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Factors Influencing the Behavioral Intention of Business Major Undergraduates in Blended Learning: A Case of a Private University in Chengdu, China

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Abstract

Purpose: The paper aims to understand the parameters influencing undergraduates majoring in business's behavioral intention in blended learning. Perceived ease of use, perceived usefulness, attitude, facilitating conditions, self-efficacy, social influence, and behavioral intention are key variables**. Research design, data, and methodology:** At the chosen colleges, the researcher delivered a quantitative questionnaire to undergraduate business majors using a quantitative exploratory technique with a sample size of 500 participants. The researchers employed judgmental sampling and quota sampling. The study utilized confirmatory factor analysis and structural equation modeling to determine the interactions between the examined variables. **Results:** The data analysis results validated all of the hypotheses, with the most significant direct influence on the behavioral intention of business major undergraduates in blended learning being suggested by the facilitating conditions. Perceived usefulness and perceived ease of use significantly affect attitude. Attitude, social influence, and self-efficacy have a significant effect on behavioral intention. **Conclusions:** To further promote the development of blended learning, university administrators, teachers, and students need to consider various elements of the adoption of blended learning among students. Considering the study's conclusions, improvements to blended learning's infrastructure, curriculum, and instructional strategies should be developed.

Keywords : Blended Learning, Facilitating Conditions, Attitude, Social Influence, Behavioral Intention

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Blended learning, defined as the blending of web-based technologies (including text, streaming media, virtual classrooms, and collaborative learning) with traditional classroom instruction, was thoroughly examined by Driscoll (2002). Pima et al. (2018) proposed that blended learning combines the merits of traditional classroom instruction with online learning and has emerged as a prominent area of research in higher education, training, and basic education domains. Its progress and implementation in higher education were particularly noteworthy. An increasing number of universities have recognized the significance of demonstrating integrated learning to universities, and colleges have adopted this approach, primarily during the pandemic (Yu, 2023).

With the incorporation of information technology into education, China has put forward a plan to promote teaching informatization and first-class undergraduate courses vigorously. In this context, blended teaching has gradually become the new normal of college teaching, an important measure of reform and quality revolution. Blended learning has gradually become one of the mainstream learning methods in colleges and universities. During the COVID-19 pandemic, blended learning has significantly advanced at universities in Chengdu, China.

In business education, with the popularization of digital

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technologies such as artificial intelligence and big data, enterprises have increasingly high requirements for the knowledge and skills of business talents. Many undergraduate business courses have integrated digital content; compared with traditional classroom teaching, blended learning was more conducive to cultivating business talents suitable for the needs of enterprises in terms of teaching mode, teaching content, and resource allocation. However, concurrent challenges persist, including inadequate allocation of resources for hardware and software investments in blended teaching, limited adaptability of educators and students to blended learning approaches, and suboptimal instructional outcomes. Therefore, this research took business major students as the study object to analyze the influencing factors of their behavioral intention to accept blended learning to promote the sustainable development of business major students to embrace blended learning.

2. Literature Review

2.1 Perceived Usefulness

As indicated by Davis and Davis, PU measured how strongly people believed using a given method would improve their learning ability (Davis et al., 1989). Davis expressed that "how the client feels that employing a specific technology will increase his or her ability to accomplish the job" was how perceived usefulness was defined. Tagoe and Abakah (2014) thought it spoke to how consumers viewed the anticipated advantages of using IS and IT. That is to say, when people adopt one kind of software, the user subjectively thinks their work performance will be improved. It was the process whereby a person hoped that using an entire network could improve their performance (Alharbi & Drew, 2014). The amount to which an individual thought employing a hybrid education approach would boost his or her learning capacity (Fokides, 2017).

Regarding IS and education, a substantial amount of research indicated that perceived usefulness profoundly affected usage attitudes. Davis (1986) proved that perceived usefulness extensively influences usage attitudes in the domain of IS. Sánchez et al. (2013) also confirmed that attitudes towards the use of WebCT in e-learning were directly influenced by perceived usefulness. Buabeng-Andoh (2018) applied a hybrid of rational conduct and the technology adoption paradigm. The ability to predict students' intentions to utilize mobile learning demonstrated that perceived usefulness substantially influences usage attitude. The findings of Al-Emran et al. (2021) suggested that perceived usefulness significantly and favorably influenced the attitudes and intentions of both male and female students toward using what they learned whenever they were on the move. Consequently, a hypothesis is indicated:

H1: Perceived usefulness has a significant effect on attitude.

