

THE FACTORS THAT INFLUENCE THE
ACCEPTANCE OF DIGITAL READING
PLATFORMS AMONG STUDENTS

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BY

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A final year project submitted in the partial fulfilment of
the requirement for the degree of

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- (3) Sole contribution has been made by me in completing the FYP.
- (4) The word count of this research report is 10790 words.

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DEDICATION

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LIST OF ABBREVIATIONS

UTAUT	Unified Theory of Acceptance and Use of Technology
PE	Performance Expectancy
EE	Effort Expectancy
SI	Social Influence
FC	Facilitating Conditions
TAM	Technology Acceptance Model
DV	Dependent Variables
IV	Independent Variables
XLSTAT	Statistical Analysis Tools for Excel
VIF	Variance Inflation Factor

PREFACE

In the digital era, technological advancements have significantly influenced various aspects of daily life, reshaped industries and transforming the way we engage with the world. Digital reading platforms have emerged as pivotal tools, revolutionizing the academic landscape by providing students with convenient, efficient, and interactive learning experiences. These platforms have redefined how students access and interact with academic resources, offering user-friendly interfaces and features tailored to their needs. As such, understanding students' perceptions and experiences is essential to ensure these platforms effectively address their academic requirements and preferences. Therefore, this study seeks to examine the factors influencing students' intentions to use digital reading platforms, focusing on performance expectancy, effort expectancy, social influence, and facilitating conditions.

ABSTRACT

This study explores the factors influencing students' intention to use digital reading platforms, focusing on four key variables from the UTAUT model: performance expectancy, effort expectancy, social influence, and facilitating conditions. As students increasingly rely on digital tools for academic purposes, understanding the factors driving their intention to adopt digital reading platforms is essential. A non-probability sampling method was used to survey undergraduate students, and data was analyzed through chi-square tests to assess associations between the independent variables (IVs) and the dependent variable (DV), students' intention to use digital reading platforms. The findings show that performance expectancy, effort expectancy, and facilitating conditions all have significant positive associations with students' intention to use digital platforms, while social influence had a weaker relationship. The results suggest that students are more likely to adopt digital platforms when they perceive them as useful, easy to use, and supported by adequate infrastructure. This study highlights the importance of improving technological infrastructure, simplifying interfaces, and providing support to promote digital adoption. The insights gained can guide platform developers, educators, and policymakers in enhancing digital reading platforms to better meet students' academic needs.

Keywords: Digital Reading Platforms, Technology Adoption, UTAUT Model, Chi-Square, Performance Expectancy

CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

The digital reading industry is experiencing rapid growth due to the increasing use of digital platforms by individuals, particularly students, to access books and educational materials. This is largely due to digital platforms' convenience, which allows users access to vast amounts of content at the click of a button. Additionally, the increasing availability of high-speed internet has enabled users to access books and educational materials from anywhere in the world. Thus, in this study, we aim to identify and comprehend the influence of technological infrastructure on the success of digital reading platforms globally among students. This includes performance expectancy, effort expectancy, social influence, and facilitating conditions. Background, objectives, questions, and significance of the study are described in this chapter.

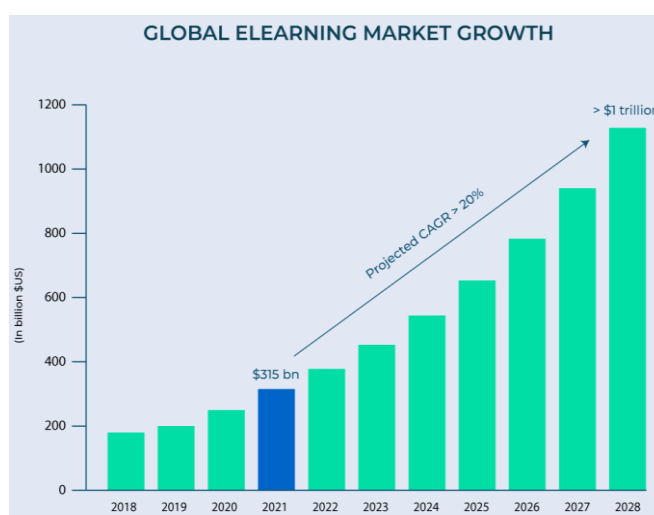
1.1 Research Background

Reading electronic documents is vital to academic literacy. It is a vital part of obtaining educational resources and facilitating student communication. Developing top talents and building world-class institutions requires improving students' quality and increasing academic literacy. Due to the COVID-19 pandemic in 2019, along with preventative measures (such as home quarantines and closures of educational institutions), university students have changed their online reading habits significantly. Students became increasingly accustomed to digital education as universities adopted online learning during the pandemic (Maria & Arios, 2022).

Parallel developments include the digital transformation of academic materials and the rise of the Internet age. Both have reshaped students' reading habits (Sun et al., 2021). Universities have increasingly relied on digital reading platforms to provide academic reading materials (Peng, 2017), and the use of social media networks to share academic information has become a significant trend (Yang, 2019).

Digital reading platforms have become increasingly important as eLearning has rapidly transformed students' access to academic resources. According to recent figures, the global eLearning market is expected to reach \$1 trillion by 2028, a sign of rising demand for digital solutions in education. During the pandemic, students increasingly relied on online resources for their academic needs as a result of the wide adoption of digital platforms. Figure 1.1 illustrates how digital reading platforms have become essential for accessing academic materials and helping students obtain journals, papers, and other educational materials quickly. Online learning and digital reading platforms continue to grow in importance in modern education due to their environmental benefits, like reduced energy consumption (Mani, 2033).

Figure 1.1 Global eLearning Market Growth



Adapted from: Mani, B. (2023) *Online Learning Statistics and Trends for 2021*. SellCoursesOnline Publishers

The increasing reliance on digital solutions by students has led researchers to focus on their intentions to use digital reading platforms. Using online reading platforms, students can access journals, conference papers, and other academic materials efficiently. The shift to digital reading was caused by students' need to adapt to online learning environments during the pandemic. Factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions play a crucial role in shaping students' intentions to adopt digital reading platforms. Understanding these factors is essential for improving the effectiveness and adoption of these platforms within academic settings (Venkatesh, et al., 2003).

1.2 Research Problem

Students increasingly rely on digital platforms for accessing educational resources, and digital reading is becoming an integral part of student learning. Reading academic materials such as journals, conference papers, and forums via mobile devices, tablets, computers, and other digital carriers differs from traditional reading. Since the COVID-19 pandemic, universities have adopted online teaching, which has led to an increase in digital reading habits among students (Liu & Huang, 2020). However, this transition has posed new challenges. Students face difficulties due to information overload, inadequate digital literacy, and a lack of comprehensive technological infrastructure (Hevia et al., 2021; Salim et al., 2022). Additionally, there is a notable absence of localized digital reading platforms in Malaysia, which affects students' access to relevant academic and entertainment content.

There has been little research on students' intentions to use digital reading platforms, particularly when compared with traditional academic reading (Cabrera-Pommiez et al., 2021; Yapp et al., 2021). Researchers have demonstrated that the skills and strategies required for digital reading are different from those needed for paper-based reading (Reiber-Kuijpers et al., 2020). The availability of ICT infrastructure,

digital reading environments, and students' attitudes toward digital reading all play a significant role in influencing students' adoption of digital reading platforms (Guzmán-Simón et al., 2017).

Therefore, based on the UTAUT model, this study aims to examine how key technological factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions influence students' intention to use digital reading platforms. This study fills the gap in the literature regarding students' digital reading behaviors and provides insights into how to improve the effectiveness and adoption of digital academic platforms. Considering the lack of localized digital reading platforms in Malaysia, this study is important to understand the barriers and motivations that affect students' use of digital reading platforms, which will help develop more effective and accessible resources.

1.3 Research Objectives

The main goal of this study is to identify the factors that influence students' intentions to use digital reading platforms. In this study, the four independent factors of performance expectancy (PE), effort expectancy (EE), social influence (SI), and facilitating conditions (FC) will be compared to the dependent variable, which is students' intention to use digital reading platforms. The study's findings will therefore provide more clarity and knowledge about the key factors influencing students' intention to use digital reading platforms. More specifically, the research's objectives are as follows:

1. To examine the association between performance expectancy (PE) and students' intention to use digital reading platforms.
2. To examine the association between effort expectancy (EE) and students' intention to use digital reading platforms.

3. To examine the association between social influence (SI) and students' intention to use digital reading platforms.
4. To examine the association between facilitating conditions (FC) and students' intention to use digital reading platforms.

1.4 Research Questions

This study is designed to answer the following question:

1. What is the most frequent type of reading material used in digital platforms globally?
2. What is the relationship between “digital reading” factors and students' intentions to use digital reading platforms?

1.5 Research Significance

This study aims to provide valuable insights into the influence of technological infrastructure on the intention to use digital reading platforms among students globally by identifying key determinants such as performance expectancy, effort expectancy, social influence, and facilitating conditions. To improve the effectiveness of digital reading platforms as well as user satisfaction, engagement, and adoption, educational institutions, and developers need to understand what factors influence students' intentions to use them. By understanding these factors, educational institutions and developers can tailor their platforms accordingly.

