# A STUDY OF BEHAVIORAL INTENTION TO USE

# ONLINE LEARNING PLATFORM

# A STUDY OF BEHAVIORAL INTENTION TO USE ONLINE LEARNING PLATFORM

Muthita Kulsilarat



This Independent Study Manuscript Presented to

The Graduate School of Bangkok University

in Partial fulfillment

of the Requirement for the Degree

Master of Business Administration

2025

This manuscript has been approved by

the Graduate School

Bangkok University

Title : A Study of Behavioral Intention to use Online Learning Platform

Author : Muthita Kulsilarat

Independent Study Committee:

Advisor Assoc. Prof. Dr. Suthinan Posuwan

Field Specialist Dr. Chanatip Suksai

Kulsilarat, M. Master in Business Administration, October/2025 , Graduate School, Bangkok University.

Behavioral Intention to use Online Learning Platform (97 pp.)

Advisor: Assoc. Prof. Suthinan Pomsuwan, Ph.D.

## ABSTRACT

This study aimed to identify the factors that influenced learners' behavioral intention (BI) to use online learning platforms. The theoretical foundation was the Modified Conceptual Frameworks Technology Acceptance Model (TAM), which was extended by incorporating related sub-variables for each category to comprehensively describe actual behavioral intention to use online learning platforms. The framework also integrated cognitive theories, including the Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB),to understand human actions and decision-making in this context.

A quantitative methodology was employed, utilizing an online questionnaire to collect data from 229 respondents (N=229). The sample focused on individuals residing in the Bangkok Metropolitan Region who had direct learning experience and were currently using online learning platforms. Demographically, the respondent pool consisted of 49.8% females and 48.0% males. The majority were aged 18 to 30 years old (56.8%), held an undergraduate degree (74.7%), and were full-time employed (79%). Most participants reported an expert level (6–12 months) of experience using online learning platforms (44.1%).

The data analysis supported all three proposed hypotheses. Specifically, Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Attitude toward Usage (AU) were all found to have significant positive influences on behavioral intention to use online learning platforms (Sig=.000 for all related sub-variables). Participants generally expressed satisfaction with all variables, including perceived usefulness (overall Mean = 4.28) and perceived ease of use (overall Mean = 4.33).

The study demonstrated strong correlations between the independent variables and Behavioral Intention: Perceived Usefulness (r=0.678, *P≤0.05), Perceived Ease of Use (r=.730, *P≤0.05), and Attitude toward Usage (r=.712, *P≤0.05). Notably, Perceived Usefulness contributed more significantly/larger than Perceived Ease of Use to Behavioral Intention. The findings highlight that technology factors such as enhance effectiveness, work quickly, and making the job easier significantly increase behavioral intention, leading to positive satisfaction and increased usage for online learning platforms.



*Keywords: E-Learning, Technology Adoption; Technology Acceptance Model, Behavioral intention, Learners' intention to use e-learning; TAM model, Extended TAM; Learners' e-learning experience, Perceive usefulness, Perceived ease of use, Attitude toward usage*

# ACKNOWLEDGEMENT

I would like to express my sincere gratitude to my research supervisor, Assoc. Prof. Dr. Suthinan Pomsuwan, for giving me the opportunity to study this Independence study and providing valuable academic guidance throughout this research. It was a great honor to study under your direction that led to the completion of this study. Even through the difficult time of my life.

My completion of this project could not have been accomplished without the support of my family: my parents for bringing me up and encouraging me to be a better individual and dedication toward education. I truly appreciate your support and effort throughout my life. You have always been there to fostered confidence and passion in me to work harder and pursue my dreams with fearless and no boundaries. I am so lucky to have you.

Finally, I am grateful to all participants for providing valuable time, suggestion and insightful data for this Independence study. Your participation helped making this study a great success learning journey.

# TABLE OF CONTENTS

**Page**

# TABLE OF CONTENTS (Continued)

**Page**

## TABLE OF CONTENTS (Continued)

**Page**

# LIST OF TABLES

**Page**

# LIST OF FIGURES

**Page**

# CHAPTER 1

# INTRODUCTION

## 1.1 The Importance and Problem of the Study

The COVID-19 pandemic has further created the opportunity to a huge experiment with online classes in the digital learning setting and shift the learning experience from formal classroom to online learning. The computer and the internet technology have permanently changed the way in which we work, communicate and study. It is crucial now a day to reach out to all learner in any method of education associated with online and E-Learning. Indeed, the COVID-19 pandemic has created the opportunity. The key benefits of technology in education include accessible beyond distance and time constraints without the economic issue (Fazil, Rupert, & Ejaz, 2016). The E-Learning approach has recently made training, teaching, and learning useful on the internet platform. Its increasingly adopting Online Learning Platform to improve the outputs of the educational process (Khan et al., 2020).



Relating to educational system, E-learning is defined as the significant method for delivering the modern communication technology and information or a combination of both formal classroom and online digital learning. The technology-based online education involves the usage of the technology together with digital tools to develop online learning materials. E-Learning broadly involves variety of media such as text information, graphic, audio, short clip video, images, and web-based learning (Kannadhasan et al., 2020).

According to Technology Acceptance Model (TAM) was considered one of the most influential technology research models which extensively used and

commonly cited to predict the behavioral Intention to usage of the technology. The Technology Acceptance Model (TAM) was suggested by David (1989) to examine the aspects that impact the use of technology. The TAM framework proposed that the usage of technology is affected by learner's attitude which impacted by perceived ease of use (PEOU) and perceived usefulness (PU) and both are caused by alternative independent factors internally and externally (Kwesi & Opoku, 2020). Due to the potential benefits of E-learning in education technology is raising and the increase in the need of knowledge, the learners are required to access internet, study the new technology and search further for digital learning platform (Ayu & Sari, 2021). Along with this new way of learning, thus this independence study is to explore and identify factors that influenced learner's behavior and experienced predicting the behavioral Intention to use Online Learning Platform with a conceptual framework based on the Technology Acceptance Model (TAM)



The Technology Acceptance Model (TAM) is increasingly popular in association between relationship of humans and technology over Perceived Usefulness (PU) and Perceived Ease of Use (PEU). This provided the foundation to determine the impact of outward variables on subjective beliefs, personal abilities, attitude, mind-set, and motive in acquiring new skills. The TAM is based on exploration identifying the use of TAM which operate on new technology. However, TAM is not specifically to regulate the use of an open source. To study the components that impact the behavioral Intention to use Online Learning Platform, the research is divided into 2 categories: 1. Independent Variables (IV) and 2. Dependent Variables (DV). The purpose of this independence study was to examine factors that influenced learner experienced intention to use the behavioral Intention on Online

Learning Platform and to explore the Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) of Online Learning Platform, with Behavioral Intention to Use (BI) Online Learning Platform for studying, individual development, career development or for edutainment.

In summary, this will further lead to the structured of the research problem as follows: Chapter 2 describes the Literature Review and the conceptual framework and related theoretical: 1. Technology Acceptance Model (TAM) Davis,1989 2. The theory of reasoned action (TRA) Fishbein & Ajzen, (1975). And 3. The Theory of Planned Behavior (TPB) Icek Ajzen (1985). Chapter 3 describes the Methodology of a quantitative study to identify the Behavior Intention with external variables of TAM. Chapter 4 describes the Analysis and Findings. Chapter 5 describes the results, discussion, conclusion of the study and recommendations for future research.



## 1.2 Research Problems

1.2.1 Does Perceived Usefulness (IV1) factor Enhance Effectiveness (Sub-v1.1), Work Quickly (Sub-v1.2) & Makes job easier (Sub-v1.3) have an influence on Behavioral Intention (DV)?

1.2.2 Does Perceived Ease of Use (IV2) factor Perceived risk (Sub-v2.1), Compatibility (Sub-v2.2) & Awareness (Sub-v2.3) have an influence on Behavioral Intention (DV) ?

1.2.3 Does Attitude toward Usage (IV3) factor Positive ideas (Sub-v3.1), Favorable attitude (Sub-v3.2) & Beliefs (Sub-v3.3) have an influence on Behavioral Intention (DV)?

## 1.3 Objectives of the Study

1.3.1 To study the impact of Perceived Usefulness (IV1) factor Enhance Effectiveness (Sub-v1.1), Work Quickly (Sub-v1.2) & Makes job easier (Sub-v1.3) on Behavioral Intention (DV)

1.3.2 To study the impact Perceived Ease of Use (IV2) factor Perceived risk (Sub-v2.1), Compatibility (Sub-v2.2) & Awareness (Sub-v2.3) on Behavioral Intention (DV)

1.3.3 To study the impact of Attitude toward Usage (IV3) factor Positive ideas (Sub-v3.1), Favorable attitude (Sub-v3.2 ) & Beliefs (Sub-v3.3) on Behavioral Intention (DV)

**The Modified TAM model:**

Therefore, the following hypotheses are proposed:

1) **Hypothesis 1:** (H1): Perceived Usefulness (PU) has significant positive influences behavioral intention to use online learning platform.

2) **Hypothesis 2:** (H2): Perceived Ease Of Use (PEOU) has significant positive influences behavioral intention to use online learning platform.

3) **Hypothesis 3:** (H3): Attitude Toward Usage (AU) has significant positive influences behavioral intention to use online learning platform.

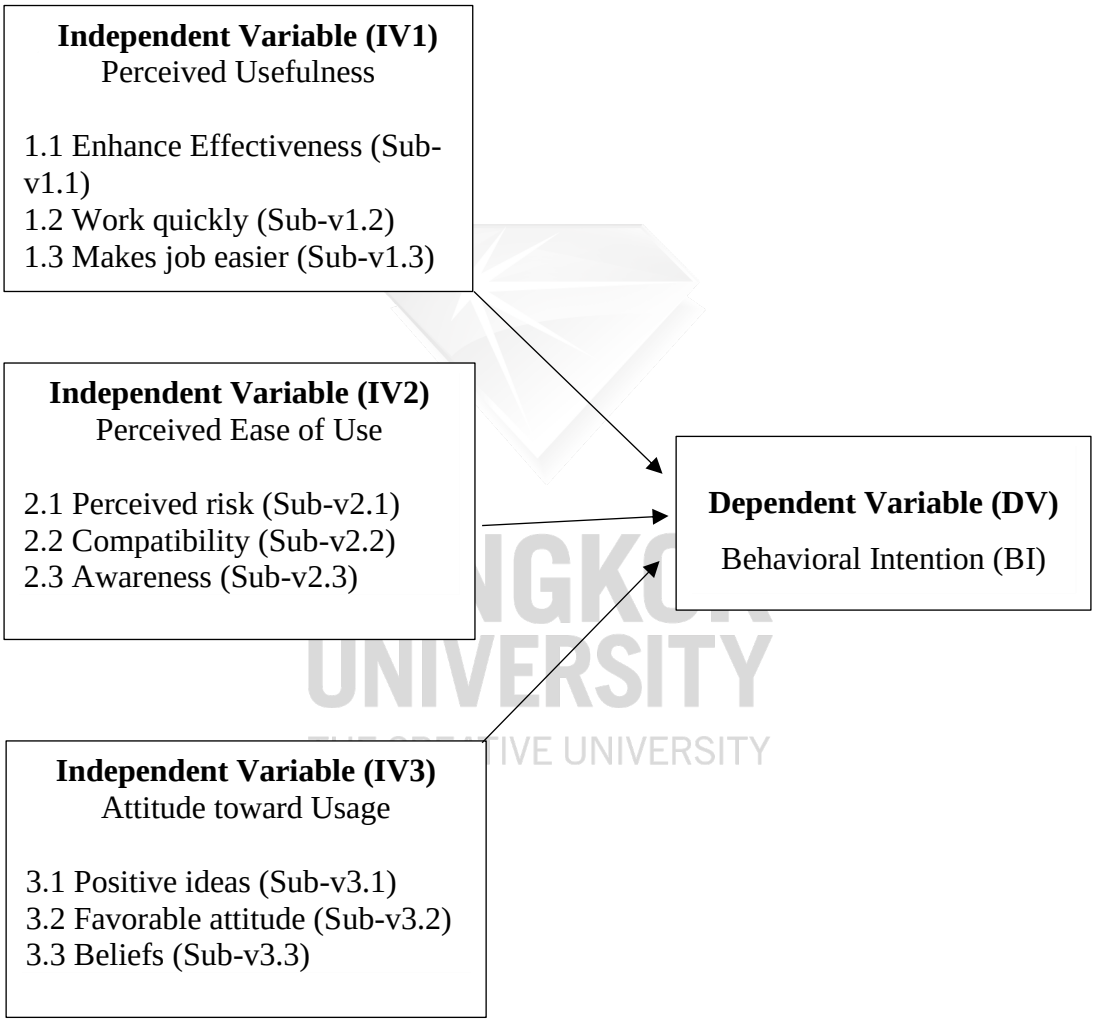
## 1.4 The Conceptual Framework

The Modified Technology Acceptance Model (TAM)

The TAM variables are perceived usefulness, perceived ease of use, and intentions. In this Independence studies, we propose the modified of the TAM model. The original TAM will be extended, by adding related sub-variables for each

category. This adapted version is assumed to greater describe actual behavioral intention to use online learning platform. (Original credit)

Figure 1.1: Modified Conceptual Framework: Technology Acceptance Model (TAM)






## 1.5 Method of Study

The study adopts Technology Acceptance Model (TAM) (Davis,1986) as a theoretical approach attempts to study the factors that influenced learner experienced intention to use Online Learning Platform. The influencing on the intention to study online based on individual's attitude toward the context of E-learning, Perceived

Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Usage (AU) and their Behavioral Intention (BI) that has relationship related to the use of learning platform. This study examined with the final sample consists of 229 participants along with their previous online learning experience in different platforms.

## 1.6 Tools and Statistics Used

The research used an online survey to study E-Learning approach to explore the Behavioral Intention to Use (BI) Online Learning Platform towards each variable like Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) of Online Learning Platform, which for different purpose such as studying, individual development, career development or for edutainment. The Google online questionnaire contains of close-ended questions to support quantitative data collections. The main data collected from the participants are included. This study examined with the final sample consists of 229 participants along with their previous online learning experience in different platforms.



