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An investigation on Senior Students' Behavioral Intention to Use Tencent Meeting for Legal Course in Chengdu, China

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Abstract

Purpose: This research aims to investigate senior students' behavioral intention to use Tencent meeting for the legal course in Chengdu, China. The key variables are developed from previous literature, including perceived usefulness, attitude, social influence, perceived behavioral control, subjective norm, behavioral intention, and use behavior. **Research design, data, and methodology:** The target population is 500 fourth-year students at three selected universities who have experience using the Tencent platform for the law course. Probability and nonprobability are used, including judgmental, stratified random, and convenience sampling. Before the data collection, the Item Objective Congruence (IOC) Index and the pilot test (n=30) by Cronbach's Alpha were assessed to ensure content validity and reliability. Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM) were used as statistical methods to confirm validity, reliability, and hypotheses testing. **Results:** The results show that all hypotheses are supported. Perceived usefulness significantly impacts attitude. Attitude, social influence, perceived behavioral control, and subjective norm significantly impacts behavioral intention. Furthermore, behavioral intention significantly impacts use behavior. **Conclusions:** Tencent meeting developers, college administrators, or practitioners should focus on improving students' Tencent meeting use behavior. The developer of Tencent Meeting and the college's top management should concentrate on making students' perceptions of the app's usefulness, social influence, and attitude.

Keywords: Perceived Usefulness, Social Influence, Perceived Behavioral Control, Subjective Norm, Behavioral Intention

JEL Classification Code: E44, F31, F37, G15

1. Introduction

As of 2020, 1,454 colleges had launched online teaching, with 1.03 million teachers offering 1.07 million online courses, a total of 12.26 million. "A total of 17.75 million college students, or 2.3 billion people, have taken part in online learning." Under such a background, the

Internet companies such as the course of staple, Tencent took this opportunity to develop a platform (Qianzhan Industrial Research Institute, 2018). The major technological improvements in the last decade have expanded open doors for distance or remote schooling. (Cruickshank & Mainsbridge, 2022). Tencent Meeting software, a sound and video conferencing program under

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Tencent Cloud appeared in December 2019. With 300 individuals online, the entire stage one-button access, sound and video smart commotion decrease, beauty, lock conference, blurred background, screen watermark, and more capacities. It offers an ongoing sharing screen and promotes online document collaboration. The research problem is there has been limited research on the students' behavioral intention to use Tencent meeting in China. Therefore, this research aims to investigate senior students' behavioral intention to use Tencent meeting for the legal course in Chengdu, China.

The significance of the study can be clarified. First, it benefits the development company and research team of the Tencent Meeting app. The research can make the team clearer about the app's strengths and weaknesses to take full advantage and fill in the blank, thus can increase the market usage of the Tencent Meeting app. Secondly, the app benefits teachers' law course teaching and students' studying. The learning of the research can enhance the behavioral intention of teachers and students of using Tencent Meeting on law course studying and provide a convenient, reliable, effective, and practical learning app for their teaching and learning, making them avoid the obstacles of not being able to study effectively owing to geographical and other factors, thus improving the legal literacy of first-year higher vocational college students in China. Thirdly, when the course is taught or the meeting discussion is taken on, it is hoped that more teachers and students, or the companies will use the app and get the benefit. This study elaborates on the intentions and uses behaviors of college students in Chengdu, China, to use Tencent Meeting to study law courses. Therefore, teachers and students or corporate groups can establish the appropriate strategies to promote the use of the app. Finally, the results will be helpful to those who would like to study network conference apps to some degree. Researchers can also use the results as a reference for further research and apply some key concepts.