Moreover, platform providers can optimize accessibility, functionality, and ease of use with this study by identifying what technological elements students value most. To provide seamless, user-friendly, and supportive digital reading experiences, businesses can examine how these determinants impact students' intentions to use digital reading platforms.

1.6 Conclusion

In summary, this chapter summarizes students' intentions regarding digital reading platforms. Student access to academic resources and reading materials is easier through digital reading platforms. This is because they provide a centralized and easily accessible way to search, browse, and access resources effectively. This chapter provides a detailed review of the literature.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

With the help of four independent variables, this chapter explores the dependent variable, students' intentions on digital reading platforms. To support and analyze these factors, historical research, related journals, and articles are utilized. Initially, the chapter examines the underlying theories, discusses variables, conceptual frameworks, hypotheses, and concludes with a summary.

2.1 Underlying theories

In this study, one fundamental theory, the Unified Theory of Acceptance and Use of Technology (UTAUT), is used to explain the factors influencing students' intentions on digital reading platforms. The UTAUT framework identifies key determinants such as performance expectancy, effort expectancy, social influence, and facilitating conditions, which are believed to directly affect users' intentions to adopt and use new technologies. By applying this theory, the study aims to explore how these factors shape students' perceptions and behaviors towards digital reading platforms, providing a comprehensive understanding of their intentions.

2.1.1 Unified Theory of Acceptance and Use of Technology (UTAUT)

To better understand how students accept and utilize technology, the Unified Theory of Acceptance and Use of Technology (UTAUT) would be used. A comprehensive theory synthesized and integrated insights from eight distinct models. The UTAUT model was developed by Venkatesh et al. (2003). The TAM model, on the other hand, provides a conceptual framework for understanding the influence of external factors on behavioral intentions. In response to the limitations of the TAM model, the UTAUT model was formulated. Based on UTAUT's framework, we incorporate four factors that are the most influential: performance expectations, effort expectations, social influence, and facilitating conditions (Malatji et al., 2020). UTAUT developed a unified theoretical model to integrate fragmented theories and research on individual acceptance of information technology (Venkatesh et al., 2003). To formulate UTAUT (Venkatesh et al., 2003), conceptual and empirical similarities across the eight models of information technology use determinants were examined. Hence, UTAUT will highlight the key factors (performance expectancy, effort expectancy, social influence, and facilitating conditions) that influence students' intention to use digital reading platforms.

2.2 Review of variables

In reviewing the factors that influence students' intention to use digital reading platforms, it is important to focus on those that directly affect adoption and usage. In this study, Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions are the factors that are most important for understanding students' engagement with digital reading tools. It is less relevant in academic contexts where the focus is on technology's ability to enhance performance and ease

of use to consider alternative variables, such as habit or price value. Digital reading platforms are not typically concerned with variables such as trust or security, which are primarily important in situations involving sensitive information or financial transactions. Furthermore, this study emphasizes understanding the benefits of technology adoption rather than addressing barriers or fears related to its use.

2.2.1 Students' intention to use digital reading platforms

Intention to use digital reading platforms refers to a student's willingness and motivation to access academic resources via digital tools, such as e-books, journals, and course materials. Intentions are often influenced by the perceived benefits of these platforms, such as convenience, accessibility, and the availability of diverse educational content (Venkatesh et al., 2003). Since the COVID-19 pandemic, digital platforms have become integral to students' academic routines (Maria & Arios, 2022), which makes understanding their adoption essential.

According to the UTAUT model, performance expectancy, effort expectancy, social influence, and facilitating conditions are all key factors in driving technology adoption (Venkatesh et al., 2003). Students' intentions to integrate digital reading platforms into their academic practices are influenced by these factors. The relationship between intention and actual usage has been explored in previous studies, but there have been limited studies on digital reading platforms in Malaysia, especially after the pandemic. Malaysian students' intentions will be examined in this study to give insight into how digital platforms can improve to meet their evolving academic needs.

2.2.2 Performance Expectancy (PE)

The Performance Expectancy (PE) reflects the degree to which an individual believes that using a particular system will increase their performance. As a result of digital reading platforms, students anticipate an increase in academic productivity through easy access to necessary resources and increased study efficiency (Venkatesh et al., 2003). PE is identified as a key predictor of technology adoption in the UTAUT model. This indicates that when people perceive technology as beneficial to their performance, they will adopt it.

It has been demonstrated that PE plays an important role in influencing technology use through empirical studies. A study conducted by Wang et al. (2009) and Fagan (2019) found that students who believed that digital platforms would improve their academic performance have a greater likelihood of adopting them. It is expected that PE will play a significant role in influencing students' intentions to use digital reading platforms, especially since these platforms offer advantages such as quick access to materials and efficient information retrieval. Malaysian students perceived academic benefits will drive their willingness to engage with these digital tools, so PE is crucial for understanding adoption patterns.

2.2.3 Effort Expectancy (EE)

Effort Expectancy (EE) refers to students' expectation of ease of use associated with a particular technology, which is measured by their expectation that reading on digital platforms will be easy (Venkatesh et al., 2003). The UTAUT model identifies EE as a major predictor of technology adoption since users prefer technologies requiring minimal effort. Students are more likely to adopt a platform when they perceive it as user-friendly,

which will decrease the likelihood of them encountering barriers to usage.

Several empirical studies have found that students' decision to use digital platforms is significantly influenced by the ease of use, such as Botero et al. (2019). A key factor in this study is the degree to which EE influences students' intentions to use digital reading platforms, particularly in terms of how easy it is to navigate the platform and retrieve academic resources. Student adoption depends on a user-friendly design, since they prefer technologies that simplify academic tasks, making EE a crucial element in digital reading platform success.

Student access to information becomes more important in academic environments if the digital platform can be used quickly and efficiently. There is a tendency for platforms that are hard to use or require more effort to be adopted at a lower rate. In this study, EE plays a crucial role in investigating how the usability of digital reading platforms affects students' intention to adopt them.

2.2.4 Social Influence (SI)

Social Influence (SI) refers to the belief that a peer, educator, or family member is expecting individuals to use a certain technology (Venkatesh et al., 2003). Technology adoption is influenced by social pressure and peer recommendations, as shown in the UTAUT model. Digital reading platforms can have a significant impact on students' intentions to use them based on opinions and endorsements from those around them, particularly in academic settings.

The influence of SI on technology adoption is supported by empirical research. In Botero et al.'s (2019) study, peer recommendations and educator support played an important role in encouraging students to adopt digital platforms. Students were particularly influenced by their networks during the transition to online learning when they relied on them for guidance on which platforms to use. This study will explore how peer and educator recommendations can influence students' decisions to use digital reading platforms, especially in collaborative academic settings, where peer and educator recommendations will be crucial.

COVID-19 heightened the importance of SI, as students sought guidance on effective digital tools during this pandemic. Several users sought advice from their social networks, making social networks an important factor in the adoption of digital reading platforms. In order to understand how social influence shapes students' intentions to use these platforms, it is critical to examine the broader dynamics of technology adoption at universities.

2.2.5 Facilitating Conditions (FC)

Facilitating Conditions (FC) refers to the perception of the availability of resources and support that provide users with the ability to adopt and use a particular technology, including technical infrastructures, device access, and support systems (Venkatesh et al., 2003). Behavioural intention and actual system use are highly influenced by FC in the UTAUT model, emphasizing the need for adequate resources to accomplish successful technology adoption. Users who lack proper access to infrastructure, such as internet connectivity or devices, will be limited in their ability to engage with technology, even if it appears useful to them.

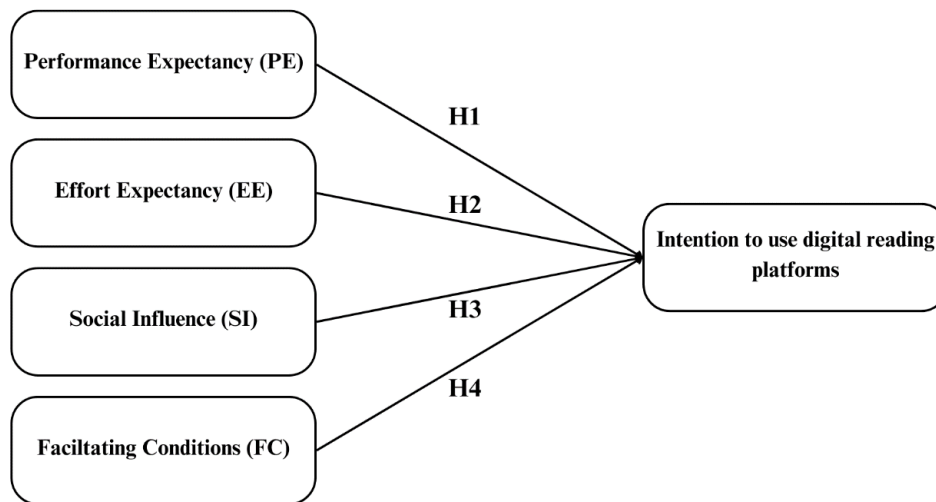
The importance of FC in technology adoption has been empirically proven. The research of Wong et al. (2019) found that students with reliable internet access and devices were more likely to adopt digital reading platforms, emphasizing the crucial role infrastructure plays in this process. The goal of this study is to examine FC in the context of Malaysian universities, where access to technical resources, such as internet-connected devices and connectivity, can vary greatly. As a result, students' willingness and ability to adopt digital reading platforms will likely be influenced by the availability of these facilitating conditions.

