BEHAVIORAL INTENTION TO USE OPEN AND DISTANCE LEARNING PLATFORM FOR MBA AMONG LIFE LONG LEARNERS

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DECLARATION

I hereby declare that this research thesis is my original work, and I have written it in its entirety. I have duly acknowledged all the sources of information that were used in the thesis

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ABSTRACT

The concept of Open and Distance Learning (ODL) education system focuses an open access to education and training to make the learners free from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners. Open and distance learning (ODL) is one of the most rapidly growing fields of education now a days and it has substantial impact on all education delivery systems. This technology has occurred because of pandemic Covid-19 all around the world. However, many higher education courses are experiencing difficulties, particularly those that require physical class. There is still a huge difference in terms of internet connectivity and network resources. Research objective in this study is to identify the factors that lead to the behavioural intention ODL platform for MBA among lifelong learners, to analyse how can extend these factors lead the behavioural intention ODL for MBA among lifelong learners and to examine the most significant factors that could influence the behavioural intention ODL platform for MBA among lifelong learners. Hence, this study quantitatively investigates factors influencing Open and Distance Learning platform for MBA among lifelong learners using the extended Unified Theory of Acceptance and Use of Technology (UTAUT). Data are collected using survey questionnaire and the 151 respondents among postgraduate student and working adults participated. Quantitative method was used to collect and analyse data to test hypothesis. Contribution for this study ODL platform for MBA plays a crucial role in empowering lifelong learners by offering flexible and accessible educational opportunities. Understanding and measuring this behavioural intention can provide valuable insights into the effectiveness and acceptance of ODL platform for MBA among lifelong learners to pursuing MBA level.

Keywords: Open and Distance Learning, Postgraduate Student, Working Adults

ABSTRAK

Konsep sistem pendidikan Pembelajaran Terbuka dan Jarak Jauh (ODL) memfokuskan akses terbuka kepada pendidikan dan latihan untuk menjadikan pelajar bebas daripada kekangan masa dan tempat, dan menawarkan peluang pembelajaran yang fleksibel kepada individu dan kumpulan pelajar. Pembelajaran terbuka dan jarak jauh (ODL) merupakan salah satu bidang pendidikan yang paling pesat berkembang pada masa kini dan ia mempunyai kesan yang besar terhadap semua sistem penyampaian pendidikan. Teknologi ini berlaku kerana pandemik Covid-19 di seluruh dunia. Walau bagaimanapun, banyak kursus pengajian tinggi mengalami kesukaran, terutamanya yang memerlukan kelas fizikal. Masih terdapat perbezaan yang besar dari segi sambungan internet dan sumber rangkaian. Objektif kajian dalam kajian ini adalah untuk mengenal pasti faktor-faktor yang membawa kepada platform ODL niat tingkah laku untuk MBA dalam kalangan pelajar sepanjang hayat, untuk menganalisis bagaimana boleh memanjangkan faktor-faktor ini membawa kepada niat tingkah laku ODL untuk MBA dalam kalangan pelajar sepanjang hayat dan untuk mengkaji faktor yang paling penting yang boleh mempengaruhi platform ODL niat tingkah laku untuk MBA di kalangan pelajar sepanjang hayat. Oleh itu, kajian ini secara kuantitatif menyiasat faktor-faktor yang mempengaruhi platform Pembelajaran Terbuka dan Jarak Jauh untuk MBA dalam kalangan pelajar sepanjang hayat menggunakan Teori Penerimaan dan Penggunaan Teknologi Bersepadu (UTAUT) lanjutan. Data dikumpul menggunakan soal selidik tinjauan dan 151 responden dalam kalangan pelajar pasca siswazah dan dewasa bekerja mengambil bahagian. Kaedah kuantitatif digunakan untuk mengumpul dan menganalisis data untuk menguji hipotesis. Sumbangan untuk kajian ini Platform ODL untuk MBA memainkan peranan penting dalam memperkasakan pelajar sepanjang hayat dengan menawarkan peluang pendidikan yang fleksibel dan boleh diakses. Memahami dan mengukur niat tingkah laku ini boleh memberikan pandangan yang berharga tentang keberkesanan dan penerimaan platform ODL untuk MBA dalam kalangan pelajar sepanjang hayat untuk mengikuti tahap MBA.

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

This chapter presents the study related to Open and Distance Learning (ODL) that has happen of the pandemic which is Covid-19. The researcher highlighted the problem statement that led to the research question and research objective. As a result, this review study will provide impressions of ODL research themes, issues, and constraints, resources and tactics, methodological and theoretical techniques for investigation, and some evaluation of outcomes and implications. The goal of this study is to know the factors that influence the behavioural intention Open and Distance Learning platform among lifelong learners.

Open and distance learning (ODL) expands access to education by releasing learners from time and location constraints and giving flexible learning possibilities to individuals and groups of learners (Maphosa & Bhebhe, 2020). The rapid global expansion of information and communication technologies (ICT) has a substantial impact on this transition. In recent years, many of these institutions have made significant investments in their technology infrastructure. This has changed the priority to a more efficient use of technical infrastructure for educational purposes (Alam et al, 2022). .

The value of lifelong learners has become even more apparent as the global community tackles the profound, shared challenges of the Covid-19 pandemic, which, as well as precipitating an acute public health crisis, has disrupted education significantly. governments, institutions, teachers, and learners have had to adapt rapidly to restrictions to public life to ensure continuity of learning (Kalman et al., 2020) . Where more traditional classroom learning programs were not possible, online alternatives arose. With the growth of more flexible online courses, new communication routes between education

stakeholders, and the openness of digital resources, non-formal and informal learning have come to the fore (K. J. Kim et al., 2015).

The flexibility, accessibility, affordability, and life-based education options are major advantages of ODL. It allows for an increase in tertiary enrolments at a lower cost per student than the traditional residential campus arrangement (N. Singh et al., 2018). Greater flexibility enables ODL courses to adapt to specific student needs or work requirements, thereby enabling greater. ODL also accommodates the growing demand for lifelong learning more easily than do residential programmes (Neves & Henriques, 2020). Moreover, ODL can effectively reach those learners who have been denied access to higher education, for example, women who are unable to attend traditional educational programmes because of household responsibilities or cultural constraints, economically marginalized groups, and the imprisoned.

As a way of teaching and learning, ODL has numerous advantages. ODL benefits include money and time savings. Most of the time, the charge for online programs is substantially lower than the fee for traditional on-campus classes. Students save money because they have fewer financial commitments, and they also save money since they have less expense in maintaining their facilities. Students can save time as well due to decreased commute times. There is no need to drive through traffic simply to get to the lectures. Study materials are readily available and can be downloaded.

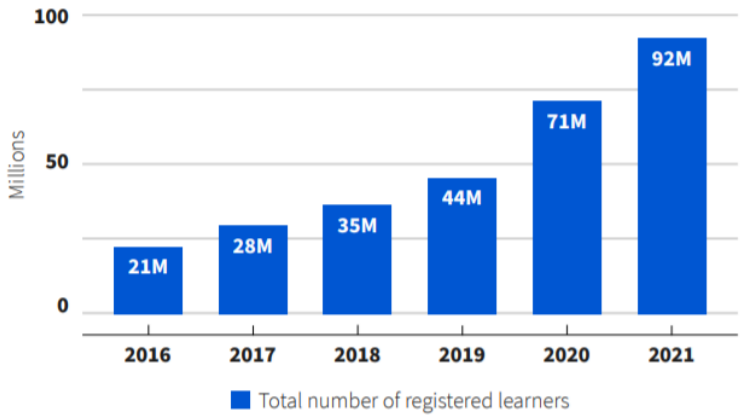

Figure 1.1: Total number of registered learners in global growth

Sources: Statista research department, 2023

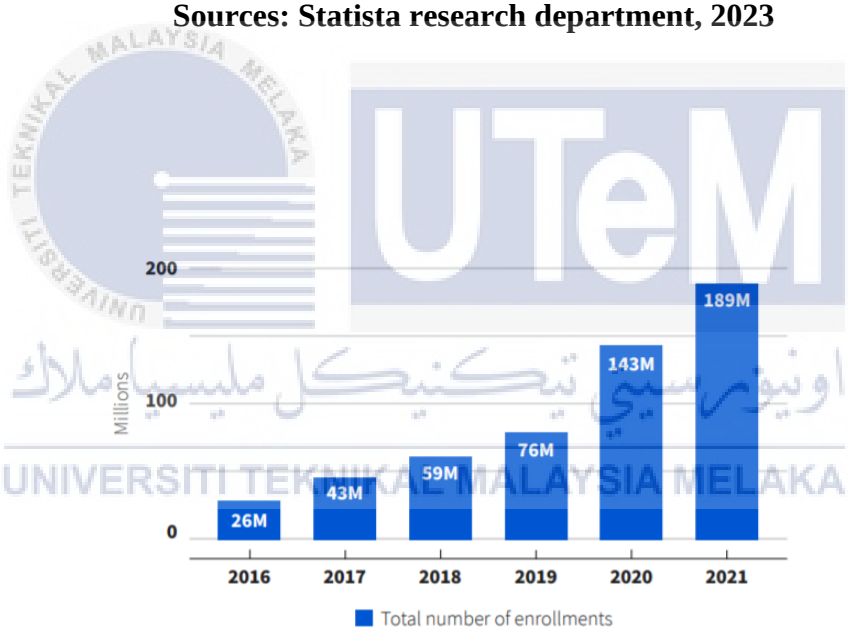

Figure 1.2: Total number of enrolments in global growth

Sources: Statista research department, 2023

Figure 1.1 and figure 1.2 show (Johnny wood, 2022) report that in 2016, 21 million students registered in online courses, a figure that is expected to increase by approximately 7 million each year over the next two years. However, as the pandemic hit, new registrations tripled, pushing the total to 71 million in 2020 and 92 million in 2021. Pre-pandemic improvements were drowned by significant rises in enrolment in online courses, which followed a similar pattern. Enrolment nearly quadrupled in 2020, then increased 32% the following year to 189 million. These improvements reflect the growing global acceptance of online education, which includes an increase in remote learners enrolled in higher education courses as well as those from vulnerable or rural areas.

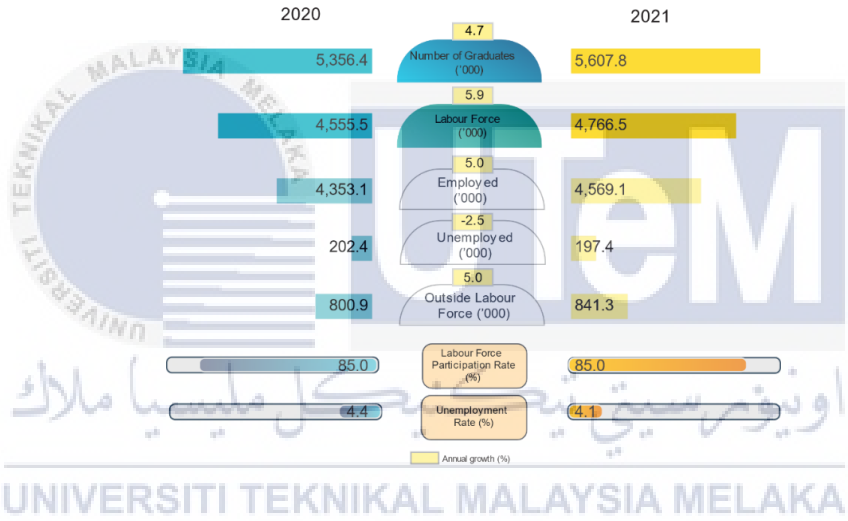

Figure 1.3: Principal statistics of graduates, Malaysia, 2020-2021

Sources: Department of Statistics Malaysia Official Portal, 2021

The number of graduates in Malaysia increased by 4.7% in 2021, reaching 5.61 million (2020: 5.36 million). The number of graduates in the labour force, both employed and unemployed, increased by 4.7% to 4.77 million (2020: 4.56 million). Meanwhile, the labour force participation rate (GLFPR) of graduates remained unchanged from the previous year at 85.0 percent. Employed graduates increased by 5.0 percent from 2020 to 4.57 million people (2020: 4.35 million people). On the other hand, the jobless rate for graduates fell to 4.1 percent, down from 4.4 percent the previous year. As a result, the

number of unemployed graduates decreased by 2.5 percent (-5.0 thousand) to 197.4 thousand, down from 202.4 thousand in 2020. Meanwhile, the number of graduates not in the labour force climbed by 5.0% to 841.3 thousand.

1.2 PROBLEM STATEMENT

As reported by Singh et al. (2018), perceived ease of use and perceived utility effect ODL acceptance in a study conducted in Malaysia at Covid 19 to evaluate the factors influencing the behavioural intention to use Open and Distance Learning platform that undertake technical readiness. The usage of online learning has become critical all around the world. The Covid-19 pandemic in 2020 compelled several countries' higher education institutions to switch to remote learning (Masalimova et al., 2022). Faculty and students were obliged to employ remote teaching and learning methods since they had no other options. Professors and administrators delivered instruction through synchronous and asynchronous online classes, with many lacking the resources or planning required by digital technology to deliver a thorough study plan. Traditional classroom tactics were frequently simply translated to the virtual environment (Masalimova, 2022).

Due to the pandemic, Malaysia's ministry of higher education mandated that all academic activities take place totally online. Many higher education courses are having difficulty, especially those that demand physical contact. This epidemic has afflicted more than 87% of the world's student population in over 160 countries as stated by (UNESCO Institute for Lifelong Learning, 2022). Learning processes must continue, as must educational institution services, in the face of a pandemic's numerous situations and issues (Abdullah & Mohamad Said, 2022). Open and Distance Learning (ODL) was mandated in Malaysian higher education for online facilitation and other educational activities. This example demonstrates how instructors and students can include flexibility into their course to online learning delivery. However, there are still unresolved issues surrounding the students' intentions to us (Neves & Henriques, 2020).

ICT facilities and resources have long been a source of concern and a major problem for Malaysia's Ministry of Education, as there is still a significant disparity between urban and rural institution in terms of internet connectivity and network resources. According to statistics from the Centre for Educational Research Institute in 2013, less than 20% of Malaysian instructors reported using technology for student class projects (OECD, 2018). As a result of the current Covid-19 pandemic, most institutions, educators, and learners are being forced to fully utilize Internet resources and upgrade their ICT skills to meet the requirement of fully open and distance learning (ODL) to ensure that learning continues to take place during times of crisis. Both learners and educators must keep up with the transforming norms and challenges of ODL. In a study by (Kainat Anwar, 2020), they discovered that online learning did not generate the desired results due to limited internet connection, as well as technical and economical constraints. This is particularly prevalent in developing countries. Furthermore, the study stated that among the problems of online learning were response time, a lack of face-to-face interaction, and a lack of socialization. (Kainat Anwar, 2020)

1.3 RESEARCH QUESTIONS

RQ1: What are the factors that lead to the behavioural intention Open and Distance Learning platform for MBA among lifelong learners?

RQ2: To what extent do these factors lead to the behavioural intention Open and Distance Learning platform for MBA among lifelong learners?

RQ3: What are the most significant factors that could influence the behavioural intention Open and Distance Learning platform for MBA among lifelong learners?

1.4 RESEARCH OBJECTIVE

RO1: To identify the factors that lead to the behavioural intention Open and Distance Learning platform for MBA among lifelong learners.

RO2: To analyse how can extent these factors lead the behavioural intention Open and Distance Learning platform for MBA among lifelong learners.

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RO3: To examine the most significant factors that could influence the behavioural intention Open and Distance Learning platform for MBA among lifelong learners.

1.5 SCOPE AND LIMITATIONS OF THE RESEARCH

1.5.1 Scope

The objective of this research is to find out the behavioural intention to use Open Distance Learning (ODL) for MBA among lifelong learners. A quantitative technique is utilized to collect data for future examination using the relevant instruments. Meanwhile, collect relevant data for the study. The researcher collected two sorts of data which is primary data and secondary data.

The respondent that researcher focussed is degree's student and working adult that have feeling and interest to further their study and gain more knowledge. This research uses the used the UTAUT theory model by (Venkatesh et al., 2003). There are 4 determinants from model which is performance expectancy, social influence, effort expectancy and facilitating condition. Researcher also use extended UTAUT to add perceived fees in this extended model theory by (Alam et al., 2022).

This study focussed on behavioural intention to use Open Distance Learning platform for MBA among lifelong learners It is generally described a learning without any boundaries. Open and Distance Learning (ODL) refers to the provision of flexible educational opportunities in terms of access and multiple platforms of knowledge

acquisition. Its mean without flexible means the availability of choices for educational endeavours anywhere, anytime, and anyhow. Access means opportunity made available to all, freeing them from constraints of time and place. Multiple platforms mean the use of various delivery systems and learning resources.

1.6 SIGNIFICANCE OF THE STUDY

1.6.1 Academic significance

By combining the theory, it contributed to the technology acceptance model, where by the researchers extend the Unified Theory of Acceptance and Use of Technology (UTAUT) model established by (Venkatesh et al., 2003) and extended UTAUT established by (Alam et al., 2022) in this study research paper. Therefore, it will add to the literature in the body of language in technology management research. Academic writing like this thesis has helped researchers better understand innovation processes and the elements that drive new technology acceptance and dissemination. Researchers investigated innovation, technology transfer, and adoption model which helped direct organizations' strategies for introducing and adopting new technologies.

