual behaviour based on four characteristics. In a number of earlier studies, the UTAUT framework was utilised to model questionnaires. This model has been used to predict consumer adoption of MP3 players and online banking in Korea and the United States, for example. In 2011, (Im et al., 2011), Performance expectations were projected to have a greater impact on behavioural intention in societies with lower power distances, more individualism, more masculinity and less avoidance of unpredictability. Social norms have a greater impact on user behaviour intention in cultures with greater power distance, less individualism, less masculinity, and a higher degree of uncertainty avoidance. (Im and colleagues, 2011)

E-learning acceptance was found to be above average among students at three public universities in Thailand, and those who were most likely to use it were younger and more technologically savvy. (Teo and coworkers, 2011) E-learning will be accepted by students if the latest technology and a well-maintained system are used. (Folorunso and colleagues, 2006) Students would be more open to online learning and more productive in their studies if the technology and communication used were more effective, according to other researchers. The study by Rafaeli et al.

## 2.3.2. Previous Study on Ease of Use

The perceived ease of use of a technology refers to how much time and effort people estimate they would save or minimise by utilising it. To put it another way, perceived utility refers to what customers feel they can do by utilising a piece of technology (Davis, 1989a). According to Yee et al. (2006), perceived ease of use as a result of perceived utility influences students' inclinations to embrace Internet-based learning. The perceived ease of use has a big influence on the product's perceived utility and student sentiments (Min et al., 2004).

When it comes to Attitude Towards Using Technology, one factor to consider is whether or not a person believes that a piece of technology is simple enough to use (Rizun & Strzelecki, 2020). Users are more likely to accept new technology if they have a positive view of its simplicity of use and utility. Even though there has been various TAM-based research on

e-learning systems that show contradictory results. Learning management systems' perceived ease of use was not a good predictor of whether or not a student intends to utilise them, however this was not the case in another scenario. This study was carried out by Liu et al. To describe how easy, it is for a prospective user to operate an intended piece of technology, we use the term "ease-of-use" (Davis, 1989b).

### 2.3.3. Previous Study on Information Quality

Course materials in an online learning environment, like in a traditional classroom, should not be easy to come by. Information or content quality has been included as a dimension in a variety of research evaluating e-learning systems and services, whether qualitative studies or surveys. Information quality was generally used in qualitative studies to refer to all instructional materials and course design. Course contents put on the instructional web by the instructors, hypermedia, simulations, and game-based learning modules are examples of instructional resources. Instructor-delivered content, internet-based content, and assigned learning and evaluation activities are all used to deliver information in online courses. (Song, 2010).

The quality of the system and the quality of the information must be considered to ensure our users' usefulness and convenience of use. System quality is measured in terms of technical success, while information quality is measured in terms of semantic success, according to the IS Success Model (Taat & Francis, 2020). Both of these aspects are believed to encourage users to use the system as well as influence user acceptance and, eventually, the organization's overall success. The correlation between "information quality" and "individual impacts" was found to be important in the four studies that looked into it. Accuracy, timeliness, completeness, importance, and clarity were used to assess information quality. Individual influence was assessed in terms of decision-making ability, job effectiveness, and work efficiency (DeLone & McLean, 2003).

### 2.3.4. Previous Study on Lecturer Characteristics

Because the students have a problem accepting if that attitude does not face their sentiments, the efficacy of e learning on students is based on the character of the lecturer. Students'

academic success has an impact on how lecturers teach them in class. The greatest conditions for students to enhance their performance are when lecturers establish a positive relationship with them and teach on topics that they enjoy the most.

On the basis of their experience, lecturers play a critical role in making e learning a success. Lecturers must maximize student contact and conversation in order for their pupils to feel comfortable with online learning. Confidence, positive behaviour, facilitation, knowledge sharing, and creativity are all qualities that can enhance engagement and drive students to study in an e-learning environment.

Characteristics lecturer can be employed in technology and how they take advantage of online learning, according to Bibiana Lim Chiu Yiong, Hong Kian Sam, and Tan Kock Wah (2008). Students can feel that lecturer information can be addressed simply and efficiently in an e-learning environment. Lecturers can motivate students to work quickly online and communicate with them in a way that makes them feel at ease in an online environment. The lecturer can also ensure that suitable online learning resources are available and provide explanations on the course website from the beginning. Students, on the other hand, believed that the lecturer only offered advice or encouragement to students when they were confused or anxious about a problem. Students can get the best response for their difficulty in online learning since they know that the lecturer's viewpoint is the best answer for them to tackle the exam question. The professors teaching style, approach toward presenting lectures in a welcoming manner, and offering quality content are all factors that influence students' satisfaction and acceptance of online learning (Webster and Hackley 1997).

### 2.3.5. Previous Study on System quality

Students are more likely to join a class if the system is of high quality and is simple to use in this day and age. The quality of a system can be judged by the efficiency of e learning and the ability to entice more students to utilise a system for learning. To learn using an electronic device and the internet, this is called e-learning. Student's interest in attending or using this system for education is piqued as a result.

As stated by De Lone and Mc Lean (2008), each of the association's investigations found significant results from the use and influence of the system. When it comes to using a computer or other technology, it's common for people to do so on their own volition. Employee productivity and decision-making ability were used to assess individual impact. Individual effects are influenced by system quality as well. The simplicity of use, functionality, dependability, flexibility, data quality, portability, integration, and significance of the system were all taken into account when assessing its quality. Quality of work environment and job performance are two ways to quantify the impact on an individual. Reliability, Consistency, Response Time (and Usability) are all aspects of system quality. Because of this, it's impossible to gauge how a website design affects customer purchases in an e-commerce setting without also looking at the site's usability and the usefulness of the information offered to potential buyers (Delone & McLean, 2003).

## 2.4. Research Framework
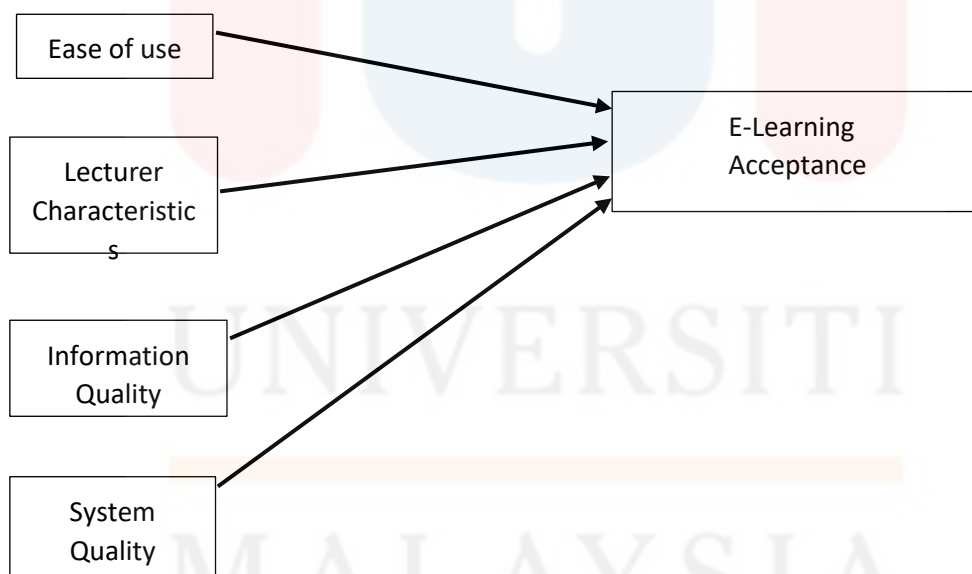


*Figure 2.1 Research Frameworks*

Based on the literature review, the relation between ease of use, lecturer characteristic, information quality and system quality need to be studied. The following theoretical framework will provide the conceptual basis for further investigation and exploration of the analysis to verify the relationship between ease to use, lecturer characteristics, information quality and system quality. This research is about all factors that influencing acceptance of E-Learning

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among higher education students, and it has four e-learning acceptance variables. To test the framework, four hypotheses were proposed to understand the relationship between the factors influencing the FKP student's acceptance of E-learning during Covid-19 pandemic. The relationship about all factors that influencing acceptance of e-learning is shown in Figure 2.1.

## 2.5. Hypotheses Development

The research hypotheses that were used in this study were developed for the research objectives and framework as shown in Figure 2.1. The previous empirical findings on relationship between variables are presented to support the projected hypotheses. Specifically, the hypotheses proposed are aimed to provide answers to the research questions discussed throughout this report.

### 2.5.1   Relationship between ease of use and acceptance of e-learning.

According to previous article by Salloum, (2018) the interaction between students and elearning is clear and comprehensible (Cheng, Wang, Moormann, Olaniran, & Chen, 2012). Similarly, PEOU will influence the student's intention to accept the e-learning system directly or indirectly through the Perceived usefulness (PU). In addition, previous research indicated that there is positive relation between perceived ease to use (PEOU) and the attitudes toward the use of e-learning system (Chiang, Boakye, & Tang, 2017). With respect to e-learning, perceived ease of use is referred to the extent to which a student is of the view that using elearning system will not require a lot of efforts and will be easy to use. Furthermore, from an article  by (Sharma & Chandel, 2013) the student who faced education through online, it is expected that they are comfortable with the use of computer. In situation right now, students are quite friendly with computer because they often use it. According to another research (AlRahmi et al., 2018) further, perceived usefulness of e-learning is mainly influenced by the teaching materials. Thus, together with the content, perceived usefulness is reported as an indicator of an individual's intention to make use of e-learning.

H1: There is a significant positive relationship between ease to use and e-learning acceptance.

### 2.5.2 Relationship between lecturer characteristics and acceptance of e-learning.

Abd Aziz et al., (2021) claim that lecturers play an essential role in persuading students to use the electronic learning system. Lecturer traits can contribute to e-learning acceptability and satisfaction, according to Waheed and Hussain (2010) and Sun et al. (2008). An important factor in the e-learning system's success is the lecturer's attitude toward it. The role of lecturers in e-learning management, dissemination of information, teaching style, and the provision of relevant and quality information and material can offer students with satisfaction and so encourage the acceptance of e-learning.

Lecturers play an essential role in encouraging students to adopt the OLL system, according to earlier study (Shafie, 2020). According to Waheed and Hussain (2010), the features of Personal Development Planning lecturers can help students adopt OLL and be satisfied. A lecturer's attitude toward an OLL system is also critical to its success in being implemented. Students' acceptance of OLL is influenced not only by their attitude toward the system, but also by the role lecturers play in its administration, the information they disseminate, their teaching style, and the quality of the information they offer. Sun et al. (2008), on the other hand, stressed that lecturers' opinions toward OLL may have an impact on the acceptability of OLL by student teachers.

H2: There is significant positive relationship between lecturer characteristics and e-learning acceptance.

