



Adoption of Online Classes During COVID-19: An Institution's Investigation on Perception & Behavioral Intention

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Abstract

In the advent of COVID-19, an institution revisits the revised UTAUT in its interest in identifying factors encouraging positive perception and behavioral intention towards adoption of online classes among its learners and lecturers. In doing so, a non-experimental, non-probabilistic, quantitative study gathered online surveys from voluntary 580 samples. Data was later evaluated through the Exploratory Structural Equation Model (ESEM). Results suggested that Performance Expectancy & Facilitating Conditions influenced Attitude, and Effort Expectancy & Social Influence influenced Behavioral Intention – in both groups. Performance Expectancy over Behavioral Intention and Social Influence over Attitude were especially significant among learners; while, Effort Expectancy on Attitude was particularly significant among lecturers. Also, surprisingly, a disconnect among Facilitating Conditions & Behavioral Intention; Attitude & Behavioral Intention were shown in this study. Furthermore, their current adoption was implored. Both groups felt that the current policy was necessary, beneficial but, to an extent, not practical. Both groups believed challenges were related to paucity and capacity in running online classes. Learners specifically addressed future issues in online learning related to its effectiveness, and lecturers emphasized its equity in online teaching if classes were to resume. Practical implications on technology acceptance would contribute significantly towards better adoption of online classes during this outbreak.

Keywords: Unified Theory of Acceptance and Use in Technology, UTAUT, revised UTAUT, Technology Acceptance Model, User Acceptance

JEL Classification Code: I23, I28, O32, O33, O38

1. Introduction

The adoption of online classes caused by the sudden disruption of COVID-19, has become front and center for many recent studies on technology acceptance in education. Whether or not certain factors encourage learners to positively perceive, intend, or adopt online learning; and, educators to positively perceive, intend, or adopt online teaching – had become especially intriguing.

Various technology acceptance models, previously theorized or currently developed, have sought to establish relevant factors leading to user acceptance. And, however they may vary in structure, these models have followed the same basic premise: that external factors cause individual reactions, that individual reactions cause intentions, and that

intentions cause actual usage of technology (Venkatesh, Morris, Davis, & Davis, 2003).

Pre-pandemic publications in higher education (Tseng, Lin, Wang, & Liu, 2019; Mosunmola, Mayowa, Okuboyejo, & Adeniji, 2018; Mei, Brown, & Teo, 2018) have consistently established significant results by empirically validating factors that lead university learners and lecturers to eventually adopt online classes. Likewise, recent publications, in the context of the pandemic, have been accounted for in producing positive relationships among theorized factors toward attitude (Lazim, Ismail, & Tazilah, 2021), intention (Tiwari, 2020), and actual use of technology (Samat, Awang, Hussin, & Nawi, 2020). Moreover, there were also publications that have not entirely reached the same theoretical implications. There were conclusions suggesting that some theorized factors had