2.2 Perceived Ease of Use

Davis et al. (1989) stated that the perceived ease of use of an information system denoted the level of how a hypothetical user perceives that the appliance or technique can be utilized effortlessly. The phrase "perceived ease of use" describes the degree to which someone anticipated the latest breakthrough to be simple and hassle-free (Davis, 1989). People were eager to use that new technology if they found it quick and easy. John (2015) expanded on perceived ease of use by highlighting its importance in influencing the adoption and acceptance of innovations. For Cigdem and Ozturk (2016), PEU refers to a person's thoughts regarding how simple the application of technology is.

Singh and Tewari (2021) found that there were notable effects of the perceived ease of use on attitude toward distance learning. Riyath and Rijah (2022) declared that CSE, PU, and PEU mostly determined students' performance in Zoom courses. According to Singh and Tewari's (2021) research, students' attitudes were positively impacted by perceived usefulness and simplicity of use, which had an extensive effect on their plans to use the distance education system. Similar results have been obtained by Ho et al. (2021) and Abdelwahed and Soomro (2023) in the Vietnam and Malaysian contexts, respectively. Consequently, a hypothesis is indicated:

H2: Perceived ease of use has a significant effect on attitude.

2.3 Attitude

Attitude is universally defined as a subjective evaluation of one's mental disposition, resulting in a certain level of favorability or unfavorability towards an object (Singh & Tewari, 2021). John (2015) observed that attitude refers to an individual's response to an experience, encompassing their opinion, cognitive state, and spontaneous conviction regarding service. According to Sesma's research (2020), the definition of attitude pertains to an individual's proclivity for either favorable or adverse judgment, assessment of the relevant conduct or course, etc. Attitude was a comprehensive evaluation of the person's willingness to participate in or use such conduct. An individual's attitude is an acquired predisposition to consistently respond favorably or adversely to a certain stimulus, according to Tarhini (2013).

Fishbein and Ajzen (1977) pointed out that attitudes about a trigger object (a person, place, thing, or concept) represent how the person feels or is affected by that thing. The empirical research showed that attitudes can shape users'

behavioral intentions and technology usage. Fageeh (2015) asserts that changing the behaviors and attitudes of faculty and learners was crucial for future technological adoption, deployment, and dissemination. Sang et al. (2010) revealed that a panoramic view regarding computer usage in school was the leading predictor of anticipated computer use in research on students' cognitive operations and ICT integration. Tzeng (2011) investigated possible users' confirmation of the digital portfolio system, finding that attitudes had the most tangible impact on intentions for applying it. Consequently, a hypothesis is indicated:
H3: Attitude has a significant effect on behavioral intention.

2.4 Social Influence

Social influence was assumptions that governed what was considered acceptable conduct, thus serving as a means of exerting direct or indirect impact on an individual's actions by their social circle (Singh & Tewari, 2021). Buabeng-Andoh (2018) considered that social influence can be divided into two dimensions: adherence to societal expectations and a sense of belonging or affiliation with a particular group. Social influence is "the extent to which a person believed that those who belong to groups, including classmates, family members, friends, or staff members, course instructors, institution, etc., thought it made sense for someone like that to use a system." (Venkatesh et al., 2003). Raman et al. (2022) defined that one's awareness of how others perceive him or her and whether they should adopt a new information system depends on that person. Social influence was a key determinant of whether people would adopt technology breakthroughs like online information or e-learning platforms.