### 2.5.3. Relationship between information quality and acceptance of e-learning.

Information quality is identified as the extent to which users think that information is relevant, timely, accurate, and complete (Lee, Strong, Kahn & Wang, 2002). To simply put, information quality manifests the features of the content carried in a message. The importance of information quality has been highlighted and strongly validated in prior research on information seeking. Saeed, Hwang and Yi (2003) also suggested that information quality has great influence over user's online behaviour. Information quality has proven to be strongly associated with system use in recent empirical studies (Rai, Lang & Welker, 2002) and especially in the context of e-commerce systems (Molla & Licker, 2001). According to Molla

and Licker (2001), "Although information has long been considered as an important asset to modern business, e-commerce has elevated content for example, information to higher levels of significance. According to another research by Salloum, (2018) Information quality (IQ) also refers to "using e-learning for seeking information that may be important for learning and which is updated, so as to make it easier for the learner to comprehend it" (Wu et al., 2012).

Information quality also refers to the "users' belief regarding the quality of information given

on a website" (Abbad, Morris, Al-Ayyoub, & Abbad, 2009) or "the degree to which the customer receives complete, precise and well-timed information over the electronic service interface" (Abbas & Abbas, 2016).

H3: There is a significant positive relationship between information quality and e-learning acceptance.

### 2.5.4  Relationship between system quality and e-learning acceptance.

The adaptability, availability, dependability, response speed, and usefulness of a system are all measured by Systems Quality. Because of this, it's impossible to gauge how a website design affects customer purchases in an e-commerce setting without also looking at the site's usability and the usefulness of the information offered to potential buyers (Delone & McLean, 2003). Lin and Lu (2000) utilised the Internet as an example to highlight the significance of System Quality on the decision to use it. According to them, despite the Internet's growing popularity, many people are reluctant to use it because of the slow response times caused by poorly designed Web sites or simply by the volume of Internet traffic, as well as the lack of system accessibility caused by the availability of web-related information system-related data (computers, on-line services, modems, and software).

System quality (SQ) is defined by Salloum (2018) as the degree to which system qualities including usability, reliability, availability and adaptability influence users' perspectives on using an e-learning system (Davis, 1989). It has also been found that system quality is favourably associated with a person's behavioural intention, according to Ramayah and coworkers (2010). System Quality is also a significant factor in influencing consumer perceptions and subsequent online behaviour as indicated by Saeed, Yi and Hwang (2003).

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Consumers are more likely to have strong trusting beliefs about the web retailer's expertise, integrity, and compassion if they believe the web site to be of excellent quality (Mcknight et al., 2002).

H4: There is a significant positive relationship between system quality and e-learning acceptance.

## 2.6. Summary of the chapter

This chapter show how the variable have a connection or relationship with acceptance e learning and have a positive relationship between each other. In this study we investigated how the ease of use, lecturer characteristics, information quality and system quality have a impact how the students accept e learning. This research we used TAM and UTAUT as our theory because the variable we choose. From this chapter we see how positive the relationship acceptance e learning with independent variables.

**Summary of Hypothesis**

| No | Hypothesis | Statement |
|---|---|---|
| 1 | H1 | There is a significant positive relationship between ease of use and e-learning acceptance. |
| 2 | H2 | There is significant positive relationship between lecturer characteristics and e-learning acceptance. |
| 3 | H3 | There is significant positive relationship between information quality and e-learning acceptance. |
| 4 | H4 | There is significant positive relationship between system quality and e-learning acceptance. |

# CHAPTER 3

# RESEARCH METHODOLOGY

## 3.1. Introduction

Various approaches were utilised to determine whether the proposed research model agrees with the hypothesis and data gathering methods. The research design, population and sample size, data collection procedure, questionnaire design, questionnaire development, measurement of variables and construct and data analysis is elaborated in this chapter. The core data for this quantitative study was gathered through a survey.

## 3.2. Research Design

Specifically, this research aims to study the relationship between the factors that influencing (ease of use, information quality, lecturer characteristics and system quality) with the acceptance of E-learning. Because the variables cannot be measured, they were operationalized by utilising a validated measurement to determine respondents' perceptions of each dimension of the variables. The perception was assessed using a Likert scale.

The objectives of this quantitative study are to examine and increase the knowledge of factors that influencing the FKP student's acceptance of E-learning during Covid-19 pandemic. E-Learning is a learning and teaching approach that incorporates fully, or partially educational models based on the use of electronic media and devices as a tool for improving access to communication and engagement, training, and new ways to understand and establish learning. The respondents participating in the survey must be the students that involved in E-learning.

For this study, the method of surveying was use. Surveys are a method for checking and assessing the mindfulness and furthermore the acknowledgment of student's acceptance of E-learning during Covid-19 pandemic. This is a descriptive study that includes a cross-sectional analysis. To test the hypotheses, the primary data was collected using the quantitative method. Quantitative researchers frequently utilise surveys and questionnaires because they are very effective tools. The information was gathered solely through a survey that answered the study

questions (questionnaire). Questionnaires are collections of open ended or closed-ended questions. The questionnaire approach may be a cost-effective and reliable way to gather data, despite the fact that it takes time to formulate the questions and select the survey population. This method was chosen because it is less expensive to implement because the data collection procedure takes place over a short period of time, and the drop-out response rate can be reduced because respondents are stationed at a certain location for a long time and are easily approachable. This procedure, on the other hand, takes a little longer.

The empirical nature of the quantitative analysis technique can be described. The use of statistical statistics in work reports and interpretation cuts down on the time and energy spent by the study in explaining its findings. Data such as ratios, percentages, and quantitative statistics can be calculated and managed by a computer with the use of a statistical package for social science (SPSS).

## 3.3. Population and sample size

### 3.3.1. Target Population

Population is defined as the total number of people living in a certain geographic area. The entire number of people living in a region, town, district, or area is referred to as population. The study's target population was 3465 students from the University Malaysia Kelantan's Faculty of Entrepreneurship and Business. All FKP students from year 1 to year 4 were included in the survey. Table 3.1 shows the complete number of FKP's students in UMK.

Table 3.1: The distribution of population of FKP's student in UMK

| DISTRIBUTION OF POPULATION OF FKP'S STUDENT IN UMK | |
|---|---|
| **Programmes** | **Number of students** |
| Bachelor of Entrepreneurship with Honours (SAE) | 225 |

| | |
|---|---|
| Bachelor of Entrepreneurship (Logistic and Distributive Trade) with Honours (SAL) | 773 |
| Bachelor of Business Administration (Islamic Banking and Finance) with Honours (SAB) | 807 |
| Bachelor of Entrepreneurship (Commerce) with Honours (SAK) | 886 |
| Bachelor of Entrepreneurship (Retailing) with Honours (SAR) | 757 |
| Bachelor of Accounting with Honours (SAA) | 17 |
| **TOTAL** | **3465** |

### 3.3.2. Unit of Sampling

The purpose of this study was to find a sampling unit from which to select a sample. The study's sample is restricted to respondents who are employed as students. The FKP students from six different courses or programmes such as Entrepreneurship, Logistic and Distributive Trade, Islamic Banking and Finance, Commerce, Retailing, and Accounting was chosen as target respondents in this study.

### 3.3.3. Sampling Frame

This study examining the relationship between ease of use, lecturer characteristics, information quality, system quality and the acceptance of e-learning among students during the pandemic. The justification of choosing UMK's student is because the convenience aspect in obtaining the data needed to perform this study led to the selection of UMK students as the study population.

### 3.3.4. Sampling Size

In this study, we employ a quantitative questionnaire in this study, and the sample size was determined based on the research population. Power analysis were used by the researchers to

determine the number of respondents chosen from the population. Based on Cohen's (1988) definition of a medium effect size, we'd require a minimum sample size of 76 cases to achieve a power of.80 and an alpha level of 0.05. The sample size was 152 respondents of FKP's students. Quantitative questionnaires are used to gather data that will aid in determining an individual's needs on a particular topic. Students at FKP will receive these questioners at random. Table below showed the initial sample size requirements for a Power =.80 and Alpha =.05. Source: Adapted from (Green S B, 1991). According to the table, our research sample size for four predictors is 84 with a medium effect size.

Table 3.2: Initial sample size requirements for a Power =.80 and Alpha =.05. Source: Adapted from (Green S B, 1991)

| Number of predictors | Sample sizes based on power analysis | | |
| --- | --- | --- | --- |
| | | Effect size | |
| | Small | Medium | Large |
| 1 | 390 | 53 | 24 |
| 2 | 481 | 66 | 30 |
| 3 | 547 | 76 | 35 |
| 4 | 599 | 84 | 39 |
| 5 | 645 | 91 | 42 |
| 6 | 686 | 97 | 46 |
| 7 | 726 | 102 | 48 |
| 8 | 757 | 108 | 51 |
| 9 | 788 | 113 | 54 |
| 10 | 844 | 117 | 56 |
| 15 | 952 | 138 | 67 |
| 20 | 1066 | 156 | 77 |
| 30 | 1247 | 187 | 94 |
| 40 | 1407 | 213 | 110 |

**3.3.5. Sampling Technique**

The researchers distinguish between probabilistic and non-probability sampling strategies. A sample strategy is unique to each one. Non-probability sampling has been employed in studies and research in this scenario. When conducting research, non-probability sampling is used to pick a group of people who aren't randomly chosen. On the other side, non-probability sampling approaches pick items based on the goals, competence, or experience of the researchers. Users

can no longer be selected at random, although this method does not eliminate prejudice as completely as probability sampling does. Since convenience sampling relies on the researcher's ability to select and gather individuals for a sample, it is employed in non-probability sampling.

## 3.4. Data Collection Procedure

This section covers the data collection procedure. Generally, two types of information sources are used to meet the study objective which is the primary and secondary sources. However, because the data collected through questionnaires, this study solely employed primary data. Researchers get the primary data from original sources using procedures such as surveys and direct observations. For our study, questionnaires were used to collect primary data, which were then distributed to chosen respondents. This will all result in primary data being generated. Primary data can be gathered in a variety of ways, whereas secondary data collection is both expensive and time-consuming. The questionnaire was distributed by email and social media platforms like Instagram, Facebook, and WhatsApp. This study requires respondents to complete an online questionnaire. This online questionnaire is very suitable to be done during this Covid-19 pandemic, apart from it can save cost and time. Questionnaires were employed to gather information as real-life case data in this study.

## 3.5. Questionnaire Design

The empirical study's foundation is hypothesis testing. Predictions was developed based on previous research, and the relationship between exogenous and endogenous variables was justified. The questionnaire was designed to measure the factors that influencing (ease of use, information quality, lecturer characteristics and system quality) with the acceptance of E-learning. As a result, the goal of the survey is to find out how respondents feel about predetermined, structured, and defined assessment items.

