Factors Influencing Online Learning System Usage Among Fourth-Year Students in Higher Education in Sichuan, China

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Abstract

This research aims to determine factors influencing online learning usage of students in higher education in Sichuan, China. The conceptual framework presents key constructs, including perceived ease of use, perceived usefulness, information quality, system quality, service quality, attitude toward use, satisfaction, behavioral intention, and actual use. The researcher applied a quantitative approach to collect data by distributing online questionnaires to 500 fourth-year students in three private universities. The sampling method used was nonprobability sampling, including judgmental sampling, quota sampling, and convenience sampling. Before the data collection, an index of item objective congruence (IOC) was used to validate items in the questionnaire, and Cronbach's Alpha Coefficient reliability test was used to measure the reliability of the questionnaire by conducting a pilot test with 40 participants. Afterward, data analysis was carried out employing descriptive analysis, confirmation factor analysis (CFA), and structural equation modeling (SEM). The findings revealed that the strongest significant relationship was the attitude toward use and behavioral intention, followed by behavioral intention and actual use, system quality and behavioral intention, and perceived ease of use and attitude toward use. Conversely, there were no supported relationships of service quality and behavioral intention, followed by information quality and behavioral intention, perceived usefulness and attitude toward use, and satisfaction and behavioral intention. Henceforth, academic practitioners and universities are recommended to provide an effective system, high service support standard, and promote the benefits of the online learning system to students.

Keywords: perceived ease of use, perceived usefulness, information quality, system quality, service quality

Introduction

Online learning or e-learning incorporates a series of technologies such as the world wide web, email, chat, social networks, audio, and video conferencing distributed over the internet as a part of education. Online learning integrates instructors, learners, and content with unlimited boundaries and accessibility (Dhull & Arora, 2019). The rise of smartphones has influenced the growth of high-speed internet connectivity, which tremendously impacts the