Social influence was comparable to personal expectations, social variables, and appearance factors used in TRA, TAM, TPB, C-TAM-TPB, MPCU, and IDT. It showed how people behave differently depending on how others view them. When device use was inevitable, the impact of social influence was crucial (Venkatesh et al., 2003). Users could apply technology within the necessary setting to meet accordance demands, but not for private purposes (Venkatesh & Davis, 2000). This was particularly evident during and after the COVID-19 pandemic. In conformity with research executed by Raza et al. (2022) on online instruction in academic settings during COVID-19 in Pakistan, it emerged that social influence had profound consequences as one of the key determinants influencing the intention and usage of BLS (a platform for e-learning objectives) in Pakistani universities. Hussain et al. (2023) researched the components affecting the adoption of Learning Management System (LMS) platforms, including Zoom, MS Teams, Google Meet, and Google Classroom, among Saudi undergraduate students. Consequently, a hypothesis is indicated:
H4: Social influence has a significant effect on behavioral intention.

2.5 Self-Efficacy

Wang et al. (2003) defined self-efficacy as a person's belief in their capabilities to complete an assignment and conduct at a given level using the abilities he or she possesses. Also, Ajzen (1991) also referred to people's opinions about their capacity and satisfaction in carrying out some specific jobs. As an intrinsic factor for everyone, self-efficacy is one's assessment of their capacities or abilities to undertake and carry out the actions necessary to produce specified attainments (Agarwal & Karahanna, 2000). With the popularization of computers, information technology self-efficacy was important in determining whether students would embrace and be impressed by blended learning (Ali et al., 2018).

John (2015) explored the factors determining the implementation of ICT in Asian institutions of higher learning. He uncovered that self-efficacy significantly influences students' behavior and intention to use ICTs. In several investigations, data from experiments has revealed that ICT self-efficacy was an indispensable contributor to its adoption and use (Sesma, 2020). Yang et al. (2021) identified that computer self-efficacy was a key variable driving the effective usage of online learning in a study done at a scientific institution in Taiwan with 58 EFL learners who took part. On top of that, numerous studies demonstrate that boosting self-efficacy increases behavioral intention to employ technology. Consequently, a hypothesis is indicated:
H5: Self-efficacy has a significant effect on behavioral intention.

2.6 Facilitating Conditions

The concept of facilitating conditions could be traced back to the Expectancy Theory, which belonged to the intersection theory of management psychology and behavioral science (McKeown & Anderson, 2016). According to some judges or observers, facilitating conditions were described as objective elements that made it simpler for an activity to be carried out (Foon & Fah, 2011). For Ajzen (1991), facilitating conditions referred to the accessibility of outside resources needed to make the performance with specific behavior. Other scholars, such as Venkatesh et al. (2003), presented the extent to which a person thought the management and technology framework had been placed for promoting system utilization.

Earlier studies have shown that facilitation conditions significantly influence individuals' intentions to use a given system or action (Dakduk et al., 2018). Prior research had

evaluated facilitating conditions as a vital component because FC examined the degree of technical assistance and infrastructure offered by an existing business for technology adoption (Sesma, 2020). Additionally, according to Mittal et al. (2021), facilitating conditions were provided externally to give students access to online instruction services. It was an environmental component that influenced the users' views of whether a tough or simple task was to be fulfilled (Salloum et al., 2018). Consequently, a hypothesis is indicated:

H6: Facilitating conditions has a significant effect on behavioral intention.

2.7 Behavioral Intention

Behavioral intention is a component of the Theory of Reasoned Action, which states that a person's behavioral intention dictates the way they would carry out a particular conduct (Davis et al., 1989). The psychological theory that focused on concluding deeds and clarifying why people behaved in a certain way when accepting a certain system was modified to create behavioral intention (Pramana, 2018). Notably, graduate students with work experience exhibited the highest acceptance and technology usage. An individual's cognitive presentation of whether to adopt a specific system right away could be described as behavioral intention (Venkatesh et al., 2003). Additionally, it showed how willing a kid was to carry out a required conduct (Ali et al., 2018).

McKeown and Anderson (2016) conducted a comparative survey on the online use of the course Principles of Management among one undergraduate (UG) and two graduate (PG) student groups. The research revealed that certain variables provided in the UTAUT framework significantly impact BI. Some researchers discovered a surprising interplay between perceived norms and the behavioral intention of diplomatic or non-diplomatic users of the target system (Tarhini et al., 2017). Typically, behavioral intention was meant to directly reflect a specific sample's effective behavior (Agarwal & Karahanna, 2000). A person's goal to reach a target system is reflected in their behavior, which could be identified as a direct illustration of their actual activity (Tan, 2013).

