

Factors Influencing Student's Behavioural Intention Towards the Use of E-Learning During Covid-19 in Malaysia

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Abstract: Nowadays, many of the university students facing problem in the e-learning during the Covid-19 pandemic. This study aims to investigate factors influencing student's behavioural intention towards the use of e-learning during Covid-19 in Malaysia. Students of University Tun Hussein Onn Malaysia (UTHM) will be selected as respondents and data will be collected from them. This study uses a quantitative method that is using an online survey form approach (Google Form) and simple random sampling technique. The researcher hopes that the result of this study can be used as a guidance and reference, especially for the management of the education as well as the relevant parties responsible for the organizational support experienced. This study will contribute to the body of knowledge on the influence of behavioural intention toward students in university by applying the technology acceptance model (TAM).

Keywords: Intention, E-learning, Education, TAM, Covid-19

1. Introduction

Many countries around the world were enforcing the movement control order (MCO) to flatten the curve of the spread of Covid-19. According to the World Health Organisation (2020), Coronavirus disease (COVID-19) is a newly discovered coronavirus that causes an infectious disease. Some of the countries have implemented strict social distancing and lockdown policies to prevent the outbreak of the pandemic. Both public and private universities in Malaysia will conduct teaching and learning

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activities through e-learning. E-learning offers a versatile learning environment for those who are unable to enter traditional classes due to a variety of factors. The performance of university students such as student competencies, skill, user satisfaction, and behavioural intentions all improve as a result of e-learning (Al-Rahmi *et al.*, 2018; Mohammadi, 2015).

According to UNESCO (2020), university and school closures have several negative effects on students, including disrupted learning, which deprives students and youth of opportunities for growth and development. Some students complained that e-learning was too difficult for them because they had never used it before (Coman *et al.*, 2020). Some of them expressed dissatisfaction with the facilities and resources available (Katherine, 2020).

This study also will add some information related to that directly or indirectly influence their behavioural intention towards the use of e-learning and the technology acceptance model (TAM). Nevertheless, there is lack of the investigation on the factors influencing student behavioural intention towards e-learning usage during Covid-19 in Malaysia and this type of research is less conducted. Therefore, based on the problem that stated above, this study will focus on the factors influencing student behavioural intention towards e-learning usage during Covid-19 in Malaysia.

1.1 Research Background

During the Covid-19 pandemic, Malaysia's entire education system must move to e-learning. Due to the Covid-19 pandemic, educational institutions such as universities are being forced to transition quickly to distance and e-learning. Universities all over the world have been forced to introduce e-learning as a result of Covid-19. Therefore, with easy access to internet connectivity of e-learning, e-learning systems will solve the educational problems that influence by the pandemic. The e-learning system has several excellent features that will be useful in the event of a pandemic. It may be more realistic to use this device at that time. For example, students can participate or join in a learning activity with lecturers from their homes using an e-learning system. In addition, students can connect to mobile networks or local wireless networks, they can easily download learning material to their mobile devices (Caballé *et al.*, 2010).

Furthermore, providing and using e-learning materials in an e-learning environment has become a challenge for many universities during the Covid-19 pandemic. Due to its accessibility anywhere and at any time (Rayens & Ellis, 2018), low cost (Sander Tamm, 2020), ease of use (Caballé *et al.*, 2010), and interactive nature (Roy *et al.*, 2005), the e-learning framework is a valuable source of knowledge. Despite many advantages of e-learning, there are also have limitations. The use of video conferencing for e-learning consumes a lot of data on the internet. Students expressed their dissatisfaction with this due to the high cost of data packages (Coman *et al.*, 2020). Hence, since some students live in rural areas where enough signals are not accessible, the efficacy of video conferencing is limited. Presentations of the student were often disrupted by signals and the inability to use video conference software (Coman *et al.*, 2020).