The survey, on the other hand, is a self-reporting questionnaire in which respondents are not led and are left to their own devices while answering the questions. When measuring variables, the level of measurement is crucial. The four primary forms of scale used in business research are nominal, ordinal, interval, and ratio scales. In order to achieve the measuring

criteria for the questionnaire, we used two scales of measurement in this study. The questionnaire is divided into six components (section A, B, C, D, E and F), each with legible and straightforward instructions. Firstly, nominal scales will be the unit of measurement in Section A. The interval scale measure was implemented using a five-point Likert scale in sections B, C, D, E and F. A five-point Likert scale should differ between 'strongly Disagree' on one end and 'strongly agree' with the 'slightly agree' in the centre. (1-strongly disagree, 2-disagree, 3-slightly agree, 4-agree and 5- strongly agree).

## Section A: Demographic Profile

The demographic information of the respondents is represented in Section A. Personal characteristics of respondents such as gender, age, race, marital status, semester states, and student programme are sought out in this part. The respondent will be asked to choose or fill out a question that has already been categorised by the choice.

## Section B: Perspective on The Acceptance Of E-Learning

In this section, the study intends to measure the student's acceptance of using E-learning in their study and what they feel about the ease of using E-learning. The respondents state their opinion through a five-point Likert scale that differ between 'strongly Disagree' on one end and 'strongly agree' with the 'neutral' in the centre. (1-strongly disagree, 2-disagree, 3-slightly agree, 4agree and 5- strongly agree).

## Section C: Perspective on The Ease of Use

In this section, the study intends to measure how the students feel about the ease of use in using E-learning in their studies. The respondents state their opinion through a five-point Likert scale that differ between 'strongly Disagree' on one end and 'strongly agree' with the 'neutral' in the centre. (1-strongly disagree, 2-disagree, 3- slightly agree, 4-agree and 5- strongly agree).

## Section D: Perspective on The Lecturer Characteristics

In this section, the study intends to measure what the students feel about the lecturer characteristics of using E-learning in their study. The respondents state their opinion through a five-point Likert scale that differ between 'strongly Disagree' on one end and 'strongly agree'

with the 'neutral' in the centre. (1-strongly disagree, 2-disagree, 3- slightly agree, 4-agree and 5- strongly agree).

### Section E: Perspective on The Information Quality

In this section, the study intends to measure what the students feel about the information quality of using E-learning in their study. The respondents state their opinion through a five-point Likert scale that differ between 'strongly Disagree' on one end and 'strongly agree' with the 'neutral' in the centre. (1-strongly disagree, 2-disagree, 3- slightly agree, 4-agree and 5- strongly agree).

### Section F: Perspective on The System Quality

In this section, the study intends to measure what the students feel about the system quality of using E-learning in their study. The respondents state their opinion through a five-point Likert scale that differ between 'strongly Disagree' on one end and 'strongly agree' with the 'neutral' in the centre. (1-strongly disagree, 2-disagree, 3- slightly agree, 4-agree and 5- strongly agree).

### 3.6. Questionnaires Development

Due to a shortage of personnel to clarify these topics to respondents, the questionnaire methodology collects an individual's self-reported observation. The questionnaire's questions should be straightforward and easy to comprehend. Furthermore, the questionnaire's form should make it simple and enjoyable to read, the order of questions should make it easier for respondents to respond, and the items should be precise. Krosnick and Presser (2010) also emphasized the need of utilizing straightforward and familiar phrases rather than technical terms, jargon, or slang in the questionnaire. Long, double-meaning inquiries, as well as inquiries with single or double negations that could lead to misinterpretation, should be avoided. However, due to concerns about response bias, data interpretation from self-reporting surveys is limited. Some research advised that a combination of positive and negative-worded items be included in the same survey to avoid answer biases (acquiescence, affirmation, and agreement). The premise underlying this method is that the items measure the same content, which refers to the many ways to phrase the question (positive or negative) that yield the same result. Furthermore, Roszkowski and Soven (2010) claimed that favourably or negatively

written items can influence Likert scale replies. According to the study, if all items are positively phrased, respondents with an acquiescent 159 response bias will most likely agree with every assertion, regardless of content. As a result, the score exaggerates the respondent's true perception. On the other hand, if all of the statements are negative, underestimating the genuine attitude could have a detrimental impact on the individual.

### 3.6.1. Validity of the instrument

The content validity of a measure refers to how items related to it evaluate the same content or how well the content's substance is sampled (Rubio et al., 2003). It can also refer to proper sampling or the questionnaire's representativeness in terms of content or assessment of the theoretical construct. Based on the literature review, the researcher frequently reports the origins of each item. The researcher, reader, or specialists in the field determine the validity of the content based on the statement or question that comprises connected issues that should be measured (Kumar, 2014). According to Haynes et al. (1995), the significance of content validity of a target construct changes depending on the precision of the construct's definition and the 136 consensuses among experts over the construct's facet and domain. Furthermore, an invalid instrument will be unable to adhere to the assessment instrument's hypothesized latent structure. This research we used our supervisor to check whether our grammar and spelling are correct or not. For spelling our questionnaire we get approval from our academician or supervisor before we used that question to gather the data.

### 3.6.2. Pilot Study

Before conducting the study, a pilot study is run to assess the questions' reliability and validity (Vaus, 2002). A pilot study is created by presenting the questions to a similar, but smaller sample than that which will be utilized in the actual study, and it will demonstrate how to best measure a variable, as defined for our objectives, in the field (Siraj, 2012). The presence of ambiguity in the question design may cause reliability and validity issues. Pre-testing the questionnaire prior to implementation can help to reduce the likelihood of ambiguities.

According to Vaus's (2002) recommendations, this study went through three stages of pilot testing questions. The first stage is "question development," with the goal of establishing the phrasing of each question, determining how respondents interpret the question's content, and ensuring that the range of response options is acceptable. While new questions should be thoroughly pretested, previously used (and tested) questions should also be assessed. The supervisor's participation as a guide is critical at this point. A language specialist has been engaged as editor to proofread and examine the questionnaire in English before it is sent to academic scholars for review.

Respondents are notified that the questions are being developed and that they are invited to assist improve them in this stage of the testing. A declared or participating pre-test is what it's called (Vaus, 2002). 30 respondents were given lists of research questions, hypotheses, and a conceptual framework figure to review as part of the questionnaire. The respondents are grilled on a series of specific questions, and they are asked if the items are legitimate and reliable in answering the study's research questions and hypotheses. In this phase, the respondents are students of Universiti Malaysia Kelantan. The second stage is "questionnaire development," which allows for further review of individual items as well as the entire questionnaire. This step assesses respondents' answers and uses the interviewer's comments to improve the questionnaire, which is largely dependent on their comments on the questions. In this phase, the responders are students who have first-hand knowledge of how this system works. Personal interviews, telephone interviews, and mail-self reports are three common approaches used by researchers to construct questionnaires. Most writers, according to Boyd, Westfall, and Stasch (1977), recommend that this stage be completed via personal interview, even if the questionnaire will be delivered via telephone or mail later. The "polishing pilot test" is the final stage, in which the information gathered in stage two is utilized to edit questions as needed, simplify the questionnaire, reorganize items, and finalize the skip patterns. The final layout of the questionnaire is also scrutinized to ensure that it is understandable to both interviewers and responses.

## 3.7. Measurement of Variable and Construct

This measurement model measures into a theoretical construct where exogenous variable and endogenous variable were differentiated. The exogenous construct is often known as the

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independent variable which is the predictor that explains the variance in the endogenous variable (dependent variable). In this study, the independent variable is ease of use, lecturer characteristics, information quality and system quality. The dependent variable is accepted e learning.

### 3.7.1. Measurement Variable

This questionnaire used a valid sources of measurement items that reflect the modelled variable. The items are used how the variable have their relationship with each other.

**Construct of measurement**

| Variable | Resources | Item |
|---|---|---|
| Acceptance of online learning | Muhamad Suhaimi Taat and Agatha Francis, (2020) | I believe online learning make students life became easier |
| | | I believe online learning make student experience the new way to learn |
| | | I believe students find excited to learn with e learning |
| | | E learning can make students motivated on learning |
| | | I believe online learning make students manage their time |
| Ease of use | Muhamad Suhaimi Taat and Agatha Francis, (2020) | E-learning improves my learning performance |
| | | E-learning increases my level of understanding |
| | | E-learning enhances my learning effectiveness |
| | | I find the e-learning system very useful for me |
| | | Through e-learning, the content of the course is easier to learn |

| | | E-learning improves the quality of my assignments |
|---|---|---|
| | | E-learning enables more tasks to be completed in a single time |
| | | E-learning supports any aspect that is considered critical to learning |
| | | E-learning enables work to be completed faster |
| | | Taking online courses increased my productivity |
| Lecturer characteristics | Muhamad Suhaimi Taat and Agatha Francis, (2020) | Lecturers are excited to teach the class |
| | | The style of lecturer's delivery caught my attention |
| | | Student-friendly lecturer |
| | | Lecturer handle e-learning effectively |
| | | Lecturers explain how to use the e-learning system |
| | | Lecturers are happy when we use e-learning to interact with |
| | | Lecturers encourage students to participate in the class |
| | | Lecturer encouraged me to use e-learning |
| | | Lecturer/tutor actively teaches subjects using e-learning |
| Information quality | Muhamad Suhaimi Taat and Agatha Francis, (2020) | The content the course provided was sufficient |
| | | Course content related to subject |
| | | The structure of e-learning components is easy to understand |

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| | | Finding information through the course website is easy |
| --- | --- | --- |
| | | The e-learning component has always existed |
| | | Course materials loaded online at the specified time |
| | | Likes online courses from face-to-face courses |
| System quality | Muhamad Suhaimi Taat and Agatha Francis, (2020) | Using e-learning allows me to select topics to learn according to my priority |
| | | E-learning allows me to learn at my pace |
| | | E-learning gives me the flexibility to study topics anytime and anywhere |
| | | E-learning allows me to learn lessons in a customised form of my learning style |
| | | E-learning allows me to get information through online sources (e.g., Wikipedia, Internet, search engine) |
| | | Using e-learning allows me to interact with friends and work together on assignments |
| | | Using online courses according to my lifestyle |
| | | Learn more in online courses than face-to-face courses |

### 3.7.2. Operationalization of Variable

The measurement results we used when evaluating the accepted e learning with variable scale are derived from a 5-pixel questionnaire as strongly as strongly as possible. Nominal scales, without any quantitative significance are used for making variable. Nominal scale can simply be referred to as a label. Note that all of these scales (not superimposed) are mutually exclusive and have no numbering meaning. This study where the subjective nature of variable cannot be measurement physically. The scale consists of a fixed choice question format which addressed individual attitude, trust, opinion, and emotion in the measurement of variable. Respondents were required to indicate their level of agreement, satisfaction, or other responses for the statements in questionnaire which range from lowest level to highest level. Each respondent was given a point value each question.