3. Research Methods and Materials

3.1 Research Framework

By synthesizing the previous research methodologies employed in blended learning, this study establishes a conceptual framework that integrates three validated models rooted in C-TAM-TPB and UTAUT theories. Jnr et al. (2020) revealed that attitude and self-efficacy affected students' behavioral intention to accept blended learning. Bagdi et al. (2023) demonstrated that perceived usefulness (PU) and perceived ease of use (PEU) exerted an influence on attitude, which in turn impacted behavioral intention towards adopting blended learning. Moreover, the application of UTAUT2 by Rudhumbu (2022) demonstrated that social influence and facilitating conditions significantly and favorably contributed to the behavioral intention of higher education students to adopt blended learning. Figure 1 demonstrates the conceptual framework of this research.

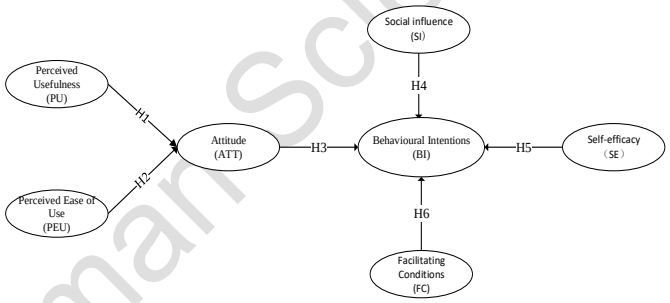

Figure 1: Conceptual Framework

H1: Perceived usefulness has a significant effect on attitude.
H2: Perceived ease of use has a significant effect on attitude.
H3: Attitude has a significant effect on behavioral intention.
H4: Social influence has a significant effect on behavioral intention.
H5: Self-efficacy has a significant effect on behavioral intention.
H6: Facilitating conditions has a significant effect on behavioral intention.

3.2 Research Methodology

In this study, empirical analysis and quantitative methods This research determined the business major undergraduates' behavioral intention to blended learning from Gingko College of Hospitality Management in Sichuan province of China. The quantitative survey strategy used in this study was the best research methodology for gathering students' data and figuring out their behavioral intentions.

This study employed quantitative research methods, specifically utilizing the project-objective consistency (IOC) test and Cronbach's Alpha test. A panel of three experts assessed the Index of Item-Objective Congruence (IOC) to ensure that each item effectively measures its intended construct, thereby enhancing the validity of the assessment. In the pilot test involving 50 participants, the Cronbach's Alpha score exceeded 0.7, confirming the reliable measurement of the targeted construct and reinforcing the

overall reliability of the test results, as outlined by Nunnally and Bernstein (1994).

Salkind (2017) emphasized that incorporating demographic information such as ethnicity, gender, age, socioeconomic status, or social background was crucial and should be integrated into the initial analysis of quantitative evidence obtained from survey research participants. Therefore, inquiries regarding undergraduate students' demographic characteristics were formulated using three main subcategories and single scales. In order to evaluate potential variables within the constructed conceptual framework mentioned above, the study developed 27 scale items based on previous research findings. These items encompassed five for perceived usefulness and three for perceived ease of use. Additionally, it included three items for facilitating conditions, three for social influence, three for self-efficacy, five for attitude, and four for behavioral intention. These 27 scale items were assessed using a 5-point Likert scale.

3.3 Population and Sample Size

The survey's target population consisted of all undergraduate students majoring in business at the Gingko College of Hospitality Management. Related majors include Business Administration, Accounting, Financial Management, Human Resource Management, and Supply Chain Management.

Kline (2016) suggested that for complex models such as SEM, the smallest possible number of participants should consist of no less than 400 individuals. The ultimate sample size was 500 pupils out of the total population of 1268, following screening and quota selection.