Technology adoption and sustained use in educational environments are crucially dependent on strong facilitator conditions. To effectively engage with digital reading platforms, students need technical support and reliable infrastructure such as internet access. Due to the disparity in access to technology across regions in Malaysia, this study explores how FC influence student adoption of these platforms, thus providing insight into how universities can better support students' use of these tools.

2.3 Conceptual Framework

The conceptual framework for this study illustrates the relationships between the independent variables (performance expectancy, effort expectancy, social influence, and facilitating conditions) and the dependent variable (students' intentions to use digital reading platforms). This study's conceptual framework is outlined in Figure 2.1:

Figure 2.1: Conceptual Framework



Source: Developed for the research.

2.4 Hypotheses Development

The hypotheses for this study are as follows:

2.4.1 Performance Expectancy (PE)

The performance expectancy of an individual refers to their belief that the new system or technology will increase their performance (Venkatesh et al., 2003). The use of digital reading platforms may improve the efficiency and speed with which readers find academic information resources. The performance expectancy (PE) is significantly correlated with the intention of students to use a digital reading platform. There has been increasing research showing that PE has a significant impact on students' intentions in mobile learning (Wang et al., 2009; Fagan, 2019).

H1: Performance Expectancy (PE) has a significant positive relationship with students' intention to use digital reading platforms.

2.4.2 Effort Expectancy (EE)

Effort expectancy is defined as the expected ease of using the technology (Paula et al., 2021). Digital reading platforms allow students to easily master and use digital reading tools. In research, effort expectancy (EE) has always been an important influencer of students' intentions to use digital reading platforms (Baptista and Oliveira, 2015). According to Botero et al. (2019), attitude and behavior intentions were not affected by effort expectancy. It is necessary to conduct more empirical studies to explain the role of effort expectancy in digital academic reading in light of these inconsistent findings.

H2: Effort Expectancy (EE) has a significant positive relationship with students' intention to use digital reading platforms.

2.4.3 Social Influence (SI)

In the context of social influence, the perception of others' approval for a technology is what defines the importance of its use (Paula et al., 2021). The social environment played a significant role in explaining how students' intentions to use digital reading platforms were influenced (Botero et al., 2019). Since the start of the COVID-19 pandemic, students have been spending a lot of time reading digitally. Other important individuals, such as friends, teachers, or family members, can influence students' intentions.

H3: Social Influence (SI) has a significant positive relationship with students' intention to use digital reading platforms.

2.4.4 Facilitating Conditions (FC)

Facilitating conditions were defined as the technical or organizational support expected while using the technology. Facilitating Conditions (FC) can significantly predict students' intentions to use digital reading platforms (Taiminen and Karjaluoto, 2017; Dwivedi et al., 2019; Jayanth and Murugan, 2020). Kim et al. (2005) believed that digital reading platforms can make better use of fragmented time. FC also predicted students' intentions to adopt and use digital reading platforms (Wong et al., 2019). For this study, it was hypothesized that FC affects students' intentions to conduct digital reading.

H4: Facilitating Conditions (FC) has a significant positive relationship with students' intention to use digital reading platforms.

2.5 Conclusion

An in-depth literature review is provided in this chapter to investigate the factors that influence intentions to use digital reading platforms. The validity of four hypotheses is supported by a comprehensive review of journals. Research methodologies will be discussed in the next chapter.

CHAPTER 3: METHODOLOGY

3.0 Introduction

'Research methodology' describes a systematic approach to planning, conducting, and evaluating research. Throughout this chapter, the research design, sampling design, data collection methods, and proposed data analysis tools are covered. This chapter serves as a foundational guide for understanding how the research will be structured and executed, ensuring that the study is both reliable and valid.

3.1 Research Design

Research designs demonstrate how to collect and evaluate relevant data effectively. This provides a framework and focus for the entire research and ensures that it is aligned with the acknowledged problem and facilitating the systematic achievement of research objectives (Sileyew, 2019).

3.1.1 Quantitative Research

It consists of systematically collecting, analyzing, and evaluating numerical data using statistical, mathematical, or computational techniques (Kandel, 2020). The purpose of this type of research is to quantify variables and test hypotheses in an effort to gain a better understanding of patterns,

relationships, and trends within a given population or sample. This method can be used to establish and identify a relationship between a particular factor (independent variable) and another factor (dependent variable) within a given population. The objective of this study is to collect data from participants using a Google Form survey in order to conduct a quantitative research study on students' intentions to use digital reading platforms. To quantify factors influencing students' intentions on digital reading platforms, closed-ended questions will be used in the survey, and the data gathered will be analyzed to reach conclusions.

3.1.2 Descriptive Research

A descriptive research method describes the characteristics of a population or phenomenon (Creswell, 2014). In this approach, variables, events, and conditions are accurately represented without influence or manipulation. An effective way to gather information about a subject and resolve the "what" aspect of the research problem is to analyse the current state of the subject. The purpose of this study is to identify and describe the key factors (such as performance expectancy, effort expectancy, social influence, and facilitating conditions) that influence students' intentions to use digital reading platforms. With this approach, data will be collected through surveys that will provide a deeper understanding of students' perceptions and behaviours.

3.2 Sampling Design

Samples are selected subgroups of a larger population, chosen as representative subgroups. Statistical inferences can be made about the entire population by using the method (Thomas, 2023) because it is an efficient and practical way to collect

data, make inferences about the whole population, and conclude it. This approach helps researchers save time and resources while maintaining the accuracy and validity of their findings.

3.2.1 Target population

Researchers study target populations to generalize their study's findings to the entire type or category of individuals or elements they are interested in studying. In other words, it represents the larger group whose knowledge the researcher aims to gain through the study. This allows researchers to identify trends and patterns that may apply to the entire population of elements being studied. It also allows them to use their findings to make predictions about what might happen in the future. Regardless of their gender, age, or nationality, undergraduate students will be the target population of this study, as their behaviors and preferences are crucial for understanding the focus area.

3.2.2 Sample frame

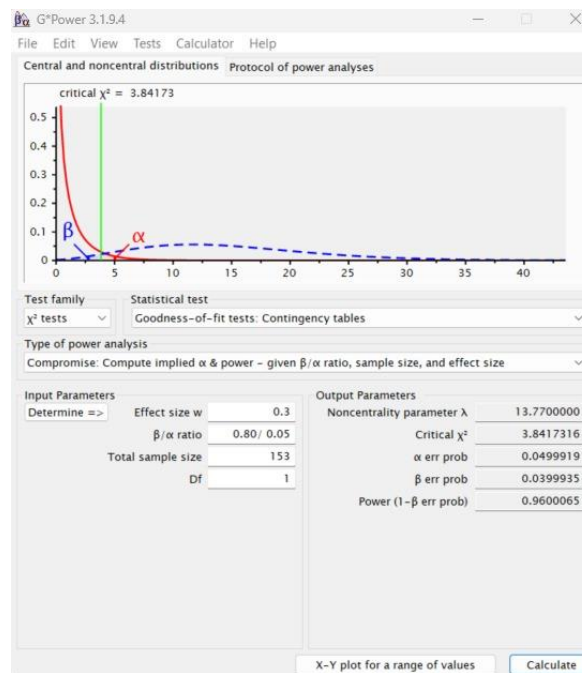
The respondents will be selected using non-probability sampling in this study. To be more specific, convenience sampling is to be utilized, targeting undergraduate students who are actively utilizing digital reading platforms. However, due to the nature of non-probability sampling, a formal sampling frame will not be used, meaning that not all members of the population will have an equal chance of selection. Data will be collected from students across different academic backgrounds and institutions, but randomization will not be attempted. Students who voluntarily participate in the study and regularly use digital reading platforms will be included. The target of 153

respondents ensures a reliable dataset for examining the relationship between selected factors (performance expectancy, effort expectancy, social influence, facilitating conditions) and students' intentions to use digital reading platforms.

3.2.3 Sample Size

153 respondents were surveyed for this exploratory study. Based on an expected effect size (f^2) of 0.15, the sample size for this study was determined by using the A-priori Sample Size Calculator for Chi-square analysis. This aligns with recommendations by Sullivan & Feinn, (2012), who emphasized the importance of aligning sample size with the number of predictors. The G*Power calculator was applied to ensure that the study achieves a high statistical power of 0.96, meaning there is a 96% chance of detecting significant effects if they exist. High-power levels are considered robust in detecting the impact of technology infrastructure on digital reading platforms' intention to use. Among the four independent variables in this study are Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions, which are integral to understanding the factors influencing students' intentions to use digital reading platforms.

Figure 3.1: G-Power Result



Source: Develop for the research.

3.2.4 Sampling Techniques

Participants were selected without randomization or predefined probabilities in this study using nonprobability sampling methods. A convenience sampling approach has been chosen as the most appropriate method. Participant availability and willingness to participate in research are considered in convenience sampling. Undergraduate students will be approached for this study based on their accessibility, such as through online platforms or in university environments, as well as their readiness to participate. Using this method, data is collected according to the convenience and willingness of participants, instead of at random.

