



Technology Adoption of Online Learning in High Schools during Movement Control Order (MCO) in Malaysia

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Abstract

Technology adoption is vital for any countries to implement in order to accept the latest technology transfer and application especially for education purpose. The research is conducted by using the 'Unified theory of acceptance and use of technology' (UTAUT) model which aims on explaining the intentions of users handling information system and consequent human behaviour. The UTAUT theory is the key pillar on the research methodology as the behavioural model has been well accepted in the academic world. Due to Covid-19 pandemic, traditional physical school learning has been disrupted as ongoing school students require to practise social distancing by online learning from home. This can only be achieved by technology adoption by both school teachers and students. This research explores on the factors that influence technology adoption particularly on high schools in Malaysia. The data is statically analysed using SPSS software version 26 on adaptability, accessibility and environment. The research focuses on the adoption of technology for high schools in Malaysia due to the crucial examination which requires continuous learning. There are various factors that influence technology adoption and focused is done on the most common and crucial factors. By understanding these factors, gap analysis is conducted and findings can be made for further improvement.

Key Words: Technology Adoption, UTAUT, Education, Continuous Learning.

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Introduction

The objective of this research is to examine the factors that influences technology adoption. It will also identify the problem statement and gap analysis in the study. By understanding the technology adoption factors, this will verify any prior research done before and changes occurred. The study encompasses on technology adoption and the various influences on its implementation. In order to achieve this, relevant methodology to be implemented to understand the problem statement in order to draw a conclusion. By having this research, analysis, conclusion and recommendation could be made for the purpose of improvement. The understanding of technology adoption will contribute to the research institution as well as the

society as a whole. This research focuses on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia as to understand the issues faced by students and teachers besides the factors that influence it as well as solutions towards this matter as according to Chung, Subraminiam, Dass (2020), there are challenges and influences which needed to be identified.

During the Movement Control Order (MCO) in Malaysia due to the Covid-19 pandemic which started on 18 March 2020, schools were closed and study was done online instead of physical lessons to prevent the outbreak of Covid-19 (Ismail, Arifin, Abdullah, 2020).

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However, many parents, teachers and students are not ready with the sudden change from physical lesson to online learning as this requires various factors to implement such as internet connectivity, devices as well as ability to adapt the new method of learning (Chung, et al., 2020). Many high schools in Malaysia are having issue adopting the technology and thus affecting learning process and subsequently have impact on major examination for high school students, i.e. Sijil Pelajaran Malaysia (Menaga et al., 2020).

The financial aspect plays an important role as some parents especially in the rural area having many children but can only afford one device which needed to be shared among siblings (Ismail et al., 2020). Aside to that, due to poor knowledge in technology, some teachers and students are unable to apply the technology during the teaching and learning process (Tamin and Mohamad, 2020) and with poor support from peers and social influence, it makes the situation worse. Other than this, security issues also have impact on technology adoption due to various scams and phishing activities in the internet world (Hashim, Kadir, Mansor, et al., 2020). The various factors described above deter high schools in Malaysia from adopting the technology and if no action is taken to resolve the issue, the quality of students will drop over time (Ramly, Azira, Latiff, et al., 2021). The efficiency of teaching and learning at high schools if continue dropping, will produce students of low quality and unable to compete with students from other countries (Ismail, et al., 2020).

The objective of the research is to find out the factors that influence technology adoption for online learning for high schools in Malaysia during Movement Control Order. This is because the introduction of online learning among high schools are very sudden without much preparation due to Covid-19 pandemic. The research will find out what are the issues faced by the teachers and students on the implementation of online learning. Aside of identifying the issues and problems, the research objective is also to offer solutions for the issues faced. The solutions proposed will enable improvement towards education in high schools in Malaysia and subsequently improved the education quality. This will enable improvement on the process of teaching and learning between teachers and students and eventually produce quality students who are competitive and knowledgeable. This will eventually help the country's economy by having more students pursuing for tertiary

education and creating competitive graduates.

Based on the review, which is the focus area of the study, i.e. online learning in high schools in Malaysia during the Movement Control Order is the limitation of the study. Therefore, there shall be no comparative exploration of dissimilarity with other countries on the same dependent variables to be provided in this study. Additionally, there are other factors that influences online learning in high schools during movement control order in Malaysia but not included in this study because of the constraint in selecting the influencing factors. The Unified Theory of Acceptance and Use of Technology (UTAUT) is being used for the study. The study adopted the correlation study as a method of data collection.

