

PERFORMANCE, EFFORT EXPECTANCY AND BUSINESS EDUCATION STUDENTS' BEHAVIORAL INTENTION TOWARDS ONLINE LEARNING IN BAUCHI STATE, NIGERIA

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Abstract

This study investigates the influence of performance and effort expectancy on Business Education students' behavioral intention towards online learning in Bauchi State, Nigeria. Employing a quantitative survey design, structured questionnaires were distributed to 300 randomly selected final-year business education students across four tertiary institutions in Bauchi state. Multiple regression analysis was used to test the hypotheses. The findings reveal that both performance expectancy and effort expectancy significantly influence Business Education students' behavioral intention towards online learning in Bauchi State. These factors collectively shape students' attitudes and willingness to engage in online learning platforms. The study recommends that policymakers, institutions, and educators in Bauchi State prioritize the development and implementation of training programs aimed at enhancing students' performance expectancy and effort expectancy in online learning. Additionally, investing in improving technological infrastructure, such as reliable internet connectivity and user-friendly interfaces, is essential to facilitate seamless online learning experiences. Addressing these recommendations can create an environment conducive to fostering positive attitudes and intentions toward online learning among Business Education students in Bauchi State.

Keywords: performance expectancy, effort expectancy, behavioral intention, online learning, business education students

Introduction

In recent years, Nigeria, like many other developing countries, has witnessed a significant integration of online learning and Information Communication Technology (ICT) into its education system as part of efforts to enhance educational outcomes (Bassey et al., 2017). This shift has been particularly notable in tertiary institutions worldwide, with traditional teaching methods gradually giving way to modern approaches facilitated by computer technology (Sharin, 2021). The importance of ICT in education has been underscored by its ability to promote meaningful learning experiences, allowing students to access lectures and resources from virtually anywhere (Bassey et al., 2017). However, the widespread adoption of online learning has been accelerated by unprecedented global events such as the COVID-19 pandemic, which necessitated the closure of educational institutions and the rapid transition to remote learning (UNESCO, 2021).

In Nigeria, the closure of schools in response to the pandemic prompted a shift towards online learning as a means of mitigating disruptions to the education sector (Selvanathan et al., 2020). While online learning offers numerous advantages, including flexibility and accessibility, its implementation has been met with challenges, particularly among students in higher education (Sharin, 2021). Despite the availability of online learning facilities, active participation among students remains limited, with traditional teaching methods still prevalent in many educational institutions (Evans, 2015; Abdullahi et al., 2020).

The transition to online learning necessitates students' intention to engage with the new learning system (Selvanathan et al., 2020). Understanding the factors that influence students' behavioral intention towards online learning is crucial for effective implementation and uptake of this educational modality (Wong et al., 2019). Previous research has identified various determinants of behavioral intention in adopting technology, including performance expectancy and effort expectancy (Soong et al., 2020; Rasull et al., 2020; Wong et al., 2019). However, limited research has explored the influence of these factors specifically on Business Education students' behavioral intention towards online learning in Bauchi State, Nigeria.

This study seeks to address this gap by examining the influence of performance expectancy and effort expectancy on Business Education students' behavioral intention towards online learning in Bauchi State, Nigeria. Specifically, the study aims to investigate the extent to which performance expectancy and effort expectancy influence students' behavioral intention towards online learning. By shedding light on these factors, the study aims to contribute to the understanding of students' readiness and willingness to embrace online learning in the context of Business Education in Bauchi State, Nigeria.

Purpose of the study

The main aim of the study is to examine the influence of performance and effort expectancy on Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria. The specific objectives of the study are to:

1. Examine the influence of performance expectancy on Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria.
2. Examine the influence of effort expectancy on Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria.

Research Questions

The following question are formulated:

1. What is the influence of performance expectancy on Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria?
2. What is the influence of effort expectancy on Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria?

Null Hypothesis

The following hypotheses are formulated:

1. Performance expectancy does not significantly influence Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria.
2. Effort expectancy does not significantly influence Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria.

Literature Review

Behavioural Intention

The literature presented offers a comprehensive overview of behavioral intention, its definitions, and its significance in predicting actual behavior, particularly in the context of technology adoption and usage. Abbad (2021) defines behavioral intention as the degree to which a person has consciously formulated plans to perform or not perform a specific behavior, highlighting its role in predicting future actions. Similarly, Septiani, Handayani, and Azzahro (2017) emphasize the subjective interest of individuals in performing certain behaviors, particularly in the context of m-commerce.

The literature also highlights the importance of behavioral intention in technology adoption, such as m-commerce applications (Shanmugam, Savarimuthu, & Wen, 2018). Taib, Ramayah, & Abdul-Razak (2018) assert that behavioral intention strongly influences actual behavior, indicating its predictive power in understanding human actions. Actual behavior, as

defined by Cheung and Veugel (2019), refers to actions taken in specific situations or scenarios, emphasizing the importance of intention in guiding behavior.

