

Academics' Intention to Use Zoom Meetings for Teaching

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Many higher educational institutes adopted digital tools to facilitate teaching and learning activities online due to covid-19 pandemic. Among them, university academics had to rely on Zoom Meetings for teaching even if Zoom is generally used as a virtual communication tool. In order to identify future developments in implementing online education strategies, studying the perceptions of academics in using Zoom Meetings for teaching is essential. Therefore, in the present study, Unified Theory of Acceptance and Use of Technology was adopted to identify the significant factors contributing to university academics' intention to continuously use Zoom Meetings for teaching. A sample survey was conducted using a random sample of 350 university academics from Arts and Management faculties of selected state universities in Sri Lanka. Self-enumeration method was used instrumenting a structured questionnaire to collect data. Structural Equation Modelling approach was used to analyse data. It was revealed that university academics' intention to continuously use Zoom Meetings for teaching is positively associated with performance expectancy, effort expectancy and social influence and is indirectly associated with facilitating conditions through positive mediating effect of effort expectancy. These findings make important implications on software developers, educational administrators, policymakers, and researchers in different perspectives.

Keywords: academics, covid-19, zoom meetings, intention, online education

INTRODUCTION

Online education has been considered as an integral part of the education system due to the rapid expansion of technology in the modern world. With the impact of COVID-19 pandemic, online education has become a key factor in higher education even though it had not received sufficient attention in Sri Lanka prior to the pandemic. With the closure of higher education institutes during the pandemic, online education was promoted for teaching, learning and assessment processes alternatively to traditional education system (Rameez, Fowsar & Lumna, 2020). Despite most of the higher education institutes adopting Learning Management System (LMS) as an online education system, teachers and students still do not seem to show much interest in it. Besides LMS, there are several other technological tools such as Gmail, cloud storages, WhatsApp, and Skype, but they are

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rarely used for teaching purposes. However, during the pandemic, those tools have been utilized for supporting education processes. Among them, Moodle LMS and Zoom Meetings have contributed vastly for online education in higher education institutes in Sri Lanka (Haththotuwa & Rupasinghe, 2021).

As its name implies, Moodle LMS is dedicated for facilitating education needs as an online learning platform. Since it is a freely-available open-source software, many educational institutes have opted to adopt it as their learning management system. However, unlike Moodle LMS, Zoom Meetings is not limited for online education since is a video conferencing tool. Generally, video conferencing tools allow users to set up virtual video and audio conferencing and includes associated functions and features. Currently, different video conference software are available in the market such as Microsoft Team, Google Meet, Skype, Zoom Meetings, etc. With the pandemic, the use of Zoom Meetings has unexpectedly become one of the most essential services for many sectors including education and business. University academics inclined to use Zoom Meetings to perform synchronous teaching (Makruf et al. 2021). Flexibility of features and functions of Zoom Meetings also enabled its use as an online education platform. As Zoom Meetings are a novel experience for academics and students in higher education institutes, administrators faced with the challenge of instructing them on how to use Zoom Meetings for educational purposes. Hence, institutional level training programs on Zoom Meetings and its functionalities have been conducted to empower the academic staff to conduct lectures online through Zoom Meetings. Academics and students of the state universities in Sri Lanka have been also able to use Zoom Meetings free of charge under the service of the Lanka Education and Research Network (LEARN).

Due to the rapid growth of Zoom Meeting usage among higher education community, it is essential to have an insight towards pedagogical aspects of Zoom Meeting rather limiting its capacity for other conventional purposes. Moreover, Zoom Meeting is a novel tool in the field of education, contrariwise to tool like Moodle LMS, though, a smaller number of studies were carried out on Zoom Meeting and other associated tools. While the Unified Theory of Acceptance and Use of Technology (UTAUT) model has been applied in areas of education technology, it was revealed that there is a shortage of studies carried out in Sri Lanka. During recent period many changes have been happened in the higher education sector not only locally but also globally. Therefore, the generalizations made through past studies in the same field might be not valid for the current situation. Henceforth, there is a significant research gap in the existing knowledge and it justifies the necessity of conducting a new study on this matter. Therefore, the main objective of this study to identify the significant factors contributing to university academics' intention to continuously use Zoom Meetings for teaching adopting Unified Theory of Acceptance and Use of Technology.

