

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>

Impacting Factors of Postgraduates' Behavioral Intention and Satisfaction in Using Online Learning in Chengdu University

Wencai Lan*, Chaochu Xiang, Ming Yang

Received: April 26, 2022. Revised: June 14, 2022. Accepted: June 28, 2022

Abstract

Purpose: The study aims to investigate impacting factors of behavioral intention and satisfaction of postgraduate students in using online learning based on Technology Acceptance Model (TAM), the Unified Theory of Acceptance and Use of Technology (UTAUT), and the Information Systems Success (ISS). **Research design, data and methodology:** A quantitative method was applied to distribute questionnaire to 500 students of Chengdu University of China. Judgmental sampling, stratified random sampling, and convenience sampling were used as sampling techniques. Prior to data collection, index of item objective congruence (IOC) was ensured for all items at above 0.6. Cronbach's Alpha coefficient values as a pilot test were accepted at above 0.7. For the data analysis, confirmatory factor analysis (CFA) and structural equation model (SEM) were employed. **Results:** Behavioral Intention had the strongest significant effect on satisfaction, followed by social Influence, perceived ease of use, effort expectancy, perceived usefulness on behavioral intention. Additionally, perceived ease of use significantly affected on perceived usefulness. In opposite, the relationship between self-efficacy and behavioral intention was not supported. **Conclusions:** Academic researchers and school leaders would adapt the important factors impacting behavioral intention and satisfaction in the selection of online learning system to meet student's needs and their learning objectives. **Keywords:** Postgraduate, Online Learning, Behavioral Intention, Satisfaction, Technology Adoption Model

JEL Classification Code E44, F31, F37, G15

1. Introduction

Based on the rapid enlargement of innovation and technology in China such as digital platform, internet infrastructure and artificial intelligence, it has progressively improved online education as well as raised market competition. By 2020, the Chinese online education economy has expanded to approximately RMB 25.73 billion, including 14.12 million paying customers. In accordance with the statistical data, the measurement of the Chinese online education industry in 2024 is forecasted to reach RMB 49.05 billion, in consideration of during and the

post COVID-19 pandemic (iResearch Institution, 2020). Despite of Chinese

online education has been advanced in recent years, the number of academic researchers in the field is scarce. Online learning is also gaining more attention from the Chinese government, especially Ministry of Education According to the previous academic works, the online teaching and learning platforms grant the great advantages in the digital intelligence era, especially under the circumstance of the coronavirus pandemic. Although massive number of universities have emphasizes the development and construction of the electronic instruction, they still encounter a certain degree of the issues which relate to

1 * Wencai Lan, Ph.D. Candidate, Doctor of Philosophy, Technology Education Management, Assumption University of Thailand. Email: wencailan2022@gmail.com

2 Chaochu Xiang, Academy of Arts and Design, Chengdu University of China, Email: 254494839@qq.com.

3 Ming Yang, Department of Animation, School of Film Television and Animation, Chengdu University, China. Email: 564615716@qq.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.