3.4 Sampling Technique

The researchers employed a multi-stage sampling approach, commencing with judgment sampling, to identify 1,268 undergraduate business majors from target universities who had undergone blended learning experiences. In the subsequent step, within the original group of 1,268 undergraduate students, quota sampling was used to choose a final sample of 500 responders. After the completion of data collection, a total of 469 valid questionnaires and 31 invalid questionnaires were obtained.

Table 1: Sample Units and Sample Size

Gingko College of Hospitality Management	Population Size	Proportional Sample Size
Business Administration	245	97
Accounting	347	137
Financial Management	267	105
Human Resource Management	160	63
Supply Chain Management	249	98
Total	**1268**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Table 2 displayed the demographic characteristics of a total of 469 valid samples. Regarding gender distribution, males constitute 48.40%, while females comprise 51.60%. Concerning the direction of major, Business Administration represents 19.40%, Accounting accounts for 26.65%, Financial Management comprises 21.75%, Human Resource Management constitutes 12.37%, and Supply Chain Management makes up 19.83%. When examining grade levels, first-year students account for 20.26%, sophomores represent approximately 26.01%, juniors comprise around 29.42 %, and seniors constitute about 24.31 %.

Table 2: Demographic Profile

Demographic and General Data (N=469)		Frequency	Percentage
Gender	Male	227	48.40%
	Female	242	51.60%
Major Direction	Business Administration	91	19.40%
	Accounting	125	26.65%
	Financial Management	102	21.75%
	Human Resource Management	58	12.37%
	Supply Chain Management	93	19.83%
Academic Year	1st Year	95	20.26%
	2nd Year	122	26.01%
	3rd Year	138	29.42%
	4th Year	114	24.31%

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) was employed to validate the size of underlying instrument dimensions and the structure of item-factor connections (Brown, 2015). CFA could be used alone to test assertions regarding variable connections, but it was better understood as structural equation modeling (SEM) (Hoyle, 2004). The findings, shown in Table 3, showed that the factor loading values were all above 0.50, the composite reliability (CR) was larger than 0.70, and the average extracted variance (AVE) values were all higher than 0.50.

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 Ease of Use (PEU)	Bagdi et al. (2023)	0.902	5	0.686-0.741	0.756	0.508
Self-Efficacy (SE)	Tarhini et al. (2017)	0.813	3	0.709-0.764	0.788	0.554
Facilitating Conditions (FC)	Norman Rudhumbu (2022)	0.721	3	0.687-0.752	0.757	0.509
Social Influence (SI)	Norman Rudhumbu (2022)	0.819	4	0.657-0.803	0.824	0.641
Perceived Usefulness (PU)	Bagdi et al. (2023)	0.787	3	0.762-0.829	0.903	0.650
Attitude (ATT)	Bagdi et al. (2023)	0.880	5	0.715-0.798	0.880	0.596
Behavioral Intention (BI)	Norman Rudhumbu (2022)	0.868	4	0.734-0.857	0.869	0.624

All relevant thresholds for incremental fit measures (CFI et al.) and absolute fitted indicators (CMIN/DF, GFI, AGFI, and RMSEA) fulfill the criteria, as shown in Table 4. As a result, each of the goodness-of-fit metrics used in the CFA analysis was deemed appropriate.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	<3 Hair et al. (2010)	2.092
GFI	>0.90 Bagozzi and Yi (1988)	0.909
AGFI	>0.80 Sica and Ghisi (2007)	0.885
RMSEA	<0.05 Pedroso et al. (2016)	0.047
CFI	>0.90 Hair et al. (2010)	0.956
NFI	>0.90 Hair et al. (2010)	0.920
TLI	>0.90 Bentler and Bonett (1980)	0.948
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, RMSEA = Root mean square error of approximation, CFI = Comparative fit index, NFI = Normed fit index and TLI = Tucker-Lewis index.

The findings regarding discriminant validity are shown in Table 3. No correlation of more than 0.80 was found between any two latent variables, and the diagonal elements reflect the square root of AVE. Therefore, discriminant validity was proven using these quantitative measurements.

