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Determinants of Attitude, Satisfaction and Behavioral Intention of Online Learning Usage Among Students During COVID-19

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Abstract

Purpose: The objective of this research is to examine determinants of behavioral intention to use online learning among students in a higher vocational collage in China, including perceived ease of use, perceived usefulness, attitude, trust and satisfaction. Technology Acceptance Model (TAM) and Theory of Planned Behavior (TPB) were the fundamental theories of this study. **Research design, data and methodology:** A quantitative approach was used to distribute questionnaire to 500 third-grade students in Tianfu Vocational College of Chengdu. Purposive sampling, stratified random sampling, and convenience sampling were employed. After the data collection, confirmatory factor analysis (CFA) and structural equation model (SEM) were accounted to analyze the data in measurement and structural models, measuring factor loading, reliability, validity and model fit. **Results:** Perceived ease of use had the strongest influence on perceived usefulness, followed by perceived ease of use on attitude, attitude on behavioral intention, and perceived usefulness on behavioral intention. In opposite, the non-supported relationships were perceived usefulness and attitude, trust and satisfaction, and satisfaction and behavioral intention. **Conclusions:** The findings implied that academic researchers and education's stakeholders should emphasize ease-of-use and benefits of using an online learning system that can help students' learning experience to be more conveniently and effectively. **Keywords:** Online Learning, Satisfaction, Trust, Attitude, Behavioral Intention.

JEL Classification Code E44, F31, F37, G15

1. Introduction

The structure of education in China has been greatly changed in the past decade. Vocational and technical education are different from university's curriculum. The role of vocational and technical education in society is crucial. The number of students in China's vocational education in 2020 is more than 35 million. Chengdu is the capital city of Sichuan province which has reformed higher vocational enrollment up to 90 schools and 13 vocational colleges. The challenge of higher vocational education in China is to develop programs in corresponding with

international quality and standard (Textor, 2022). Chengdu city has expanded in the past five-year in vocational training program for middle and higher vocational schools, and 71 universities and 238 secondary vocational schools conducted vocational training programs in 916 specialized areas. The enrollment plan is to increase from 40,000 in 2019 to 82,700. Integration of Chengdu city department of education in cultivating higher vocational training channels improves school entrance rate after introducing the education department of Sichuan province about higher vocational cohesion through training to encourage the "big

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