FACTORS EFFECTING STUDENTS' INTENTION USING VISUAL COMMUNICATION DESIGN TECHNOLOGY: TECHNOLOGY ACCEPTANCE MODEL AT QINGDAO HARBOR VOCATIONAL AND TECHNICAL COLLEGE, CHINA

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Received: October 1, 2024
Revised: December 26, 2024
Accepted: January 19, 2025

Abstract

This study explores the factors influencing students' intention to use the Technology Acceptance Model (TAM) in the context of visual communication design technology. The research employs TAM as a theoretical framework to analyze the key variables that affect students' intention to adopt visual communication design technologies. The objectives of this study are 1) to examine students' behavioral intention, 2) to investigate students' use of the TAM, and 3) to pinpoint the elements that influence students' desire to employ the TAM. We used a quantitative research approach, administering a structured questionnaire to a sample of 226 students to collect data. A Cronbach's alpha coefficient of 0.97 confirmed the overall reliability of the instrument. Statistical analyses included descriptive statistics, correlation analysis, and multiple regression analysis.

The results indicate that both perceived usefulness and perceived ease of use significantly influence students' behavioral intention to use the TAM. We propose strategic recommendations based on these findings to optimize the integration of technology within educational settings. By enhancing students' engagement with the TAM framework, educational institutions can foster a more dynamic and effective learning environment that maximizes the benefits of technology adoption.

Keywords: TAM, Students' Intention, Visual Communication Design Technology

Introduction

In the digital age, the integration of technology into education has become a critical factor in enhancing the quality of learning. Students, as the primary users of educational technologies, play a pivotal role in driving this transformation. Researchers have developed several theoretical models to understand and predict users' acceptance of new technologies. Among these, the Technology Acceptance Model (TAM) proposed by [1] is one of the most widely adopted frameworks. TAM posits that an individual's behavioral intention to use a technology system is primarily determined by two core beliefs: perceived usefulness (PU)

and perceived ease of use (PEOU) [2]. These beliefs influence the user's attitude toward the technology, which in turn affects their intention to use it and ultimately determines actual usage behavior [3]. As such, TAM has been extensively applied to investigate the acceptance of various digital learning tools. TAM effectively explains students' acceptance of online collaborative learning platforms [10]. When students perceive that the platform enhances teamwork efficiency and learning outcomes (i.e., high perceived usefulness) and at the same time find its features simple to understand and operate (i.e., high perceived ease of use), the frequency and depth of platform use increase significantly [5]. Similarly, a study published in *Computers & Education* highlighted that TAM can be an effective predictor of student usage behavior in the rollout of mobile learning tools. It was found that students' perceived usefulness of mobile learning tools was primarily in terms of the ability to access learning resources and receive personalized support anytime and anywhere, while perceived ease of use referred to the compatibility with devices and the simplicity of the operating process [8].

Together, these findings suggest that TAM holds important guiding value in the application of educational technology, enabling educators and developers to better understand the needs and expectations of students. This is particularly significant in courses such as Visual Communication Design Technology, where students are required to engage with various software tools and digital platforms to create and communicate visual content. Applying TAM in this context helps optimize the design, implementation, and promotion strategies of educational technologies to ensure greater acceptance and effective use [6][7].

Research Objectives

1. To Study student's intention at Qingdao Harbor Vocational and Technical College, China
2. To Study the student's using TAM at Qingdao Study Harbor Vocational and Technical College, China
3. To Study the factors affecting student's

Methodology

1. Population and Samples

The population of this study consisted of 535 students enrolled in the Visual Communication Design Technology course at Qingdao Harbor Vocational and Technical College during the 2023 academic year. A sample of 226 students was selected based on Krejci and Morgan's sample size determination table [9]. The participants were chosen using a simple random sampling method.

