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# Exploring Behavioral Intention Towards Hybrid Education of Undergraduate Students in Public Universities in Chongqing, China

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## Abstract

**Purpose:** This study investigates key factors influencing behavioral intention to use hybrid education of undergraduate students in Arts and Design of three universities in Chongqing, China. Perceived ease of use, perceived usefulness, performance expectancy, self-efficacy, effort expectancy, social influence, and behavioral intention were associated in a conceptual framework.

**Research design, data, and methods:** The researchers used a quantitative approach for survey distribution to 500 participants. The sampling techniques involve judgmental, quota and convenience samplings. Item Objective Congruence (IOC) Index and Cronbach's Alpha reliability test were approved prior to the data collection. Confirmatory Factor Analysis (CFA) and Structural Equation Model (SEM) were used to test models' goodness of fit, validity, and reliability. **Results:** Perceived usefulness has the strongest significant impact on behavioral intention, followed by perceived ease of use, self-efficacy, effort expectancy, and social influence. Furthermore, perceived ease of use strongly and significantly impacts perceived usefulness. In contrary, the relationship between performance expectancy and behavioral intention was not supported. **Conclusion:** Hybrid education has gained the most concern in the system adoption for teaching and learning effectiveness. Therefore, educational stakeholders should identify the main contributors to achieve the hybrid learning implementation and increase student engagement and learning performance.

**Keywords:** Hybrid Education, Undergraduate, Self-Efficacy, Effort Expectancy, Behavioral Intention

**JEL Classification Code:** E44, F31, F37, G15

## 1. Introduction

Higher education has been transformed from the pure physical classroom to hybrid learning, using system technology to facilitate distance learning. According to Barr and Tagg (1995), a paradigm shift of educational model has been redefined to focus less on traditional lecturing to more on self-pace learning in a student-centered environment.

When considering the benefits of online and offline education, some report argues that combining both formats provide more pleasure and convenience to learners (Popma, 2012). Many literatures postulated that hybrid education is more practical for students in a modern world. The researchers have explored the history, current status, and current limitations of hybrid education in China, based on how well students could adopt such format of learning to accomplish their academic goals.

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