E-Learning Acceptance among Student: The Role of Instructor, Accessability and Universiti Support

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Abstract
The Covid-19 epidemic has altered the working system of Malaysian Higher Education Institutions. To deal with the pandemic crisis, new regulations were put in place. The academic system must continue so that pupils are not left behind. Open and Distance Learning (ODL), sometimes known as online education or E-Learning, is an important component of the country's educational system. The main objective of this study is to examine the relationship between instructor, accessibility and university support towards the acceptance of e-Learning among students. This study used a quantitative research approach, with data obtained via questionnaires. The population consisted of 117 students enrolled in the Strategic Management courses and the Statistical Package for the Social Sciences (SPSS) was used to answer the objective of this study. The finding shows that, all the independent variables which is instructor, accessibility and university support had a positive significant relationship toward dependent variable e-learning acceptance. E-learning success is important for a variety of reasons, including its potential to expand access to education, increase learner engagement and motivation, and improve learning outcomes. From this finding, it help the university to strategize and make plans in enhancing the implementation of e-learning for their students. A part of limitation, future research should broaden the scope of this study to include additional UiTM branches, public universities, or private universities.
Keyword: Instructor, Accessibility, University Support, E-Learning,

Introduction
The sudden closure of educational facilities because of the appearance of COVID-19 caused authorities to advocate for the use of alternatives to traditional learning techniques in emergencies to ensure that students do not miss out on education and to prevent the epidemic from spreading (Maatuk, Elberkawi, Aljawarneh, Rashaideh, & Alharbi, 2022). Covid-19 has tremendously changed the culture of teaching and learning activities. The process of teaching and learning become more sophisticated and technologically used to gain knowledge. Webex, Zoom, Google Meet, Google Classroom, Massive Open Online Courses

(MOOCH), and U-Future have all become required tools for learning (Mazalan et al., 2021). Hence, directly lecturers and students face a new environment for teaching and learning process. The evolution of technology has radically shifted lecturers, students, and administrative personnel away from conventional pedagogical models and towards modern methods that use computer technology to enhance information delivery and knowledge acquisition. (Encarnacion et al., 2020).

Institutions of higher education are faced with supporting an increasingly diverse student body in ways like never before (Chen, 2017). With this comes a need to find effective ways to help these diverse students complete their coursework, feel a part of the larger university community, and ultimately graduate (Lowenthal & Lomellini, 2023). To response for the advancement of technology, higher education institutions highly prefer to utilized a various platforms of teaching and learning activities. For higher education institutions, knowledge is a commodity, and they prefer to disseminate it by using all means of communication platform (Alhumaid et all, 2020). The involvement and support from the lecturers, administrative staff in technology adaption for teaching and learning activities has increase the student's capabilities.

In Malaysian Higher Education, the use of information technologies has been mainly acknowledged by the educational system, with e-Learning being one of the most important instruments for students to get learning. As been stated by Kirby et al (2007), Some pupils who use E-Learning do better in class and have a more positive attitude. As a result, E-learning systems include full mechanisms for controlling curriculum and content presentation, allowing instructors and students to communicate synchronously and asynchronously from anywhere in the globe with an internet connection. Students can attend high-quality universities and earn approved and recognised degrees without leaving their homes.

However, in facing the transformation of technology in higher education, there is a challenges that need to face by the university. Moustakas & Robrade (2022) stated that, the challenges and realities of e-learning during COVID-19 in university can be categorised into three major themes: a 'sudden shift', 'striving for interaction', and a 'lack of resources and training'. Hence, the objective of this study is to examine the relationship between instructor, accessibility and university support toward the e-learning acceptance among student. This study is important since e-learning success is significant for a number of reasons, including its capacity to promote learner engagement and motivation, as well as improve learning outcomes.

