Factors Influencing the Behavioral Intention of Online Learning Education of Military Training

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ABSTRACT

Training is a pillar of the success of military operations in the country. It was badly affected by COVID-19 and had to choose virtual learning for military professional courses. Behavioural intention of the student officers towards these courses is a critical factor in achieving the purpose of these courses. Behavioural intention can be identified as believing to use online learning and keeping with this system. It was affected by many factors during this period. COVID-19 caused Naval and Maritime Academy to close their doors and compelled the switch toward online education. This study aims to investigate factors that impact on the behavioural intention of student officers at the Naval and Maritime Academy on e-learning. An online questionnaire was utilized to gather data from 100 student officers enrolled in the Naval and Maritime Academy, Trincomalee during 2021–2022. The Unified Theory of Acceptance and Use of Technology (UTAUT) was the primary framework employed for analysis, in which system quality and e-learning experience were included as external constructs to seek out a much better model to improve the understanding of students' intention to adopt e-learning. The UTAUT model has been recently used to identify the factors impacts to acceptance of the academic online learning. It was developed and tested in this study. The model consists of five constructs: performance expectancy, effort expectancy, social influence, facilitating conditions, and behavioral intention. For data analysis, SPSS version 20.0 (Statistical Packages for the Social Scientist) statistical package was applied for data analysis. Results showed that social influence and facilitating conditions have a greater positive and significant effect on student intention towards online learning. This study highlights the requirement of the upgrading of infrastructure facilities towards online learning. And social acceptance influences improving the perception of student officers. Acceptance is more effective towards the perception of students if subjective norms, social factors, and image are positive about online learning. Finally, this study offers recommendations that have major implications for future researchers, policymakers in the military, and practitioners in developing an effective online learning system for educational institutions in the context of military training.

Key Words: Military Training, E-Learning, Behavioural Intention, Factors of Behavioural Intention, UTAUT model

INTRODUCTION

COVID – 19 has been impacting to various industries in the world: education, shipping, manufacturing, agriculture etc… According to UNESCO, (2020) more than 1.5 billion students from the primary school to university have been studying at home through e-learning platforms

during COVID – 19 period. Meanwhile, internet based learning and related innovations have created variety of approaches and forms for the development of learning programs (Shawar, et al., 2007). Sri Lanka Navy (SLN) had to adopt these changes in the education process as an important channel due to the limitations of the movement.

Sri Lanka is struggling with a worse economic condition at this moment. Long-term budget deficit, high debt repayment, low-level foreign reserves, depreciation of foreign currency, and skyrocketing inflation are major economic resistance in the country. According to the Central Bank of Sri Lanka, those were marked in high place after COVID-19 pandemic situations while international sources are emphasizing inefficient management of loans and public finance, highly depending on imports and inefficient public management. Under this situation, the government is facing a struggle when financing government organizations and allocating the budget for the defense sector to achieve security and territorial integrity in the country. In 2022, the Government of Sri Lanka (GOSL) has allocated Rs. 308.1 billion from the national budget for tri forces including 63.9 billion for SLN. Among this allocation, Rs. 440,000 million was allocated for training (Table 1).

Table 1: Budget Allocation for Capital Expenditure of SLN For 2022

Capital expenditure	Amount (Rs.) Million	Percentage (%)
Rehabilitation and Improvement of Capital Assets	3,050,000	32.99
Acquisition of Capital Assets	4,400,940	47.61
Capacity Building	440,000	4.76
Other Capital Expenditure	1,353,540	14.64
Total	9,244,480	100

Source: Budget Estimate 2022

The second largest armed force in the country is Sri Lanka Navy (SLN) which was established in 1937 as Ceylon Naval Volunteer Force (CNVF) from Royal Navy. SLN has been growing since then with the upholding as first defense line of the country with playing their role, vision and mission, upgrading operation capability, cooperation with regional navies and improving professionalism of the naval persons. In sense, Naval and Maritime Academy (NMA) play a

pivotal role through officer training to achieve the vision and mission of the Navy. Because NMA's mission reflects their dedication to creating a complete naval officer with all the capabilities.

Sri Lanka Navy's prestigious training academy is Naval and Maritime Academy which was founded on January 15, 1967. NMA has been fulfilling the training requirements of officers and sailors since then. Through various training and development programs, it specifically develops officers from the initial stage to the middle career officer stage. Online learning has been introduced under the COVID-19 pandemic situation for officers' training courses for the Long Logistics Management Course (LLMC), the Long Course (Executive), the Junior Naval Staff Course, and Sub Technical Courses (Logistics, Executive, and Infantry/Provast) since 2020.

In the military training context, it is essential to identify students' acceptance towards online education. Therefore, research has used the Unified Theory of Acceptance and Use of Technology (UTAUT), which facilitates identifying students officers' acceptance towards the online learning in the NMA (Venkatesh V. , Morris, Davis, & Davis, 2003).

Problem Statement

Student's acceptance is impacted by various factors and it's very important to identify the success of education process which is implemented using e-platform. Their acceptance is a key cornerstone for the Directorate of Training, including administrators and educators, when implementing and making decisions on the online learning system in the Navy. Furthermore, online learning is more adaptable, provides a diverse range of programs, is accessible, provides a personalized learning experience, and is less expensive than traditional education (Josep, 2022). Therefore this research gives directions for the purpose of training planning in the military to engage with the e-learning.

COVID – 19 has converted and changed the channel of training courses in the NMA with the help of online learning. During 2020 and 2021, all the officers' training courses followed this for some subjects of their courses. However, no research or analysis can be found to identify the student officers' acceptance of online education. This research mainly focuses on what extends officers' acceptance towards the online education of sub-technical courses, Junior Naval Staff Course, and long courses. Because willingness is one of the major factor impact to

success for the online education. This willingness depend on several factors and it help to identify the officer's intention towards e-learning in the navy.