This study investigates the factors influencing student's behavioural intention towards the use of e-learning during Covid-19 in Malaysia by using Technology Acceptance Model (TAM). TAM is included in this study because it is important to the Perceived Usefulness (PU) factor for university students, which believe that by using a computer system would link them to a local database or the Internet. Another factor of the theory that is applicable to the study is perceived ease-of-use (PEOU). Student's ability to adapt and use electronic technology would facilitate their use of e-learning, making learning easier for them and impacting their academic activities during the pandemic. In conclusion, research on e-learning implementation in developing countries and different subject areas is still limited.

1.2 Problem Statements

During the Covid-19 pandemic, the educators facing a big obstacle in impart knowledge to their student, it may force to switch the traditional mode of teaching to the online mode, where we can realize that e-learning becomes the first step towards to the global education system. Besides that, investigating e-learning adoption will help universities better understand their student's needs, resulting in an effective e-learning system (Alksasbeh *et al.*, 2019; El-Masri & Tarhini, 2017).

Due to the prevalence of e-learning, e-learning implementation is still limited in Malaysia and students did not able to have internet access or technology device find it difficult to engage in e-learning (Cathy, 2020). Nonetheless, many students are stressed and anxious because the psychological problems make it difficult for them to adjust from traditional learning to e-learning (Akhtarul Islam *et al.*, 2020). It is a huge effect on everyone during the pandemic Covid-19.

In addition, when a student encounters a technological issue such as internet access while e-learning. The most noticeable issue is a lack of internet connectivity, which still affects more than 40% of the global population (Douglas, 2020). There may be issues with high-speed Internet, a lack of data volume, or connectivity issues that are not immediately resolved. Despite the fact that internet penetration has increased by leaps and bounds in recent years, maintaining a stable connection with enough speed in smaller cities and towns remains a challenge. If students or teachers do not have daily access to the internet, they may experience a lack of continuity in their learning. The educational process is affected as a result of this. Some people may have all the requisite technology, but they fail to put it to use. This is not the case although e-learning seems to be a universal learning method. For example, not everybody has reliable internet connections or computers capable of supporting online streaming (Charlie, 2021).

Furthermore, students will easily be distracted by social media or others during the e-learning lesson (Winter *et al.*, 2010). It shows the problem of the student's inability to focus for a long period of time on the screen. As a result, the lecturer needs to made students focused on the lesson by online engaging and interactive. When doing e-learning need a high level of time management and self-motivation about the lesson, student must motivate themselves to work hard in class, take notes, and learn more (Frances & Rafferty, 2013). The time management needs to improve since students will develop poor posture and other physical issues like staying hunched in front of a screen for long periods and it will harm them for a long period. Due to the lack of human contact in their lives, many students and lecturers who eventually spend a significant amount of time online may begin to show signs of social isolation (Elmer *et al.*, 2020). The combination of social isolation and a lack of contact can lead to a variety of mental health problems, including increased stress, anxiety, and depressive mood (Akhtarul Islam *et al.*, 2020).

Therefore, based on the problem that stated above, this study will focus on the factors influencing student behavioural intention towards e-learning usage during Covid-19 in Malaysia.

1.3 Research Question

- (i) What are the factors influencing student's behavioural intention towards the use of e-learning during Covid-19 in Malaysia?

1.4 Research Objective

- (i) To investigate factors influencing student's behavioural intention towards the use of e-learning during Covid-19 in Malaysia.

1.5 Scope of the Study

This research will use an online survey to collect the data with more respondents to create an accurate result. The survey instrument will be distributed through an online survey application to university students in Malaysia as the target population in order to get more accurate information from them. Students of University Tun Hussein Onn Malaysia will be selected as respondents and data will be collected from all faculty. There are six faculties such as Faculty of Electrical & Electronic Engineering (FKEE), Faculty of Mechanical & Manufacturing Engineering (FKMP), Faculty of Technology Management & Business (FPTP), Faculty of Technical & Vocational Education (FPTV), Faculty of Information Technology & Multimedia (FSKTM), and Faculty of Civil & Environmental Engineering (FKAAS). Purposive sampling was chosen because the university was the only location where the questionnaires could be administered.

