CANVAS LMS, DIGITAL EQUITY, AND ACADEMIC SELF-EFFICACY: A CASE STUDY OF MALAYSIAN UNDERGRADUATES

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Abstract - This qualitative case study explores how undergraduate students at INTI International University in Malaysia use the Canvas Learning Management System (LMS), with a particular focus on the impact of Canvas on academic self-efficacy, student engagement, and digital equity. This study is based on the Technology Acceptance Model (TAM), Digital Equity Framework, and Academic Self Efficacy Theory, and conducted in-depth semi-structured interviews with 15 undergraduate students from different academic and socioeconomic backgrounds at INTI International University in Malaysia. The research results indicate that Canvas significantly improves students' academic self-efficacy, especially confidence in organizational ability, self-regulation behavior, and academic management ability. However, some resources are unevenly distributed: students from low-income families face persistent technical and possibly emotional barriers, including intermittent Internet access, dependence on mobile devices, and increased academic anxiety. Although participants generally believe that Canvas is a fair and accessible platform, this study suggests that its effectiveness depends on broader infrastructure and social contexts. These results emphasize the necessity of fair and sensitive LMS design, mobile optimization, and institutional policies that actively address digital disparities. By placing the use of Canvas in the context of variable resource environments, this study provides key insights for cultivating inclusive digital learning ecosystems in Southeast Asia.

Keywords - Canvas LMS, Digital equity; Academic Self-efficacy, Malaysian Higher Education.