1.6.2 Practitioner significance

The researcher finds the practical of activities in higher education remote education environments are frequently separated into synchronous course sessions and asynchronous activities and tasks. Learners in synchronous courses engage in interactive and focused experiences that assist them in developing a foundational understanding of technology-enhanced education, course design, and successful online instruction. Tests, group work assignments, group discussion, feedback, and projects, on the other hand, are examples of asynchronous activities and tasks. Asynchronous activities and duties are also conducted out through interactive video-based activities, facilitator meetings, live webinars, and so on.

Lifelong learners are founded on several fundamental principles. There is consistency, creativity, and learning how to learn on one's own. They require some fundamental skills to be lifelong learners. These are self-management, communication, people management, and adaptability to new situations. Lifelong learners are those who have advanced through their educational experiences. Today's changes and the initial stage of progress are unavoidable. Especially for folks who have jobs and commitments. They must discipline themselves to commit themselves to the topic of study.

Most universities and colleges have begun to invest extensively in online education. Institution around the world acting in this manner because there are numerous reasons for offering and investing in online education, including increasing access, improving learning quality, lowering costs, better preparing students for a knowledge-based society, responding to market demand, lifelong learning opportunities, global collaborative learning, and profit making. Researcher find that ODL for MBA can earn much money than a degree student, this is because MBA must pay 100% of the fee. Different with degree student in public university get the opportunity from government which is they get the subsidy for the student. So here, researcher find the ODL platform for MBA for MBA student is more profitable and effectiveness.

1.7 SUMMARY

Many institutions have insufficient infrastructure because of the pandemic's rapid shift to online education. Future scholars can examine theory model that will reduce student complaints. Positive attitudes and levels of satisfaction with remote education programs influence students' ability to profit from the program. As a result, institutions that want to implement distant education should start by creating a structure and content that will increase student happiness

This review paper endeavours to give a short description and a tentative assessment of recent research in Open and Distance Learning. It covers the following questions: What are the factors that lead to behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners? To what extent do these factors lead to behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners? What are the most significant that influence the behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners?

The study will benefit both educators and academics by offering a clearer picture and a deeper knowledge of many of the challenged surrounding ODL approval for master's degrees. This article may be used for academic purposes by the university. The study should also serve as a valuable resourced for reference in literature reviews for those planning to conduct additional research on acceptance-related topics. Finally, it should add value and input of existing knowledge by confirming existing theories and making recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The purposed of the literature review is to enhance awareness about the researches that have investigated a particular subject in the past. Furthermore, it identifies the level of current knowledge concerning that topic and considers its evolution over the time. It helps researchers to become aware of research limitations and select the most suitable instruments and procedures for examining the subject matter. This chapter also provided a discussion of literature review that obtained from a few sources such as journal articles, thesis, and legal website. This study is to identified the behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners. Researcher accept extended theory which is Theory of Acceptance and Use of Technology (UTAUT). The dependent variable is behavioural intention of Open and Distance Learning platform for MBA among lifelong learners and the independent variable for UTAUT is determined the effect of performance expectancy, effort expectancy, social influence, facilitating conditions (Ahmad, 2014) and extended IV that researcher use is perceived fees (Alam et al, 2022)

2.2 HIGHER EDUCATION

Highers education point out that an organization of the United Nations with a mandated in higher education, collaborated with governments to guarantee that all students have equal access to and completion of high-quality higher education with internationally recognized credentials (Higher Education UNESCO, 2020). Higher education is a rich cultural and scientific asset that supports human development as well as economic, technological, and social transformation. It encourages the sharing of

knowledge, research, and innovation, and it prepared students for ever-changing labour markets (Higher Education UNESCO, 2020).

Definition of higher education leads a student towards the last phase of the educational learning process. This succeeded the secondary stage. It is taught in colleges and universities. It consists all higher education institutes and technical training academies (Kassaye Alemu, 2018). Higher education provided instruction at the professional level. Education investment is critical to creating a prosperous and competitive socioeconomic system. Higher education involved a significant social obligation. Higher education, higher studies, professional education, and tertiary education are all terms that relate to the final level of the learning process (Selvanathan et al., 2020). It is linked to all the post-secondary education paths that each country considers in its system. Students apply their professional experience to specialize in their chosen field.

The Ministry of Higher Education (MOHE) is in control of the higher education sector. This ministry was established on March 27, 2004, because of the restructuring of the Ministry of Education, and it marked a significant period in Malaysian history, particularly in the development and expansion of the higher education sector. The foundation of MOHE is consistent with the government's objective of transforming Malaysia into a centre of educational excellence and internationalizing Malaysian education (The Malaysian Higher Education System 2021).

MOHE is the controlling authority for Malaysia's higher education sector. It also in charge of HEIs both public and private higher educational institutions, community colleges, polytechnics, and other government agencies involved in higher education, such as the Malaysian Qualifications Agency (MoHE, 2023). The National Higher Education Fund Corporation (Perbadanan Tabung Pendidikan Tinggi Nasional - PTPTN), the Tunku Abdul Rahman Foundation (Yayasan Tunku Abdul Rahman), and others.

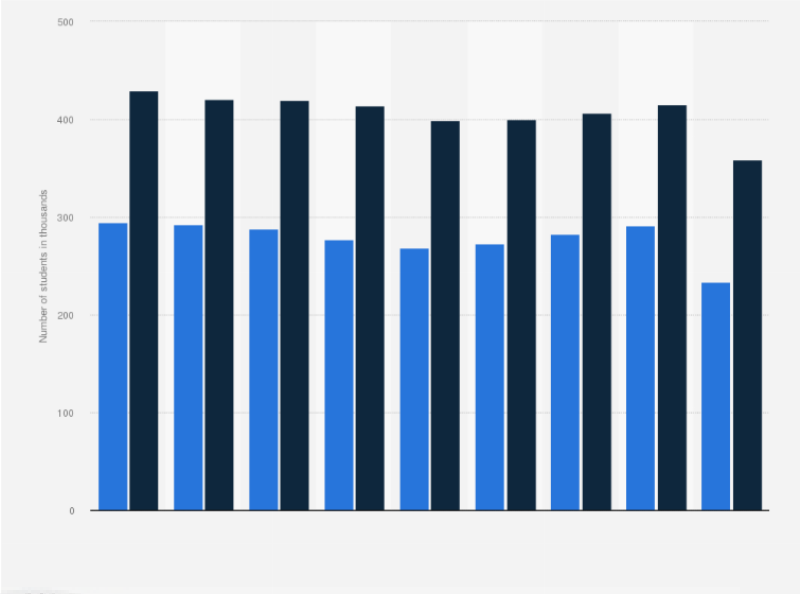

Figure 2.1: Number of students enrolled in public higher education institutions in Malaysia

Sources: Statista research department, 2023

In 2020, around 234.08 thousand male students and 358.6 thousand female students were enrolled in public higher institutions. While the number of male students enrolled had steadily decreased since 2016, there was still a significantly higher number of females than male students in 2019. This reflected the worldwide trend of more women entering higher education than men. Despite this, the realities of gender inequality were felt soon after graduation. In 2019, women were still underrepresented in the workforce, where the labour force participation rate of male graduates was significantly higher than that of females. The average female employee still earned less than the average male employee, and once married, almost half of these women stopped participating in the workforce (Statista Research Department, 2022).

2.3 OPEN AND DISTANCE LEARNING

Open and Distance Learning has typically been described as the geographically separated student. Distance education has traditionally been characterized as any educational or learning procedure in which the instructor and students are physically separated and in which there is no interaction between students. Distance learning, also known as distance education or e-learning, is a type of online learning in which the main elements include physical separation of the lecturer and students during instruction as well as the use of various technologies to facilitate student-lecturer and student-student communication. One of the advantages of distant learning is that it allows for better access to course resources, greater convenience for the lecturer and learner, and scheduling flexibility (Hafizan, 2021).

Open and Distance Learning (ODL) programs are facilitator-driven and student-cantered. The ODL method differs from traditional university systems in that both instructional activities and courseware resources are cantered on the instructor. Open and Distance Learning (ODL) provides a ray of hope for students who have missed out on the opportunity to educated themselves at the appropriated time and place and are feeling the sting of being left behind. ODL seeks to give opportunities for marginalized individuals and groups to integrated into the mainstream of society (Panda & Mishra, 2007).

Open and Distance Learning (ODL) programs are facilitator-driven and focused on students. The ODL method differs from traditional university systems in that both instructional activities and courseware resources focus on the instructor (Buchi & Nkechi, 2021). Open and Distance Learning (ODL) provided a ray of hope for students who have missed out on the opportunity to educated themselves at the appropriate time and place and are feeling the sting of being left behind. ODL seeks to give opportunities for marginalized individuals and groups to integrate into the mainstream of society (Sharma, 2005).

Lifelong learning is defined as any purposeful learning activities carried out over a person's lifetime to enhanced knowledge, skills, and competencies on an individual, municipal, societal, and/or career level (Thwe & Kálmán, 2023). Lifelong learning refers to all processed that academically, emotionally, and practically modify a person's body, mind, and social experiences before they are integrated into their life story, resulting in a more experienced individual.

Lifelong learners' education is the process of preparing a person to take command of their world and fulfil their responsibilities. Education and lifelong learning are concepts that continue throughout an individual's life. Lifelong learning extends beyond standard schooling and spans educational boundaries (Do et al., 2021). It is critical to analyse how educational settings might facilitate lifelong learning in this regard. This evaluation of the literature serves as the foundation for the future implementation of educational institutions as lifelong learning centres (Do et al., 2021).

According to (Buchi & Nkechi, 2021) the only way to realize this enormous dream of growth is through the provision of excellent and sound education to all its residents. It is difficult undertaking because the official education system could not reach who required education, necessitating an alternative, which is open and distance learning. Open and Distance Learning (ODL) is one of the finest solutions for meeting the growing demand for education, particularly higher education, from a diverse range of learners. How to execute ODL is also critical, and examine students' perceptions of ODL.

2.4 OPEN AND DISTANCE LEARNING PLATFORM USED

Open and Distance Learning (ODL) platforms have become integral tools in the realm of education, offering flexible and accessible avenues for learning. According to (Moore & Kearsley, 2012). ODL is characterized by the separation of learners from the physical confines of traditional classrooms, allowing them to engage with educational content remotely. ODL platforms leverage a variety of technologies to deliver course materials, facilitate interactions, and provide support services to learners. Online learning

management systems, video conferencing tools, and collaborative platforms are commonly employed to create a virtual learning environment that transcends geographical boundaries (Moore & Kearsley, 2012). These platforms cater to a diverse audience, including lifelong learners seeking continuous education and professionals pursuing advanced degrees such as an MBA. The asynchronous nature of ODL platforms enables learners to access course content at their own pace, fostering a dynamic and personalized learning experience (Keegan, D. (1996). The widespread adoption of ODL platforms underscores their importance in addressing the evolving educational needs of diverse learner populations.

2.5 UNDERPINNING THEORY

Unified Theory of Acceptance and Use of Technology (UTAUT) was developed by the examination and amalgamation of eight competing and conceptually comparable models used to predict or explain behaviour (Venkatesh et al., 2003). Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC) are the four main variables that determine behavioural intention and actual use in the unified and streamlined platform for model. PE denotes the user's belief that using the technology will help them perform their job better, EE denotes the degree of ease that the user associates with the technology, SI denotes how the user perceives that others who are important to them (peers, supervisors) believe that they should use the technology, and finally, SI denotes how the user perceives that others who are important to them (peers, supervisors) believe that they should use the technology. FC is a scale that encompasses participants' belief that training, support, infrastructure, and background knowledge are available to use the system optimally, and was originally defined as the belief that organizational and technical infrastructure exist to support the use of new technology (Garone et al., 2019).

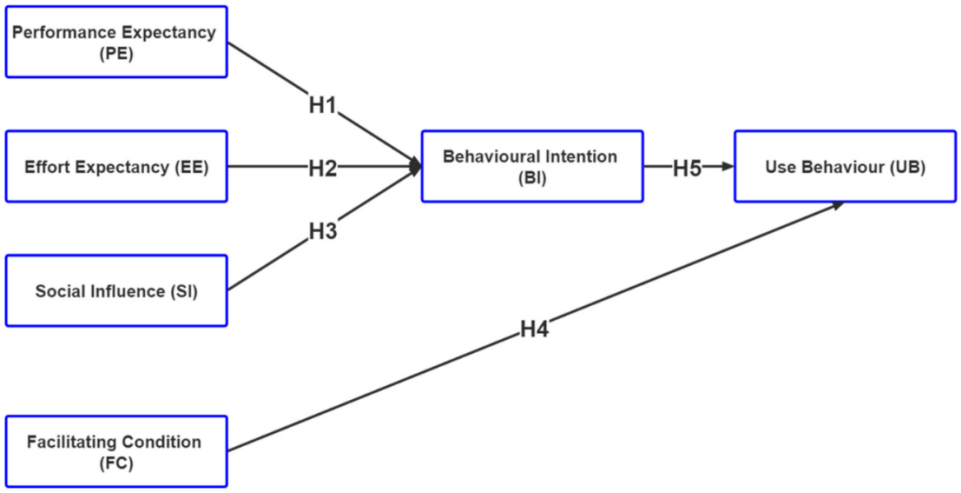

Figure 2.2: The Unified Theory of Acceptance and Use of Technology (UTAUT)

Source: Venkatesh et al, 2003

2.6 INDEPENDENT VARIABLE

2.6.1 Performance Expectancy

The degree to which a person believes that employing a system would help him achieved performance increases in his job is defined as performance expectancy (Venkatesh et al., 2003). The usefulness of perceptions is the extended to which a person believes that employing a given system will increase his work performance. The relative advantage is how a system's capabilities increase individual work performance. The outcomes are related to the consequences of behaviour. They are divided into two categories based on actual evidence: performance expectations and personal expectations (onaolapo & Oyewole, 2018). According to Venkatesh et al (2003) this construct was discovered to influence behavioural intention. Usability, perception, relative profit, and result expectations are indicators of varying performance expectancy.

Table 2.2 Definition of Performance Expectancy

Theme	Definitions	Authors
Performance expectancy	The extent to which an individual believes that employing a computerized system will help him or her improve job performance.	(Taiwo, 2017)
Performance expectancy	A belief that the use of a particular technology will be advantageous or performance enhancing to the individual.	(Cohen et al., 2013)

2.6.2 Effort Expectancy

The level of easiness associated with system usage is characterized as effort expectancy. According to Venkatesh et al, (2003) discovered that effort expectancy influenced behavioural intention. Perception of ease of use and ease of use are indicators of variable effort expectancy. The degree to which one believes that using a system will be free of difficult attempts is referred to as perceived ease of use (Venkatesh et al., 2003). The ease of use of an innovation refers to how easy it is to use. The expectation of effort is provided as a direct predictor of technology intention (onaolapo & Oyewole, 2018). Other studies found positive associations between effort expectancy and behavioural intention to use an e-learning system (Taiwo, 2017).

Table 2.3: Definition of Effort Expectancy

Theme	Definitions	Authors
Effort Expectancy	Defined the degree of ease associated of e-learning system	(Andrews et al., 2021)
Effort Expectancy	Defined with respect to ease that is how an individual feel either use technology in easy way and how much strength of ease is there in usage of technology	(Escobar-Rodríguez et al., 2014)

2.6.3 Social Influence

The expectation of effort is provided as a direct predictor of technology intention. Other studies found positive associations between effort expectancy and behavioural intention to use a system for online learning (Venkatesh et al., 2003).The significance of social influence in technological acceptance decisions is complicated and vulnerable to a variety of variable influences. Individual behaviour is influenced by social influence through three mechanisms: compliance, internalization, and identification (Mubeena Lakho, 2019).

Table 2.4: Social Influence

Theme	Definitions	Authors
Social Influence	Define the degree to which an individual thinks, how significant it is that others feel or admit that should utilize the new system	(Mubeena Lakho, 2019)
Social Influence	The degree to which people (family, friends, and others) feel, either positively or negatively, will encourage someone to adopt the new system is known as social influence.	(Alraja, 2016)

2.6.4 Facilitating Conditions

The individual feels an organizational and technological exists to enable system use is characterized as facilitating conditions. Facilitating conditions are objective factors in the environment that agree to make an activity easier to complete, such as the supply of computer help (Faria et al., 2016). Facilitating conditions are also described as a person's belief that the current organizational and technological infrastructure supports the system's use (Venkatesh et al., 2003). According to Venkatesh et al, (2003) discovered that whereas enabling factors had no effect on behavioural intention, they do affect use behaviour.

Table 2.5: Definition of Facilitating Conditions

Theme	Definition	Authors
Facilitating Conditions	People believe that an organizational and technical infrastructure exists to support the system is referred to as facilitating conditions.	(Alraja, 2016)
Facilitating Conditions	Consumer perspectives on the resources and assistance available to undertake an activity are defined as facilitating conditions.	(Hafiy Fadzil, 2018)

2.6.5 Perceived Fees

The extended theory that has added which is perceived fees by (Alam et al., 2022). The amount of money that must be spent to receive a product or use a service is referred to as the perceived fee. Individuals perceive a cost as a sacrifice in exchange for receiving a service. Because the online course will be used for personal reasons, the individual must pay for it (Lichtenstein et al, 2017). As a result, the expense of attending online courses is significant. The perceived expense of taking an online course is considered as the most significant obstacle to adopting a positive mindset (B. Kim et al., 2009).