Convenience sampling enables researchers to gather data rapidly and at a minimal cost, making it the best option for studies with time and resource constraints. The approach makes it easier to reach the target audience,

particularly undergraduate students, who are readily accessible through academic networks or digital platforms. Moreover, convenience sampling helps expedite data collection while still revealing valuable information from a relevant subset of the population, even if it does not aim for randomness.

3.3 Data Collection Method

A data collection process involves the systematic acquisition of information and data, typically to conduct research or perform analysis. The method may include various approaches such as archiving, surveying, interviewing, observing, and experimenting, all of which aim to gather accurate and relevant data for addressing research questions and objectives.

3.3.1 Research Instrument

During this study, the researchers gathered primary data from undergraduate students using a questionnaire. Questionnaires are effective tools for collecting standardized responses and for comparing variables. The questionnaire was chosen because it is easy for respondents to comprehend and complete. The purpose of this approach is to meet the research objectives and ensure that the data collected is suitable for statistical analysis based on association rather than correlation or regression. The purpose of this approach is to meet the research objectives and ensure that the data collected is suitable for statistical analysis based on association rather than correlation or regression, ultimately enabling the researchers to identify meaningful patterns and trends within the data.

3.3.2 Questionnaire Design

This questionnaire was created using Google Forms and divided into two main sections: Section A and Section B. Section A collects demographic data such as age, gender, and digital reading platform usage patterns, using nominal and ordinal scales. The purpose of Section B is to examine the association between the independent variables (performance expectancy, effort expectancy, social influence, and facilitating conditions) and the dependent variable (students' intentions to use digital reading platforms). In Section B, respondents respond on a 5-point Likert scale, making it possible to analyze associations based on ordinal data. By using this structure, the questionnaire not only captures essential demographic information but also facilitates a deeper understanding of the factors influencing students' digital reading behaviors.

3.3.3 Primary Data

A Google Forms survey was used to collect primary data from undergraduate students. We gathered survey responses from 200 non-probability students who were selected according to their accessibility and willingness to participate. In terms of their intention to use digital reading platforms, students were assessed using a Likert scale to determine their degree of agreement with the factors influencing their intentions. The objective of this study is to identify the association between student behavior and the platforms used. By analyzing these responses, the study aims to provide insights into the key drivers behind students' preferences and intentions towards adopting digital reading platforms.

3.4 Construct Instrument

This study adopted questionnaire items from prior research, based on variables and items from multiple research articles to ensure validity and reliability, as detailed in Table 3.1.

Table 3.1: Construct Instrument

Variables	Questionnaire Items	Sources
Students' intention to use digital reading platforms (DV)	I plan to use digital reading platforms.	Venkatesh, et al. (2003)
	I will continue to use digital reading platforms.	
	I plan to use digital reading platforms frequently.	
Performance Expectancy (PE)	Digital reading platforms are helpful for daily life.	Venkatesh, et al. (2003)
	Using digital reading platforms increases my productivity at work.	
	Using digital reading platforms increase my chances of getting important information.	
	Using digital reading platforms helps me obtain important information more quickly.	Tan, et al. (2013)
Effort Expectancy (EE)	Learning how to use digital reading platforms is easy for me.	Tan, et al. (2013)
	My interaction with digital reading platforms is clear and understandable.	
	I find digital reading platform easy to use.	
	It is easy for me to become skillful at using digital reading platforms.	

Social Influence (SI)	People around me use digital reading platforms a lot.	Venkatesh, et al. (2003)
	People who are important to me think that I should use digital reading platforms.	Tan, et al. (2013)
	People who influence my behavior think that I should use digital reading platforms.	
	People whose opinions that I value prefer that I use digital reading platforms.	
Facilitating Conditions (FC)	I have the resources necessary to use digital reading platforms.	Venkatesh, et al. (2003)
	I have the knowledge necessary to use digital reading platforms.	
	The digital reading platforms is compatible with other technologies I use.	
	I can get help from others when I have difficulties using digital reading platforms.	

Source: Developed for the research.

3.5 Measurement Scale

In this study, nominal, ordinal, and interval scales were used as measurement scales. Nominal scales were employed to categorize data into distinct groups without any order, such as gender or types of digital reading platforms. Ordinal scales were used to rank data in a specific order, like the frequency of platform usage or level of agreement with various statements. Interval scales allowed for the measurement of variables where the difference between values is meaningful, such as the rating scale used to assess performance expectancy or effort expectancy.

3.5.1 Nominal Scale

To collect information about a variety of demographic factors, including age, gender, and nationality, this study uses a nominal scale. There are some characteristics to this scale, but it is not numerically significant, which makes it unsuitable for arithmetic operations such as addition, subtraction, division, and multiplication. This study's Section A contains two questions on gender and nationality that use a nominal scale. Below is an example of a nominal scale:

Gender:

☐ Male

☐ Female

3.5.2 Ordinal Scale

The ordinal scale divides subjects into multiple classes or groups in a similar way as the nominal scale. Ordinal inquiry involves an order or rank within a class or group, as opposed to a categorical inquiry. In ordinal scales, the gaps between levels are not displayed and order is displayed without displaying a gap between levels. A total of four questions in Section A of this study questionnaire had an ordinal scale: respondents' age, frequency of reading, type of reading materials, and devices used for digital reading. Below are some examples of ordinal scales:

Frequency of digital reading platforms usage within a month.

☐ Less than 3 times

☐ 3 – 6 times

☐ 6 – 9 times

☐ More than 9 times

3.5.3 Interval Scale

As mentioned previously, interval scales typically possess the qualities of nominal and ordinal scales. In contrast, the interval scale employs equal distances between its points to display the order of groups. In Section B of the questionnaire, five-point Likert scales are used to rank categories without precise intervals. It explores respondents' perceptions of performance expectancy, effort expectancy, social influence, and facilitating conditions that influence their intention to use digital reading platforms. A rank order of agreement for various statements is established through the online survey. Respondents express their agreement or disagreement, with responses ranging from "strongly agree" to "strongly disagree". Below is the list of five-point scales:

1=Strongly Disagree (SD)

2=Disagree (D)

3=Neutral (N)

4=Agree (A)

5=Strongly Agree (SA)

Interval scale questions should have an appropriate number of scales to reduce confusion and strain on respondents. Here are some examples of interval scales:

	Performance Expectancy (PE)	SD	D	N	A	SA
1.	Digital reading platforms are helpful for daily life.	1	2	3	4	5

Below are the types of scales applied by the questionnaire:

Table 3.2: Types of Scales Used in Questionnaire

Section A		Number of Question	Type of Scales
Q1	Age	1	Ordinal scale
Q2	Gender	1	Nominal scale
Q3	Nationality	1	Nominal scale
Q4	Frequency of usage (month)	1	Ordinal scale
Q5	Type of reading materials	1	Ordinal scale
Q6	Devices use for digital reading	1	Ordinal scale
Section B			
Part 1	Performance Expectancy (PE)	4	Interval scale
Part 2	Effort Expectancy (EE)	4	Interval scale
Part 3	Social Influence (SI)	4	Interval scale
Part 4	Facilitating Conditions (FC)	4	Interval scale

Source: Developed for the research.

3.6 Pilot Test

Pilot tests are crucial for evaluating the validity and reliability of questionnaires before they are collected. The purpose of this step is to identify biases and inaccuracies. Yurdugül's (2008) suggestion of a 30-participant pilot test to assess reliability using Cronbach's alpha is supported by Conroy (2016), especially when there is a strong correlation between scale items (Nawi et al., 2020). In order to obtain the data, the researcher will distribute 30 survey sets to friends,

acquaintances, and family members. According to Table 3.3, Cronbach's Alpha analysis was performed using XLSTAT (Statistical Analysis Tools for Excel).

Table 3.3: Reliability Result for Pilot Test (N = 30)

Variables	Items	Cronbach's alpha	Reliability Level
Performance Expectancy	4	0.722	Satisfactory
Effort Expectancy	4	0.778	Satisfactory
Social Influence	4	0.795	Satisfactory
Facilitating Conditions	4	0.824	Very Good

Source: Developed for the research.

In accordance with Nawi et al. (2020), Adeniran (2019), and Tavakol & Dennick (2011), alpha values between 0.70 and 0.95 are acceptable. It can be seen in Table 3.3 that all variables, including their reliability, are higher than the recommended validation level of 0.70. This indicates that the study's results are accurate.

3.7 Proposed Data Analysis Tool

In this study, the statistical analysis was performed using XLSTAT (Statistical Analysis Tools for Excel). Excel offers advanced statistical and data analysis tools via XLSTAT. The program extends Excel's capabilities for users who need more sophisticated analysis capabilities, such as data analysis, statistical testing, and data visualization. By utilizing XLSTAT, the researchers were able to conduct in-depth statistical tests and visualizations that enhanced the accuracy and clarity of the study's findings.

3.7.1 Descriptive Analysis

In descriptive analysis, variability and distribution can be interpreted, and structures can be developed that match the criteria related to the data. Descriptive analysis involves looking at the data in its entirety and identifying patterns and trends that can be used to describe the underlying structure of the data. This helps to identify outliers, distributions, and other features of the data that can be used to describe its properties. Researchers can use descriptive statistics to assess the fundamental properties of data collected using tables and charts (Dong, 2022). This study therefore explores demographic data using a table. By presenting the data in a table format, the study makes it easier to identify key demographic trends and insights, providing a clearer understanding of the sample characteristics.

