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ACCESSING TECHNOLOGY ACCEPTANCE OF AN ELECTRONIC RECORDS MANAGEMENT PLATFORM FOR ACADEMIC RECORDS 'E-COF' AMONG ACADEMICIAN

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Abstract:

Using technology to manage files can increase the organization's quality and productivity. This study addressed the product innovation of the electronic course file management system known as an e-COF platform used by academicians at a public university in Negeri Sembilan designed for managing the course files. This study investigated the academicians' perceived of usefulness, perceived ease of use, user satisfaction, attribute of usability, and behavioural intention to use the e-Cof platform. Descriptive and inferential statistics were analysed using the latest version of Statistical Package for the Social Sciences (SPSS) software. Findings indicated that perceived of

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usefulness, perceived ease of use, user satisfaction, attribute of usability, and behavioral intention to use towards e-Cof platform were at a positive level with an average overall mean of 4.0 for all the statements. Findings also indicated that the gender and years of working experience of the academicians do not differ towards e-COF. This study provides significant feedback on public university academicians' acceptance of new technology used for academic file management. This study will also help university administrators to better understand and cater to the need for reliable and stable electronic file management at public universities.

Keywords:

Course File Management System, Perceived of Usefulness, Perceived of Ease of Use, Users Satisfaction, Attribute of Usability, Behavioural Intention, Technology Acceptance

Literature Review

Usability, Ease Of Use, User's Satisfaction, Usefulness, Behavioural Intention

The availability and usage of electronic information resources (e-resources) have significantly increased with the evolution of computer and networking technology, especially in the academic world. Computers, PDAs, and other electronic devices can be used to access the Internet, online databases, e-journals, e-books, and several other electronic resources. E-resources are usually preferred by most users over conventional print and human information sources. However, it is still unclear what influences consumers' preferences for electronic resources (Tao, 2008). It's crucial to grasp how users choose and use e-resources in order to increase user acceptability and usage of e-resources. The use of electronic resources is accepted by users for a variety of reasons. It is important to note that the literature study indicates that there is general consensus that a variety of criteria affect how well-liked e-resources are for use in research, teaching, and learning (Mollel & Mwantimwa, 2019).

e-COF is a platform that replaces conventional file management systems with electronic ones to facilitate the managing of course files for each subject in the faculty. This system can create a platform to manage course files centrally and can be accessed online by all lecturers in the faculty. The hardware and software used in developing this system are HTML 5, Acrobat Reader PC, and Adobe Photoshop while other hardware such as a computer, server, photocopy machine, and scanner. This system's strength has been explained to identify the outcome of the usage of the e-COF platform to ensure the objective of developing this system has already been achieved and can continue use in the future. According to Hindagolla (2014), contents' relevance and system quality have been reported to influence the perceived usefulness, ease of use, and eventual acceptance and use of e-resources. Other studies reported that electronic resources are able to increase the numbers of academic excellences but also their general effectiveness and productivity. Perceived usefulness is found to predict the usage of e-resources (Samuel, Onasanya & Olumorin, 2018).

Davis (1989) introduced the Technology Acceptance Model (TAM), which tries to forecast system adoption and identify design issues. It is based on Fishbein and Azjen's Theory of Reasoned Action (TRA). TAM claims that two beliefs—perceived usability and perceived

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usefulness—mediate the influence that external factors have on usage intention. These beliefs decide whether a person intends to utilise a technology, which is a measure of user acceptability. Additionally, perceived simplicity of usage affects how helpful something is thought to be. TAM takes issue with technology adoption and usage based on their understanding of the usefulness and the ease of use of technology. Some research revealed that perceived usefulness was positively related to behavioural intention to use a technology (Venkatesh & Davis, 2000).

The Unified Theory of Acceptance and Use of Technology (UTAUT) explains user intentions to utilise an information system and subsequent usage behaviour within the framework of a technology acceptability model. It identified aspects relevant to user behaviour in technology adoption (Shafie Mohamed Zabri, et al., 2023). According to the UTAUT theoretical paradigm, behaviour intention determines the actual application of technology. Performance expectation, effort expectation, social influence, and facilitating conditions are the four foundational constructs that directly impact the perceived likelihood of technology adoption. Experience, age, gender, and voluntary usage all moderate the impact of predictors. The UTAUT model can be considered a practical tool for comprehending technological acceptance and ascertaining the attitude toward adopting technology from various viewpoints (Venkatesh et al., 2003). The user's intention to use and consequent behavioural intention toward acceptance of information systems have been elucidated by the UTAUT, which has become a foundational theory in this area (Batucan, et al., 2022). Besides that, the increased acceptability of online learning can be attributed to a combination of factors, including the provision of a supportive environment, well-equipped facilities, and a comprehensive understanding of online learning methods and increased acceptance, satisfaction, and long-term commitment from both students and instructors (Shafie Mohamed Zabri, et al., 2023).