## 1.7 Scope of the Study

Independent Variables:

1) Perceived Usefulness (IV1)
    1.1) Enhance Effectiveness
    1.2) Work quickly
    1.3) Makes job easier
2) Perceived Ease of Use (IV2)
    2.1) Perceived risk

2.2) Compatibility

2.3) Awareness

3) Attitude toward Usage (IV3)

3.1) Positive ideas

3.2) Favorable attitude

3.3) Beliefs

Dependent Variables (DV): Behavioral Intention (BI)

Population and Sample:

The research method for this Independence study is a quantitative method along with online Google survey. Quantitative research focuses on gathering numerical data and emphasize on analysis of data collected through questionnaires generalizing it across selected groups of people represented Bangkok Metropolitan Region. The data was collected using a convenience sampling technique, which is a type of non-probability sampling, specifically employing a snowball sampling technique. The questionnaires were distributed randomly via social media connections. Filter questions were used to ensure respondents met the criteria of residence in the Bangkok Metropolitan Region, current use of an online learning platform, and direct learning experience. This is a representative of the total population. By using the snowball sampling technique is to further explain the components that influenced learner's behavior and experienced predicting the behavioral Intention to use Online Learning Platform with a conceptual framework based on the Technology Acceptance Model (TAM). In non - probability sampling for each unit of the population is given as an equal chance of being selected with criteria of direct Learning Experience through online learning platform. The initial target

sample for the survey was 230 respondents. The sample of 229 represents the final count of valid questionnaires used for analysis, gathered through a quantitative methodology. To determine sample size, we looked further into Yamane's Table for Sample Size of 229 participants, aged between 18-70 years old to be collected for this research. The evidence is always based on online consent, availability, interviewee's learning experience and Behavioral Intention toward online learning platform. The non-probability methods are quite convenient in situations when the learner sample to be selected is very small and we get to see some idea of the population characteristics in a short period of time. According to this, 230 (57.5% of 400) samples were collected for the objective of this study.

Figure 1.2: Yamane's Table for Sample Size

| Size of Population (N) | Sample Size (n) for Precision (E) of: | | | |
|---|---|---|---|---|
| | ±3% | ±5% | ±7% | ±10% |
| 500 | A | 222 | 145 | 83 |
| 600 | A | 240 | 152 | 86 |
| 700 | A | 255 | 158 | 88 |
| 800 | A | 267 | 163 | 89 |
| 900 | A | 277 | 166 | 90 |
| 1,000 | A | 286 | 169 | 91 |
| 2,000 | 714 | 333 | 185 | 95 |
| 3,000 | 811 | 353 | 191 | 97 |
| 4,000 | 870 | 364 | 194 | 98 |
| 5,000 | 909 | 370 | 196 | 98 |
| 6,000 | 938 | 375 | 197 | 98 |
| 7,000 | 959 | 378 | 198 | 99 |
| 8,000 | 976 | 381 | 199 | 99 |
| 9,000 | 989 | 383 | 200 | 99 |
| 10,000 | 1,000 | 385 | 200 | 99 |
| 15,000 | 1,034 | 390 | 201 | 99 |
| 20,000 | 1,053 | 392 | 204 | 100 |
| 25,000 | 1,064 | 394 | 204 | 100 |
| 50,000 | 1,087 | 397 | 204 | 100 |
| 100,000 | 1,099 | 398 | 204 | 100 |
| >100,000 | 1,111 | 400 | 204 | 100 |

A = Assumption of normal population is poor (Yamane, 1967). The er

Source: Yamane, T. (1967). *Statistics: An introductory analysis*. New York: Harper and Row.

## 1.8 Benefits of the Research

The prospective benefits of this research extend across theoretical, practical, and policy domains, addressing distinct needs within the academic community, the business sector, and governing bodies. This investigation provides crucial, empirically-derived data on user behavior intention regarding online learning platforms. Beyond academic contribution, these findings offer direct actionable insights for commercial entities. Business owners planning to explore opportunities in new educational technology (EdTech) spaces, or established companies seeking to secure their market position, can leverage this research to inform platform development, marketing strategies, and investment decisions related to the online learning landscape.

The comprehensive review of technology adoption models and theories will provide a critical synthesis of the current body of knowledge. This understanding is essential for enabling interested parties—including students, academics, researchers, government agencies, and organizations—to effectively connect the theoretical underpinnings with the practical applications of technology adoption. This foundational work will shed light on unexplored areas and potential applications for technology, establishing a clear agenda for subsequent research endeavors.



## 1.9 Limitations of the Research

The limitations of the research are those characteristics of design or methodology that influenced the interpretation of the findings from this research and the implementation of the online data collection method. Even though the Technology Acceptance Model (TAM) is still in use until today with various extended factors and

the prediction power. However, there are still several undiscovered parts that could contribute further toward research predictive validity and reliability. The data collection employs a cross-sectional approach, capturing user perceptions and intentions at a singular point in time. This design prevent the establishment of definitive cause-and-effect relationships or the longitudinal tracking of behavioral shifts over extended periods of platform usage.

Consequently, the findings represent a static snapshot of user intention rather than a dynamic trajectory of sustained engagement. The self-reported survey response is common used however, this may impact the part of method bias and social desirability bias, where participants may consciously or subconsciously provide responses that align with perceived norms rather than true beliefs, behaviors or feelings, thus potentially inflating correlation coefficients. The empirical investigation is focused specifically on the most popular online learning platform. These include a lack of control over the participant's testing environment, potential issues with non-response bias from certain demographic segments, and challenges in verifying the accuracy of self-selected participant characteristics.



## 1.10 Definitions of Terms

**Modified Conceptual Frameworks Technology Acceptance Model (TAM):** It explains through factors of users accepting new technology are the behavior of consumer factors of perceived usefulness, perceived ease of use to affect users' behavioral intention toward to the use of technology (Davis, 1989).

**Perceived usefulness:** It explains how a person finds the potential technology is beneficial to enhance a particular task or performance. Their efficiency will increase if they use a system (Kwan & Wen, 2009).

**Perceived Ease of Use:** The degree to which a person believes that using a technology will be free of effort & easy to operate. The interaction will be kind of straightforward and understandable in a user-friendly way (Puspitasari & Nugraha, 2023).

**Attitude toward Usage:** An individual's favorable impact on perceptions of performing the target behavior. This demonstrates that people are more likely to have a favorable attitude intention toward using technology if they consider a product or service to be more beneficial (Nurchayati et al., 2022).

**Behavioral Intention:** A measurement of the strength of one's intention to perform a specified behavior. It serves as an opportunity for someone to respond favorably when they make use of technology with an optimistic attitude (Li & Phongsatha, 2023).

# CHAPTER 2

# LITERATURE REVIEW

This chapter will summarize the literature that is relevant to research project, bringing out where the gaps in the literature are, and how the research helps to fill in one or more of these gaps. For the research project, entitled “The Impact of Perceived Usefulness (Independent Variable 1), Perceived Ease of Use (Independent Variable 2), and Attitude toward Usage (Independent Variable3) Factors towards Behavioral Intention (Dependent Variable) in the (Business Industry)” can be divided into 6 elements.

They are as follows:

2.1 The Background of Business Industry

2.2 Behavioral Intention (Dependent Variable)

2.3 Perceived Usefulness (Independent Variable 1)

2.4 Perceived Ease of Use (Independent Variable 2)

2.5 Attitude toward Usage (Independent Variable 3)

2.6 Conclusion



## 2.1 The Background of Business Industry

Technology is currently being used to make teaching and learning even more engaging and capture learner attention. The online learning platform has been widely emerged and attractive across all educational levels in the past ten years. As a result of the fast advancement of technology and the widespread use of sophisticated mobile devices in learning, there is still a limitation level of knowledge and acceptability of

these platforms. It is still relevant to recognize and understand the behavior and intentions of users while studying through various learning platforms and conventional techniques, allowing learners to interact with their education using a variety of new online technologies (Tao et al., 2022).

The tendency has even been accelerated by the closure of educational institutions brought on by the COVID-19 pandemic and especially taking the pandemic's aspects into consideration. As a growing number of educational institutions have begun to use online learning as a substitute for traditional face-to-face instruction to continue providing education without disruption. It provides the educational process and material accessible outside of traditional classrooms. (Kim et al., 2022). Online learning platform is commonly defined as Internet-based learning methods where courses are remotely delivered to students over various terminals in a synchronous or asynchronous fashion through any electronic devices like computers or mobile phone (Maroof et al., 2021).



This type of online education has received widespread support as a significant improvement in higher education today. It even seems essential, particularly during the COVID-19 outbreak when regular classroom instruction was unavailable or closed but learners can still continue online learning. In particular, online learning has several advantages, including ease, time and money savings, frequent updates, adaptability, simple progress tracking and encourages self-learning (Safaa et al., 2022).

Additionally, there are issues with individuals embracing new technologies, and people generally have a behavioral propensity to resist change, which makes it difficult for people to embrace the adoption of innovative technology. One of the

models that made an effort to address how technology is accepted by users and how it is used was Davis' Technology Acceptance Model (TAM), which was developed in 1986. Perceived usability, perceived usefulness, behavioral intention, attitudes, and actual usage This model includes factors: perceived ease of use, perceived usefulness, behavioral intention, attitudes and actual usage, these are the five components of this approach (Davis et al., 1989).

### 2.1.1 The Theory of Technology Acceptance Model (TAM)

The TAM framework proposed that the usage of technology is affected by learner's attitude which impacted by perceived ease of use (PEOU) and perceived usefulness (PU) and both are caused by alternative independent factors internally and externally (Kwesi & Opoku, 2020). Technology is currently being used to make teaching and learning more engaging and capture learner attention. The information systems theory known as the technology acceptance model (TAM) simulates how consumers come to accept and use a technology. This model's emphasis on the perceptions of the potential user is its defining characteristic. This is one of the most important models of technology adoption, where perceived usefulness and perceived ease of use are the two main elements affecting a person's desire to utilize new technology. The interpreting users' actions across a wide range of end-user technologies populations. The epidemic may have changed how people saw technological adoption, and these significant shifts may not happen again. It could also provide important information on the growth of our understanding of TAM. The most important scientific framework for analyzing how technology is embraced in the educational sector and in learning platforms. The new way of life after COVID had an influence on students' career decisions and offered chances for technical and digital

innovation in the education sector, for instance, the "working from anywhere norm" has been extensively adopted as a workplace innovation.

Now that remote learning is more prevalent, it may provide the flexibility, inclusivity, and time efficiency that were previously absent in education. Through the analysis of TAM research in education changed during the epidemic, it may further provide comprehensive view of these education trends. This could have an impact on how research and theory development is conducted in the future, not only in the context of education learning platform but also in relation to workplace innovation and expansion with a focus on students as the future workforce in the developing digital economy (Rosli, M. S. et al., 2022).

## 2.2 Behavioral Intention (Dependent Variable)

The rising of technologies and digital transformation, which open the door to new way of e-learning. Behavioural Intention (BI) is characterized as a behavioral propensity to continue utilizing technology in the future. TAM effectively explains how people behave when using computing technologies. The Attitude toward usage affects Behavioral Intention (BI). An crucial component in determining how Learner's utilize technology is their attitude and perception. Additionally, the intention to use online learning platform is developing through dependent variable as a result of technology adoption (Mailizar, et al.2021) The perceived ease of use and perceived usefulness have an impact on Behavioral Intention (BI). Moreover, perceived usefulness directly correlates with perceived ease of use and Intention to use has a close relationship with certain behaviour of learners. Behavioral Intention

(BI) is determinant of users' propensity to engage in a learning behavior (Mailizar, 2021).

### 2.2.1 The Theory of Reasoned Action (TRA)

The behavioral intention to use involves the learner's motivation factors that influence an individual's behavior towards learning actions. According to the theory of reasoned action (TRA) suggested that individual's action is dictated by their desire to carry out the behavior, and this intention is totally dependent upon their attitude toward the behavior as well as subjective norms (Fishbein & Ajzen, 1975). These are interrelated with cognitive theories that provide a conceptual framework for comprehending people's actions in certain situations. Specifically, the theory as a long history of usage in the explanation and prediction of various health behaviors. The technology acceptance model (TAM) was related to the theory of reasoned action (TRA). Based on TRA, beliefs, attitudes, intentions, and behaviors all have a role in how people make decisions. The idea behind TRA is that people go through different phases of attitude and act on their own perception. Learners' attitudes toward online learning platform might be both good and negative feelings. As a result, attitudes, and beliefs both influence behavior. (Rahmayanti, P. et al., 2021).



### 2.2.2 The Theory of Planned Behavior (TPB)

According to Ajzen (1991), the theory of planned behavior is noteworthy given its individual intended is best predicted by one's attitude in which it takes place, and the duration of the behavior taken. There are several degrees of specificity or generality at which each of these components might be described. In order to effectively execute interventions aimed at facilitating the behavioral adjustments necessary to meet the demands of a high-tech society, it is necessary to have an

understanding of people's reactions to evolving from technology adoption to intention to response. With a high degree of accuracy, attitudes toward the conduct, subjective norms, and perceived behavioral control can be used to predict intentions to execute various behavior activities. (Ajzen, 2020).

These intentions, when combined with perceptions of behavioral control, explain a significant portion of the variation in actual behavior. It has been demonstrated that proper sets of silent behavioral, normative, and control beliefs about the behavior are related to attitudes, subjective norms, and perceived behavioral control; however, the precise nature of these relationships is yet unknown (Bosnjak et al., 2020). A strong basis for comprehending and encouraging behavior change is provided by theory. An intervention must affect behavioral, normative, and/or control beliefs in order to inspire the desired behavior. It also has to guarantee that there is enough perceived and real behavioral control in order to facilitate the behavior's implementation. It highlights how intentions, beliefs, and behavioral control interact to shape effective change interventions in the end (Arzen and Schmidt, 2020)



### 2.3 Perceived Usefulness (Independent Variable 1)

According to Tahar et al., (2020), Perceived usefulness toward intention to use online learning platform is influenced by the system's efficiency and production. It is a relevant that the intention lead learners toward online learning platform, to recognize other way of learning along with technologies that are easy and simple to use. Perceived usefulness evaluates the learners ‘opinion on the usefulness and effectiveness of online learning platform for academic purpose. Learner considers a certain education technologies and subsequently favorable intention to adopt it, which

is directly influenced by Perceived usefulness. The willingness of a person to use a given online learning platform for their own purposes depends on attitudes and understanding of its values in everyday activities (Coman, C., et al. 2020). It has been demonstrated that perceived usefulness significantly influences usage intention, and specifically, the use of online learning platform. Correspondingly, the more positively someone feels about using an online learning platform, the more likely that they will use it. The Perceived usefulness drives learning platform utilization directly (Abu-Taieh, E.M., et al. 2022).