1.6 Significance of the Study

This research is carrying out to gain understanding the factors influencing student's behavioural intention towards e-learning usage during Covid-19 in Malaysia. This study will contribute to the body of knowledge on the influence of behavioural intention toward students in university by applying the TAM.

According to the original TAM, the user's attitude (the positive or negative feeling a person has about executing the purpose behaviour) is determined by the device's perceived usefulness and ease of use (Davis, 1989). Besides that, perceived ease of use has a strong effect on perceived usefulness. The user's attitude toward using the system and the user's perceived usefulness decide the user's behavioural intention (the degree to which an individual has formulated deliberate plans to perform or not perform some defined future behaviour). Finally, the actual use of the device is determined by behavioural intention.

Thus, researcher may also consider the study to be carried out further after this study. In addition, students can improve the quality of study and performance. Besides, the findings of this study also expected to provide information for education organizations. The findings can help the educational institutions to plan what is needed in the future.

2. Literature Review

The aim of this section is discussing the concept of e-learning and summarized the literature of review of the key points that related to the topic of study. Next, this section will also discuss the previous research in the field of e-learning with the aim of determining factors influence the desire to use e-learning. It reviews the literature on the TAM perspective and how they are influencing the behavioural intention to e-learning. It reviews the literature on the TAM perspective and how they are influencing the behavioural intention to e-learning. Current differences are described to provide a framework for conducting this study. In the Malaysian context particularly, factors affecting behavioural intention towards e-learning usage during Covid-19 pandemic.

2.1 E-learning

E-learning is a form of online learning that is focused on technical tuition and training. This style of learning immerses students in a simulated world where they can engage in a variety of activities. Investigation and audio-visual contact with several topics are among these practices. Furthermore, e-learning allows students and teachers to communicate with one another. Educational and higher education institutions should make interactive e-learning courses more accessible so as to recognize significant improvements in e-learning practices (Amado-Salvatierra *et al.*, 2016).

The term e-learning system refers to the tools that students use to obtain content, usually assignments. Individual task interaction is based on e-learning materials. These assignments are necessary for end-user computing environments such as e-learning (Doll & Torkzadeh, 1988; Hsu & Chiu, 2004). It is critical that students concentrate on the content rather than the technique of delivery (Al-Rahmi *et al.*, 2015). Doll and Torkzadeh (1988) describe one of these viewpoints, claiming that the artefact is the centre of computer-oriented styles like e-learning, whereas the traditional technique focuses on the interaction between the individual and the activities. Other research has found that by incorporating technology into e-learning courses, some characteristics such as accessibility and interaction can be improved (Al-Rahmi *et al.*, 2018; Mayisela, 2013).

By switching from traditional lectures to e-learning, learners can gain access to a variety of advantages, including increased efficacy and quality of learning facilities due to improved communication with teachers and greater access to learning materials (Idris & Osman, 2016). The intention of students and positive attitudes toward e-learning play a significant role in the adoption of e-learning. For lecturers and students, e-learning has had a positive effect and has developed into an alternative learning method. When it comes to incorporating e-learning, proper planning is needed to ensure that the exercises are carried out effectively. Face-to-face meetings can be used to improve interaction, and e-learning experiences can be used to address questions that cannot be addressed by face-to-face meetings.

An Internet-enabled learning method is referred to as e-learning (Gunasekaran *et al.*, 2002). Students are becoming more independent in their relationships with teachers as a result of this form of learning, which has resulted in a dramatic shift from teacher-centred teaching to student-centred self-regulated learning (Schworm & Gruber, 2012). According to some reports, online courses have a higher dropout rate than face-to-face courses (Monahan *et al.*, 2008). E-learning needs to be adjusted for a variety of situations, and some methods have been used (Burgos *et al.*, 2007). E-learning has far-reaching implications for both teachers and students. However, several studies have found no substantial variations in instructor success between online and face-to-face instruction in the case of trainers (Diaz & Entonado, 2009).