Intention refers to the behaviours that lead people or indicate how hard people are willing to try and the efforts that they try to plan in order to carry out the behaviour (Ajzen, 1991; Liu, Li & Feng, 2011). The behaviour or decision-making intention of persons is determined by their attitudes, as a key antecedent of behaviour and behavioural intentions (Nikou, Mezei, & Brännback, 2018). Behavioural intention is a popular predictor of technology adoption that is supported by numerous theories and empirical research but is noted for having limitations when it comes to influencing factors like external features (Jayawardena, et al., 2023). These studies demonstrate that TAM and UTAUT models are significant frameworks for understanding the factors that influence the acceptance of and use of new electronic records systems. Perceived usefulness, perceived ease of use, user satisfaction, and behavioral intention to use are key factors that influence the adoption of these systems.

Demographic factors have long been used to forecast consumer demand for goods and services. They are frequently used as segmentation variables as well (Schiffman, & Wisenblit, 2015). Studies on the adoption and use of technology frequently utilise age and gender as variables, but less frequently examine income and educational attainment. Since university students typically don't have jobs and can't answer questions about their income, they are a common target audience for technology studies (Lam et al., 2008). Numerous studies point to the significance of demographic factors in determining the adoption of technology in emerging and developing nations (RojasMéndez et al., 2017). Therefore, this study tries to address the product innovation of the electronic course file management system known as e-COF platform used by academicians at Universiti Teknologi MARA Malaysia, Rembau Campus in managing

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the course files by accessing their demographic factors and relating to their behavioral intention in terms of ease of use, satisfaction and usefulness towards this technology.

Objectives Of This Study

1. To identify the level of perceived usefulness, perceived ease of use, users satisfaction, attribute of usability, and behavioural intention of e-COF among academicians at the university.
2. To indicate the gender differences towards perceived of usefulness, perceived ease of use, users satisfaction, attribute of usability, and behavioural intention of e-COF among academicians at the university.
3. To indicate the working experience differences towards perceived of usefulness, perceived ease of use, users satisfaction, attribute of usability, and behavioural intention of e-COF among academician at the university

Methodology

The methodology used for this research was quantitative studies. The total sample size are 60 academicians which includes 14 from Faculty of Information Management, 17 from Faculty of Communication and Media Studies and 18 from Faculty of Business Management, 8 from Akademik Pengajian Bahasa, 2 from Academy of Contemporary Islamic Studies, and 1 from Faculty of Computer and Mathematics from a public university in Negeri Sembilan. This study used survey design by taking a sample from one population and using a questionnaire as the data collection method. A questionnaire was designed based on the TAM and UTAUT model to gather feedback from respondents. It used nominal and 5 point Likert scale to measure each questionnaire item. The questionnaire was purposefully distributed only to respondents who received proper training on how to use the e-COF platform in the university. Questionnaires were distributed among the respondents from UiTM Rembau to identify their level of intention of use toward the new platform being used in course file management. Descriptive and inferential statistics were analyzed using the latest version of Statistical Package for the Social Sciences (SPSS) software.

Findings And Discussion

A total of 60 questionnaires were distributed to respondents. The response rate was 100%. The data was analyzed into three categories which were: (1) demographic profile of respondents which consist of age, gender and years of working experiences; (2) descriptive statistics on the level of perceived of usefulness, perceived of ease of use, users satisfaction, attribute of usability, and behavioural intention of e-COF among academician at the university; (3) inferential statistics which of consist of analysis of the findings using non parametric test of Mann- Whitney U Test and Kruskal- Wallis Test due to the mean score of data were not normally distributed.

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Demographic Profile Of Respondents

Age Of Respondents

Table 1.0: Distribution Of Respondents By Age

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 - 35	26	43.3	43.3	43.3
	36 - 45	23	38.3	38.3	81.7
	46 - 55	10	16.7	16.7	98.3
	56 - 65	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Table 1.0 shows that respondents 23 to 35 years old account for the largest proportion (26 or 43.3%) of the sample, followed by (23 or 38.3%) of the respondents in the 36-45 age group. The respondents 46-55 years old contributed (10 or 16.7%) and the respondents 56-65 years old contributed (1 or 1.7%) for the study.