Table 2.6: Definition of Perceived Fees

Theme	Definition	Authors
Perceived Fees	Fees can be defined as the fee that can be charged to the buyer to obtain goods.	(Setiawan & Achyar, 2013)
Perceived Fees	Defined as the subjective customers' perception towards the objective fee of the product/service	(Setiawan & Achyar, 2013)

2.7 DEPENDENT VARIABLE

2.7.1 Behavioural Intention Use Open and Distance Learning Platform for MBA Among Lifelong Learners

Behavioural intention assessed the strength of own intention to do a specific behaviour as well as the respondent's willingness to use the system (Ajzen, 1991). According to Davis, (1989) defined one of the main dependent variables of the UTAUT platform for model is behavioural intention, defined as the degree to which students develop an intentional plan to do certain future behaviours. Behavioural intention and use behaviour have a tight relationship, and behavioural intention predicts real use behaviour. Also, a study by Venkatesh et al, (2003) tested that the behavioural intention of users evaluates their actual usage behaviour. As a result, the following hypothesis is being tested in this study.

A dependent variable in an experiment is a variable that can change depending on the independent variable, which is a variable that a researcher can change throughout a study. Researchers look at the dependent variable to see how the independent variable influences it. When conducting an experiment, unlike the independent variable, the researcher makes no modifications to the dependent variable. The dependent variable in a

study of the behavioural intention to use ODL platform for MBA among lifelong learners is the actual use of ODL. This is the variable that the researcher is trying to measure or predict. The independent variables in this study are the factors that are believed to influence the use of ODL.

Intention is an essential factor that precedes human activities needing decision-making processes and is seen as an immediate determinant of willingly performed behaviours. Given its importance in behavioural research, intention drew the attention of social science scholars and was one of Travel, purchasing and loyalty, use of the internet and social media, continuation of certain behaviours and practices, volunteering, internationalization issues, education, and so on are among the most frequently discussed topics in entrepreneurship self-employment and other disciplines (Salem & Salem, 2018).

Table 2.1 Definition of Behavioural Intention

Theme	Definitions	Authors
Behavioural Intention	Behavioural intention measures a person strength of intention to perform a behaviour Defined as how hard persons are willing to try and how much determinations they are Behavioural Intention refers to the desire or interest to willingness to perform the behaviour	(Maffei et al., 2012) (Mamman et al., 2016) (Prof. Dr. Anis Eliyana, 2022)

2.8 THEORETICAL FRAMEWORK OF THIS STUDY

The theoretical framework is based on the framework of the unified theory of acceptance and use of technology Unified Theory of Acceptance and Use of Technology (UTAUT) this study is done in the perspective of acceptance and use of technology. In the theory of Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003), three factors will influence student behaviour. The independent variable is performance expectancy, effort expectancy, social influence and facilitating condition. Adding one variable for independent variables extended UTAUT which is perceived fees. The factors that would affect the dependent variable which is behavioural intention use ODL platform for MBA among lifelong learners.

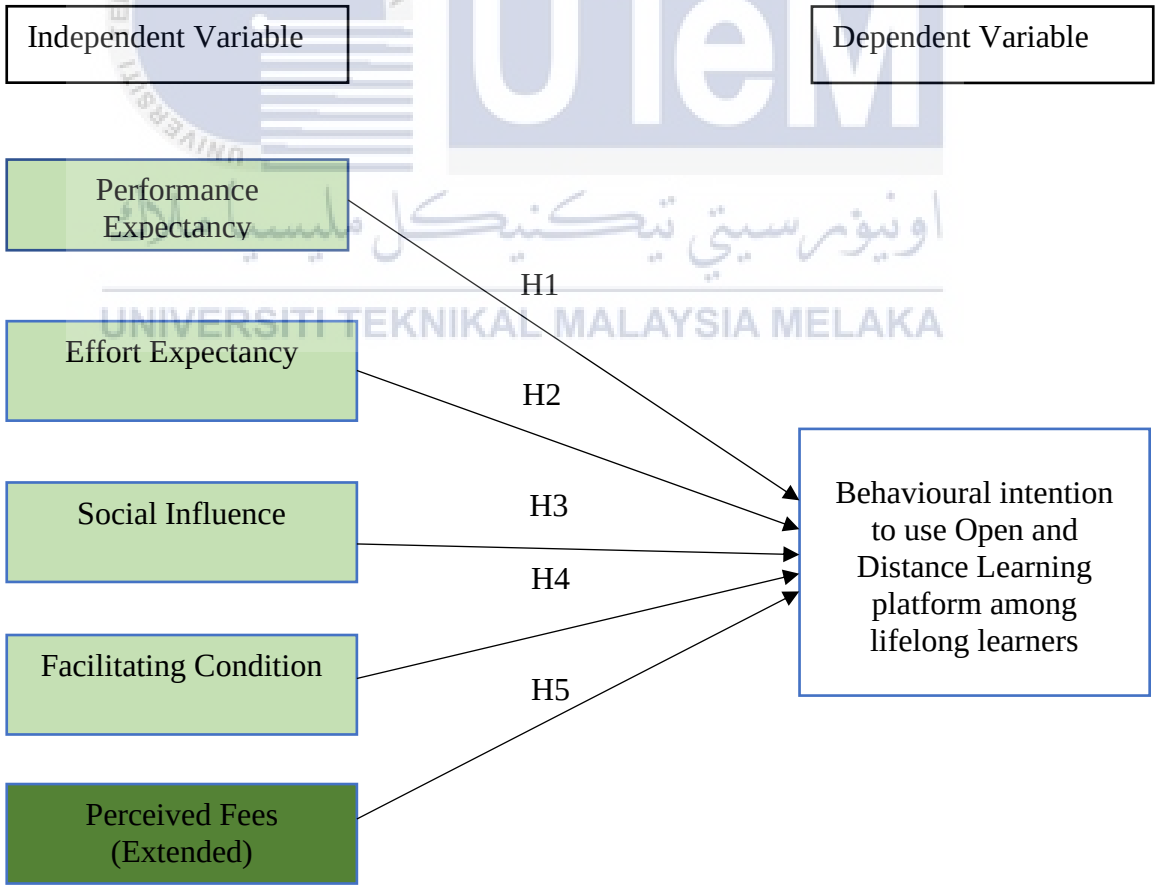

Figure 2.3: Theoretical Framework of The Study

2.9 HYPOTHESIS DEVELOPMENT

2.9.1 Performance Expectancy and Behavioural Intention to Use Open and Distance Learning Platform for MBA Among Lifelong Learners

The degree to which a student believed that using the system would help them achieved employment success is referred to as performance expectancy. This indicator refers to students' study performance in the context of online learning. As a result, Venkatesh et al, (2003) demonstrated that performance expectancy is the most important predictor of a user's behavioural intention to embrace a technology. Previous research by Van Dijk et al (2018) discovered that performance expectancy and associated components are the best predictors of behavioural intention. Another study Abu-Al-Aish, (2021) reveals that behavioural intention to use online learning is influenced by performance expectation. The greater the anticipation that technology would increase productivity, for example, the more likely it will be adopted. As a result, the researcher proposes the following hypothesis:

H1. *There is a significant relationship between performance expectancy and behavioural intention to use ODL platform for MBA among lifelong learners.*

2.9.2 Effort Expectancy and Behavioural Intention Use ODL Platform for MBA Among Lifelong Learners

The effort expectancy construct represents the system's perceived ease of use (Venkatesh et al., 2003). There was a strong and positive link between effort expectancy and behavioural intention. Another study, Alrawashdeh & Al-Mahadeen, (2013) found a substantial association between effort expectancy and behavioural intention in Jordan's online learning. For example, the greater the amount of effort required to use technology, the less valuable it is regarded to be (Venkatesh, 2000). As a result, we provide the following hypothesis:

H2. *There is a significant relationship between effort expectancy and behavioural intention to use ODL platform for MBA among lifelong learners.*

2.9.3 Social Influence and Behavioural Intention Use Open and Distance Learning Platform for MBA Among Lifelong Learners

According to Venkatesh et al, (2003), social influence is the degree to which individuals believe someone that they should utilize the new system. Students, professors, friends, classmates, and family members who use the online learning system in an educational are referred to as social influencers. Social influence has an impact on how people use technology. As a result, more aware of social influence when planning to employ new technology (Venkatesh, 2000). According to other research, social influence has a considerable impact on behavioural intention to use online learning (Abu-Al-Aish & Love, 2013). For example, the intention of young pupils to use ODL is influenced by their parents' and teachers' views on the importance of new technologies in education. As a result, the following hypothesis is being tested in this study:

H3. *There is a significant relationship between social influence and behavioural intention to use ODL platform for MBA among lifelong learners.*

2.9.4 Facilitating Condition and Behavioural Intention Use Open and Distance Learning Platform for MBA Among Lifelong Learners

Facilitating conditions refer to how an individual views the technical and organizational infrastructure required to use the accessible intended system. In a study on User Acceptance of Information Technology, (Venkatesh et al., 2003) discovered that facilitating conditions have a direct impact on usage behaviour. According to Raza et al, (2021), enabling settings have a good effect on students' behavioural intention. Furthermore, according to a study by Boontarig et al, (2012), facilitating settings favourably influence the behavioural intention and use behaviour of utilizing smartphones for health services. The following hypotheses came from this discussion:

H4. *There is a significant relationship between facilitating condition and behavioural intention to use ODL platform for MBA among lifelong learners.*

2.9.5 Perceived Fees and Behavioural Intention Use Open and Distance Learning Platform for MBA Among Lifelong Learners

Perceived fees have defined charge as an individual's impression of the cost of receiving a service. Because the online course will be utilized for personal purposes, the individual must fund the course cost (B. Kim et al., 2009). As a result, the financial cost of taking online courses is important. When deciding to take an online course, the perceived cost is viewed as the most significant barrier to developing a good attitude. Previous research by Cronin et al, (2019) discovered that perceived fees have a detrimental impact on perceived value. According to Seo & Lee, (2021), pricing has a considerable impact on the hedonic and utilitarian value of street food repurchase intention.

H5. *There is a significant relationship between perceived fees and behavioural intention to use ODL platform for MBA among lifelong learners.*

2.10 SUMMARY

Chapter 2 cover the literature review, theoretical framework that researcher uses and the definition of behavioural intention to use open and distance learning platform for MBA among lifelong learners (dependent variable) and five independent variables which is performance expectancy, effort expectancy, social influence, facilitating condition and perceived fees. Researcher also make a relationship between hypothesis development and independent variable.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

In Chapter 3, The researcher will discuss the research method for the purposed of this chapter, which refers to the methodology used to carry out the study to accomplish the objectives. The method by which a researcher intends to accomplish their investigation is referred to as research methodology. This chapter defines the research design and plans the research approach for pursuing the research challenge. The populations selected and the sample size is determined using it. Following that, the questionnaire is created, and the Gantt chart for this research is given at the end of this chapter.

3.2 RESEARCH DESIGN STRATERGY

The research design intends to give a suitable structure for a study. The decision to be made about research approach is a very significant decision in the research design process since it affects how relevant information for a study will be gathered. The research design process contains numerous inter-related options (Dr. Inaam Akhtar, 2016). A research design is a plan to answer a set of questions (Yin, 2022). A research design is a broad framework that defined the overall approach for conducting research. It specifies the objectives, data collection and analysis method, work hours, price, duty, conclusion, and actions (Riyaz Ansari et al., 2022). It is a framework that includes data collection, analysis, and interpretation methods and procedures. In other words, the research design outlines how the researcher will investigate the research's primary problem and is thus included in the research proposal (Jilcha Sileyew, 2020). The research is a systematic study based on research methodology and knowledge on a given topic or subject, the user group, the research problem under investigation, and so on. According to (Pawar, 2021) three methodologies must be used quantitative, qualitative, and mixed method approaches. A research design strategy for systematically answered the research problem through

logical processes. The research design approach is useful in comprehending not only the findings of scientific investigations, but also the process itself. According to Sam Goundar, (2012) explain the methods that might use to continue the research.is experiments, testing, and surveys are examples of research methodologies. The purposed of the study design method is to explain and appraise techniques, shed light on their limitations and resources, define their presuppositions and implications, and relate their potentialities (Paten M, 2019).

3.2.1 Descriptive research design

A person, situation, or phenomena is investigated in depth and methodically in descriptive study. This method can answer what, where, when, and how questions (Shona McCombes, 2022). Variables in the descriptive research will be stated with mean, mode, median, and standard deviation, regardless of whether they are independent or dependent. The frequency and percentage of responses will be given (Kaliyadan & Kulkarni, 2019). The researcher uses this method to get a survey that will include description of groups of people (Shona McCombes, 2022) . Descriptive research involved collecting data to test hypotheses or to answer questions concerning the status of the subject of the study. Researcher will use this method to get data and information to the respondents which is working adults and postgraduate student that have intention to further their study in MBA programs. Researcher have used this research design in this report.

3.2.2 Explanatory Research Design

Explanatory research is responsible for establishing cause-and-effect relationships to determine the why of occurrences, and its findings and suggestions constituted the greatest level of knowledge (Fidias G., 2017). Using this explanatory research, the researcher can better understand the problem. This is due to the researcher's ability to adapted to new data and new insights gained while conducting the investigation (Fidias G., 2017). As a result, to answer research questions two and three, this study employs an explanatory design. Researcher have used this research design in this report.

3.2.3 Exploratory Research Design

Exploratory research is a methodology approach that investigates research questions that have not previously been studied. Exploratory research is often qualitative and primary in nature. However, a study with a large sample conducted in an exploratory manner can be quantitative as well. It is also often referred to as interpretive research or a grounded theory approach due to its flexible and open-ended nature (Tegan George, 2023). Exploratory research is used to investigate a problem which is not clearly defined. It is conducted to have a better understanding of the existing research problem, but will not provide conclusive results.

3.3 METHODOLOGY CHOICES

3.3.1 Quantitative Method

Quantitiable values are produced by the technique and measures employed in quantitative research design (Bostley Muyembe Asenahabi, 2019). These methods take considerable effort and forethought. They always give closed-ended answers. Quantitative research is a method of studying that is based on numbers. Quantitative researchers believed that the world exists outside of themselves and that there is an objective reality that is independent of any observations, according to (Almalki, 2016).

Quantitative research is considered as an analytical approach towards research. As reported by Almalki (2016), consider the world to be outside of themselves, and that there is an objective that is independent of any observations. They go on to argue that to conduct a research study, this objective reality must be broken down into digestible chunks that form the research objectives or hypothesis. The relationships between variables in objectives enable researchers to generate data or test hypotheses using a variety of data collection methods. Conclusions concerning the goals or hypotheses can be formed after a series of data analyses (Sam Goundar, 2012). Data collection and analysis are carried out using mathematical and statistical approaches that focus on either experimental or non-

experimental methods of acquiring numerical data and generalizing the outcomes of the analysis to the study population. The postpositivist mindset underpins this strategy (Pritha Bhandari, 2020).

3.3.2 Qualitative Method

Qualitative data collection is gathering non-numerical information, such as words, images, and observations, to understand individuals' attitudes, behaviours, beliefs, and motivations in a specific context. It is an approach used in qualitative research. It seeks to understand social phenomena through in-depth exploration and analysis of people's perspectives, experiences, and narratives. In statistical analysis, distinguishing between categorical data and numerical data is essential, as categorical data involves distinct categories or labels, while numerical data consists of measurable quantities (Busetto et al., 2020).

3.3.3 Mixed Method

A mixed methods research design is a procedure for collecting, analysing, and mixing both quantitative and qualitative research and methods in a single study to understand a research problem. To utilize this design effectively, researchers must understand both quantitative and qualitative research. A type of educational research in which the research decides what to study which is asks specific, narrow questions, collects quantifiable data from participants. Analyses these numbers using statistics and conducts the inquiry in an unbiased, objective manner (Abraham S. Fischler, 2019).

3.4 RESEARCH STRATEGY

The research strategy is a step-by-step action plan that provided direction to any thoughts and efforts, allowing research to be carried out on schedule and with good results (Jenny, 2014). This enhances concentration, decreases irritability, improves quality, and, most importantly, saves time and resources. The Research Strategy is the foundation of an application, explaining both the motivation for the research and the experiments that will be carried out to achieve the intended results. A research plan helps a researcher choose the optimum data collection and analysis technique. As a result, when conducting research, it is vital to adopt the suitable strategy. The following section will go over the various strategies available.

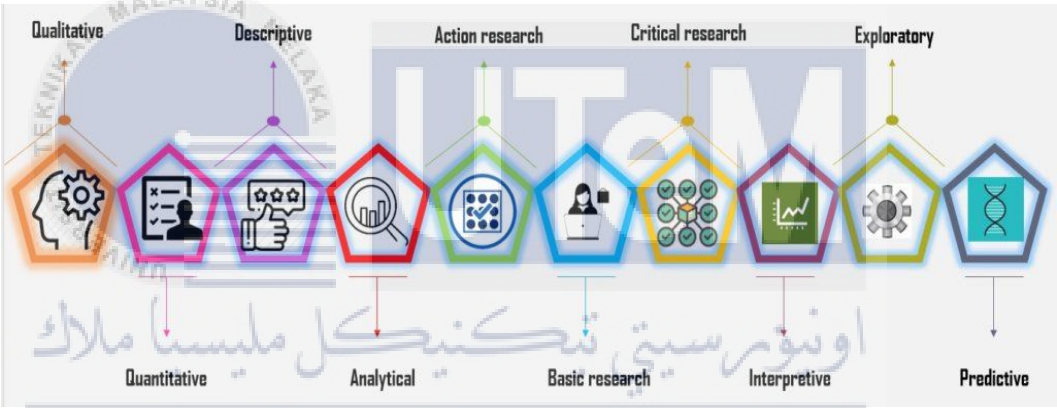

Figure 3.1: Type of research strategy

Source: Projek Guru, 2020

For this report, the researcher employs quantitative methods. The numerical collection of primary or secondary data. The researcher can use this strategy to acquire data by using questionnaires, polls, and surveys, as well as secondary sources. This technique focuses on when, when, what, and how frequently a specific phenomenon occurs.

