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Student's Intention to Use Online Learning System in Nepal

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Abstract

This paper aims to analyze whether the Attitude, Subjective Norms and Perceived behavioral control have significant effect on Intentions to use online learning systems in Nepal. A convenient sample of 150 respondents approaching self-administered questionnaires survey from different locations in Butwal has been conducted. Regression analysis was used to explore the relationship between independent variables (Attitude, Subjective Norms and Perceived behavioral control) and dependent variable i.e Intentions to use online learning systems. The results reveal that Attitude, Subjective Norms and Perceived behavioral control have positive effect to determine the Intentions to use online learning systems in Nepal. Attitude, Subjective Norms of the use online learning systems does not affect Intentions to use online learning systems n Nepal

Key words- Attitude, Subjective Norms and Perceived behavioral control and Intentions to use online learning systems.

Introduction

The concept of education has changed dramatically over the last few years, with many questions being raised as to what the best mode of instruction is with the advent of technology and the Internet. The waves of the evolution of education in history begin in the 1780s, with the first wave concerning the individual context of learning and memorization, known as Education 1. The second wave of mass learning appears around the 1900s, known as Education 2. The Internet that allows learning known as Education 3, begin from the 1970s, and has the addition of computers, but only as an interface with students which produces knowledge. Distance learning was first introduced in the 18th century in parallel with the postal service, but it did not pick up steam until communications technology evolved in the 1990s (Frecker and Bieniarz ,2021)

Online schooling mode utilization has begun with the development of the Internet since the 90s (Chandra, 2021).In this Era online learning, E- Learning has rapidly grown (Chang and Tung, 2008) and furthermore

because of the expanding ubiquity of web based picking up, learning advancements have turned into the vanguard of learning the executives frameworks (Ngafeeson and Gautam, 2021) . Recently, e-learning acquired critical consideration in advanced education for it presents better admittance to learning assets web based, utilizing innovation to update learning. (Regmi and Jones, 2020). Web based learning, e-learning, virtual learning, web based learning are terms that are reciprocally utilized for this method of learning. Web based learning has been characterized as "the utilization of the Internet to get to learning materials; to collaborate with the substance, teacher, and different students; and to get support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience" (Ally, 2011, p.17).

Nepal is a developing country. Nepalese are still unaware and unfamiliar with latest technologies that other countries citizen is using on daily life. Nepalese still are not using help of machinery equipment in their industries for production purpose. Some areas of Nepal are unaware about use of gazettes like Mobile, Laptop television etc. so online learning in country like Nepal is still a big challenge for both students and teachers both. Nepalese are still lacking behind in using latest technology. This research helps to find the intensions of teachers and students both for online learning in this pandemic situation COVID – 19.

Objective of the study

- To examine the effect of Attitude, Subjective Norms and Perceived behavioral control on intension to use online learning system.
- To examine the relationship between Gender, Education and intension to use online learning system.

Research questions

The main research question of the study is

- What are the' Student's intension to use online learning system in Nepal?

Literature review

2.1. Online Learning and Education

The utilization of the Internet and best in class advances to acquire data for quick correspondence has become critical in the correspondence and advancement system of any college (2018). Correspondence in the college climate is one of the essential components on which the understudy educator college relationship is constructed. The inspiration to move toward the correspondence made by colleges begins from the reason that most of the occasions the understudies' exhibitions in the learning system and in the reconciliation of

the college climate are dictated by the manner by which the data is made by the colleges. In addition, the COVID-19 pandemic has exhibited the value of these stages, as an ever increasing number of schools move to the red situation, which implies that essentially the whole instructive interaction moves to the internet based framework on instructive educating furthermore learning stages.

The utilization of online instructive stages has turned into a need and has spread quickly beginning around 2020, being the main apparatuses that could be utilized throughout the break for internet educating. The impact of shrewd learning was introduced by Budharani et al. (2018), and Bojovic et al. (2020), similar to training in the midst of emergency: quick change to separate learning. Nonetheless, the utilization of these instructive stages additionally has weaknesses, among which we notice: it requires insight in the field of PC use, both by instructors and understudies, and includes high plan and upkeep costs.

2.2. Online Education and Teachers

Colleges and educators were not totally shocked by online courses and exercises, and Windes and Lesht (2014) highlighted the effects of the online courses and their impact on education. There is presently couple of studies on the viability of online courses, the teacherstudent relationship, and the adequacy of online evaluations. Among the people who moved toward the new theme were Chakraborty et al. (2020) and Aguilera-Hermida (2020), who seen that understudies accept that web-based schooling assisted them with continuing their preparation furthermore studies during the pandemic with advanced stages, and yet to approach to personnel libraries.