Table 5: Discriminant Validity

	PU	PEU	FC	SI	SE	ATT	BI
PU	**0.806**						
PEU	0.501	**0.712**					
FC	0.450	0.616	**0.713**				
SI	0.600	0.491	0.489	**0.800**			
SE	0.386	0.554	0.566	0.527	**0.744**		
ATT	0.606	0.481	0.468	0.703	0.496	**0.772**	
BI	0.529	0.419	0.453	0.662	0.507	0.763	**0.789**

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

4.3 Structural Equation Model (SEM)

After assessing confirmatory factor analysis (CFA), the structural equation model (SEM) was validated in this investigation. A particular set of linear coefficients was evaluated using the SEM technique to see if it fitted the proposed causal explanation. Beyond that, SEM examined the causal link between attributes in a chosen matrix while considering any bias or dishonesty in evaluating parameters. According to Table 6, after adjusting with AMOS, acceptable criteria were surpassed by the total values of CMIN/DF, GFI, AGFI, CFI, NFI, TLI, and RMSEA. Consequently, the SEM demonstrated a satisfactory level of goodness-of-fit.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/DF	<3 Hair et al. (2010)	2.252
GFI	>0.90 Bagozzi and Yi (1988)	0.903
AGFI	>0.80 Sica and Ghisi (2007)	0.864
RMSEA	<0.05 Pedroso et al. (2016)	0.049
CFI	>0.90 Hair et al. (2010)	0.932
NFI	>0.90 Hair et al. (2010)	0.911
TLI	>0.90 Bentler and Bonett (1980)	0.925
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, RMSEA = Root mean square error of approximation, CFI = Comparative fit index, NFI = Normed fit index and TLI = Tucker-Lewis index.

4.4 Research Hypothesis Testing Result

Based on the calculated results in Table 7, the results of the path analysis indicated that all direct paths were statistically significant, thus supporting hypotheses H1–H6. Facilitating conditions exhibited the most immediate effects on behavioral intention, culminating in a standardized path coefficient (β) of 0.645 (t-value of 10.230, $p<0.001$). Additionally, the second most substantial impact on behavioral intention was shown by social influence with β at 0.556 (t-value at 9.991, $p<0.001$), followed by self-efficacy with β at 0.385 (t-value at 7.629, $p<0.001$), and attitude with β at 0.338 (t-value at 7.787, $p<0.001$). Furthermore, attitude was significantly influenced by perceived usefulness and perceived ease of use. At β of 0.558 (t-value at 11.893, $p<0.001$), perceived usefulness had the largest impact on attitude, followed by perceived ease of use, at β of 0.302 (t-value at 5.529, $p<0.001$).

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: PU→ATT	0.558	11.893***	Supported
H2: PEU→ATT	0.302	5.529***	Supported
H3: ATT→BI	0.338	7.787***	Supported
H4: SI→BI	0.556	9.991***	Supported
H5: SE→BI	0.385	7.629***	Supported
H6: FC→BI	0.645	10.230***	Supported

Note: *** p<0.001
Source: Created by the author

Hypothesis 1 indicated that perceived usefulness significantly shaped attitudes, as evidenced by a standardized path coefficient of 0.558. In integrating information and education, perceived usefulness profoundly influences usage attitudes (Davis, 1986; Ohanu et al., 2022; Sánchez et al., 2013).

The statistical results of hypothesis 2 indicated that with a standardized coefficient value of 0.302, perceived ease of use significantly influenced the attitude. Perceived ease of use of modern digital technologies created a favorable mindset for technology adoption, particularly in education (Abdelwahed & Soomro, 2023; Riyath & Rijah, 2022; Singh & Tewari, 2021).

The analysis results of hypothesis 3 indicated that attitude significantly influenced behavioral intention in blended learning, as evidenced by the 0.338 value of the standardized path coefficient. Jnr et al. (2020) applied TPB to study determinants of the execution of blended learning in college and university institutions. They found that students' attitude positively predicted their intention to accept blended education.

The analysis results of hypothesis 4 indicated that social influence significantly influenced behavioral intention in blended learning, as evidenced by the 0.556 value of the standardized path coefficient. The influence of social factors played a crucial role when the use of devices became inevitable (Venkatesh et al., 2003). This was particularly evident during and after the COVID-19 pandemic (Raza et al., 2022).

