Factors That Affect the Intention to Use E-learning Sites:

A Study From the Perspective of Technology Acceptance Model

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Abstract

The internet is a major technological development changing our life. This study investigates students' intents to use of electronic learning (e-learning) platforms using Technology Acceptance Model, known as TAM. Our model consists seven variables mainly, technology related variables, instructor related factors, course related factors, perceived usefulness, known as PU, perceived ease of use, known as PEOU, enjoyment and intention to use. Data have been gathered through google forms. Likert type questionnaire and applied 209 adult students who are older than 20. Results shown that instructor and course related factors and PU and PE positively affect desire of using e-learning. However, PEOU doesn't affect to PU. At last technology related-factors don't affect the PU, PEOU, PE. By means of this we concluded that the technology doesn't affect to intention use of e-learning.

Keywords: Electronic-learning (e-learning); course-related factors. technology acceptance model (tam); technology-related factors; ınstructor-related factors;

INTRODUCTION

The societal and interpersonal aspects of human existence are profoundly influenced by the progression and modifications in technology. One of the areas influenced by these technological developments is education. The development of new alternative educational techniques is a result of advancements in internet and communication technology (Avcı & Yıldız, 2021). The emergence of the Internet in the early 1990s led to the incorporation of elearning technologies into educational institutions. Due to the quick advancements in information technology, there are numerous new technical applications available today. E-learning is the process of distributing educational resources and knowledge to people by using the internet and a computer or other technical device. One of the most common technological uses in our daily life has been e-learning (Chang, Hajiyev, & Su, 2017). The shift from traditional education to web-based, individualized, flexible, and interactive education via the internet has been accelerated by one of the unexpected and hazardous COVID-19 pandemics all over the world. Besides COVID-19, economic pressures forced governments to facilitate web-based learning systems. The popularity of e-learning systems has been steadily expanding due to the various advantages they offer in regarding cost, time, location, content, and accessibility. Due to these factors, e-learning systems must incorporate students and learners. The success and quality of the distant education system are greatly influenced by the students' and teachers' ability to adapt to technological changes, their level of technology literacy, and their acceptance of new technological developments (Avcı & Yıldız, 2021). Because it is a tool of education, it is more important to use the system properly (Chang and Tung, 2008). The adaptability of students and teachers is identified via the model, which was designed by Fred Davis (1985), TAM (Technology Acceptance Model. In this section, significance, research objectives, and scope of the study are presented.

RESULTS

The attitudes held by students about e-learning technologies are notably shaped by the influence of their instructors. It is imperative to advocate for professors to cultivate a friendly and supportive attitude towards students in the context of online learning. The utilisation, fulfilment, and user-friendliness of the platform can be improved through regular communication, rapid feedback, and easy accessibility, which have the ability to enrich students' viewpoints.

The satisfaction of students with the electronic learning experience is greatly influenced by the technical reliability and expertise of the teachers, resulting in favourable consequences on their

educational achievements and level of involvement. The incorporation of these recommendations into e-learning platforms has the potential to enhance learners' motivation to utilise the system.

The findings of the study have shed light on the considerable impact of both course design quality and course content quality on users' perceptions and intentions to utilise electronic learning platforms, alongside the instructor-related factors. The performed investigation has revealed that these variables possess a reciprocal relationship and collectively impact users' sense of usefulness, ease of use, and enjoyment, which subsequently influences their inclination to employ electronic learning platforms. It is imperative for educators and developers of electronic learning platforms to engage in collaborative efforts to guarantee that courses are meticulously created, taking into consideration pedagogical principles. This approach is crucial in creating a learning environment that is friendly to the cognitive processes and motivations of learners.

DISCUSSION

Perceived Intention to Use E-learning Web-sites

Perceived intention, a crucial element of TAM, describes a person's subjective assessment of another person's intention to carry out a specific behaviour or action. Based on the theoretical framework of perceived intention, an individual’s view of the usefulness and simplicity of technology is influenced by how they perceive the designers of the system to have intended to make a useful and simple system. The concept of perceived intention was introduced by Davis (1989) in his original TAM model and further elaborated by Venkatesh and Davis (2000) in their extended TAM. According to the Technology Acceptance Model (TAM), the perception of intention plays a crucial role in determining the perceived utility and simplicity of a technology. These factors, in turn, influence an individual's attitude towards utilising the technology and their subsequent behaviour in terms of actual usage.

The purpose of the study was to examine the relationship between PU, PEOU, PE, and intention to use, which has been studied and aimed to lead to increased adoption and usage of e-learning sites among students. Positive relationships between perceived usefulness and perceived ease of use are more likely to lead to increased intention to use e-learning sites.