Online schooling for instructors expects time to recognize and construct the stages and materials required, as indicated by Hodges et al. (2020). Bojovic et al. (2020) and Chakraborty et al. (2020) noticed that instructors actually need certainty on internet based appraisal procedures. Aguilera-Hermida (2020) contends that instructors' experience can likewise be firmly related with the understudies' learning encounters. As he would like to think, Chakraborty et al. (2020) understudies incline toward eye to eye association with educators since instructors don't confide in internet based appraisal procedures.

Hypothesis Development

Students' Attitudes towards Use Online Learning System

Attitude toward the conduct, which is one of the fundamental points of reference in the TPB model, is characterized as "how much an individual has a positive or troublesome assessment or evaluation of the conduct being referred to (Ajzen, 1991). In this review, we characterize mentality as "a by and large positive

or negative assessment towards the conduct of utilization internet learning framework". Perspectives towards internet learning frameworks are impacted altogether by saw convenience (Kim et al., 2021). Without a doubt a few variables might impact understudies to mentality towards web based learning, for example, understudies osmosis of the substance of the gave illustrations, examples quality, educators' capability, and experience, examples time comfort, and the established conviction that illustrations are significant just for tests, challenges, or work, individuals, as a rule, don't squander energy on pointless things. Thus, we developed the following hypothesis.

- H1: Students' attitudes have a positive and significant effect on their intentions to use online learning systems.

Students' Subjective Norms

Subjective norms are associated with how close peers accept a particular behavior. Such as influences of parents, teachers, friends, mentors, and peers on students' desire and perceptions to use online learning. Subjective norms emerge from regulating convictions, which display the affinity to acknowledge one's nearby friend's perspective (Ajzen, 1991). Subjective norms have a positive effect on perceived ease of use and perceived usefulness (Khan et al., 2020), intention to use mobile learning (Akour et al., 2021), the intention of using e-learning (Chang et al., 2017; Chu and Chen, 2016; Yau and Ho, 2015), intention to accept open online courses (Lung-Guang, 2019), intentions to persist in the online education system (Ilyas and Zaman, 2020), and intention to use online learning systems (Kim et al., 2021). Thus, we developed the following hypothesis.

- H2: Students' subjective norms have a positive and significant effect on their intentions to use online learning systems.