Research Questions

Mainly followings can be consider as research questions:

- o What are the determinants affecting to student officers' acceptance on e-learning in the NMA?
- o What is the relationship between factors affecting student officers' acceptance and behavioural intention on officers' online learning education courses in NMA?
- o What demographical factors corresponding to study population of student officers in NMA?
- o How does the behavioural intention of the student officers in the NMA positively change towards online learning?

Objectives

The objectives can be identifying as follows:

- o For recognizing the determinants affecting student officers' acceptance on online learning education.
- o To investigate the relationship between factors affecting to student officers' acceptance and behavioural intention on officers' online learning education courses in NMA.
- o To identify the demographical factors corresponding to study population of student officers in NMA.
- o To change positively behavioural intention of the student officers in the NMA towards online learning.

Significance of the Study

Research creates following importance:

- o Help to improve the service delivery of the education system in Navy.
- o Benefits to improve student success in the naval carrier and professionalism.
- o To gives the understanding of the usage of online education through UTAUT
- o To identify in-depth of factors affecting to accept the online learning
- o To gives the implications for strategies in view of the efficiently promulgating the online learning

LITERATURE REVIEW

Relevant Concepts and Research

E-Learning: Internet is one of the exciting way helping for learning and research for both teachers and students. Because it facilitate to acquire information and share (Arkorful & Abidoo, 2014). Abed, (2019) stated that E-learning mainly depends on latest technologies, exchange of information, global connectivity of the information and multimedia, conversation and computer-generated classes. According to Abdelazizl, et al., (2014) electronic learning is an outcome of the combination of various technologies. Multimedia could modified the customary education system and education environment with the help of information. It help to conduct lecture at anytime and anywhere students. This opportunity make more comfortable in the education process while giving better knowledge through the internet.

Behavioural Intention: The view of Mamman, et al., (2016) highlight that degree of their willingness applies and resolve for people's behavior which is called intention. Venkatesh, et al., (2012) mentioned that behavior intention is some person's willingness to apply and remain the usage of technology and related components that governs that utilization. Aditia, et al., (2018) claim that using information technology is a behavioral predictor.

Raman and Thannimalai, (2021) stated that social influence and tradition, practice strongly impact the changing of person's behaviour to use the e-learnning. However, other factors such as performance expectons, job fitness, rosourcess availability, external motivation and value of the price are quite at the time. The best predictor of behavioral intention toward e-learning was determined to be habit. According to Mouloudj, et al., (2021) pandamic situation offers the selection of the e-learnning. But factors which are influencing to e-education identification is crucial in the education management.

The Factors Influencing Students' Behaviours Intention to Use Online Learnning

Martin, et al., (2018) looked into how students felt about digital learning and how it affected their daily lives, but they also considered how students felt about online learning during the epidemic. Table 2 illustrates the elements affecting students' decisions to use technology.

Table 2: Factors affecting to students' behaviour intention to use e-learnning

Authors	Determinants	Findings
Davis, (1993)	Perceived usefulness and perceived ease of use	Looking into how technology impacts consumer behaviour
Liu, et al., (2010)	Social influence, self-efficacy for e-learning and cooperation of the system link with the past experience, design, and compatibility of the interaction	Looking into how technology impacts consumer behaviour
Al Kurdi, et al., (2021)	Computer anxiety, technical assistance, supposed utilization, easiness, attitude, and perception of the behavior. For the e-learning, important factors are social influence, satisfaction, self-efficacy, usefulness and ease of use	Improving the interest of university students and absorbing e-learning
Mailiar,et al.,(2020)	Experience with online learning, supposed usability, and its perception, approach to use	Understanding of the students intention in view of adapting e-learning in better way

It was difficult to suddenly switch from the old education system to online learning during the pandemic. Table 2 outlines the key areas for improving online education in order to increase student acceptability.

Technology Acceptance Model:

According to Shroff, et al., (2011) TAM as a reliable theoretical model whose applicability can be expanded to an e-portfolio setting. It looks at students' behavioral intentions to utilize an electronic learning environment, which shows how they use and adapt it within the particular parameters of a course. Mailizer, et al., (2021) claim that this model considerbly more effective due to enhancing the perception of students to e-leanning modifications, analysing the quality of system and improve e-learnning experience. Phuaa, et al., (2012) investigate the approches of internet, supposed utilization and easy usage, satisfaction through this model. Such four

factors were used to identify the inention of economics teachess to online learnning as a learnning mode.

The Unified Theory of Acceptance and Use of Technology:

UTAUT model is used to forecast the acceptance and behavioural use of information technology systems. This idea initially was proposed to review eight factors (Kolog, et al., 2015). These eight models were empirically tested and evaluated by Venkatesh, et al., in 2003. Among them, seven factors are more prominent drivers to identify the intention (Figure 1): performance expectancy, effort expectancy, facilitating conditions and social influence are major four drivers while gender, age, and related experience are considered as moderating factors. (Table 3) These moderators are increasing and reducing of the major impact of main determinants influence towards the behavioural intention or acceptance of the usage.
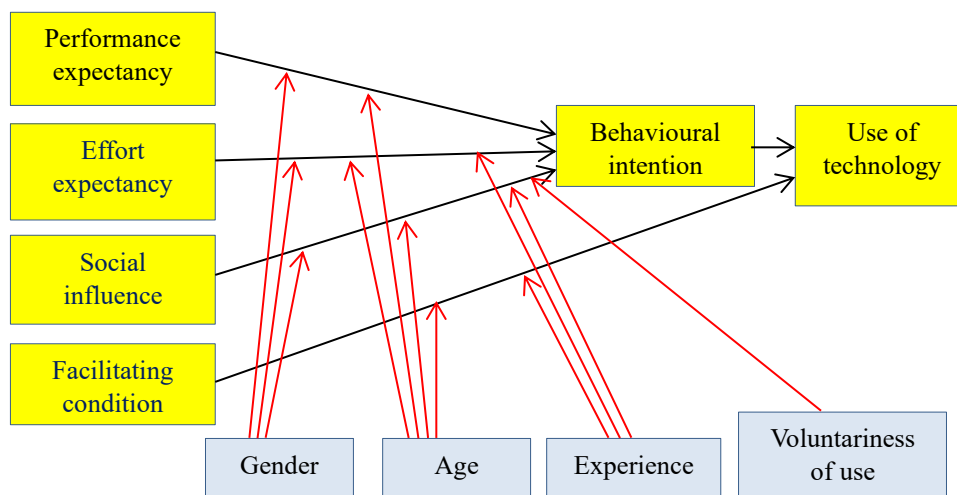
Source: Venkatesh, et al., 2003