Perceived Usefulness

The concept of perceived utility holds significant importance within the framework of the Technology Acceptance Model (TAM), initially proposed by Davis in 1989. Perceived

usefulness, as defined by Davis (1989, p. 320), refers to an individual's assessment of the extent to which the adoption of a particular system will enhance their job performance.

In essence, it delineates the extent to which an individual perceives a specific technology or system as augmenting their ability to perform a specific activity or achieve a specific aim. The utilisation of web-based learning sites has experienced a substantial rise due to the convenience and flexibility they provide. The sustainability of e-learning site usage is heavily contingent upon users' willingness and intention to adopt technology. Perceived usefulness is a significant factor that influences users' intentions to utilise e-learning platforms. The objective of this literature review is to examine the impact of perceived utility on individuals' desire to utilise e-learning platforms.

H 1: Perceived usefulness positively affects the intention to use e-learning.

Perceived Ease of Use

Other key component of TAM is Perceived Ease of Use (PEOU). According to Davis (1989) it is defined as the degree of a person’s belief that using a particular technology will be free of effort.It describes how much a user expects a technology to be simple to use and need little effort to complete the intended job.
The utilisation of e-learning platforms has experienced a substantial surge due to the progress of technology and the widespread availability of the internet. E-learning platforms provide individuals a versatile and accessible means of acquiring knowledge and developing skills. The efficacy of electronic learning platforms is contingent upon their usability and the degree to which they are embraced by users.
The perceived ease of use of e-learning sites is a crucial determinant that impacts user acceptance and the intention to utilise them. The purpose of this literature review is to present a comprehensive analysis of existing studies pertaining to the influence of perceived simplicity upon individuals' intention to utilise e-learning platforms.

Numerous scholarly investigations have been conducted to explore the impact of perceived simplicity of use on individuals' desire to utilise e-learning platforms. Chen and Wu (2012) conducted a study that revealed a noteworthy positive impact of perceived ease of use on individuals' propensity to utilise e-learning platforms. The study additionally discovered that the perception of utility and enjoyment has a positive influence on the intent to utilise elearning platforms.
In a study conducted by Al Gahtani (2016), it was determined that there exists a noteworthy

beneficial impact of perceived simplicity of use on individuals' propensity to utilise elearning platforms. The research additionally discovered that the perception of usefulness and the attitude towards e-learning exhibit a favourable impact on the intention to utilise elearning platforms

H2: Perceived ease of use positively affects the perceived usefulness of e-learnning.

H3: Perceived ease of use positively affects the perceived enjoyment of e-learning.

H4: Perceived ease positively affects the intention to use of e-learning.

Perceived Enjoyment

Park et al. (2012) suggest that perceived enjoyment (PE) is a fundamental element of the Technology Acceptance Model (TAM). The concept being referred to is commonly defined as "the extent to which the act of utilising a specific system is perceived as pleasurable in and of itself, regardless of any performance-related consequences that may arise from system usage."

A considerable body of research has been dedicated to investigating the determinants that affect the adoption and utilisation of novel technologies, such as online education platforms, through the use of the technology acceptance model (TAM). One determinant is the perception of enjoyment, denoting the user's individualised encounter of pleasure or satisfaction during the utilisation of a specific technological device or system. The primary objective of this literature review is to investigate the correlation between individuals' reported satisfaction and their intention to utilise e-learning platforms, as elucidated by the Technology Acceptance Model (TAM).

Based on the findings of Abdullah and Ward (2016), the majority of research investigations have consistently indicated a positive correlation between Enjoyment and Perceived Ease of Use (PEOU), as well as between Perceived Usefulness (PU) and Enjoyment.

H5: Perceived enjoyment positively affects the intention to use an e-learning.

Effects of Technology Related Factors on the Constructs

It is imperative to acknowledge that the provision of an online learning system alone does not guarantee a favourable outcome in the realm of e-learning. The incorporation of quality

assessment has become an essential requirement in the evaluation of the viability of elearning. The characteristics that influence intention in relation to technology can be categorised into three main areas: ease of navigation, interface design, and interaction capabilities.

Interface

well-designed user interface encompasses various elements such as control bars, screen design, icons, and more. The effective utilisation of these interface components enhances technology acceptance and improves usability. The technological elements have a significant impact on how people view the system's advantages and usefulness.

Cho and Cheng (2009) conducted a study to investigate the significance of interface design in a system for e-learning. Their findings indicated that the Perceived User Interface Design (PUID) plays a crucial role in the utilisation of such a system. The investigation conducted by Cheng (2012) focuses on the examination of the interface as a determinant of e-learning acceptability. The impact of user-interface design on perceived usefulness (PU), perceived ease of use (PEOU), and perceived enjoyment (PE) has been well-documented.