Moreover, the literature discusses the factors influencing behavioral intention, including performance expectancy, effort expectancy, social influence, and facilitating conditions (Liu et al., 2018). Social influence, in particular, plays a significant role in shaping individuals' perceptions and intentions towards technology adoption (Liu et al., 2018). The subjective norm, as described by Fee, Johari, and Mohd (2015), reflects individuals' perceptions of others' views and thoughts on the suggested behavior, influencing their own intentions.

Furthermore, behavioral beliefs and attitudes towards behavior are highlighted as determinants of intention, emphasizing the cognitive processes underlying individuals' decision-making (Lin and Roberts, 2016). Brusso (2015) points out the importance of considering contextual factors, such as when, where, and how individuals plan to use technology, in understanding behavioral intention.

The literature also underscores the predictive power of behavioral intention in actual behavior, with studies showing a positive correlation between intention and usage of information systems (Hill, Smith, and Mann, 2017; Sheppard, Hartwick, and Warshaw, 2018). This finding is consistent across various contexts, including online shopping and e-payments systems (Li & Huang, 2019; Yamin and Lee, 2020).

Performance Expectancy

The section presented an overview of performance expectancy within the context of technology adoption, particularly in the realm of online learning. Performance expectancy, as highlighted by Davis et al. (2019), refers to users' assessments of how a given system will impact their efficiency and productivity. This concept is integral to the Unified Theory of Acceptance and Use of Technology (UTAUT), which emphasizes the importance of perceived usefulness in determining users' intentions to adopt technology.

Ong and Lai (2016) further elaborate on performance expectancy by emphasizing its role in influencing users' confidence in utilizing Information Communication Technology (ICT) to complete tasks. They suggest that individuals are more likely to form intentions to use technology when they perceive it as beneficial for task completion. This aligns with the notion that intention behavior is influenced by the perceived usefulness of technology.

Theoretical factors contributing to performance expectancy include expected outcomes from online learning, extrinsic motivation, perceived usefulness, and comparative benefit. These factors shape individuals' beliefs about the effectiveness of online learning in enhancing their learning process, particularly during the Covid-19 epidemic. By framing performance expectancy in this context, researchers can better understand its impact on users' intentions to engage in online learning.

Previous studies, such as Ngampornchai & Adams (2016), have demonstrated the significant effect of performance expectancy on learners' behavioral intentions in the context of online learning. This highlights the importance of considering performance expectancy.

Effort Expectancy

The literature on effort expectation provides valuable insights into users' perceptions of the ease of using technology, particularly in the context of online learning. Effort expectation, as defined by Lowenthal (2020), refers to users' beliefs about how easy or difficult it is to use an online learning system. This perception of simplicity or complexity is crucial in shaping users' attitudes and intentions towards adopting technology, as it influences their assessment of the effort required for usage.

AlAwadhi & Morris (2018) emphasize the significance of effort expectation in helping users assess the level of effort needed to utilize a specific technology. In the educational environment, where online learning platforms are increasingly prevalent, effort expectation plays a critical role in determining users' willingness to engage with these systems. Users are

more likely to embrace technology that they perceive as easy to use, as highlighted by Ong & Lai (2016).

Ngampornchai and Adams (2016) suggest that effort expectation is influenced by both perceived ease of use and complexity. Individuals tend to prefer systems that require minimal effort to implement, underscoring the importance of perceived ease of use in technology adoption decisions.

Previous research, including studies by Abbad (2021) and Maphosa et al. (2020), has demonstrated that effort expectation is a significant determinant of positive behavioral intentions among students, particularly in the context of online education. This suggests that students are more inclined to participate in online learning if they anticipate it to be easy and efficient, especially during challenging times such as the Covid-19 pandemic.

The literature also highlights the role of teachers or instructors in supporting students' use of online learning platforms. Educators who receive training in online teaching can better assist their students in navigating these technologies, potentially enhancing students' perceptions of effort expectation and facilitating their engagement with online education.

Methodology

The study employed a survey research design to investigate the influence of performance and effort expectancy on Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria. This design involved administering a survey or questionnaire to a sample representing the population of interest, aiming to describe the attitudes, opinions, behaviors, or characteristics of the target population (Sekaran & Bougie, 2016). Given the objective of studying the opinions of business education students regarding their behavioral intention towards online learning, a survey method was deemed appropriate.

The population of the study consisted of 613 final year business education students from four tertiary institutions offering business education programs in Bauchi State. Final year students were chosen because of their greater familiarity and experience with the school environment and ICT facilities, making them better positioned to provide relevant information for the study. A sample of 300 final year business education students was used and it was determined using GPower statistical software. Proportional random sampling technique was employed to select participants from each institution in proportion to the population size, ensuring the sample represents the diversity of the population.