Figure 1: UTAUT model

Table 3: Factors, Definition and Variables Related to UTAUT Model

Factors	Definition	Variables
Performance expectancy	System will support to improve their work performance	Perceived utility, fit with the work, and expected results
Effort expectancy	Usage of the system will provide more comfortable use	Perceived simplicity, complexity, and usability

Social influence	Usage of the system will provide value which felt by the user due to people influence	Social context, subjective norm, and image
Facilitating conditions	Availability of physical and human resources which facilitate the system usage	Perception of behavioural control, favorable circumstances, and compatibility
Behavioural intention	Person believe to use and keep the system	Technology usage and determination of the requirement

Source: Venkatesh, et al., 2003

Relevant Research Studies

The UTAUT model has been recently used to identify the factors impacts to acceptance of the academic online learning. Such as system quality, experience of e-learning, easy of the usage, supposed usefulness, approaches to usage and behavioural intention are major elements examined by the Mailizar, et al., (2021). He was obtaining support from TAM model for the better understanding of the student's intention towards the online learning. Meanwhile, he found that students' approaches towards the online learning is given greater influence to predict their intention during the COVID – 19 situation. Jameel, et al., (2021) has evaluated all seven factors of the UTAUT model for the purpose of identifying the impact on students' perception towards the e-learnning. According to that study, he found positive correlation between factors: performance expectancy, effort expectancy, conductive environment and habit with the behavior intention.

Further, researchers have been looking to change the determinants of the UTAUT model for the better findings. Ugur and Turan, (2018) have added system interactively and scientific expertise as new factors to fundamental UTAUT model. However, research found that weather expertise expect to use online learning, a person's field of scientific competence does not directly impact for the intention to use online learning. New moderating variables were being added by Altameemi and Al-Slehat, (2021) with dropping UTAUT original model. Both study qualification and scientific disciplinary have been considered as moderating variable through

their study. Final findings show that scientific discipline is a more important moderating variable when adapting e- learning in the new situation with behavioural changes.

Findings and results of this kind of research facilitate to universities, teachers and decision makers for designing and implementing the online system in the organizations (Jameel, et al., 2021). Additionally, Hofmeister and Pilz, (2020) stated that this approach supported the design and development of online education formats for teachers. UTAUT model is a more reliable and effective model to study how people behave when it comes to online learning education because it is more sensitive to the effects of social cues.

Venkatesh, et al., (2003) mentioned that the factors of performance expectancy are perceived efficacy, fit for the job, and meet the supposed results. Those impact to change the persons believe through facilitating their work and enhance the performance. Also Davis and Davis, (1989) founded that believes about the usefulness help to improve the performance or efficiency through the new system.

The variables which are influencing to effort expectancy are complication, user friendliness and supposed accessibility (Vankatesh, et al., (2003). According to meaning of the supposed accessibility which is the idea that, system should give easy way to use without doing more effort. The incapacity of the user to understand how to use the system is what is meant by complication. User friendliness or ease of use mean that without any complication, user can use the system straightforward way according to their perception. Also they declared that those variable drown positive implications for performance expectancy. Davis, (1989) agreed this opinion while mentioning that easiness of the system help to improve the performance. Further easiness bring the better performance and impact straightly on the expectations of performance and the intention to workers e-learning process (Carlsson, et al., 2006). Additionally, gender, age, and experience change the expectations of performance on behavioural intention and women have more effort expectation than men (Venkatesh, et al., 2003).

According to Venkatesh, et al., (2003) another direct predictor behavioural intention is Social influence which embraces the acceptance towards the technology. It can be defined as "the extent to which a person believes that it is vital that others believe he or she should utilize the new system". They introduced the variables related to social influence as, subjective norm, social circumstances and image. Further social circumstances change person's opinion and perception which greatly impact to change of the people behavior.

Comparison with particular culture and Social factors of the modified reference group is very important for behaviouaral changes. Thompson, et al., (1991) mentioned that persons' behavior can be affected by subjective social situations, interpersonal relationships: coworkers and leaders. Another important variable is image which can be identified as using new technology can uplift individual social recognition, standing or image, potentially enhancing reputation and visibility. The moderating variables which are mentioned by Venkatesh, et al., (2003), gender, age, voluntariness and experience change the social influence factors on behavioural intention.

Venkatesh, et al., (2003) define the facilitating conditions as the persons believe that the organizational and technological infrastructure which assist for system functioning. This is influence by few elements such as control of the supposed behaviour, enabling circumstances and compatibility. Control of the perceived behaviour is a person's assessment that personally carryout behavior in simply or difficulty (Ajzen, 1991; Taylor and Todd, 1995). A "facilitating condition" is an objective environmental factor that increases people's propensity to use technology, such as prompt assistance when utilizing a difficult system or advice when selecting a system (Thompson et al., 1991). Time and money can be identified as the resources which help to facilitative condition. Also perception can be increase by providing learning resources, functionality of the existing devices, and other equipment and instruments which help to make the learners decision and change the behaviour (Concannon, et al., 2005)

Recent empirical studies have shown that student intentions are influenced by the perceptions of online learning, which is a theory and argument that predates the COVID 19 pandemic. Following the pandemic, these characteristics' relationships with students' intentions have shifted, with some potentially having a significant impact while others have seen their importance decline. Additionally, it can present a different picture in the setting of military training than in the conventional educational system.