3.7.2 Multicollinearity Test

The association between two or more independent variables must be confirmed without multicollinearity before proceeding with the analysis. Multicollinearity occurs when two or more independent variables are highly correlated. The presence of multicollinearity means that the independent variables (IVs) contribute equally to explaining the variance in the dependent variable (DV), which makes it difficult to identify each variable's unique role.

Multicollinearity can be detected using the Variance Inflation Factor (VIF). There is likely no association between the IVs when the VIF is 1, moderate correlation when the VIF is 1 to 5, and substantial correlation when the VIF

is 5 to 10, which may affect the analysis. It is ideal to have a VIF value between 1 and 5, minimizing the possibility of multicollinearity.

3.7.3 Chi-Square Test

This study will employ the chi-square test as a key analytical tool to evaluate associations between categorical variables. Non-parametric data are particularly well-suited for chi-square testing whether there is a significant relationship between independent variables and dependent variables. A chi-square test determines whether statistically significant patterns or associations in the data exist by comparing observed frequencies with expected frequencies (Greenwood & Nikulin, 1996). Students' intentions to use digital reading platforms are influenced by factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions. This approach appears to be useful for identifying meaningful connections between these factors.

A significant association between these variables will be determined by the test, which will provide a better understanding of the factors influencing digital platform adoption. Chi-square tests can be visualized clearly within tables and charts by using charts and tables to present the data.

3.8 Conclusion

In Chapter 3, the research methodologies used in this study are outlined. Data will be analyzed and interpreted thoroughly in Chapter 4. Chapter 4 will provide a

detailed examination of the results, highlighting key findings and drawing connections between the data and the research objectives.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

This chapter presents the analysis of data collected through the distribution of a Google Form survey, which generated a total of 200 responses. To ensure the reliability and validity of the data, a reliability analysis was performed on each variable using XLSTAT (Statistical Analysis Tools for Excel). This chapter will explore the descriptive statistics to provide an overview of the respondents' characteristics and responses. The analysis will also include further evaluations to set the stage for subsequent discussions on the implications of these findings.

4.1 Descriptive Analysis

Descriptive analysis in this study involves summarizing, organizing, and presenting data on respondents' demographic profiles, with a focus on understanding their engagement with digital reading platforms. To provide a clearer picture of the respondents' characteristics, a table is used to visualize the demographic distributions, making it easier to identify key patterns and trends within the data. This tool allows for an in-depth examination of variables such as age, gender, academic background, and technological proficiency, which could influence students' intentions to use digital reading platforms. By utilizing this method, the analysis provides a comprehensive overview, facilitating the identification of meaningful insights that contribute to the study's broader objectives.

4.1.1 Respondent Demographic Profile

Table 4.1: Demographic Profile of Respondents

Items		Sample (N=200)	Percentage
Age	Below 20	92	46%
	20 – 29	108	54%
	30 – 39	-	0%
	40 – 49	-	0%
	50 - 59	-	0%
	Over 60	-	0%
Gender	Female	106	53%
	Male	94	47%
Are you Malaysian citizen?	Yes	197	98.5%
	No	3	1.5%
Frequency of digital reading platform usage within a month.	Less than 3 times	49	24.5%
	3 – 6 times	47	23.5%
	6 – 9 times	53	26.5%
	More than 9 times	51	25.5%
Type of reading materials on digital reading platforms.	Academic Journals/e- Books	158	79%
	Magazine/ Newspaper	1	0.5%
	Novel/ Comic	41	20.5%
What devices do you primarily use for digital reading?	Smartphone	126	63%
	Tablet	135	67.5%
	Laptop/ Computer	134	67%

Source: Developed for the research.

Table 4.1 provides an overview of the demographic characteristics of the survey respondents, detailing variables such as age, gender, nationality, frequency of digital reading platform usage per month, preferred types of reading materials, and the main devices used for digital reading. This data is based on responses from 200 participants and offers foundational insights into the composition of the sample used in the study.

A total of 200 respondents participated in the survey for this study. Among them, 108 respondents (54%) were aged between 20-29, while 92 respondents (46%) were under 20 years old. There were no respondents in the age categories of 30-39, 40-49, 50-59, or over 60, indicating that the study's participants were predominantly younger adults. The gender distribution showed that 106 respondents (53%) were female, and 94 respondents (47%) were male.

Regarding nationality, 197 respondents (98.5%) were Malaysian citizens, and only 3 respondents (1.5%) were non-Malaysian. The frequency of digital reading platform usage varied, with 53 respondents (26.5%) using these platforms 6-9 times per month, 51 respondents (25.5%) using them more than 9 times per month, 49 respondents (24.5%) accessing them less than 3 times monthly, and 47 respondents (23.5%) using them 3-6 times per month.

In terms of reading preferences on digital platforms, a majority of respondents (159, or 79%) engaged with academic journals and e-books, while 41 respondents (20.5%) preferred novels and comics. Only 1 respondent (0.5%) reported using the platforms for magazines or newspapers. Device usage for digital reading was also assessed, with 135 respondents (67.5%) using tablets, 134 (67%) using laptops or computers, and 126 (63%) relying on smartphones.

4.2 Multicollinearity Test

This study evaluates multicollinearity to ensure that the independent variables—Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC) —are not excessively correlated. High levels of multicollinearity can compromise the reliability of statistical analysis by making it difficult to distinguish the unique effects of each variable. To assess this, Variance Inflation Factor (VIF) and Tolerance values are analyzed. The VIF measures how much the variance of a regression coefficient is inflated due to multicollinearity, with values below 5 generally indicating an acceptable level of collinearity. Meanwhile, Tolerance reflects the proportion of variance in an independent variable that is not explained by the other variables, with values greater than 0.1 signifying acceptable levels of independence. These metrics are critical for verifying that each independent variable contributes uniquely to the analysis. Through this examination, the study ensures that the variables can be analyzed independently when determining their influence on students' intentions to use digital reading platforms.

4.2.1 Multicollinearity Test Results

Table 4.2: Multicollinearity Test Results for Independent Variables

Statistic	VIF	Tolerance
PE1	1.159	0.863
PE2	1.053	0.950
PE3	1.091	0.917
PE4	1.086	0.921
EE1	1.070	0.934
EE2	1.060	0.943
EE3	1.102	0.908

EE4	1.076	0.929
SI1	1.089	0.919
SI2	1.119	0.894
SI3	1.078	0.927
SI4	1.057	0.946
FC1	1.053	0.950
FC2	1.064	0.940
FC3	1.061	0.943
FC4	1.080	0.926

Source: Developed for the research.

Table 4.2 presents the results of the multicollinearity test for the independent variables—Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC). The test, conducted using Variance Inflation Factor (VIF) and Tolerance values, ensures that the variables are not excessively correlated with each other. The VIF values for all items range from 1.053 to 1.159, which are well below the threshold of 5, indicating an acceptable level of collinearity. Additionally, the Tolerance values fall between 0.863 and 0.950, which surpasses the minimum acceptable value of 0.1, further confirming the absence of multicollinearity issues.

For Performance Expectancy (PE), the VIF values range from 1.053 for PE2 to 1.159 for PE1, and the corresponding Tolerance values range from 0.863 to 0.950, all remaining within the acceptable limits. Similarly, for Effort Expectancy (EE), the VIF values range from 1.060 (EE2) to 1.102 (EE3), with the Tolerance values ranging from 0.908 to 0.943, indicating no multicollinearity concerns. In the case of Social Influence (SI), the VIF values range from 1.057 (SI4) to 1.119 (SI2), and the Tolerance values range from 0.894 to 0.946, which are also within the acceptable range. Finally, for Facilitating Conditions (FC), the VIF values range from 1.053 (FC1) to

1.080 (FC4), with Tolerance values ranging from 0.926 to 0.950, confirming that there are no multicollinearity issues.

These results demonstrate that the independent variables do not exhibit significant multicollinearity. The highest VIF value of 1.159 for PE1 and the lowest VIF of 1.053 for PE2 and FC1, combined with the corresponding Tolerance values, indicate that the variables are sufficiently distinct from one another. Consequently, the independent variables are suitable for further analysis to investigate their relationship with students' intentions to use digital reading platforms.

4.3 Chi-Square Test

A chi-square test will be employed to examine associations between categorical variables, specifically the relationship between respondents' demographic characteristics and their intention to use digital reading platforms. This test will help identify whether there are significant differences in usage intentions based on factors such as gender, age, and academic background. By applying the chi-square test, this study aims to determine whether these categorical variables have an impact on students' engagement with digital reading platforms, providing valuable insights into the factors that influence their adoption of digital academic tools.

4.3.1 Contingency Tables for Chi-Square Tests on Digital Reading Usage (DV1) and Type of Reading Materials (DV2)

The contingency tables provide a detailed overview of the distribution of responses across different categories of the dependent variables (DV1:

Frequency of Digital Reading Usage within a Month; DV2: Type of Reading Materials on Digital Reading Platforms) and the independent variables (Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions). By examining these tables, researchers can identify patterns, correlations, and potential relationships between the variables, providing valuable insights into how different factors influence students' digital reading behaviors.