### 3.7.3. Research Instrument Development

This section explains the measurement items employed in this study. Acceptance e learning is the dependent variable, where the independent variable is ease of use, lecturer characteristic, information quality and system quality. This study used questionnaire and SPSS to analysis and evaluation about the research. This questionnaire we used online method where we used WhatsApp as the platform to get a respondent.

### 3.8. Procedure for Data Analysis

Data analysis and qualitative data research work slightly differently from numerical data, as the quality data is made up of words, descriptions, images, objects and sometimes symbols. Getting insights from such complicated information is a complicated process. This is why it is typically used for exploratory research and data analysis. This research we used SPSS to put all input we get from the survey we used to analysis statistic on descriptive analysis frequency, percentage and means for sample characteristic reporting. And also explore the factor analysis evaluate. This research utilizes convenience sampling where data was gathered from a sample of 150 students in University Malaysian Kelantan. Primary data will be gathered through

questionnaires. All data collected from the questionnaires will be analyse using the Social Science Statistical Package (SPSS) software.

This study used descriptive analysis where this descriptive method has been used to simplify and characterize the data. In the descriptive study, the demographics of the respondents such as mean, mod and median were also defined. The correlation relationship between variable for this research also positive where dependent variable and independent variable are related to each other and have an effect from that variable. For example, all independent variables for this research have a positive relationship between dependent variable because if they a strong relationship each other. This data also measurement by Cronbach's alpha where to know was the questionnaire are safe and related to research. This research used a few sample size data to know that questionnaire is reliably.

### 3.9. Summary

This chapter outlines the methodology used to study this research. After discovering the method, the sampling of the research design and data processing, the researcher was able to analyse the method where it used SPSS. The total respondents on questionnaires in University Malaysian Kelantan was 152 students and this data will be analysed with SPSS. This research used questionnaires to collect data and SPSS to analysis.

# CHAPTER 4

# RESULTS AND DATA ANALYSIS

## 4.1 Introduction

The reliability analysis, demographic characteristics of respondents, descriptive analysis, Pearson's coefficient analysis, and structure analysis are all covered in this chapter. 152 respondents have taken part in the questionnaires, and the findings had collected. After the data was processed, the findings were interpreted using IBM SPSS Version 26.

## 4.2 Result of Reliability Test

The questionnaires' reliability was determined using reliability analysis. Cronbach's Alpha analysis was used to choose the data's reliability and internal reliability. The table below showed the Rules of Thumb of Cronbach's Alpha coefficient size according to Hair et al (2007).

**Table 4.1: Rules of Thumb of Cronbach's Alpha Coefficient Size**

| Alpha Coefficient Range | Internal Consistency |
|---|---|
| | |
| < 0.6 | Poor |
| 0.6 to < 0.7 | Moderate |
| 0.7 to < 0.8 | Good |
| 0.8 to < 0.9 | Very Good |
| 0.9 | Excellent |
| | |

**Source: Hair et al. (2007)**

Table 4.1 illustration the overall consistency pilot test for the dependent and independent variable. After conducting a pilot test with 30 respondents, the survey was distributed to 152 respondents using an online survey platform.

**Table 4.2: Result of Reliability Coefficient Alpha for the Independent Variables and Dependent Variable**

| Variables | Number of Item | Cronbach's Alpha coefficient | Strength of Association |
|---|---|---|---|
| The acceptance of e learning | 5 | 0.887 | Very good |
| Ease of use | 10 | 0.947 | Excellent |
| Lecturer characteristics | 9 | 0.919 | Excellent |
| Information Quality | 7 | 0.910 | Excellent |
| System Quality | 8 | 0.892 | Very good |
| Overall variables | 39 | 0.911 | Excellent |

Table 4.2 showed the overall value of Cronbach's Alpha Coefficient for this study's independent and dependent variables. From the table, the researcher can conclude the variables were above the value of 0.8, and the overall variables were 0.892. Therefore, the result demonstrated is credible, and it is appropriate in this research.

There were six questions used in measuring the factor influencing the FKP student's acceptance of E-Learning during Covid-19 pandemic. Table 4.2 showed that Cronbach's Alpha result for this section question was 0.892, which resulted was very good. As a result, the coefficients obtained for the questions in the variable of system quality were accurate.

Next, live questions measured the factor influencing the FKP student's acceptance of E-Learning during Covid-19 pandemic in the acceptance of e-learning. Cronbach's Alpha coefficient that showed in this section is 0.887, which is very good. Thus, the coefficient obtained for the questions in this factor was reliable.

Furthermost, in measuring factor influencing the FKP student's acceptance of E-Learning during Covid-19 pandemic, six questions were used. The Cronbach's Alpha result for this section's question was 0.910, which resulted in very good. Therefore, the coefficient obtained for the questions in the factor influencing variable was reliable.

Lastly, in measuring factor influencing the FKP student's acceptance of E-Learning during Covid-19 pandemic, five questions were used, and the Cronbach's Alpha result for this section's question was 0.947, which indicated excellently. Therefore, the coefficient obtained for this question in factor influencing was also reliable.

The research proceed since the Cronbach's Alpha coefficient for the variables is greater than 0.8. Furthermore, all evidence of reliability assumes that the respondent understood the questions correctly, confirming that the questionnaires were accepted for this study.

**4.2.1 Pilot Test**

Before administering the actual questionnaire, a pilot test was conducted on 30 respondents before distributing it to 152 respondents to ascertain any questionnaire-related errors, such as unclear queries. It enables researchers to identify and resolve various possible problems during the questionnaire's planning and correction before its administration.

A total of 152 questionnaire were provided to FKP student's acceptance of E- learning during Covid-19 pandemic, and feedback was collected to enhance the question's clarity. After collecting the questionnaires, the IBM SPSS Version 26 was used to perform the reliability test. Cronbach's Alpha is the most frequently used reliability technique for determining internal accuracy. Cronbach's Alpha is the most frequently used reliability technique for determining a scale's internal accuracy. Cronbach's Alpha is the average value of the reliability coefficient derived from standardized products in extensive analysis.

**4.3 Demographics Characteristics of Respondent**

This study's fundamental approach contained a frequency analysis. The data from Section A of the questionnaire had questions from different demographic variables of respondents such as gender, age, programme, semester, and state. The respondent's demographic profiles were presented in the form of a table and pie chart.

**4.3.1 Gender**

**Table 4.3: Number of Respondents by Gender**

| Gender | Frequency | Percentage (%) | Cumulative percentage (%) |
|--------|-----------|----------------|----------------------------|
| Male | 70 | 46.1 | 46.1 |
| Female | 82 | 53.9 | 100.0 |
| Total | 152 | 100.0 | |
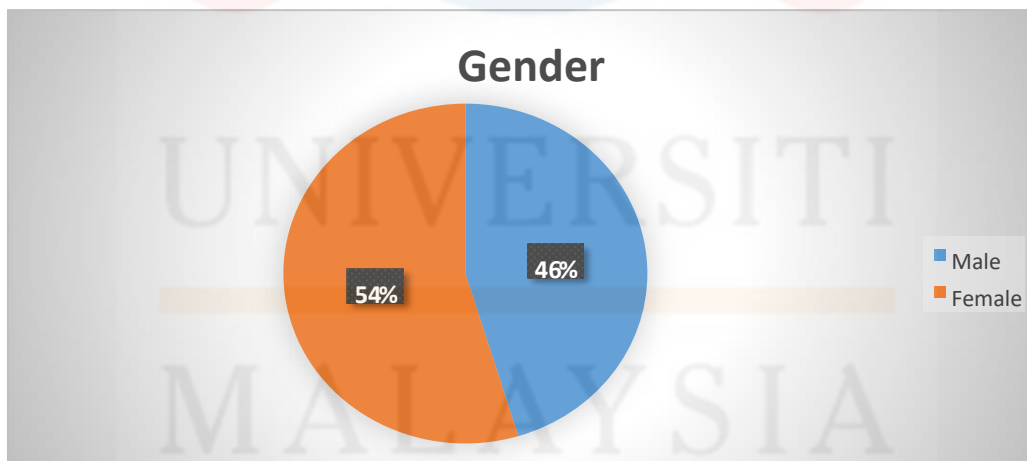


**Figure 4.1: Percentage of Respondents by Gender**

The gender of respondents was shown in Table 4.3 and Figure 4.1. Male respondents totalled 70, while female respondents totalled 82. Thus, out of 152 respondents, 46.0 percent were male, and 54.0 percent were female.

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**4.3.2 Age**

**Table 4.4: Number of Respondents by Age**

| Age | Frequency | Percentage (%) | Cumulative Percentage (%) |
|---|---|---|---|
| 18-20 years old | 13 | 8.6 | 8.6 |
| 21-23 years old | 98 | 64.5 | 73.0 |
| 24-26 years old | 32 | 21.1 | 94.1 |
| 27-29 years old | 2 | 1.3 | 95.4 |
| 30 years old and above | 7 | 4.6 | 100.0 |
| Total | 152 | 100.0 | |
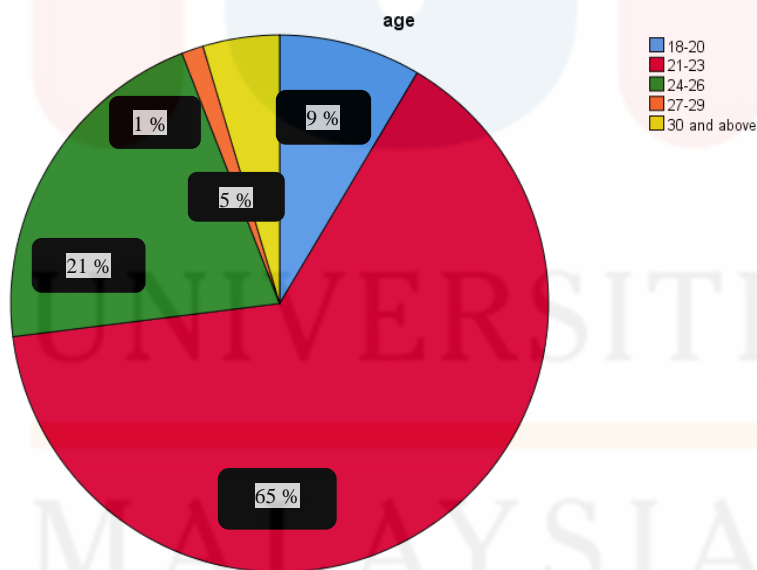


**Figure 4.2: Percentage of Respondents by Age**

Table 4.4 and Figure 4.2 showed the total respondents by age. 152 respondents consist of age 20 years old below (13 respondents), 21-23 years old (98 respondents), 24-26 years old (32 respondents), 27-29 years old (2 respondents) and 30 years old above (7 respondents) had

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responded to the questionnaire. Figure 4.2 showed the highest percentage of respondents was respondents who have a range of age from 21-23 years old (65%) and followed by 24-26 years old, which was (21%), 18-20 years old (9%), 30 years old and above (5%) and the lowest percentage respondents was 2-29 years old (1%).