Literature Review

1. Technology Adoption

Technology adoption is defined as when people in the community commit to using a new technology in their daily activities when they embrace it (Dennis et al., 2020). The study on technology adoption is to understand, anticipate, and describe variables influencing adoption behaviour at the individual and structural levels, leading to the development of conceptual models and frameworks to better comprehend the relationship between these variables and adoption behaviour (Salahshouret. al., 2018). Technology adoption is being focused as critical component of any country's development, and numerous experts have studied the significance of various types of inventions and their consequences over time. (Arisya et al., 2019).

Due to the Covid-19 pandemic, the Malaysian government imposed Movement Control Order (MCO) in Malaysia which started on 18 March 2020 where schools were closed and formal education was done online instead of physical lessons in order to prevent the spread of Covid-19 (Ismail, Arifin, Abdullah, 2020). This sudden announcement has made many parents, teachers and students caught off guard as they are not ready with the sudden change from physical lesson to online learning which requires various factors to implement such as internet connectivity, devices as well as ability to adapt the new method of learning (Chung, et al., 2020).

This affects the learning process in many high schools in Malaysia as they are having issue adopting the technology and subsequently have impact on major examination for high school

students, i.e. Sijil Pelajaran Malaysia (Menaga et. al., 2020). The schools as well as parents and students are not evenly distributed on locations as some are living at urban area with high income and others are located in rural area with low income (Kamaludin, 2020) which form the key problems on technology adoption for online learning. Thus, the capacity to adapt is challenging as there isn't adequate infrastructure whether for rural schools or equipment for the parents and without the steady and satisfactory infrastructure and devices for online learning, this creates problem especially among parents and students (Ganeson, Amirthalingam, Kwa, 2020).

2. Adaptability

When it comes into adaptability, it focuses much on the attitude towards the technology itself and the process of taken into consideration to influence the adoption of any technology innovation (Arisya et. al., 2019). Therefore, individual commitment is essential to increase the knowledge of technology adoption, and effort by individual is the key element to comprehend new technology learning process (Shukri et. al., 2020). Furthermore, adaptability requires one to be able to self-regulate their learning process to be effective in absorbing new technology which are one not familiar of (Lim et. al., 2020). However, by being able to adapt, it will be able to offer opportunities for the individual to established changes, lead and shape technology evolution for improvements (Lai, 2017). Technology has always aided in the progress of even the most basic tasks, such as the conventional learning process according to Raza et. al. (2021) and therefore, by adapting into technology, this will be able individual to fasten the process of learning and gain new insights and knowledge

3. Accessibility

The term "information and knowledge infrastructure" refers to all of the pieces that work together to allow the flow of information and knowledge to support numerous tasks, actions, and choices involving an organization's operations (Lim et. al., 2020). Accessibility in the context of technology adoption also consist of other factors such as internet connectivity and limited broadband data (Chung, Noor, Mathew et. al., 2020). Accessibility has a great influence on students' performance in technology-based learning approach (Zhai et. al., 2020).

The utility of learning tools has a major impact on the efficacy of a learning technique in an online learning environment because when students believe that the system would assist them in improving their performance, any unfavourable views about the system will be eliminated (Ifinedo, 2017). The benefit of the accessibility is that it allows students to grasp the lesson presented more quickly, encouraging them to be more successful and productive in terms of learning (Andovita and Wahyuni, 2020).

4. Environment

In the education sector, where teachers and students are adopting emerging digital technologies in their teaching and learning process, technology plays an essential role according to Stein and Graham (2020), thus it is crucial for social influence encourages such technology adoption. Technology adoption has changed the environment of study with the introduction of The Virtual Learning Environment (VLE), digital libraries, and different technologies and gadgets are used in the teaching process, which eventually replace traditional teaching techniques such as books and handouts (Jegathesan, Noryati, Hisham, et. al., 2018). Based on the research done by Adnan and Anwar (2020), social influence in Malaysia has been very significant and developing drastically where technology adoption in education is concerned. Apandi and Raman (2020) stated that the integration of ICT towards educational environment leads to learning environmental with enhanced technology which stimulates learning process as well as students' engagement. This is further highlighted by Shaffee, Ahmad, Idris, et. al. (2019) that students' adoption towards technology is inclined by social influence by the peers and surroundings.