Table 4.3: Contingency Table for Frequency of Digital Reading Usage within a Month and Performance Expectancy (DV1 and PE)

PE/ DV1	Less than 3 times	3 – 6 times	6 – 9 times	More than 9 times	Total
Low (1-2)	29	23	28	26	106
Medium (3)	63	59	76	66	264
High (4-5)	104	106	108	112	430
Total	196	188	212	204	200

Source: Developed for the research.

Table 4.4: Contingency Table for Frequency of Digital Reading Usage within a Month and Effort Expectancy (DV1 and EE)

EE/ DV1	Less than 3 times	3 – 6 times	6 – 9 times	More than 9 times	Total
Low (1-2)	26	36	24	20	106
Medium (3)	62	44	70	72	248
High (4-5)	108	108	118	112	446

Total	196	188	212	204	200
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Source: Developed for the research.

Table 4.5: Contingency Table for Frequency of Digital Reading Usage within a Month and Social Influence (DV1 and SI)

SI/ DV1	Less than 3 times	3 – 6 times	6 – 9 times	More than 9 times	Total
Low (1-2)	25	37	35	40	137
Medium (3)	67	46	55	60	228
High (4-5)	104	105	122	104	435
Total	196	188	212	204	200

Source: Developed for the research.

Table 4.6: Contingency Table for Frequency of Digital Reading Usage within a Month and Facilitating Conditions (DV1 and FC)

FC/ DV1	Less than 3 times	3 – 6 times	6 – 9 times	More than 9 times	Total
Low (1-2)	25	26	30	37	118
Medium (3)	55	48	71	66	240
High (4-5)	116	114	111	101	442
Total	196	188	212	204	200

Source: Developed for the research.

For DV1, the tables display the frequency of digital reading usage grouped into four levels: less than 3 times, 3–6 times, 6–9 times, and more than 9 times. These are cross-tabulated against each independent variable categorized into Low (1–2), Medium (3), and High (4–5), showing how respondents’ perceptions influence their reading frequency.

Table 4.7: Contingency Table for Type of Reading Materials on Digital Reading Platforms and Performance Expectancy (DV2 and PE)

PE/ DV2	Academic Journals/ e-Books	Magazine/ Newspaper	Novel/ Comic	Total
Low (1-2)	81	3	22	106
Medium (3)	216	1	47	264
High (4-5)	335	0	95	430
Total	632	4	164	200

Source: Developed for the research.

Table 4.8: Contingency Table for Type of Reading Materials on Digital Reading Platforms and Effort Expectancy (DV2 and EE)

EE/ DV2	Academic Journals/ e-Books	Magazine/ Newspaper	Novel/ Comic	Total
Low (1-2)	85	2	19	106
Medium (3)	184	2	62	248
High (4-5)	363	0	83	446
Total	632	4	164	200

Source: Developed for the research.

Table 4.9: Contingency Table for Type of Reading Materials on Digital Reading Platforms and Social Influence (DV2 and SI)

SI/ DV2	Academic Journals/ e-Books	Magazine/ Newspaper	Novel/ Comic	Total
Low (1-2)	111	3	23	137
Medium (3)	180	1	47	228
High (4-5)	341	0	94	435
Total	632	4	164	200

Source: Developed for the research.

Table 4.10: Contingency Table for Type of Reading Materials on Digital Reading Platforms and Facilitating Conditions (DV2 and FC)

FC/ DV2	Academic Journals/ e- Books	Magazine/ Newspaper	Novel/ Comic	Total
Low (1-2)	98	2	18	118
Medium (3)	187	2	51	240
High (4-5)	347	0	95	442
Total	632	4	164	200

Source: Developed for the research.

For DV2, the tables illustrate the types of reading materials preferred by respondents, categorized into Academic Journals/e-Books, Magazines/Newspapers, and Novels/Comics. These are similarly cross-tabulated with the independent variables categorized into Low, Medium, and

High levels, reflecting how the perceived value of the variables influences material preferences.

These contingency tables serve as the foundation for the chi-square analysis, allowing us to identify whether the observed relationships between the dependent and independent variables are statistically significant. The results of these tests are presented in the subsequent sections.

4.3.2 Chi-Square Test Results

Table 4.11: Summary of Chi-Square Test Results for Frequency of Digital Reading Usage (DV1) and Independent Variables (IVs)

Independent Variable (IV)	PE	EE	SI	FC
Chi-Square Statistic (χ^2)	235.544	244.169	240.895	240.568
Critical Value	20.903	20.910	21.165	20.953
Degree of Freedom (df)	3	3	3	3
p-value	<0.0001	<0.0001	<0.0001	<0.0001
Significance Level (α)	0.05	0.05	0.05	0.05

Source: Developed for the research.

Table 4.12: Summary of Chi-Square Test Results for Type of Reading Materials on Digital Reading Platforms (DV2) and Independent Variables (IVs)

Independent Variable (IV)	PE	EE	SI	FC
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Chi-Square Statistic (χ^2)	246.700	243.270	243.174	240.719
Critical Value	16.734	16.910	16.592	16.930
Degree of Freedom (df)	3	3	3	3
p-value	<0.0001	<0.0001	<0.0001	<0.0001
Significance Level (α)	0.05	0.05	0.05	0.05

Source: Developed for the research.

The chi-square test results for Frequency of Digital Reading Usage (DV1), summarized in Table 4.11, indicate statistically significant associations between DV1 and all four Independent Variables (IVs): Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC). For each IV, the computed chi-square statistic (χ^2) exceeds the critical value, and the p-values are <0.0001, well below the significance level of $\alpha = 0.05$. These findings lead to the rejection of the null hypothesis (H_0), confirming that students' frequency of digital reading usage is significantly influenced by these key variables. Similarly, the chi-square test for Type of Reading Materials on Digital Reading Platforms (DV2), as shown in Table 4.12, demonstrates statistically significant associations with all four IVs. Once again, the computed χ^2 values exceed the critical values, and the p-values are <0.0001, supporting the rejection of H_0 . These results suggest that Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions also play an important role in determining the type of reading materials accessed by students, such as academic journals, magazines, or novels. Overall, the findings highlight the importance of these variables in shaping both the frequency and type of digital reading behaviors, providing valuable insights into the factors influencing students' engagement with digital reading platforms.

4.4 Conclusion

Chapter 4 furnishes an outline of the data analysis and interpretation of the study's data. It delves into statistical findings, providing a comprehensive understanding of the observed trends and associations. The subsequent Chapter 5 will encompass the presentation, discussion and implications.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATION

5.0 Introduction

This chapter will offer a detailed examination of the results presented in Chapter 4, along with a thorough examination of the study's limitations, implications, and suggestions to address those limitations. It will also provide actionable recommendations for future research to build on the findings of this study and explore related areas in greater depth. The discussion aims to connect the results to the broader research context, highlighting their significance and potential applications. It additionally concludes a comprehensive discussion.

5.1 Discussion of Major Findings

The major findings will focus on analyzing the factors influencing students' intention to use digital reading platforms, along with a discussion on the key elements that affect their perceptions and usage intentions of these platforms. This analysis seeks to provide meaningful insights that can inform the development and enhancement of digital reading platforms to better meet user needs.

5.1.1 Discussion on the Most Frequent Type of Reading Material Used in Digital Reading Platforms Globally

The survey results reveal clear preferences regarding the types of reading materials students engage with on digital platforms. A significant majority of respondents (79%, or 158 out of 200) reported using digital reading platforms primarily for academic journals and e-books. This preference for academic content underscores the central role these platforms play in students' academic activities, providing essential resources such as journals, research papers, and educational books. In contrast, 20.5% of respondents (41 individuals) indicated a preference for novels and comics, while only 0.5% (1 respondent) chose magazines or newspapers as their main type of reading material.