H6: Interfaces positively affect the perceived usefulness of e-learning.
H7: Interface positively affects perceived ease of use of e-learning.
H8: Interfaces positively affect perceived enjoyment of e-learning

Interaction

In a web environment, interactivity holds great potential for engaging students through quick Learning is now seen as a social process rather than an individual one, where knowledge and abilities are produced through interaction with both the teacher and other students (Choi et al., 2007). and complete interactions and feedback. Further, presenting educational material in a problem-based manner can also enhance student engagement. When students demonstrate active engagement, there is a higher likelihood of increased motivation in their instructional endeavours. The perceived richness of the technology utilised should have an

impact on the efficacy of online distribution. The interaction of medium abundance constitutes a fundamental element.

The study was conducted at an institution of learning located in Jakarta, Indonesia, with a sample of 120 undergraduates who were enrolled in accounting and management programmes. The researchers reached the conclusion that the influence of interaction on the perception of usefulness is statistically significant. Furthermore, Baki et al. (2020) have found a significant association between the perceived utility of digital learning systems (DLS) and the inclination to continue using them. The researchers examined the impact of external factors on students' satisfaction and intention to use Digital Learning Systems (DLS) using the concepts of Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). The consideration of factor interaction is considered to be a significant variable in the field of PU. In contrast, learners may exhibit a preference for accessing instructional videos online as a potential resolution to their challenges. Additionally, the system's ability to facilitate efficient and timely communication between instructors and students has a significant influence on their view of the advantages it offers. In a separate investigation conducted by Yoo, Lee, and Park (2010), it was shown that effective communication with consumers plays a vital role in achieving corporate success. The findings from the screening procedure indicate that the presence of two-way interactivity is a significant determinant of both hedonic value and utilitarian value for customers.

H9 : Interaction positively affects the PU of the e-learning.
H10: Interaction positively affects the PEOU of the e-learning.
H11: Interaction positively affects the PE of the e-learning

Effects of Instructor Related Factors

Attitude Towards Students

Collis (1995) underlined the significance of instructors within the e-learning system, asserting that the efficacy of learning is contingent upon the instructional implementation of technology rather than the technology itself.
Students who enrol in a course instructed by a technologically supportive and positively inclined instructor are more likely to encounter favourable learning outcomes. In distributed learning environments, students often experience a sense of isolation due to the absence of a conventional classroom setting that facilitates direct engagement with the instructor. In order

to tackle this matter, educators could utilise interactive pedagogical approaches and actively promote student participation, hence cultivating a more immersive learning encounter (Volery & Lord, 2000). Webster and Hackley (1997) believe that the disposition towards students, pedagogical approach, and management of technology exert influence on internetbased learning.

By performing interactive teaching styles characterised by clear explanations and actively facilitating interactions between learners and instructors, instructors have the potential to create an environment where learners eagerly engage in such interactions. As a result, these learners are more likely to encounter a state of flow during the e-learning process (Cheng, 2012). Instructor's positive attitude plays a significant role in fostering students' inclination to utilise the system. (Volery & Lord, 2000). According to Lee, Yoon, and Lee (2009), instructor attitude and care about the learners' needs positively affect the PU. According to Choi et al. (2007), instructor attitude positively affects the PE of the system. The study done by Cheng (2012) aimed to identify the elements that influence employees' acceptance of elearning. The study's results indicate that both PU (Problem-based Learning) and PE (Projectbased Learning) demonstrate positive outcomes when implemented with a student-centered approach.

H12: Instructor attitude towards students positively affects the PU of the e-learning.
H13: Instructor attitude towards students positively affects the PEOU of the e-learning.
H14: Instructor attitude towards students positively affects PE in the e-learning.

From the standpoint of student-centered learning, the implementation of e-learning necessitates the incorporation of interactive and reciprocal discussions. Therefore, it is imperative for educators to obtain the requisite competencies and demonstrate the mandated expertise in the creation of instructional materials for online learning. This allows individuals to effectively leverage their knowledge and skills in the digital learning setting, in accordance with the particular demands of their respective disciplines. Eslaminejad, Masood, and Nor (2010) performed a survey of 60 medical academic members in Iran to assess the correlation between instructor technical ability and e-learning. A significant disparity was identified between the level of technical proficiency in e-learning and the computer skills possessed by instructors.

In the existing body of scholarly works, there aren't enough studies pertaining to the instructor's technical competence. Most of the literature pertains to the computer's selfefficacy and

attitude towards the instructor. This study aimed to make a contribution to the literature in terms of instructor technical competence from the perspective of TAM.