As conclusion, e-learning has become a significant instructional methodology in education in the Covid-19 pandemic. At the same time, online course retention remains high (Carr, 2000; Jun & Jun, 2005; Rochester & Pradel, 2008). Social interaction in online courses, especially between students and lecturer, may play an important role in student satisfaction (Espasa & Meneses, 2010; Mahle, 2011; Park & Choi, 2009) and persistence (Morris *et al.*, 2005; Tello, 2008). According to the study, expectations for different forms of online interactivity vary depending on the learner's level and type (David *et al.*, 2011; Hollenbeck *et al.*, 2011; Tello, 2008). As a result, universities must take great care to build engaging learning environments that enable students, lecturers, and content to engage in relevant and detailed ways.

2.2 Covid-19 and technology use in education

In this pandemic, the technology sector which includes networking networks, online services, cloud services, artificial intelligence, and smart service platforms, has grown rapidly as the pandemic has reduced opportunities for offline communication (Kevin, 2020). Market demand for online education, online life facilities, and other ventures is at an all-time high. At the same time, "online" office work such as home office and remote office that are not restricted by geographical space, especially office software that can realize individual collaboration, will be the future development trend. After the beginning of lockdown in some nations, one of the largest content distribution companies has recorded 20–40 percent increase in internet traffic (Favale *et al.*, 2020).

In addition, the shape of improvement of the ICT sector, authorities initiatives, enhancements in E-Learning content, access of overseas players, growing quantity of colleges and company companies,

and development in the Internet penetration charge will pressure the Malaysian E-mastering marketplace to reveal a fantastic future increase at a Compound annual growth rate (CAGR) of 16.1% in the subsequent five years (Jatin, 2019). Hence, many Malaysians are urbanized and well-educated with a 76 percent urbanization rate. As a result, there was a lot of internet use. Currently, 83 percent of Malaysians are online, with 81 percent of them using social media. In comparison to other Southeast Asian regions, Malaysian netizens spend a lot of time with media daily (Simon, 2020).

Furthermore, there are many types of technology usage for education. Further to different ancillary channels created with the aid of using institutions of better learning, including Google Classroom, Zoom meeting, and Webex, numerous present social media structures also can be used online, as university students are familiar with the application. For example, WhatsApp, Telegram, Facebook, Google Meet, Line, and Instagram.

According to Nicholson (2008), the emphasis of e-learning in university settings is on the development of metacognitive, reflective, and interactive learning skills. Furthermore, to optimize incidental learning and increase results, e-learning goes beyond planned subject learning to understand the importance of the unplanned and the learner's self-directedness.

In conclusion, educational institutions that are new to learning about these online forms will certainly encounter some obstacles. There are several most important limitations to enforcing e-learning, which includes technology, individual, pedagogy, and allowing conditions (Ali *et al.*, 2018).

2.3 E-learning: TAM perspective

Davis produced the first TAM in 1989, and it has been updated many times since that day (Davis, 1989). The fundamental elements of TAM are people's reactions to technology, their behavioural intentions to use technology, and their actual use of technology (Davis, 1989). The TAM is a model that is often used to describe the relationship between current and potential use, as well as perceived usefulness (PE) and perceived ease of use (PEU). The perceived usefulness variable refers to whether a person feels that using a specific system would improve his or her job performance (Davis, 1989).

In contrast to PE and PEU, PEU refers to the degree to which an individual thinks that using a system would be free and easy to use and run. The TAM's theoretical foundation is the theory of rational action (TRA) (Ajzen & I, 1975), which is a model of human behaviour that proposes that human judgment arises from the extension of an attitude toward performing behaviour as a function of values and evaluations (Kiet *et al.*, 2014). People's attitudes toward intranets can affect their interaction with the system or their belief that it is convenient to use. The TAM contributed to a better understanding of how people use computers and information systems.