METHODOLOGY

Research Design: This research has used descriptive design as the main research design. In particular, it uses the officers, training courses at the NMA in Trincomalee to gather data from respondents on their views and opinions in connection to aspects affecting the acceptability of online training instruction.

Conceptual Framework: The UTAUT model and a literature review served as the foundation for the model of this study, which is shown in Figure 2. Major factors have been empirically found to have a favorable link with behavioral intention. This model has not considered the demographic variables of Venkatesh, et al., (2003) due to the fact that most respondents are placed in the same age range, experience, gender, and usage of technology, which influence the unreliable output of the results.
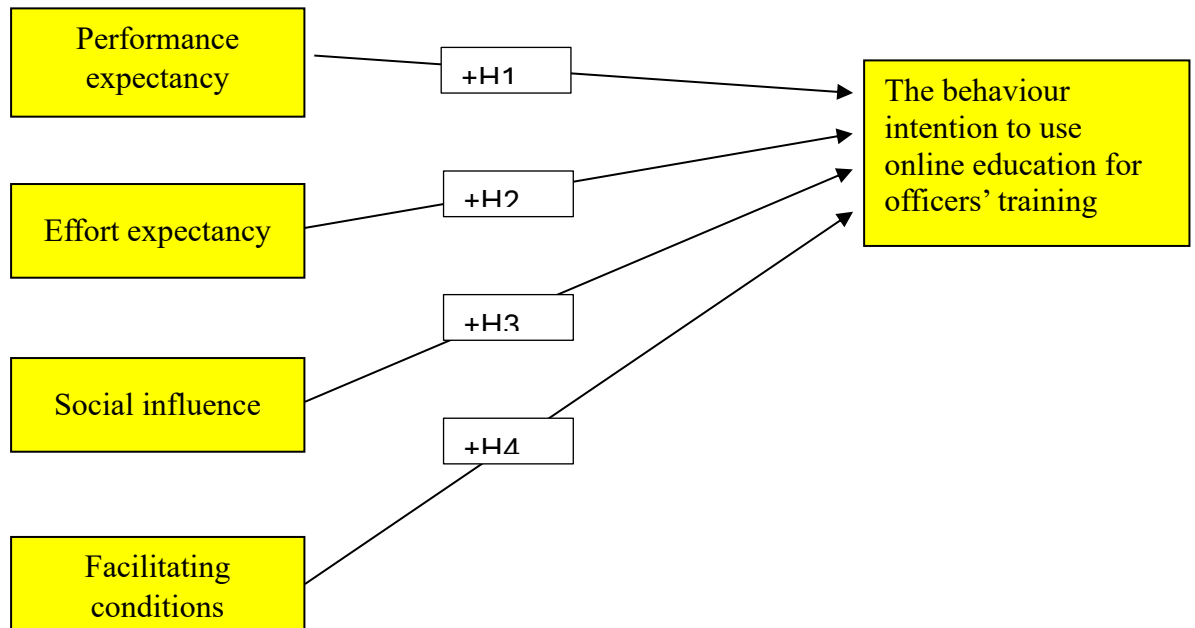

Figure 2: Conceptual Framework

Source: Developed by author

Variable Definitions

Table 4 reflects the definitions of variables.

Table 4: Definition of Variables

Variable	Definition
PE : Performance expectancy	Users' perceptions of how much online education can boost their performance
EE : Effort expectancy	Simplicity of the online learning
SI : Social influence	Believes about social environment impact for changing of individual intention towards online learning
FC : Facilitating conditions	Functionality of the Resources provided by the institution
BI : Behaviour intention	Students' plan to follow online learning

Source: Venkatesh, et al., 2003

Operationalization

Independent and dependent variable could be converted to measurable as illustrated in Table 5, Demographic factors: gender, age, experience and working hours have been evaluated separately.

Table 5: Operationalization of the Behaviour Intention to Use Online Education

Concept	Variables	Indicators	Source
The intention of behaviour on usage of online learning	*Performance expectancy (PE)*	a. Perceived Utility b. External Motivation c. Job-Fit d. Relative Benefit e. Result Anticipation	(Venkatesh V. , 2000), (Davis, 1993), (Mailiar,et al., 2020), (Liu, et al., 2010), (Al Kurdi, et al., 2021)
	Effort expectancy (EE)	a. Suppose to easy usage b. Simplicity c. Easy usage	(Venkatesh V. , 2000), (Al Kurdi, et al., 2021), (Davis, 1993)
	Social influence (SI)	a. Traditional norm b. Social factor c. Image	(Venkatesh V. , 2000), (Raman & Thannimalai, 2021), (Liu, et al., 2010), (Al Kurdi, et al., 2021)
	Facilitating conditions (FC)	a. Control of conscious behavior b. Facilitating circumstances c. Compatibility	(Venkatesh V. , 2000), (Mailiar,et al., 2020), (Al Kurdi, et al., 2021), (Liu, et al., 2010)
	Behaviour Intention (BI)	a. Preference b. Acceptance c. Intention	(Mamman, Ogunbado, & Abu-Bakr,2016), (Venkatesh V. , 2000), (Mailiar,et al., 2020), (Al Kurdi, et al., 2021)

Source: Developed by author

Hypothesis

Considering the empirical analysis, this Research plan to test following relationship:

> H1: Behaviour intention to use online officer's training courses is positively impacted by performance expectancy.
>
> H2: Behaviour intention to use online officer's training courses is positively impacted by effort expectancy.
>
> H3: Behaviour intention to use online officer's training courses is positively impacted by social influence.
>
> H4: Behaviour intention to use online officer's training courses is positively impacted by facilitating condition.