A Likert scale is a rating system used to assess ideas, attitudes, or behaviours. It begins with a statement or inquiry and progresses through five or seven answer statements. Respondents choose the option that best describes how they feel about the statement or topic. (Kassiani Nikolopoulou, 2020).

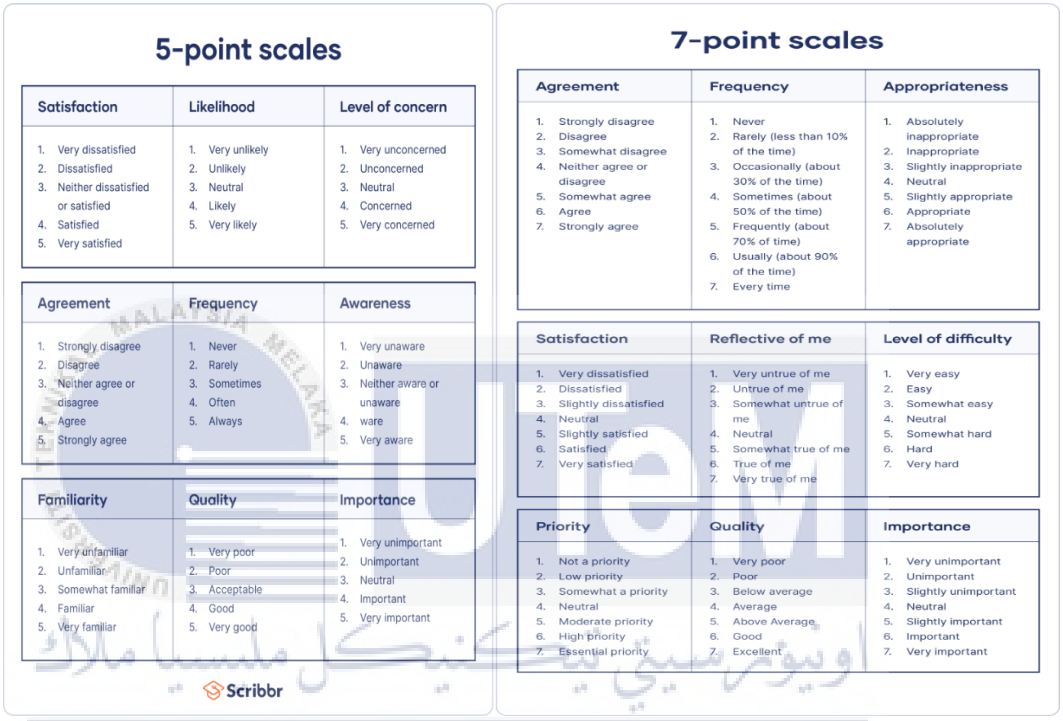

Figure 3.2: Likert Scales

Source: Kassiani Nikolopoulou, 2020

3.4.1 Survey research

Survey research is defined as the collection of information from a sample of people by their response to questionnaires (Brant et al., 2015). This type of research provided for a variety of approaches to recruiting participants, gathering data, and employing various instrumentation methods. In survey research, quantitative research methodologies such as questionnaires with numerically assessed items might be employed. Qualitative research techniques, such as the use of open-ended questions or mixed methodologies research. Because they are commonly used to describe and analyse human behaviour, surveys have

become prevalent in social and psychological research (Daniel, 2016). To draw appropriate conclusions from the information supplied in this design, the consumer and reader of survey research must be aware of the potential for bias in survey research as well as the tested approaches for reducing bias.

3.4.2 Questionnaire design

A questionnaire is a collection of questions or objects designed to elicit information about the attitudes, experiences, or opinions of respondents. Questionnaires can be used to obtain quantitative as well as qualitative information. Questionnaires are commonly used in market research, social sciences, and health sciences (Pritha Bhandari, 2021).

Researcher will conduct the questionnaire through social media and online platform for MBAs. For this questionnaire researcher separate for four section which is section A, section B, section C and section D. Section A will conduct a demographic part which is multiple choice question. Researcher provided the respondent demographic which for example age, gender, race, occupation, and higher education. Section B, section C and section D will be subjective norms which is Likert scale question The standard Likert scale is a 5-or 7-point ordinal scale used by respondents to score the degree to which they agree or disagree with a statement (Likert, 1932). A 5-point Likert scale is a behavioural response method in which respondents answer questions and express their degree of agreement in a 5-point Likert scale.

Table 3.1: 5 point Likert Scale

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

3.4.3 Measurement of constructs

Table 3.2 Measurement of Construct Dependent Variable

Dependent Variable	Measurement	Sources of Management	Adopted / Adapted
Behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners	In the future, I intend to use the platform	(Wut et al., 2022)	In the future, I intend to accept the MBA with Open and Distance Learning mode
	I anticipate using the platform in the future	(Nordin et al., 2016)	I intend to accept the MBA Open and Distance Learning (ODL) mode immediately
	I want to make use of the platform in the future	(Thomas & Singh, 2013)	I expect that I could accept the MBA with the Open and Distance Learning (ODL) mode in the future
	I intend to use MOOCs immediately	(Yau & Ho, 2015)	Assuming I had access to the MBA with the Open and Distance Learning (ODL) mode, I intend to accept it
	I would seriously explore studying via e-learning	(Nordin et al., 2016)	I will recommend the MBA with (ODL) mode to others

Table 3.3: Measurement of Construct Independent Variable

Dependent Variable	Measurement	Sources of Management	Adopted / Adapted
Performance Expectancy	I am convinced the smart phone use have add value to my learning activities	(Onaolapo & Oyewole, 2018)	I believe using Open and Distance Learning (ODL) would improve my performance in my studies
	I am convinced the smart phone use have add value to my learning activities	(Nordin et al., 2016)	I believe using Open and Distance Learning (ODL) allows me to accomplish task more quickly
	I am convinced the smart phone use have add value to my learning activities	(Thomas & Singh, 2013)	I can learn more effectively in Open and Distance Learning (ODL) by using smartphone and laptop
	I am convinced the smart phone use have add value to my learning activities	(Yau & Ho, 2015)	I believe Open and Distance Learning (ODL) can help my learning process
	Smart phone enables to access information relevant to my academic activities	(Li & Zhao, 2021)	I believe the Open and Distance Learning (ODL) can be more flexible to my learning process

Dependent Variable	Measurement	Sources of Management	Adopted / Adapted
Effort Expectancy	The use of smart phones for mobile learning is not characterized with stress	(Onaolapo & Oyewole, 2018)	The use of Open and Distance Learning (ODL) is not characterized with stress
	I can utilize my smart phone to access electronic information resources at any time	(Nordin et al., 2016)	The use of Open and Distance Learning (ODL) can cut cost, time, and effort required by traditional learning systems
	The use of smart phones for mobile learning lowers the cost, time, and effort required by traditional learning systems	(Thomas & Singh, 2013)	The use of Open and Distance Learning (ODL) can access information resources from anywhere and at any time
	MOOCs enabled me to increase my productivity in learning	(Yau & Ho, 2015)	The platforms of Open and Distance Learning (ODL) are more user-friendly and accessible for students
	It was easy to enhance my learning skills by using MOOCs	(Li & Zhao, 2021)	It is easy to enhance my learning skills by using Open and Distance Learning (ODL) platform

Dependent Variable	Measurement	Sources of Management	Adopted / Adapted
Social Influence	People that have an impact on my behavior believe that technologies should be used	(Onaolapo & Oyewole, 2018)	People who are familiar to me think that I should embark on the MBA (ODL) mode
	People important to me think that I should use mobile technologies for learning	(Nordin et al., 2016)	People who are important to me think that I should enrol in MBA (ODL) mode to continue with my lifelong learning
	People who have an impact on my behaviour believe that I should use MOOCs to study	(Thomas & Singh, 2013)	People who have an impact on my behaviour believe that I should begin to enrol in the MBA (ODL) mode to further my study
	People who have an impact on my behaviour will believe that I should use the platform	(Yau & Ho, 2015)	Most lecturers always encouraged me to embark on the MBA (ODL) mode to improve my career
	My organization's elders have been quite helpful in navigating the platform	(Li & Zhao, 2021)	Most people surrounding me think I should enrol in MBA (ODL) mode to continue

Dependent Variable	Measurement	Sources of Management	Adopted / Adapted
Facilitating Condition	I have the resources to participate in MOOCs	(Thomas & Singh, 2013)	I have the necessary resources to participate in MBA (ODL) mode
	I am knowledgeable enough to use MOOCs.	(Nordin et al., 2016)	I am knowledgeable enough to use (ODL) platforms for MBA studies
	I get the support from a person or group when I face difficulties with MOOCs	(Thomas & Singh, 2013)	I could easily get support from a person or group when I face difficulties with the (ODL) platform for the MBA
	I have resources to use the platform	(Yau & Ho, 2015)	The university that offers the MBA with (ODL) mode facilitates my studies platform for the MBA
	I am familiar enough with the platform to use it	(Li & Zhao, 2021)	Open and Distance Learning (ODL) platform for the MBA is compatible with the other devices and system that I used

Dependent Variable	Measurement	Sources of Management	Adopted / Adapted
Perceived Fees	I must pay the fee for the use of was too high	(B. Kim et al., 2009)	I can pay the affordable fee for the MBA with Open and Distance Learning (ODL)
	I intended to use of MDS in the future	B. Kim et al., 2009)	MBA with Open and Distance Learning (ODL) mode is more economical than traditional classes
	I would keep using MDS as regularly as I do now	B. Kim et al., 2009)	The fees charged for the MBA with (ODL) mode are fair
	I can pay affordable fee for technology	B. Kim et al., 2009)	I could save more money when embarking on the MBA with the (ODL) mode compared to other modes of study
	I can charge fee for valuable things	B. Kim et al., 2009)	The fees charged for the MBA with (ODL) mode are reasonable devices and system that I used

3.5 REALIBILITY

3.5.1 Pilot Test

According to Saunders et al., 2019, every data set contained some inaccurate information. Reliability analysis is a method for determining how consistent and dependable an instrument is. Analysis of reliability that includes both data on variable correlations and various commonly used reliability indicators on a scale. Cronbach's Alpha is a popular method for assessing the dependability of responses to a set of questions.

As a result, the items in this study are examined for reliability using Cronbach's coefficient, which measures each item's internal consistency. Cronbach's coefficient can be used to measure how a variable in a study connects to other factors to enhance the relationship between the two variables. Cronbach's coefficient is used to evaluate the dependability of an item's internal consistency. An increase in Cronbach's alpha, which is defined as having an overall value of one, indicates greater internal consistency. It is deemed ideal when the Cronbach coefficient is greater than 0.7 (Tavakol & Dennick, 2011). If the value is less than 0.7, it is untrustworthy since the test items do not measure the same thing. Cronbach's Alpha coefficient acceptability range is shown in Table 3.3 below.

Table 3.4: Cronbach's Alpha

Coefficient of Cronbach's Alpha	Reliability Level
More than 0.90	Excellent
0.80 – 0.89	Good
0.70 – 0.79	Acceptable
0.6 – 0.69	Questionable
0.5 – 0.59	Poor
Less than 0.59	Unacceptable

3.5.1.1 Reliability Analysis

Table 3.5: Realibility Statistic of Variables in Pilot Test

Variable	Cronbach's Alpha	Number of item	Strength of Association
Independent Variable			
Performance Expectancy	.949	5	Excellent
Effort Expectancy	.868	5	Excellent
Social Influence	.906	5	Excellent
Facilitating Condition	.925	5	Excellent
Perceived Fees	.912	5	Excellent
Dependent Variable Intention to use	.936	5	Excellent

Sources: SPSS Output

According to table 3.5, Cronbach Alpha less than 0.7 is questionable. In the pilot test, all variables are acceptable as the Cronbach's Alpha. The highest factor for independent variable is perceived fees with 5 items is 0.927. However, the lowest factor is effort expectancy with value 0.878 number of 5 items. Furthermore, dependent variable for intention to use is 0.936 which is the strength of association was excellent (Ursachi et al., 2015).

Table 3.6 Realibility Statistics of Pilot Test in Overall

Cronbach's Alpha	N of Items
.962	30

Based on table 3.6, the cronbach;s alpha of the whole questionnaire is 0.962. According to Saunders et al., 2019, the strength of association is excellent. As a result, it can be stated that the object have a high degree of internal consistency.

3.5.2 Internal Validity

Internal validity is the extent to which you can be confident that a cause-and-effect relationship established in a study cannot be explained by other factors. The internal validity of the findings among study participants refers to how well they correspond to true findings among similar individuals outside of the study. This notion of internal validity applies to all research topics, including prevalence, relationships, therapies, and diagnosis. Internal validity makes the conclusions of a causal relationship credible and trustworthy. Without high internal validity, an experiment cannot demonstrate a causal link between two variables (Pritha Bhandari, 2023). To increase internal validity, researcher should ensure careful study planning and adequate quality control and implementation strategies-including adequate recruitment strategies, data collection, data analysis, and sample size (Patino & Ferreira, 2018).

3.6 SAMPLING DESIGN

3.6.1 Target population

The target population is the group of individuals that the intervention intends to conduct research in and draw conclusions from. In cost-effectiveness analysis, characteristics of the target population and any subgroups should be described clearly. The choice of characteristics depends on the medical literature and practices, the objectives of the study, and contextual information (Michael Batto Kaput,20233). Target population in this research is the random people in Malaysia that have intention to further

their MBA level in education. The current population estimates of Malaysia is 33.4 million (Current Population Estimates, Malaysia, 2023.)

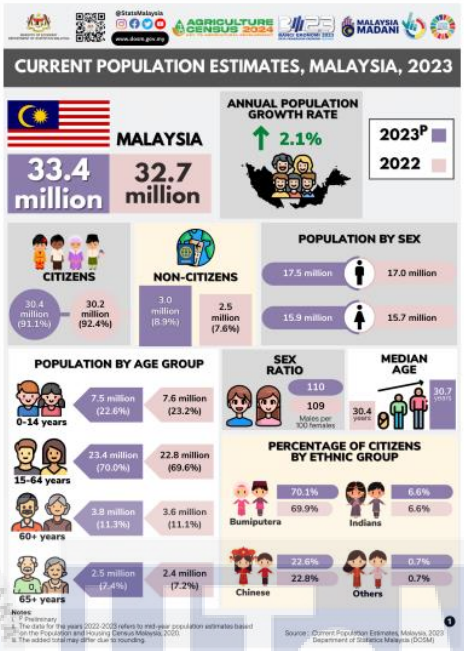

Figure 3.6: Target Population

Sources: Ministry of Economic Department of Statistic Malaysia, 2023

3.6.2 Sampling technique

A sampling technique is a method of picking a sample from a larger population. Simple random sampling, systematic sampling, cluster sampling, purposeful sampling, quota sampling, and stratified sampling are all examples of sampling procedures. This type of sampling strategy was used on a diverse population. The population under study was then separated into many non-overlapping groups, and sample items were drawn from each stratum using a simple random sampling process. Stratified sampling was more appropriate, which aids the comparison technique even more (Rose, 2020). Probability sampling approaches often take longer and cost more than non-probability sampling procedures. Randomization is not used in non-probability sampling. This technique is highly dependent on the researcher's ability to pick sample elements. The sample findings could be partial, making it difficult for all population segments to participate in the sample on an equal footing (Singh et al., 2014).

3.6.3 Sampling size

A non-probability sample will be chosen using voluntary sampling, with each participant having the option of participating or not. However, it should be highlighted that non-probability sampling can a negative impact on the research's representatives (Saunders Philip Lewis Adrian Thornhill, 2019). A minimum suggested sampling size of 380 persons was required, according to Ali Memon et al, (2020). Therefore, the researcher used 380 as a sample Krejcie & Morgan that have conducted. However, refers to Hair et al (2018) the research needs at least 100 samples for most research situation, so for this research study the research collected 151 respondents were involved in this research which consist 39.73%.

Table 3.5: Krejcie and Morgan (1970) sampling size table

Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368

Sources: Krejcie and Morgan, 1970

3.7 DATA COLLECTION METHODS

Data collection as the main step in research may reduce the chance of errors happening during a research effort to improve the quality of results obtained. As a result, in addition to a proper study design, ample quality time should be spent on data collection to acquire adequate results, because insufficient and inaccurate data makes ensuring the correctness of conclusions impossible. (Taherdoost, 2021). The type of data necessary for the study should be decided before choosing a data collection strategy. This section seeks to provide a summary of available data kinds before going over the various data gathering methods and data sources depending on these categories. Data is the embedded information in the form of numbers or facts that is utilized to analyse for various calculations and finally get a result to address the study topic or hypothesis testing. There is two type of method which is primary method and secondary method.