### 4.3.3 Programme

**Programme**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | sab | 51 | 33.6 | 33.6 | 33.6 |
| | sak | 28 | 18.4 | 18.4 | 52.0 |
| | sal | 38 | 25.0 | 25.0 | 77.0 |
| | sae | 13 | 8.6 | 8.6 | 85.5 |
| | sar | 22 | 14.5 | 14.5 | 100.0 |
| | Total | 152 | 100.0 | 100.0 | |
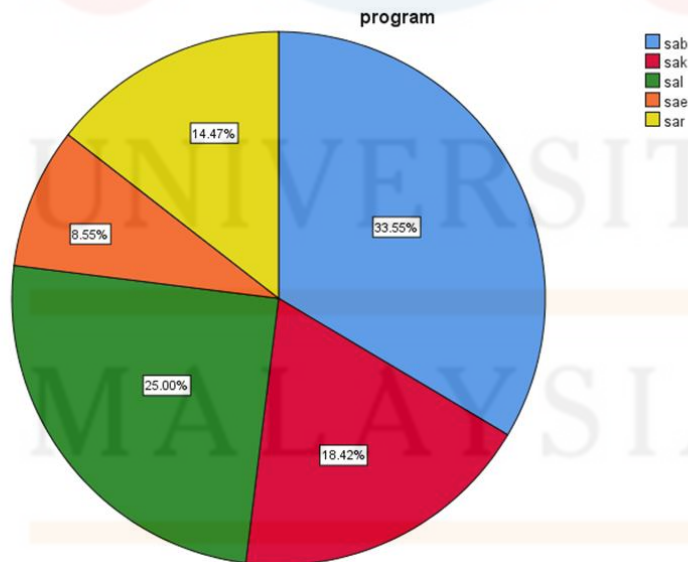


**Figure 4.3: Percentage of Respondents by programme**

Table 4.5 and Figure 4.3 showed the total respondents by programme. 152 respondents consist of SAB (51 respondents), SAK (28 respondents), SAL (38 respondents), SAE (13 respondents) and SAR (22 respondents) had responded to the questionnaire. Figure 4.3 showed the highest percentage of respondents was SAB (33.55%) and followed by SAL which was (25%), next is following by SAK (18.42%), SAR (14.47) and the lowest percentage of SAE (8.55%).

## 4.4 Demographic Profile of Respondents

A total of 152 target respondents took part in this survey, which will be analyzed in the future. The demographic profile of respondents who are FKP students at University Malaysia Kelantan is shown in this part, which contains demographic information such as gender, ethics, age, status, course programs, state of origin, and semester of study. The demographic profile of respondents in this survey is shown in the table below.

**Table 4.4.1 Overall Demographic Profile Respondents**

| Demographic variable | Frequency | Percentage (%) |
|---|---|---|
| **Gender** | | |
| Male | 70 | 46.1 |
| Female | 82 | 53.9 |
| | | |
| **Ethnics** | | |
| Malay | 123 | 80.9 |
| Chinese | 18 | 11.8 |
| Indian | 10 | 6.6 |
| Other | 1 | 0.7 |
| | | |
| **Age** | | |
| 18-20 years old | 13 | 8.6 |
| 21-23 years old | 98 | 64.5 |
| 24-26 years old | 32 | 21.1 |
| 27-29 years old | 2 | 1.3 |
| 30 years old and above | 7 | 4.6 |

| | | |
|---|---|---|
| **Status** | | |
| Single | 137 | 90.1 |
| Married | 14 | 9.2 |
| Divorced | 1 | 0.7 |
| Windowed | | |
| | | |
| **Course programs** | | |
| SAB | 51 | 33.6 |
| SAL | 38 | 25 |
| SAK | 28 | 18.4 |
| SAA | 0 | 0 |
| SAR | 22 | 14.5 |
| SAE | 13 | 8.6 |
| | | |
| **State of origin** | | |
| Kelantan | 57 | 37.5 |
| Kedah | 10 | 6.6 |
| Selangor | 12 | 7.9 |
| Pulau Pinang | 5 | 3.3 |
| Terengganu | 7 | 4.6 |
| Pahang | 27 | 17.8 |
| Melaka | 2 | 1.3 |
| Perak | 13 | 8.6 |
| Johor | 15 | 9.9 |
| Kuala Lumpur | 3 | 2.0 |
| Perlis | 1 | 0.7 |
| | | |
| **Semester of study** | | |
| 1 | 8 | 5.3 |
| 3 | 4 | 2.6 |
| 4 | 5 | 3.3 |
| 5 | 13 | 8.6 |

| | | | |
|---|---|---|---|
| 6 | | 21 | 13.8 |
| 7 | | 100 | 65.8 |
| 8 | | 1 | 0.7 |

**4.5 Descriptive Analysis for The Dependent Variable and Independent Variable**

In this study, the researcher use means to analyze for finding out which independent variable which includes ease of use, information quality, lecturer characteristics, and system quality that influence the FKP students' acceptance of e-learning during Covid-19 pandemic. Furthermore, the descriptive study involves a total of 152 random respondents from FKP students at University Malaysia Kelantan, the mean for each variable for every question will be compared by the researcher and along with the responses which using the Likert scale, 1 as strongly disagree, 2 as disagree, 3 as slightly agree, 4 as agree and 5 as strongly agree. The tables below illustrated the result of descriptive analysis.

**4.5.1.  Range of mean for ease of use (Independent Variable 1)**

| ITEM | EASE OF USE | N | MEAN | STANDARD DEVIATION |
|---|---|---|---|---|
| **1** | E-learning improves my learning performance | 152 | 3.78 | 0.870 |
| **2** | E-learning increases my level of understanding | 152 | 3.49 | 0.906 |
| **3** | E-learning enhances my learning effectiveness | 152 | 3.66 | 0.900 |
| **4** | I find the e-learning system very useful for me | 152 | 3.66 | 0.914 |
| **5** | Through e-learning, the content of the course is easier to learn | 152 | 3.64 | 0.979 |
| **6** | E-learning improves the quality of my assignments | 152 | 3.55 | 1.066 |
| **7** | E-learning enables more tasks to be completed in a single time | 152 | 3.64 | 1.032 |

| 8 | E-learning supports any aspect that is considered critical to learning | 152 | 3.63 | 0.843 |
|---|---|---|---|---|
| 9 | E-learning enables work to be completed faster | 152 | 3.70 | 0.962 |
| 10 | Taking online courses increased my productivity | 152 | 3.65 | 0.965 |
| | **Average mean** | | **3.64** | |

Table above shows that item 1 had the highest mean score of 3.78, with a standard deviation of 0.870. This demonstrated that E-learning has improves the student's performance during the pandemic. The respondents also believe that E-learning enables their work to be completed faster, with a mean score of 3.70 and a standard deviation of 0.962. Next, respondents agreed that E-learning enhances student's learning effectiveness, and the e-learning system is very useful for them with both mean of 3.66 and a standard deviation of 0.900 and 0.914. Taking online course also increased student's productivity with a mean score of 3.65 and a standard deviation of 0.965. Besides that, item 5 and item 7 recorded a mean score of 3.64 with a standard deviation of 0.979 and 1.032. This result showed that there are respondents that believe the content of E-learning is easier to learn and E-learning enables them to complete more tasks in a single time. Students also believe that E-learning supports any aspect that is considered critical to learning, this result recorded a mean score of 3.63 with a standard deviation of 0.843. Item 6 recorded a mean score of 3.55 with a standard deviation of 1.066, stated that E-learning improves the quality of student's assignments. Finally, respondents think that E-learning increases their level of understanding, with a mean score of 3.49 and a standard deviation of 0.906. The researcher believed that E-learning is easy to use for everyone, especially students and that most people can learn and adapt well how to use it even if it is their first time.

**4.5.2. Range of mean for information quality (Independent Variable 2)**

| ITEM | INFORMATION QUALITY | N | MEAN | STANDARD DEVIATION |
|------|---------------------|---|------|--------------------|
| 1 | The content the course provided was sufficient | 152 | 3.76 | 0.828 |
| 2 | Course content related to subject | 152 | 3.84 | 0.806 |
| 3 | The structure of e-learning components is easy to understand | 152 | 3.76 | 0.797 |
| 4 | Finding information through the course website is easy | 152 | 3.88 | 0.894 |
| 5 | The e-learning component has always existed | 152 | 3.72 | 0.872 |
| 6 | Course materials loaded online at the specified time | 152 | 3.74 | 0.844 |
| 7 | Likes online courses from face-to-face courses | 152 | 3.45 | 0.989 |
| | **Average mean** | | **3.74** | |

Table above shows that item 4 had the highest mean score of 3.88, with a standard deviation of 0.894. Most respondents strongly agreed that it is easy to find information through the course website. With a mean of 3.84 and a standard deviation of 0.806, the second item had the second highest mean and standard deviation. The respondents agreed that course content related to subject when using E-learning. Next, both item 1 and item 3 recorded a mean score of 3.76 with a standard deviation 0.828 and 0.797. Students believe that the content the course provided was sufficient and the structure of e-learning components is easy to understand. The respondents slightly agreed that E-learning provided course materials loaded online at the specified time, with a mean of 3.74 and a standard deviation of 0.844. Item 5 had a mean of 3.72 and a standard deviation of 0.872, with respondents agreed that E-learning component has always existed and would help them be more productive in their study. Finally, item 7 had the lowest score of 3.45, with a standard deviation of 0.989, indicating that respondents like online courses from face-to-face courses. This demonstrates that E-learning give an impact on a student's information quality.

**4.5.3. Range of mean for lecturer characteristics (Independent Variable 3)**

| ITEM | LECTURER CHARACTERISTICS | N | MEAN | STANDARD DEVIATION |
|------|--------------------------|---|------|--------------------|
| 1 | Lecturers are excited to teach the class | 152 | 3.98 | 0.818 |
| 2 | The style of lecturer's delivery caught my attention | 152 | 4.08 | 0.802 |
| 3 | Student-friendly lecturer | 152 | 4.17 | 0.836 |
| 4 | Lecturer handle e-learning effectively | 152 | 4.06 | 0.757 |
| 5 | Lecturers explain how to use the e-learning system | 152 | 3.86 | 0.846 |
| 6 | Lecturers are happy when we use e-learning to interact with | 152 | 3.85 | 0.912 |
| 7 | Lecturers encourage students to participate in the class | 152 | 4.01 | 0.834 |
| 8 | Lecturer encouraged me to use e-learning | 152 | 3.86 | 0.789 |
| 9 | Lecturer/tutor actively teaches subjects using e-learning | 152 | 4.06 | 0.824 |
| | **Average mean** | | **3.99** | |

Table above shows that item 3 had the highest mean score of 4.17, with a standard deviation of 0.836. This demonstrated that E-learning provided a student-friendly lecturer. The result showed that students comfortable with this lecturer characteristics. The respondents also stated that the style of lecturer's delivery caught their attention in the online learning, with a mean score of 4.08 and a standard deviation of 0.802. Besides, item 4 and item 9 recorded the same mean score of 4.06, with a standard deviation of 0.757 and 0.824. Next, respondents agreed that lecturers encourage students to participate in the class, with a mean of 4.01 and a standard deviation of 0.834. The students also stated that lecturers are excited to teach the class where the result show a mean score of 3.98 and standard deviation of 0.818. Both item 5 and 8 recorded a mean score of 3.86 and standard deviation of 0.846 and 0.789, where the students agreed that lecturers explain how to use the e-learning system and encouraged them to use e-learning. Finally, respondents think that lecturers are happy when they use e-learning to

interact, with a mean score of 3.85 and a standard deviation of 0.912. The researcher believed that lecturer characteristic also play an important role in influencing the acceptance of E-learning.