2. Literature Review

2.1 Perceived Usefulness

Perceived usefulness mainly predicts the application of information technology is backed by many empirical types of research (Davis, 1989). People will perform better with the aid of particular technologies, which we consider perceived usefulness (Davis, 1989). People think that their performance of work would improve through the usage of the specific system. That is perceived usefulness (Davis, 1989). Buabeng-Andoh (2018) mentioned that perceived usefulness would significantly affect attitudes toward use. Perceived usefulness emphatically impacts (a) attitude

towards utilizing technology and (b) behavioral intention to utilize a free voluntary service. (Watjatrakul, 2016) Moreover, Taylor and Todd (1995) referred that Perceived usefulness emphatically advances the learning attitude. Therefore, this study hypothesizes:

H1: Perceived usefulness has a significant impact on attitude.

2.2 Attitude

Ajzen and Fishbein (2005) referred to attitude as the individual's advantageous or disadvantageous valuation or their valuation of the behavior under consideration. Attitude is a tendency to respond in an advantageous or disadvantageous way concerning a referred object (Fishbein & Ajzen, 1975). TRA claims that people's behavioral attitude is decided by their noticeable beliefs on the results of carrying out the behavior reproduced by their evaluations (Davis et al., 1989). Attitude has a positive impact on consumers' behavioral intention to utilize system technology (Bashir & Madhavaiah, 2015). Attitude toward utilizing technology emphatically impacts behavioral intention to utilize a free voluntary service (Watjatrakul, 2016). Based on the discussion of the relationship between attitude and behavioral intention, this research proposes a hypothesis:

H2: Attitude has a significant impact on behavioral intention.

2.3 Social Influence

Social influence can be recognized by social pressure (Venkatesh et al., 2003). The ways people influence others in their decisions or behaviors are referred to as social influences (Grenny et al., 2008). As an important influence factor, many researchers have proved that social influence is the master factor in people's will to use new inventions such as e-learning systems (Ali et al., 2018; Alzeban, 2016; Tarhini et al., 2017). Instead of setting on voluntary, the social influence affects more in required settings (Venkatesh & Davis, 2000). The stress from the outside world is connected with social influences, more specifically, from the people a person cares about, such as friends and relatives or mentors. That is about their perception of whether to use the system or not. It has been widely researched in TAM research (Shen, 2012). Thus, the effect of social influence on behavioral intention can be hypothesized:

H3: Social influence has a significant impact on behavioral intention.

2.4 Perceived Behavior Control

Perceived behavior control is the degree that people control the intrinsic qualities and external conditions,

whether promoting the behavior performance or not (Al-Nahdi et al., 2015). Perceived behavioral control is the cognition of the complexity of behavior. (Fusilier & Durlabhji, 2005). Behavioral control connected to reading impacts readers' reading behavioral intention in a positive way (Rutberg & Bouikidis, 2018). Park (2013) mentioned that perceived behavioral control identified with the network is emphatically related to the network users' behavioral intention. Perceived behavioral control will certainly influence behavior (Foltz et al., 2008). Chao and Lou (2018) mentioned that perceived behavior control related to weblog learning would connect with the student's behavioral intention to use the system. Based on the above discussions, this research hypothesizes that:

H4: Perceived behavior control has a significant impact on behavioral intention.

2.5 Subjective Norm

Subjective norm shows the impact outside to carry out the behavior or not and catches the nature of societal impacts (Lee et al., 2006). Ajzen (1991) pointed out that subjective norm assesses an individual's thoughts of people's opinions on such behavior. Subjective norm is often compared to the influence of peers. Subjective norm is a person's thoughts on others important to them and their thinking of participating in the activity (Fusilier & Durlabhji, 2005). Subjective norms positively affect behavioral intention. (Mytton & Gale, 2012) Subjective norms affect behavioral intention positively (Lindsay et al., 2011). Hsu and Chiu (2004) mentioned that subjective norms affect behavioral intentions. Thus, a hypothesis is set:

H5: Subjective norm has a significant impact on behavioral intention.