Literature Review

With the suspension of face-to-face learning environment, most of the universities started to use Zoom Meetings as their main teaching delivery mode. Literature provides benefits and advantages of the use of Zoom Meetings for teaching. According to Scanga et.al (2018), Zoom Meetings provide an interactive learning environment with features including a virtual whiteboard with annotation capability for explaining ideas, break rooms for small collaborative group work, polls for student feedback, and chats for class discussions. Zoom Meetings are also an effective way of offering equal access to the information-world irrespective of the locations of the users, their ages as well as ethnic origins, and races (Khan, 2005). So, it reduces the barriers in terms of space and time (Chizmar & Walbert, 1999; Cantoni, 2004; Holmes and Gardner, 2006) where teachers and students can interact despite their location. Learners' shyness and lack of confidence can also be reduced by using Zoom Meetings (Coman et al., 2020; Helda and Zaim, 2021). Furthermore, it encourages students to maintain good communication with their peers, and discuss and exchange ideas (Arkorful, 2014).

Despite many benefits of Zoom Meetings, they have several challenges and negative outcomes. Loss of desire and physical interaction is the most significant drawback (Nazarlou, 2013; Islam et al., 2015) in addition to other technical disparities. A study by Dhull and Sakshi (2017) revealed that students who lacked independence and self-motivation performed worse than their peers in terms of success rates when Zoom Meetings were used for teaching. With these drawbacks, the use of Zoom Meetings for teaching may appear less effective than traditional learning (Helda and Zaim, 2021). During the last couple of years, with the rapid growth of Zoom Meeting usage among higher education community, it is essential to have an insight into the pedagogical aspects of Zoom Meetings rather than focusing on their other conventional purposes. When contrasted with tools like Moodle LMS, a smaller number of studies (Jameel et al., 2022; Etodike et al., 2022; Zulherman, Pangarso and Zain, 2021) have been carried out on Zoom Meetings and other associated tools. Therefore, it is significant to look at whether the use of Zoom Meetings for educational purposes varies with different circumstances; what would be the determinants of accepting Zoom Meetings to use in educational purposes.

The Unified Theory of Acceptance and Use of Technology (UTAUT) was introduced by Venkatesh and colleagues (2003) as a trail to unify technology-related variables of various models and theories of technology acceptance such as the Theory of Reasoned Action (TRA), the Technology Acceptance Model (TAM), the Motivational Model (MM), the Theory of Planned Behavior (TPB), the Model of Personal Computer Utilization (MPCU), the Innovation Diffusion Theory (IDT) and the Social Cognitive Theory (SCT) (Ahmad, 2014). During the last two decades, the UTAUT was empirically tested and evaluated by various researchers. Studies in different fields including education also assessed the usability of the UTAUT to measure the usage and acceptance of various technological tools (Yeop et al., 2018). However, studies which have applied the UTAUT for assessing the usage and acceptance of Zoom Meetings for teaching are very few in the existing literature. Instead of face-to-face learning, selecting Zoom Meetings as a delivery mode has initiated a scholarly discussion on its appropriateness as a pedagogical tool. Consequently, with limited attention in the existing literature, there is a necessity of assessing the usage and acceptance of Zoom Meetings while focusing on the associated factors in the context of higher education institutes in Sri Lanka. Hence, the present study mainly aimed to apply the UTAUT for identifying the factors associated with the continuous use of Zoom Meetings for teaching purposes by academics in higher educational institutes in Sri Lanka.

METHOD

Since the research model was developed according to a well-established theoretical model, this study principally adopted a theory-testing. Hence, a deductive research approach was adopted. In order the test the research model empirically, primary data were collected through a sample survey. Therefore, a cross-sectional research design was applied. The collected data were analyzed using Structural Equation Modelling approach, one of the leading multivariate statistical techniques. Therefore, the present study used a quantitative methodology for data analysis.