Literiture Review
Instructor
Online instructors in higher education play a key role in the success or failure of electronic learning systems (ELSs).The importance of e-learning lies in solving the problem of the knowledge explosion and the increasing demand for education and expanding opportunities for admission to education, in addition to enabling training and education of workers without leaving their jobs and contributing to breaking psychological barriers between the teacher and the learner as well as satisfying the needs and characteristics of the learner while raising the return on investment by reducing the cost of education (Najim, 2020). Online instructors in higher education play a key role in the success or failure of electronic learning systems (ELSs) (Gay, 2016). Online instructors play a key role in the success or failure of these systems, necessitating that they be well-trained and technologically versatile in order to apply and integrate technology tools for e-learning success (Hashim & Tasir, 2014). At minimum, an e-

ready online instructor should be capable of efficiently and effectively applying the technology as necessary in an ELS (Darab & Montazer, 2011; Hashim & Tasir, 2014; Hung et all, 2014; van Zyl et all 2013). Online instructor therefore plays a key role in the success or failure ELSs since their level of e-readiness influences e-learning success (Hashim & Tasir, 2014; Keramati et al., 2011; Motaghian et al., 2013). As an instructor, the aim of E-Learning was to make the computer the instructor, resulting in an approach that took the conventional classroom instructional model into a virtual classroom. Although it looks difficult, the instructor has the responsibility to guide and support the student to complete the course. No matter what will be the reason, the challenge still needs to be faced (Mazalan et al., 2021).

Accessibility
The increased use of technology in the classroom and the growth of online learning in general helped spawn the growth and development of faculty development and e-learning canters during the 2000s (Tobin & Behling, 2018). Accessibility in higher education is becoming an increasingly complex territory to cross over as higher education increase online materials and instructional delivery options. Educational technologists often report varying levels of knowledge of and commitment to accessibility strategies, such as Universal Design for Learning (Singleton et al., 2019). Accessibility is very important during practising e-learning. It has been widely noted that the use of Information and Communications Technology (ICT) can provide solutions of conventional teaching through e-learning, distance education, and virtual universities (Kheyrandish, 2011). The internet should be good and can easily access by the educators and students for learning purposes. The growth of E-Learning classes is rapidly increasing use by the educators but how students perceive, access, and react toit are the factor that educators should take into consideration (Mazalan et al., 2021).

University Support
During the implementation of the third phase of Movement Control Order (MCO), university students play an important role in the effort to slow down the COVID-19 outbreak in the country. Despite appeals from students in public and private Higher Learning Institutions (HLIs) that are still stranded on campus and off-campus to return
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learners have become more proactive, more purposeful, and more effective in helping learners succeed in their studies". (p. 305)

E-Learning

World Economic Forum, 2020 stated that while countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic. With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market. Even before COVID-19, there was already high growth and adoption in education technology, with global edtech investments reaching US$18.66 billion in 2019 and the overall market for online education projected to reach $350 billion by 2025. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since COVID-19.

E-learning refers to "The delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media (George & Lal, 2019; Koohang & Harman, 2005). E-learning is an important factor as service providers should focus on the ease of student's education. The electronic medium could be the Internet, intranets, extranets, satellite TV, video/audiotape, and/or CD ROM." All these innovations are giving a chance to the learners to communicate with educators and different learners effectively and efficiently. E-learning offers additional doors open for intelligence in the middle of students and tutors amid substance delivery (Wagner, Hassanein, & Head, 2008). Previous literature reported that e-learning is positively associated with performance (Jabarullah & Hussain, 2019; Rachmawati, Octavia, Herawati, & Sinaga, 2019; Rakic et al., 2020).

Method

In this study, quantitative research was employed as the primary methodology to examine the the relationship between instructors, accessibility and university support toward of E-learning acceptance. . This study's population consists of bachelor degree students at the UiTM Bandaraya Melaka Campus. The sample size recommended by G-Power is 109 based on the study's population. The core data was gathered through an online questionnaire survey administered via Google Form. The response scale is a 5-point Likert scale, and the survey items were derived from Pham and Tran's (2020) study. The Statistical Package for the Social Sciences (SPSS) was used to analyse the acquired data in this study, and the analysis included frequency analysis and descriptive analysis.

Result

Demographic Analysis

The respondents' demographic data is shown in Table 1.0. More than half of the respondents (88.9%) were female, compared to 11.1% of male respondents. Secondly, it shows that 8 responders (4.7%) were between the ages of 25 and 26. The age group 23-24 years old has the most replies in this study, with a total frequency of 133 (77.8%). This is followed by the age group of 20-22 years old, with 30 responders (17.5%).