5. Underpinning Theory

The underpinning theory used for this research is the Unified Theory of Acceptance and Use of Technology (UTAUT) which was formulated and validated by Venkatesh et. al. in year 2013 according to Abrahão, Moriguchi and Andrade (2016). With the introduction of UTAUT model, many researches have been conducted and the model was tested and applied in various industries including education for predicting system usage and technology adoption (Chao, 2019). There are four core elements of intent to apply and actual

application of technology system in UTAUT as shown in Diagram 1 below; performance expectancy, effort expectancy, social influence and facilitating conditions (Berkowsky et. al., 2017).

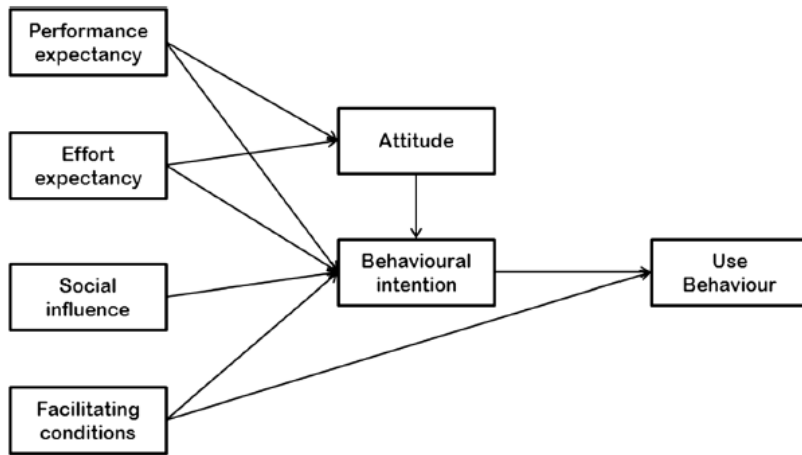


Diagram 1. Proposed UTAUT model (Source: Adapted from Venkatesh et. al. 2013)

Conceptual Framework

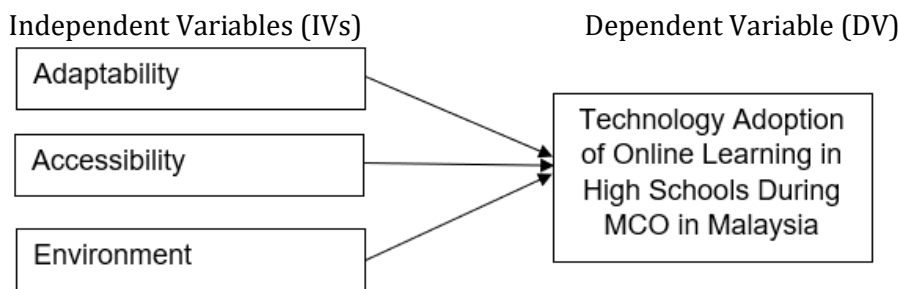


Diagram 2. Conceptual Framework

Diagram 2 illustrates the conceptual framework which demonstrates the relationship between independent variables and dependent variable. The independent variables in this research are adaptability, accessibility, and environment. The dependent variable is technology adoption of online learning in high schools during movement control order in Malaysia.

in SPSS, an additional 10% is included. Therefore, a total of 422 number of surveys to be distributed. Pilot test is required to identify any potential issue prior to the preliminary test. Therefore, for the pilot test, 84 respondents, which is 20% of the actual sample size is required.

Research Methodology

According to the Ministry of Education Malaysia, in July 2020, there are 10,220 government schools in Malaysia with 4,987,401 students. From this, 2,440 are high schools and 2,037,433 are high school students. The Krejcie and Morgan (1970) sample size determination table is used to derive the sample size for this study. N which is of more than 1 million will have S, small size sample of 384. In order to ascertain the sampling respondents which are greater than 250, and to avoid skewed results