This part of the study will further describe into 3 elements, they are as follows:

2.3.1 Enhance effectiveness (Sub-v1.1)

2.3.2 Work quickly (Sub-v1.2)

2.3.3 Makes job easier (Sub-v1.3)

**2.3.1 Enhance effectiveness (Sub-variable 1.1)**

In accordance with the most recent educational trends, educator is urged to use technology as a tool to aid learning in their education lessons. The online learning platform can further enhance the quality of educational services and lead to the outcomes of student learning effectiveness (Alfuraih, 2020).

According to Liao et al., (2022), proposed that TAM model integrated into online learning platform represented the Acceptance and effectiveness along with the interest of participants. Considering the combination of both factors Perceived usefulness reflected enhance effectiveness and vise versa for the learners. The research of (Sholikah & Sutirman, 2020) found that learning effectiveness is quite an active and continuous process, online learning is described as a method in education platform that uses applications to promote the learning practice and activity to ensure

students proper understanding of what is being taught. Through this kind of education platform is the major player in e-learning programs, which operate with the internet networks, or standalone computers as main tools. Thus, both learners and lecturers must be familiar with how to use it to enhance effectiveness learning for better perform.

### 2.3.2 Work quickly (Sub-variable 1.2)

The degree to which a person's faith in a system that will enable to utilize a particular learning platform would improve his or her effectiveness at work and become job-free responding quickly. The various attributes, including being easily navigable, possessing an intuitive display, being accessible from several location at any one's convenience. Utilization of a framework is mediated by a person's "behavior intention to use," which acts as a motivator for framework use. As the extent to which a person believes that using learning technology improves competence to succeed at work in a shortage of time (Wicaksono, A. & Maharani, A., 2020). According to Ambalov (2021), the perception of user's functionality interpreted the usefulness of platform is one of the most important factors influencing user's intention. The multidimension in effect and performance both analyses for the convenience reasons and factor effecting the usage's time. The study demonstrated the relation of user's complex level of features, function and purpose to do job instantly.



### 2.3.3 Makes job easier (Sub-variable)

The impact of perceived ease of use on technology usage on demand tasks believed that there could be a significant relationship within the actual system utilization. A person that using online learning platform will positively indicate the

increases on a user’s productivity at work along with overseeing the potential for profitable usage. Enhances the efficiency while user is working on particular tasks (Widayanto, A., P. & Nugraha, H., S., 2023).

According to Orus et al., (2023), demonstrated that the ability to enhance life quality in an environment where there is growing societal pressure to employ these technologies due to numerous of factors involved. Further described on how the perceived utility of these resources is positively impacted by the online education technologies perceived. The simplicity of use in favorable perspectives on the usage of learning digital application. Based mainly on the capacity to properly carry out everyday tasks by using the learning platform that led to perceived usefulness.

## 2.4 Perceived Ease of Use (Independent Variable 2)

The TAM examines people's perceptions and attitudes concerning the technology acceptance model (TAM) primarily based on two variables: perceived usefulness and perceived ease of use. Perceived ease of use is interrelated to perceived usefulness, and external factors in addition to perceived usefulness also further affect the perceived ease of use (Zaineldeen, S., et al. 2020).

This part of the study will describe into 3 elements**:** they are as follows**:**

2.4.1 Perceived risk (Sub-v2.1)

2.4.2 Compatibility (Sub-v2.2)

2.4.3 Awareness (Sub-v2.3)

### 2.4.1 Perceived risk (Sub-variable)

From this research study of Malik et al., (2023), described the decision-making of participants tendency toward taking risks directly influences the behavioral intention in responding to usage. A person thinks that by following an online system will be effort-free from any difficult task and in avoidance of exertion. Users and the online platform interaction in a straightforward and understandable way for clearer explanation of the functions of perceived risk and behavioral intention trust. As The system is simple to operate and utilize, the user doesn't require a lot of cognitive work and effortless on the part of users to engage with the system as it is simple to use with low perception of risk. This enables the user to control the system and accomplish their goals. The Individual risk-taking behavior and adoption of platforms for commercial purposes is sometimes tricker the user's concerns and issues related to information safety, sensitive personal data protection, and agreement (Hansen et al., 2017).



### 2.4.2 Compatibility (Sub-variable)

According to Khiong et al., (2022), observed the impact of compatibility through personal attitude which determined by how they tend to see a certain actions, circumstance, or dealing individual. Therefore, it can be explained that if a person has a desire and aware of both the advantages and disadvantages of a certain situation, he or she will take action. The findings suggested about appropriateness, suitability and mindset on perceived ease of use, all influence by attitudes and past experience. These highlight the significant role of interests. When the users consistently applied the innovative skills toward the technology along with their usage patterns, knowledge of

past experiences, and present demands is known as compatibility (Amadea, A., & Indrawati, I., 2022).

This concept has recently been challenged by studies of JS et al., (2022). demonstrating the effect of perceived compatibility through perceived ease of use on platform users. This is demonstrated by the growing number of users, who are eager to sign up for the platform, which intensifies competition in this sector. Users view e-platforms as the answer to the fast-paced requirements of today. This illustrates how users who utilize e-platforms to search for their preferences and meet their needs believing to be compatible. Numerous studies have demonstrated that millennial generation favorable goods and services that align with their personal values and way of life (Ozturk, A., B., 2017).

### 2.4.3 Awareness (Sub-variable)

This research from Abdurakhimovna et al., (2021), outlines the factor of awareness that involved with users' interest toward E-platform. Awareness indicates as the level of confidence in which one's significant others able to share the belief. It has been observed that people's participation in online platform is hampered by awareness and trust.

Selvan, S., C., B., (2022) further mentioned that it is important to determine the elements that users believe are essential to the adoption of online platform from user's standpoint as a person is more likely to be interested in utilizing an online system and will make the most of it by having an access to it.

This can be actual measuring on frequency of E-system usage by users, when a person really uses the online platform to adopt genuine behavior by giving direct response and time spent on particular system. A modified TAM discussed the

overview of perceived ease of use that this is subjective standards criteria based on individual inventiveness and personal behavior over adoption of platform. It influences how easy a platform is seen to use with intentions to access information (Albayati, H., 2024).

## 2.5 Attitude toward Usage (Independent Variable 3)

The degree to which individuals want to continue utilizing a specific technology might be inferred from their behavior towards system. A gauge of how strongly someone is motivated to engage in specific actions, by using the online learning platform. An environment of digital learning clearly had an impact on learning outcomes and related to the variables influencing learner's attitudes in adopting online learning in which specify a strong attitude toward technology usage (Weng et al., 2018).



This part of the study will describe into 3 elements, they are as follows:

2.5.1 Positive ideas (Sub-v3.1)

2.5.2 Favorable attitude (Sub-v3.2)

2.5.3 Beliefs (Sub-v3.3)

### 2.5.1 Positive ideas (Sub-variable)

Research studied by Warsono et. al., (2023), shows that attitude of individual was significantly influenced by positive thinking and idea toward actual usage of the platform. The important were also discovered through the investigation of the variables of perceived usefulness, perceived ease of use, attitude toward usage and behavioral intention. Theoretically, by offering empirical support for the applicability and modified approach of the Technology Acceptance Model in relation to attitudes

regarding learning platforms with an advance finding of the digital framework and knowledge.

More recently, literature has emerged that offers contradictory findings about the challenges of diverse aspect ideas of different understanding of technology used. The complexity misunderstanding of information leads to obstacles to realizing its advantages. The complication will significantly impact the consideration toward adoption of computerized services which reflected indirectly toward positive ideas (Rigopoulos et al., 2018).

For those with hectic schedules, the ease of receiving services via the digital platform is a solution. The user may easily access platforms and services through internet platforms at any time and from any location. Based on the easy level for users to access the services. The analysis of user acceptance is required to understand how users behave and think. Furthermore, the analysis's findings can then be used to evaluate the platform and make necessary improvements to its current features to make them more comfortable for users (Manda & Salim, 2021).



### 2.5.2 Favorable attitude (Sub-variable)

According to Kelly & Palaniappan, (2023), stated that in regards to comprehending the usage and acceptance of user and favorable attitude toward services, it has been applied to investigate to uptake of several technologies that suitable for user. The approach implies that the most significant factors influencing adoption of the technology platform are the potential consumers' opinions. According to TAM, users' behavioral intentions and attitude in favorable to utilize technology are influenced by their positive perceptions of its utility and ease of use that involved various activities (Laheri et. al., 2023)

### 2.5.3 Beliefs (Sub-variable)

According to Pratiwi et al., (2023), proposed that a person's desire to utilize the technology platform is greatly bolstered by their beliefs in it. The platform users' trust is correlated with the application's system dependability, or how effectively it functions when in use. Customers' propensity to utilize the application will increase if they have faith in its completeness. According to Kalayou et al, (2020). A person's desire to utilize an application may improve if they have confidence in the product to allay their fears about potential hazards. The advent of technological beliefs has made it easier to comprehend human viewpoints. Besides, Attitude and behaviors are positively impacted by individual trust. It influences behavioral intention to utilize online platform, regardless of age, gender, education, cultural background. In fact, the key to generally understand human behavior is trust. The adaptation behavior of an individual toward new technology as a belief of trusted service or risk free is proven to be interrelated with one another (Abdirahman et. al., 2022).



## 2.6 Conclusion

The conceptual core of this study relies on the Modified Conceptual Frameworks Technology Acceptance Model (TAM), originally proposed by Davis (1986). This framework was specifically extended for this research by incorporating detailed sub-variables for each category, aiming to describe the actual behavioral intention (BI) to use online learning platforms more comprehensively. Crucially, the theoretical foundation integrated two related cognitive theories: The Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB). The inclusion of these models provides a robust basis for analyzing the complex phenomena of

technology adoption by focusing on how subjective norms, beliefs, attitudes, and intentions influence an individual's desire to perform a behavior, thereby expanding the comprehension of user actions and offerings in the e-learning context.

Based on this integrated framework, the literature review identified three primary independent variables (IVs) that significantly influence Behavioral Intention (BI). The first, Perceived Usefulness (PU), relates to how beneficial a person finds the technology for enhancing tasks and performance, detailed through the sub-variables: Enhance Effectiveness, Work Quickly, and Makes Job Easier. The second, Perceived Ease of Use (PEOU), refers to the degree to which using the platform is viewed as free of effort, straightforward, and user-friendly, measured by: low Perceived Risk, Compatibility with learning styles, and learning Awareness. Lastly, Attitude toward Usage (AU), defined as an individual's favorable disposition toward the behavior, was explored through the factors: Positive Ideas, Favorable Attitude, and Beliefs. The establishment of these variables provided the essential conceptual structure necessary to test the proposed hypotheses regarding their positive influence on learners' experienced intention to use online learning platforms.

# CHAPTER 3

# METHODOLOGY

The primary components of this chapter will include descriptions of the research design and rationale for the research, the methodology that will be used in the study.

Therefore, this part will describe into 8 elements.

They are as follows:

3.1 The Type of Research and Tool

3.2 The Research Design

3.3 The Quality of the Research Tool

3.4 The Data Collection

3.5 The Population and Sample

3.6 The Sampling Technique

3.7 The Research Procedure and Timeline

3.8 The Hypotheses Test and Data Analysis



## 3.1 The Type of Research and Tool

The research used an online survey to study E-Learning approach to explore the Behavioral Intention to Use Online Learning Platform towards each variable like Perceived Ease of Use and Perceived Usefulness of Online Learning Platform, which for different purpose such as studying, individual development, career development or for edutainment. The survey contains of close-ended questions to support quantitative data collections. The main data collected from the participants are including. This

study examined with the final sample consists of 229 participants along with their previous online learning experience in different platform with various intention to use of online learning platform.

The questionnaire is divided mainly into six categories:

1) The general question (3 questions),
2) The demographic (6 questions),
3) Perceived Usefulness (Independent Variable 1: 9 questions),
4) Perceived Ease of Use (Independent Variable 2: 9 questions),
5) Attitude toward usage (Independent Variable 3: 9 questions), and
6) Behavioral Intention (Dependent Variable: 3 questions).

Overall, the survey consists of 39 questions.

### 3.1.1 Part 1: General Question (3 questions)

This part consists of filter questions about the participants general information and direct personal experience of using online learning platform.

3.1.1.1 Do you live in Bangkok Metropolitan Region?

3.1.1.2 Do you have direct Learning Experience?

3.1.1.3 Do you use Online Learning Platform?

### 3.1.2 Part 2: Demographics (6 questions)

This part consists of questions about the participants personal information

3.1.2.1 Gender

3.1.2.2 Age Range

3.1.2.3 Highest level of education completed

3.1.2.4 Type of Employment

3.1.2.5 Total working year

3.1.2.6 Experience level in using online learning platform

### 3.1.3 Part 3: Perceived Usefulness (9 questions)

This part consists of questions about the Usefulness perception of online learning platform, learning performance and productivity.

There are 3 sub-variables, each containing 3 questions:

3.1.3.1 Enhance Effectiveness (Sub-V1.1)

1) Using Learning platform would enhance my effectiveness in learning?
2) Using Learning platform would increase my productivity?
3) Using Learning platform would increase usefulness of my learning journey?

3.1.3.2 Work quickly (Sub-V1.2)

1) Using learning platform saves me time?
2) Online Learning platform helps me getting to know things faster?
3) I rely on Online Learning platform to help me work quickly?