Primary data is information gathered for the first time by the researcher through direct efforts and experience, with the specific goal of addressing the investigated problem. Also known as firsthand data or raw data. Primary data collection is extremely costly because the research is carried out by the organization or agency itself, which demands resources such as money and people. The data collection is under the direct control and supervision of the investigator. Surveys, observations, physical testing, postal questionnaires, questionnaires filled and sent by enumerators, personal interviews, telephonic interviews, focus groups, and case studies can all be used to collect data (Tran & Khuc, 2021).

The primary data for this study will be collected via an online questionnaire to identify the intention to use Open and Distance Learning platform for MBA among lifelong learners and to examine the most factors that could influence of ODL platform. The internet plays an important role as a data collection medium to ensure the flexibility and convenience of the survey to the respondent.

3.8 DATA ANALYSIS TOOLS

3.8.1 Correlation

Pearson coefficients are correlation coefficients that represent the relationship between two variables measured on the same interval or ratio scale. The Pearson coefficient expresses the degree of similarity between two continuous variables. According to Will kenton, (2022) By putting the two variables on a scatter plot, the Pearson coefficient, also known as the Pearson correlation coefficient or the Pearson product-moment correlation coefficient, is calculated. The variables are represented by the letters X and Y. For the coefficient to be established, there must be some linearity, a scatter plot that does not resemble a linear relationship is useless. The closer the scatter plot approaches a straight line, the stronger the relationship. The Pearson coefficient, which runs from -1 to +1, is mathematically represented in linear regression in the same way as a correlation coefficient. A +1 number denotes a positive association between two or more variables. Positive correlations indicate that the two variables are moving in the same direction. A score of -1, on the other hand, indicates a completely negative relationship. Negative correlations indicate that while one measure rises, the other lowers. There is no association if the value is zero.

Scale of correlation coefficient	Value
$0 < r \leq 0.19$	Very Low Correlation
$0.2 \leq r \leq 0.39$	Low Correlation
$0.4 \leq r \leq 0.59$	Moderate Correlation
$0.6 \leq r \leq 0.79$	High Correlation
$0.8 \leq r \leq 1.0$	Very High Correlation

Figure 3.5: Scale of correlation coefficient

Source: Mahiswaran Selvanathan, 2020

3.8.2 Multiple Regression

Multiple regression is an extension of simple linear regression. It is used when researcher want to predict the value of a variable based on the value of two or more other variables. The variable to predict is called the dependent variable (Profillidis & Botzoris, 2019). The variables we are using to predict the value of the dependent variable are called the independent variables. The objective of multiple regression analysis is to use the independent variables whose values are known to predict the value of the single dependent value (Profillidis & Botzoris, 2019). Regression is a statistical approach for determining the degree and nature of a relationship between one dependent variable, denoted by Y, and a set of independent variables. The most frequent forms of this approach are simple regression and linear regression. Linear regression identifies the linear relationship between two variables by using a best-fit line. Linear regression can thus be represented visually as a straight line, with the slope reflecting how a change in one variable effect a change in the other. A linear regression relationship's y-intercept represents the value of one variable when the value of the other is zero. There is other nonlinear regression platform for models, although they are significantly more difficult. The following is the regression equation:

$$Y=\alpha + \beta1X1+\beta2X2 + \beta3X3 + \beta4X4 + \beta5X5$$

3.9 TIME HORIZON

Time horizons are frequently used in scientific research to depict a variety of study periods or an overarching chronology. Time horizons can be classified into long-term, mid-term, short-term, and retrospective time perspectives, according to (Saunders Mark et al., 2019). The two basic types of time frames are longitudinal and cross-sectional investigations. Because the study's time constraints mandate a one-time data collection, cross-sectional research will be used.

3.10 TIME SCALE

As a visual step of research process will take from drafting the research through conducting the data collecting and analysis.

Table 3.6: Gantt Chart
Gantt Chart for Final Year Project 1

Task	Week														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Briefing PSM Progress															
Proposed Supervisor															
Distribution of supervisor															
Find topic for research															
Determine the problem statement															
Construct research question and research objective															
Complete the first chapter: Introduction															
Locate the sources of materials															
Write the literature review															
Complete the second chapter: Literature review															

Identify the research design and sample selection															
Write the analysis and test															
Complete the third chapter: Research Method															
Compile work paper															
Prepare for presentation															
Report Submission															
PSM 1 presentation															

Table 3.7: Gantt Chart
Gantt Chart for Final Year Project 2

Task	**Week**														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Prepare questionnaire															
Proposed questionnaire															
Distribution of survey															
Data collection															
Alter previous chapters															
Complete Data collection															
Analyse data by SPSS															
Write data analysis															
Complete the fourth chapter: Data analysis															
Identify the research finding															

Write the research finding															
Complete the fifth chapter: Discussion															
Compile work paper															
Prepare for presentation															
Report Submission															
PSM 2 presentation															

3.11 SUMMARY

This chapter goes into detail about the research design, primary data sources, sample selection, and questionnaire design. A timeline was eventually provided providing a more complete understanding of the time range. The pilot study incorporates data analysis and testing from the research method.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

The result of this study is presented in Chapter 4. The data analysis technique and the finding of this research based on the quantitative method through survey questionnaire. A total of 151 target respondents have participated in this survey and all their data were analysed using Statistical Package for Sosial Science (SPSS) version 27.0 to interpret the findings. For the first step in this data analysis, researcher do a reliability test for each factor from the questionnaire. Researcher conducting the next step which is descriptive analysis, this finding is based on the demographic profile that will be explain in this topic. After that researcher do a normality test to determine the variables in the study normally distributes. Other than that, this chapter will explain about the Pearson Correlation Analysis and Multiple Regression Analysis and the relationship between independent variable and dependent variables. Lastly, researcher will find the outcome of this finding discussion will explain in the hypothesis.

4.2 REALIBILITY TEST

Cronbach's alpha is a measure of internal consistency, or how closely linked a group of things is. It is regarded as a scale reliability metric. A high alpha value does not mean that the metric is unidimensional. A generally accepted norm is that 0.6 - 0.7 implies a reasonable level of reliability, and 0.8 or above suggests a very good level.

Table 4.1: Reliability Statistics

Cronbach's Alpha	N of Items
.982	30

Table 4.2: Realibility Statistics of each variable

Variables	Number of Items	Cronbach's Alpha
Performance Expectancy (PE)	5	.919
Effort Expectancy (EE)	5	.878
Social Influence (SI)	5	.926
Facilitating Condition (FC)	5	.917
Perceived Fees (PF)	5	.927
Dependent Variable (DV)	5	.936

Actual survey had been fully conducted where the overall Cronbach's Alpha have been produced. Based on Table 4.2, 30 items in survey questionnaire have relatively high internal consistency due to the high Cronbach's Alpha value of 0.982. Besides, Table 4.2 showed that analysis of each variable for each variable for each item in the study. Most of the variables such as performance expectancy (PE), effort expectancy (EE), social influence (SI), facilitating condition (FC), perceived fees (PF) and dependent variable (DV) had excellent value of Cronbach's Alpha which results stated that higher than 0.7 (Tavakol & Dennick, 2011).

4.3 DESCRIPTIVE STATISTIC

Descriptive Statistic Analysis was implemented to describe characteristics of total sample that have been selected from population. Moreover, it provides a clearly view of summaries with assist of graphic analysis about respondent and measures to ensure better understanding. The statistical software IBM SPSS version 27 was used to generate the descriptive statistic of each construct.

4.3.1 Respondent's Demographic Profile

Demographic profile is the basic information of respondent that participate in answering survey questionnaires. Demographic profile of the sample such as the analysis of each respondent's personal details in terms of gender, age, highest education, occupation, and races in this section.

4.3.1.1 Gender Group

Table 4.3: Gender Group

		Frequency	Percent (%)
Valid	Male	73	48.3
	Female	78	51.7
	Total	151	100

Based on Table 4.3 showed that have 2 different gender which is male and female that participated in this questionnaire. In this group female had the highest number of respondents which is 78 people (51.7%) than male only had 73 people (48.3%) respondents.

4.3.1.2 Age Group

Table 4.4: Age Group

		Frequency	Percent (%)
Valid	21 years old – 25 years old	64	42.4
	26 years old – 30 years old	25	16.6
	31 years old – 35 years old	18	11.9
	36 years old and above	44	29.1
	Total	151	100

Based on Table 4.4 showed there are four differents ages of respondents that participating in this questionnaire. Ages catogeries 21 – 25 years old had 64 people (42.4%) of respondents is the highest category for ages group while categories 36 years old and above had the second highest respondents which is 44 people (29.1%). The categories 26 – 30 years old is 25 people (16.6%) respondents and minimum number of age 31 – 35 years old is 18 people (11.9%) which is the lowest respondents.

4.3.1.3 Highest Education Group

Table 4.5: Highest Education Group

		Frequency	Percent (%)
Valid	Bachelor's Degree	89	58.8
	Master's Degree	7	4.6
	Others	55	36.6
	Total	151	100

Table 4.5 shows the frequency and percentage of the respondent's education level that involve in this research. Most of the respondents of this research have a bachelor's degree with frequency of 89 people (58.9%). Next, respondents that have others education had 55 people frequency (36.6%). Lastly, the minimum respondents that have Master's Degree consists only 7 people (4.63%).

4.3.1.4 Occupation Group

Table 4.6: Occupation Group

		Frequency	Percent (%)
Valid	Unemployed	44	29.1
	Government Sector	29	19.2
	Private Sector	62	41.1
	Self-Employed	16	10.6
	Total	151	100

Table 4.6 shows the frequency of respondents who have answered the questionnaire divided into different category of employment status such as government sector, private sectors and self-employed. The total number of respondents was 151 people, which 62 people (41.4%) of them are working in private sector which is the highest number of occupations. Besides, the lowest number of respondents 16 people (10.6%) was self-employed sector.

4.3.1.5 Races Group

Table 4.5: Races Group

		Frequency	Percent (%)
Valid	Malay	124	82.1
	Chinese	7	4.6
	Indian	19	12.6
	Others	1	0.7
	Total	151	100

In the sample of 151 respondent, majority of the respondent's race is Malay constitutes of 124 respondents (82.1%) while the minority races of respondents are others races which consist 1 respondent (0.7%). The results of analysis for demographic by races show the highest participation in this study is the respondents of Malay races.

4.3.2 General Question on Behavioural intention to use Open and Distance Learning Platform for MBA Among Lifelong Learners

In this section, it is involving the discussion related to knowledge and experience of respondent in using ODL platform for MBA. Besides, analysis of respondents' opinion and about this kind of behavioural intention open and distance learning platform for MBA among lifelong learners had been described in Table 4.6.

Table 4.6: General Question on Behavioural intention ODL platform for MBA

General Question ODL platform for MBA		Frequency	Percentage (%)
Have you ever heard about Open and Distance Learning MBA?	• Yes • No	133 18	88.1 11.9
Do you have any interest in enrolling in an Open and Distance Learning MBA?	• Yes • No	111 40	73.5 26.5
Have you ever learned through the Open and Distance Learning platform for MBA before?	• Yes • No	99 52	65.6 34.4
Do you think Open and Distance Learning platform for MBA can make it easier for students to learn more flexibly?	• Yes • No	124 27	82.1 17.9
Will you support the MBA Open and Distance Learning platform for MBA at universities?	• Yes • No	116 35	76.8 23.2

Based on Table 4.6, the majority of the respondents already heard about MBA open and distance learning with the highest frequency of 133 people (88.1%). Majority of the respondent have any interest ODL platform for MBA with highest frequency 111 people (73.5%) while another 40 people (26.5%) do not interest to ODL platform for MBA. Plus, most of the respondent have learned through the open and distance learning with the largest number of frequency 99 people (65.6%). In addition, 124 people (82.1%) respondents agreed that open and distance learning platform for MBA is more flexible for the students. Meanwhile, 116 people out of 151 people (76.8%) respondent have their support about open and distance learning platform for MBA.

4.3.3 Independent variable: Factors Influence

4.3.3.1 Performance Expectancy

Table 4.7: Performance Expectancy

Code	Items	N	Mean	Std. Deviation
PE1	I believe using Open and Distance Learning (ODL) would improve my performance in my studies.	151	3.83	.844
PE2	I believe using Open and Distance Learning (ODL) allows me to accomplish task more quickly.	151	3.88	.945
PE3	I can learn more effectively in Open and Distance Learning (ODL) by using smartphone and laptop.	151	3.89	.920
PE4	I believe Open and Distance Learning (ODL) can help my learning process.	151	3.85	.922
PE5	I believe the Open and Distance Learning (ODL) can be more flexible to my learning process.	151	3.99	.938
Overall Mean			3.8872	

Table 4.7 above shows the mean and standard deviation of all items considered as performance expectancy under the first independent variables. PE5 recorded highest mean with 3.99 and the standard deviation of .938. Then it is followed by PE3 mean of 3.89 and standard deviation of .920. Next, followed by PE2 mean of 3.88 and standard deviation of .945. While, PE4 stated mean 3.85 with standard deviation of .922. The lowest performance expectancy is PE1 mean of 3.83 and standard deviation .844. The overall mean for this independent variable is 3.8872.

4.3.3.2 Effort Expectancy

Table 4.8: Effort Expectancy

Code	Items	N	Mean	Std. Deviation
EE1	The use of Open and Distance Learning (ODL) is not characterized with stress.	151	3.67	.942
EE2	The use of Open and Distance Learning (ODL) can access information resources from anywhere and at any time.	151	4.03	.848
EE3	The use of Open and Distance Learning (ODL) can cut cost, time, and effort required by traditional learning systems.	151	4.12	.871
EE4	The platform of Open and Distance Learning (ODL) are more user-friendly and accessible for students.	151	3.92	.837
EE5	It is easy to enhance my learning skills by using Open and Distance Learning (ODL) platform for MBA.	151	3.95	.926
Overall Mean			3.9387	

Table 4.8 shows the mean and standard deviation for second independent variables which is effort expectancy. The overall mean of all the indicators is 3.9387, reflecting that the EE3 recorded the highest value of mean which is 4.12 and standard deviation of .871. Next, followed by EE2 mean of 4.03 and standard deviation of .848. The third highest was EE5 which mean is 3.95 and standard deviation of .926. While, followed by EE4 mean of 3.92 with standard deviation of .837. The lowest effort expectancy is EE1 with mean 3.67 and value standard deviation is .942.

4.3.3.3 Social Influence

Table 4.9: Social Influence

Code	Items	N	Mean	Std. Deviation
SI1	People who are familiar to me think that I should embark on the MBA Open and Distance Learning (ODL) platform	151	3.68	.857
SI2	People who are important to me think that I should enroll in MBA Open and Distance Learning (ODL) platform to continue with my lifelong learning.	151	3.76	.914
SI3	People who have an impact on my behavior believe that I should begin to enroll in the MBA Open and Distance Learning (ODL) platform to further my study.	151	3.71	.904
SI4	Most lecturers always encouraged me to embark on the MBA Open and Distance Learning (ODL) platform to improve my career.	151	3.83	.897
SI5	Most people surrounding me think I should enroll in MBA Open and Distance Learning (ODL) platform to continue with my lifelong learning.	151	3.72	.874
Overall Mean			3.7404	

From the table 4.9 results overall mean for social influence is 3.7404. The mean of SI4 recorder the highest among all items which is 3.83, followed by SI2 with a mean value 3.76. Next SI5 with mean 3.72 and SI3 with mean value 3.71. SI1 is the least in mean score among all the items which is 3.68. The largest standard deviation in this social influence is SI4 which is .897 and the lowest is SI1 with value .857.

4.3.3.4 Facilitating Condition

Table 4.10: Facilitating Condition

Code	Items	N	Mean	Std. Deviation
FC1	I have the necessary resources to participate in MBA Open and Distance Learning (ODL) platform.	151	3.85	.831
FC2	I am knowledgeable enough to use Open and Distance Learning (ODL) platform for MBA studies	151	3.88	.863
FC3	I could easily get support from a person or group when I face difficulties with the Open and Distance Learning (ODL) platform for MBA.	151	3.83	.898
FC4	The university that offers the MBA with Open and Distance Learning (ODL) platform facilitates my studies.	151	3.92	.898
FC5	Open and Distance Learning (ODL) platform for MBA is compatible with the other devices and system that I used.	151	3.91	.811
Overall Mean			3.8768	

This five items were constructed using 5-point scale going from strongly disagree to strongly agree to evaluate facilitating condition. The overall mean of all the items provided in table 4,10 is 3.8768. As shown in table above the highest mean is represented by FC4 with a mean value of 3.92 and standard deviation of .898. Meanwhile, the lowest mean is respresented by FC3 with a mean 3.83 and standard deviation of .898.