Gender Of Respondents

Table 2.0: Distribution Of Respondents By Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	15	25.0	25.0	25.0
	Female	45	75.0	75.0	100.0
	Total	60	100.0	100.0	

Table 2.0 demonstrates that slightly more than three-quarter (45 or 75%) were female respondents, while 15 (25%) constituted male respondents.

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Years of Working Experiences Of Respondents

Table 3.0: Distribution Of Respondents By Year Of Working Experiences
Years Of Working Experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 year	13	21.7	21.7	21.7
	5 - 10 year	19	31.7	31.7	53.3
	10 -15 year	21	35.0	35.0	88.3
	15 - 20 year	6	10.0	10.0	98.3
	More than 20 year	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Table 3.0 shows that 21 (35%) respondents were having 10-15 year working experience, 19 (31.7) of them were having 5-10 year working experience and 13 (21.7%) came with less than 5 years of working experience. Meanwhile, 6 (10%) were having 15-20 years of working experience and only 1 (1.7%) of the respondents were having more than 20 years of working experience.

Descriptive Analysis

Level Of Perceived Usefulness Of e-COF Among Academician At The University

Table 4.0: Summary Statistics On Level Of Perceived Usefulness Of e-COF Among Academician At The University

Statements	Mean	Std. Deviation
e-COF system would improve my teaching and learning performance	4.47	.650
E-COF system able to increase academic productivity	4.48	.651
e-COF system could make it easier to refer to course content	4.53	.623
e-COF system would enable the lecturers to get the information of course content more quickly	4.53	.623
e-COF system would enable the lecturers to get the information of course content from outside of campus	4.50	.624
e-COF system is useful in the rapid retrieval of information from the academic administration	4.50	.624
Overall mean	4.5082	.61179

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Table 4.0 displays the descriptive statistics for the perceived usefulness of e-COF files among academicians at the university. The six (6) statements along with the mean were used to reflect the level of perceived usefulness of the e-COF among the respondents. The level of perceived usefulness is considered a positive level with an overall mean of 4.5082 in the mean range from 4.53 to 4.47. According to Santhanamery & Ramayah (2018), the relationship between trust in the system variables (specifically, response time, security, and correctness) and continuance usage intention is mediated by perceived usefulness. Additionally, the relationship between trust in the system variables (particularly, response time and correctness) and continuance usage intention is significantly positive.

Level Of Perceived Ease Of Use Of e-COf Among Academician At The University

Table 5.0: Summary Statistics On Level Of Perceived Ease Of Uses Of e-COF Among Academician At The University

Statement	Mean	Std. Deviation
I find e-COF system easy to use	4.30	.646
Learning how to use e-COF system is easy for me	4.27	.686
It is easy to become skilful at using e-COF system	4.25	.728
My interaction with e-COF system would be clear and understandable	4.28	.666
I found it easy to share information about the course content by using e-COF system	4.33	.681
I found it easy to share information about the subject by using e-COF system	4.33	.655
Overall mean	4.2944	.64686

Table 5.0 shows mean and standard deviation for level of e-COF perceived ease of uses among respondents. The overall mean of 4.29, where indicated that the level of perceived ease of use of respondents are at a positive level. This can conclude that by using the e-COF system, academician at this university were highly believed that they can easily share information about course content (4.33), share information about subject (4.33) and they find the system is easy to use (4.30). Additionally, they also positively believed that it is easy to interact with system (4.28) , it is easy to learn on how to use e-COF (4.27) and they can become skilful while using e-COF (4.25). In an age of accelerated technological advancement, technologies are indispensable instruments for facilitating academic research, according to the results of the study concerning the perceived usefulness, ease of use, and sufficiency of technology by lecturers (Samuel, et al., 2018).