Table 1
Demographic Analysis

Demographic	Frequency	Percentage (%)
1. Age		
20-22 years old	30	17.5
23-24 years old	133	77.8
25-26 years old	8	4.7
27 years and above	0	0
Total	**171**	**100%**
2. Gender		
Male	19	11.1
Female	152	88.9
Total	**171**	**100%**
3. Program		
Office System Management	26	15.2
Human Resource Management	63	36.8
International Business	34	19.9
Finance	48	28.1
Total	**171**	**100%**

In terms of programme, the Human Resource Management programme had 63 respondents (36.8%), which was slightly more than the Finance programme, which had 48 (28.1%). This is followed by a programme in International Business with 34 respondents (19.9%) and Office System Management with 26 respondents (15.2%)

Reliability Analysis
From Table 4.12, the Cronbach's Alpha coefficient implies high internal consistency. The coefficient for instructor is 0.900 (7 items), Accessibility showed 0.882 (6 Items), and university support represents 0.885 (4 items). For the dependent variable e-learning perception comprising of 6 items with the coefficient is 0.886. Based on the results, all the measurements for each variable are acceptable.

Table 2
Reliability Analysis

Variable	Cronbach's Alpha	Number of Item
Instructor	0.900	7
Accessibility	0.882	6
University Support	0.885	4
e-Learning	0.886	6

Correlation Analysis
Table 3 present the finding of correlation analysis between instructor, accessibility, and university support on e-learning acceptance among students.

Table 3
Correlation Analysis

		Lecturer	Access	Uni_Support	e-Learning
Instructor	Pearson Correlation	1	.488**	.664**	**.628****
	Sig. (2-tailed)		0.000	0.000	0.000
	N		171	171	171
Access	Pearson Correlation		1	.706**	**.630****
	Sig. (2-tailed)			0.000	0.000
	N			171	171
Uni_Support	Pearson Correlation			1	**.696****
	Sig. (2-tailed)				0
	N				171
eLearning	Pearson Correlation				
	Sig. (2-tailed)				
	N				
** Correlation is significant at the 0.01 level (2-tailed).					

Firstly, the result shows the positive significant relationship between instructor and e-learning perception with coefficient value of 0.628** at 1% significant level. Based on study conducted by Atim et al (2021), methods and approaches by the lecturer played an important role for students to be engaged in the lesson. Hence, it show that, the successful of e-learning activities requires an involvement, commitment and engagement of instructor as a main players.

Secondly, the result shows the positive significant relationship between accessibility and e-learning acceptance with coefficient value of 0.630** at 1% significant level. This finding supported by Lowenthal & Lomellini (2023) that mentioned better understanding of the required accessibility knowledge, skills, and professional preparation for educational technologists will lead to improved practice by informing instructional design preparatory programs and professional development opportunities

Firstly, the result shows the positive significant relationship between university support and e-learning acceptance with coefficient value of 0.696** at 1% significant level. The result of this study also aligned with Rotar (2022) that mentioned a wide range of support interventions designed to support students at different stages suggests a need for an embedded, holistic approach to student support. Hence, university support play an important role for the successful of e-learning activities.

Discussion
Firstly, instructors play a critical role in the success of e-learning because they provide the guidance and support that learners need to succeed in a virtual environment. In implementing a virtual learning for higher education, instructor required to motivate the student, clarifying doubts, customizing instruction, monitoring progress and creating sense of community. Other than that, the acceptance of technology among instructor also play an important role for the e-learning success. This is because, instructor need to make an adjustment from the usual learning process especially in term of communication and interaction between instructor and

students. Overall, instructors are essential for e-learning success because they provide learners with the guidance, support, and motivation they need to achieve their goals.

Accessibility is a critical factor for e-learning success because it ensures that all learners, regardless of their abilities, have equal access to the course content and resources. E-learning platforms should be flexible to accommodate different learning styles and abilities. This can include offering different formats for course materials, providing multiple ways to complete assignments, and allowing learners to adjust the pace of their learning. By considering accessibility factors, e-learning platforms can ensure that all learners have the opportunity to fully engage with the course content and resources, which can contribute to their success in the course.

University support is essential for e-learning success because it provides learners with the resources and support they need to succeed in a virtual learning environment. The main support that need to highlight by the university is technology support, training and development, access to resource, student support services and faculty support. It means that, 360 degree support is important to make sure the e-learning activities are success. Overall, university support is critical for e-learning success because it provides learners with the resources, training, and support they need to navigate the challenges of virtual learning and achieve their academic goals.

Conclusion

E-learning success is important for a variety of reasons, including its potential to expand access to education, increase learner engagement and motivation, and improve learning outcomes. Table 4 present the summary of finding.