The present study adopted UTAUT model as the main theoretical reasoning. Figure 1 illustrates the research model. In the research model, there are five latent constructs as Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC) and Behavioral Intention (BI) which cannot be measured directly but can be measured indirectly. Behavioral intention was identified as the response variable while other constructs were identified as predictor variables. Effort expectancy also plays a mediating role.

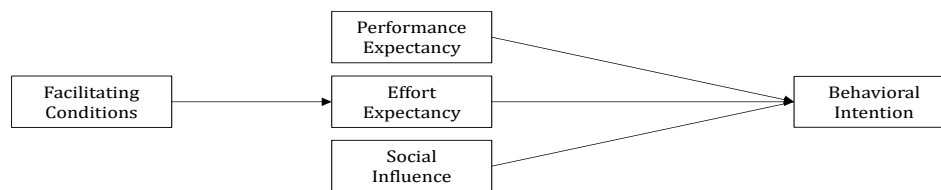


Figure 1
Research model

In the present study a few modifications were added to the original UTAUT model as: Use behavior construct was excluded; moderator variables were not included; Indirect effect of facilitating conditions on behavioral intention with a mediating effect of effort expectancy was assumed. During the pandemic, a variation of the use behavior of Zoom Meetings among academics cannot be hypothesized. Therefore, predicting behavioral intention on critical factors in future rather than predicting use behavior is appropriate. On the other hand, facilitating conditions like compatibility may influence on effort expectancy dimensions such as ease of use. Therefore, an indirect effect of facilitating conditions on behavioral intention through effort expectancy can be hypothesized. Hence the hypotheses of the present study are as follows:

H01: Facilitating conditions is directly associated with effort expectancy

H02: Performance expectancy is directly associated with behavioral intention

H03: Effort expectancy is directly associated with behavioral intention

H04: Social influence is directly associated with behavioral intention

H05: Facilitating conditions is indirectly associated with behavioral intention mediating effort expectancy

Accordingly, the researcher developed appropriate scales for measuring the latent constructs by carefully reviewing existing literature. Table 1 summarizes the operationalization of the construct which were identified as response variable and possible predictor variables in the study.

Table 1
Operationalization of the research constructs

Variable	Item	Reference
Performance Expectancy	Useful mode of teaching	Davis (1989)
	Improving teaching capabilities	
	Reaching teaching requirements quickly	Thompson, Higgins, and Howell (1991), Compeau and Higgins (1995); Venkatesh et al. (2003)
	Better to teach continuously	
	Facilitating teach-student interaction	
Effort Expectancy	Alternative for teaching compared to other tools	Moore and Benbasat (1991); Venkatesh et al. (2003)
	Motivating to conduct teaching sessions online	Davis, Bagozzi, and Warshaw (1992); Venkatesh et al. (2003)
	Teaching activities are understandable	Thompson et al. (1991); Venkatesh et al. (2003)
	Teaching is easy	Davis (1989); Moore and Benbasat (1991); Venkatesh et al. (2003)
Social Influence	Features and functions can be quickly adopted	
	Easy to become skillful	
	Colleagues influence to use	Fishbein and Ajzen (1975); Ajzen (1991); Thompson et al. (1991); Taylor and Todd (1995)
	Senior staff advices to use	
Facilitating Conditions	Institute influences to use	
	People whose opinions valued influence to use	
	Resources are enough	Ajzen (1991), Taylor and Todd (1995)
Behavioral Intention	Knowledge is enough	
	Help from others is available when difficulties are arisen	Thompson et al., 1991
	Future usage	
	Plan to use	Venkatesh et al. (2003)
	Use again	
	Use regularly	