**4.5.4.  Range of mean for system quality (Independent Variable 4)**

| ITEM | SYSTEM QUALITY | N | MEAN | STANDARD DEVIATION |
|------|----------------|---|------|--------------------|
| 1 | Using e-learning allows me to select topics to learn according to my priority | 152 | 4.06 | 0.878 |
| 2 | E-learning allows me to learn at my pace | 152 | 4.09 | 0.792 |
| 3 | E-learning gives me the flexibility to study topics anytime and anywhere | 152 | 4.10 | 0.820 |
| 4 | E-learning allows me to learn lessons in a customized form of my learning style | 152 | 3.99 | 0.763 |
| 5 | E-learning allows me to get information through online sources (e.g., Wikipedia, Internet, search engine) | 152 | 3.94 | 0.855 |
| 6 | Using e-learning allows me to interact with friends and work together on assignments | 152 | 3.68 | 0.909 |
| 7 | Using online courses according to my lifestyle | 152 | 3.87 | 0.827 |
| 8 | Learn more in online courses than face-to-face courses | 152 | 3.61 | 0.900 |
| | **Average mean** | | **3.92** | |

Table above shows the descriptive analysis for the independent variable, system quality influenced the FKP' students' acceptance of E-learning during the Covid-19 pandemic. From the result that been show at the table, we can see that the highest mean is 4.10 which is E-learning gives me the flexibility to study topics anytime and anywhere. This is where students may learn on their own time, signing on whenever it is convenient for them and does not conflict with other responsibilities. Before going on to the next phase, students can study through the lesson plan at their own pace to ensure they truly understand the content. Meanwhile, the lowest mean that been show in the table is 3.61, which is learn more in online courses than face-to-face courses. This indicates that students prefer face-to-face learning over online learning.

### 4.5.5. Range of mean for the acceptance of E-learning (Dependent Variable)

| ITEM | ACCEPTANCE OF E-LEARNING | N | MEAN | STANDARD DEVIATION |
|---|---|---|---|---|
| 1 | I believe online learning make students life became easier | 152 | 3.75 | 1.050 |
| 2 | I believe online learning make student experience the new way to learn | 152 | 4.08 | 0.973 |
| 3 | I believe students find excited to learn with e-learning | 152 | 3.72 | 1.006 |
| 4 | E learning can make students motivated on learning | 152 | 3.60 | 1.069 |
| 5 | I believe online learning make students manage their time | 152 | 3.69 | 0.998 |
| | **Average mean** | | **3.77** | |

Table above shows, the acceptance of E-learning was the dependent variable, and the researcher can conclude that someone's acceptance was influenced by ease of use, information quality, lecturer characteristics and system quality. From the result that has been show at the table, we can see that the highest mean is 4.08 which is I believe online learning make student experience the new way to learn. These prove that mostly of the respondent aware about the E-

learning and they are trying to adapt with the new era of learning during the pandemic. Besides that, the lowest mean that been show in the table is 3.60, which E-learning can make students motivated on learning. Due to the lack of service in their various residential locations, students may have difficulty browsing the internet. Students find it difficult to concentrate on their studies when they use online learning.

### 4.6 Pearson's correlation coefficient

The Pearson Correlation Coefficient was used to calculate the relationship between independent variables ease of use, lecturer characteristics, information quality and system quality of e-learning and dependent variable acceptance of e-learning among FKP students. In this part, the mediator is treated as a dependent variable to test the relationship. This Pearson Correlation Coefficient can numerically visualize the path and strength of the linear relationship between the IVs and the DVs. The general rules of thumb for calculating the correlation coefficient shown in the table below. If the relationship was significant, researchers should decide whether the level of strength of the association is acceptable. Pearson correlation coefficient analysis was a critical analysis since it can determine the intensity of a linear interaction between an independent and dependent variable. In general, the Pearson correlation seeks to draw the best fit line from the data of two variables.

**Table 4.15: Strength Interval of Correlation Coefficient**

| Size of Correlation | Interpretation |
|---|---|
| (.90 to 1.00) or (-.90 to 1.00) | Very high positive (negative) correlation |
| (.70 to 1.00) or (-.70 to .90) | High positive (negative) correlation |
| (.50 to 1.00) or (-.50 to -.70) | Moderate positive (negative) correlation |

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| (.30 to 1.00) or (-.30 to -.50) | Low positive (negative) correlation |
|---|---|
| (.00 to .30) or (-.00 to -.30) | Negligible correlation |

Source: Abgunbiade and Ogunyika (2013)

**Correlations**

|  |  | MeanAOL | MeanEOU |
|---|---|---|---|
| MeanAOL | Pearson Correlation | 1 | .811** |
|  | Sig. (1-tailed) |  | .000 |
|  | N | 152 | 152 |
| MeanEOU | Pearson Correlation | .811** | 1 |
|  | Sig. (1-tailed) | .000 |  |
|  | N | 152 | 152 |

|  |  | MeanIQ | MeanSQ |
|---|---|---|---|
| MeanIQ | Pearson Correlation | .688** | 1 |
|  | Sig. (1-tailed) |  | 0.01 |
|  | N | 152 | 152 |
| MeanSQ | Pearson Correlation | 1 | .675 |
|  | Sig. (1-tailed) | .001. |  |
|  | N | 152 | 152 |

|  |  | MeanLC |  |
|---|---|---|---|
| MeanLC | Pearson Correlation | .688** | 1 |
|  | Sig. (1-tailed) |  | .001 |
|  | N | 152 | 152 |

**. Correlation is significant at the 0.01 level (1-tailed).

The results of Pearson Coefficient of this study were shown as below: -

| | | N | 152 | 152 | 152 | 152 |
|---|---|---|---|---|---|---|
| **EASE OF USE** | Pearson Correlation | | $.811^{**}$ | $.811^{**}$ | 1 | $.811^{**}$ |
| | Sig. (1-tailed) | | .000 | .000 | | .000 |
| | N | | 152 | 152 | 152 | 152 |
| **ACCEPTANCE OF E-LEARNING** | Pearson Correlation | | $.811^{**}$ | $.811^{**}$ | $.811^{**}$ | 1 |
| | Sig. (1-tailed) | | .000 | .000 | .000 | |
| | N | | 152 | 152 | 152 | 152 |

**. Correlation is significant at the 0.01 level (1-tailed).

**4.16: The correlation between the independent variables and the dependent variables**

**(N=152)**

**4.7 Summary of Correlation Analysis**

Pearson's correlation coefficient for each variable were shown in table above. All correlation coefficients were to fall within a defined range from 0.811 and p-value of 0.01, which was less than highly significant amount of 0.01. This shows the positive relationship between the independent variables (ease of use, lecturer characteristics, information quality and system quality) and dependent variable (acceptance of e-learning ) among FKP students. There is a significant relationship between information quality and acceptance of e-learning.

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For ease of use, the Pearson correlation coefficients between the independent variables and the dependent variable are 0.811, and p-value of 0.01. For lecturer characteristics, , it shown that there was a moderate positive with the correlation coefficient of 0.688 while p value is 0.01 which was less than the highly significant level .001. Meanwhile, system quality is a moderate positive with the correlation coefficient of 0.675 while p value is 0.01 which was less than the highly significant level .001 and the result of information quality is there was a moderate positive correlation with a correlation coefficient of 0.688 and a p-value of 0.01, which was less than the highly significant level of.001.

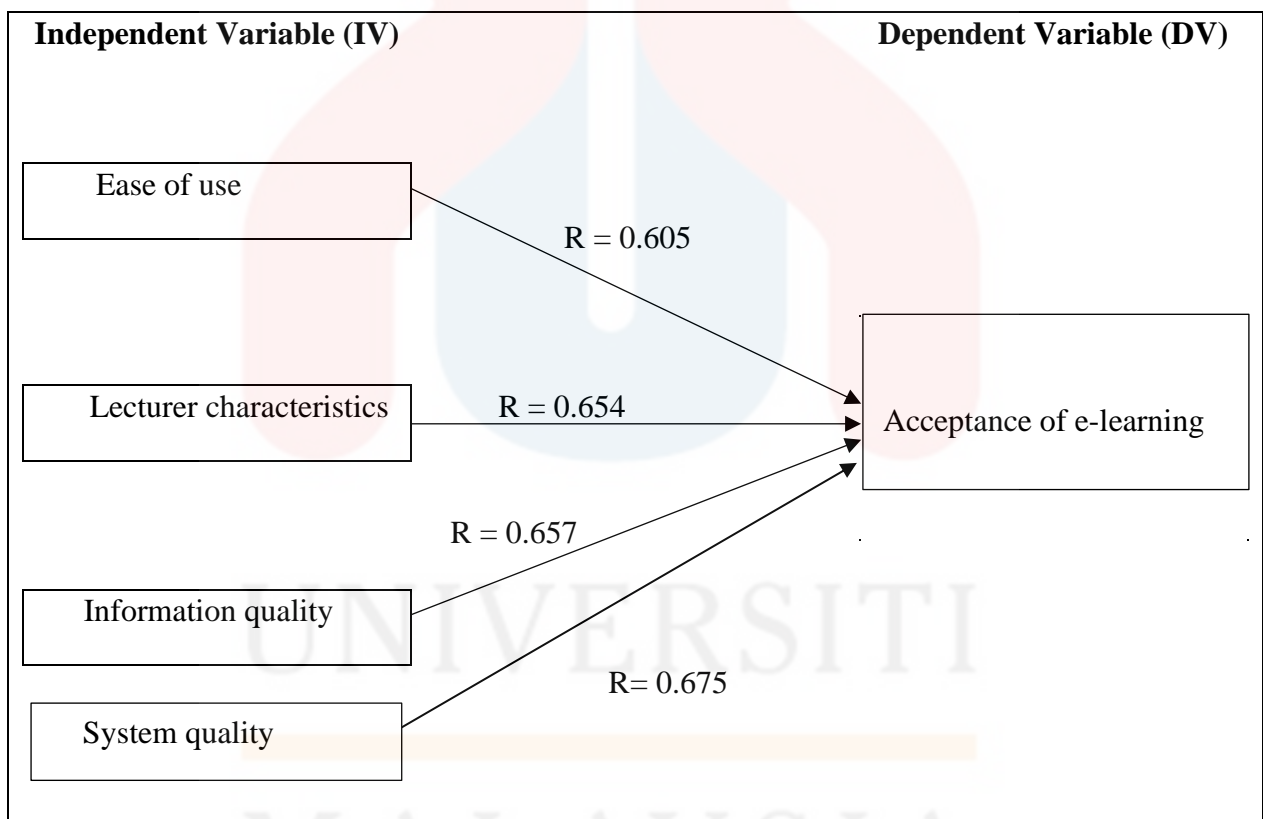## DISCUSSION BASED ON RESEARCH QUESTIONS



**Figure 4.7: Correlation between Ease-of-use, lecturer characteristics, information quality, system quality and dependent variable acceptance of e-learning among FKP students.**

The structure had demonstrated in Figure 4.7, along with the significant independent and dependent variables' data values. This study has been shown four independent variables (ease

of use, lecturer characteristics, information quality and system quality) to have a reasonable correlation with the dependent variable (acceptance of e-learning).