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Level Of Users Satisfaction Of e-COF Among Academician At The University

Table 6.0: Summary Statistics On Level Of Users Satisfaction Of e-COF Among Academician At The University

Statements	Mean	Std. Deviation
I completely satisfied in using the e-COF system	4.13	.747
I feel very confident in using e-COF system to access the course materials	4.25	.704
I found it easy to share information about the course materials by using e-COF system	4.18	.748
I can accomplish the task quickly using e-COF system	4.20	.732
I believe that from e-COF system will increase the quality of teaching and learning	4.27	.710
Overall mean	4.2067	.70057

Table 6.0 presents the mean and standard deviation of the score of the individual statements to measure the user satisfaction of respondents on e-COF. The overall mean of 4.20, this can be concluded that the respondents are satisfied when using the e-COF. Respondents believed the e-COF system would increase the quality of teaching and learning (4.27) where they are confident in using the e-Cof system to access the course materials (4.25) and can accomplish tasks quickly using the e-COF system (4.20). Agreed by Albirini (2006), the benefit of networking learning communities to confront the challenges of contemporary globalisation is that ICT integration enhances and expands the quality, accessibility, and cost-effectiveness of instruction provided to learners.

Level Of Attribute Of Usability Of e-Cof Among Academician At The University

Table 7.0: Summary Statistics On Level Of Attribute Of Usability Of e-COF Among Academician At The University

Statements	Mean	Std. Deviation
It easy to interact with e-COF	4.25	.704
The procedure through using e-COF is easy	4.22	.691
By using e-COF system, I found it easy to select which course material I need	4.30	.671
I found the various functions in e-COF were well integrate	4.28	.691

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I think that I would like to use e-COF always	4.28	.666
Overall Mean	4.2667	.66247

Table 7 illustrates six statements to evaluate the level of attribute of usability e-COF among academicians at the university. Overall mean for level of attribute of usability of e-COF among the respondents at positive level of 4.26. This can be concluded that, academicians positively believe that selection of course material using the e-COF system will be easily done with support of its various functions and procedures will make them use the system regularly. Supported by Shafie Mohamed Zabri, et al. (2023), his study mentioned the increased acceptability of technology in learning can be attributed to a combination of factors, including the provision of a supportive environment, well-equipped facilities, and a comprehensive understanding of online learning methods and increased acceptance, satisfaction, and long-term commitment from both students and instructors.

Level Of Behavioral Intention Towards e-COF Among Academician At The University

Table 8.0: Summary Statistics On Level Of Behavioral Intention To Use The System Of e-COF Among Academician At The University

Statement	Mean	Std. Deviation
I intend to use e-COF in the future	4.37	.637
I predict that I would use e-COF in the future	4.37	.637
I plan to use e-COF in the next months	4.33	.655
Overall mean	4.3556	.63740

In order to examine the level of behavioral intention towards e-COF, statements related to the respondents intention were evaluated in Table 8.0. The overall mean score of 4.35 indicates that respondents agree with the statements on behavioral intention of the e-COF system. Supported by Guilbaud et al., (2020), system support in faculty will result in increased technology-enabled learning performance for students and further improve the quality of decisions made by IT and administrators to plan strategically to incorporate technologies into the higher education purpose of teaching and learning.

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Inferential Statistics

Comparing Respondents Gender Towards Perceived Of Usefulness, Perceived Of Ease Of Use, Users Satisfaction, Attribute Of Usability, And Behavioural Intention Of eCOF File Among Academicians At The University.

Table 9.0: Summary Statistics On Comparison Of Respondents Gender Towards Perceived Of Usefulness, Perceived Of Ease Of Use, Users Satisfaction, Attribute Of Usability, And Behavioural Intention Of e-COF Among Academician At The University.

		Test	Sig.[a,b]
1	The distribution of perceived of usefulness is the same across gender	Independent-Samples Mann-Whitney U Test	.427
2	The distribution of perceived of ease of use is the same across categories of gender	Independent-Samples Mann-Whitney U Test	.168
3	The distribution of users satisfaction is the same across categories of gender	Independent-Samples Mann-Whitney U Test	.616
4	The distribution of attribute of usability is the same across categories of gender	Independent-Samples Mann-Whitney U Test	.211
5	The distribution of behavioural intention is the same across categories of gender	Independent-Samples Mann-Whitney U Test	.834
a. The significance level is .050.			
b. Asymptotic significance is displayed.			

Table 9.0 presents the summary of Mann-Whitney U Tests to compare respondents' gender towards perceived of usefulness, perceived ease of use, users satisfaction, attribute of usability, and behavioural intention of e-COF among academicians at the university. Results indicate that there are no significant differences between perceived of usefulness, perceived ease of use, users satisfaction, attribute of usability, and behavioural intention of e-COF with gender of the respondents. Hence, it can be concluded that male and female academicians in this university do not differ in their perception towards perceived usefulness, perceived ease of use, user satisfaction and behavioural intention towards e-COF usage. It is supported by Teo (2015), the results of the study indicated that there were no significant variations in perceived efficacy, attitudes toward technology, or intention to use technology between genders. However, this finding is contradicted with Mazman, Usleal and Ozeke (2009) where they identified that gender acts as an influencing factor in new technology adoption where men are more easy to adopt new technology innovation as compared to women.