Study Population and Sample Size

The NMA student officers in 2021/2022 were the study's target population (Table 6). 133 student officers who were enrolled in their studies at the time made up the population. Yamane's formula was used to determine the sample size. Here **n** is the size of sample of the study, **N** is the total population and **e** is the standard error (0.05).

$$n = \frac{N}{1 + N(e)^2}$$

Table 6: Target Population and Sample Sizes

Sr. No	Name of Student officers' course	No. of students	Sample size
01	6th 2021/2022 Long Logistics Management Course (LLMC)	16	12
02	2021/2022 Long Executive Specialization Course (G, N, ASW, C)	40	30
03	28th 2021 Junior Naval Staff Course	19	14
04	26th 20/21 Sub Lieutenant Technical Course (Logistics)	22	17
05	02/2020 Sub Lieutenant Technical Course (Executive)	19	14
06	21st 2020/2021 Sub Lieutenant Technical Course (Provast and Infantry)	17	13
	Total	**133**	**100**

Source: Developed by author

Sampling Procedure

This study had used stratified sampling. The Stratified random sampling is often more convenient than other sampling techniques. Total population was included six types of officers' courses. Therefore it is essential to all the students needed to represent the survey. Stratified sampling gives highest representative opportunity for all students under the six strata. Officers are consisted in six strata. Individuals are selected using simple random sampling method in the different strata. Out of 133 officers, there were selected 100 officers as the sample.

Data Collection Techniques

To gather data for this study, Google form was used as a questionnaire. Table 7 illustrate the structure of the questionnaire.

Table 7: Questionnaire Structure

Section	Description	Variables	Questions
I	Demographics	Gender, online study hours, course, experience	1, 2, 3, 4, 5
II	Independent Variable	Performance Expectancy	6, 7, 8, 9, 10
		Effort Expectancy	11, 12, 13, 14, 15
		Social Influence	16, 17, 18, 19, 20
		Facilitating condition	21, 22, 23, 24,25
III	Dependent Variable	Student Behaviour Intention	26, 27, 28, 29,30

Source: Developed by author

Data Analysis Techniques

The students who make up the entire population will be described using descriptive statistics. On the basis of the research questionnaire pertaining to four characteristics, the student behavior intention to use online education will be analyzed. For the purpose of analysis, all independent variables will be assigned marks on a Likert scale: strongly disagree, disagree, neutral, agree and strongly agree ranging from one to five (1-5) points.

Correlation and regression analysis were performed using SPSS version 20.0. Correlation

coefficient gives the numerical value for the relationship among factors and behavioural intention while regression analysis giving the impact of the factors on intention.

DATA ANALYSIS, PRESENTATION AND DISCUSSION

Response Rate: Sample size of the study is 100 student officers of the officers' course in NMA during the period of 2021-2022. Among, 99% students' respondents positively for data collection and it give worthy analysis.

Demographic Factors: This section identifies the demographical factors affecting to behavioural intention of student officers. Such as gender, age, online learning experience, and online learning time period have been considered the major demographical factors in this study.

Gender and Age: In this study, In particular 98% of the respondents are male student officers (Figure 3). This research mainly found relationship regarding with the Factors Affecting Student Officers' Acceptance which mainly impact for male student officer's perception about online learning. Also 70% of the respondents are within 26 to 35 age groups (Figure 3). It means majority of the students are belongs to Millennium generation. Only 3 percent are 41-45 age groups. Therefore many of the students are consider as young officers.
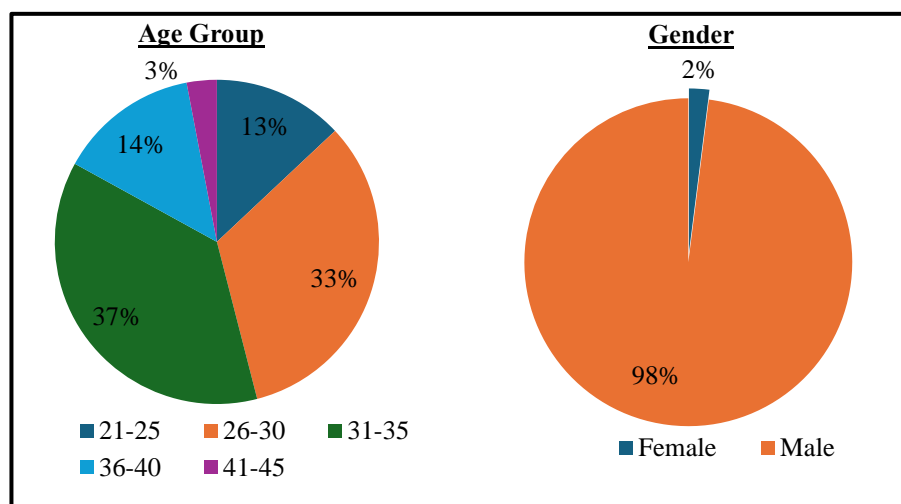
Source: Own Survey Data 2022

Figure 3: Gender and Age group

E-learning experience and spending times for online learning: According to Figure 4,

91 percent students have less than five year of involvement and only 9 percent have more than five year experience for online learning. Online learning has been used by the NMA for their training during COVID 19 pandemic situation. Meanwhile an e-learning platform was introduced during this period due to limitation of the students' movement. Under this situation, they hadn't much experience about e-learning.
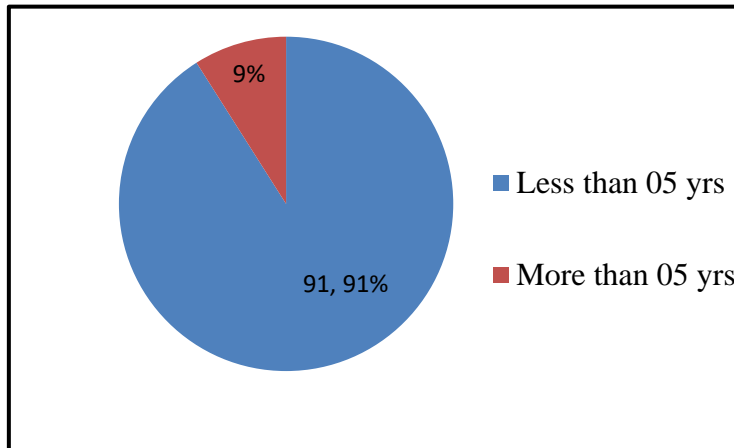