## 4.8 Summary

Finally, after analysing the interactions of all of the variables, the researchers concluded that the study's three theories were valid. For ease of use, the Pearson correlation coefficients between the independent variables and the dependent variable are 0.605, 0.654, and 0.657 for lecturer characteristics, information quality and system quality of e-learning respectively. The correlation relationship between variable for this research also positive where dependent variable and independent variable are related to each other and have an effect from that variable. For example, all independent variables for this research have a positive relationship between dependent variable because if they a strong relationship each other. Cronbach's alpha was used to determine whether the questionnaire was safe and relevant to the study. The validity of the questionnaire was determined using a modest sample size in this study.

# CHAPTER 5

## DISCUSSION AND CONCLUSION

### 5.1 Introduction

This section brought everything in this study to a close. All aspects such as the research objective, framework, and research methodology were briefly discussed in this section. The research determinants of behavioural intention to use mobile wallet in restaurant is evaluated for its importance. The study's results were interpreted and presented after a review of the findings was given.

### 5.2 Recapitulation Study

The research has been conducted to determine the relationship between ease of use, lecturer characteristics, information quality, system quality toward influencing the FKP student's acceptance of e-learning among during covid-19 pandemic. The focus point of this study was to know the relationship between ease of use, lecturer characteristics, information quality, system quality toward influencing the FKP student's acceptance of e-learning among during covid-19 pandemic. Primary data collection was used in this case, along with a set of questionnaires to elicit input from respondents. One hundred fifty-two respondents were chosen for this study based on the table established by Power. This study also analysed the relationship between ease of use, lecturer characteristics, information quality, system quality toward influencing the FKP student's acceptance of e-learning among during covid-19 pandemic.

### 5.2.1 Relationship Between Ease of use and Acceptance of e-learning

Research question 1 of this study asked the relationship between ease of use and influencing the FKP student's acceptance of e-learning among during covid-19 pandemic. This also to

answer the first objective and hypothesis. Table 5.1 shown the research objectives, and hypothesis.

**Table 5.1: Research Objective 1 & Research Question 1**

| Research Objective (RO) | Research Question (RQ) |
| --- | --- |
| To examine the relationship between ease of use and acceptance of e-learning. | What was the relationship between ease of use and acceptance of e-learning. |

**H1: There is a significant relationship between Ease of use and Acceptance of e-learning.**

Chapter 4 reviews the findings of hypothesis H1 in efforts to answer RQ1. According to H1, there was a significant connection between ease of use and influencing the FKP student's acceptance of e-learning among during covid-19 pandemic. According to the results, there was a moderate positive relationship with a correlation coefficient of 0.811 and a p-value of 0.01, which was less than the highly significant amount of.001. As a result, H1 was approved.

In addition, previous research indicated that there is positive relation between perceived ease to use (PEOU) and the attitudes toward the use of e-learning system (Chiang, Boakye, & Tang, 2017). With respect to e-learning, perceived ease of use is referred to the extent to which a student is of the view that using e-learning system will not require a lot of efforts and will be easy to use.

**5.2.2 Relationship Between Information Quality and acceptance of e-learning**

Research question 2 of this study asked the relationship between information quality and influencing the FKP student's acceptance of e-learning among during covid-19 pandemic. This also to answer the second objective and hypothesis. Table 5.2 shown the research objectives, questions, and hypothesis.

**Table 5.2: Research Objective 2 & Research Question 2**

| Research Objective (RO) | Research Question (RQ) |
|---|---|
| To evaluate the relationship between information quality and acceptance of e-learning. | What was the relationship between information quality and acceptance of e-learning. |

**H2: There is a significant relationship between information quality and acceptance of e-learning.**

The results of hypothesis H2 were analysed to provide a response to RQ2. According to H2, there was a significant correlation between information quality and influencing the FKP student's acceptance of e-learning among during covid-19 pandemic. According to the results, there was a moderate positive correlation with a correlation coefficient of 0.688 and a p-value of 0.01, which was less than the highly significant level of.001. As a result, H2 was approved.

According to another research by Salloum, (2018) Information quality (IQ) also refers to "using e-learning for seeking information that may be important for learning and which is updated, so as to make it easier for the learner to comprehend it" (Wu et al., 2012). This tell that how the information quality has a relationship with acceptance e learning.

**5.2.3 Relationship Between Lecturer Characteristics and acceptance of e-learning**

Research question 3 of this study asked the relationship between lecturer characteristics and influencing the FKP student's acceptance of e-learning among during covid-19 pandemic. This also to answer the third objective and hypothesis. Table 5.3 shows the research objectives, questions, and hypothesis.

**Table 5.3: Research Objective 3 & Research Question 3**

| Research Objective (RO) | Research Question (RQ) |
|---|---|
| To investigate the relationship between lecturer characteristics and acceptance of e-learning. | What was the relationship between lecturer characteristics and acceptance of e-learning. |

**H3: There is a significant relationship between lecturer characteristics and acceptance of e-learning.**

The results of hypothesis H3 reviewed to answer RQ3. H3 stated that there was a significant relationship between lecturer characteristics and influencing the FKP student's acceptance of e-learning among during covid-19 pandemic. From the findings, it shown that there was a moderate positive with the correlation coefficient of 0.688 while p value is 0.01 which was less than the highly significant level .001. Therefore, H3 was accepted.

Waheed and Hussain (2010) and Sun et al. (2008) agreed that lecturers' characteristics can contribute to e-learning acceptance and student satisfaction, and this show the positive relation between lecturers' characteristics and acceptance e learning. In addition, the success of the e-learning system depends on the lecturer's attitude towards such a programme. Not only the attitude towards the system, but the role of lecturers in the management of e-learning, dissemination of information, teaching style, and provision of relevant and quality information and content can provide satisfaction and thereby promote acceptance of e-learning among the students.

**5.2.4 Relationship Between System Quality and acceptance of e-learning**

Research question 4 of this study asked the relationship between system quality and influencing the FKP student's acceptance of e-learning among during covid-19 pandemic. This also to

answer the third objective and hypothesis. Table 5.3 shows the research objectives, questions, and hypothesis.

**Table 5.4: Research Objective 4 & Research Question 4**

| Research Objective (RO) | Research Question (RQ) |
|---|---|
| To investigate the relationship between system quality and acceptance of e-learning. | What was the relationship between system quality and acceptance of -learning. |

**H4: There is a significant relationship between system quality and acceptance of e-learning.**

The results of hypothesis H4 reviewed to answer RQ4. H4 stated that there was a significant relationship between system quality and influencing the FKP student's acceptance of e-learning among during covid-19 pandemic. From the findings, it shown that there was a moderate positive with the correlation coefficient of 0.675 while p value is 0.01 which was less than the highly significant level .001. Therefore, H4 was accepted.

According to previous article by Salloum, (2018) the system quality (SQ) determines the way that the system characteristics like usability, reliability, availability, and adaptability influence the outlooks of the users with respect to the use of e-learning system (Davis, 1989). According to Ramayah et al., (2010) system quality also has positively that related with behavioural intention in online learning. From this research tell that system quality have connection to have students' acceptance e learning.

**5.3 Discussion and Findings**

The study clearly shows that ease of use has the most reliable and valid data on influencing the FKP student's acceptance of E-learning during covid-19 pandemic. From the study, it is clearly showing that Cronbach's Alpha for ease of use is the highest compared to the lecturer characteristics, information quality and system quality. The value of Cronbach's alpha for ease

of use is 0.947 compared to the lecturer characteristics, information quality and system quality with the value of 0.919, 0.910 and 0.892.

It can be concluded that ease of use has the highest internal consistency for its item. From the result for Cronbach's alpha of ease of use in this study, the mean for ten-item measure 3.49 until 3.78 in category agree. Basically, it means the overall respondents agree about the ease of use influencing the acceptance of E-learning during covid-19 pandemic. In addition, lecturer characteristics has the second most reliable and valid data among to the previous variables on influencing the FKP student's acceptance of E-learning during covid-19 pandemic. The variables have got the score for Cronbach's alpha with value 0.919 slightly higher of mean range 3.85 to 4.17 but still in the same category, specifically agree. Therefore, most of the respondent also agree that lecturer characteristics is the need in influencing the FKP student's acceptance of E-learning during covid-19 pandemic.

Besides, the result for Cronbach's alpha of information quality in this study, the mean for seven items measures 3.45 until 3.88 is agree that this variable influenced the student's acceptance in using E-learning during the pandemic. Other than that, system quality has the lowest reliable and valid data compared to the previous variable that is the ease of use, lecturer characteristics and information quality. The variables in Cronbach's alpha are 0.892 the lowest score, but still can be considered high internal consistency as it exceeds the minimum value 0.7 for Cronbach's alpha with range mean from 3.61 to 4.10 in category agree. In addition, the researchers used the Correlation Analysis to determine the linear relationship between two variables defined as the study's purpose. From the result, there was a positive correlation between ease of use, lecturer characteristics, information quality, system quality and the acceptance of E-learning among the FKP's students.

## 5.4 Limitation of Study

This evaluation finds some limitations. The first limitation understands the questionnaire and how to tick the question was influencing data quality and reliability. Some respondents may have difficulty reading the question and answering it without sincerity. These beliefs affect knowledge accuracy.

Apart from that, to carry out the survey we had to work hard in getting respondents because it was limited to only one university student. The responses imply that students have a slightly positive perception toward e-learning. They use mobile technologies extensively and have experience using social media; but are unfamiliar with other collaborative e-learning tools but need to using causes of pandemic Covid-19. On the other hand, this study only focused on the three factors, which is ease of use, lecturer characteristics and system quality.