2. Scope of Study Independent Variables and Dependent Variable

2.1 Independent variables

1) The Usefulness

2) The Ease of Use

2.2 Dependent variable

1) Students' intention using TAM

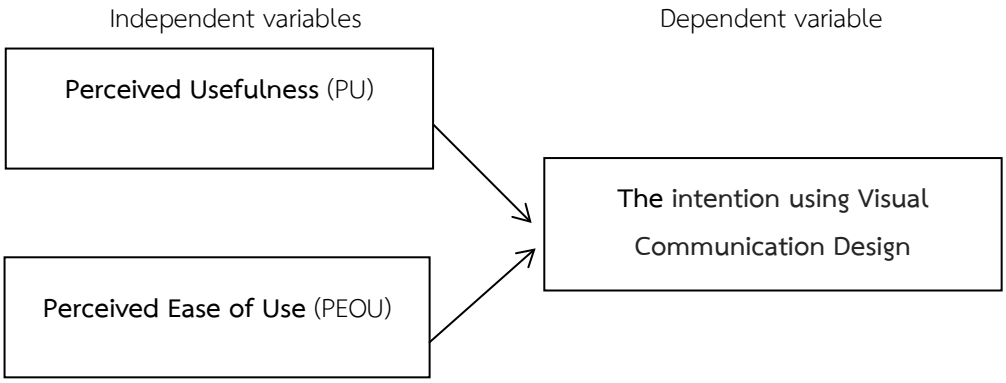

Figure 1 Independent Variables and Dependent Variable

3. Research Instrument

A structured questionnaire was developed to collect quantitative data. The instrument was divided into three parts:

- **Part 1:** Collected demographic information of the respondents, such as gender, age, and year of study at Qingdao Harbor Vocational and Technical College.
- **Part 2:** A five-point Likert scale was used to assess the two core constructs of TAM—Perceived Usefulness and Perceived Ease of Use—in the context of the Visual Communication Design Technology course.
- **Part 3:** Another five-point Likert scale was used to measure students' behavioral intention to use TAM.

The interpretation of Likert scale responses was based on the following criteria:

Score		**Level of Agreement**
5	Means	Highest agreement
4	Means	High agreement
3	Means	Moderate agreement
2	Means	Low agreement
1	Means	Lowest agreement

4. Instrument Testing

The Try- Out method was sent to a non-research sampling group of 30 students enrolled in the 2023 academic year of Qingdao Harbor Vocational and Technical College as a non-research sample group for trial use, and analyzed using Cronbach's reliability test. The details of the three influencing factors are as follows:

Table 1 The details of the three influencing factors are as follows:

Variable	Cronbach's Alpha	N of Items
The usefulness of Students intention perception.	0.98	7
The ease of use perceived by Design Technology: TAM	0.97	5
The intention using Visual Communication Design Technology	0.98	5
Overall	**0.97**	**17**

The Alpha coefficient has an overall reliability of 0.97. The questionnaire with reliability greater than 0.7 is valid. [11]

Results

1. Analysis of the Personal Information Factors

Table 2 The Frequency and Percentage of personal information of students by gender, age and year of study in the College.

Personal Factor	Details	Number	Percentage
Gender	Male	111	49.10
	Female	115	50.90
Total		226	100.00
Age	less than 18 years	64	28.30
	18-20 years	86	38.00
	Over 21 years old	76	33.70
Total		226	100.00
Your of study in the College	Freshman year (first year)	77	34.10
	Sophomore year(second year)	79	35.00
	Junior (third year)	70	30.90
Total		226	100.00

From Table 2, found that 226 students responded to the questionnaire by variable were as follows**:** In terms of gender, the ratio of male to female students is close, female is 115 students and male is 111 students, in term of Age, aged 18-20 years is the most correspondents. About the year of study found that the highest number of students were in the second year (Sophomore) 79 students followed by the first year 77 and third year 70 students, respectively.

2. Analysis of Mean and Standard Deviation Result

Means ($\bar{x}$) and standard deviations (S) were analyzed for the variables related to students' using TAM.