Pilot Test: Factor Analysis

Table 1.Communalities from Extraction Method: Principal Component Analysis

Communalities			
Item	Description	Initial	Extraction
DV1	The household has adopted the Information and Communication Technology (ICT)?	1.000	.883
DV2	Easy access to the internet has influence on household's intention to adopt ICT?	1.000	.884
DV3	The household views ICT adoption as an important factor for online learning?	1.000	.878
DV4	The Covid-19 pandemic has increased the organisation's need to adopt ICT?	1.000	.882
DV5	Government support by providing infrastructure and incentives on ICT adoption has an influence on household's decision to adopt ICT?	1.000	.883
IV1	Learning using online learning is easy for me.	1.000	.880
IV1	My interaction using online learning tools is clear and understandable.	1.000	.876
IV1	I find online learning easy to use.	1.000	.877
IV1	It is easy for me to become skilful at using online learning.	1.000	.873
IV2	I had access to online learning and is using it.	1.000	.879
IV2	Given that I had access to online learning, I predict that I would use it.	1.000	.870
IV2	I plan to use the online learning in the future.	1.000	.873
IV2	I believe that online learning is trustworthy.	1.000	.874
IV3	I am confident of online learning even if there is no one around to show me how to do it.	1.000	.877
IV3	I am confident online learning even if I have never used such a system before and no one to guide me.	1.000	.877
IV3	I am confident of online learning even if I have only the software manuals for reference.	1.000	.883
IV3	Even if not guided by anyone, I would trust online learning to do the job right.	1.000	.883

As shown in Table 1, the communalities value of every element for dependent variables and independent variables are more than 0.6. According to Chetty and Datt, 2015, the communalities values have to be more than 0.6 in order to show that there is sufficient variance from the variable. As all the items in the questionnaires have communalities value which are more than 0.6, therefore all the elements are retained for the purpose of large-scaled questionnaires for data collection.

Aside to that, KMO Bartlett's test of sphericity is conducted to test and to determine whether the correlation matrix has an identity matrix. It is also to determine the relationship between the variables which should not be zero correlation coefficients for the factor analysis to function (Sekaran and Bougie, 2016). Preferably, the value of KMO and Bartlett's test to be closer to 1 and 0.6 is the lowest value. If the value is less than 0.6, this indicates inadequate sampling (Hair et. al., 2014).

Table 2.KMO and Bartlett's Test for Dependent and Independent Variables

KMO and Bartlett's Test for Dependent Variable		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.717
Bartlett's Test of Sphericity	Approx. Chi-Square	85.686
	df	10
	Sig.	.000
KMO and Bartlett's Test for Independent Variables		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.820
Bartlett's Test of Sphericity	Approx. Chi-Square	445.613
	Df	66
	Sig.	.000

As shown in Table 2, the KMO results obtained for the dependent variables and independent variables are 0.717 and 0.820 respectively. Both values are higher than 0.6 as required in the KMO and Bartlett's test. Therefore, the questionnaire



prepared is appropriate for further data collection and analysis. According to Laerd (2013), the component values should be more than 1 and the Eigenvalue is supposed to reflect the proportion of

components under research. Reference to Table 3, all the components in the study have shown values of more than 1, which are aligned in the study factor.

Table 3.Extraction Method: Principal Component Analysis for Dependent Variables and Independent Variables

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Total Variance Explained by Dependent Variables						
1	2.412	48.240	48.240	2.412	48.240	48.240
2	.967	19.336	67.576			
3	.688	13.770	81.346			
4	.518	10.358	91.703			
5	.415	8.297	100.000			
Total Variance Explained by Independent Variables						
1	5.274	43.954	43.954	5.274	43.954	43.954
2	1.383	11.528	55.482	1.383	11.528	55.482
3	1.027	8.555	64.036	1.027	8.555	64.036
4	.901	7.506	71.542			
5	.754	6.287	77.830			
6	.636	5.297	83.126			
7	.517	4.305	87.432			
8	.392	3.269	90.701			
9	.341	2.838	93.539			
10	.315	2.623	96.163			
11	.304	2.535	98.697			
12	.156	1.303	100.000			

Pilot Test: Reliability Test

The purpose of reliability test is to check whether there’s a consistency in the questionnaire among the respondents aside for the purpose of support for preliminary feasibility of the study (Pallant, 2011). As stated in Table 4, the Cronbach’s Alpha for all components for both dependent variables

and independent variables are more than 0.7. Bougie and Sekaran (2019) stated that reliability test of more than 0.7 means it has decent reliability. Therefore, all the components in the questionnaires have good reliability and is suitable for full large-scaled data collection.