The target population for the study was identified as the academic staff members of two faculties (Arts and Management) of selected state universities in Sri Lanka (University of Sri Jayewardenepura, University of Colombo, University of Peradeniya, University of Kelaniya, University of Jaffna, University of Ruhuna, Eastern University, South Eastern University, University of Rajarata, University of Sabaragamuwa) who have used Zoom Meetings mainly for teaching and also for other educational purposes during the pandemic. These two faculties have commonly comprised academic fields under Social Sciences. The undergraduate population characteristics such as quantity at two faculties are not much deviated. The selected universities are the only state universities that facilitate both Art and Management faculties in Sri Lanka. As the sampling frame, list of academic staff members of the faculties of Art and Management of each selected university was retrieved from the department-level websites in 2022. Academics who were on leave were excluded from the target population. According to available data in web sites, the total number of academics at the two faculties in the selected universities is 2151. The optimal sample size determined through the Krejcie and Morgan (1970) formula at 95% confidence level is 326. A sample of 350 academics was selected randomly tolerating the non-response error. A stratified random sampling technique with proportionate allocation was adopted to obtain a representative sample across the different faculties and universities.

Primary data were gathered from academics using self-enumeration method via a structured questionnaire. The structured questionnaire comprised four sections as demographic information, technology-related information, use of Zoom Meetings, perception towards Zoom Meetings. The latent constructs of the research model were measured using five-point Likert scale statements. Due to limited physical interactions and geographical distance, a Google form was emailed to each academic. Reminder emails were also sent from time to time to collect the data. The data collection was done during three months (March, 2022 - June, 2022). At the end, 325 responses were received subject to a response rate of 93%. Generally, a sample that exceeds 200 units is reasonable to perform the SEM analysis with stable parameter estimation and strong test result (Loehlin, 1998). Data analysis was carried out through two phases as descriptive analysis and advanced analysis. Throughout the descriptive analysis, appropriate numerical methods including summary measurements and graphical tools were used to explore the data. Under the advanced analysis, the researcher adopted Structural Equation Modelling (SEM) technique. SEM combines both factor analysis and multiple regression analysis, hence, structural relationship between measured variables and latent constructs can be examined. There are two estimation methods under SEM as Covariance-Based (CB) method and Partial Least Square (PLS) method. The CB-SEM is used mostly to test existing theory, whereas PLS-SEM is appropriate in the exploratory stage for theory building and prediction (Hair et al., 2017). CB-SEM was adopted with the current study sine the primary objective of the study is to validate the research model which directly adopted an existing theory. Relevant reliability and validation criterion mentioned in the SEM approach was assessed in order to find the optimal model. As computer software, IBM SPSS and AMOS were mainly used for analysis purposes.

FINDINGS

The demographic profile of the 325 academics who took part in the study is given in Table 2.

Table 2
Demographic characteristics of the participants

Characteristics	Count	Percentage (%)
University		
Colombo	38	11.69
Eastern	8	2.46
Jaffna	18	5.54
Jayewardenepura	42	12.92
Kelaniya	52	16.00
Peradeniya	45	13.85
Rajarata	28	8.62
Ruhuna	42	12.92
Sabaragamuwa	37	11.38
South Eastern	15	4.62
Faculty		
Art	184	56.62
Management	141	43.38
Gender		
Female	155	47.69%
Male	170	52.31%
Academic Position		
Lecturer (Prob.)	44	13.54
Lecturer	68	20.92
Senior Lecturer	157	48.31
Professor	53	16.31
Senior Professor	3	0.92
Highest Academic Qualification		
Bachelor	61	18.77
Master	124	38.15
MPhil	49	15.08
PhD	91	28.00
Academic Experience		
Below 5	71	21.85
5 - 15 Years	144	44.31
16 - 25 Years	75	23.08
Above 25	35	10.77

In terms of university composition, academics from the Kelaniya university made the highest contribution (16.00%) whereas academics from the Eastern university made the lowest percentage (2.46%). When considering the contribution of two faculties, 56.62% of the academics were attached to the Arts faculties while 43.38% of the academics were attached to the Management faculties in the selected state universities. Among the 325 academics in the sample, females accounted for 47.36% and males accounted for 52.31. This gender ratio in the sample also reflects the actual gender ratio of the university academics. Among the surveyed academics, the majority of the participants were senior lecturers (48.31%) and the second dominant group was lecturers (20.92%). In terms of higher educational qualifications, most of the academics have completed Master's degree while the second-most of the academics completed PhD. It can be noticed that the respondents are concentrated in the 5 – 15 academic experience group, accounting for 44.31%.