H15: Instructor technical competence positively affects the PU of the e-learning.
H16: Instructor technical competence positively affects the PEOU of the e-learning.
H17: Instructor technical competence positively affects the PE of the e-learning.

Effects of Course Related Factors

Course Content Quality

Kumar, Saxena, and Baber (2021) give the definition of course content as: Learning content encompasses a wide range of elements within various subjects or learning domains, including knowledge, skills, values, attitudes, beliefs, behaviours, concepts, and facts.

Within the e-learning context, the most commonly utilised indicators of information quality encompass the quality of course content and the quality of course design. In addition, his study presents that the course content quality positively affects PU, PEOU, and PE, as it is tried to be shown in the purposed study.

H18: Course content quality positively affects the PU of the e-learning.
H19: Course content quality positively affects the PEOU of the e-learning.
H20: Course content quality positively affects the PE of the e-learning

Course Design Quality

The concept of course design comprises a range of elements that establish the framework and substance of a given course. The components encompassed under the course framework consist of course content, goals for instruction, course layout, and course output. These elements collectively contribute to the overall structure and consequences of the course. According to Almaiah and Alyoussef (2019)

In a study conducted by Sun, Tsai, Finger, Chen, and Yeh (2008), the researchers examined many variables, including student, educator, course, technology, layout, and surroundings, in order to investigate their impact on learners' satisfaction. The dimensions of e-learning have a favourable impact on satisfaction. Ibrahim and colleagues conducted a study to assess the impact of course design on the Perceived Ease of Use (PEOU), as documented in prior

research. The researchers reached the conclusion that Perceived Ease of Use (PEOU) exerts a substantial impact on individuals' propensity to adopt and utilise e-learning platforms. In addition to examining the impact of CDQ on PU and PEOU, the primary objective of this study was to elucidate the association between course design quality and perceived enjoyment.

H21: Course design quality positively affects the PU of the e-learning.
H22: Course design quality positively affects the PEOU of the e-learning.
H23: Course design quality positively affects the PE of the e-learning.

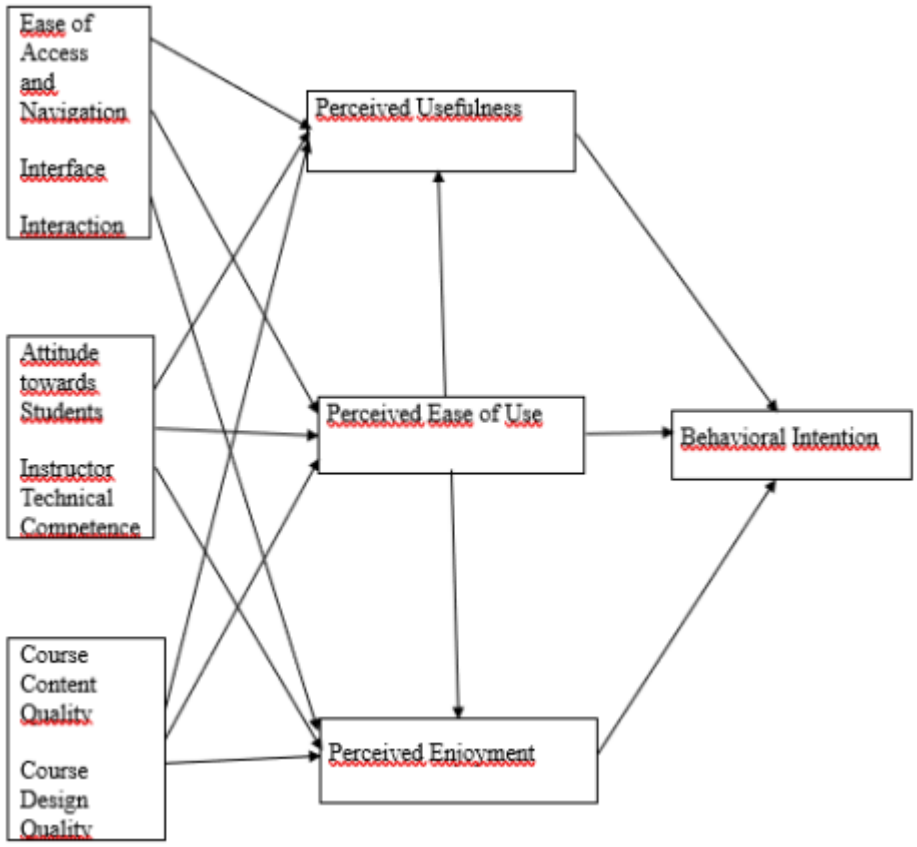

Figure 1: Research model

Data Collecting and Sampling Method

The study encompassed a sample size of 209 individuals who were adults and had utilised a minimum of one e-learning platform for their educational pursuits. The questionnaire items

underwent a thorough evaluation process by professionals, resulting in appropriate modifications being implemented. The data were collected via an online survey administered using Google Forms

A total of 209 participants, representing diverse demographic backgrounds, were surveyed and requested to complete the questionnaire. The survey instrument utilised a 5-point Likert scale format. The questionnaire was partitioned into four distinct sections. The initial inquiry pertains to the commonly utilised e-learning platforms. Subsequently, the first three sections of the questionnaire concentrate on technology-related factors, instructor-related factors, and course-related factors.