4.3.3.5 Perceived Fees

Table 4.11: Perceived Fees

Code	Items	N	Mean	Std. Deviation
PF1	I can pay the affordable fee for the MBA with Open and Distance Learning (ODL).	151	3.82	.910
PF2	MBA with Open and Distance Learning (ODL) platform is more economical than traditional classes.	151	4.07	.899
PF3	The fees charged for the MBA with Open and Distance Learning (ODL) platform are fair.	151	3.86	.921
PF4	I could save more money when embarking on the MBA with the Open and Distance Learning (ODL) platform compared to other platforms of study.	151	3.96	.908
PF5	The fees charged for the MBA with Open and Distance Learning (ODL) platform are reasonable.	151	3.86	.884
Overall Mean			3.9148	

Table 4.11 shows the mean and standard deviation for last independent variables which is perceived fees. The highest mean is at item PF2 with the value mean 4.07 and standard deviation .899, followed by PF4 which mean 3.96 of .908. Meanwhile, PF3 and PF5 had the same value of mean which is 3.86 with standard deviation .921 and .884 respectively. The lowest item is PF1 with value of mean 3.82 of .910. Lastly, the overall mean for all the five items under perceived fees are 3.9148.

4.3.4 Dependent Variable: Intention to Use

Table 4.12: Intention to Use

Code	Items	N	Mean	Std. Deviation
ITU1	In the future, I intend to accept the MBA with Open and Distance Learning platform.	151	3.91	.897
ITU2	I intend to accept the MBA Open and Distance Learning (ODL) platform immediately.	151	3.79	.999
ITU3	I expect that I could accept the MBA with the Open and Distance Learning (ODL) platform in the future.	151	3.87	.933
ITU4	Assuming I had access to the MBA with the Open and Distance Learning (ODL) platform, I intend to accept it.	151	3.82	.902
ITU5	I will recommend the MBA with Open and Distance Learning (ODL) platform to others.	151	3.88	.966
	Overall Mean		3.8538	

Table 4.12 shows the mean and standard deviation for each variable under intention to use. Intention to use variable recorded an overall mean value of 3.8538. ITU1 showed the highest mean with value 3.91 and standard deviation .897. Other than that, ITU5 stated the mean value 3.88 with standard deviation .966 while ITU3 mean 3.87 and standard deviation .933. Next, ITU4 stated value mean 3.82 with standard deviation of .902. Lastly, the lowest mean value ITU2 which is 3.79 and standard deviation of .999.

4.4 NORMALITY TEST

The normality of data distribution can be tested by the values of skewness and kurtosis for each variable. Skewness is a measurement of distribution's symmetry while kurtosis is a measurement of distribution's peaked or flatness. According (Sovey et al., 2022), the data is normal if skewness is between -7 to +7 and kurtosis is between -7 to +7. If the value of skewness rated at ±1 or kurtosis rated ±2, both are considered mild, but still indicating that distribution is within an acceptable range. Value outside these ranges shown that the data are not normal (Sovey et al., 2022).

Table 4.12: Analysis of Skewness and Kurtosis

		PE	EE	SI	FC	PF	ITU
N	Valid	151	151	151	151	151	151
	Missing	0	0	0	0	0	0
Skewness		-.581	-.663	-.374	-.527	-551	-.596
Std. Error of Kewness		.197	.197	.197	.197	.197	.197
Kurtosis		-.298	.178	-.649	.006	-.495	-.219
Std. Error of Kurtosis		.392	.392	.392	.392	.392	.392

Table 4.12 above presented the result of Skewness and Kurtosis for this study which is fall between ±1 and ±2 respectively. All variables have negative skewness values which indicates that too many high scores in the distribution. Besides, kurtosis value variable such as Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Condition (FC), Perceived Fees (PF) and dependent variable which is Intention to Use (ITU) is negative which mean it has flat and light-tailed distribution. In conclusion, skewness and kurtosis is within ±1 and ±2 respectively. Hence, the dataset is considered as normally distributed.

4.5 PEARSON CORRELATION ANALYSIS

The Pearson correlation analysis is used in this study to measure of the relationship between independent variable which are independent variable (performance expectancy, effort expectancy, social influence, facilitating condition, perceived fees, and dependent variable (intention to use).

Table 4.13: Pearson Correlation Analysis

		PE	EE	SI	FC	PF	ITU
PE	Pearson Correlation	1	.856**	.864**	.869**	.832**	.836**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001
	N	151	151	151	151	151	151
EE	Pearson Correlation	.856**	1	.827**	.832**	.880**	.787**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	<.001
	N	151	151	151	151	151	151
SI	Pearson Correlation	.864**	.827**	1	.866**	.825**	.859**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	<.001
	N	151	151	151	151	151	151
FC	Pearson Correlation	.869**	.832**	.866**	1	.874**	.857**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	<.001
	N	151	151	151	151	151	151

PF	Pearson Correlation	.832**	.880**	.825**	.874**	1	.787**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		<.001
	N	151	151	151	151	151	151
ITU	Pearson Correlation	.836**	.787**	.859**	.857**	.787**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	
	N	151	151	151	151	151	151

** Correlation is significant at the 0.01 level (2-tailed)

Table 4.13 illustrated the finding of Pearson Correlation Coefficient Analysis for independent variable which are (performance expectancy, effort expectancy, social influence, facilitating condition, perceived fees) and dependent variable which is (intention to use).

The correlation value between social influence and intention to use are the highest among other variables which constitutes of .859 with significant level 0.0001. This represent that there was a high positive significant relationship between these two variables due to the high correlation value which larger than 0.8 and significant value less than 0.05.

Besides, the results showed that there was a high positive significant relationship between facilitating condition and intention to use due to the correlation value .857 with the significant 0.00, followed by the relationship performance expectancy and intention to use due the value is .836 with significant 0.001. Lastly effort expectancy and perceived fees with intention to use have the same value of correlation .787 with significant 0.001 respectively.

4.6 VARIANCE INFLATION FACTOR (VIF)

Variance inflation factor is another analysis to fulfil the regression assumption in this study. When two or more independent variables in a research platform for model have a greater correlation, this is known as multicollinearity. Hence, the variances of inflation factors (VIF) values were evaluated to see whether there was any possibility for multicollinearity amongst the variables in the study.

Table 4.14: Variance Inflation Factors

Model		Collinearity Statistics	
		Tolerance	VIF
1	PE	.167	5.979
	EE	.171	5.837
	SI	.190	5.273
	FC	.153	6.549
	PF	.159	6.296
a. Dependent Variable: ITU			

Based on previous research, the researcher suggested tolerance value should be higher than one and recommended the best value at lower than five (J. H. Kim, 2019). The reciprocal of the variance inflation factor (1 − R2) is known as the tolerance. If the VIF showed the high value which is 10 and above, so it must be deleting the construct to make sure it will not be a problem to the collinearity statistics (Marcoulides & Raykov, 2019). As demonstrated in the table 4.14, the VIF value for all the construct independent variable (performance expectancy, effort expectancy, social influence, facilitating condition and perceived fees are below value 10, the value is normal and there will no multicollinearity issues in that data set.

4.7 MULTIPLE REGRESSION ANALYSIS

As mentioned in the previous chapter, this study used Multiple Regression Analysis to determine the strength of the relationship between an outcome that is the dependent variables and several predictor variables, as well as the significance of each of the relationship predictors. To access the hypotheses, the present was carried out to test the relationship between the independent variables: Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Condition (FC), Perceived Fees (PF), and dependent variable (Intention to Use)

Table 4.15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
Direct Relationship	.893[a]	.797	.790	1.92184	.797
a. Predictors: (Constant), PE, EE, SI, FC, PF					

Table 4.15 above shows the platform for model summary this study. Based on the results in this model of direct relationship, the value of R= 0.893 and the coefficient of determination which is R Square is .797. R Square column that represents the R Square value shows how much total variance in the dependent variable which is intention to use ODL platform for MBA among lifelong learners describe by the independent variable such as performance expectancy, effort expectancy, social influence, facilitating condition and perceived fees.

The R-squared between 0.50 to 0.99 is acceptable in social science research especially when most of the explanatory variables are statistically significant (Ozili, 2022). The only caveat to this is that the high R Squared should not be caused by spurious causation or multi-collinearity among the explanatory variables (Ozili, 2023). The coefficient of determinant, R Square is .797 which indicated a platform for moderate explanatory magnitude that is means 79.7% of variance affected student's intention to use

of Open and Distance Learning platform for MBA can be determined by the independent variables.

Table 4.16: ANOVA

Model		Sum of Square	df	Mean Square	F	Sig.
Direct Relationship	Regression	2099.091	5	419.818	113.664	<.001[b]
	Residual	535.556	145	3.693		
	Total	2634.647	150			
a. Dependent Variable: ITU						
b. Predictors: (Constant). PE,EE,SI,FC,PF						

From ANOVA table, the F-test value from the platform for model direct relationship is 113.664 with significant level of 0.001. Since the P-value was 0.0001 which ($p<0.01$), this indicated that there is a significant relationship between independent variable (performance expectancy, effort expectancy, social influence, facilitating condition and perceived fees) and dependent variable (intention to use).

Table 4.17: Coefficients Multiple Regression

Model		Unstandardized Coeffiicients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	**Beta**		
	(Constant)	-.171	.892		-.192	.848
	PE	.197	.097	.187	2.038	.043
	EE	.055	.104	.048	.526	.600
	SI	.392	.090	.374	4.345	.001
	FC	.408	.108	.362	3.776	.001
	PF	-.037	.099	-.035	-.369	.712
Dependent Variables: ITU						

Table 4.17 illustrated that estimated coefficient in model direct relationship where beta (constant) is -.171. Beta value for performance expectancy is 0.187 beta value for effort expectancy .048; beta value for social influence is .374; beta value for facilitating condition is .362 and beta for perceives fees is -.035.

Moreover, from the results of table 4.17, significant value for each variable have been drawn. Based on the model direct relationship, it can be concluded that performance expectancy, social influence and facilitating condition are positively influencing the intention of use Open and Distance Learning platform for MBA as their significant value 0.001 which is p-value is smaller than 0.05. Meanwhile, there is no significant relationship between effort expectancy and perceived fees represented significant value are 0.547 and 0.673 which the p-value is higher than 0.05.

According to the data that been analysed from coefficient table, equation of multiple regression in the final model for this study was formed as below:

Intention use ODL platform for MBA = -0.171 + 0.197 Performance Expectancy + 0.392 Social Influence + 0.408 Facilitating Condition

Based on the equation above, the regression intercept takes the value -0.171 and is the predicted value intention to use ODL platform for MBA when performance expectancy (PE), social influence (SI), and facilitating condition (FC) takes values of 0. Additionally, the amount by which the researcher predict intention to use ODL platform for MBA to change for a 1 unit increase in PE, SI and FC is indicated by the regression slope, or unstandardized coefficient which have the value of 0.197, 0.392 and 0.408 respectively as these coefficients represent the mean increase in intention to use ODL platform for MBA (dependent variable) for additional 1 unit in PE, SI and FC (independent variable).

A higher beta values typically are associated with higher t-values and lower p-values. The Beta value is used to conclude the influence among independent variables which means the larger coefficient value, the greater the contribution of respective independent variable toward dependent variable. In model without moderation effect, facilitating condition is the highest beta coefficient 0.408 with t=3.776 and p=0.001 (significant).

4.8 HYPOTHESIS TESTING

There are total of 5 hypothesis was discussed in details and the result of hypothesis acceptance or rejection have been drawn out. Hypothesis 1 until Hypothesis 5 are related to the relationship between independent variables and dependent variable which determined using Pearson Correlation Analysis and Multiple regression Analysis.

Hypothesis 1

HI: There is a significant relationship between the performance expectancy and intention to use Open and Distance Learning platform for MBA among lifelong learners

Hypothesis 1 had been tested by using Pearson Correlation, Multicollinearity and Multiple Regression analysis. The result of table 4.13 in Pearson Correlation analysis showed that there is a platform for moderate positive relationship between performance expectancy and intention to use due to the correlation value of 0.836, $p<0.05$. Besides, result of table 4.17 in Multiple Regression analysis stated there is no significant relationship between performance expectancy and intention to use as the significant value in coefficient table of Multiple Regression analysis presented 0.043 which lower than 0.05. **Therefore, the hypothesis 1 was supported.**

Hypothesis 2

H2: There is a significant relationship between the effort expectancy and intention to use Open and Distance Learning platform for MBA among lifelong learners

Hypothesis 2 had been tested by using Pearson Correlation and Multiple Regression analysis. The result of table 4.13 in Pearson Correlation analysis showed that there is a platform for moderate positive relationship between effort expectancy and intention to use due to the correlation value of 0.787, $p<0.05$Besides, result of table 4.17 in Multiple Regression analysis stated there is no significant relationship between effort expectancy and intention to use as the significant value in coefficient table of Multiple Regression analysis presented 0.600 which higher than 0.05. **Therefore, the hypothesis 1 was not supported.**

Hypothesis 3

H3: There is a significant relationship between the social influence and intention to use Open and Distance Learning platform for MBA among lifelong learners

Based on table 4.13 of Pearson Correlation analysis, there are high positive relationship between social influence and intention to use due to correlation value of 0.859 with $p<0.05$. By carried out Multiple regression analysis, result have been drawn out in table 4.17 stated that there is significant value of 0.001 which proven that there is significance positive relationship between the two variables. **So, the hypothesis 3 was supported.**

Hypothesis 4

H4: There is a significant relationship between the facilitating condition and intention to use Open and Distance Learning platform for MBA among lifelong learners

To obtain results for hypothesis 4, Pearson Correlation and Multiple Regression analysis have been conducted and the result is stated in table 4.13, table 4,14 and table 4.17. The correlation value is 0.857 which indicates platform for moderate positive relationship between facilitating condition and intention to use. However, significant value in coefficient table of Multiple Regression analysis presented 0.001 which proven that their significance positive relationship between the two variables. **So, the hypothesis 4 was supported.**

Hypothesis 5

H5: There is a significant relationship between the perceived fees and intention to use Open and Distance Learning platform for MBA among lifelong learners

Based on table 4.13 shows Pearson Correlation Analysis, the correlation value between perceived fees and intention to use is 0,787 with the $p<0.05$ which considered platform for moderate correlation. Meanwhile, significant value in table 4.17 coefficient table of Multiple Regression Analysis presented 0.712 which is higher than 0.05. It is revealed that there is no significant between perceived fees and intention to use Open and Distance Learning platform for MBA among lifelong learners. Hence, **the hypothesis 5 was not supported.**

Table 4.18: Summary of Hyphotesis

Research Objective	Hypothesis	p-value & β value	Decision
RO1: To identify the factor that led to behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners.	**Hypothesis 1** HI: There is a significant relationship between the performance expectancy and behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners	p-value: 0.043 β value: 0.197	**Supported**
RO2: To analyse how can extend these factors lead behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners.	**Hypothesis 2** H2: There is a significant relationship between the effort expectancy and behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners	p-value: 0.600 β value: 0.055	**Not Supported**
RO3: To analyse the most significant	**Hypothesis 3** H3: There is a significant relationship between the social influence and behavioural intention to	p-value: 0.001 β value:	**Supported**

factors that could influence the behavioural intention Open and Distance Learning platform for MBA among lifelong learners	use Open and Distance Learning platform for MBA among lifelong learners	0.392	
	Hypothesis 4 H4: There is a significant relationship between the facilitating condition and behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners	p-value: 0.001 β value: 0.408	**Supported**
	Hypothesis 5 H5: There is a significant relationship between the perceived fees and behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners	p-value: 0.712 β value: -0.037	**Not Supported**

4.9 SUMMARY

In conclusion, survey questionnaire and data collection from 151 respondent have been done in this study. This chapter had further discussed the result finding and data analysis to determine the objective of the research. There are several types of analysis have been carried out which included reliability analysis, descriptive analysis, normality test, multicollinearity, Pearson Correlation analysis and Multiple Regression Analysis. Researcher utilised SPSS software version 27 in conducting all the analysis to make a data interpretation in determining relationship between independent variables and dependent variable. There are total of 3 hypotheses have been accepted due to the ($p<0.05$) while remaining 2 hypothesis have been rejected due to the p-value exceed 0.05. The next chapter presents the final chapter of this thesis, which is the conclusion and recommendation for further research.

CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSIONS

5.1 CHAPTER OVERVIEW

In this chapter, the discussion related to the results and findings from data analysis in Chapter 4 are included by researcher. The outcome of data analysis from previous chapter contributed as the answer for the research objectives and hypotheses that have been formed in Chapter 1 and Chapter 2 respectively. Besides, limitation of the study was further discussed as well as future recommendation also have been provided in this chapter. Lastly, an overall conclusion for this study have been presented by researcher.

5.2 DISCUSSION ON MAIN FINDINGS

This section provides a discussion of the research findings. Prior to discussing the findings of the research objectives, this section describes the demographics of the respondents, and the research objective and hypotheses will be presented based on the results of the analysis. The accompanying discussion in this section focuses around the research topic in this study.

5.2.1 Research Objective 1

Research Objective 1:
To identify the factors that lead to the behavioural intention Open and Distance Learning platform for MBA among lifelong learners

First thing first, to achieve the research objective, the researcher used the description analysis of the mean score to assess the most influencing factor that influenced the intention to use Open and Distance Learning platform for MBA among lifelong learners.

Table 5.1: Descriptive Result (Decrease to Increase)

Label	Construct	Main score	Rank
SI	Social Influence	3.7404	1
FC	Facilitating Condition	3.8768	2
PE	Performance Expectancy	3.8872	3
PF	Perceived Fees	3.9148	4
EE	Effort Expectancy	3.9387	5

The descriptive statistics Table 5.1 indicates that the mean score for each construct is 3.7 above, which illustrates that the UTAUT variables (performance expectancy, effort expectancy, social influence and facilitating condition) (Venkatesh et al., 2003) and perceive fees developed by (B. Kim et al., 2009b) could influence the intention to use Open and Distance Learning platform for MBA among lifelong learners. This finding shows that effort expectancy (EE) is the most important factor influencing student's intention to use Open and Distance Learning platform for MBA with a mean score 3.9387. Effort expectancy in table 5.1 is the higher rank which refer to person believes that the use

of the technology will be free of effort (Zuiderwijk et al., 2015).This suggest that students are more likely adopt a technology if they believe it will become more effortless and more easier to them.