The analysis results of hypothesis 5 indicated that self-efficacy had a major impact on behavioral intention in blended learning, as evidenced by the standardized path coefficient value of 0.385. Yang et al. (2021) identified that computer self-efficacy was a key variable driving the effective usage of online learning in a study done at a scientific institution in Taiwan.

The analysis results of hypothesis 6 indicated that facilitating conditions significantly influenced behavioral intention in blended learning, as evidenced by the standardized path coefficient value of 0.645. Lwoga and Komba (2015), on usage intentions of an accessible learning management system via the Internet in Tanzania, confirmed that factors of facilitating conditions had an immediate and significant impact on how students employed web-based learning management systems (LMS).

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This study's objective was to ascertain the significant variables influencing the behavioral intention of business majoring undergraduates towards adopting blended learning. The conceptual framework posited six hypotheses to examine the interplay between perceived ease of use, perceived usefulness, facilitating conditions, social influence, attitude, self-efficacy, and behavioral intention. Five hundred undergraduate students who had previously engaged in blended learning were given a questionnaire to investigate these relationships. The study applied confirmatory factor analysis (CFA) to evaluate the degree to which the gathered data was consistent with the authors' measurement model, grounded on extant literature. Structural equation modeling (SEM) was also implemented to assess the relationships among the latent and observable variables that impacted the adoption of blended learning and progressively test the proposed hypotheses. The outcomes of this research demonstrated that facilitating conditions exerted the most substantial direct influence on behavioral intention. Perceived usefulness exhibited a strong effect on attitudes. Furthermore, social influence, self-efficacy, and attitude significantly influenced behavioral intention.

5.2 Recommendation

The researchers provided these useful suggestions for future blended learning considering the findings of their quantitative inquiry.

Firstly, facilitating conditions were the primary determinant influencing students' behavioral intention to adopt blended learning in this study. Therefore, educational institutions should continuously enhance the development of software and hardware resources necessary for blended learning implementation. Additionally, students should strengthen their ICT skills to ensure a seamless experience with blended learning.

Secondly, social influence also significantly shaped students' behavioral intention toward adopting blended learning. Hence, schools' educational authorities should increase the availability of blended courses and provide students with more options. Encouraging cooperative learning and interactive communication among students during blended learning could foster greater interest and

engagement in participating in such courses.

Thirdly, establishing feedback mechanisms for teachers and students was crucial for evaluating online teaching effectiveness. Students can enhance their self-efficacy by training themselves to accurately assess their knowledge gaps, develop problem-solving strategies, and engage in reflective practices.

Finally, to enhance students' behavioral intention to adopt blended learning, it was crucial to bolster students' positive attitudes towards it by focusing on the perceived usefulness and ease of use. From the perspective of perceived usefulness, teachers should fully exploit the advantages of the semi-autonomous teaching mode inherent in blended learning and organize students to participate in course learning in a well-structured manner while providing them with appropriate autonomous learning space, thereby augmenting their overall learning outcomes. From the perceived ease of use perspective, course developers should customize personalized learning push services for learners based on their individual characteristics by offering diverse forms of course content display and guidance modules for diversified learning strategies.

5.3 Limitation and Further Study

The limitations of this study primarily lie in three aspects. Firstly, due to research constraints, it exclusively focuses on five majors within the business field: Business Administration, Supply Chain Management, Human Resources Management, Financial Management, and Accounting. Consequently, it needs to represent all business majors comprehensively. Secondly, only one private university is selected as the research subject in this study, resulting in a limited representation of the entire academic landscape. Thirdly, only six possible factors that have directly or indirectly impacted behavioral intention are included in the model developed in this research; numerous other variables discovered to have significant impacts on behavioral intention in the past are included in the conceptual framework. Two approaches to additional investigation may be adopted: first, extending the study's reach to other academic institutions; second, adding other variables that could be relevant to the development of the research framework, such as pricing values, habits, performance expectancy, and effort expectancy.

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