Davis *et al.* (1989), suggested the TAM to clarify IT user's behavioural intentions and actions when using technology. In the social science context, TAM has been the most commonly used and published model (Teo *et al.*, 2019). The TAM discovered that perceived usefulness and ease of use were the most significant predictors of a user's attitude or overall affect toward IT use. Perceived usefulness refers to how often a person feels that using a system will improve her efficiency, while perceived ease of use refers to whether effort it will take to use the system. The belief is that user attitude determines behavioural intention to use technology, which influences actual usage behaviour. The TAM was one of the first models to take psychological factors into consideration when predicting technology acceptance.

In conclusion, the TAM is likely the most common among these models in technology acceptance studies (McCoy *et al.*, 2007). Overall, the TAM has been empirically proven to accurately forecast around 40% of a system's use (Legris *et al.*, 2003).

(a) *Perceived usefulness (PU)*

Perceived usefulness is the extent to which a person believes that the use of a particular technology may enhance their professional effectiveness (Davis *et al.*, 1989). It was proposed that a person's decision to use or not use technology is affected by his or her perception of how much technology can improve job efficiency (Davis, 1989). This involves cutting down on the amount of time it takes to complete a task and increasing efficiency and accuracy.

According to Timothy Teo *et al.* (2011), perceived usefulness has a positive and direct impact on the behavioural intentions of pre-service students (Singaporean and Malaysian) to use technology. This means that if a student-teacher sees technology as a useful and practical way to function more efficiently, he or she would be more likely to use it. This involves reducing job completion time and increasing productivity and accuracy.

(b) *Perceived ease of use (PEOU)*

Perceived ease of use is defined as the degree to which someone believes the system would be effortless to use (Davis, 1989). The effect of perceived ease of use on intention toward the use and behavioural purpose has been recorded in a variety of studies (Šumak *et al.*, 2011; Teo & Schaik, 2009; Teo *et al.*, 2011). Perceived ease of use is a major determinant of student teachers' behavioural intentions to use technology (Teo *et al.*, 2008).

E-learning self-efficacy was found to have an indirect effect on students' intentions through perceived ease of use (Adams *et al.*, 1992). Mungania and Reio (2005) discovered a relationship between dispositional barriers and self-efficacy in e-learning. They stated that educational practitioners should examine learner dispositions and look for approaches to increase e-learning self-efficacy. In this study, e-learning self-efficacy is defined as a person's confidence in accessing information and communicating with an instructor through an e-learning system, as well as the abilities required to use the system.

(c) *Behavioural intention (BI)*

TAM claims that behavioural intention (BI) determines technology acceptance by defining the actual use of a given information system (Davis, 1989). Perceived usefulness has an impact on BI, while perceived ease of use has an indirect impact on BI. Perceived usefulness and perceived ease of use have a direct impact on behavioural intention, while perceived ease of use has a direct impact on perceived usefulness. According to the TAM, an individual's behavioural intention (BI) a system is determined by perceived usefulness (PU) and perceived ease of use (PEOU). Although numerous factors influence early technology acceptability, fundamental variables such as PEOU and PU have a greater impact on long-term adoption (Hu *et al.*, 1999). TAM assumes that a person's behavioural intention is established as a result of deliberate decision-making (Venkatesh *et al.*, 2003).

In addition, many information system usage behaviours are described by behavioural intention, which is created as a result of conscious decision-making processes. Perceived usefulness (PU) and perceived ease of use (PEOU) are two belief elements that influence a person's behaviour intentions (BI). System developers can better manage user's ideas about the system, and hence their behavioural intention and usage, by managing these two aspects.