Meanwhile, descriptive result for the last important is social influence (SI) which mean score is 3.7404. Social influence (SI) refer to the process by which an individual's attitudes, beliefs or behavior are modified by the presence or action of others (Saul Mcleod, 2023) This construct also influenced by the other opinions and revise their beliefs, or change their behavior as a result of social interactions with other people (Moussaïd et al., 2013).

Overall, these higher and lowest ranking suggest that users are more likely to adopt a technology if they supposed to improve their performance expectancy, effort expectancy, social influence, facilitating condition and perceived fees. Understanding these factors can help education sector to improve their system and blast to more people either students or lifelong learners that want to know more about the technology to be adopted by them. The previous research by (Hunde et al., 2023) have found that effort expectancy is the most significance factor that influence the intention to use of Open and Distance Learning.

In conclusion, this study found that effort expectancy is a significant factor that influences user behaviour towards the Open and Distance Learning platform for MBA. The reason is effort expectancy is crucial role in ODL adoption by influencing how easy and manageable learners perceive the learning process. By prioritizing user-friendliness, accessibility, and flexibility, ODL platform for MBAs can significantly increase their appeal and encourage wider adoption.

5.2.2 Research Objective 2

Research Objective 2:
To analyse how can extent these factors lead to the behavioural intention Open and Distance Learning platform for MBA among lifelong learners

Hypothesis 1:

There is a significant positive relationship between the performance expectancy and intention to use Open and Distance Learning platform for MBA among lifelong learners.

Nowadays, Open and Distance Learning platform for MBA has become the most popular platform for MBA that have use by education sector. The terms of Open and Distance Learning among lifelong learners aims the factor of flexibility. Based on the previous research written by (Momani, 2023) the degree to an individual believes that using the system will help student to gain their performance. The related research shows the performance expectancy has a significant positive on the intention to use of Open and Distance Learning (Venkatesh et al (2003). This is highlighting how much the person accept the use of new technology to be more acceptance to the performance to achieve the factors of ODL platform for MBA.

The outcomes from Pearson Correlation analysis had stated that there is high positive relationship between performance expectancy and intention to use due to correlation value of 0.836 with $p<0.05$. There also has a significance relationship between performance expectancy and intention to use Open and Distance Learning among lifelong learners is p value is less than 0.5. Therefore, hypothesis 1 was supported.

This outcome is like previous study that demonstrated the positive impact of performance expectancy. Performance expectancy is construed as one ‘s belief that adopting Information and communications technology in one ‘s own profession may help

in attaining enhanced job performance (Mubeena Lakho, 2019). This is also has been amplified by various studies where it was found that performance expectancy is a chief factor in predicting the intention to use Open and Distance in once own profession (Venkatesh et al (2003).

Hypotheses 2:

There is a significant relationship between the effort expectancy and intention to use Open and Distance Learning platform for MBA among lifelong learners

Based on the previous research written by (Abbad, 2021) effort expectancy was the second most important determinant of behavioural intentions. This finding was consistent with that of researchers who have applied the UTAUT to learning found that effort expectancy exerted the most powerful effect on students' behavioural intentions to use the university website in Jordan. Therefore, students who found Moodle easy to use have more positive behavioural intentions towards using the system. When building and modifying the e-learning system, universities should therefore take this factor into consideration and make it as easy to use as possible less effort so that students are motivated to adopt it. It was supported by (Davis, 1989) that the idea behind the effort expectancy construct is an innovation that people see as simple to use and easy to learn will be more likely to accepted and encourage their intention to use the innovation. Definition of effort expectancy is "the degree of ease associated with the use of the system" (Venkatesh et al., 2003).

Based on the data finding in chapter 4, Pearson Correlation analysis showed that there is a relationship between effort expectancy and intention to use due to the correlation value 0.787, $p<0.05$. However, multiple regression analysis stated there is no significant relationship between effort expectancy and intention to use as the significant value in coefficient table presented 0.600 which is higher than 0.05. Thus, hypotheses 2 result reported in the previous chapter was not supported. The previous study conducted by (Andrews et al., 2021) the result was not consistent because the other research result

demonstrated the effort expectancy plays a significant role influencing people intention to others context (onaolapo & Oyewole, 2018).

Hypotheses 3:

There is a significant relationship between the social influence and intention to use Open and Distance Learning platform for MBA among lifelong learners

Social influence is the degree to which an individual perceives that important others believe he or she should use the new system (Venkatesh et al., 2003). For the other context social influence can be defined as the extents to which consumers perceive that important others believe they should use a particular technology. For this research, social influence is measured baes on the degree to which an individual perceives that important others believe he or she should use ODL platform for MBAs.

The result of the data analysis showed that the value of correlation coefficient was 0.859 which indicate high positive relationship. Meanwhile, regression value showed a value of 0.001 which is $p<0.05$ probability level. This proved that there is a significant relationship between social influence and intention to use Open and Distance Learning platform for MBA among lifelong learners. Therefore, the hypotheses were supported.

The social influence, result was consistent with what was suggested in this study where social influence has a relationship with the intention to use ODL platform for MBA. This means the MBA students tend to have more interested in the recommendations and attitudes of their reference groups such as friends, family member, co-workers, and colleagues. The degree to which the individuals who are significant to them or have the power to influence their behaviour encourage and motivate them to utilise the technology will determine how much people have a positive attitude towards accepting it (Moussaïd et al., 2013).

Hypotheses 4:

There is a significant relationship between the facilitating condition and intention to use Open and Distance Learning platform for MBA among lifelong learners

Facilitating condition is described by Venkatesh et al, (2003) as the degree to which an individual believes that an organizational and technical infrastructure exists to support the use of the system. The researcher measured this variable by investigating the degree to which an individual believes that an education sector and technical infrastructure exists to support ODL platform for MBA. This is consistent with several previous studies (Al-Adwan et al., 2018). Students will use platform for MBA when the necessary resources and technical support are perceived to be available. Universities should motivate students to use through the provision of training, documents, and technical support where needed. Supportive and knowledgeable staff should be available at any time to help students overcome any difficulties they may encounter.

The correlation value for facilitating condition is 0.857 which indicates higher relationship between facilitating condition and intention to use. However, significant value in coefficient table recorded 0.001 which is $p<0.05$. This indicates that there is significant relationship between facilitating conditions and intention to use.

The researcher believes that this providing adequate training and support for using online learning platform for MBAs, tools, and resources is crucial for students with varying levels of technical proficiency. This can include tutorials, help desks, and ongoing guidance within the course. Besides, instructors in ODL must prioritize clear and concise communication in written materials, video lectures, and other course elements. This helps students understand content and course expectations easily, especially when they lack the immediate feedback of a face-to-face setting.

Hypotheses 5:

There is a significant relationship between the perceived fees and intention to use Open and Distance Learning platform for MBA among lifelong learners

The perceived fees associated with Open and Distance Learning (ODL) can indeed have a significant impact on the intention to use this platform for MBA of education among lifelong learners. Perceived fees can be defining the subjective customers' perception towards the objective price of the product, price also can be a signal quality of a product (Zeithaml, 1988).

Based on the data finding, this study found that perceived fees do not influence intention to use ODL platform for MBA. Results in the table Pearson Correlation Analysis, the correlation value between perceived fees and intention to use is 0.787 with $p<0.05$ which consider platform for MBA rate correlation. Additionally, significant value in coefficient table of multiple regression analysis presented 0.712 which is higher than 0.05. It is revealed that there is no significant between perceived fees and behavioural intention to use Open and Distance Learning platform for MBA among lifelong learners.

The researcher believes that this research may explore how learners perceive the value they receive in relation to the fees they pay. Factors such as the quality of educational materials, support services, and the overall learning experience can impact this perception. However, the perceived quality of education in open and distance learning programs can impact how learners justify or question the fees they are required to pay. Positive perceptions of program quality may make fees seem more reasonable. Furthermore, researcher may explore how the flexibility and convenience offered by open and distance learning programs influence learners' willingness to pay fees. The ability to study from anywhere and at any time may be seen as a significant benefit.

Research Objective 3

To examine the most significant factors that could influence the behavioural intention Open and Distance Learning platform for MBA among lifelong learners

Objective 3 aims to analyse the most significant factors that could influence the behavioural intention Open and Distance Learning platform for MBA among lifelong learners. Based on the results, it can conclude that Open and Distance Learning platform is influenced by performance expectancy, effort expectancy, social influence, facilitating condition and perceived fees.

From the values of path coefficient in Table 4.17, the result indicates performance expectancy, effort expectancy, social influence, facilitating condition and perceived fee is significant relationship. The t-value is 0.848, 0.600,0.712 while the p-value are 0.043,0.001,0.001. All of them are significant because the threshold is p-value<0.05.

In summary, the factor of social influence shows the strongest and greatest significance in this study. It is because social influence states the highest t-value and p-value (t=4.345, p=0.001). Therefore, this study had determined the most affecting factors among the factors that influence ODL platform. It is followed by other factor which is facilitating condition, performance expectancy, effort expectancy and perceived fees.

5.3 RESEARCH CONTRIBUTIONS

According to the research findings of this study, all hypothesis stated in previous chapter is establish with valid data. The result of this study could be widely adopted and significant to theoretical and practical related individuals or organizations. For academic contribution, it could be act as references for other research which study similar field and gained extra knowledge by understanding this study. Meanwhile, for practical, this study may give benefits to education sector to do improve and enhance the good system of Open and Distance Learning especially to MBA student that want to further study.

5.3.1 Academic Contributions

This study adapted extended UTAUT to investigate the determinants of behavioural intention in the context of Open and Distance Learning platform for MBA among lifelong learners that have four construct which is performance expectancy, effort expectancy, social influence and facilitating condition which is the original UTAUT platform for MBA developed by (Venkatesh et al., 2003). There is one additional construct which is perceive fees in others research journal that developed by (B. Kim et al., 2009).

In addition, since there is currently little research on the Open and distance learning (ODL) has emerged as a transformative force in the educational landscape, democratizing access to knowledge, reshaping pedagogy, and research across diverse disciplines. This journal delves into the multifaceted academic contributions of ODL (Buchi & Nkechi, 2021). This can be considered the main theoretical contribution because of the factor that influence student intention to use Open and Distance Learning platform for MBA among lifelong learners.

Therefore, the findings form this study contribute to the body of knowledge in education sector by supporting and enhancing the credibility of previous research. Finally, recommendation conceptual framework and the results of research hypotheses whether they are supported or not supported can act as a guide for researchers who want to explore more about Open and Distance Learning platform for MBA.

5.3.2 Practical Contribution

Open and distance learning (ODL) platform for MBA plays a crucial role in empowering lifelong learners by offering flexible and accessible educational opportunities. Lifelong learners, often juggling work, family, and other commitments, benefit from the convenience and adaptability of ODL. This platform for MBA allows them to pursue education at their own pace and on their own schedule, breaking down traditional barriers to learning. Lifelong learners can access a wide range of courses, resources, and materials online, fostering continuous skill development and personal

growth. Additionally, ODL encourages self-directed learning, enabling individuals to tailor their educational journey to align with their evolving interests and career aspirations. The interactive nature of online platform for MBAs and collaborative tools facilitates community-building among lifelong learners, creating a supportive network for knowledge exchange and shared experiences. Overall, ODL serves as a practical and empowering solution for lifelong learners, facilitating ongoing education that aligns with the dynamic and diverse needs of their lives.

The positive contribution is the accessibility provided by ODL. Lifelong learners can access a wealth of educational resources from anywhere in the world, breaking down geographical barriers. This accessibility is especially valuable for those who may not have easy access to traditional educational institutions due to location or other constraints. Moreover, ODL allows lifelong learners to choose from a diverse range of courses and programs that align with their specific interests and career goals. This flexibility enables individuals to craft a personalized learning path, acquiring knowledge and skills that are directly relevant to their evolving needs.

5.4 LIMITATIONS OF THE RESEARCH

During the study, a few limitations were identified. These limitations should be considered as opportunities for the future research and improvement. Firstly, the research may be constrained by the representativeness of the sample. Lifelong learners in different regions or demographic groups may have varying experiences and perceptions, limiting the generalizability of the findings.

The other constraint was the research area itself. The study utilized Google Forms and handover procedures, which made it difficult to collect data from people that have intention to further their study. This is because not all students want to continue their studies to the next level which is MBA. In addition, the researcher faced challenges while waiting for responses from participants via social media channels such as Facebook, Instagram, and WhatsApp's. Furthermore, the study's limitation is that the researcher

cannot guarantee the accuracy of all data since the participants were selected randomly. Some of the respondents also did not use the recognition system due to a lack of knowledge about providing ratings. As a result, the researcher may have obtained some inaccurate data. The study might encounter challenges related to self-reporting bias, where participants may provide responses that align with perceived expectations rather than their true experiences. This could affect the accuracy and reliability of the data collected, particularly in evaluating the effectiveness and satisfaction levels of the open and distance learning platform.

5.5 RECOMMENDATION FOR FURTHER RESEARCH

Although the current study adds to the existing body of knowledge, there are still recommendations for further research to improve the study and increase the research quality. Firstly, investigating the effectiveness of personalized learning approaches within the open and distance MBA programs could be beneficial. Understanding how adaptive learning technologies, and individual support devices impact the learning outcomes and satisfaction of lifelong learners can provide valuable insights. Another area of interest for future research involves examining the role of continuous professional development within the context of open and distance MBA programs. Understanding how these programs contribute to the ongoing skill development and career advancement of lifelong learners can help in adapting educational offerings to meet the evolving needs of professionals throughout their careers. In future research, it is recommended that the researcher select a larger sample size to produce more accurate data as Malaysia has a large population. The sample size of this research was only 151 respondents which is considered small and insufficient to be representative of the general population. To ensure accurate data, future researchers should focus on collecting more respondents for their research. Additionally, for further studies, the researcher is advised to use qualitative research methods and include interview sessions to gain more insight.

5.6 SUMMARY

In conclusion, this research aims to investigate how the behavioural intention to use an Open and Distance Learning (ODL) platform for MBA programs among lifelong learners is a critical aspect influencing the success and adoption of such educational platforms. Lifelong learners, motivated by their desire for continuous professional development, exhibit changeable levels of behavioural intention to engage with ODL platforms for MBA studies. Factors such as performance expectancy, effort expectancy, social influence, facilitating condition and perceive fees play essential roles in shaping learners' intentions to use these platforms. Understanding and measuring these behavioural intentions can provide valuable insights into the effectiveness and acceptance of ODL platforms among lifelong learners pursuing MBA degrees.

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APPENDICES

THE ACCEPTANCE OF MBA OPEN AND DISTANCE LEARNING MODE AMONG LIFELONG LEARNERS

Dear Respondents,

My name is Nurarisya Aqma Binti Khairulnizam. I am a final year student of a Bachelor's degree in Technology Management (Technology Innovation) with Honors. I am conducting a survey to investigate the factors that will lead to the acceptance of Masters of Business Administration (MBA) Open and Distance Learning mode among lifelong learners.

Respondents must read the instructions carefully before answering the questions. Please answer all questions in each section. Your cooperation and honesty in answering this questionnaire are appreciated. This questionnaire will take 5 to 10 minutes to complete. The content of this questionnaire will be kept highly CONFIDENTIAL and will only be used for academic purposes. I would like to say a million thanks for all the cooperation that has been given in answering this questionnaire. Your cooperation in answering this questionnaire is wholeheartedly and greatly appreciated.

Your Sincerely,
Nurarisya Aqma Binti Khairulnizam
Bachelor of Technology Management (Technology Innovation) with Honors
Email: arisya5858@gmail.com

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PENERIMAAN MOD PEMBELAJARAN TERBUKA DAN JARAK JAUH MBA DALAM KALANGAN PELAJAR SEPANJANG HAYAT

Responden yang dihormati,

Nama saya Nurarisya Aqma Binti Khairulnizam. Saya pelajar Tahun Akhir Ijazah Sarjana Muda dalam Pengurusan Teknologi (Inovasi Teknologi) dengan Kepujian. Saya sedang menjalankan tinjauan untuk menyiasat faktor-faktor yang akan membawa kepada penerimaan mod Pembelajaran Terbuka dan Jarak Jauh MBA dalam kalangan pelajar sepanjang hayat.

Responden hendaklah membaca arahan dengan teliti sebelum menjawab soalan. Sila jawab semua soalan dalam setiap bahagian. Kerjasama dan kejujuran anda dalam menjawab soal selidik ini amatlah dihargai. Soalan ini akan mengambil masa 5 hingga 10 minit untuk melengkapkan soal selidik berikut. Kandungan soal selidik ini akan dirahsiakan dan hanya akan digunakan untuk tujuan akademik sahaja. Saya ingin mengucapkan jutaan terima kasih di atas segala kerjasama yang telah diberikan dalam menjawab soal selidik ini. Kerjasama tuan/puan dalam menjawab soal selidik ini adalah dengan sepenuh hati dan amat dihargai.