Figure 4: E-learnning Experience

According to Figure 5, 35% of the student officers are spending time more than 5hours per day. Also 78% are spending more than one hour per day. Therefore majority of student officers were engaging with online learning. They are matured with experience and have absorbed experience in advance. That knowledge and experience can give trustworthy information about the industry and it improves the validity of the findings.
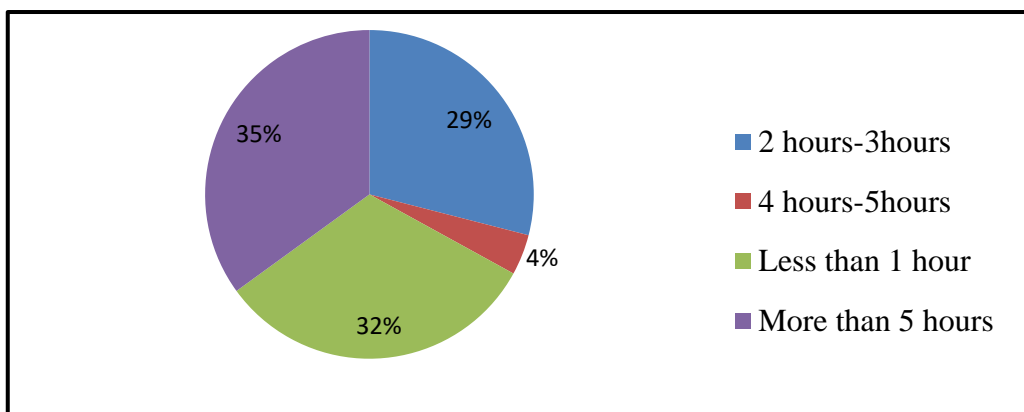
Source: Own Survey Data 2022
Figure 5: Spending Times for Online Learning

Reliability Analysis

Table 8 illustrates the value of Cronbach's Alpha which give the consistency of the respondents was investigated. According to the Table 8, all Cronbach's Alpha values are standing above value 0.60 and it reveals that operationalization of all selected variables, internal consistency and interdependency of questionnaire are in accepted and satisfactory level. Finally, internal consistency of selected dimensions and items of all variables of current study have good reliability and study produce the trustworthy and useful findings.

Table 8: Statistics of Reliability

Variables	Cronbach's Alpha
Performance Expectancy	0.841
Effort Expectancy	0.623
Social Influence	0.718
Facilitating condition	0.644
Student Behaviour Intention	0.865

Source: Own Survey Data, 2022

Frequencies Analysis

Table 9 indicates Frequencies Analysis of the respondents.

Table 9: Frequencies Analysis

	BI	PE	EE	SI	FC
Skewness	-0.136	0.449	-0.129	0.189	0.266
Std. Error of Skewness	.241	.241	.241	.241	.241
Kurtosis	-0.484	-0.292	-0.23	-0.133	-0.624
Std. Error of Kurtosis	.478	.478	.478	.478	.478

Source: Own Survey Data, 2022

This study has tested normality using skewness, which examines the normality of the distribution. With regard to all variables, the coefficient of skewness will be between -1 and +1 (Field, 2005). In comparison to kurtosis, all the absolute values of variables are less than three times of the standard error of kurtosis (Hair et al., 2010). According to Table 9, the

results show the significantly normal distribution of data.

Relationship between Factors Affecting Student Officers' Acceptance and Behavioural Intention

This section investigates the relationship between factors affecting student offices' acceptance and the behavioral intention. It can be analyzed using correlation and regression analysis.

Results of Correlation Coefficients:Table 10 indicates the relationship between factors and the behavioural intention using Pearson correlation which should be within the range of -1 to +1.

Table 10: Correlation Analysis between Factors Affecting Student Officers' Acceptance and Behavioural Intention

	BE	PE	EE	SI	FC
Pearson correlation	1	0.503	0.591	0.73	0.497
Sig. (2 tailed)		.000	.000	.000	.000

Source: Own Survey Data, 2022

A form of correlation coefficient called Pearson correlation illustrates the relationship between two variables as determined by how similar their ratio scales are. Additionally, this number demonstrates how strongly two continuous variables are related.