The questionnaire was applied to 209 respondents. A Likert was chosen for the entire study, which consists of 46 questions. Of the 7 demographics, 2 are about the e-learning sites. The rest of the 37 questions are about the variables of the study. In order to ensure the normality of the data, descriptive statistics are applied. The highest mean is identified. ‘’Usage of online learning platform is simple for me. ” (PEOU), which is calculated at 3,78. The lowest mean is identified as ‘’ Through the Web, I could communicate with students.’’ (interaction), which is calculated at $3,00. For Skewness and Kurtosis testing, all response values are between -2 and +2, which is generally in the acceptable range and provides a lack of outliers. The data exhibits a relatively normal distribution.

Factor Analysis

For his study, KMO and the Bartlett Test, communalities, and explained varience For all the variables, Eigenvalue was selected as 1. The outcomes of the factor analysis are illustrated in the following manner:

A score of $p = 0.000<0.05$ means that the results are an excellent example of all and higher than KMO = .500.

It can be inferred that the study is appropriate for conducting factor analysis.

The KMO study is afterwards extended by the application of the Cronbach alpha test in order to assess the reliability factor.

Moreover value of total loading is 75,252.

Factors are above score of .500 in table of Rotated Component Matrıx. Consequently, seven factors dropped to three. Proposed factors are:

1. Technology = Interaction + Interface
2. Instructor = Attitude + Technical Competence
3. Course = Design Quality + Content Quality

After redesigning the factors based on KMO and Bartlett's tests, the results were significant. According to the rotated component matrix, all factors, since interface 1 (.673) and interface 3 (.653) are above 0.700, the result is considered meaningful.

Reliability Analysis

High alpha coefficients indicate that there is no need to repeat the factor analysis. The Crobach value of technology = interaction + interface factor is.920,.958 for instructor = attitude + technical, and.961 for course = design quality + content quality. All results are above 0.800; in this way, all of the independent factors are reliable. This is the new classification of independent variables in the model.
The model incorporated factor analysis and reliability analysis to assess the dependent variables, namely perceived usefulness (PU), perceived ease of use (PEOU), perceived enjoyment, and intention to use.
The results of the KMO and Bartlett's test are presented as PU =.878 and p<.001, PEOU =.835 and p<.001, PE =.773 and p<.001, and intention to use =.760 and p<.001 are significant.
When we consider the total variance values, %91,251 of PU, %81,255 of PEOU, %93,196 of PE, and %93,432 of intention are explained by the components.
Cronbach alpha test results of reliability statistics: PU is.968, PEOU is.920, PE is.963, and intention is.964. All results are above 0.800, which means all of the dependent factors are reliable.

The hypotheses that were first proposed are shown in Table 1 and those have undergone a revision, resulting in the presentation of the study model depicted in Figure 2 .

Table 1: Proposed Hypotheses

H1	Perceived usefulness positively affects to intention to use of e-learning.
H2	Perceived ease of use positively affects the perceived usefulness of e-learning.
H3	Perceived ease of use positively affects the perceived enjoyment of e-learning.
H4	Perceived ease of use positively affects the intention of e-learning.
H5	Perceived enjoyment positively affects the intention to use of e-learning.
H6	Perceived usefulness positively affects intention to use.
H7	Perceived ease of use positively affects intention to use.
H8	Interface of the web site positively affect perceived enjoyment of e-learning.
H9	Interaction of the web site positively affects the PU of the e-learning.
H10	Interaction of the web site positively affects the PEOU of the e-learning.
H11	Interaction of the web site positively affects the PE of the e-learning.
H12	Instructor's attitude towards students positively affects the PU of the e-learning.
H13	Instructor's attitude towards students positively affects the PEOU of the e-learning.
H14	Instructor's attitude towards students positively affects PE in the e-learning.
H15	Instructor's technical competence positively affects the PU of the e-learning.
H16	Instructor's technical competence positively affects the PEOU of the e-learning.
H17	Instructor's technical competence positively affects the PE of the e-learning.
H18	Course content quality positively affects the PU of the e-learning.
H19	Course content quality positively affects the PEOU of the e-learning.
H20	Course content quality positively affects the PE of the e-learning.
H21	Course design quality positively affects the PU of the e-learning.
H22	Course design quality positively affects the PEOU of the e-learning.
H23	Course design quality positively affects the PE of the e-learning.