2.4 Theoretical Framework

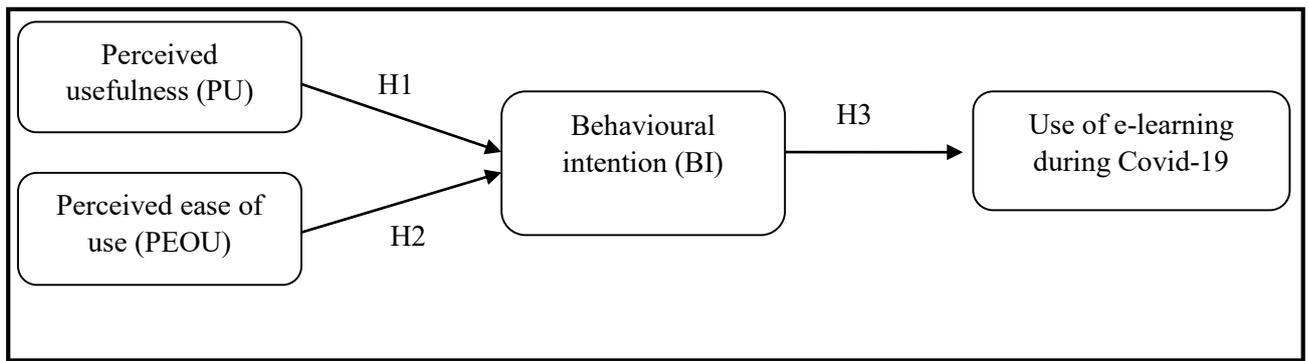


Figure 1: Conceptual framework

2.5 Hypothesis

Hypotheses	Independent Variable	Dependent Variable
H1: Perceived usefulness has a significant influence towards behavioural intention to use e-learning.	PU	BI
H2: Perceived ease of use has a significant influence towards behavioural intention to use e-learning.	PEOU	BI
H3: Student’s behavioural intention has a positive influence towards the use of e-learning during Covid-19	BI	Use of e-learning during Covid-19

H1: Perceived usefulness has a significant influence towards behavioural intention to use e-learning during Covid-19.

H2: Perceived ease of use has a significant influence towards behavioural intention to use e-learning during Covid-19.

H3: Student’s behavioural intention has a positive influence towards the use of e-learning during Covid-19.

3. Research Methodology

The research methodology used to accomplish the study goal is discussed in this section. The principle of research design, sampling plans for determining sample size, and data processing methods for conducting the study were all thoroughly explained. The methodology refers to the process of planning a well-organized analysis in order to obtain and analyse data in line with the appropriate suitability. It is a tool that is used to help and ensure that the study's results are real, right, and reliable. The types of survey methods used for research questions will be explained in this section.

3.1 Research Design

Research design is a set of method that used for controlling and analysing the variables specified in the research problem. Trochim (2006) indicated that research design is always together with the research project. A design is used to structure the research that show out how all-important part of the research project are work together in order to solve the research problem. The research design is providing the components and plan for the successfully conduct the study. Research design as a “backbone” of a research protocol.

A quantitative analysis design will be used in this report. Quantitative research design as a template provides the researchers to organize variables, select samples, and organize data collection, and selecting the appropriate analysis procedure. Quantitative research designs are used to investigate factors influencing student's behavioural intention towards the use of e-learning during Covid-19. For this study, the quantitative research design will be used to investigate factors influencing student's behavioural intention towards the use of e-learning during Covid-19 in Malaysia.

The method used in this study is using questionnaires for data collection. The questionnaire design will be distributed to the university students. Next, after data is collected from the participants, data analysis will proceed to get the result for proving this study research hypothesis. There are several steps involves in quantitative research which includes identify a problem, review the literature, specify a purpose, collect data, analyse and interpret data and followed by the last step which is to report and evaluates.

3.2 Population and sampling

Purposive sampling was chosen because the university was the only location where the questionnaires could be administered. The population of the study is the students from the university in Malaysia. Students of University Tun Hussein Onn Malaysia will be selected as respondents and data will be collected from all faculty members of the University Tun Hussein Onn Malaysia. This means that researchers observe a small portion of the population and generalize conclusions about the population reflected by the survey. For ease of comparison, Krejcie & Morgan (1970) with a table for estimating sample size for a given population will be used to measure sample size.