Table 4.Reliability Test result for Dependent and Independent Variables

Variables	Cronbach’s Alpha	Number of items
Technology Adoption (Dependent Variable)	.717	5
Adaptability (Independent Variable)	.710	4
Accessibility (Independent Variable)	.754	4
Environment (Independent Variable)	.720	4

Result and Discussions

1. Descriptive Analysis

In this study, there are 422 respondents as shown in Table 5. As students are under the age of 21, the parents and guardians are the respondents for the survey. There are 58.3% father being the respondents while 39.6% are the mother. The remaining 2.1% are the guardians. 46.2% and 48.3% has 1 and 2 children in high school respectively, being the majority. From the total respondents, 86% is using desktop or laptop while 89.6% is using tablet or smartphone, which

indicates there’s a possibility of more than 1 gadget being used at home. 93.6% of the respondents subscribed to the internet but only 4.3% paid for software subscription.

Majority of the respondents, i.e. 62.1% is from suburban while 30.6% is from urban area. Rural area consists of 7.3% respondents. The majority of the respondents also have income between RM6,001 to RM10,000, at 57.3%. The remaining 20.6% and 21.4% earns between RM3,001 to RM6,000 and above RM10,000 respectively. Only 0.7% earns less than RM3,000.



Table 5.Demographic Categories of Respondents

Demographic Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Relationship with students					
Valid	Father	246	58.3%	58.3%	58.3%
	Mother	167	39.6%	39.6%	97.9%
	Guardian	9	2.1%	2.1%	100%
	Total	422	100%	100%	
Number of high school students in the household					
Valid	1	195	46.2%	46.2%	46.2%
	2	204	48.3%	48.3%	94.5%
	3	22	5.2%	22%	99.7%
	More than 3	1	0.3%	0.3%	100%
	Total	422	100%	100%	
The household currently using the below ICT (multiple selection)					
Valid	Desktop/Laptop	363	86%	86%	-
	Tablet/Smartphone	378	89.6%	89.6%	-
	Internet services	395	93.6%	93.6%	-
	Paid software subscription	18	4.3%	4.3%	-
Location					
Valid	Urban	129	30.6%	30.6%	30.6%
	Suburban	262	62.1%	62.1%	92.7%
	Rural	31	7.3%	7.3%	100%
	Total	422	100%	100%	
Monthly household income					
Valid	RM 3,000 and below	3	0.7%	0.7%	0.7%
	RM 3,001 to RM6,000	87	20.6%	20.6%	21.3%
	RM 6,001 to RM10,000	242	57.3%	57.3%	78.6%
	Above RM10,000	90	21.4%	21.4%	100%
	Total	422	100%	100%	

2. Preliminary Testing

Factor Analysis (Dependent Variables)

For this research, factor analysis conducted on the dependent variables and independent variables during preliminary testing. The factor analysis tests consist of KMO and Bartlett’s Test of Sphericity, communalities value and Eigenvalues. For the KMO and Bartlett’s test on technology adoption, it has the value of 0.779. This shows there’s sufficient sampling, as stated in Table 6.

Table 6.KMO and Bartlett’s Test of Dependent Variables

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.779
Bartlett's Test of Sphericity	Approx. Chi-Square	2380.972
	df	10
	Sig.	.000

on dependent variables have high loading factor which translate into appropriate for research. All the extraction value is above 0.6.

Table 7.Communalities from Extraction Method: Principal Component Analysis

Communalities	Initial	Extraction
The household has adopted the Information and Communication Technology (ICT)?	1.000	.873
Easy access to the internet has influence on household's intention to adopt ICT?	1.000	.814
The household views ICT adoption as an important factor for online learning?	1.000	.807
The Covid-19 pandemic has increased the organisation's need to adopt ICT?	1.000	.689
Government support by providing infrastructure and incentives on ICT adoption has an influence on household's decision to adopt ICT?	1.000	.643

Table 7 on Communalities from Extraction Method: Principal Component Analysis show that the items



Table 8.Extraction Method: Principal Component Analysis

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Total Variance Explained by Dependent Variables						
1	3.826	76.513	76.513	3.826	76.513	76.513
2	.847	16.932	93.445			
3	.152	3.037	96.482			
4	.117	2.345	98.827			
5	.059	1.173	100.000			

Factor Analysis (Independent Variables)

Table 9.KMO and Bartlett’s Test of Dependent Variables

KMO and Bartlett’s Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.785	
Bartlett’s Test of Sphericity	Approx. Chi-Square	4948.696
	df	66
	Sig.	.000

Other than that, the loading factors have sufficient variance as tabulated in Table 10. Generally, there are 3 components which have Eigenvalues of more than 1 as stated in Table 11. This is because there are three independent variables in this research. This particular factor analysis test supports that the components are adequate for the research.

