



THE ROLES OF SELF-EFFICACY AND DOMAIN KNOWLEDGE ON USERS BEHAVIORAL INTENTION TO USE ONLINE DISTANCE LEARNING

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Submission: 01 March 2021

Revised: 10 May 2021

Accepted: 29 May 2021

Peer-review under responsibility of 5th ASIA International Multidisciplinary Conference 2021 (Online)

Scientific Committee

<http://connectingasia.org/scientific-committee/>

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Office # 6, First Floor, A & K Plaza, Near D Watson, F-10 Markaz, Islamabad, Pakistan,

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ABSTRACT

Novel Coronavirus 2019 (COVID-19) has shifted the educational landscape for the past year. Face-to-face interaction has become a distant memory. It signals the emergence of digital landscape with the dependency on online distance learning (ODL) application such as Google Meet, WebEx, Zoom, and Microsoft Team. The dependencies on this software raise the issue of the willingness and user behavioral intention to use such application. Therefore, this study investigated the roles of self-efficacy and domain knowledge on the user behavioral intention to use ODL. A quantitative research methodology was adopted; instrument was adopted from previous study before following rigorous testing, pretest, pilot study, and actual data collection. The findings were then analyze based on relationship or inferentil and descriptive analysis.

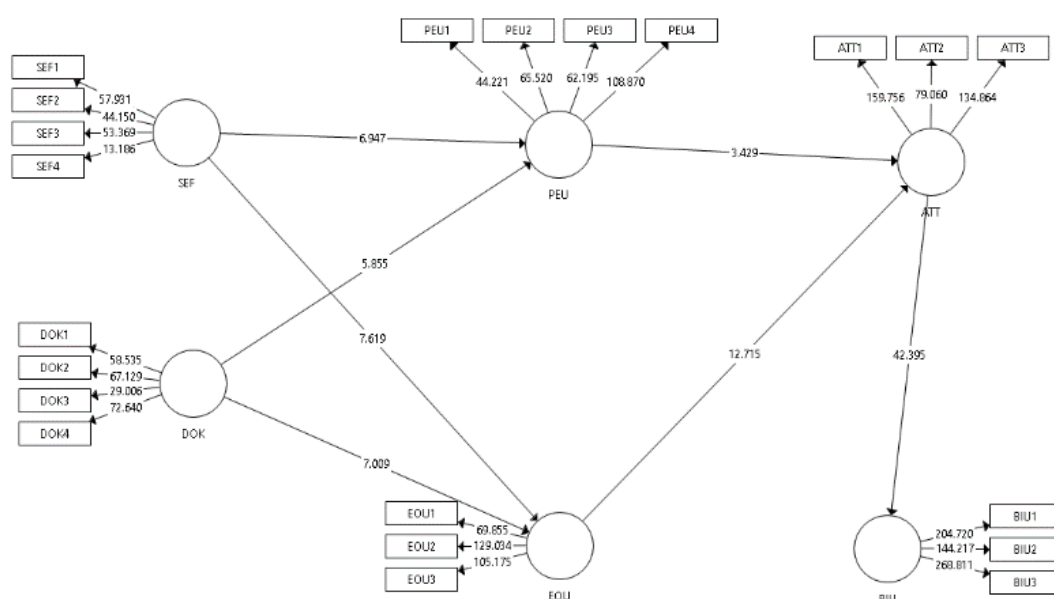
Keywords: *Self-Efficacy, Domain Knowledge, Perceived Usefulness, Perceived Ease of Use, Attitude, Behavioral Intention*

RESEARCH HIGHLIGHTS

The followings are the highlight of the study:

1. The theoretical framework adopted the technology acceptance model theory, that includes Technology Acceptance Model of Davis (1989), as well as Delone and McLene (2003) Information System Success Model, and Mohamad Rosman, Ismail, and Masrek (2021a, 2021b).
2. Attitude towards ODL has the largest effect size ($f^2=1.565$) on behavioral intention to use ODL
3. Domain knowledge has the smallest effect size ($f^2=0.111$) on ease of use.

GRAPHICAL ABSTRACT



Research Objectives

The main purpose of this research is to investigate the role of self-efficacy and domain knowledge towards user behavioral intention to use online distance learning (ODL). Since the inception of information system, self-efficacy has been considered as important predictors of user adoption of Information System (Zhao, Seibert, & Hills, 2005). Domain knowledge, on the other hand has a contrasting result on the user behavioral intention to use online distance learning. Therefore, this research is interested to identifying the effect of self-efficacy and domain knowledge as the external factors to the user intention to use online distance learning.

Methodology

This study adopted quantitative analysis using questionnaire. The instrument was developed through adopting previous items from previous study of Davis (1989), Delone and McLene (2003), Mohamad Rosman, Ismail, and Masrek (2021a, 2021b), and Khan and Qutab (2016). The instrument was pre-test through several rigorous process – experts review, face validity, and pilot study. Next, instrument in form of Google Form was distributed to targeted respondents, selected using convenience sampling technique. As a result, a total of 524 valid responses were received. Data were coded, perform data cleaning, before been analyzed using SPSS and SmartPLS version 3.2.8.

Results

The result show that all hypotheses were accepted. First, the result indicating that self-efficacy has positive inter-relationship with perceived usefulness (H1: Supported, $t=6.947$, $p=0.000$). Second, self-efficacy also shows a positive interaction with perceived ease of use (H2: Supported, $t=7.619$, $p=0.000$). Third, domain knowledge also shown a positive relationship with perceived usefulness (H3: Supported, $t=5.855$, $p=0.000$). Fourth, in relation to domain knowledge to perceived ease of use, the result also shows a positive interaction (H4: Supported, $t=7.009$, $p=0.000$). On the other hand, perceived usefulness also indicating a positive interaction with attitude toward ODL (H5: Supported, $t=3.429$, $p=0.001$). Similarly perceived ease of use produces a positive interrelationship with attitude toward ODL (H6: Supported, $t=12.715$, $p=0.000$). Lastly, our study also indicated that attitude towards ODL also have a tendency towards positive interrelationship with the user behavioral intention to use ODL (H7: Supported, $t=42.395$, $p=0.000$).

Findings

The final result of the study indicating that both self-efficacy and domain knowledge has a positive tendency with both the mediating variables which are the first perceived usefulness and the second is perceived ease of use. A descriptive analysis on the items measuring user behavioral intention towards using ODL also indicating a strong tendency towards positive responses. The implication of this study will be beneficial for the university

to engage programs for successful implementation towards adopting Online Distance Learning (ODL).

Acknowledgement

This research work is supported by the Research Management Centre (RMC), Universiti Teknologi MARA Kelantan Branch under Special Interest Group (SIG) fund.

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