The proposed hypotheses have been redesigned after factor analysis and variables loaded on technology, instructor and course related factors. Moreover we revised our hypotheses as in Table 2.

Table 2: Revised Hypotheses

H1	Technology related factors positively affects perceived usefulness.
H2	Technology related factors positively affects perceived ease of use.
H3	Technology related factors positively affects perceived enjoyment.
H4	The instructor related factors positively affects perceived usefulness.
H5	The instructor related factors positively affects perceived ease of use.
H6	The Instructor related factors positively affect perceived enjoyment.
H7	Course related factors positively affect perceived usefuness.
H8	Course related factors positively affect perceived ease of use.
H9	Course related factors positively affects perceived enjoyment.
H10	Perceived usefulness positively affects intention to use.
H11	Perceived ease of use positively affects perceived usefulness.
H12	Perceived ease of use positively affects perceived enjoyment.
H13	Perceived ease of use positively affects intention to use.
H14	Perceived enjoyment positively affects intention to use.

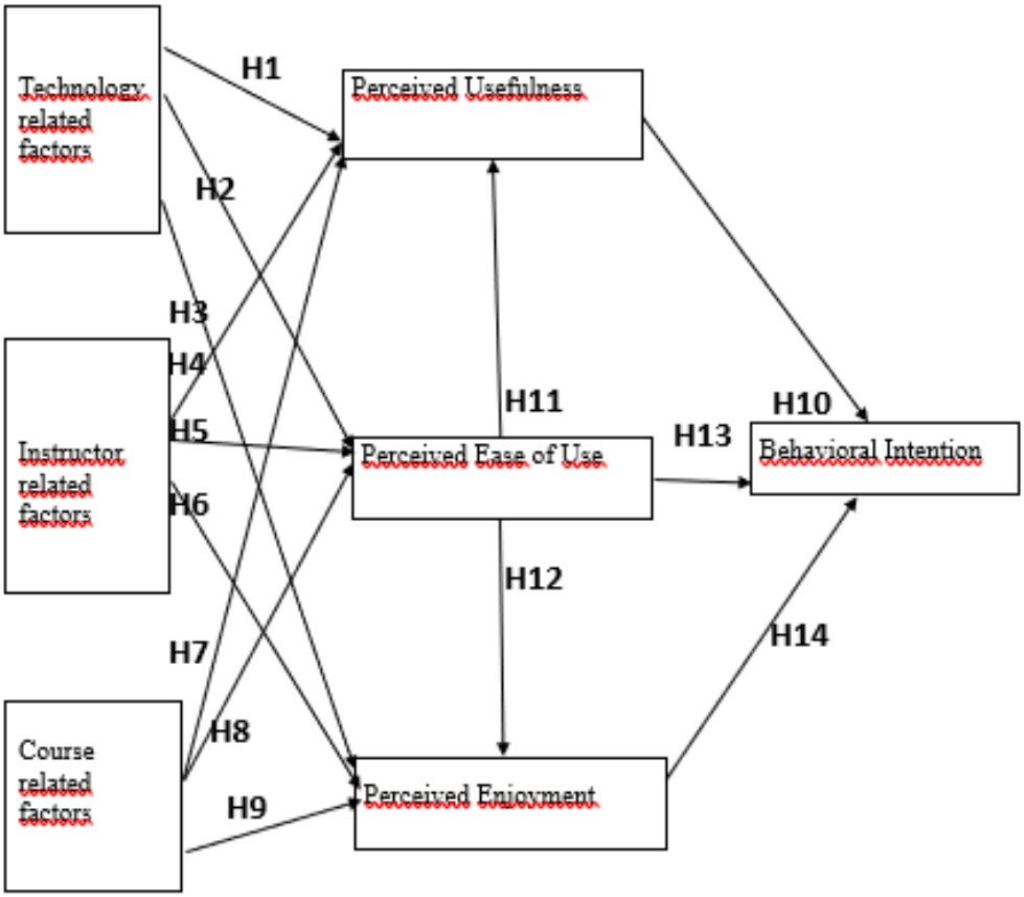

Figure 2: Revised Hypotheses

Correlation Analysis

The correlations between technology, instructor, and course as independent factors and perceived utility as a dependent factor elucidate the link. Based on the chosen significance level, it is evident that a positive association exists among the variables of perceived usefulness (PU), technology, instructor, and course. The observed data in the aforementioned table exhibit a substantial connection with PU, as indicated by a p value of less than 0.01 ($P<0.01$)

Determinants of perceived usefulness

Course design's beta value was computed (β.698), which means course design is the most significantly meaningful of the variables. H1, about technology related factors is rejected (β.001), but H4, about instructor related factors (β.158) is accepted and H7, about course

related factors (β.698) is accepted. Behind this, there is no multi-collinearity since the VIF values below 10 are still acceptable

Determinants of perceived ease of use

Course design's beta value was computed (β.651), which means course design is the most significantly meaningful of the variables. H2, about technology related factors is rejected (β.058) but H5, about instructor relates factors(β.129) and H8, about course design (β.651) are accepted. Behind this, there is no multi-collinearity since the VIF values below 10 are still acceptable.