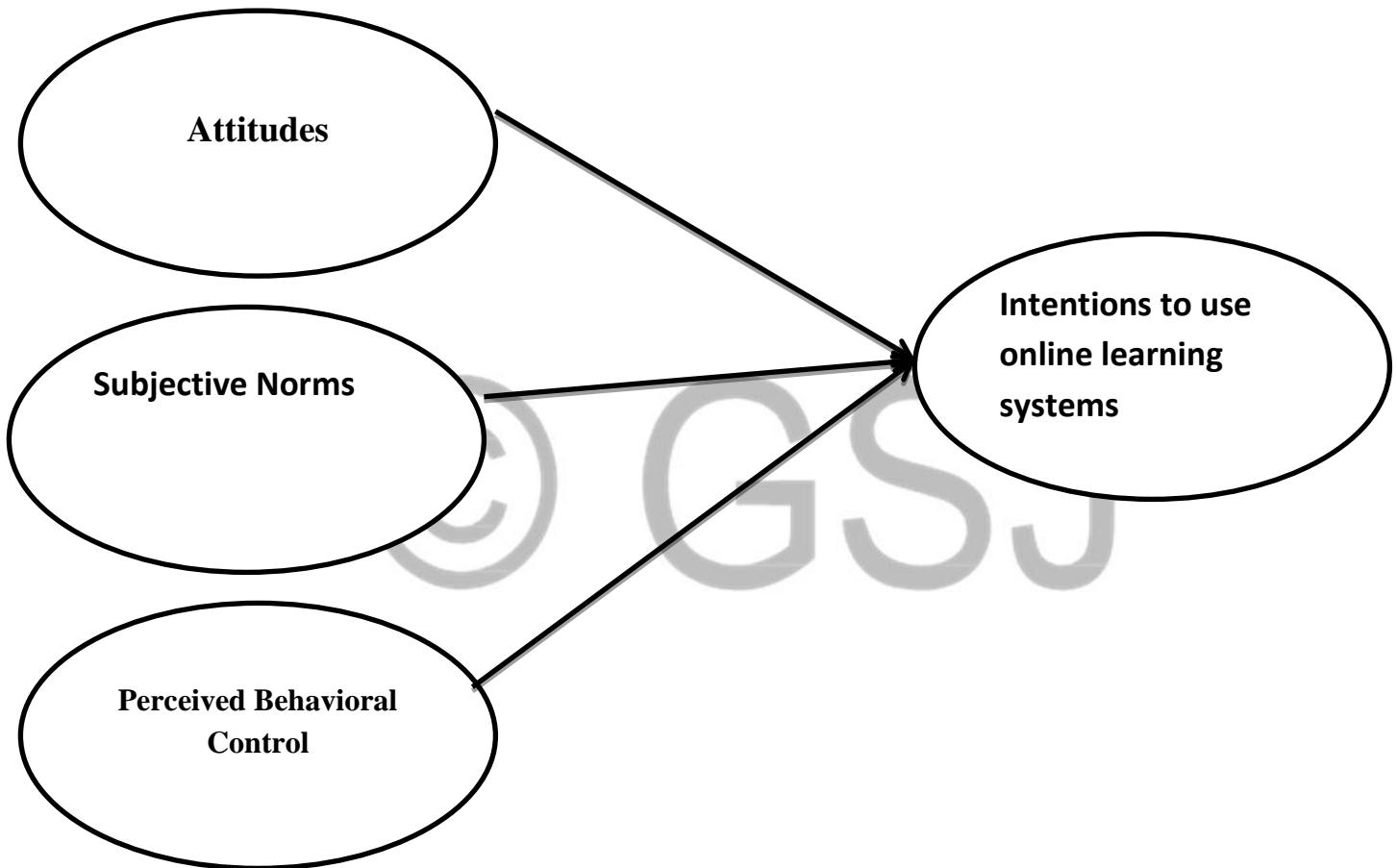
Students' Perceived Behavioral Control (PBC)

Ajzen (1991, p. 183) defined PBC as a "Individual's impression of the straightforwardness or trouble of playing out the conduct of interest." This implies that social goal increments with the expanded apparent simplicity of playing out a specific conduct, while saw trouble prompts hinder the ability or the preparation of playing out a specific conduct because of the super durable or on the other hand brief failure feeling.

Saade and Bahli (2005) uncovered that apparent value and saw usability have critical and constructive outcomes on the aim to utilize the web based learning frameworks. Hence, the following hypothesis is proposed:

H3: Students' perceived behavioral control has a positive and significant effect on their intentions to use online learning systems.

Theoretical Framework



Methodology

Research design

Research design is a plan, framework and strategy to achieve the research objectives. This research is based on primary data hence; Descriptive Research Design will help to identify. Student's intension to use online learning system.

Sampling Technique:

Convenient sampling is used to conduct this research. Convenient sampling technique is characterized as a strategy took on by scientists where they gather statistical surveying information from a helpfully accessible pool of respondents. It is the most ordinarily utilized inspecting method as its staggeringly quick, straightforward, and conservative. By and large, individuals are promptly receptive to be a piece of the example.

Nature and sources of Data

The data collection is Quantitative which is to be analyzed by using questionnaire and secondary data collection. Participants include from various college students. The primary data has been collected by developing a questionnaire and secondary data through online websites, journals article and other relevant sources.

- **Primary data:** The primary data collection technique was used to collect data using a self-administered questionnaire. The Questionnaire titled "Students intension to use online learning system" was distributed through Google form and sending Mails or through Facebook to local residents in Nepal and Secondary information was used to collect data from published and unpublished source. Published source of data were collected from text books, articles pertaining to the subject, newspapers etc.

Tools for data collection

For measuring various phenomena and analyzing the collected data effectively and efficiently to draw sound conclusion, data will be analyzed statistically using Microsoft excel and Statistical Package for Social Science (SPSS). The results of the analysis are presented in form of table, graphs and charts for interpretation. Cornbrash's Alpha will be calculated to ensure the reliability

and validity of the questionnaire. ANOVA and multiple regression will be used for the inferential analysis propose.

Inferential statistics

Based on the study framework, this study attempts to test the following alternative hypothesis:

H1: There is a significant relationship between attitudes and intentions to use online learning systems

H2: There is a significant relationship between subjective norms and intentions to use online learning systems

H3: There is a significant relationship between perceived behavioral controls and intentions to use online learning systems

H4: Attitude has a direct significant impact on intentions to use online learning systems.