3.1.3.3 Makes job easier (Sub-V1.3)

1) It would be easy for me to find information on learning platform?
2) Online Learning Platform offer content that useful?
3) Using Learning platform would improve my knowledge?

### 3.1.4 Part 4: Perceived Ease of Use (9 questions)

This part consists of questions about the Ease-of-use perception while using of online learning platform. The satisfaction level of participants regarding the user-friendly technology, similarity, self-awareness for learning and understanding of learning style by means of online learning platform. There are 3 sub-variables, each containing 3 questions: 1. Perceived risk, 2. Compatibility and 3. Awareness.

3.1.4.1 Perceived risk (Sub-V2.1)

1) I found online learning platform easy to use for me?
2) Learning through online learning platform would be effortless?
3) I find online learning platform simple to understand?

3.1.4.2 Compatibility (Sub-V2.2)

1) The material I learned through online learning platform was valuable to me directly?
2) Online learning platform accommodate my learning styles?
3) Online learning system complies with my personal learning?

3.1.4.3 Awareness (Sub-V2.3)

1) Online learning system complies with my personal learning?
2) It would be easy for me to become an expert on selected topic by study through online learning platform?
3) I am extremely skillful at using online learning platform?

### 3.1.5 Part 5: Attitude toward usage (9 questions)

This part consists of questions about the attitude toward usage of online learning platform. The satisfaction level of participants regarding the important key one's cognitive evaluation to drive users' beliefs and attitudes. There are 3 sub-variables, each containing 3 questions: 1. Positive ideas, 2. Favorable attitude and 3. Beliefs.

3.1.5.1 Positive ideas (Sub-V3.1)

1) I often consider to use online learning platform?
2) I like the idea of using learning platform?
3) I feel positive about learning platform as a whole?

3.1.5.2 Favorable attitude (Sub-V3.2)

1) I have favorable attitude toward using online learning platform?
2) I think online learning platform is an acceptable to my personal learning?
3) I believe it is a good idea to use online learning platform?

3.1.5.3 Beliefs (Sub-V3.3)

1) I am happy with the quality of online learning through learning platform?
2) I believe I gain benefits from online learning platforms?
3) I have strong believe to continue using online learning platform?

### 3.1.6 Part 6: Behavioral Intention (3 questions)

This part consists of questions about the behavioral Intention toward usage of online learning platform. The satisfaction level of participants regarding the behavior related outcome and expectation. There are 3 sub –questions:

3.1.6.1 Name of the Online Learning Platform that you have use as best for accredited certificates?

3.1.6.2 How many days per week on average do you study through online learning platform?

3.1.6.3 My Intention to Use of Online Learning Platform?

## 3.2 The Research Design

The online questionnaire will be measured as the following:

1) Part 1: General Question is nominal scale

2) Part 2: Demographics is using nominal and ordinal scales

3) Part 3-5: The attitude of Perceived Usefulness, Perceived Ease of Use, Attitude toward usage: interval scale (the least - strongly disagree (1) to the most strongly agree (5)

4) Part 6: The attitude of Behavioral Intention: interval scale (the least - Strongly disagree (1) to the most - Strongly disagree (5)

Scale 5 - Strong Agree

Scale 4 – Agree

Scale 3 - Neutral

Scale 2 - Disagree

Scale 1 - Strongly disagree

The statistics used will be 2 types:

1) Descriptive statistics, which is composed of frequency, percentage, mean, and standard deviation.

2) Inferential statistics, which is composed of the Multiple Regression Analysis Test.

For part 3-5 of the questionnaire, which consists of Likert's 5-point scale, the statistical mean range for the interpretation of the mean are calculated below:

Range = (Maximum - Minimum) / Scale Level Range = (5 - 1) / 5 = 0.8

Table 3.1: The Range of Mean Interpretation

| Range | Interpretation |
|---|---|
| 1.00 - 1.80 | Strongly disagree |
| 1.81 - 2.60 | Disagree |
| 2.61 - 3.40 | Neutral |
| 3.41 - 4.20 | Agree |
| 4.21 - 5.00 | Strongly Agree |



### 3.3 The Quality of the Research Tool

The online questionnaire was checked for validity and approved by the advisor Assoc. Prof. Dr. Suthinan Pomsuwan. The reliability test was conducted with a volunteer sample group of 30 respondents. The data from the questionnaires were analyzed by using Cronbach's Alpha in the statistical software, with total reliability of 0.965.

The required value to be accepted is 0.7-1.00.

Table 3.2: The Total Reliability Test Results: 30 Participants

| Cronbach's Alpha | N (number) of Items |
|---|---|
| .965 | 30 |

Table 3.3: The Reliability Test Results for Perceived usefulness (IV1)

| Cronbach's Alpha | N (number) of Items |
|---|---|
| .967 | 9 |

Table 3.4: The Reliability Test Results for Perceived Ease of Use (IV2)

| Cronbach's Alpha | N (number) of Items |
|---|---|
| .942 | 9 |



Table 3.5: The Reliability Test Results for Attitude toward Usage (IV3)

| Cronbach's Alpha | N (number) of Items |
|---|---|
| .987 | 9 |

Table 3.6: The Reliability Test Results for Behavioral Intention (DV)

| Cronbach's Alpha | N (number) of Items |
|---|---|
| .964 | 3 |

### 3.4 The Data Collection

The questionnaires were randomly distributed to social media connection such as Line, Facebook and Linkedin users in Bangkok Metropolitan Region. This study

used an online questionnaire to collect research data. The E-questionnaire version was sent to the participants in the form URL link along with consent, instruction and relevant information, the link which connected directly through Google questionnaire to complete the survey. The total sample of participants used in this study are collected whenever it is convenient. The online form was 230 participated, with data collected from 229 respondents. After removing 1 incomplete questionnaire, 229 valid questionnaires remained for data analysis. The following segment, the statistical data are conducted to examine the research assumption and hypothesis testing.

### 3.5 The Population and Sampling

The study utilized a non-probability convenience sampling technique, which involved random distribution through social media connections to reach potential respondents. The eligibility criteria for participants stipulated that they must: voluntarily agree to participate, be within the age range of 18 to 70 years old, be a resident in the Bangkok Metropolitan Region (which includes Bangkok, Nakhon Pathom, Nonthaburi, Pathum Thani, Samut Prakan, Samut Sakhon, Chachoengsao, and Chonburi), and have direct learning experience using an online learning platform. The necessary sample size was determined by consulting Yamane's Table for Sample Size, specifying a target of 229 participants. Although the initial target sample was set at 230 respondents, the final analysis utilized 229 valid questionnaires (N=229) after removing one incomplete response. Participation was based on online consent, availability, the interviewee's learning experience, and Behavioral Intention toward online learning platforms. The entire survey and data collection process received academic approval from advisor Assoc. Prof. Dr. Suthinan Pomsuwan advised the

author to collect at least 50 percent of the sample size. According to this, 230 (57.5% of 400) samples were collected for the objective of this study.

### 3.6 The Sampling Technique

A convenience sampling technique was used in this online survey to collect the data. The research participant is anyone who voluntarily participants through Online Questionnaire via Google form. In part one of General question consists of 3 filter questions related to the participants direct personal experience of using online learning platform as to ensure that we get the right person with current direct Learning experience of using online learning platform. The Likert scale provides five possible answers to a statement or question that allows respondents to indicate their positive-to-negative strength of agreement or strength of feeling regarding the question or statement, ranges used are from 1 “strongly disagree” to 5 “strongly agree”.



### 3.7 The Research Procedure and Timeline

The convenience sampling method was the optimal choice utilizing google forms was used for survey creation and data collection due to the convenience of sending out a simple URL link. Utilization of this platform allowed for quick distribution via online forums, e-mail, and direct messages to the respondents. Respondents were chosen from within the researcher’s network and social media platform like Facebook groups, Linkedin and Line that are linked to the Online Learning. When contacting individuals and posting in the social media groups the purpose of the survey was clearly explained along with consent statement. In addition,

that all information provided will remain confidential and this analysis is exclusively for academic research purposes internally to MBA-Bangkok University.

The respondents are entirely voluntary under no circumstances the identity information would be included in the report. We had determined a sample qualification should be utilized as a pre-screening; the survey had been prepared with three questions to filter respondents who did not meet the following criteria: first, they must be a resident of Bangkok Metropolitan Region, second, they must use online learning platform and three, the participants must have direct learning experience.

If any respondents answered “NO” for either question in the general question part, they would be “disqualified” and not be allowed to participate. In addition to this, we also sent the survey to respondents who were no younger than 20 years of age, there was 70-year-old as a maximum age limit. Prior to any analysis of the data, we had filtered out responses that included incomplete, inaccurate, or corrupted data due to software. The questionnaire was designed so that every question required a response from the respondents to progress to each following section. The reliability test was conducted with a volunteer sample group of 30 respondents. The data from the questionnaires were analyzed by using Cronbach’s Alpha in the statistical software.

Initially, the target sample was for 230 respondents to complete the survey, to ensure our data collection and data analysis.

### 3.8 The Hypotheses Test and Data Analysis:

Considering the TAM theoretical framework along with our respondent's group to find out the impacts on user's behavioral intention to use online learning platform through the research of three hypotheses is:

**Hypotheses:**

H1: Perceived Usefulness has significant positive influences behavioral intention to use online learning platform.

H2: Perceived Ease Of Use has significant positive influences behavioral intention to use online learning platform.

H3: Attitude Toward Usage has significant positive influences behavioral intention to use online learning platform.

The followings are the statistical tools used for data analysis:

1) Descriptive Statistics: These statistics were used to analyze the demographic data of the respondents. The information included is age, gender, education, and more. A descriptive statistic is used to analyze and summarize the characteristics and observations of the data and present them in the form of percentages.

2) Inferential Statistics: These statistics are used to interpret the meaning of the data, and the relationship between the variables. Multiple Regression Analysis was used to test the hypotheses and to study the relationship between the independent variables.

# CHAPTER 4

# ANALYSIS AND FINDINGS

This chapter presents the research findings from the data analyzed using the statistical software 229 responses were collected and analyzed to test the hypotheses. The data analyzed are presented in 6 elements: They are as follows:

4.1 Analysis of General Question

4.2 Analysis of Demographic data

4.3 Analysis of Perceived Usefulness (IV1)

4.4 Analysis of Perceived Ease of Use (IV2)

4.5 Analysis of Attitude toward usage (IV3)

4.6 Analysis of Behavioral Intention (DV)

4.7 Analysis of Impact Perceived Usefulness, Perceived Ease of Use, Attitude toward usage and Behavioral Intention.



## 4.1 Analysis of General Question

The following table consists of questions about the 229 participants showed the respondents about pre-screening; the survey had been prepared with three questions to filter respondents who did not meet the following criteria: first, they must be a resident of Bangkok Metropolitan Region, second, they must use online learning platform and third, the participants must have direct learning experience.

Table 4.1: General questions of 229 respondents.

Q1. Participants live in Bangkok Metropolitan Region?

| No. | City | Frequency | Percentage % |
|---|---|---|---|
| 1. | Bangkok | 136 | 59.4% |
| 2. | Chonburi | 18 | 7.9% |
| 3. | Nakhon Pathom | 16 | 7.0% |
| 4. | Nonthaburi | 14 | 6.1% |
| 5. | Samut Prakan | 14 | 6.1% |
| 6. | Samut Sakhon | 12 | 5.2% |
| 7. | Pathum Thani | 11 | 4.8% |
| 8. | Chachoengsao | 8 | 3.5% |
| | Total | 229 | 100% |

Q2. Participants have direct Learning Experience?

| General Question: | Answer | Frequency | Percentage % |
|---|---|---|---|
| Q. Do you have direct learning experience? | Yes | 100 | 100% |

Q3. Currently use Online Learning Platform?

| General Question: | Answer | Frequency | Percentage % |
|---|---|---|---|
| Q. Do you use online learning platform? | Yes | 100 | 100% |

Summary of General Questions:

| General Question Data | Frequency | Percentage (%) |
|---|---|---|
| 1. Majority live in Bangkok | 136 | 59.4 |
| 2. Direct Learning Experience | 229 | 100.0 |
| 3. Use Learning Platform | 229 | 100.0 |
| Total | 229 | 100.0 |

From table 4.1 presents a data summary showing majority of the respondents in this study are living in Bangkok (59.4%) and Chonburi (7.9%). All of them have direct learning experience (100%) and current in use of online learning platform in daily routine (100%)

## 4.2 Analysis of Demographic Data

The following table presents the demographic data of the 229 respondents.

The data collected from respondents include demographic data include gender, age, education, employment, working year, online experience: learning level. The data of these values are presented in frequency and percentage (%)

Table 4.2: Demographics Data of 229 respondents

| Demographic Data | Frequency | Percentage (%) |
|---|---|---|
| 1. Female | 114 | 49.8 |
| 2. Male | 110 | 48 |
| 3. Other | 5 | 2.2 |
| Total | 229 | 100.0 |



Age:

| Age | Frequency | Percentage (%) |
|---|---|---|
| 18 – 30 years old | 130 | 56.8 |
| 31 – 40 years old | 72 | 31.4 |
| 41 – 50 years old | 18 | 7.9 |
| 51 – 60 years old | 8 | 3.5 |
| 61 – 70 years old | 1 | 0.4 |
| Total | 229 | 100.0 |

(Continued)

Table 4.2 (Continued): Demographics Data of 229 respondents

Education:

| Education | Frequency | Percentage (%) |
|---|---|---|
| 1. High School or less | 0 | 0 |
| 2. Diploma (Vocational School) | 0 | 0 |
| 3. Undergraduate degree | 171 | 74.7 |
| 4. Master degree | 58 | 25.3 |
| 5. Doctorate | 0 | 0 |
| Total | 229 | 100.0 |

Employment:

| Employment | Frequency | Percentage (%) |
|---|---|---|
| 1. Full-time | 181 | 79.0 |
| 2. Business owner | 19 | 8.3 |
| 3. Student | 18 | 7.9 |
| 4. Freelancer | 10 | 4.4 |
| 5. Retirement | 1 | 0.4 |
| 6. Part-time | 0 | 0 |
| 7. Temporary | 0 | 0 |
| Total | 229 | 100.0 |



(Continued)

Table 4.2 (Continued): Demographics Data of 229 respondents

Working year:

| Working Year | Frequency | Percentage (%) |
|---|---|---|
| 1. Under 1 year | 27 | 11.8 |
| 2. 1 year | 58 | 25.3 |
| 3. 2 years | 29 | 12.7 |
| 4. 3 years | 27 | 11.8 |
| 5. 4 years | 20 | 8.7 |
| 6. 5+ years | 68 | 29.7 |
| Total | 229 | 100.0 |

Learning level:

| Learning Level | Frequency | Percentage (%) |
|---|---|---|
| 1. Entry level (less than 3 months) | 72 | 31.4 |
| 2. Moderate level (3 - 6 months) | 37 | 16.2 |
| 3. Expert level (6 - 12 months) | 101 | 44.1 |
| 4. Professional (more than 1 year) | 19 | 8.3 |
| Total | 229 | 100.0 |



Table 4.2 presents a summary of the demographic data of 229 respondents. The table illustrated that the majority of the respondents in this study were (49.8%) of females, closely followed up with (48.0%) of males. Most of respondents were aged 18 to 30 years old (56.8%) and were undergraduate degree (74.7%) and mostly had a working experience more than 5 years (29.7%), closely followed by respondents who have worked more than 1 year (25.3%), with full-time employment (79%). Finally,

the data showing a greater number of respondent's experience level in using online learning platform on regular basis are expert level between 6 - 12 months (44.1%).