Table 3 The mean and standard deviation of TAM

(PER) perception	N=226		Level of Factors
	($\bar{x}$)	SD	
The usefulness of TAM	3.21	0.83	Moderate
The ease of use of TAM	3.22	0.80	Moderate
Overall	3.21	o.82	Moderate

Table 4 The mean and standard deviation in student's intention of Using TAM

(INT) Intention	N=226		Level of Intention
	($\bar{x}$)	SD	
The student of using TAM	3.21	0.87	Moderate

3. Results of Finding

Table 5 MODEL SUMMARY

model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.535a	0.287	0.280	0.74

Predictors: 1) The Usefulness of TAM, 2) The Ease of use of TAM 3) the student's Intention of using TAM

Table 5 shows that the R value is 0.287, which indicates that 28.7% of the variation of the dependent variable can be explained by all two independent variables. In the linear regression analysis, these are used as independent variables, and the student's intention is used as the dependent variable. It can be seen from the above table that the R-square value of the model is 0.287, which means that The Usefulness of TAM, 2) The Ease of use of TAM have a 28.7% influence on the student's intention of using TAM

Table 6 ANOVA a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.563	2	24.28	44.81	.000b
	Residual	120.842	223	0.54		
	Total	169.405	225			

Dependent variable: c11

b. Predictors: (Constant), a11, b11

As can be seen in Table 6, when the F-test was performed on the model, it was found that the model passed the F-test (F = 44.809, p = 0.000 < 0.05), indicating that the model construction is meaningful.

Table 7 CORRELATION

CORRELATION		Perceived Usefulness (PU)	Perceived Ease of Use (PEOU)	students' intention to use visual communication design technology
The usefulness of TAM	Personal Correlation	1	0.407**	0.469**
	Sig.(2-tailed)		.000	.000
	N	226	226	226
The ease of use of TAM	Personal Correlation	0.407**	1	0.427**
	Sig.(2-tailed)	.000		.000
	N	226	226	226
The student's Intention of using TAM	Personal Correlation	0.469**	0.427**	1
	Sig.(2-tailed)	.000	.000	
	N	226	226	226

It can be seen from Table 7, that the correlation coefficient between "The student's Intention of using TAM" and "The usefulness of TAM" is 0.469, showing a moderately positive correlation. The correlation coefficient between "The student's Intention of using TAM" and "The ease of use of TAM" is 0.427, also showing a moderately positive correlation. All factors indicate significant correlation when 0.000 < 0.05.

Table 8 COEFFICIENTS

Model		Unstandardized B	Coefficients Std. Error	Std. Coefficients Beta	t	Sig.
1	(Constant)	0.10	0.24		4.31	.000
	Perceived Usefulness (PU)	0.37	0.07	0.35	5.70	.000
	Perceived Ease of Use (PEOU)	0.31	0.07	0.28	4.58	.000

From Table 8, it can be observed that the perceived usefulness and perceived ease of use of the Technology Acceptance Model (TAM) were employed as independent variables, while students' behavioral intention to use TAM served as the dependent variable for the linear regression analysis.

Based on the regression coefficients obtained, the following regression equation was established: Students' Intention to Use TAM = 0.10 + 0.370 (Perceived Usefulness) + 0.310 (Perceived Ease of Use)**

The R-squared value of the model is 0.287, indicating that the two independent variables—perceived usefulness and perceived ease of use—explain 28.7% of the variance in students' behavioral intention to use TAM.

The F-test result for the overall model was F = 44.81, p = 0.000 < 0.05, confirming that the model is statistically significant. This means that both independent variables have a meaningful influence on the dependent variable. The Durbin-Watson (DW) statistic is approximately 2, suggesting no autocorrelation in the residuals, thereby supporting the model's validity and goodness of fit.

Specifically, the regression coefficient for perceived usefulness is 0.370 (t = 5.70, p = 0.000 < 0.05), indicating a significant positive effect on students' intention to use TAM. Similarly, the regression coefficient for perceived ease of use is 0.310 (t = 4.58, p = 0.000 < 0.05), also demonstrating a statistically significant positive impact on students' intention to use TAM.

