

Teachers' Continuance Intention Towards Using Madrasati Platform: A Conceptual Framework

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Abstract : With the rapid spread of the COVID-19 pandemic, the Saudi government suspended students from going to school to combat the outbreak. As e-learning was not applied at all in schools, online teaching and learning have been revived in Saudi Arabia by providing a new platform called 'Madrasati.' Several studies have used the Decomposed Theory of Planned Behaviour (DTPB) to examine individuals' intention behavior in many fields. However, there is a lack of studies investigating the determinants of teachers' continued intention to use Madrasati platform. The purpose of this paper is to present a conceptual model in light of DTPB. To enhance the predictability of the model, the study incorporates other variables, including learning content quality and interactivity as sub-factors under the perceived usefulness, students and government influences under the subjective norms, and technical support and prior e-learning experience under the perceived behavioral control. The model will be further validated using a mixed methods approach. Such findings would help administrators and stakeholders to understand teachers' needs and develop new methods that might encourage teachers to continue using Madrasati effectively in their teaching.

Keywords : madrasati, decomposed theory of planned behaviour, continuance intention, attitude, subjective norms, perceived behavioural control

Conference Title : ICOLDE 2022 : International Conference on Open Learning and Distance Education

Conference Location : Paris, France

Conference Dates : May 16-17, 2022