Table 10.Communalities from Extraction Method: Principal Component Analysis

Communalities	Initial	Extraction
Learning using online learning is easy for me.	1.000	.662
My interaction using online learning tools is clear and understandable.	1.000	.744
I find online learning easy to use.	1.000	.706
It is easy for me to become skilful at using online learning.	1.000	.630
I had access to online learning and is using it.	1.000	.886
Given that I had access to online learning, I predict that I would use it.	1.000	.808
I plan to use the online learning in the future.	1.000	.854
I believe that online learning is trustworthy.	1.000	.720
I am confident of online learning even if there is no one around to show me how to do it.	1.000	.904
I am confident online learning even if I have never used such a system before and no one to guide me.	1.000	.855
I am confident of online learning even if I have only the software manuals for reference.	1.000	.867
Even if not guided by anyone, I would trust online learning to do the job right.	1.000	.794

Table 11.Extraction Method: Principal Component Analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Total Variance Explained by Dependent Variables						
1	5.872	48.932	48.932	5.872	48.932	48.932
2	2.105	17.544	66.476	2.105	17.544	66.476
3	1.452	12.101	78.577	1.452	12.101	78.577
4	.793	6.612	85.189			
5	.447	3.721	88.911			
6	.378	3.149	92.060			
7	.357	2.971	95.031			
8	.275	2.295	97.326			
9	.142	1.185	98.511			
10	.070	.587	99.098			
11	.060	.497	99.595			
12	.049	.405	100.000			

Reliability Test

Reliability test is also conducted during large-scaled data collection. The purpose is to ensure there is internal consistency of items in the questionnaire. As shown in Table 12, the Cronbach’s Alpha of 0.7 and above are achieved for the dependent and independent variables. This means there’s a good reliability in the respondents for the questionnaire with consistencies. Therefore, it is deemed appropriate for the research purpose.

Table 12.Reliability Test on the Items of Dependent Variables and Independent Variables in Construct

Variables	Cronbach’s Alpha	Number of items
Technology Adoption (Dependent Variable)	.923	5
Adaptability (Independent Variable)	.737	4
Accessibility (Independent Variable)	.748	4
Environment (Independent Variable)	.789	4

3. Hypothesis Testing

The purpose of hypothesis testing is to make an interpretation on population. This is done by using



the data from the sample. For this purpose, multiple regression analysis is conducted in order to determine the relationship between dependent variables and independent variables. As stated in Table 13: Multiple Regression Model Summary, the R square value is 0.874. This is more than the minimum cut off point of 0.4 which is required for the theoretical framework to be accepted. This shows there's 87.4% of the respondents' technology adoption can be explained by the 3 independent variables whereas the remaining 12.6% are explained by the variation of other factors which are not within the scope of the current study. Aside to that, the Durbin-Watson value of 2.171 indicates that the variables are independent. This is because the value is between 1.5 to 2.5 where it is deemed acceptable, and there's no autocorrelation as stated by Alam, Saeed, Sahabuddin et.al. (2013).

Table 13.Multiple Regression Model Summary

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.935a	.874	.873	.1925	2.171

a. Predictors: (Constant): Adaptability has significant influence of on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia, Accessibility has significant influence on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia, Environment has significant influence on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia.

b. Dependent Variable: Technology adoption of online learning in high schools during MCO in Malaysia.

Based on Table 14: ANOVA of multiple regression, the significance level of F-test is less than 0.05. This indicates that the regression model is significant.

Table 14.ANOVA of Multiple Regression

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	107.825	3	35.942	969.627	.000 ^b
	Residual	15.494	418	.037		
	Total	123.319	421			

a. Dependent Variable: Technology adoption of online learning in high schools during MCO in Malaysia.

b. Predictors: (Constant): Adaptability has significant influence of on technology adoption of

online learning in high schools during Movement Control Order (MCO) in Malaysia, Accessibility has significant influence on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia, Environment has significant influence on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia.