2.6 Behavioral Intention

Lee (2006) mentioned that behavioral intention is people's clear arrangements to carry out a particular behavior or not. People think behavioral intention can lead to use behavior. The users are ready to implement the act specifically. The previous researchers showed person's will to use electronics in the background of e-learning would affect their application of the systems (Chang & Tung, 2008; Liu et al., 2010; Tarhini et al., 2014). Behavioral intention is the adoption's major driving force under digital libraries (Li & Lai, 2008). The factors that have greatly affected behavioral intention are expectations of effort and performance, societal impacts, and the contributors to a condition near an area of mobile communication (Chen & Chang, 2013). Based on the studies (Casey & Wilson-Evered, 2012), in the aspect of using services for domestic troubles, the behavioral intention had been affected by

expectations of effort and performance. Venkatesh et al. (2003) pointed technique usage has been deeply affected by behavioral intention. Accordingly, a final hypothesis is indicated:

H6: Behavioral intention has a significant impact on use behavior.

2.7 Use Behavior

Venkatesh et al. (2003) pointed out that people who use technology are considered to use behavior (Awwad & Al-Majali, 2015). It was usual that how often people use the technology would assess their use behavior (Venkatesh et al., 2012). To services of e-government, conditions improvement affects use behavior (Weerakkody et al., 2013). Abaidoo and Arkorful (2014) pointed out that ICT use behavior to improve low-use behavior, which was regarded as an obstacle. The facilitating conditions and behavioral intention played a profound and active role in Use behavior considering issues based on net and after services (Deng et al., 2011). De Haan et al. (2018) carried out another research, which found that the rising area on mobile also resulted in active use behavior of such computer devices.

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework is developed from three previous studies, incorporating perceived usefulness, attitude, social influence, perceived behavioral control, subjective norm, behavioral intention, and use behavior (Hsiao & Tang, 2014; Hu & Zhang, 2016; Samsudeen & Mohamed, 2019).

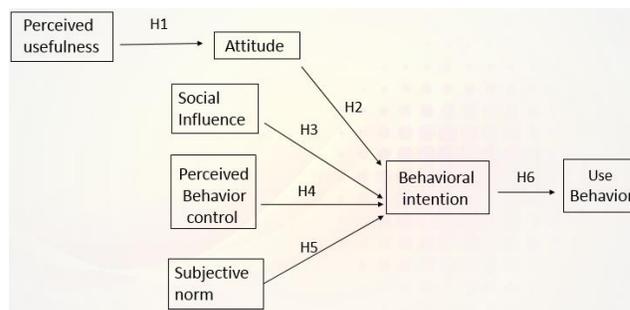


Figure 1: Conceptual Framework

H1: Perceived usefulness has a significant impact on attitude.

H2: Attitude has a significant impact on behavioral intention.

H3: Social influence has a significant impact on behavioral intention.

H4: Perceived behavior control has a significant impact on behavioral intention.

H5: Subjective norm has a significant impact on behavioral intention.

H6: Behavioral intention has a significant impact on use behavior.

3.2 Research Methodology

This study assesses the behavioral intention to use Tencent meetings of students in Chengdu, China. 500 fourth-year students at three selected universities with experience using the Tencent platform for legal courses have been studied. Three universities are Chengdu Vocational & Technical College of Industry, Chengdu Polytechnic, and Sichuan Modern Vocational college. The research applied a quantitative method using a questionnaire as a tool. A survey consists of screening questions, measuring items with a five-point Likert scale, and demographic characteristics. After the data collection, Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM) were used as statistical tools to confirm validity, reliability, and hypotheses testing.

3.3 Validity and Reliability

Before the data collection, the Item Objective Congruence (IOC) Index and the pilot test ($n=30$) by Cronbach's Alpha were assessed to ensure content validity and reliability. IOC's results scored by three experts showed that all constructs are approved at equal to 0.6 or above. Cronbach's Alpha's internal consistency values should be equal to or greater than 0.7 (Gable & Wolf, 1993). The results show that perceived usefulness (0.755), attitude (0.785), social influence (0.730), perceived behavior control (0.875), subjective norm (0.909), behavioral intention (0.866), and use behavior (0.800).