## 5.5 Suggestions for Further Study

Clearly, this chapter will focus on literature review of factors influencing the FKP students' acceptance of E-learning during Covid-19 pandemic. As discussed previously, some suggestions were made for additional research on the same subject or topic. The first suggestion for future researchers was the way lecturers teach students in class is influenced by their academic success. When lecturers establish a positive relationship with students and teach on themes that they enjoy, the best conditions for them to improve their performance are created.

This era has many systems that can be made more interesting for students to join the class because the system has a good quality and easy to use. Another recommendation, lecturers are crucial to the success of online learning. In order for students to feel comfortable with online learning, lecturers must enhance student involvement and conversation. Confidence, positive behaviour, facilitation, knowledge sharing, and creativity are all qualities that can boost student engagement and motivate them to study in an e-learning setting.

## 5.6 Conclusion

E-learning is a powerful instructional tool that helps pupils achieve their full potential. In conclusion, this study demonstrates that E-learning has been increasingly popular among students throughout the world, particularly during the COVID-19 pandemic lockdown period. E-learning helps educators to reach a wider audience and deliver a more consistent message to their intended audience. This assures that with this learning mode, all learners receive the same sort of teaching.

As a result, it was clear that primary data was collected with a series of questionnaires to elicit feedback from respondents. A total of 152 people were recruited for this study based on power analysis sample size. The purpose of this study was to see if there was a link between ease of use, lecturer qualities, information quality, and system quality and FKP students' adoption of e-learning during the covid-19 epidemic. The goal of this research was to determine the link between ease of use, lecturer qualities, information quality, and system quality in terms of impacting FKP students' adoption of e-learning during the covid-19 epidemic.

Apart from that, because the survey was confined to only one university student, we had to work hard to gather responders. According to the replies, students have a slightly good attitude regarding e-learning. They are comfortable with mobile technology and have used social media; nevertheless, they are inexperienced with other collaborative e-learning tools and must employ pandemic causes Covid-19.

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## APPENDIX A: DRAFT OF QUESTIONNAIRE



UNIVERSITI
MALAYSIA
KELANTAN

**FACTORS INFLUENCING THE FKP STUDENT'S ACCEPTANCE OF E-LEARNING DURING COVID-19 PANDEMIC**

Dear responded,

We are students from the Faculty of Entrepreneurship and Business at University Malaysia Kelantan (UMK). We are currently conducting research on factors influencing the FKP student's acceptance of e-learning during Covid-19 pandemic for our PPTA. Respondents' response will be recorded to obtain the required data would help us in our assessment. All data collected is used only for academic research purposes. Your kind help is very important for the success of this study. Kindly spare a few minutes answering this questionnaire. Your cooperation in participating in this survey is greatly appreciated and thank you in advance.

**SECTION A: DEMOGRAFIC PROFILE**

Please specify your answer by placing tick (/) on the relevant answer provided. The following questions will be used to figure out the respondent's general information.

| Profile of Respondent | Items | Tick |
|---|---|---|
| Gender | Male | |
| | Female | |
| Ethics | Malay | |
| | Chinese | |
| | Indian | |
| | Other | |
| Age | 18 -20 | |
| | 21 – 23 | |
| | 24 – 26 | |
| | 27 – 29 | |
| | 30 - Above | |
| Status | Single | |
| | Married | |
| | Divorced | |
| | Windowed | |
| Course program | SAB | |
| | SAK | |
| | SAE | |
| | SAA | |
| | SAL | |

| | SAR | |
|---|---|---|
| Programs | SAB | |
| | SAL | |
| | SAK | |
| | SAA | |
| | SAR | |
| | SAE | |

State of origin _____

Semester of study _____

**SECTION B: PERSPECTIVE ON THE ACCEPTANCE OF E-LEARNING**

Section B consist of a set of questions which is the acceptance of E-learning. There will be using five-point Likert scale. Please placing only one tick (/) on the relevant answer provided that best represent your opinion based on each statement below.

**1 = strongly disagree, 2 = disagree, 3 = slightly agree, 4 = agree and 5 = strongly agree**

| Item | Measured item | 1 | 2 | 3 | 4 | 5 |
|------|---------------|---|---|---|---|---|
| 1 | I believe online learning make students life became easier | | | | | |
| 2 | I believe online learning make student experience the new way to learn | | | | | |
| 3 | I believe students find excited to learn with e learning | | | | | |
| 4 | E learning can make students motivated on learning | | | | | |
| 5 | I believe online learning make students manage their time | | | | | |

**SECTION C: PERSPECTIVE ON THE EASE OF USE**

Section C consist of a set of questions which is the ease of use in using e-learning. There will be using five-point Likert scale. Please placing only one tick (/) on the relevant answer provided that best represent your opinion based on each statement below.

**1 = strongly disagree, 2 = disagree, 3 = slightly agree, 4 = agree and 5 = strongly agree**

| Item | Measured item | 1 | 2 | 3 | 4 | 5 |
|------|---------------|---|---|---|---|---|
| 1 | E-learning improves my learning performance | | | | | |
| 2 | E-learning increases my level of understanding | | | | | |
| 3 | E-learning enhances my learning effectiveness | | | | | |
| 4 | I find the e-learning system very useful for me | | | | | |
| 5 | Through e-learning, the content of the course is easier to learn | | | | | |
| 6 | E-learning improves the quality of my assignments | | | | | |
| 7 | E-learning enables more tasks to be completed in a single time | | | | | |
| 8 | E-learning supports any aspect that is considered critical to learning | | | | | |
| 9 | E-learning enables work to be completed faster | | | | | |
| 10 | Taking online courses increased my productivity | | | | | |

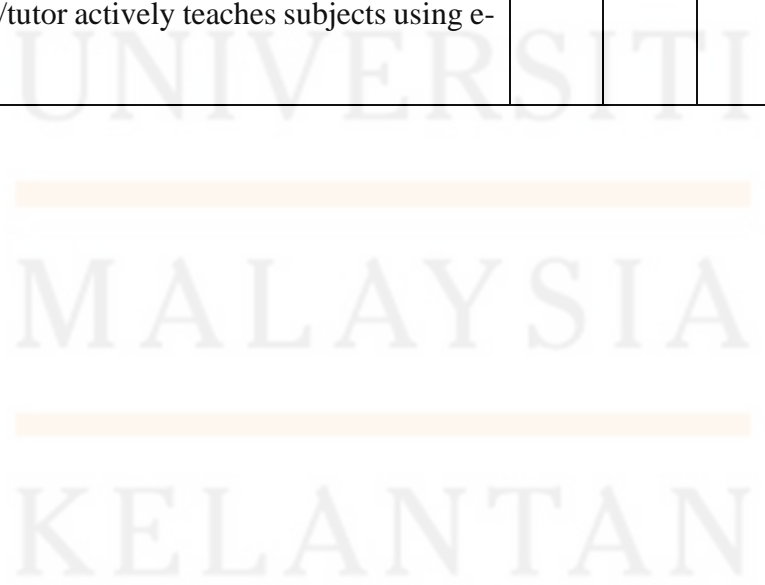**SECTION D: PERSPECTIVE ON THE LECTURER CHARACTERISTICS**

Section D consist of a set of questions of the lecturer characteristics of using e learning. There will be using five-point Likert scale. Please placing only one tick (/) on the relevant answer provided that best represent your opinion based on each statement below.

**1 = strongly disagree, 2 = disagree, 3 = slightly agree, 4 = agree and 5 = strongly agree**

| Item | Measured item | 1 | 2 | 3 | 4 | 5 |
|------|---------------|---|---|---|---|---|
| 1 | Lecturers are excited to teach the class | | | | | |
| 2 | The style of lecturer's delivery caught my attention | | | | | |
| 3 | Student-friendly lecturer | | | | | |
| 4 | Lecturer handle e-learning effectively | | | | | |
| 5 | Lecturers explain how to use the e-learning system | | | | | |
| 6 | Lecturers are happy when we use e-learning to interact with | | | | | |
| 7 | Lecturers encourage students to participate in the class | | | | | |
| 8 | Lecturer encouraged me to use e-learning | | | | | |
| 9 | Lecturer/tutor actively teaches subjects using e-learning | | | | | |

**SECTION E: PERSPECTIVE ON THE INFORMATION QUALITY**

Section E consist of a set of questions of the information quality of using e-learning. There will be using five-point Likert scale. Please placing only one tick (/) on the relevant answer provided that best represent your opinion based on each statement below.

**1 = strongly disagree, 2 = disagree, 3 = slightly agree, 4 = agree and 5 = strongly agree**

| Item | Measured item | 1 | 2 | 3 | 4 | 5 |
|------|---------------|---|---|---|---|---|
| 1 | The content the course provided was sufficient | | | | | |
| 2 | Course content related to subject | | | | | |
| 3 | The structure of e-learning components is easy to understand | | | | | |
| 4 | Finding information through the course website is easy | | | | | |
| 5 | The e-learning component has always existed | | | | | |
| 6 | Course materials loaded online at the specified time | | | | | |
| 7 | Likes online courses from face-to-face courses | | | | | |

## SECTION F: PERSPECTIVE ON THE SYSTEM QUALITY

Section F consist of a set of questions of the system quality of using e-learning. There will be using five-point Likert scale. Please placing only one tick (/) on the relevant answer provided that best represent your opinion based on each statement below.

**1 = strongly disagree, 2 = disagree, 3 = slightly agree, 4 = agree and 5 = strongly agree**

| Item | Measured item | 1 | 2 | 3 | 4 | 5 |
|------|---------------|---|---|---|---|---|
| 1 | Using e-learning allows me to select topics to learn according to my priority | | | | | |
| 2 | E-learning allows me to learn at my pace | | | | | |
| 3 | E-learning gives me the flexibility to study topics anytime and anywhere | | | | | |
| 4 | E-learning allows me to learn lessons in a customised form of my learning style | | | | | |
| 5 | E-learning allows me to get information through online sources (e.g., Wikipedia, Internet, search engine) | | | | | |
| 6 | Using e-learning allows me to interact with friends and work together on assignments | | | | | |
| 7 | Using online courses according to my lifestyle | | | | | |
| 8 | Learn more in online courses than face-to-face courses | | | | | |

## APPENDIX B: GANTT CHART

| Activities | Year 1 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Jan** | **Feb** | **Marc** | **Apr** | **May** | **June** | **July** | **Aug** | **Sept** | **Oct** | **Nov** | **Dec** |
| **Introduction** | ██ | ██ | ██ | ██ | ██ | ██ | ██ | | | | | |
| **Literature review** | ██ | ██ | ██ | ██ | ██ | ██ | ██ | | | | | |
| **Research methodology** | ██ | ██ | ██ | ██ | ██ | ██ | ██ | | | | | |
| **Results and data analysis** | | | | | | | | | ██ | ██ | ██ | ██ |
| **Discussion and conclusion** | | | | | | | | | ██ | ██ | ██ | ██ |