

# The Perception of University Students about the Use of Video-Based Approach During Covid-19

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## **Abstract**

*Due to the emergence of the COVID-19 pandemic, many educational institutions worldwide closed their doors temporarily. The use of digital technology has become a necessity for students, as the pandemic forced them to use it for their learning. This research purpose analyses the factors influencing the adoption of technology in online education. The technology acceptance model (TAM) is used to study the factors influencing the use of information systems during this pandemic era.*

**Keywords:** *Perception of University, Video-Based Approach, Covid-19*

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## **I. Introduction**

The COVID-19 epidemic has caused educational institutions throughout the world to switch to an "online primarily" delivery model. A state of emergency has been declared, having severe lockdown measures in place globally to combat the virus. The use of digital technologies in the learning program has been identified as one of the most effective ways to improve the quality of education. It can help institutions develop entrepreneurship competencies [11], [12],[13], [14], [25], [40]. According to a current UNESCO assessment, the physical closure of all sorts of educational establishment's process. Hence, preventing them from continuing development and advancement. Also, to complicate things, the pandemic's unexpected outbreak left educational institutions having limited time to organize as well as prepare themselves with solutions, technology, and regulations that allow them to go virtual without influencing students' learning may possess a major negative impact on students by disrupting their learning.

Despite online learning (e-learning or distance learning) is not uncommon and familiar among students, particularly since the development of Massive Open Online Courses (MOOCs), there is a significant difference between the current COVID-19 environment and the pre-COVID-19 time. Previously, the educational establishments utilized blended learning as the most common way of achieving digital transformation via the use of different Information and Communication Technology (ICT)-based tools as well as solutions. To enjoy the benefits of both categories, the blended learning strategy delivers an educational experience that mixes traditional physical classroom instruction, including online learning [23]. Universities have frequently employed this sort of hybrid learning strategy to improve the accreditation of learning results [8]. Students' performance [18], students' engagement [21], and students' motivation levels have all improved significantly when utilizing blended learning. The current scenario, nevertheless, is unusual in mixed learning or traditional classroom learning, which are no longer viable options because the teaching-learning process must now be conducted entirely online. COVID-19 has enforced an overnight transition of traditional classrooms towards virtual classrooms, in which a few are revealed about the students' perceptions of learning online in the lack of other options. This will be fascinating to investigate the situation of online learning with respect to the students' perspective under these new circumstances. The video content that is utilized for teaching in an online learning environment is a vital aspect, especially because there are no physical courses throughout the COVID-19. Course instructors may perform live sessions with students or publish prerecorded recordings to online learning platforms for students to view and analyze. The following questions are addressed in this research:

RQ1: How do the students perceive the use of video technology/content for online learning during the COVID-19?

The Technology Acceptance Model (TAM) is utilized to address the research questions. TAM examines adoption through the lenses of two constructs: perceived utility (PU) as well as perceived ease of use (PEU) (PEOU). TAM is focused on people's attitudes and beliefs in utilizing technology or services. We suggest that the new circumstances created in the glimpse of the COVID-19 epidemic, in the lack of physical classrooms, make it vital to examine the adoption scenario as well as students' perceptions of video technology/content for online learning in a higher educational environment. Living with the new normal and

comprehending student perception can help information technology developers and course instructors construct enhanced and more efficient video learning content. Universities are the same companies that they are identical towards performance as mentioned by several studies in both developed and developing countries ([16]; [17]; [21]; [25]; [29]; [31]; [33]; [34]; [40]; [36]; [38], and other work's evidences established such as [19]; [22]; [42], [2]; [19]). Furthermore, see for example [5]; [7]; [41]; [35]; [33]; [12]; [2]; [18]; [38]; [44]; [34]; [32].

## **II. Literature Review**

### **Online Learning**

Though there are numerous of literature focusing on the use of online learning systems via different challenges or stakeholders, relatively few focus solely on the students' perceptions of a system focused primarily on the video contents utilized for learning [37]. Nonetheless, we begin with a brief examination of the few works accessible in this area, namely the utilization of films and associated audiovisual information for the aim of online learning, in this section.