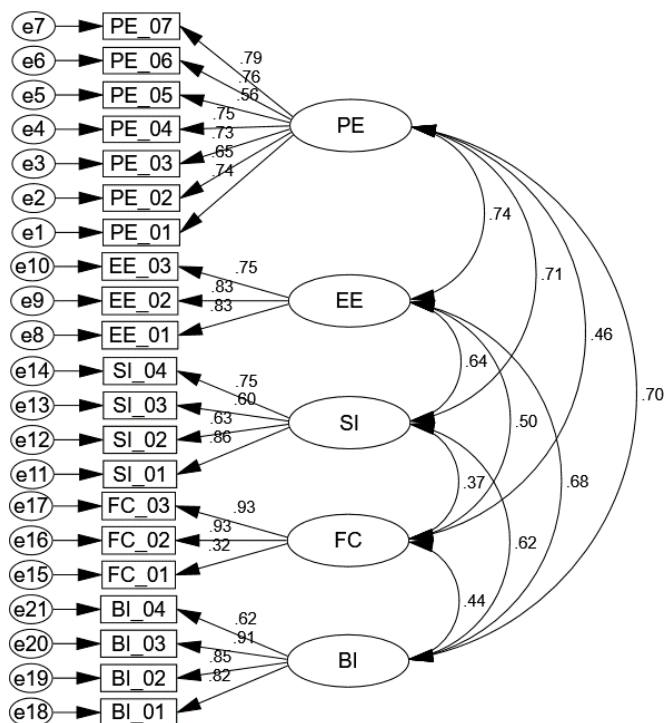


Figure 2
Measurement model

The measurement model specifies the indicators for each construct, and enables an assessment of reliability and validity (Hair et al., 2010). Based on the conceptual model, 21 observed variables and 05 latent constructs were used. A visual diagram of the measurement model is shown in figure 2. In the measurement model, rectangles characterize the observed variables; ovals characterize the latent constructs; circles characterize the error terms; single-headed arrows characterize the paths; double-headed arrows characterize the covariances included in the model.

Checking reliability and validity is essential in Structural Equation Modelling. The reliability was assessed in terms of Composite Reliability measures. In addition to reliability, convergent validity was assessed through values of Average Variance Extracted (AVE). Table 3 presents Cronbach Alpha values, composite reliability values and AVE values corresponding to each latent construct.

Table 3
Reliability and convergent validity

Construct	Composite Reliability	Average Variance Extracted (AVE)
Performance Expectancy	0.883	0.657
Effort Expectancy	0.845	0.524
Social Influence	0.844	0.643
Facilitating Conditions	0.806	0.515
Behavioral Intention	0.805	0.614

The benchmark value of composite reliability is 0.7 (Fornell & Larcker, 1981) while the ideal level of AVE is equal or above 0.5 (Hair et al., 2014). Following these two criteria, it can be concluded that all

the latent constructs have satisfied the internal consistency in terms of reliability and convergent validity. Additionally, the latent constructs should satisfy the discriminant validity criterion. For checking discriminant validity, square root values of AVE values were compared with inter-variable correlations as summarized in table 4.

Table 4
Discriminant Validity

Construct	PE	EE	SI	FC	BI
PE	0.810				
EE	0.735	0.724			
SI	0.713	0.635	0.802		
FC	0.464	0.505	0.37	0.717	
BI	0.704	0.675	0.623	0.438	0.783

As the table shows, all the inter-variable correlations are less than the relevant AVE square root values, supporting the discriminant validity of the measurement model of the current study. Therefore, the structural model satisfied the reliability, convergent validity and discriminant validity. Univariate and multivariate normality requirements of the data for SEM in current study were evaluated using shape measures, Skewness and Kurtosis. Table 5 presents the skewness and kurtosis values corresponding to each item of the current study.