H5: Subjective Norms has a direct significant impact on intentions to use online learning systems.

H6: Perceived behavioral control has a direct significant impact intention to use online learning systems.

IV. Results and Conclusion

Demographic profile

Demographic variables	Frequency	Percentage
Gender		
Female	195	67.7
Male	93	32.3
Total	288	100.0
Education		
SLC/SEE	2	7
Undergraduate	45	15.6
Graduate	161	55.9
Master level	66	22.9
Total	288	100.0

Occupation		
Student	87	30.2
Job holder	93	32.3
Unemployed	4	1.4
Business	94	32.6
Other	10	3.5
Total	288	100.0

The table 1 depicts the demographic profile of the respondents which includes information on Gender, Education, Occupation, features and Information. As the Gender of respondents is concerned, 67.7% is female and 32.3% is male. Education wise, SIC/see, undergraduate, graduate, masters level respondents are 0.7%, 15.6%, 55.9%, 22.9% respectively. Occupation wise student, job holder, un-employed, business, others respondents are 30.2%, 32.3%, 1.4%, 32.6%, 3.5% respectively.

Reliability Test

The reliability of used measurement scales were tested using Cronbach's alpha coefficient. The overall reliability of the response on 4 variables has been tested by using Cronbach's alpha. Cronbach's alpha of all 4 variables intentions to use online learning systems , Attitude, Subjective Norms and Perceived behavioral control which is .806,.0.727,0.813,0.779 Respectively which is acceptable and it indicates that the internal consistency of variables is good. (Cortina, **1993**).

Table 3: Descriptive Statistics

Statements	N	Mean	Std. Deviation
Attitude	288	8.2951	1.30653
Subjective Norms	288	14.8715	3.65891
Perceived behavioral control	288	12.1458	2.10845

The table 3 shows the descriptive statistic of the response of participants towards the factor under study. The mean value of Attitude, Subjective Norms and Perceived behavioral control are 8.2951, 14.8715, 12.1458 respectively which is near to 4 (labeled agree in measurement scale). This indicates that the response of intentions to use online learning systems, Attitude, Subjective Norms and Perceived behavioral control is inclined towards agree. All the independent variables have standard deviation above 1. It means that the mean result is not accurate. The mean value of subjective norms is reported highest as 14.8715. This shows that the Subjective Norms is greater determinants for affecting consumers purchasing intension towards green product.

Inter Items Correlation

Variables	Intentions to use online learning systems	Attitude	Subjective Norms	Perceived behavioral control
Intentions to use online learning systems	1.000			
Attitude	.232**	1.000		
Subjective Norms	.443**	.472**	1.000	
Perceived behavioral control	.657**	.421**	.633**	1.000

Since from the above table no.7 it can be seen that the correlation analysis (r)value for all variables i.e. Intentions to use online learning systems, Attitude, Subjective Norms and Perceived behavioral control are 0.657,0.421,0.633,1 respectively which means there is strong positive linear relationship between intentions to use online learning systems, Attitude, Subjective Norms and Perceived behavioral control.

Table no 4: Regression Analysis

Model	B	Std. Error	t	Sig
Constant (α)	11.887	.901	13.187	.000
Attitude(β_1)	.004	.107	.035	.972
Subjective Norms (β_2)	.068	.045	1.520	.129
Perceived behavioral control (β_3)	.674	.076	8.911	.000

Model

$$Y=11.887+0.004X_1+0.068X_2+0.674X_3$$

The result of the regression shows the value of R² is 0.372 which means that 37.2 % variation in Consumer Purchasing Intension is explained by Attitude, Subjective Norms and Perceived behavioral control. The rest intentions to use online learning systems 62.8% of are explained by .others factors.

Findings

Chi-square analysis of other Independent variable with Intentions to use online learning systems

Variables	P-value	Remark
Attitude	0.972	Insignificant
Subjective Norms	0.129	Insignificant
Perceived behavioral control	0.00	Significant

Conclusion

The study found Attitude, Subjective Norms and Perceived behavioral control are the major factors that influence Intentions to use online learning systems. As these Factors tends to Increase the Intentions to use online learning systems. Hence the study found that Attitude and Subjective Norms are not affecting on Intentions to use online learning systems. It is found that the key factor that plays an important role Intentions to use online learning systems is Perceived behavioral control. So Perceived behavioral control must be focused in order to increase the. Intentions to use online learning systems.

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