Aside to the above tests, the Variance Inflation Factor (VIF) shows that all the factors in the study is less than 10 as shown in Table 15 on multicollinearity. The threshold of multicollinearity is 10. In the aggression model, there is no multicollinearity in the factors. Myers, Well and Lorch (2010) stated that high multicollinearity value indicates the change in one variable has influence on the shift of response of another variable. Therefore, it is important to keep VIF low. Coefficient analysis is conducted to observe the connection between adaptability, accessibility and environment towards technology adoption during the Movement Control Order in Malaysian high schools. As tabulated in Table 16: Results of Coefficients and Collinearity of Multiple Regression, the three factors, Adaptability (p=0.022<0.05), accessibility(p=0.886>0.05), and environment (p=0.000, <0.05).

From this, it can be concluded that accessibility is not significantly correlated towards technology adoption as compare to adaptability and environment. However, it shows that there is a positive correlation with technology adoption. This concludes that there is a small number of respondents that perceived accessibility has influence on technology adoption. Both adaptability and environment have p value of less than 0.05 and is positively correlates on technology adoption. This means higher adaptability and environment have influences on technology adoption. According to Ringle, Henseler and Sarstedt, 2015, the regression coefficient showed that there's a change in the variable of every unit of variable prediction while keeping the predictors constant.

Table 15.Multicollinearity

Description	VIF
Adaptability has significant influence of on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia.	1.650
Accessibility has significant influence on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia.	8.151
Environment has significant influence on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia.	8.747



Table 16.Results of Coefficients and Collinearity of Multiple Regression

Coefficients ^a	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
		-.078	.096				-.808
Adaptability has significant influence of on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia.	-.055	.024	-.051	-2.301	.022	.606	1.650
Accessibility has significant influence on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia.	.008	.058	.007	.143	.886	.123	8.151
Environment has significant influence on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia.	1.081	.058	.960	18.717	.000	.114	8.747

a. Dependent Variable: Technology adoption of online learning in high schools during MCO in Malaysia

Summary of Findings

All the hypotheses in this research are accepted and the summary is shown in Table 17: Status of Research Hypotheses. The findings conclude that

the model (adaptability, accessibility and environment) is statistically significant and able to fit the research.

Table 17.Status of Research Hypotheses

Hypotheses	Results of Hypothesis Testing
H1: Adaptability has influence of on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia.	The correlation between adaptability towards technology adoption during Movement Control Order in Malaysian high schools was evaluated. The result shows that adaptability towards technology adoption has Beta value of negative. This means the influence is significant but opposite. Beta: -0.51, sig 0.022<0.05 Therefore, H1 is accepted.
H2: Accessibility has influence on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia.	The correlation between accessibility towards technology adoption during Movement Control Order in Malaysian high schools was evaluated. The result shows that accessibility towards technology adoption is not statistically significant. Beta: 0.007, sig 0.886>0.05 Therefore, H2 is rejected.
H3: Environment has influence on technology adoption of online learning in high schools during Movement Control Order (MCO) in Malaysia.	The correlation between environment towards technology adoption during Movement Control Order in Malaysian high schools was evaluated. The result shows that environment towards technology adoption is statistically significant. Beta: 0.960, sig 0.000<0.005 Therefore, H3 is accepted.

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Conclusion

Though the research findings are not entirely concurred with past research, this does not mean the findings are incorrect. This might due to the limitations as stated earlier as well as change on the population’s behaviour towards technology adoption. Furthermore, the high school students might have different perspective as compare to

other students in primary schools. Aside to that, the sudden announcement of Movement Control Order (MCO) might have different reaction when it was announced on 18 March 2020 and during the data collection is conducted. This might be due to familiarity on technology adoption over time during the past one and a half years.



Nevertheless, adaptability, accessibility and environment which are the elements of effort expectancy, facilitating conditions and social influence in the UTAUT is worth to be studied whether for academic or industry contribution. And technology being constantly updated, requires research to be continuously conducted from time to time to understand the change of perspective towards this subject. The findings can be used for improvement on the education sector by the relevant ministries. Furthermore, there is a possibility such pandemic might happen again in the future. By understanding, improving and preparing for future, a lot of obstacles can be avoided when there's a need to have such a sudden implementation in the future. This research is small step towards more steps to be taken in the future for the improvement of education in the country.

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