Determinants of percieved enjoyment

Course design's beta value was computed (β.625), which means course design is the most significantly meaningful of the variables. H3, about technology related factors is rejected (β.104), but H6, about instructor related factors (β.052) and H9, about course related factors are accepted. Behind this, there is no multi-collinearity since the VIF values below 10 are still acceptable.

Determinants of Intention to use

H10, about PU, most significantly meaningful of the variables (β.493), is accepted and that is followed by H14, about PE (β.395) is accepted. H11, about PEOU is rejected (β.066) but H10 about PU and H14 about PE are accepted. Behind this, there is no multi-collinearity since the VIF values below 10 are still acceptable.

Table 3: Hypothess Testing Results

H1	Technology related factors positively affects perceived usefulness.	Rejected
H2	Technology related factors positively affects perceived ease of use.	Rejected
H3	Technology related factors positively affects perceived enjoyment.	Rejected
H4	Instructor related factors positively affects perceived usefulness.	Not Rejected
H5	Instructors related factors positively affects perceived ease of use.	Not Rejected
H6	Instructors related fctors positively affects perceived enjoyment.	Not Rejected

H7	Course related factors positively affects perceived usefulness.	Not Rejected
H8	Course related factors positively affects perceived ease of use.	Not Rejected
H9	Course related factors positively affects perceived enjoyment.	Not Rejected
H10	Perceived usefulness positively affects intention to use.	Not Rejected
H11	Perceived ease of use positively affects perceived usefulness.	Rejected
H12	Perceived ease of use positively affects perceived enjoyment.	Not Rejected
H13	Perceived ease of use positively affects intention to use.	Not Rejected
H14	Perceived enjoyment positively affects intention to use.	Not Rejected