Nurarisya Aqma Binti Khairulnizam
Sarjana Muda Pengurusan Teknologi (Inovasi Teknologi) dengan Kepujian
Emel: arisya5858@gmail.com

Penyelia: Dr Johanna Binti Abdullah Jaafar
Emel: johanna@utem.edu.my
Alamat: Fakulti Pengurusan Teknologi dan Keusahawanan Tekno. Universiti Teknikal Malaysia Melaka, 76100 Hang Tuah Jaya, Melaka.

SECTION A: DEMOGRAPHIC BACKGROUND

BAHAGIAN A: LATAR BELAKANG DEMOGRAFI
Please mark (/) the appropriate answer.
Sila tandakan (/) *jawapan yang sesuai*

1. Gender
   Jantina

☐ Male
Lelaki

☐ Female
Perempuan

2. Age
Umur

☐ 21 years old – 25 years old
21 tahun – 25 tahun

☐ 26 years old – 30 years old
26 tahun – 30 tahun

☐ 31 years old – 35 years old
31 tahuns – 35 tahun

☐ 36 years old and above
36 tahun dan ke atas

3. Highest education
   Pendidikan tertinggi

☐ Bachelor's Degree
Ijazah Sarjana Muda

☐ Master's Degree
Ijazah Sarjana

☐ Others (Please specify: _____)
Lain-lain (Sila jelaskan: _____)

4. Occupation
Pekerjaan

☐ Unemployed
Menganggur

☐ Government Sector
Sektor kerajaan

☐ Private Sector
Sektor swasta

☐ Self Employed
Bekerja sendiri

5. Races
Bangsa

☐ Malay
Melayu

☐ Chinese
Cina

☐ Indian
India

☐ Others (Please Specify): _____
Lain – Lain (Sila Jelaskan): _____

SECTION B: GENERAL QUESTIONS ON THE ACCEPTANCE OF MBA OPEN AND DISTANCE LEARNING MODE AMONG LIFELONG LEARNERS

BAHAGIAN B: SOALAN AM TENTANG PENERIMAAN MOD PEMBELAJARAN TERBUKA DAN JARAK JAUH MBA DALAM KALANGAN PELAJAR SEPANJANG HAYAT

Open and Distance Learning (ODL) is a way of learning remotely without being in regular face-to-face contact with the instructor in the classroom. MBA Open Distance Learning (ODL) gives you the flexibility to pursue your studies alongside your other commitments. This Master of Business Administration (MBA) is an online and distance learning programmer for learners seeking a flexible and self-managed learning environment. Designed to hone knowledge and skills in business ethics, leadership, managerial decisions, digital strategy and business acumen, this online and distance learning MBA programme is positioned to engage in critical thinking and make strategic decisions toward sustainable business growth.

Pembelajaran Terbuka dan Jarak Jauh (ODL) ialah satu cara belajar dari jauh tanpa sentiasa berhubung secara bersemuka dengan pengajar di dalam bilik darjah. Pembelajaran Jarak Jauh Terbuka MBA (ODL) memberi anda fleksibiliti untuk meneruskan pengajian anda di samping komitmen anda yang lain. Sarjana Pentadbiran Perniagaan (MBA) ini ialah pengaturcara pembelajaran dalam talian dan jarak jauh untuk pelajar yang mencari persekitaran pembelajaran yang fleksibel dan terurus sendiri. Direka bentuk untuk mengasah pengetahuan dan kemahiran dalam etika perniagaan, kepimpinan, keputusan pengurusan, strategi digital dan kepintaran perniagaan, pengaturcara MBA pembelajaran dalam talian dan jarak jauh ini berkedudukan untuk melibatkan pemikiran kritis dan membuat keputusan strategik ke arah pertumbuhan perniagaan yang mampan.

Please tick (/) the box listed below that might represent your answer.
Sila tandakan (/) kotak yang disenaraikan di bawah yang mungkin mewakili jawapan anda.

1. Have you ever heard about Open and Distance Learning MBA?
   Pernahkah anda mengetahui tentang MBA Pembelajaran Terbuka dan Jarak Jauh?

☐ Yes
Ya

☐ No
Tidak

2. Do you have any interest in enrolling in an Open and Distance Learning MBA?
Adakah anda mempunyai minat untuk mendaftar dalam MBA Pembelajaran Terbuka dan Jarak Jauh?

☐ Yes
Ya

☐ No
Tidak

3. Have you ever learned through the Open and Distance Learning mode before?
Adakah anda pernah belajar melalui mod Pembelajaran Terbuka dan Jarak Jauh sebelum ini?

☐ Yes
Ya

☐ No
Tidak

4. If yes please state one: _____
Jika ya sila nyatakan satu: _____

5. Do you think Open and Distance Learning mode can make it easier for students to learn more flexibly?
Adakah anda fikir mod Pembelajaran Terbuka dan Jarak Jauh boleh memudahkan pelajar untuk belajar dengan lebih fleksibel?

☐ Yes
Ya

☐ No
Tidak

6. Will you support the MBA Open and Distance Learning mode at universities?
Adakah anda akan menyokong mod Pembelajaran Terbuka dan Jarak Jauh di universiti?

☐ Yes
Ya

☐ No
Tidak

7. Please indicate the reason for each chosen answer above.
Sila nyatakan sebab bagi setiap jawapan yang dipilih di atas.

_____

SECTION C: FACTORS THAT INFLUENCE THE ACCEPTANCE OF MASTER OF BUSINESS ADMINISTRATIONS (MBA) OPEN AND DISTANCE LEARNING (ODL) MODE AMONG LIFELONG LEARNERS

BAHAGIAN C: FAKTOR-FAKTOR YANG MEMPENGARUHI PENERIMAAN MOD SARJANA PENTADBIRAN PERNIAGAAN (MBA) PEMBELAJARAN TERBUKA DAN JARAK JAUH (ODL) DALAM KALANGAN PELAJAR SEPANJANG HAYAT

Respondents are required to rank their agreement with each item on a 5-point Likert scale from strongly disagree, disagree, neutral, agree, or agree strongly. To indicate your level of agreement or disagreement with the following statement, please tickONE number for each question.

Responden diminta untuk menilai persetujuan mereka dengan setiap item pada skala Likert 5 mata daripada sangat tidak setuju, tidak setuju, neutral, setuju, atau sangat setuju. Untuk menunjukkan tahap persetujuan atau ketidaksetujuan anda dengan pernyataan berikut, sila tanda (/) *SATU nombor bagi setiap soalan.*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

FACTOR INFLUENCE: PERFORMANCE EXPECTANCY
FAKTOR PENGARUH: JANGKAAN PRESTASI

The degree to which students using Open and Distance Learning (ODL) will help them improve their study's performance.
Sejauh mana pelajar yang menggunakan Pembelajaran Terbuka dan Jarak Jauh (ODL) akan membantu mereka meningkatkan prestasi mereka.

Label *Label*	Items Item	**1**	**2**	**3**	**4**	**5**
PE1	I believe using Open and Distance Learning (ODL) would improve my performance in my studies. *Saya percaya menggunakan Pembelajaran Terbuka dan Jarak Jauh (ODL) akan meningkatkan prestasi saya dalam pembelajaran.*					
PE2	I believe using Open and Distance Learning (ODL) allows me to accomplish task more quickly. *Saya percaya menggunakan Pembelajaran Terbuka dan Jarak Jauh (ODL) membolehkan saya mencapainya* *tugas dengan lebih cepat.*					
PE3	I can learn more effectively in Open and Distance Learning (ODL) by using smartphone and laptop. *Saya boleh belajar lagi secara berkesan dalam Pembelajaran Terbuka dan Jarak Jauh (ODL) dengan menggunakan* *telefon pintar dan komputer riba.*					
PE4	I believe Open and Distance Learning (ODL) can help my learning process. *Saya percaya Pembelajaran Terbuka dan Jarak Jauh (ODL) boleh membantu proses pembelajaran saya.*					

PE5	I believe the Open and Distance Learning (ODL) can be more flexible to my learning process. *Saya percaya Pembelajaran Terbuka dan Jarak Jauh (ODL) boleh menjadi lebih fleksibel untuk proses pembelajaran saya.*					

FACTOR INFLUENCE: EFFORT EXPECTANCY
FAKTOR PENGARUH: JANGKAAN USAHA

Effort expectancy is the level of convenience and usability that people feel when using a specific information system of technology.
Jangkaan usaha ialah tahap kemudahan dan kebolehgunaan yang dirasakan oleh orang ramai apabila menggunakan sistem teknologi maklumat tertentu.

Label *Label*	Items Item	**1**	**2**	**3**	**4**	**5**
EE1	The use of Open and Distance Learning (ODL) is not characterized with stress. *Penggunaan Pembelajaran Terbuka dan Jarak Jauh (ODL) tidak dicirikan dengan tekanan.*					
EE2	The use of Open and Distance Learning (ODL) can access information resources from anywhere and at any time. *Penggunaan Pembelajaran Terbuka dan Jarak Jauh (ODL) boleh mengakses sumber maklumat daripada di mana-mana dan bila bila masa.*					
EE3	The use of Open and Distance Learning (ODL) can cut cost, time, and effort required by traditional learning systems. *Penggunaan Pembelajaran Terbuka dan Jarak Jauh (ODL) boleh memotong kos, masa dan usaha diperlukan oleh sistem pembelajaran tradisional.*					

EE4	The platforms of Open and Distance Learning (ODL) are more user-friendly and accessible for students. *Platform Pembelajaran Terbuka dan Jarak Jauh (ODL) lebih mesra pengguna dan boleh diakses oleh pelajar.*					
EE5	It is easy to enhance my learning skills by using Open and Distance Learning (ODL) platform. *Ia adalah mudah untuk dipertingkatkan kemahiran belajar saya oleh menggunakan platform Pembelajaran Terbuka dan Jarak Jauh (ODL).*					

FACTOR INFLUENCE: SOCIAL INFLUENCE
FAKTOR PENGARIUH: PENGARUH SOSIAL

Social influence comprises the ways in which individuals adjust their behavior to meet the demands of a social environment
Pengaruh sosial merangkumi cara individu menyesuaikan tingkah laku mereka untuk memenuhi tuntutan persekitaran sosial

Label *Label*	Items Item	**1**	**2**	**3**	**4**	**5**
SI1	People who are familiar to me think that I should embark on the MBA Open and Distance Learning (ODL) mode. *Orang yang biasa dengan saya berpendapat bahawa saya harus memulakan MBA dengan mod Pembelajaran Terbuka dan Jarak Jauh (ODL).*					
SI2	People who are important to me think that I should enroll in MBA Open and Distance Learning (ODL) mode to continue with my lifelong learning.					

	Orang yang penting bagi saya berpendapat bahawa saya harus mendaftar dalam mod MBA Pembelajaran Jarak Jauh (ODL) untuk meneruskan pembelajaran sepanjang hayat saya.					
SI3	People who have an impact on my behavior believe that I should begin to enroll in the MBA Open and Distance Learning (ODL) mode to further my study. *Orang yang mempunyai kesan pada tingkah laku saya percaya bahawa saya harus mula mendaftar dalam mod MBA Terbuka dan Pembelajaran Jarak Jauh (ODL) untuk melanjutkan pengajian saya.*					
SI4	Most lecturers always encouraged me to embark on the MBA Open and Distance Learning (ODL) mode to improve my career. *Kebanyakan pensyarah sentiasa menggalakkan saya memulakan mod MBA Terbuka dan Pembelajaran Jarak Jauh (ODL) untuk meningkatkan kerjaya saya.*					
SI5	Most people surrounding me think I should enroll in MBA Open and Distance Learning (ODL) mode to continue with my lifelong learning. *Kebanyakan orang di sekeliling saya berpendapat saya harus mendaftar dalam mod Pembelajaran Terbuka dan Jarak Jauh (ODL) MBA untuk meneruskan pembelajaran sepanjang hayat saya.*					

FACTOR INFLUENCE: FACILITATING CONDITION
FAKTOR PENGARUH: KEADAAN MEMUDAHKAN

Facilitating conditions refer to the availability of the required technical resources for the customer to support the implementation of a specific technology.
Keadaan memudahkan merujuk kepada ketersediaan sumber teknikal yang diperlukan untuk pelanggan untuk menyokong pelaksanaan teknologi tertentu.

Label *Label*	Items Item	**1**	**2**	**3**	**4**	**5**
FC1	I have the necessary resources to participate in MBA Open and Distance Learning (ODL) mode. *Saya mempunyai sumber yang perlu untuk mengambil bahagian dalam mod Pembelajaran Terbuka dan Jarak Jauh (ODL) MBA.*					
FC2	I am knowledgeable enough to use Open and Distance Learning (ODL) platforms for MBA studies. *Saya mempunyai pengetahuan yang memadai untuk menggunakan platform Pembelajaran Terbuka dan Jarak Jauh (ODL) untuk pengajian MBA.*					
FC3	I could easily get support from a person or group when I face difficulties with the Open and Distance Learning (ODL) platform for the MBA. *Saya boleh mendapatkan sokongan daripada seseorang atau kumpulan dengan mudah apabila saya menghadapi kesukaran dengan platform Pembelajaran Terbuka dan Jarak Jauh (ODL) untuk MBA.*					
FC4	The university that offers the MBA with Open and Distance Learning (ODL) mode facilitates my studies.					

	Universiti yang menawarkan MBA dengan mod Pembelajaran Terbuka dan Jarak Jauh (ODL) memudahkan pengajian saya.					
FC5	Open and Distance Learning (ODL) platform for the MBA is compatible with the other devices and system that I used. *Platform Pembelajaran Terbuka dan Jarak Jauh (ODL) untuk MBA adalah serasi dengan peranti dan sistem lain yang saya gunakan.*					

FACTOR INFLUENCE: PERCEIVED FEES
FAKTOR PENGARUH: BAYARAN YANG DIRASAKAN
Perceived fees is that value which customers are willing to pay for a particular product or service based on their perception about the product.
Yuran yang diterima ialah nilai yang sanggup dibayar oleh pelanggan untuk produk atau perkhidmatan tertentu berdasarkan persepsi mereka tentang produk tersebut.

Label *Label*	Items Item	**1**	**2**	**3**	**4**	**5**
PF1	I can pay the affordable fee for the MBA with Open and Distance Learning (ODL). *Saya boleh membayar yuran yang berpatutan untuk MBA dengan Pembelajaran Terbuka dan Jarak Jauh (ODL).*					
PF2	MBA with Open and Distance Learning (ODL) mode is more economical than traditional classes. *MBA dengan mod Pembelajaran Terbuka dan Jarak Jauh (ODL) adalah lebih menjimatkan daripada kelas tradisional.*					

PF3	The fees charged for the MBA with Open and Distance Learning (ODL) mode are fair. *Yuran yang dikenakan untuk MBA dengan mod Pembelajaran Terbuka dan Jarak Jauh (ODL) adalah adil.*					
PF4	I could save more money when embarking on the MBA with the Open and Distance Learning (ODL) mode compared to other modes of study. *Saya boleh menjimatkan lebih banyak wang apabila memulakan MBA dengan mod Pembelajaran Terbuka dan Jarak Jauh (ODL) berbanding mod pengajian lain.*					
PF5	The fees charged for the MBA with Open and Distance Learning (ODL) mode are reasonable. *Yuran yang dikenakan untuk MBA dengan mod Pembelajaran Terbuka dan Jarak Jauh (ODL) adalah berpatutan.*					

SECTION D: THE ACCEPTANCE OF MBA OPEN AND DISTANCE LEARNING MODE AMONG LIFELONG LEARNERS
SEKSYEN D: PENERIMAAN MOD PEMBELAJARAN TERBUKA DAN JARAK JAUH MBA DALAM KALANGAN PELAJAR SEPANJANG HAYAT

The individual acceptance of the MBA Open and Distance Learning
Penerimaan individu terhadap Pembelajaran Terbuka dan Jarak Jauh MBA

Label *Label*	Items Item	**1**	**2**	**3**	**4**	**5**
TA1	In the future, I intend to accept the MBA with Open and Distance Learning mode. *Pada masa hadapan, saya berhasrat untuk menerima mod Pembelajaran Terbuka dan Jarak Jauh MBA.*					
TA2	I intend to accept the MBA Open and Distance Learning (ODL) mode immediately. *Saya bercadang untuk menggunakan mod Pembelajaran Terbuka dan Jarak Jauh (ODL) MBA dengan serta-merta.*					
TA3	I expect that I could accept the MBA with the Open and Distance Learning (ODL) mode in the future. *Saya menjangkakan bahawa saya boleh menerima MBA dengan mod Pembelajaran Terbuka dan Jarak Jauh (ODL) pada masa hadapan.*					
TA4	Assuming I had access to the MBA with the Open and Distance Learning (ODL) mode, I intend to accept it. *Dengan mengandaikan saya mempunyai akses kepada MBA dengan mod Pembelajaran Terbuka dan Jarak Jauh (ODL), saya berhasrat untuk menerimanya.*					

TA5	I will recommend the MBA with Open and Distance Learning (ODL) mode to my others. *Saya akan mengesyorkan MBA dengan mod Pembelajaran Terbuka dan Jarak Jauh (ODL) kepada saya yang lain.*					

Thank you for spending your time and cooperation to answer this questionnaire.
Terima kasih kerana meluangkan masa dan kerjasama anda untuk menjawab soal selidik ini.