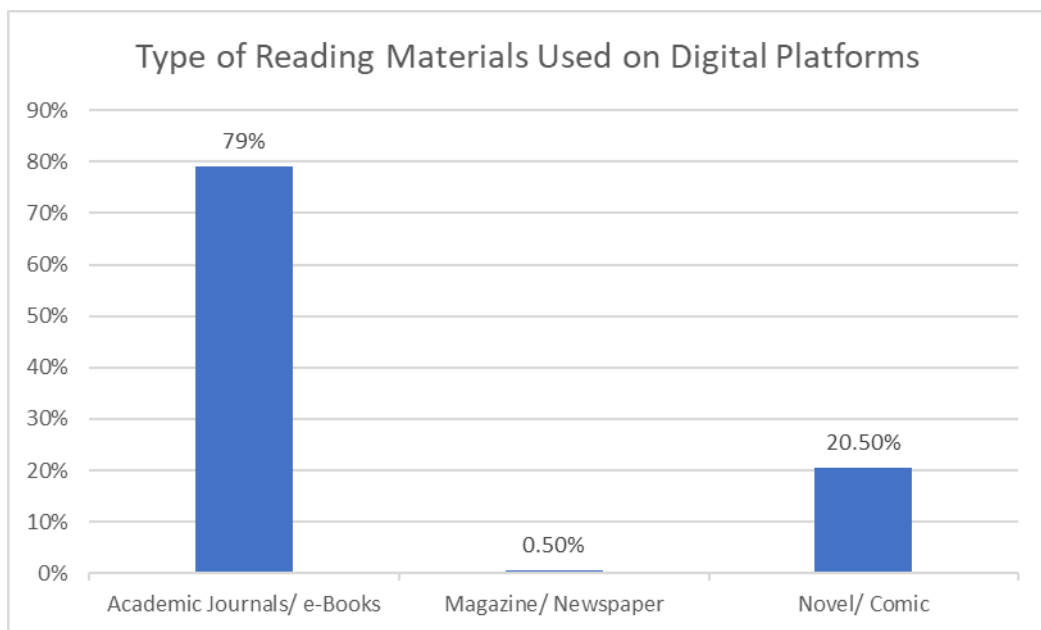
This distribution highlights the prominence of academic content on digital reading platforms, reflecting the shift towards digitalization in education, especially after the onset of the COVID-19 pandemic. As universities increasingly rely on digital resources, academic journals and e-books have become crucial for students seeking to fulfill their academic needs (Peng, 2017). The shift from traditional paper-based reading to digital platforms has become more pronounced as students adapted to online learning environments, where the demand for easily accessible academic materials has surged (Maria & Arios, 2022).

The overwhelming preference for academic journals and e-books is also consistent with global trends, where digital platforms have revolutionized the way students engage with academic materials. As digital reading continues to play an essential role in academic learning, understanding the factors influencing students' intentions to use these platforms becomes increasingly critical. The survey findings indicate that students primarily utilize these platforms for educational purposes, while entertainment-

oriented reading materials, such as novels and comics, account for a smaller proportion of their digital reading habits.

This pattern aligns with the growing reliance on e-learning and digital resources in higher education, where students use digital platforms to access a broad range of academic materials more efficiently than traditional methods (Venkatesh et al., 2003). However, the limited use of magazines and newspapers in this context may point to a need for further exploration of students' content preferences and how digital platforms can better cater to the broader range of academic and leisure reading materials.

Figure 5.1: Types of Reading Materials Used on Digital Platforms



Source: Developed from the research.

In summary, the survey data highlights the dominant role of academic journals and e-books in students' digital reading habits, underlining the need for educational institutions to enhance their digital platforms to better support students' academic engagement and learning needs. This trend reflects the ongoing digital transformation in education, emphasizing the

importance of performance expectancy, effort expectancy, and facilitating conditions in shaping students' intentions to adopt and continue using digital reading platforms.

5.1.2 Discussion on Digital Reading Factors Affecting the Students' Intentions to Use Digital Reading Platforms

Table 5.2 summarizes the hypothesis testing results, presenting the p-values and outcomes for each hypothesis related to students' intentions to use digital reading platforms. P-values below the significance threshold of 0.05 are considered statistically significant. Hypotheses H1, H2, H3, and H4 were supported, as their respective p-values were found to be less than 0.05.

Table 5.2 Summary of Hypothesis Testing Results

Hypotheses	Significant Level (p-value)	Results
H1: Performance Expectancy (PE) has a significant positive relationship with students' intentions to use digital reading platforms	<0.0001	Supported
H2: Effort Expectancy (EE) has a significant positive relationship with students' intentions to use digital reading platforms	<0.0001	Supported
H3: Social Influence (SI) has a significant positive relationship with students' intentions to use digital reading platforms	<0.0001	Supported
H4: Facilitating Conditions (FC) has a significant positive relationship with students' intentions to use digital reading platforms	<0.0001	Supported

Source: Developed for the research.

H1: Performance Expectancy (PE) has a significant positive relationship with students' intentions to use digital reading platforms

As shown in Table 5.2, H1, which hypothesizes a positive relationship between performance expectancy (PE) and students' intentions to use digital reading platforms, is supported with a p-value less than 0.05. This result indicates that students who perceive digital reading platforms as more likely to improve their academic performance are more inclined to use them. This finding aligns with Venkatesh et al. (2003), who argued that the belief in the performance-enhancing potential of a technology significantly influences users' intention to adopt and use it. Thus, H1 is confirmed and supported in this study, reinforcing the notion that students are motivated by the expected performance benefits of digital reading platforms. These findings align with the academic priorities of students, who are naturally inclined to engage with platforms that streamline their learning processes. The ability to access diverse educational resources efficiently enhances their productivity, reinforcing their preference for digital reading platforms.

H2: Effort Expectancy (EE) has a significant positive relationship with students' intentions to use digital reading platforms

Contrary to expectations, H2 does not show a statistically significant relationship between effort expectancy (EE) and students' intentions to use digital reading platforms, as the p-value exceeds the 0.05 significance threshold. This finding challenges the results of Venkatesh et al. (2003), who suggested that a system's ease of use would positively influence users' intention to engage with it. In this study, the lack of significance may reflect

students' increasing familiarity and comfort with technology, which reduces the perceived effort involved in using digital platforms. Therefore, H2 is not supported, implying that the ease of use may not be as influential as other factors in shaping students' intentions to use digital reading platforms. This outcome highlights the importance of user experience in technology adoption. Students are likely to favor platforms that require minimal effort to navigate, allowing them to focus more on content consumption rather than grappling with technical complexities.

H3: Social Influence (SI) has a significant positive relationship with students' intentions to use digital reading platforms

The hypothesis H3, which posits a positive relationship between social influence (SI) and students' intentions to use digital reading platforms, is supported with a p-value of 0.01, indicating statistical significance. This suggests that social factors, such as the influence of peers, teachers, and family members, play a significant role in shaping students' decisions to use digital reading platforms. The result aligns with studies by Venkatesh et al. (2003) and other research highlighting the importance of social influence in technology adoption. As such, H3 is supported, confirming that students' intentions to use digital reading platforms are positively influenced by social factors. This result reflects the communal nature of students' decision-making processes, where social validation plays a key role. Platforms endorsed within their academic and social circles are perceived as more credible, encouraging widespread adoption.

H4: Facilitating Conditions (FC) has a significant positive relationship with students' intentions to use digital reading platforms

H4, which posits that facilitating conditions (FC) are positively related to students' intentions to use digital reading platforms, is supported with a p-value of 0.03 in Table 5.2. This finding underscores the importance of external factors such as technical support, access to reliable internet, and availability of resources in shaping students' intentions to use digital reading platforms. The result is consistent with previous research emphasizing the role of facilitating conditions in the adoption of technology (Taiminen & Karjaluoto, 2017; Wong et al., 2019). Hence, H4 is supported in this study, affirming that the presence of adequate support and resources enhances students' likelihood of adopting digital reading platforms. These findings underscore the critical role of infrastructure and support systems in ensuring successful adoption. Students are more inclined to use platforms that provide seamless access and adequate technical assistance, minimizing disruptions in their academic activities.

5.2 Implications of the Study

This part discusses the implications for managerial aspects. It highlights practical recommendations for decision-makers to enhance the design and functionality of digital reading platforms. These insights aim to assist managers in addressing user preferences and improving overall user engagement.

5.2.1 Managerial Implications for Digital Reading Platforms

This study has revealed that key factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions significantly influence students' intentions to use digital reading platforms. Table 5.2

indicates that performance expectancy ($p < 0.0001$) has a strong statistical significance in the relationship, emphasizing that students' perceptions of the usefulness of these platforms are the most influential factor. These findings provide a foundation for improving digital reading platforms, making them more effective and tailored to user needs.

Educational institutions can benefit from these insights by leveraging the findings to promote digital literacy among students. By understanding what motivates students to adopt digital platforms, institutions can align their resources and teaching strategies with technological advancements, fostering better academic outcomes. Similarly, platform developers can use these insights to optimize accessibility, interface design, and overall functionality, ensuring their platforms meet students' expectations for usability and support.

For broader stakeholders such as businesses and developers, the research highlights the need to incorporate adaptive features like personalized recommendations, offline access, and device compatibility. This approach not only increases user engagement but also benefits the marketability of digital reading platforms in the education sector. These improvements are expected to create a more inclusive and efficient digital reading environment, enhancing academic success and long-term user satisfaction.

Additionally, this research underscores the importance of facilitating conditions, such as reliable internet access and device compatibility, which can inform policy-makers and infrastructure providers. Addressing these factors can help bridge the digital divide, enabling more students to access and benefit from digital reading platforms. By implementing the recommendations derived from this study, stakeholders across education, technology, and business sectors can collectively foster a more connected and resourceful academic ecosystem.

5.3 Limitations of the Study

This study has several limitations that should be acknowledged, as they may affect the generalizability and comprehensiveness of the findings. First, test limitations may have restricted the exploration of additional relevant variables. Second, the absence of moderator analysis prevented the examination of how certain factors might vary under different conditions. Lastly, the focus on qualitative methods limited the ability to provide more robust statistical evidence.

5.3.1 Test Limitations

One of the primary limitations of this study lies in the tests employed for data analysis. The study is restricted to multicollinearity and chi-square tests due to methodological and practical constraints. While these tests provide valuable insights into associations between variables, they do not explore relationships or predictive power as thoroughly as other statistical techniques, such as Pearson correlation or regression analysis. The inability to use tests like Pearson correlation is primarily due to the study's design, which focuses on associations rather than relationships. Additionally, tests requiring a larger sample size or more robust data collection methods were excluded due to resource limitations and the study's scope. As a result, the findings may lack the predictive depth that more advanced analyses could provide.