## 4.2 Analysis of Perceived Usefulness (IV1)

**Hypothesis 1: (H1): Perceived Usefulness (PU) has significant positive influences behavioral intention to use online learning platform.**

The following table presents the analysis of Perceived Usefulness perception of online learning platform, learning performance and productivity and influences behavioral intention to use online learning platform.

There are 3 sub – variables factors are:

1) Enhance Effectiveness (Sub-V1.1)
2) Work quickly (Sub-V1.2)
3) Makes job easier (Sub-V1.3)



Table 4.3: Summary Mean and Standard Deviation of Perceived Usefulness Factors

| Sub-variables | Mean | Std. Deviation | Interpretation |
|---|---|---|---|
| 1.1 Enhance Effectiveness | 4.14 | 0.603 | Satisfied |
| 1.2 Work quickly | 4.35 | 0.656 | Satisfied |
| 1.3 Makes Job easier | 4.37 | 0.574 | Satisfied |
| Total | 4.28 | 0.611 | Satisfied |

From table 4.3, this can be observed that most participants are satisfied with their enhance effectiveness in learning (Mean = 4.14, SD = 0.603). The results show that participants are also satisfied with the work quickly by rely on online learning

platform (Mean = 4.35, SD = 0.656). Most of participants feel satisfied with the platform that makes job easier to find information (Mean = 4.37, SD = 0.574). Overall, Perceived Usefulness that has significant positive influences behavioral intention to use online learning platform and the mean for perceived usefulness is 4.28 (Satisfied), and the standard deviation is 0.611.

### 4.3 Analysis of Perceived Ease of Use (IV2)

**Hypothesis 2: Perceived Ease of Use (PEOU) has significant positive influences behavioral intention to use online learning platform.**

The following table presents the analysis of Usefulness perception of online learning platform, learning performance and productivity.

There are 3 sub – variables factors are:

1) Perceived risk (Sub-V2.1)
2) Compatibility (Sub-V2.2)
3) Awareness (Sub-V2.3)



Table 4.4: Summary Mean and Standard Deviation of Perceived Ease of Use Factors

| Sub-variables | Mean | Std. Deviation | Interpretation |
|---|---|---|---|
| 1. Perceived risk | 4.40 | 0.595 | Satisfied |
| 2. Compatibility | 4.33 | 0.610 | Satisfied |
| 3. Awareness | 4.35 | 0.579 | Satisfied |
| Total | 4.33 | 0.603 | Satisfied |

From table 4.4, this can be observed that most participants are satisfied with all three sub-variables under the perceived ease of use. A large number of participants of this study are satisfied with effortless in perceived risk and find the online platform was simple to understand (Mean = 4.40, SD = 0.595). The mean results interpretation of the sub-variable of compatibilities on learning styles is satisfied (Mean = 4.33, SD = 0.610) and participants are satisfied with their learning awareness. Finally, Perceived Ease of Use has significant positive influences behavioral intention to use online learning platform and the mean for perceived usefulness is 4.33 (Satisfied), and the standard deviation is 0.603.

## 4.4 Analysis of Attitude toward Usage (IV3)

**Hypothesis 3: (H3): Attitude Toward Usage (AU) has significant positive influences behavioral intention to use online learning platform.**

The following table presents the analysis of Usefulness perception of online learning platform, learning performance and productivity.

There are 3 sub – variables factors are:

1) Positive ideas (Sub-V3.1)
2) Favorable attitude (Sub-V3.2)
3) Beliefs (Sub-V3.3)

Table 4.5: Summary Mean and Standard Deviation of Attitude toward usage Factors

| Sub-variables | Mean | Std. Deviation | Interpretation |
|---|---|---|---|
| 1. Positive ideas | 4.34 | 0.569 | Satisfied |
| 2. Favorable attitude | 4.38 | 0.593 | Satisfied |
| 3. Beliefs | 4.32 | 0.576 | Satisfied |
| Total | 4.34 | 0.579 | Satisfied |

From table 4.5, this can be observed that the majority of participants are satisfied with the positive ideas of using online platform (Mean = 4.34, SD = 0.569). The mean results interpretation of the sub-variable supporting of favorable attitude toward using technology platform is satisfied (Mean = 4.38, SD = 0.593) and participants also are satisfied with their beliefs (Mean = 4.32, SD = 0.576) Overall, attitude Toward Usage has significant positive influences behavioral intention to use online learning platform and the mean for perceived usefulness is 4.34 (Satisfied), and the standard deviation is 0.579.



## 4.6 Analysis of Behavioral Intention (DV)

Behavioral Intention (BI) that shows correlation toward the usage of online learning platform. The following table presents the analysis of Behavioral Intention (BI) that shows the relationship of user toward the usage of online learning platform.

Table 4.6: Summary Mean and Standard Deviation of Behavioral Intention (BI)

| Dependent variables | Mean | Std. Deviation | Interpretation |
|---|---|---|---|
| Behavioral Intention | 4.35 | 0.595 | Satisfied |

From table shown the data of behavioral intention from the participants of this study revealed that the respondents are satisfied with their usage of online platform (Mean = 4.35, SD = 0.595) and have a strong attitude in favor of the use of online learning.

## 4.7 Analysis of the relationship among perceived usefulness, perceived ease of use, attitude toward usage and behavioral intention

This part of the study represents the analysis of the relationship among the independent variables, which are perceived usefulness, perceived ease of use, attitude toward usage and dependent variable, which is behavioral intention.



The attitude towards the variables are presented in three parts:

1) Independent Variable 1: Perceived Usefulness

2) Independent Variable 2: Perceived Ease of Use

3) Independent Variable 3: Attitude toward usage

Dependent Variable: Behavioral Intention

The type of statistic use in these inferential statistics and analysis used to determine the data was the Multiple Linear Regression.

The data analysis is presented in mainly three parts:

1) Perceived Usefulness has significant positive influences behavioral intention to use online learning platform.

2) Perceived Ease of Use has significant positive influences behavioral intention to use online learning platform.

3) Attitude Toward Usage has significant positive influences behavioral intention to use online learning platform.

Table 4.7: Analysis of Impact of Perceived Usefulness has significant positive influences behavioral intention to use online learning platform.

| Perceived Usefulness | b | Beta | t | Sig | Interpretation |
|---|---|---|---|---|---|
| | | | | .002 | Rejected |
| 1.1 Enhance Effectiveness | 0.349 | 0.342 | 4.821 | .000* | Supported |
| 1.2 Work quickly | 0.253 | 0.260 | 3.729 | .000* | Supported |
| 1.3 Makes job easier | 0.309 | 0.348 | 6.037 | .000* | Supported |

Adjusted R-square = 0.678, F = 126.816, *P≤0.05

Independent variable = Perceived Usefulness

Dependent variable = Behavioral intention



Table 4.7 showed that the statistical analysis of the relationship between the three sub variables from perceived usefulness factor, all the three shows supported result on the impact of behavioral intention to use online learning platform, by providing the first hypothesis proposed in this study is supported. The 3 sub-variables are 1. Enhance effectiveness (Sig=.000), 2. Work quickly (Sig=.000) and 3. Makes job easier (Sig=.000).

Table 4.8: Analysis of Impact of Perceived Ease of Use has significant positive influences behavioral intention to use online learning platform.

| Perceived Ease of Use | b | Beta | t | Sig | Interpretation |
|---|---|---|---|---|---|
| 2.1 Perceived risk | 0.415 | 0.380 | 6.334 | .000* | Supported |
| 2.2 Compatibility | 0.295 | 0.267 | 4.034 | .000* | Supported |
| 2.3 Awareness | 0.261 | 0.271 | 4.252 | .000* | Supported |

Adjusted R-square =.730, F = 216.318, *P≤0.05

Independent variable = Perceived Ease of Use

Dependent variable = Behavioral intention

Table 4.8 displays the statistical analysis of the relationship between the three sub-variables from perceived ease of use factor, all the three shows supported result on the impact of behavioral intention to use online learning platform, by providing the second hypothesis proposed in this study is also supported. The 3 sub-variables are 1. Perceived risk (Sig=.000), 2. Compatibility (Sig=.000) and 3. Awareness (Sig=.000).



Table 4.9: Analysis of Impact of Attitude Toward Usage has significant positive influences behavioral intention to use online learning platform.

| Attitude toward Usage | b | Beta | t | Sig | Interpretation |
|---|---|---|---|---|---|
| 3.1 Positive ideas | 0.514 | 0.519 | 5.619 | .000* | Supported |
| 3.2 Favorable attitude | 0.155 | 0.154 | 2.823 | .000* | Supported |
| 3.3 Beliefs | 0.240 | 0.250 | 4.759 | .000* | Supported |

Adjusted R-square = .712, F =197.868, *P≤0.05

Independent variable = Attitude toward Usage

Dependent variable = Behavioral intention

Table 4.9 displays the statistical analysis of the relationship between the three sub-variables from attitude toward usage factor, all the three shows supported result on the impact of behavioral intention to use online learning platform, by providing the third hypothesis proposed in this study is also supported. The 3 sub-variables are 1. Positive ideas (Sig=.000), 2. Favorable (Sig=.000) and 3. Beliefs (Sig=.000).

Table 4.10: Summary of the Hypotheses Testing

| Hypothesis | Result |
|---|---|
| 1. Perceived Usefulness has significant positive influences behavioral intention to use online learning platform. | Supported |
| 1.1 Enhance Effectives | Supported |
| 1.2 Work quickly | Supported |
| 1.3 Makes job easier | Supported |
| 2. Perceived Ease of Use has significant positive influences behavioral intention to use online learning platform. | Supported |
| 2.1 Perceived risk | Supported |
| 2.2 Compatibility | Supported |
| 2.3 Awareness | Supported |
| 3. Attitude Toward Usage (AU) has significant positive influences behavioral intention to use online learning platform. | Supported |
| 3.1 Positive ideas | Supported |
| 3.2 Favorable attitude | Supported |
| 3.3 Beliefs | Supported |

Table 4.10 represents a summary of the hypothesis results. As above table shown, all three proposed hypotheses for this study were supported. In summary, the result of all sub-variables of this study were also supported.

# CHAPTER 5

# SUMMARY, CONCLUSION AND DISSCUSION

This chapter covers four elements: summary and conclusion, discussion, recommendations for Implications, and recommendations for future research. They are as follows:

5.1 Summary and Conclusion

5.2 Discussion

5.3 Recommendations for Implications

5.4 Recommendations for Future Research

## 5.1 Summary and Conclusion

The primary objective of this study was to identify the factors that influenced learners' behavioral intention to use online learning platforms. It employed a Modified Conceptual Framework of the Technology Acceptance Model (TAM), originally proposed by Davis (1986), as its theoretical foundation. This framework was extended to incorporate related sub-variables for each category, aiming to more comprehensively describe actual behavioral intention to use online learning platforms. Additional theoretical underpinnings included the Theory of Reasoned Action (TRA) by Fishbein & Ajzen (1975) and the Theory of Planned Behavior (TPB) by Icek Ajzen (1985), which are cognitive theories providing a framework for understanding human actions and decision-making. The research utilized a quantitative methodology, collecting data from 229 respondents in the Bangkok Metropolitan Region through an online questionnaire. as a theoretical approach attempts to study

the factors that influenced learner experienced intention to use Online Learning Platform. The influencing on the intention to study online based on individual's attitude toward the context of E-learning, through the impact and relationship between the independence variables: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude toward usage (AU) and the dependent variable: Behavioral Intention (BI), that has relationship related to the use of learning platform. This study reviews the current situation of the Technological Acceptance Model. It provides a concept theory and its use in education platform, which may be useful for online educator.

### 5.1.1 Demographic Data

The demographic data of 229 respondents. The majority of the respondents in this study were (49.8%) of females, closely followed up with (48.0%) of males. Most of respondents were aged 18 to 30 years old (56.8%) and were undergraduate degree (74.7%) and mostly had a working experience more than 5 years (29.7%), closely followed by respondents who have worked more than 1 year (25.3%), with full-time employment (79%). Finally, the data showing a greater number of respondent's experience level in using online learning platform on regular basis are expert level between 6 - 12 months (44.1%). All 229 participants had direct learning experience and were currently using online learning platforms in their daily routines.

### 5.1.2 Attitudes towards variables

The study analyzed participants' attitudes towards the independent variables (Perceived Usefulness, Perceived Ease of Use, Attitude toward Usage) and the dependent variable (Behavioral Intention): The attitude towards the variables were presented in three parts:

5.1.2.1 Independent Variable 1: Perceived Usefulness

Respondents expressed satisfaction with the perceived usefulness of online learning platforms (overall Mean = 4.28, SD = 0.611). This satisfaction was consistently observed across its sub-variables: Enhance Effectiveness (Mean = 4.14, SD = 0.603), Work Quickly (Mean = 4.35, SD = 0.656), and Makes Job Easier (Mean = 4.37, SD = 0.574). Participants are satisfied with their enhance effectiveness in learning. The results show that participants are also satisfied with the work quickly by rely on online learning platform. Most of participants feel satisfied with the platform that makes job easier to find information. Overall, Perceived Usefulness that has significant positive influences behavioral intention to use online learning platform.