According to the value of Pearson coefficients, there is a strong positive correlation (73%) between social influence (SI) and the behavior intention (BI) while other factors: performance expectancy (PE), effort expectancy (EE), and facilitating condition (FI) give the moderate positive relationship with the behaviour intention with a percentage value of 50.3, 59.1, and 49.7 respectively. Those are significant associations at the significant value 0.05. Also Figure 6 further indicates that behaviour intention and main four factors have a liner positive relationship.
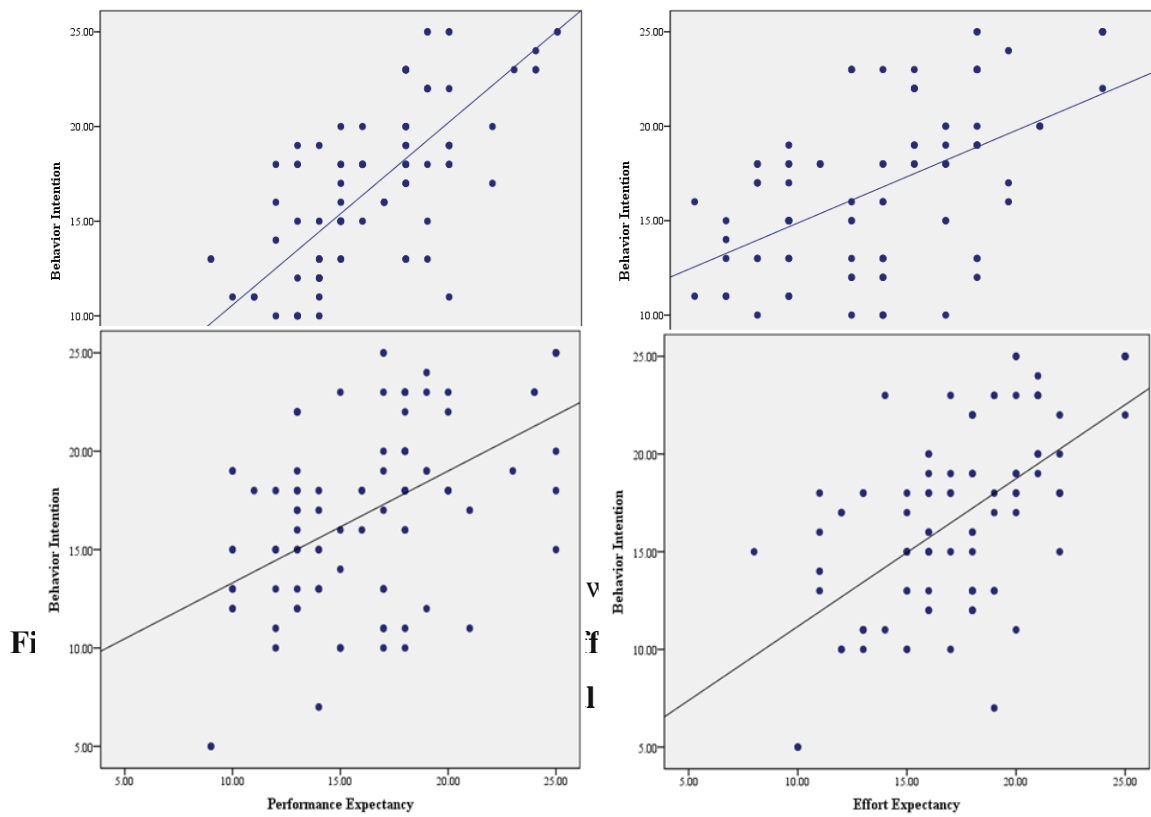
Multiple Regression Analysis: This analysis can be used to determine the impact of main four factors on persons' behaviroul intention. Accordingly, study has employed multiple regression technique due to analysis was connected with four variables. Table 11, 12, and 13 illustrate the analysis of factors' impact.

Table 11: Summary of the Model

R	R^2	Adjusted R^2	Sig.
0.774	0.6	0.583	0.000

Source: Own Survey Data, 2022

R value gives the measurement of quality with regard to the prediction of the behavioural intention. According to Table 11, the R value is 0.774 highlighting the behavioural intention's strong level of prediction. R^2 measure the proportion of variation in the behavioural intention that can be predicted by the main four factors. This value take 0.6 in Table 11, and main four factors: performance expectancy, effort expectancy, social influence, and facilitating conditions have given 60 % prediction for the variance of behavioural intention.

Table 12: ANOVA

Model	Sum of squares	df	F value	Sig.
Regression	1314.367	4	35.603	.000

Source: Own Survey Data, 2022

In Table 12, significance value is extremely low (0.000) at the 0.05 confidence level. That means performance expectancy, effort expectancy, social influence, and facilitating condition have a statistically significant relationship with the behavioural intention. Therefore it is concluded that regression model match for the data in the study.

Table 13: Coefficient Analysis

	Beta value	Sig.
PE	.044	0.664
EE	.118	0.37
SI	.757	0
FC	.309	0.008

Source: Own Survey Data, 2022

With the help of estimations in Table 13, researcher can determine how much of an increase in behavioural intention can be expected with one unit increase in the predictor which are four factors. Performance expectancy is 0.044 which means keeping all other variable constant, it is expected that for every unit rise in this variable impact to increase 0.044 units from the behavioural intention. But this is not statistically significant at the 0.05 confidence level. Also 0.118 unit of behavioural intention is increased by the one unit increasing of performance expectancy which is not statistically significant at the 0.05 significant level.

Meanwhile social influence coefficient value is 0.757 which means every unit increase in social influence impact to increase 0.757 in behaviour intention while holding other variable constant. This is statistically significant at the 0.05 confidence level. Also facilitating condition show the statistically significant positive impact on behavioural intention. That coefficient value is 0.309 which mean one unit increasing of the facilitating condition impact to increase 0.309 from the students' behaviour intention.

DISCUSSION

This part is dedicated to discussing the research findings, empirical evidence, and the researcher's overall analysis conclusion. Mamman, et al., (2016) have elaborated intention that degree of their willingness apply and resolve for people's behavior which is called intention. The same concept was presented by Venkatesh, et al., (2012) mentioned that behavior intention is some person's willingness to apply and remain the usage of technology and related components that governs that utilization. Aditia, et al., (2018) claim that using information technology is a behavioral predictor. According to research, 47.8% of students intend to accept online learning for their future education, compared to 29.4% of students who have a neutral opinion about using, accepting, and preferring online learning. Balance 22.8% of students opposes using online learning in their future classes.

According to Jasmeel, et al., (2002), they have found the positive relationship between the PE, EE, SI, FC, and BI and Mailizar, et al., (2021) also found that students' approaches towards the online learning is given greater influence to predict their intention during the COVID – 19 situation. According to many studies, they have found positive correlation between factors: performance expectancy, effort expectancy, conductive environment and habit with the behavior intention. Meanwhile descriptive statistics such as Pearson coefficient and linear relationship has been proven previous findings.

Venkatesh, et al., (2003) mentioned that the factors of performance expectancy are perceived efficacy, fit for the job, and meet the supposed results. Those impacts to change the persons believe through facilitating their work and enhance the performance. Further the variables which are influencing to effort expectancy are complication, user friendliness and supposed accessibility (Vankatesh, et al., (2003). System should give easy way to use without doing more effort. However results of the regression analysis show the insignificant impact of performance expectancy and effort expectancy to change the behaviour intention of the student officers. That means supposed usefulness, external motivation, job fitness, outcome expectation, ease of use, complexity impact positive to behaviour intention but cannot take for consideration to the training of the NMA. Further, Venkatesh, et al., (2003) stated that "gender, age, and experience will moderate the influence of effort expectancy on behavioral intention." effort expectancy is more pronounced in women than in males. However, 98% of the respondents are male officers, which constrained Venkatesh, et al., (2003) analysis to a gender perspective.