Given the rise in worldwide Internet speeds, there has been a continuous increase in the usage of instructional recordings in various settings and places; nevertheless, this expansion has been disorganized due to a lack of a clear implementation plan by either instructors or educational administrators [1], [2], [7], [9], [20]. Educational videos have recently become popular as supplementary teaching tools, notably in blended learning [30]. Furthermore, several of the world's top colleges now provide video courses through the Internet. From the student's perspective, there are several reasons to watch videos relating to what they are learning, in the range of strengthening their understanding and knowledge to compensating for missed classes [2]. Additionally, compared to the usual textbooks utilized in the classroom, video lectures may provide students with extra material that will help them learn faster. As a result, current research has mostly employed video content to promote active learning, allowing students to possess a tangible cognitive presentation of the things they study in classroom settings. For example, some researchers have utilized video footage to imitate a laboratory experiment or demonstrate practical applications. Students are generally enthusiastic about videos because they can interpret how things function, which is tough to explain through words or visuals. Nonetheless, the findings of several researches in depict a contrasting picture, indicating that the utilization of video content is ineffective for students. Likewise, has found that students frequently skip video recordings, negatively impacting their learning outcomes as well as in-class performance. Apart from that, we discover that all of the works mentioned above emphasize benefits/drawbacks or design principles of utilizing videos for online learning, having little information concerning students' perceptions and adoption of video technology/content that may secure the success and long-term viability of these tools. It is necessary to explore the adoption component of video-based learning in order to improve the education literature, especially during COVID-19, when using videos is the primary alternative accessible owing to the educational institutions' physical closure.

Several studies have been done on video technology for educational purposes. [11] investigated the variables of students' behavioral intention to utilize a video-based system using a TAM-based methodology. Rather than evaluating the adoption scenario in a real usage context, they seek to ascertain external exogenous characteristics that might increase TAM's forecasting potential. [1] conduct another TAM-based investigation to determine the extrinsic motivating elements influencing the behavioral intention to utilize YouTube in a laboratory-based learning scenario. This research, nevertheless, emphasizes behavioral intention rather than actual usage behavior. [19] provide an experimental ground for computer engineering students to investigate their adoption of an online learning environment for virtual laboratory as well as game-based learning. Also, they remark on the usefulness of a TAM-based technique for conducting virtual laboratory sessions. [10] investigated how hedonic incentives, social influence, and performance expectancies impact students' intentions to embrace a social video platform for learning (employing YouTube as a case study).

### **The technology acceptance phenomenon**

TAM has been broadly utilized to analyze the phenomena of technology adoption, intention to utilize information systems (IS), and associated developments [19] since it was first presented by [45], [46], [47], [48], [49], [3]. Despite the fact that the presence of similar IS theories, for example, "Unified Theory of Acceptance and Use of Technology" or "Innovation Diffusion Theory", TAM's soundness, simplicity, as well as flexibility have contributed to its appeal. As per TAM, two primary aspects affect the user's attitude: PU (the extent to which an individual considers that utilizing a particular system enhances their job performance) as well as PEOU (the extent to which an individual considers that utilizing a particular system enhances their job performance or simply be free of effort). TAM was utilized to describe the adoption intentions of a range of new technologies, as well as new educational technologies. Since it forecasts future usage of technology, instead of the experience gained after utilizing it, the original TAM model [3] is meant to generate probability ratings instead of actual ratings. The TAM questionnaire was updated in this research to meet the current requirements,

as the objective is to determine the actual usage situation (after engaging with respect to the video/system contents) instead of forecasting the use's possibility.

### **Theoretical Framework**

The following acceptance-related hypotheses are offered based on the original TAM version:

H1: Perceived ease of use possesses a significant effect on the perceived usefulness of utilizing video technology/content for online learning

H2: Perceived ease of use possesses a significant effect on the attitude toward utilizing video technology/content for online learning

H3: Perceived usefulness possesses a significant effect on the attitude toward utilizing video technology/content for online learning

H4: Perceived usefulness possesses a significant effect on the actual usage of video technology/content for online learning

H5: Attitude toward use possesses a significant effect on the actual usage of video technology/content for online learning

The main alteration to TAM for this project is that the behavioral intention construct has been omitted in favor of considering the actual usage case. This is in accordance with our study goals, which include determining how students feel after using the system. Current studies distinguish between behavioral intent and actual usage [7]. Provided that a study model may identify behavioral intention, it might be unable to predict actual system usage [33]. As a result, behavioral intention cannot be a reasonable proxy for actual system usage. Utilizing these two variables interchangeably is neither acceptable nor justifiable. Hence, the main aim of this project is actual usage.

### **III. Conclusion**

Owing to the educational institutions' global closure due to the COVID-19 epidemic, a new age of video-based learning has emerged. The present situation is one-of-a-kind, forcing students to employ digital tools for educational purposes. Nonetheless, awareness of the adoption variables is required for the effective use of such a system, and an integrated model based on the Technology Acceptance Model (TAM) is suggested. In addition, the moderating influences of gender are included in this study. For this investigation, hypotheses have been developed.

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