Table 4
Summary of Finding

Variable	Finding	Conclusion
Instructor -> e-learning	Accepted	By providing a range of interactive and multimedia-rich resources, such as videos, simulations, and games, e-learning can help learners stay engaged with the course content and feel more motivated to learn.
Access -> e-learning	Accepted	One of the primary benefits of e-learning is that it can expand access to education, particularly for learners who may not have had the opportunity to attend traditional face-to-face courses
Uni Support -> e-learning	Accepted	The continues support from the university is needed to increase the teaching and learning effectiveness. The support must be for all parties in the university especially students, and lecturers.

This study is significant for the university management in their planning and strategies especially for the learners who live in remote areas, learners with disabilities, and learners who have work or family obligations that make it difficult to attend classes on a set schedule. By providing a flexible, online learning environment, e-learning can help these learners gain

access to education and achieve their academic goals. E-learning can also increase learner engagement and motivation. Additionally, e-learning platforms can support collaborative and social learning, which can help learners connect with their peers and feel more invested in their learning. Furthermore, the effectiveness of e-learning can improve learning outcomes. E-learning can be as effective as traditional face-to-face instruction, and in some cases, may even lead to better learning outcomes. By providing learners with personalized learning experiences and immediate feedback on their performance, e-learning can help learners deepen their understanding of course materials and achieve their learning objectives

The main contribution of e-learning is for the community that have an intention to continue their study . E-learning is one of the national agenda to attract the community to continue theory study. Hence, e-learning effectiveness and efficiency is important because it can contribute to the overall development of learners throughout the learning process. By acquiring new knowledge and skills through e-learning, learners can increase their employability and pursue new career opportunities. Additionally, e-learning can help learners develop important digital literacy skills, such as online communication, information literacy, and critical thinking, which are increasingly important in today's digital world. Theoretically, the finding of this study also contribute to a better understanding of e-learning effectiveness. The success of the implementation of e-learning must come from a better understanding on what components should be focused by the university.

In conclusion, e-learning success is important because it can expand access to education, increase learner engagement and motivation, improve learning outcomes, and contribute to the overall development of learners. By providing a flexible, interactive, and personalized learning environment, e-learning has the potential to transform the way we think about education and help learners achieve their academic and professional goals.

Teacher attributes are response timelines, self-adequacy, innovation control, concentration on the association, and attitude towards e-learning, attitude towards students, circulative decency, operational reasonableness, and interactivity (Sun et al. 2008). Teachers who are open-minded, flexible and interested in developing themselves became self-taught and tried to improve their teaching skills (Coman, et al. 2020. The instructor explores their wisdom to make sure that the students received fairly their learning process. Especially when e-learning is very important in delivering knowledge. Traditionally, the use of classroom sessions is common, but now it is transformed into online or e-learning education for students and lecturers. Although it looks difficult, the instructor has the responsibility to guide and support the student to complete the course. No matter what will be the reason, the challenge still needs to be faced.

Accessibility
Accessibility is very important during practising e-learning. It has been widely noted that the use of Information and Communications Technology (ICT) can provide solutions of onventional teaching through e-learning, distance education, and virtual universities (Kheyrandish, 2011). Both educators and students should have good internet access to resume the e-learning class. The growth of e-learning classes is rapidly increasing use by educators but how students perceive, access, and react to it are the factor that educators
should take into consideration. During the pandemic of Covid-19, the popularity of online learning in Malaysia spreads not only in the small cities but also in the villages even in rural areas. The same goes for the educational system that involves pre-school, primary, secondary,

and higher education.

University Support

In general, student support services are referring to the support that provided by the university in various aspects such as, academic, counseling, technology. All these supports are important to make sure, the process of open distance learning and the implementation of e-learning is successful.

ctors play a key role in the success or failure of these systems, necessitating that they be well-trained and technologically versatile in order to apply and integrate technology tools for e-learning success (Hashim and Tasir, 2014; Online instructors play a key role in the success or failure of these systems, necessitating hat they be well-trained and technologically versatile in order to apply and integrate technology tools for e-learning success Hashim and Tasir (2014) Both educators and students should have good internet access to resume the e-learning class. The growth of e-learning classes is rapidly increasing use by educators but how students perceive, access, and react to it are the factor that educators

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