5.1.2.2 Independent Variable 2: Perceived Ease of Use

Participants were similarly satisfied with the perceived ease of use (overall Mean = 4.33, SD = 0.603). This was evident in its sub-variables: low Perceived Risk (Mean = 4.40, SD = 0.595), Compatibility with learning styles (Mean = 4.33, SD = 0.610), and satisfaction with their learning Awareness. Participants are satisfied with all three sub-variables under the perceived ease of use. A large number of participants of this study are satisfied with effortless in perceived risk and find the online platform was simple to understand. The mean results interpretation of the sub-variable of compatibilities on learning styles is satisfied and participants are satisfied with their learning awareness. Finally, Perceived Ease of Use has significant positive influences behavioral intention to use online learning platform.

5.1.2.3 Independent Variable 3: Attitude toward usage

The majority of participants held a satisfied attitude toward usage (overall Mean = 4.34, SD = 0.579). This was supported by positive ideas about using

the platform (Mean = 4.34, SD = 0.569), a favorable attitude toward using the technology (Mean = 4.38, SD = 0.593), and satisfaction with their beliefs regarding online learning benefits and quality (Mean = 4.32, SD = 0.576). Participants are satisfied with the positive ideas of using online platform. The mean results interpretation of the sub-variable supporting of favorable attitude toward using technology platform is satisfied and participants also are satisfied with their beliefs. Overall, attitude Toward Usage has significant positive influences behavioral intention to use online learning platform.

5.1.2.4 Behavioral Intention (DV)

Respondents demonstrated a satisfied behavioral intention to use online learning platforms (Mean = 4.35, SD = 0.595), indicating a strong inclination for continued use.



### 5.1.3 Hypotheses Results

The data analysis indicated that all three proposed hypotheses were supported. Specifically:

- Hypothesis 1: Perceived Usefulness (PU) has significant positive influences on behavioral intention to use online learning platforms. All its sub-variables (Enhance Effectiveness, Work Quickly, and Makes Job Easier) were also statistically supported (Sig=.000).

- Hypothesis 2: Perceived Ease of Use (PEOU) has significant positive influences on behavioral intention to use online learning platforms. Its sub-variables (Perceived Risk, Compatibility, and Awareness) were similarly supported (Sig=.000).

- Hypothesis 3: Attitude Toward Usage (AU) has significant positive influences on behavioral intention to use online learning platforms. Its sub-variables (Positive Ideas, Favorable Attitude, and Beliefs) were also supported (Sig=.000).

In summary, the study found strong correlations between Perceived Usefulness (r=0.678, *P≤0.05), Perceived Ease of Use (r=.730, *P≤0.05), and Attitude toward Usage (r=.712, *P≤0.05) with Behavioral Intention. Particularly, Perceived Usefulness contributed more significantly to Behavioral Intention than Perceived Ease of Use. The findings highlight that platforms that enhance effectiveness, enable quick work, and simplify tasks significantly increase learners' behavioral intention, leading to positive satisfaction and increased usage, driven by a high demand for knowledge and new experiences through technology.



## 5.2 Discussion

This independent study sought to examine the factors influencing learners' experienced behavioral intention to use Online Learning Platforms. The research addressed three main objectives: to study the impact of Perceived Usefulness (IV1) factors (Enhance Effectiveness, Work Quickly, Makes Job Easier) on Behavioral Intention (DV); to study the impact of Perceived Ease of Use (IV2) factors (Perceived Risk, Compatibility, Awareness) on Behavioral Intention (DV); and to study the impact of Attitude toward Usage (IV3) factors (Positive Ideas, Favorable Attitude, Beliefs) on Behavioral Intention (DV).

The study's theoretical framework combined the Modified Conceptual Frameworks Technology Acceptance Model (TAM), which explains how perceived usefulness and perceived ease of use influence users' behavioral intention towards

technology. It also integrated the Theory of Reasoned Action (TRA), which posits that an individual's action is determined by their desire to perform the behavior, influenced by their attitude toward the behavior and subjective norms, involving beliefs, attitudes, intentions, and behaviors in decision-making. Furthermore, the Theory of Planned Behavior (TPB), by Ajzen (1991), predicts behavioral intention through the constructs of attitude toward the behavior, subjective norms, and perceived behavioral control. The advantage of this research lies in its combination of ideas from all three models, rather than prioritizing one, to expand comprehension of technology adoption phenomena and user offerings by considering the interaction effects of specific components.

The findings confirm that Perceived Usefulness significantly and positively influences behavioral intention to use online learning platforms, as learners find the technology beneficial for enhancing tasks and performance. The sub-variables of Perceived Usefulness—Enhance Effectiveness (Mean=4.14, SD=0.603), Work Quickly (Mean=4.35, SD=0.656), and Makes Job Easier (Mean=4.37, SD=0.574)—were all rated as 'Satisfied' by participants, indicating their positive perception of the platform's ability to improve learning, speed up processes, and simplify information access. The overall mean for Perceived Usefulness was 4.28, interpreted as 'Satisfied'.

Similarly, Perceived Ease of Use significantly and positively influences behavioral intention. Participants were 'Satisfied' with all three sub-variables: low Perceived Risk (Mean=4.40, SD=0.595), Compatibility with learning styles (Mean=4.33, SD=0.610), and Awareness in learning. This suggests that users find online learning platforms effortless, simple to understand, and adaptable to their

learning preferences. The overall mean for Perceived Ease of Use was 4.33, also interpreted as 'Satisfied'.

Regarding Attitude toward Usage, the study found a significant positive influence on behavioral intention, suggesting that a favorable attitude derived from perceptions of benefits and quality encourages technology use. The sub-variables—Positive Ideas (Mean=4.34, SD=0.569), Favorable Attitude (Mean=4.38, SD=0.593), and Beliefs (Mean=4.32, SD=0.576)—were all supported with statistical significance (Sig=.000), indicating that positive thoughts, favorable dispositions, and strong beliefs about online learning benefits contribute to this attitude. The overall mean for Attitude toward Usage was 4.34, interpreted as 'Satisfied'.

Overall, the research demonstrates strong correlations between Perceived Usefulness (r=0.678), Perceived Ease of Use (r=.730), and Attitude toward Usage (r=.712) with Behavioral Intention. Perceived Usefulness had a larger contribution to Behavioral Intention than Perceived Ease of Use. The high demand for and increasing need for knowledge in today's digital environment drive learners to seek new experiences through the internet and modern technology, perceiving online learning platforms favorably. While online learning offers numerous advantages like accessibility and cost-effectiveness, some negative effects on students include a decline in interpersonal communication skills and reduced class time. The effectiveness of online learning also depends on technological and learning materials, and instructors' digital competency. Ultimately, enhancing behavioral intention leads to positive satisfaction and increased usage of online learning platforms.

## 5.3 Recommendation for Implications

This study proposed a modification of the TAM model by extending the original framework with related sub-variables for each category, aiming to more comprehensively describe actual behavioral intention to use online learning platforms. It is recognized that the methodology, particularly the online data collection method, influenced the interpretation of findings. Despite the Technology Acceptance Model (TAM) remaining widely used and its predictive power, there are still undiscovered parts that could further contribute to research predictive validity and reliability.

When instructing through an online education platform, instructors should prioritize course design, ensuring content is understandable and pertinent to the subject. The quality of the learning program can significantly influence students' intention to continue participating in online learning platforms. This research implies that learning platforms should be developed with a focus on enhancing perceived usefulness to boost general adoption by students. Teachers should actively illustrate how the platform will benefit students and promote learning programs.



However, it remains unclear whether the current TAM model is entirely sufficient for predicting intention and actual use, as the interval between intention and adoption may be filled with uncertainty factors that could affect a person's decision to embrace a technology. Future implications should consider these unaddressed areas to refine technology adoption strategies in education.

## 5.4 Recommendations for Future Research

The findings of this study provide valuable insights while also highlighting certain limitations that can guide future research. One key limitation is the geographic

scope, as the online questionnaire was randomly distributed to social media connections within the Bangkok Metropolitan Region only. Respondent preferences and outcomes may vary significantly by location, necessitating a broader understanding and analysis of different target groups. Therefore, future studies are suggested to 1. Broaden the scope of participants as research should focus on the impact of education platforms for various users, exploring their preferences and the detailed implications across diverse demographics and regions. 2. Clarify differences between Actual System Use and Intention to Use: To continued research and surveys are crucial to comprehend changes in trends, user preferences, and other elements that may influence behavioral intention. This ongoing investigation is vital given that the TAM model, despite its utility, might not fully capture the complexity of actual system use. 3. Explore new theoretical paths: Although the Technology Acceptance Model (TAM) is widely used, there are still undiscovered theoretical avenues that could further contribute to research predictive validity, efficiency, and reliability in technology adoption studies. 4.Understand user needs and learning trends: A deeper understanding of user needs and current learning trends is essential for technology providers and businesses to adapt their online learning platforms in a manner pertinent to a competitive market.



This will allow for more targeted improvements to existing features and the exploration of new opportunities in online learning. These recommendations aim to enhance the depth and generalizability of research on behavioral intention to use online learning platforms.

# BIBLIOGRAPHY

Abdirahman, A., A., Jabar, M., A., Hashi, A., O., Elmi, M., A., and Rodriguez, E., R. (2022). Attitude Towards Intention to Use Mobile-Based Teaching Assessment Based on TAM and a Novel Extended TAM Model. *IRICT, 27*(1), pp 583-593.

Abdurakhimovna, T., S., Alzubi, M., M., S., Alijounaidi, A. (2021). The effect of mediating role for awareness factors on the behavioral intention to use in e-commerce services in uzbekistan. *IJCIRAS, 3*(8), 2581- 5334.

Abu-Taieh, E.M., AlHadid, I., Alkhawaldeh, R.S., Khwaldeh, S., Masa'deh, R., Alrowwad, A., Al-Eidie, R. (2022). An Empirical Study of Factors Influencing the Perceived Usefulness and Effectiveness of Integrating E-Learning Systems during the COVID-19 Pandemic Using SEM and ML: A Case Study in Jordan. *Sustainability*, *14*(1), 132 - 134. Retrieved from https://doi.org/10.3390/su142013432

Ajzen, I. (1991). The Theory of Planned Behavior. Organizational Behavior and Human Decision Processes, 50, 179-211. Retrieved from http://dx.doi.org/10.1016/0749-5978(91)90020-T

Ajzen, I. (2020) The Theory of Planned Behavior: Frequently Asked Questions. *Human Behavior and Emerging Technologies, 2*, 314-324. Retrieved from https://doi.org/10.1002/hbe2.195

Ajzen, I., & Schmidt, P. (2020). Changing behavior using the theory of planned behavior. *The handbook of behavior change* (pp. 17–31). Cambridge University Press. Retrieved from https://doi.org/10.1017/9781108677318.002

Al-Maroof, R.S.; Alnazzawi, N., Akour, I.A., Ayoubi, K., Alhumaid, K., AlAhbabi, N. M., Alnnaimi, M., Thabit, S., Alfaisal, R., Aburayya, A. (2021). The Effectiveness of Online Platforms after the Pandemic: Will Face-to-Face Classes Affect Students' Perception of Their Behavioural Intention (BIU) to Use Online Platforms?. *Informatics, 8.* Retrieved from https://doi.org/10.3390/informatics8040083

Albayati, H. (2024). Investigating undergraduate students' perceptions and awareness of using ChatGPT as a regular assistance tool: A user acceptance perspective study. *Computers and Education: Artificial Intelligence,6*(1), 266-272.

Alfuraih S. (2020). Using Technology Acceptance Model (TAM) to Investigate the Effectiveness of a Learning. *Journal of Educational Sciences, 27*(1), 323-343. Retrieved from https://www.researchgate.net/publication/346530822

Amadea, A., & Indrawati, I. (2022). The Influence of Perceived Usefulness, Perceived Ease of Use, Social Influence, Facilities Conditions, Lifestyle Compatibility, and Perceived Trust on Intention to Use E-wallet Dana. *The International Journal of Business & Management*, *10*(8). Retrieved from https://doi.org/10.24940/theijbm/2022/v10/i8/BM2208-002

Ambalov, I., A. (2021). Decomposition of perceived usefulness: A theoretical perspective and empirical test. *An International journal of Technology in Society, 64,* 101520.

Ayu, M., & Sari, F. M. (2021). Exploring English Teachers' Strategies in Managing Online Learning through Google Classroom. *Journal of English Language Teaching*, *8*(2). Retrieved from ResearchGate data base.

Bosnjak, M., Ajzen, I., & Schmidt, P. (2020). The Theory of Planned Behavior: Selected Recent Advances and Applications. *Europe's Journal of Psychology*, *16*(3), 352-356. Retrieved from https://doi.org/10.5964/ejop.v16i3.3107

Chen, X., Xu, X., Wu, Y.J., Pok, W.F. (2022). Learners' Continuous Use Intention of Blended Learning: TAM-SET Model. Sustainability, *14*, 16428. Retrieved from https://doi.org/10.3390/ su142416428

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. MIS Quarterly, *13*(3), 319 – 340.

Davis, F.D. (1986). Technology acceptance model for empirically testing new end–user information systems: Theory and results, Phd. Dissertation, Massachusetts institute of technology, 30, 233-250. Retrieved from https://dspace.mit.edu/handle/1721.1/15192

Davis, Fd, Bagozzi, R., & Warshaw, P. (1989). User Acceptance of Computer Technology: A Comparison of Two Theoretical Models. Management Science. Retrieved from https://doi:10.1287/mnsc.35.8.982

Fishbein, M., and Ajzen, I. (1975). Belief, Attitude, Intention and behaviour: *An Introduction to Theory and Research.* Addison-Wesley Publishing Co, Inc., Boston.