3.4. Population and Sample Size

Population was perceived as a general gathering of individuals sharing the same equivalent qualities (Roni et al., 2020). The target population of this study is fourth-year students at three selected universities with experience using the Tencent platform for legal courses from Chengdu Vocational & Technical College of Industry, Chengdu Polytechnic, and Sichuan Modern Vocational college. According Soper (2022), the recommended sample size is 425 participants. After distributed to over 2,000 senior students, 500 responses were received and screened within the data collection timeline to process the analysis.

3.5 Sampling Technique

The study applied both probability and nonprobability sampling, which are judgmental, stratified random, and convenience sampling. Judgmental sampling is to select fourth-year students at three selected universities who have experience using the Tencent platform for legal programs. Stratified random sampling is shown in Table 1. Convenience sampling is to distribute the online questionnaire via WeChat to the target group.

Table 1: Stratified Random Sampling

University	Total Number of Senior	Proportionate Sample Size
Chengdu Vocational & Technical College of Industry	1143	204
Chengdu Polytechnic	1042	186
Sichuan modern Vocational College	621	110
Total	2,806	500

4. Results and Discussion

4.1 Demographic Information

The demographic results of 500 fourth-year students show that most respondents are females of, 55.6 percent (278), and males of, 44.4 percent (222). For the use frequency of Tencent meetings, 53.8 percent (269) of students use 4-6 days per week, followed by 27 percent (135) of 1-3 days per week, and 19.2 percent (96) of 7 days per week.

Table 2: Demographic Profile

Demographic and General Data (n=500)		Frequency	Percentage
Gender	Male	222	44.4
	Female	278	55.6
Use Frequency Of Tencent Meeting	1-3 days/week	135	27.0
	4-6 days/week	269	53.8
	7 days/week	96	19.2

4.2 Confirmatory Factor Analysis (CFA)

Stangor (2014) clarified CFA as an instance of structural equation modeling (SEM) that tests in case a group of information gathered by the specialist that can get the conjectured factor loading. As shown in Table 3, CFA's results are verified by factor loading equal to 0.5 or above, Cronbach's Alpha coefficient value at not less than 0.7 (Gable & Wolf, 1993), and the Composite Reliability (CR) at

not less than 0.7. In this study, the Composite Reliability (CR) is greater than the cut-off points of 0.6, thus; Average Variance Extracted (AVE) is higher than the cut-off point of

0.4, which can ensure convergent and discriminant validity (Fornell & Larcker, 1981).

Table 3: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Perceived Usefulness (PU)	Davis et al. (1989)	4	0.848	0.737-0.820	0.849	0.585
Attitude (AT)	Ajzen (1991)	2	0.877	0.850-0.931	0.885	0.794
Social Influence (SI)	Park (2013)	4	0.816	0.689-0.757	0.817	0.529
Perceived Behavior Control (PBC)	Taylor and Todd (1995)	5	0.794	0.610-0.735	0.797	0.442
Subjective Norm (SN)	Ajzen (1991)	3	0.819	0.725-0.809	0.820	0.604
Behavioral Intention (BI)	Park (2013)	3	0.717	0.646-0.708	0.719	0.461
Use Behavior (UB)	Ajzen (1991)	4	0.899	0.801-0.852	0.901	0.695

The measurement model was tested to confirm the model fit by goodness of fit indices. This study did not require a modification to the measurement model for the original measurement model already provided a model fit. In the Table 4, it approves the measurement model fit, including CMIN/DF = 2.492, GFI = 0.931, AGFI = 0.889, NFI = 0.891, CFI = 0.931, TLI = 0.919, and RMSEA = 0.054.