Conclusion and Discussion

1. Conclusions

The results of this study provide empirical support for students' intention to use the Technology Acceptance Model (TAM) in the context of a Visual Communication Design Technology course. This research applies TAM to analyze the key factors influencing students' intention to adopt visual communication design technologies [1].

Perceived usefulness was found to have the strongest effect on students' behavioral intention, indicating that students are primarily motivated by the perceived benefits and advantages of using TAM. The usefulness of technology in facilitating flexible and effective learning emerged as a key driver of students' intention to adopt these tools, which is consistent with prior studies [3], [12].

Perceived ease of use also significantly predicted behavioral intention, although its impact was smaller compared to usefulness. This finding emphasizes the importance of user-friendly design and system simplicity in fostering technology acceptance [13]. When students perceive a system as easy to access and navigate, they are more inclined to integrate it into their learning activities.

The strong correlations between perceived usefulness, perceived ease of use, and students' intention to use TAM validate the structural relationships proposed in the model. These results reaffirm the direct effects of these two constructs on behavioral intention, as demonstrated in previous educational technology adoption research [3], [14].

Moreover, integrating external variables such as computer self-efficacy and prior experience may enhance the explanatory power of the TAM framework [10] [15]. Students with higher digital literacy and broader exposure to technology are more likely to perceive online learning platforms as both useful and easy to use. Future research should further investigate the influence of these external factors.

2. Discussion

This study analyzed the factors influencing students' intention to use the Technology Acceptance Model (TAM) by applying it as a theoretical framework in the context of a Visual Communication Design Technology course. Data collected from 226 college students indicated that perceived usefulness and perceived ease of use significantly and positively predicted students' intention to adopt TAM for this class.

Perceived usefulness had the strongest influence on students' behavioral intention [4], suggesting that students are primarily motivated by the perceived educational benefits of using TAM. Perceived ease of use also had a statistically significant effect, emphasizing the critical role of user-friendly design in facilitating technology adoption [16]. These findings offer empirical support for the TAM framework in explaining students' acceptance of educational technologies.

The practical implications of these results are that institutions should prioritize improving both the perceived usefulness and ease of use of TAM-based tools to encourage adoption among students in Visual Communication Design Technology courses. Strategies might include intuitive interface design, relevant functionality, and training sessions to familiarize students with the technology [17].

Future research should look into other things that might affect how students accept technology, like their confidence in using computers, their past experiences, and the impact of their peers, to make the findings stronger and more applicable.

Overall, this study contributes to the theoretical understanding of students' intention to adopt educational technologies through the TAM framework and provides data-driven recommendations for educators and technology developers.

Suggestions

Based on the conclusions of this study, the following suggestions are proposed:

1. Students should actively utilize (TAM) for Visual Communication Design Technology class and tools provided by the college. Regular usage can enhance familiarity and skills, improving perceptions of usefulness and ease of use.

2. When encountering difficulties in using (TAM) for Visual Communication Design Technology class, students should seek help from instructors and technical support staff. This can prevent frustration and increase confidence.

3. Students should provide feedback to instructors on how (TAM) for Visual Communication Design Technology class can be designed to better support their learning needs. This input can help improve the usefulness.

4. Develop digital literacy skills through college resources and self-learning. Higher computer self-efficacy will enable students to fully leverage (TAM) for Visual Communication Design Technology class.

5. Students should keep an open mind set about integrating new Visual Communication Design Technology class into their studies.

6. Being receptive to innovations can maximize benefits.

7. Conduct training and workshops to increase students' awareness and competency in utilizing (TAM). This can enhance perceived ease of use.

8. Provide adequate technical infrastructure and support resources to ensure easy accessibility and positive experience with TAM. Fixing issues promptly is important.

9. Incorporate student feedback when selecting and designing TAM and platforms to match their needs and expectations. This can improve the usefulness.

10. Promote collaboration features of (TAM) Visual Communication Design Technology class to increase peer learning and engagement. Greater interactivity improves adoption.

11. Develop customized guidance for students with less technology experience to ensure inclusive acceptance of (TAM) Visual Communication Design Technology class learning innovations. Addressing skill gaps is key.

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