According to Venkatesh, et al., (2003) another direct predictor behavioural intention is Social influence which embrace the acceptance towards the technology. Thompson, et al., (1991) mentioned that persons' behavior can be affected by subjective social situations, interpersonal relationships: coworkers and leaders. Others, such as peers or teachers, can also have an impact on a students' choice (Shen, et al., 2006). Similar to this, research has shown that subjective norm, social factor, and image effect can alter students' impressions of online learning for the better. The ability to improve a student's likelihood is the factor that has the greatest impact on student admission. This indicates a strong influence of the interior environment on adaptation. It's possible that elements like student expectations, utility, benefits, convenience of use, and required facilities are less important in driving student officers to engage in online learning than other aspects like supervising officers, managing staff, peers' perceptions, NMA instructions, and culture.

Venkatesh, et al., (2003) define the facilitating conditions as the persons believe that the organizational and technological infrastructure which assist for system functioning. This is influence by few elements such as control of the supposed behaviour, enabling circumstances and compatibility. A "facilitating condition" is an objective environmental factor that increases people's propensity to use technology, such as prompt assistance when utilizing a difficult system or advice when selecting a system (Thompson, et al., 1991). Also perception can be increase by providing learning resources, functionality of the existing devices, and other equipment and instruments which help to make the learners decision and change the behaviour (Concannon, et al., 2005). The research shows that making online learning more accessible is a key component in influencing how positively students see online learning. Students that participate in online learning take into account their network setup, computers, and environment. Such positive outcomes are beneficial to universities, professors, decision-makers, and the higher education system when it comes to creating and implementing their online systems as mentioned by Jameel, et al., (2021). Navy must therefore take into account these variables that positively affect their perception and work to help them.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Demographic factors:

As the third objective of the study, demographic factors are identified through the study. Majority of the students are male student officers and those are belongs to the millennium generation in the generation category. Young officers' perception is different than other generation. They accept the new technology and they are spending at least one hour per day for online learning without regarding their past experiences. The online learning trend came with the spreading of pandemic and it has been influencing to learn through e-platform. Therefore young officers have identified the importance of online learning for their career development.

The Relationship between Factors Affecting Student Officers' Acceptance and Behavioural Intention:

Factors affecting to behavioural intention have been identified through the empirical survey of the study which give approach to achieve the first objective of the study. However, researcher found most of the studies were conducted by the nonnative scholars and those factors are relevant to identify the behavioural intention of the students' officers in the NMA.

As the second objective, relationship between factors and behaviour intention were investigated using correlation and regression analysis. According to numerical findings of the study, researcher identified the positive relationship with the main four factors and the behaviour intention through Pearson correlation and linear correlations analysis. And 50% of the students show the willingness to continue their learning through with the supporting of e-learning.

According to impact analysis of the regression analysis has highlighted the important factor as social influence among the four factors which give more positive and significant influence for the students' perception. Other positive impact factor on behaviour intention is facilitating conditions. If students have access to the network, computers and conductive environment, they have high intention to adopt the online learning.

However, including complexity, and perceived as the perceived expectations influence to students officers' intention without having significant impact. Additionally, the Effort Expectancy shows that the effect is both positive and unimportant. These elements are not important for student officers to adhere to online learning, according to the current circumstances. Additionally, they must obey Navy directives and regulations without taking into account their perception. Therefore, contrasted to empirical study, this research recommends identifying deeper causes for this insignificant behavior of the components on Behaviour Intention.

Recommendations

The findings may be pertinent and helpful for the Navy in developing policies, corporate strategies, and processes where Behaviour Intention plays a vital role in the Navy's educational system. This study suggests that student officers who have less than five years of experience with eLearning at the NMA should be willing to continue using online learning during subsequent courses, independent of social pressure and supportive circumstances. In light of the conclusion, it is apparent that the following recommendation should be put into practice:

- o Students need better environment for online learning due to their willingness. They can talk each other, introduce themselves, sharing their expectations and ambitions, goals and stories. Then turn the tables: ask each student to introduce themselves, sharing their expectations, their goals, and their stories.

- o Motivation is an important due to their positive perception towards the online learning. As a result of, Instructors, seniors and supervisors can make a positive feeling to maximum utilization and efficiently utilization of the online learning.

- o Interact with senior officers, directing staff and supervising officers and students by commenting on their drafts or joining them in a chat room, Design projects for collaborative teamwork, set up small groups and make themself available.

- o It is required to promulgate a legal framework for online learning in the Navy. It should be consisted not only the procedure but also making more online friendly environment. Such as providing better search engines and software, minimum data usage, high video resolution, conversation facility, sounds etc…

- o Authorities should ensure Online learning equity and resources in technology expertise, high-speed internet access, computers, equipment with quality and availability and conductive study space.

- o Information Technology department and other responsible departments ensures service excellence for better learning for the students.

- o Appreciation of best and innovative students is requiring due to reputation given by online learning and public money saving. Online learning leverage their digital skills through extrinsic motivators such as equipment and other facilities as gift, badges or certificates are useful, but inspire intrinsic motivation as well. It increase student's engagement.

- o It is required to continuously monitor their performance and transparent evaluation. As a result of authorities can identify their failures, focus for struggling area and issues and take corrective actions.

Future Research Directions

The literature review indicates that there has been little research on the Sri Lankan context. Due to the rapidly evolving information technology environment brought on by advancements and competition, this topic is exceedingly complicated and unpredictable. It is crucial to comprehend the recent developments influencing students' embrace of new information technologies.

Additionally, studies found a favorable correlation with Performance Expectancy, Effort Expectancy, and Behaviour Intention, which is supported by actual evidence. Therefore, it is necessary to analyze the factors in detail and make comparisons between civil and military education.

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