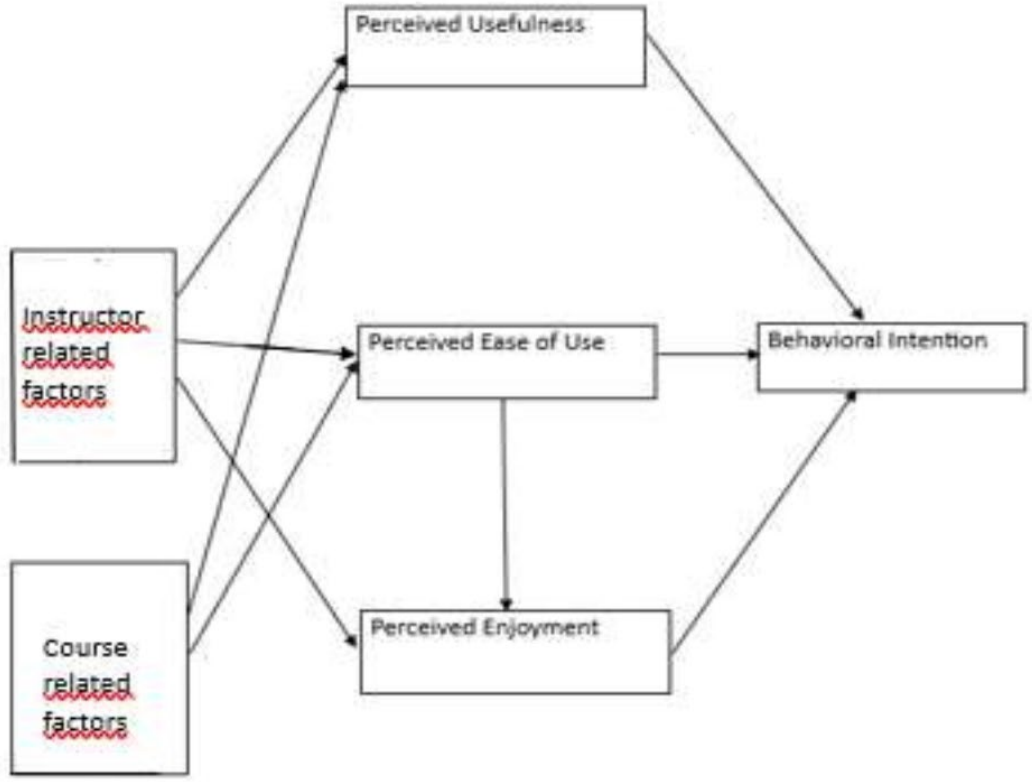

Figure 3: Revised Hypotheses Testing

CONCLUSION

The study was undertaken within the framework of the Technology Acceptance Model (TAM) to evaluate the usage of remote education across all levels of education. Initially, a total of 26 hypotheses were formulated. However, based on the applied factor analyses, the hypotheses were revised. Data analysis was carried out with the revised set of 14 hypotheses. The data analysis generated hypotheses. The hypotheses related to instructor and course quality were found to be supported, whilst hypotheses related to technology were found to be unsupported. The theory regarding the impact of technology on perceived usefulness (PU), perceived ease

of use (PEOU), and perceived enjoyment (PE) has been rejected. In regard to factors of technology (interaction and interface), they were found to have insignificant effects on PU, PEOU, and PE.

The findings of this research indicate a positive impact of teachers on Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Perceived Enjoyment (PE). The result is consistent with the studies of Volery & Lord (2000), Choi et al. (2007), and Cheng (2011). Students who are enrolled in a course taught by a trainer who demonstrates a good attitude to remote learning and who actively supports the integration of technological devices are more likely to experience beneficial educational outcomes. Technical issues frequently arise in online distance learning courses via the internet. Therefore, it is imperative for the trainer to have mastery over technological devices and the capacity to do basic troubleshooting tasks (Volery & Lord, 2000). Demonstrating the communicative and supportive behaviour of an instructor leads students to become more concentrated and feel enthusiastic during the courses.

The findings of this study indicate that both the material and layout quality of a course have a favourable impact on Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Perceived Enjoyment (PE). Regarding course content and design (CCD), there exists a constructive impact on the perception of usefulness (PU). This study posits that a student's propensity to utilise e-learning tools is influenced by the content and design of the course. This discovery aligns with prior research, emphasising the notable influence of content quality on perception of usefulness (PU). This finding aligns with the research investigations conducted by Shishakly (2021) and Cheng (2011). The content and design of a course exhibit a favourable impact on the Perceived Ease of Use (PEOU). When e-learning is designed to cater to the specific needs of learners and provides accurate and consistent content, it fosters a sense of ease and efficiency among learners in utilising the e-learning platform. The userfriendly nature of the e-learning system is further enhanced by the online course layout, which effectively accommodates the different needs of learners and improves their accessibility to learning resources.

The present study demonstrates that the design and content of a course have a beneficial impact on learners' perceived effectiveness of physical education (PE) when they think that the course material and design provided by the online learning system are well-suited to their particular needs. This alignment will facilitate a seamless progression of their educational journey.

The principal determinant in assessing students' propensity to employ the educational information system is the extent to which they can obtain advantages from its use. Perceived

usefulness (PU) demonstrates a favourable impact on the intention to utilise the online educational system within the context of this particular study. When individuals perceive the system as advantageous to their learning experience, they demonstrate a willingness to engage with it. In order to stimulate enthusiasm for utilising the application, multiple supportive factors are required. In this instance, these factors include usability and userfriendliness (Wijaya, 2021). This study demonstrates that the perceived simplicity of use has a positive influence on the perceived intentions. However, the perceived usefulness remains untouched by the perceived simplicity of use under the proposed paradigm of the study.
Perceived Enjoyment (PE) aspect focuses on the emotional experiences of individuals in elucidating their non-beneficial behaviours towards accepting and using information systems and information technology, which cannot be entirely clarified through the TAM framework alone. The Technology Acceptance Model, or TAM, operates on the assumption that individuals engage in a rational evaluation and analysis of external stimuli. This study aims to provide empirical data about the factors influencing the acceptance and intent to use elearning. Specifically, it focuses on the external motivating variables of perceived usefulness (PU) and perceived ease of use (PEOU), as well as the internal driving factor of perceived enjoyment (PE). Results of the analysis show us that PE is positively affected by PEOU in reverse to the negative relationship between PEOU and PU in the model.
To sum up, among all of the three external factors, instructor and course design are significantly important to intention to use rather than technology. Furthermore, this study demonstrates that the factors of PU (perceived usefulness), PEOU (perceived ease of usage), and PE (perceived enjoyment) have an impact on the perceived intention (PI) to utilise online educational platforms. The findings indicate users demonstrate a propensity to utilise the online educational system when they perceive it to be beneficial, pleasurable, and user friendly. The findings presented align with the research conducted by Cheng (2012), Lee et al. (2005), and Chatzoglou et al. (2009).

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