3.3 Research Instrument

The researchers used questionnaires to distribute to the participants in this study. There are two parts of the questionnaire. The respondent's background information is needed in Section 1. Section 2 contains concerns about the technology acceptance model and factors that influenced student's use of e-learning during the Covid-19 pandemic. The data will be collected from university students in Malaysia and the online questionnaire through Google Forms will be prepared for collecting data. All items were graded on a five-point Likert scale that ranged from 1 to 5 (strongly disagree to strongly agree).

3.4 Pilot Test

Pilot test is an essential step in the research data collection. For a feasibility study, a sample size of the pilot study as small as 10-15 per group is sufficient (Hertzog, 2008).

3.5 Data Collection

The information gathered is used to gather primary data, and a questionnaire was used as the research instrument in this analysis. Johnston (2014), stated that primary data and secondary data are the two distinct categories sources to collect the data. Data collection is a process that gathering and measuring the information related to the variables in the research for the purpose to answer the research question and to test the research hypothesis and evaluate outcomes.

(a) Primary Data

The survey approach will be used to collect primary data in the form of questionnaires that were distributed to respondents in this survey. Email and WhatsApp will be used to distribute the questionnaires.

(b) Secondary Data

Secondary data are used to supplement primary data in order to better interpret the results of more detailed studies (Church, 2002). Secondary data was gathered from journal articles and online tools like Emerald, Science Direct, Research Gate, Google Scholar, Mendeley, and others were also used as sources of information.

3.6 Data Analysis

In this research, a statistical software will be used to analysis the data that are gathered from the participants which is Statistical Package for the Social Sciences (SPSS). In this study, there are some types of the data analysis that consists in SPSS software will be used to analyse the data that are collected from the participants which are descriptive analysis, normality test, reliability test, validity test, and regression.

(a) Normality Test

In this study, the value of skewness and kurtosis will be used to check the data is normally distributed or not. Skewness usually used to measure of the symmetry in a distribution. The dataset that have the skewness value equal to 0 is mean the data set is symmetric. According to Aminu (2014), the data is normally distributed when the value of skewness is less than ± 2 and kurtosis value must less than ± 7 .

(b) Reliability and Validity

Cronbach's Alpha is measure of the internal consistency and measure about the scale reliability by section. Cronbach's Alpha would show to the researchers if the test designed by the researcher is measuring the variable of interest accurately. A Cronbach's coefficient is a measure of how well a test measure achievement. It is the proportion of variance in observed scores attributable to true scores.

Kaiser-Meyer-Olkin (KMO) Test will be used in this study for measure how suited the data for the factor analysis. The statistic is a measure of the proportion of variance among variables that might be common variance. The lower the proportion, the more suited your data is to factor analysis. KMO value is between 0 and 1. KMO values between 0.8 and 1 indicate the sampling is adequate. However, KMO value that less than 0.6 is mean that the sampling is not adequate (Field, 2009).

Bartlett's test will be used to refer in this study. Bartlett test has the function to test the hypothesis that correlation matrix is an identity matrix, which implied that the variables are unrelated and no suitable for the structure detection. Bartlett's test should be less than 0.05 to indicate that factor analysis is useful with the datasets.

3.7 Descriptive Analysis

The Statistical Package for the Social Sciences (SPSS) will be utilized in this study to conduct a validity and reliability test on the data collected from the questionnaires.

4. Conclusion

In this paper, we have presented a framework for factors influencing student's intention towards the use of e-learning during Covid-19 in Malaysia. So far, our contribution has been to introduce the technology acceptance model (TAM) as a conceptual framework for factors influencing student's behavioural intention towards the use of e-learning during Covid-19 in Malaysia. Elaborating and validating the framework as well as specifying it from specific theoretical and practical perspectives shall be the next steps in the research process.

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