Table 4: Goodness of Fit for Measurement Model

Index	Acceptable Values	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	633.073/254 or 2.492
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.913
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.889
NFI	≥ 0.80 (Wu & Wang, 2006)	0.891
CFI	> 0.80 (Bentler, 1990)	0.931
TLI	≥ 0.80 (Sharma et al., 2005)	0.919
RMSEA	< 0.08 (Pedroso et al., 2016)	0.054
Model summary		Acceptable Model Fit

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker-Lewis index, and RMSEA = Root mean square error of approximation
Source: Created by the author.

When the square root of the AVE is greater than the coefficient of any intercorrelated construct, discriminant validity is established (Fornell & Larcker, 1981). The square root of AVE for each construct at the diagonal line was greater than the inter-scale correlations, as shown in Table 5. As a result, discriminant validity was ensured.

Table 5: Discriminant Validity

	PU	AT	SI	PBC	SN	BI	UB
PU	0.743						
AT	0.495	0.854					
SI	0.321	0.332	0.759				
PBC	0.313	0.294	0.256	0.707			
SN	0.222	0.254	0.237	0.222	0.763		

	PU	AT	SI	PBC	SN	BI	UB
BI	0.306	0.281	0.292	0.235	0.317	0.785	
UB	0.445	0.425	0.402	0.466	0.403	0.391	0.778

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

The structural model was tested to confirm the model fit by goodness of fit indices. This study did not require a modification to the measurement model for the original measurement model already provided a model fit. In the Table 4, it approves the measurement model fit, including CMIN/DF = 2.822, GFI = 0.899, AGFI = 0.875, NFI = 0.872, CFI = 0.913, TLI = 0.901, and RMSEA = 0.060.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable Values	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	742.130/263 or 2.822
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.899
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.875
NFI	≥ 0.80 (Wu & Wang, 2006)	0.872
CFI	≥ 0.80 (Bentler, 1990)	0.913
TLI	≥ 0.80 (Sharma et al., 2005)	0.901
RMSEA	< 0.08 (Pedroso et al., 2016)	0.060
Model summary		Acceptable Model Fit

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker-Lewis index, and RMSEA = Root mean square error of approximation
Source: Created by the author.

4.4 Research Hypothesis Testing Result

Standardized path coefficient value (β) and t-value are used to provide research hypothesis testing result. The significant effect is determined at p-value<0.05. The results show that all hypotheses are supported.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: PU→AT	0.363	6.705*	Supported
H2: AT→BI	0.362	6.639*	Supported
H3: SI→BI	0.135	2.389*	Supported
H4: PBC→BI	0.150	2.447*	Supported
H5: SN→BI	0.204	3.376*	Supported
H6: BI→UB	0.360	6.426*	Supported

Note: * $p < 0.05$

Research hypothesis testing results can be discussed below:

H1 reveals that perceived usefulness significantly impacts attitude, resulting in the standardized path coefficient value of 0.363 (t-value = 6.705). The results can be indicated that Buabeng-Andoh (2018) mentioned that perceived usefulness would significantly affect attitudes toward use.

H2 confirms the relationship between attitude and behavioral intention with a standardized path coefficient value of 0.362 (t-value = 6.639). As aligned from previous studies, students' attitude has a positive impact on their behavioral intention to use Tencent meeting for online learning (Bashir & Madhavaiah, 2015).

H3 shows that social influence significantly impacts behavioral intention, reflecting the standardized path coefficient value of 0.135 (t-value = 2.389). The results signify that social influence as social pressure of students such as peers and teachers would influence them to use Tencent meeting (Grenny et al., 2008; Venkatesh et al., 2003).

H4 approves the support relationship between perceived behavioral control and behavioral intention with a standardized path coefficient of 0.150 and a t-value of 2.447. Perceived behavioral control will certainly influence behavior intention of students to use Tencent meeting (Foltz et al., 2008).

H5 approves the significant relationship between subjective norm and behavioral intention, resulting in a standardized path coefficient of 0.204 (t-value = 3.376). Subjective norm is a person's thoughts on peers and teachers convincing them to participate legal courses with Tencent meeting (Fusilier & Durlabhji, 2005; Mytton & Gale, 2012).