Hansen, J., Saridakis, G., & Benson, V. (2017). Risk, Trust, and the Interaction of Perceived Ease of Use and Behavioral control in predicting consumers' Use of Social Media for Transactions. *Journal of Computer in Human behavior*, *80*(1). Retrieved from https://doi.org/10.1016/j.chb.2017.11.010

JS, I.P.W.D, Usadi, M.P.P., Wibawa, I.W.S. (2022). Predicting Millennials ELoyalty Through Compatibility and Innovativeness on E-Commerce. *Journal of International Conference Proceedings, 5*(27), 268-277.

Kalayou, M.H., Endehabtu, B., F., & Tiahun, B.(2020). The Applicability of the Modified Technology Acceptance Model (TAM) on the Sustainable Adoption of eHealth Systems in Resource-Limited Settings. *Journal of Multidisciplinary Health care,13*, 1827-1837.

Kannadhasan, S., Shanmuganantham, M., Nagarajan, R., & Deepa, S. (2020). The Role of Future E-Learning System and Higher Education. *IJARSCT, 12*(2). Retrieved from https://doi.org/10.48175/IJARSCT-673

Kelly, A.E., & Palaniappan, S. (2023). Using a technology acceptance model to determine factors influencing continued usage of mobile money service transactions in Ghana. Journal of Innovation and Entrepreneurship, *12*(34). Retrieved from https://doi.org/10.1186/s13731-023-00301-3

Khan, S. A., Zainuddin, M., Mahi, M. A., & Arif, I. (2020). Behavioral Intention to Use Online Learning During COVID-19: An Analysis of the Technology Acceptance Model. *IMTTAHE*. Retrieved from https://doi.org/https://ssrn.com/abstract=3756886

Khiong, K., Arijanto, R., Dewi, C. G., Mulyandi, R., Putra, S. R., Siagian, O. A., Wijoyo, H., Purwanto, A., & Fahmi, K. (2022). The Role of Compatibility, Perceived Usefulness, Convenience Perception and Convenience Perception on ElectronicMoney (e-Wallet) Usage Interest. *Journal of Positive School Psychology*, *6*(5), 6281-6286.

Kim, E. J., Kim, J. J., Han, S. H. (2021). Understanding Student Acceptance of Online Learning Systems in Higher Education: Application of Social Psychology Theories with Consideration of User Innovativeness. *Sustainability*, *13*. Retrieved from https://doi.org/10.3390/su13020896

Kwan, O., & Wen, Y. (2009). An empirical study of the factors affecting social network service use. *Computers in Human Behavior*, *26*, 254-263. Retrieved from https://doi.org/https://www.sciencedirect.com/journal/computers-in-human-behavior

Kwesi, F. E., & Opoku, M. O. (2020). Relevance of the technology acceptance model (TAM) in information management research: a review of selected empirical evidence. *Research Journal of Business and Management, 7*(1), 34-44. Retrieved from https://doi.org/10.17261/Pressacademia.2020.1186

Laheri, V.K., Lim, W.M., Arya, P.K. and Kumar, S. (2023), A multidimensional lens of environmental consciousness: towards an environmentally conscious theory of planned behavior, *Journal of Consumer Marketing,* 0736-3761. Retrived from https://doi.org/10.1108/JCM-03-2023-5875

Li, X., & Phongsatha, S. (2023). Factors Affecting the Behavioral Intention of Public Universities Art Design Major Students by Using Blended Learning in Chengdu. *International Journal of Sociologies and Anthropologies Science Reviews*, *3*(5), 119–138. https://doi.org/10.60027/ijsasr.2023.3314

Liao, Y. K., Wu, W. Y., Le, T.Q.; Phung, T.T.T. (2022). The Integration of the Technology Acceptance Model and Value-Based Adoption Model to Study the Adoption of E-Learning: The Moderating Role of e-WOM. *Sustainability, 14*, 815. Retrieved from https://doi.org/10.3390/su14020815

Mailizar, M. (2021). Examining Teachers' Behavioral Intention to Use E-learning in Teaching of Mathematics: An Extended TAM Model. *Contemporary Educational Technology, 13*(2), 298. Retrieved from https://doi.org/10.30935/cedtech/9709

Mailizar, M., Burg, D. & Maulina, S. (2021). Examining university students' behavioural intention to use e-learning during the COVID-19 pandemic: An extended TAM model. *Educ Inf Technol, 26,* 7057–7077.Retrieved from https://doi.org/10.1007/s10639-021-10557-5

Malik, A. N. A., Annuar, S.N.S., Yacob, Y., Pakasa, U. l., Jati Kasuma Ali, M. G., Enchas, C. A.,

Manda, E., F., Salim, R. (2021). Analysis of the Influence of Perceived Usefulness, Perceived Ease of Use and Attitude Toward Using Technology on Actual to Use Halodoc Application Using the Technology Acceptance Model (TAM) Method Approach. *International Research Journal of Advanced Engineering and Science, 6*(1), 135-140.

Nurchayatia N., Widayatia T., Sulistiyania S., & Supraptia S. (2022). Antecedents of user attitude towards e-commerce and future purchase intention . *International Journal of Data and Network Science, 6,* 505–512.

Orus, M., L., Cosculluela, C., L., Sanchez, V., S., & Toledo, S., V. (2023). Links between ease of use, perceived usefulness and attitudes towards technology in older people in university: A structural equation modelling approach. *Education and Information Technologies, 28,* 2419-2436.

Ozturk, A. B. (2017). What keeps the mobile hotel booking users loyal? Investigating the roles of compatibility, self-efficacy, perceived ease of use and perceived convenience. *International Journal of Information Management*, pp. 1350-1359.

Pratiwi, T. R., Purwanto, S. K., & Nurhasanah, N. (2023). Impact of perceived ease of use and consumer trust on behavioural intention. *International journal of Economics, 3*, 152. Retrieved from https://doi.org/10.56107/penanomics.v2i3.152

Puspitasari, A., & Nugraha, H. S. (2023). *The impact of perceived ease of use and perceived usefulness on actual system use through intention to use as an intervening variable in subscription video on demand services*, *18*(03), 1354–1366.

Rahmayanti, P., Widagda, I., Yasa, N., Giantari, I., Martaleni, M., Sakti, D., Suwitho, S & Anggreni, P. (2021). Integration of technology acceptance model and theory of reasoned action in pre-dicting e-wallet continuous usage intentions. *International Journal of Data and Network Science*, *5*(4), 649-658.

Rigopoulos, G., Psarras, J., and Askounis, D., T. (2008). A TAM Model to Evaluate User's Attitude Towards Adoption of Decision Support Systems. *Journal of Applied Sciences, 8*, 899-902.

Rosli, M. S. et al. (2022). A Systematic review of the Technology Acceptance Model for the Sustainability of Higher Education during the COVID-19 Pandemic and Identified Research Gaps. *Sustainability, 14* (18), 11389; Retrieved from https://doi.org/10.3390/su141811389

Safaa, S. A., B, S., & Rabie, R. G. (2022). Acceptance of Technology and e-learning Among Undergraduate Business Students. *Journal of Systemics, Cybernetics and Informatics, 14*. Retrieved from https://doi.org/10.54808/JSCI.20.01.334

Selvan, S., C., B., Anbu,S. and KUMAR, D. (2022). Perceived Ease of Use, Perceived Usefulness and Usage of Social Media to Promote Sustainability, *Journal of VUCA, 14*(1), 523-533.

Shamsuddin, N. E., & Nyandang, J. (2023). The Effect of Perceived Usefulness, Perceived Ease of Use, Perceived Risk and Reward Towards E-wallet Usage Intention: A Moderating Role of Trust. *International Journal of Academic Research in Business and Social Sciences, 13*(9), 1699-1714.

Sholokah, M., & Sutirman. (2020). How Technology Acceptance Model (TAM) Factors of Electronic Learning Influence Education Service Quality through Students' Satisfaction, *TEM Journal.9*(3),1221-1226. Retrieved from https://doi.org/10.18421/TEM93-50

Tahar, A., Riyadh, H. A., Sofyani, H., & Purnomo, W. E. (2020). Perceived Ease of Use, Perceived Usefulness, Perceived Security and Intention to Use E-Filing: The Role of Technology Readiness. *The Journal of Asian Finance, Economics and Business, 7*(9), 537–547. https://doi.org/10.13106/JAFEB.2020.VOL7.NO9.537

Tao, D., Li, W., Qin, M., & Cheng, M. (2022) Understanding Students' Acceptance and Usage Behaviors of Online Learning in Mandatory Contexts: A Three-Wave Longitudinal Study during the COVID-19 Pandemic. *Sustainability, 14*. Retrieved from https://doi.org/ 10.3390/su14137830

Warsono, H., Yuwono, T., & Putranti, I., R. (2023), Analyzing technology acceptance model for collaborative governance in public administration: Empirical evidence of digital governance and perceived ease of use. *International Journal of Data and Nerwork Science, 7*(1), 41-48.

Weng, F., Yang, R., J., Ho, H., J., & Su, H., M., (2018). A TAM-Based Study of the Attitude towards Use Intention of Multimedia among School Teachers. *Applied system innovation, 36*(1), 236-245.

Wicaksono, A., & Maharani, A. (2020). The Effect of Perceived Usefulness and Perceived Ease of Use on the Technology Acceptance Model to Use Online Travel Agency. *Journal of Business Management review, 1*(5), 313-328. Retrieved from https://doi.org/ 10.47153/jbmr15.502020

Widayanto, A., P. & Nugraha, H., S. (2023). The impact of perceived ease of use and perceived usefulness on actual system use through intention to use as an intervening variable in subscription video on demand services (Study on Netflix users in Semarang City). *World Journal of Advanced Research and Reviews*, *18*(3), 1354-1366.

Yamane, T. (1967). *Statistics: An introductory analysis*. New York: Harper and Row. Retrieved from ReserachGate database.

Zaineldeen, S., Hongbo, L., Lucien, K. A. & Mohammed, B. H.A. (2020). Technology Acceptance Model' Concepts, Contribution, Limitation, and Adoption in Education. *Universal Journal of Educational Research, 8*(11), 5061 - 5071. Retrieved from https://doi.org/10.13189/ujer.2020.081106

Zhou1, L., Xue, S., & Li, R. (2022). *Extending the Technology Acceptance Model to Explore Students' Intention to Use an Online Education Platform at a University in China. Sage open, 1-13*. Retrieved from https://doi.org/10.1177/21582440221085259 journals.sagepub.com/home/sgo

# APPENDIX

## THE ONLINE QUESTIONNAIRE:

**Title:** BEHAVIORAL INTENTION TO USE ONLINE LEARNING PLATFORM

**Researcher:** Muthita Kulsilarat (MBA - International School, Bangkok University)

This survey research was aimed to explore and identify factors that influenced learner's behavior and experienced predicting the behavioral Intention to use Online Learning Platform with a conceptual framework based on the Technology Acceptance Model (TAM)

This survey research will be divided into mainly 3 parts:

1. General questions

2. Demographic Data questions

3. Modified Conceptual Frameworks Technology Acceptance Model (TAM): Perceived usefulness (IV1); Perceived Ease of Use (IV2); Attitude toward Usage (IV3) and Behavioral Intention (DV)



Likert Scale:

The Likert scale provides five possible answers to a statement or question that allows respondents to indicate their positive-to-negative strength of agreement or strength of feeling regarding the question or statement.

Likert's 5-point scale:

1 – Strongly disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly agree

Please provide your respond to the questions by clicking your choice. Note that this evaluation is subjective in nature and there is no “right” or “wrong” answer.

Consent statement:

In agreeing to participate you have the following rights and protections.

• Your participation is entirely voluntary, and all of your responses are anonymous.

• Under no circumstances will your identifying information be included in the reporting of this research

• Nobody, except myself and my research supervisor will have access to this material in its entirety

• All information provided will remain confidential and this analysis is exclusively for academic research purposes.

If you have any questions about this survey, or difficulty in accessing the site or completing the survey, please contact: muthita.kuls@bumail.net



Thank you for agreeing to take part in this research!

---

**แบบสอบถามออนไลน์**

หัวข้อ: ความตั้งใจเชิงพฤติกรรมในการใช้แพลตฟอร์มการเรียนรู้ออนไลน์

นักวิจัย: มุทิตา กุลศิลารัตน (MBA - บริหารธุรกิจมหาบัณฑิต นานาชาติ, มหาวิทยาลัยกรุงเทพ)

การวิจัยแบบสำรวจนี้มีวัตถุประสงค์เพื่อสำรวจและระบุปัจจัยที่มีอิทธิพลต่อพฤติกรรมของผู้เรียนและมีประสบการณ์ในการคาดเดาเชิงพฤติกรรมการใช้แพลตฟอร์มการเรียนรู้ออนไลน์ด้วยกรอบแนวคิดตามแบบจำลองการยอมรับเทคโนโลยีกับทฤษฎีที่เรียกว่า The technology acceptance model (TAM)

การวิจัยแบบสำรวจนี้ จะถูกแบ่งออกเป็น 3 ส่วนหลักๆ คือ

1. คำถามทั่วไป

2. คำถามข้อมูลประชากร

3. คำถามเชิงทฤษฎี - Modified Conceptual Frameworks Technology Acceptance Model (TAM): การรับรู้ถึงประโยชน์ (IV1); การรับรู้ถึงความง่ายในการใช้งาน (IV2); ทัศนคติต่อการใช้งาน (IV3) และความตั้งใจเชิงพฤติกรรม (DV)



การวัดตามทฤษฎี Likert Scale:

มาตราส่วน Likert ให้คำตอบที่เป็นไปได้ 5 ข้อต่อคำกล่าวหรือคำถามที่ช่วยให้ผู้ตอบสามารถระบุจุดแข็งของข้อคำถาม หรือจุดแข็งด้านบวก หรือ ด้านลบของความรู้สึกเกี่ยวกับคำถามหรือข้อความได้

มาตราส่วนในการวัดมี 5 ระดับ ดังนี้

1 – ไม่เห็นด้วยอย่างยิ่ง

2 – ไม่เห็นด้วย

3 – เป็นกลาง

4 – เห็นด้วย

5 – เห็นด้วยอย่างยิ่ง

จงตอบคำถามที่ตรงกับคุณที่สุด โดยคลิกที่ตัวเลือก โปรดทราบว่าการประเมินนี้เป็นการประเมินในรูปแบบอัตนัย และไม่มีคำตอบใดที่ "ถูก" หรือ "ผิด"

คำชี้แจงในความยินยอมเข้าร่วมตอบคำถามงานวิจัย:

ในการตกลงเข้าร่วม คุณมีสิทธิ์และการคุ้มครองข้อมูลดังต่อไปนี้

• การเข้าร่วมของคุณเป็นไปโดยสมัครใจทั้งหมดและคำตอบทั้งหมดของคุณจะไม่ระบุชื่อ

• ไม่ว่าในกรณีใดๆ ข้อมูลระบุตัวตนของคุณจะไม่ถูกรวบรวมอยู่ในการรายงานการวิจัยนี้

• นักวิจัยและที่ปรึกษางานวิจัยนี้ จะสามารถเข้าถึงเนื้อหานี้ได้อย่างครบถ้วนเท่านั้น

• ข้อมูลทั้งหมดที่ให้ไว้จะถูกเก็บเป็นความลับ และการวิเคราะห์นี้ทำขึ้นเพื่อการวิจัยทางด้านวิชาการโดยเฉพาะ

หากคุณมีคำถามเกี่ยวกับแบบสำรวจนี้ หรือมีปัญหาในการเข้าถึงแบบสำรวจ โปรดติดต่อ: muthita.kuls@bumail.net

ขอขอบคุณที่ตกลงและยินยอมเข้าร่วมการวิจัยในครั้งนี้!