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Table 10.0: Summary Statistics On Comparison Of The Working Experience Of Respondents Towards Perceived Of Usefulness, Perceived Ease Of Use, Users Satisfaction, Attribute Of Usability, And Behavioural Intention Of e-COF Among Academician At The University

Kruskal-Wallis Test

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Ranks			
	Years of working experience	**N**	**Mean Rank**
perceived of usefulness	Less than 5 years	13	38.77
	5 - 10 years	19	25.24
	10 -15 years	21	28.31
	15 - 20 years	6	34.25
	More than 20 years	1	46.50
	Total	60	
perceived of ease of use	Less than 5 years	13	36.58
	5 - 10 years	19	25.71
	10 -15 years	21	31.45
	15 - 20 years	6	30.83
	More than 20 years	1	20.50
	Total	60	
users satisfaction	Less than 5 years	13	32.65
	5 - 10 years	19	26.13
	10 -15 years	21	32.36
	15 - 20 years	6	37.58
	More than 20 years	1	4.00
	Total	60	
attribute of usability	Less than 5 years	13	32.00
	5 - 10 years	19	27.39
	10 -15 years	21	30.33
	15 - 20 years	6	39.00
	More than 20 years	1	22.50
	Total	60	
behavioural intention	Less than 5 years	13	36.04
	5 - 10 years	19	28.29
	10 -15 years	21	28.67
	15 - 20 years	6	33.75

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	More than 20 years	1	19.50
	Total	60	

Test Statistics[a,b]

	perceived of usefulness	perceived of ease of use	users satisfaction	attribute of usability	behavioural intention
Kruskal-Wallis H	**7.116**	**3.877**	**5.409**	**2.660**	**3.049**
df	**4**	**4**	**4**	**4**	**4**
Asymp. Sig.	**.130**	**.423**	**.248**	**.616**	**.550**

a. Kruskal Wallis Test

b. Grouping Variable: Years of working experience

Table 10.0 shows the comparison between years of working experience of respondents towards perceived of usefulness, perceived ease of use, users satisfaction, attribute of usability, and behavioural intention of e-COF among academicians at the university. Results indicated that there is no significant difference between years of working experience with e-COF perceived of usefulness, perceived ease of use, users satisfaction, attribute of usability, and behavioural intention of the respondents. Therefore, it can be concluded that years of working experience of the academicians in this university do not differ in their perception towards perceived usefulness, perceived ease of use, user satisfaction and behavioural intention towards e-COF usage. This is differ with Malekani (2023) where he identified work experience as one of the factors that influenced usage of electronic document management system at Sokoine University of Agriculture. This could suggest that demographic factors influence differ based on culturally.

Conclusion

This study examined the level of intention towards a new records management platform in supporting administrative activities in teaching and learning. The study found that on average, the level of perceived usefulness, perceived ease of use, users satisfaction, attribute of usability, and behavioural intention of e-COF among academicians at the university are at a positive level at 4.32 as a whole. The results of comparing means also identified that demographic factors of gender and work experience do not influence respondents's perceived usefulness, perceived ease of use, users satisfaction, attribute of usability, and behavioural intention of e-COF among academicians at the university. Therefore it can be concluded that, all objectives in this study was successfully achieved. This study suggests that demographic factors influence differ based on culturally. This study recommends further research to examine the other variables in TAM and UTAUT toward e-COF in the university to sustainably increase their usage among academicians over time. Future research should also explore e-COF platform sustainability focusing digital archiving and curation of academic electronic resources. Furthermore, this study provides significant feedback on public university academicians' acceptance of new technology used for academic file management. This study

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will also help university administrators to better understand and cater to the need for reliable and stable electronic file management at public universities. In support of results from this research will be used to help e-COF platform development and improvement so that it could be implemented throughout all campus in the future.

This study has presented information on the perceived usefulness, perceived ease of use, user satisfaction, attribute of usability, and behavioural intention of e-COF among academicians at the university. It is hoped that the information produced through this study will be of use to the preparation and improvement of any new electronic record management platform that aims to support teaching and learning and for the betterment of teaching and learning activities management. More exploration into how demographic factors such as working experience and gender bring impact towards TAM and UTAUT for enhancing system adoption in academic institutions.

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