The study adapted measurements from existing literature (Sung, Jeong, Jeong & Shin, 2015; Onaolapo & Oyewole, 2018; Onaolapo & Oyewole, 2018) for the variables of interest: behavioral intention, performance expectancy, and effort expectancy. Likert scale was used for all items, with respondents indicating their responses on a five-point scale. Content validity of the instrument was established through expert judgment, and a pilot study was conducted to ascertain the reliability of the instrument using Cronbach's alpha coefficient. Data collection took place over a period of three weeks in December 2023, using personally-administered questionnaires delivered and retrieved by the researcher and trained assistants. The collected data were analyzed multiple regression, a statistical technique suitable for testing the influence of number of independent variables on one continuous dependent variable (Shuhaiber, 2016; Tabachnick & Fidell, 2019). IBM SPSS version 25 was utilized for data analysis.

Results

Table 1: performance, effort expectancy behavioral intention towards online learning

Variable	Standardized Coefficients Beta	t-value	p-value	Decision
Performance expectancy	.443	6.891	.000	Rejected
Effort expectancy	.458	7.185	.000	Rejected

The results of the multiple regression analysis indicate that the model as a whole is statistically significant, as evidenced by the F ratio of 56.281 with a p-value of .000. This suggests that the independent variables collectively contribute to explaining the variation in the dependent variable. Additionally, the R-squared value of .48 suggests that the model explains 48% of the variance in the dependent variable, indicating a large model fit (Murphy, Myers & Wolach, 2014).

Moving on to the individual contributions of the independent variables, it was found that the variable " performance expectancy " had a standardized coefficient (beta) value of .443, with a p-value of .000. This indicates a significant positive influence of performance expectancy on Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria. Consequently, the null hypothesis 1, which posited that Performance expectancy does not significantly influence Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria, is rejected.

Similarly, the variable " effort expectancy " exhibited a standardized coefficient (beta) value of 0.458, with a p-value of .000. This signifies that effort expectancy has a significant influence on Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria. Consequently, the null hypothesis 2, which suggested that Effort expectancy does not significantly influence Business Education students' behavioural intention towards online learning in Bauchi State, Nigeria, is also rejected.

Discussion

The findings of this study shed light on the influence of performance expectancy and effort expectancy on Business Education students' behavioral intention towards online learning in Bauchi State, Nigeria. The results indicate that both performance expectancy and effort expectancy have a significant and positive impact on students' behavioral intention to engage in online learning.

The positive influence of performance expectancy aligns with previous research findings by Hunde et al. (2023) in southwest Ethiopia, Batucan et al. (2022) in the Philippines, and Zacharis and Nikolopoulou (2022) regarding eLearning platforms. These studies emphasize the importance of promoting the use of information and communication technology in education by providing user-friendly and interactive systems. Similarly, Mahande and Malago (2019) in Indonesia reported similar results regarding the significant effect of performance expectancy on students' acceptance of e-learning.

Furthermore, the study reveals a significant and positive relationship between effort expectancy and students' behavioral intention towards online learning. This finding is supported by Zandi et al. (2022) in Libyan universities and Odegbesan et al. (2019) in the Nigerian educational system. These studies highlight the importance of school facilities and ease of use in influencing students' attitudes towards e-learning. Moreover, Mahande and Malago (2019) in Indonesia also found a similar positive effect of effort expectancy on students' behavioral intention towards e-learning acceptance.

Conclusion

The current study investigated the influence of performance and effort expectancy on Business Education students' behavioral intention towards online learning in Bauchi State,

Nigeria. The results of the study unequivocally demonstrated that both performance and effort expectancy significantly influence students' behavioral intention towards online learning in the region. This finding underscores the critical role played by these factors in shaping students' attitudes and readiness to engage with online learning platforms. Therefore, policymakers, educators, and stakeholders in educational sector can leverage this insight to design targeted interventions and strategies aimed at enhancing the overall online learning experience for Business Education students. In addition, the findings of this study provide valuable guidance for improving online learning experiences for Business Education students in Bauchi State. By addressing performance and effort expectancy alongside other relevant factors, educational stakeholders can work towards creating a more supportive and engaging online learning environment that meets the needs of students and enhances their behavioral intention towards online learning.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Educational policymakers, institutions, and educators in Bauchi State, Nigeria should develop and implement training programs that focus on improving students' performance expectancy and effort expectancy in online learning. Providing students with the necessary skills and tools to navigate online platforms effectively can positively influence their behavioral intentions.
2. Educational policymakers, institutions, and educators in Bauchi State, Nigeria should design online learning environments that encourage social interaction and collaboration. Facilitate opportunities for peer-to-peer interaction, group projects, and virtual discussions to harness the positive impact of social influence on students' behavioral intentions.

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