Table 5
Assessment of normality

Variable	Skewness	Kurtosis
PE_01	-0.625	0.516
PE_02	-0.521	0.155
PE_03	-0.218	-0.443
PE_04	-0.744	0.178
PE_05	0.182	-0.58
PE_06	-0.743	0.266
PE_07	-0.735	0.239
EE_01	-0.974	1.538
EE_02	-0.66	-0.095
EE_03	-0.705	0.189
SI_01	-0.244	-0.176
SI_02	-0.309	-0.565
SI_03	-0.803	0.228
SI_04	-0.392	-0.156
FC_01	-1.179	2.568
FC_03	-1.099	1.397
FC_04	-1.101	1.332
BI_01	-1.067	1.626
BI_02	-0.894	0.583
BI_03	-0.697	0.376
BI_04	-0.676	0.001
Mardia's Coefficient	157.22	30.977

According to Bollen (1989), if Mardia's coefficient is lower than $p(p+2)$ where p is number of observed variables, then the combined distribution of the variables is multivariate normal. Mardia's coefficient value recorded for this study is at 157.22, which is below the recommended cut-off of 483 with the 21 observed variables meeting multivariate normality. To test for univariate normality, the skewness and kurtosis for each variable in the data set was determined. The cut-off values of 3.00 for univariate skewness and 7.00 for univariate kurtosis have been proposed by Finney and DiStefano,

2006). Inspection of the assessment of normality table shows that all the skewness values which ranged from -1.179 to 0.182 are below 3 while all the kurtosis values which ranged from -0.58 to 2.568 are below 7. Accordingly, the assumptions of the univariate and the multivariate normality are satisfied in this study.

Table 6
Measurement model fit indices

Goodness of Fit Index	Index Value	Acceptable Level
Goodness of Fit Index	CMIN/DF	1.866
	GFI	0.825
Absolute Fit Indices	AGFI	0.774
	RMESA	0.076
	RMR	0.076
	TLI	0.899
Incremental Fit Indices	CFI	0.914
	RFI	0.806
	NFI	0.834
	PGFI	0.639
Parsimony Fit Indices	PRATIO	0.852
	PNFI	0.711
	PCFI	0.779

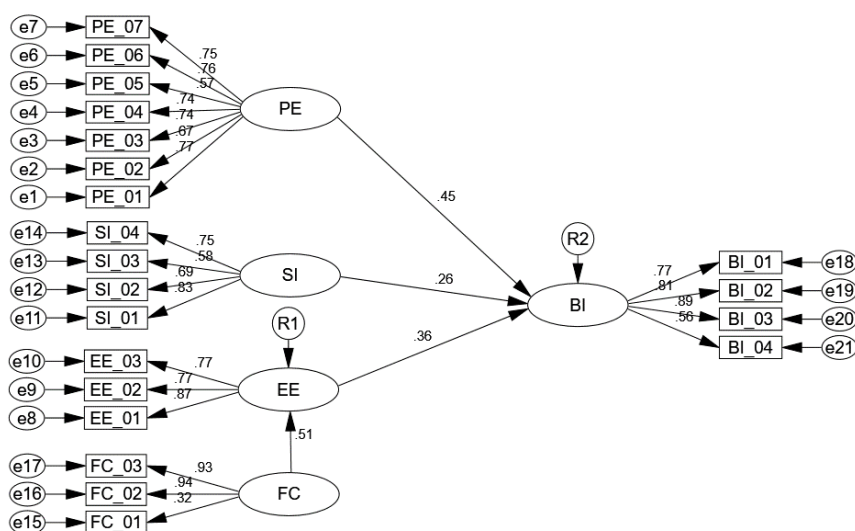


Figure 3
Structural model

According to table 6, since the CMIN/DF value is less than 3, RMESA and RMR values are less than 0.1 and other goodness of fit indices are closer to 1 as in the table 6, the overall goodness of fit of the measurement model can be verified as per the model fit index matrix.