H6 results that behavioral intention significantly impacts user behavior with a standardized path coefficient of 0.360 (t-value = 6.426). The previous researchers confirmed that students tend to use e-learning, which would affect their application of the systems (Chang & Tung, 2008; Liu et al., 2010; Tarhini et al., 2014).

5. Conclusions and Recommendation

5.1 Conclusion and Discussion

The purpose of this study is to investigate the significant impact of perceived usefulness, attitude, social influence, perceived behavioral control, and subjective norm on behavioral intention to use Tencent meetings. This empirical study assessed respondents who were fourth-year undergraduate students from the three colleges in Chengdu, China. The results show that all hypotheses are supported. Perceived usefulness significantly impacts attitude. Attitude, social influence, perceived behavioral control, and subjective norm significantly impacts behavioral intention. Furthermore, behavioral intention significantly impacts use behavior.

According to Davis et al. (1989), a person's perceived usefulness is defined as the extent to which they believe the information system could enhance their job accomplishment by reducing the amount of time to finish a task or by providing information. Likely, the UTAUT theory asserted that the intention to utilize technology can be influenced by a system's performance (Venkatesh et al., 2003). This study's findings were in line with the attitude toward using was directly influenced by perceived usefulness. The study by provided additional evidence to back up the finding in addition to the theory (Benjangjaru & Vongurai, 2018).

Students would be keener on using Tencent meeting if they perceived it as a useful tool for their education. The Technology Acceptance Model, or TAM, designed by Davis et al. (1989) served as the basis for the research conceptual framework. Venkatesh et al. (2003) explained the adoption in the unified theory of acceptance and use of technology (UTAUT), theory of planned behavior (TPB). In addition to social influence from UTAUT and perceived behavior control, subjective norm from TPB, factors adopted from TAM included perceived usefulness, attitude, behavioral intention, and use behavior.

The evaluation of an individual's desire to use a particular information system was used to define attitude toward using TAM. According to Davis et al. (1989), the theory showed a positive correlation between behavioral intention to use and the degree to which a person felt positive about using the application. Farooq et al. (2017) supported that a person's intention to use had a direct correlation with their attitude toward using. Students' intention to use online learning would be influenced by their perceived usefulness, attitude, social influence, perceived behavioral control, and subjective norm.

5.2 Recommendation

Perceived usefulness, attitude, social influence, perceived behavior control, subjective norm, and behavioral intention were all found to have an impact on Tencent's use behavior of students in Chengdu. Perceived usefulness also has a strong impact on attitude. The significant factors identified from the research findings would serve as the foundation for the recommendations discussed in the subsequent section on implications for practice. In order to encourage students' behavioral intention to use Tencent Meeting for their education, developer of Tencent Meeting, top management, and college instructors need to develop course materials and teaching-learning processes that are tailored to learners' needs.

Since 2020, novel coronavirus has come out in a fierce and sudden epidemic, which has caused a huge impact on many industries. Students can't start classes and teachers can't teach, which leads to the school can't start classes normally. As the WHO announced COVID-19 a pandemic the direct impact of this declaration tested education systems of the world more than ever; constraining educators to move to online learning and educating immediately. Therefore, media communication can be used to improve the social influence of Tencent Meeting and be recognized by college students, so that the use behavior of Tencent Meeting by college students in the learning process can be stimulated.

5.3 Limitation and Further Study

This study has some limitations that need to be pointed out. First, this study's scope and sample size is limited due to its initial focus solely on higher education and data collection from three selected Chengdu higher education institutions. Second, Tencent meetings served as a basis for this study. Other online learning systems, such as Massive Open Online Courses (MOOCs), Ubiquitous Learning (U-Learning), and online learning for business organizations, may be the subject of further research. Third, the research only includes students as respondents. Teachers may be included as respondents in subsequent research to obtain their perspectives on Tencent meeting use behavior.

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