---

**Part 1 : General Questions**

1.1 Do you live in Bangkok Metropolitan Region? / คุณอาศัยอยู่ในกรุงเทพมหานครและปริมณฑลใช่หรือไม่?

☐ Bangkok / กรุงเทพมหานคร

☐ Nakhon Pathom / นครปฐม

☐ Nonthaburi / นนทบุรี

☐ Pathum Thani / ปทุมธานี

☐ Samut Prakan / สมุทรปราการ

☐ Samut Sakhon / สมุทรสาคร

☐ Chachoengsao / ฉะเชิงเทรา

☐ Chonburi / ชลบุรี



1.2 Do you have direct Learning Experience?/ คุณมีประสบการณ์ในการอบรมออนไลน์หรือไม่?

☐ Yes/ใช่

☐ No/ไม่ใช่

1.3 Do you use Online Learning Platform?/ ปัจจุบันคุณใช้แพลตฟอร์มการเรียนรู้ออนไลน์หรือไม่?

☐ Yes/ใช่

☐ No/ไม่ใช่

**Part 2 : Demographics/ข้อมูลประชากร**

2.1 Gender/เพศ

☐ Male / ชาย

☐ Female / หญิง

☐ Other / อื่น ๆ

2.2 Age Range / ช่วงอายุของคุณ

☐ 18 - 30 years old / อายุ

☐ 31 - 40 years old / อายุ

☐ 41 - 50 years old / อายุ

☐ 51 - 60 years old / อายุ

☐ 61 - 70 years old / อายุ



2.3 Highest level of education completed / ระดับการศึกษาสูงสุด

☐ High School or less / มัธยมศึกษาหรือต่ำกว่า

☐ Diploma (Vocational School) / อนุปริญญา (ปวส.)

☐ Undergraduate / ปริญญาตรี

☐ Masters / ปริญญาโท

☐ Doctorate / ปริญญาเอก

2.4 Type of Employment/ สถานะการทำงาน

☐ Full-time / เต็มเวลา

☐ Part-time / ไม่เต็มเวลา

☐ Temporary / ชั่วคราว

☐ Freelancer / รับงานอิสระ

☐ Business owner / เจ้าของธุรกิจ

☐ Student / นักศึกษา

☐ Retirement / เกษียณ



2.5 Total working year?/ประสบการณ์ทำงาน

☐ Under 1 year / ต่ำกว่า 1 ปี

☐ 1 year / 1 ปี

☐ 2 years / 2 ปี

☐ 3 years / 3 ปี

☐ 4 years / 4 ปี

☐ 5+ years / มากกว่า 5 ปี

2.6 Please select experience level in using online learning platform/ กรุณาเลือกระดับประสบการณ์ในการใช้แพลตฟอร์มการเรียนรู้ออนไลน์?

☐ Entry level (less than 3 months) / ระดับเริ่มต้น (น้อยกว่า 3 เดือน)

☐ Moderate level (3 - 6 months) / ระดับปานกลาง (3 - 6 เดือน)

☐ Expert level (6 - 12 months) / ระดับเชี่ยวชาญ (6 - 12 เดือน)

☐ Professional (more than 1 year) / ระดับมืออาชีพ (มากกว่า 1 ปี)

**Part 3 : Perceived usefulness (IV1)**

Hypothesis 1: Perceived Usefulness (IV1) has significant positive influences behavioral intention to use online learning platform.

3.1 Using Learning platform would enhance my effectiveness in learning? / การใช้แพลตฟอร์มการเรียนรู้จะช่วยเพิ่มประสิทธิภาพในการเรียนรู้ของคุณหรือไม่?



☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

3.2 Using Learning platform would increase my productivity? / การใช้แพลตฟอร์มการเรียนรู้จะช่วยเพิ่มประสิทธิภาพการทำงานให้กับเราได้?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

3.3 Using Learning platform would increase usefulness of my learning journey? / การใช้แพลตฟอร์มการเรียนรู้จะช่วยเพิ่มประโยชน์ในเส้นทางการเรียนรู้ของเรา?



☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

3.4 Using learning platform saves me time? / การใช้แพลตฟอร์มการเรียนรู้ช่วยให้คุณประหยัดเวลา?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

3.5 Online Learning platform helps me getting to know things faster? / แพลตฟอร์มการเรียนรู้ออนไลน์ช่วยให้เราเรียนรู้สิ่งต่างๆ ได้เร็วขึ้น?



☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

3.6 I rely on Online Learning platform to help me work quickly? / ฉันไว้วางใจที่จะใช้แพลตฟอร์มการเรียนรู้ออนไลน์เพื่อให้ฉันทำงานได้เสร็จอย่างรวดเร็ว?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

3.7 It would be easy for me to find information on learning platform? / ด้วยแพลตฟอร์มการเรียนรู้ทำให้ฉันสามารถค้นหาข้อมูลต่างๆได้ง่ายขึ้น?



☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

.8 Online Learning Platform offer content that useful? / แพลตฟอร์มการเรียนรู้ได้นำเสนอเนื้อหาที่เป็นประโยชน์กับฉัน?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

3.9 Using Learning platform would improve my knowledge? / การใช้แพลตฟอร์มการเรียนรู้จะช่วยพัฒนาความรู้ของฉันได้?



☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

**Part 4 : Perceived Ease of Use (IV2)**

Hypothesis 2: Perceived Ease Of Use (IV2) has significant positive influences behavioral intention to use online learning platform.

4.1 I found online learning platform easy to use for me? / ฉันค้นพบว่าแพลตฟอร์มการเรียนรู้ออนไลน์ใช้งานง่าย?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง



4.2 Learning through online learning platform would be effortless? / การเรียนรู้ผ่านออนไลน์แพลตฟอร์มไม่ต้องใช้ความพยายามมากมาย?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

4.3 I find online learning platform simple to understand? / ฉันค้นพบว่าแพลตฟอร์มการเรียนรู้ออนไลน์เข้าใจง่าย?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

4.4 The material I learned through online learning platform was valuable to me directly? / สื่อที่ฉันเรียนรู้ผ่านแพลตฟอร์มการเรียนรู้ออนไลน์นั้นมีค่าสำหรับฉันโดยตรงหรือไม่?



☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

4.5 Online learning platform accommodate my learning styles? / แพลตฟอร์มการเรียนรู้ออนไลน์รองรับสไตล์การเรียนรู้ของฉัน?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

4.6 Is the online learning system consistent with my learning? / ระบบการเรียนรู้ออนไลน์สอดคล้องกับการเรียนรู้ของฉัน?



☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

4.7 Is the online learning system aligned with the topic of my personal interest? / ระบบการเรียนรู้ออนไลน์สอดคล้องกับหัวข้อความสนใจส่วนบุคคลของฉัน?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

4.8 It would be easy for me to become an expert on selected topic by study through online learning platform? /การศึกษาผ่านแพลตฟอร์มการเรียนรู้ออนไลน์จะทำให้ฉันเป็นผู้เชี่ยวชาญในหัวข้อที่ฉันเลือกได้?



☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

4.9 I am extremely skillful at using online learning platform? / ฉันพัฒนาทักษะในการใช้แพลตฟอร์มการเรียนรู้ออนไลน์?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

**Part 5 : Attitude toward Usage (IV3)**

Hypothesis 3: Attitude Toward Usage (AU) has significant positive influences behavioral intention to use online learning platform.

5.1 I often consider to use online learning platform? / ฉันมักจะพิจารณาในการใช้แพลตฟอร์มการเรียนรู้ออนไลน์อยู่เสมอ?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

5.2 I like the idea of using online learning platform? / ฉันชอบแนวคิดในการใช้แพลตฟอร์มการเรียนรู้ออนไลน์?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

5.3 I feel positive about online learning platform as a whole? / โดยภาพรวมฉันรู้สึกดีกับแพลตฟอร์มการเรียนรู้



☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

5.4 I have favorable attitude toward using online learning platform? / ฉันมีทัศนคติที่ดีต่อการใช้แพลตฟอร์มการเรียนรู้ออนไลน์?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

5.5 I think online learning platform is an acceptable to my personal learning? / ฉันยอมรับการเรียนรู้ในรูปแบบแพลตฟอร์มออนไลน์สำหรับการเรียนรู้ส่วนตัว?



☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

5.6 I believe it is a good idea to use online learning platform? / ฉันเชื่อว่าเราควรใช้แพลตฟอร์มการเรียนรู้ออนไลน์?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

5.7 I am happy with the quality of online learning through learning platform? / ฉันพึงพอใจกับคุณภาพการเรียนรู้ออนไลน์ผ่านช่องทางแพลตฟอร์มการเรียนรู้



☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

5.8 I believe I gain benefits from online learning platforms? / ฉันเชื่อว่าฉันได้รับประโยชน์จากแพลตฟอร์มการเรียนรู้ออนไลน์?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

5.9 I have strong believe to continue using online learning platform? / ฉันมีความเชื่อมั่นว่าจะใช้แพลตฟอร์มการเรียนรู้ออนไลน์อย่างต่อเนื่อง?

☐ 1 - Strongly disagree / ไม่เห็นด้วยอย่างยิ่ง

☐ 2 - Disagree / ไม่เห็นด้วย

☐ 3 - Neutral / เป็นกลาง

☐ 4 - Agree / เห็นด้วย

☐ 5 - Strongly agree / เห็นด้วยอย่างยิ่ง

**Part 6: Behavioral Intention (DV)**

Behavioral Intention (BI) that showing relationship toward the usage of online learning platform.

6.1 Name of the Online Learning Platform that you have used as best for accredited certificates? / ชื่อระบบการเรียนรู้ที่คุณใช้อยู่?

☐ Udemy ☐ Coursera ☐ LinkedIn Learning

☐ Edx ☐ Futurelearn ☐ Thai MOOC

☐ DIP SME Academy ☐ SET e-Learning ☐ Chula MOOC

☐ CMU MOOC ☐ Mahidol University Extension : Mux ☐ Other

6.2 How many days per week on average do you study through online learning platform? / โดยเฉลี่ยแล้ว คุณเรียนออนไลน์ผ่านแพลตฟอร์มการเรียนรู้นี้กี่วันต่อสัปดาห์?



☐ Less than once per months / น้อยกว่าหนึ่งครั้งต่อเดือน

☐ 1 Day per week / 1 วันต่อสัปดาห์ ☐ 2 Days per week / 2 วันต่อสัปดาห์

☐ 3 Days per week / 3 วันต่อสัปดาห์ ☐ 4 Days per week / 4 วันต่อสัปดาห์

☐ 5 Days per week / 5 วันต่อสัปดาห์ ☐ 6 Days per week / 6 วันต่อสัปดาห์

☐ 7 Days per week / 7 วันต่อสัปดาห์

6.3 My Intention to Use of Online Learning Platform? / ความตั้งใจของฉันที่จะใช้แพลตฟอร์มการเรียนรู้ออนไลน์เพื่ออะไร?

☐ Career Development / การพัฒนาอาชีพ

☐ Entertainment / ความบันเทิง

☐ Individual Development / การพัฒนาบุคคล

☐ Improve Education experience / เพื่อเรียนรู้ประสบการณ์ทางด้านการศึกษาเพิ่มเติม

☐ Professional certification / ใบรับรองสำหรับการทำงานมืออาชีพ

☐ Socialization among learners / การเข้าสังคมแห่งการเรียนรู่

☐ Academic reputation / ชื่อเสียงทางวิชาการ



☐ Current employment trends / เพื่อเรียนรู้เทรนด์ในปัจจุบัน

End of Questionnaire. Thank you for your time!

---

# BIODATA

**First Name - Last Name**: Muthita Kulsilarat

**Email**: Muthitauk@gmail.com

**Educational Background:** Bachelor Degree in Clinical Psychology
(Panjab University - India)
Post-Graduate degree in Health Psychology
(Teesside University - United Kingdom)



**Working Experience:** Muthita (Sunny) Kulsilarat is a results-driven HR Strategist known for cultivating high-performing organizations through a unique human capital strategy by prioritizing employee experience. With over ten years in the HR field, she leverages a Postgraduate Degree in Health Psychology to deliver a distinctive value proposition: transforming organizational goals into tangible outcomes by focusing on the underlying human dynamics and potential of the

workforce. Her dual expertise enables her to excel in all facets of human resources, from talent development and organizational culture to strategic workforce planning. Muthita is a recognized professional member of the British Psychological Society (BPS) UK, Thai Clinical Psychologist Association (TCPA) and the Personnel Management Association of Thailand (PMAT).