The structural model was developed for identifying the effect of performance expectancy, effort expectancy, social influence, facilitating conditions on behavioral intention. The proposed structural models are composed of 5 major latent constructs, of which Behavioral Intention construct is endogenous and other four constructs are exogenous. The indirect effect of facilitating conditions on

behavioral intentions through effort expectancy as mediating construct was also included in the structural model. Figure 3 illustrates the structural model for relationship between exogenous constructs and endogenous constructs. In the model, rectangles characterize the observed variables; ovals characterize the latent constructs; circles characterize the error terms; single-headed arrows characterize the paths; double-headed arrows characterize the covariances included in the model.

Table 7
Structural model fit indices

Goodness of Fit Index	Index Value	Acceptable Level
	CMIN/DF	2.667
	GFI	0.755
Absolute Fit Indices	AGFI	0.694
	RMESA	0.106
	RMR	0.231
	TLI	0.806
	CFI	0.829
Incremental Fit Indices	RFI	0.722
	NFI	0.755
	PGFI	0.604
Parsimony Fit Indices	PRATIO	0.881
	PNFI	0.665
	PCFI	0.730

For the structural model, the discrepancy divided by degrees of freedom (CMIN/DF) is 2.667 and it is less than 3; RMESA and RMR values are less than 0.1 and other goodness of fit indices are close to 1 as in the table 7. Therefore, the overall goodness of fit of the structural model can be confirmed.

Table 8 presents the standardized and unstandardized regression weights, standard errors, critical ratio values, and the corresponding probability values for each path. Results corresponding to path of FC → EE supports the hypothesis that the facilitating conditions has a direct relationship with effort expectancy ($\beta = 0.507$, $P = 0.000$). It further implies that there is a positive relationship between facilitating conditions and effort expectancy.

Table 8
Path coefficients of structural model

Path	Standardized Estimate	Estimate	S.E.	C.R.	P
FC → EE	0.507	1.387	0.419	3.314	0.000
PE → BI	0.451	0.430	0.084	5.097	0.000
EE → BI	0.357	0.314	0.074	4.247	0.000
SI → BI	0.262	0.205	0.065	3.150	0.002
FC → EE → BI	0.181	0.436	0.241	1.809	0.010

Results corresponding to path of PE → BI supports the hypothesis that the performance expectancy is directly associated with behavioral intention ($\beta = 0.451$, $P = 0.000$). It further implies that there is a positive relationship between performance expectancy and behavioral intention. Results corresponding to path of EE → BI supports the hypothesis that the effort expectancy is directly associated with behavioral intention ($\beta = 0.357$, $P = 0.000$). It further implies that there is a positive relationship between effort expectancy and behavioral intention. Results corresponding to path of SI → BI supports the hypothesis that the social influence is directly associated with behavioral intention ($\beta = 0.262$, $P = 0.002$). It further implies that there is a positive relationship between social influence and behavioral intention. Results corresponding to path of FC → EE → BI supports the hypothesis that the facilitating conditions is indirectly associated with behavioral intention mediating effort expectancy (β

= 0.181, $P = 0.010$). Among three direct influential factors, performance expectancy is the most crucial factor, as it accounts for the maximum contribution in terms of path coefficient.

DISCUSSION

The main objective of this study was to identify the factors associated with the usage and acceptance of Zoom Meetings for educational purposes by lecturers in higher educational institutes in Sri Lanka. As per the results of the SEM analysis, performance expectancy, effort expectancy and social influence are positively associated with behavioral intention to continuous use of Zoom Meetings for teaching. Furthermore, effort expectancy is positively associated with facilitating condition while contributing as a significant mediator between facilitating conditions and behavioral intention to continuous use of Zoom Meetings for teaching.

