

pISSN: 1906 - 3296 © 2020 AU-GSB e-Journal.
eISSN: 2773 - 868x © 2020 AU-GSB e-Journal.
<http://www.assumptionjournal.au.edu/index.php/AU-GSB>

The Effect of Behavioral Intention to Use Hybrid Education: A Case of Chinese Undergraduate Students

Haifeng Xie*, Krisana Kitcharoen, Charnsid Leelakasemsant, Manoj Mechankara Varghese

Received: July 19, 2022. Revised: September 11, 2022. Accepted: October 4, 2022.

Abstract

Purpose: The purpose of this study is to examining factors affecting undergraduate painting students' behavioral intention toward hybrid education in three public universities in Chongqing, China. Perceived ease of use (PEOU), perceived usefulness (PU), perceived satisfaction (PS), social influence (SI), performance expectancy (PE), facilitating conditions (FC), and behavioral intention (BI) were used to develop the conceptual framework of this study. **Research design, data, and methods:** The researchers used quantitative study to distributing questionnaire to 500 participants, who are undergraduate students in the major of painting. The survey was conducted in three sample techniques which are judgmental sampling, quota sampling and convenience sampling methods. An item-objective congruence (IOC) of content validity and Cronbach's Alpha reliability test with 30 pilot samples were earlier assessed. Statistical analyses involve Confirmatory Factor analysis (CFA) and Structural Equation Model (SEM), including model goodness of fit, validity, and reliability. **Results:** Most hypotheses were supported with the strongest influence between perceived ease of use and perceived usefulness, except facilitation conditions which had no significant influence on behavioral intention. **Conclusion:** The recommends are that administrators in the educational sector of public institutions should emphasize the main contributors to hybrid learning implementation to increase student engagement and learning efficiency.

Keywords: Hybrid Education, Performance Expectancy, Social Influence, Facilitating conditions, Behavioral Intention

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Hybrid education is a concept that emerged in the United States due to the advantages of e-learning. The mixture of online and physical learning is one of the most common forms of blended or hybrid education. The three most frequently mentioned definitions are integrated instructional models or instructional media (Rojabi, 2019), integrated

instructional methods, and integrated online and face-to-face instruction (Graham et al., 2020). In addition, the debate about the impact of media and methods on learning is reflected in the first two perspectives (Clark, 1983; Kozma, 1991, 1994).

Since the introduction of "hybrid education" in China, it has attracted the interest of many scholars. In 2004, the Department of Educational Technology, School of

1 * Haifeng Xie, Department of Painting, School of Fine Arts and Design, China and ASEAN College of Arts, Chengdu University, Sichuan, China. Email: 136104059@qq.com

2 Krisana Kitcharoen, Lecturer, Graduate School of Business and Advanced Technology Management, Assumption University, Thailand. Email: krisana@au.edu

3 Charnsid Leelakasemsant, Lecturer, Graduate School of Business and Advanced Technology Management, Assumption University, Thailand. E-mail: charnsidllk@au.edu

4 Manoj Mechankara Varghese, Lecturer, Connecta Education. Email: mvmanojdxb@gmail.com

© Copyright: The Author(s)

This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>) which permits unrestricted noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.