This study found empirical support for the relationship between performance expectancy and behavioral intention to continuous use of Zoom Meetings for teaching. This means that university academics will use the Zoom Meetings for future teaching activities if they feel that the system helps them to reach their goals of teaching activities and are benefited from a boosting of their expected performance level. This finding confirms the works of Jameel et al. (2022) and Etodike et al. (2022). This has implications for the developers of the application to add more features to enhance the ability to meet the users' expectation. Moreover, this study found a significant positive relationship between effort expectancy and behavioral intention to continuous use of Zoom Meetings for teaching. This implies that university academics are willing to use Zoom Meetings for their teaching activities when they perceive that the Zoom platform is not much complicated to learn and operate. This finding is also consistent with the previous work of Jameel et al. (2022) and Etodike et al. (2022). This finding encourages developers of Zoom Meetings to add more convenient and user-friendly features in updates of the software.

The initial model developed by Venkatesh et al (2014) hypothesized a positive relationship between social influence and behavioral intention. This study confirmed that relationship in the context of using Zoom Meetings for teaching by university academics. In this regard, Etodike et al. (2022) revealed a similar result while Jameel et al. (2022) found a contradictory result. Practically, university academics pay keen attention to the influences of their colleagues, seniors and institute for using Zoom Meetings continuously in teaching. Among these three direct factors, performance expectancy can be considered as the most influential factor which is highly associated with behavioral intention to continuous use of Zoom Meetings for teaching. Therefore, university academics are highly concerned on adoptability of features and functionalities of the tool with desired teaching activities by themselves. In the existing literature, Zulherman, Pangarso and Zain (2021) found insignificant relationships of all these three constructs with behavioral intention to use Zoom by university academics. Therefore, contextual disparities should also be considered when adopting UTAUT model and corresponding adjustments in research model will help to match the present situation even if the UTAUT model has used theoretical model. Even though the initial model assumed a direct relationship between facilitating conditions and behavioral intention, this study made a vital change. In the present study, a relationship between facilitating conditions on behavioral intention with a mediating effect of effort expectancy was assumed. Additionally, a direct effect of facilitating condition on effort expectancy was hypothesized. This study confirmed a positive relationship between facilitating condition and effort expectancy. On the other hand, the mediator role of effort expectation is significant with the current findings. These findings indicate that, by improving effort expectancy, favorable environmental conditions will increase the behavioral intention of users to continuously use Zoom Meetings for teaching. This has implications for the university administrative bodies when enhancing the facilities for Zoom Meetings in the form of training programs, and providing necessary resources. In sum, university academics' intention to continuous use of Zoom Meetings for teaching is explained directly by the performance

expectancy, effort expectancy and social influence; indirectly by the facilitating condition with a mediating effect of effort expectancy.

CONCLUSION AND SUGGESTIONS

Higher education institutes in Sri Lanka adopted Zoom Meetings for teaching during the period of COVID-19 pandemic. Academics in state universities mostly rely on Zoom Meetings as they got free-access to the software under LEARN project. Although universities were physically closed, university academics opted to use Zoom Meetings for teaching. This study examined the factors that significantly contributed to academics' intention to use Zoom Meetings continuously for teaching. For the theoretical perspective, UTAUT model was adopted with a few alternations and was evaluated using SEM approach. The research model was validated in the Sri Lankan context. The results emphasize not only the need for further developments by the developers of Zoom Meetings but also decisions of academics to use Zoom Meetings for teaching in future and the institutional and administrative commitments to address academics' requirements. The results of the present study are subject to a few limitations and open up paths for future research. The generalizations made are limited only to the target population, specially, academics at the faculties of Arts and Management in the selected state universities. Therefore, future studies may consider other faculties, other state universities, and also other private universities. Further, the present study was conducted as cross-sectional research, and hence, a longitudinal research design will be more fruitful since the UTAUT model comprises psychological constructs. In a future study, the results can be further strengthened with mixed methodology combining qualitative aspects as well. It will give a deeper insight into the phenomena studied. Although, this research has directly adopted UTAUT model, other theoretical models and research models in the existing literature can be adopted in future research.

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