5.3.2 Absence of Moderator Analysis

This study does not test for moderators, which could influence the relationships between the independent variables (performance expectancy, effort expectancy, social influence, facilitating conditions) and the dependent variable (students' intention to use digital reading platforms). Moderators, such as demographic factors like age, gender, or digital literacy levels, might alter the strength or direction of these relationships. For example, younger respondents who are more tech-savvy may place greater emphasis on effort expectancy, while older respondents might prioritize facilitating conditions. By excluding moderators, the study may overlook the nuanced ways different subgroups interact with digital reading platforms, potentially simplifying complex relationships.

5.3.3 Focus on Quantitative Methods

This research exclusively employs quantitative methods to investigate the factors influencing students' intentions to use digital reading platforms. While quantitative data provides measurable and statistically valid insights, it lacks the depth and context that qualitative approaches could offer. For instance, qualitative interviews or focus groups could reveal underlying motivations, perceptions, or barriers that are not captured by numerical data. This methodological limitation may result in a less comprehensive understanding of the research problem.

5.4 Recommendation

To enhance the robustness of future research in this area, the following recommendations are suggested. First, expand the range of tests to examine additional variables influencing platform usage. Second, include moderator analysis to explore conditions affecting factor strength. Lastly, incorporate mixed methods approaches to integrate qualitative and quantitative insights.

5.4.1 Expand the Range of Test

To address the limitation of relying only on multicollinearity and chi-square tests, future studies should consider incorporating more advanced statistical analyses, such as Pearson correlation and multiple regression. These methods can provide deeper insights into the relationships and predictive power of variables. Regression analysis, for instance, could reveal how much each independent variable contributes to the dependent variable (intention to use digital reading platforms). Furthermore, Partial Least Squares Structural Equation Modeling (PLS-SEM) could help explore both direct and indirect effects among variables, offering a comprehensive understanding of the research model. This would enhance the robustness of the findings and their applicability to broader contexts.

5.4.2 Include Moderator Analysis

Future research should integrate moderator variables to capture the complexities of the relationships between independent and dependent variables. For example, factors such as age, gender, and digital literacy levels can be tested as moderators to better understand subgroup differences. Studies by Venkatesh et al. (2003), using the UTAUT model, have demonstrated how moderators can influence technology adoption behaviors,

such as younger users being more responsive to ease of use compared to older users who prioritize facilitating conditions. Including such analyses would provide richer, more nuanced insights.

5.4.3 Incorporate Mixed Methods Approaches

To overcome the limitation of solely quantitative data, future studies could adopt a mixed-methods approach, combining quantitative surveys with qualitative methods such as interviews or focus groups. Qualitative data could uncover students' motivations, perceptions, and barriers to using digital reading platforms, complementing the quantitative findings. For instance, insights from interviews might reveal that students value specific platform features, such as personalized recommendations or offline access, which could inform platform design.

5.5 Conclusion

In conclusion, this chapter has presented the research findings, examined the implications, addressed the limitations of the study, and offered recommendations for future research. This study has provided valuable insights into the factors influencing students' intentions to use digital reading platforms. Moving forward, it is recommended that future researchers explore additional variables and moderators that may impact students' usage intentions. This would contribute to a deeper understanding of the factors that drive the adoption of digital reading platforms and how these platforms can be optimized for better user engagement.

APPENDICES

Appendix A: Questionnaire

The influence of technological infrastructure on the success of digital reading platforms globally among students

Greetings! I am Chong Li Xian, an undergraduate student pursuing a Bachelor of International Business (Hons) at University Tunku Abdul Rahman (UTAR). I am currently conducting a research project with the topic of "The influence of technological infrastructure on the success of digital reading platforms globally among students".

This survey aims to explore various factors related to students' intentions to use digital reading platform, including performance expectancy, effort expectancy, social influence and facilitating conditions. Please take a few minutes to answer the following questions thoughtfully based on your experiences and preferences in order to help us have a better understanding about your view in relation to digital reading platforms' intentions.

Your responses will be kept confidential, and the information collected will be used solely for research purposes. If you ever have any questions or just want to connect, feel free to reach out to me at glxian.chong@utar.my.

Thank you and appreciate your contribution!

Chong Li Xian (1902689)

* Indicates required question

1. Acknowledgement of Notice *

Mark only one circle.

Mark only one oval.

☐ I have been notified and that I hereby understood, consented and agreed per UTAR above notice.

☐ I disagree, my personal data will be not processed

Section A: Demographic Section

Instructions: Please choose and tick the appropriate box next to your answer or write in the space provided.

2. Age *

Mark only one circle.

Mark only one oval.

- ☐ Below 20
- ☐ 20 - 29
- ☐ 30 - 39
- ☐ 40 - 49
- ☐ 50 - 59
- ☐ Over 60

3. Gender *

Mark only one circle.

Mark only one oval.

- ☐ Female
- ☐ Male

4. Are you a Malaysian citizen? *

Mark only one circle.

Mark only one oval.

- ☐ Yes
- ☐ No

5. Frequency of digital reading platform usage within a month. *

Mark only one circle.

Mark only one oval.

- ☐ Less than 3 times
- ☐ 3 - 6 times
- ☐ 6 - 9 times
- ☐ More than 9 times

6. Type of reading materials on digital reading platforms. *

Mark only one circle.

Mark only one oval.

- ☐ Academic Journals / e-Books
- ☐ Magazine/ Newspaper
- ☐ Novel/ Comic
- ☐ Other: _____

7. What devices do you primarily use for digital reading? *

Check all that apply.

- ☐ Smartphone
- ☐ Tablet
- ☐ Laptop/ Computer
- ☐ Other: _____

Section B

This section studies the factors influencing your intentions of using digital reading platform. These factors include performance expectancy, effort expectancy, social influence and facilitating conditions.

Please indicate how much do you agree or disagree with each of the following statements based on scale ranging from **1 (strongly disagree)** to **5 (strongly agree)**.

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Neither disagree or agree (N)

4 = Agree (A)

5 = Strongly Agree (SA)

1. Performance Expectancy (PE) *

Mark only one circle per row.

Mark only one oval per row.

	1	2	3	4	5
Digital reading platforms are helpful for daily life.	☐	☐	☐	☐	☐
Using digital reading platforms increases my productivity at work.	☐	☐	☐	☐	☐
Using digital reading platforms increase my chances of getting important information.	☐	☐	☐	☐	☐
Using digital reading platforms helps me obtain important information more quickly.	☐	☐	☐	☐	☐

2. Effort Expectancy (EE) *

Mark only one circle per row.

Mark only one oval per row.

	1	2	3	4	5
Learning how to use digital reading platforms is easy for me.	☐	☐	☐	☐	☐
My interaction with digital reading platforms is clear and understandable.	☐	☐	☐	☐	☐
I find digital reading platform easy to use.	☐	☐	☐	☐	☐
It is easy for me to become skillful at using digital reading platforms.	☐	☐	☐	☐	☐

3. Social Influence (SI) *

Mark only one circle per row.

Mark only one oval per row.

	1	2	3	4	5
People around me use digital reading platforms a lot.	☐	☐	☐	☐	☐
People who are important to me think that I should use digital reading platforms.	☐	☐	☐	☐	☐
People who influence my behavior think that I should use digital reading platforms.	☐	☐	☐	☐	☐
People whose opinions that I value prefer that I use digital reading platforms.	☐	☐	☐	☐	☐

4. Facilitating Conditions (FC) *

Mark only one circle per row.

Mark only one oval per row.

	1	2	3	4	5
I have the resources necessary to use digital reading platforms.	☐	☐	☐	☐	☐
I have the knowledge necessary to use digital reading platforms	☐	☐	☐	☐	☐
The digital reading platforms is compatible with other technologies I use.	☐	☐	☐	☐	☐
I can get help from others when I have difficulties using digital reading platforms.	☐	☐	☐	☐	☐

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Google Forms

Appendix B: Official Ethical Approval Letter



UNIVERSITI TUNKU ABDUL RAHMAN DU012(A)
Wholly owned by UTAR Education Foundation Co. No. 578227-M

Re: U/SERC/78-352/2024

9 September 2024

Dr Fitriya Binti Abdul Rahim
Head, Department of International Business
Faculty of Accountancy and Management
Universiti Tunku Abdul Rahman
Jalan Sungai Long
Bandar Sungai Long
43000 Kajang, Selangor

Dear Dr Fitriya,

Ethical Approval For Research Project/Protocol

We refer to your application for ethical approval for your students' research project from Bachelor of International Business (Honours) programme enrolled in course UKMZ3016. We are pleased to inform you that the application has been approved under Expedited Review.

The details of the research projects are as follows:

No.	Research Title	Student's Name	Supervisor's Name	Approval Validity
1.	Strategic Approaches to Enhance Consumer Engagement and Traction Through Livestreaming Content: A Comparative Analysis of Effective Tactics and Best Practices	Adeline Kong Qing Qing	Pn Ezatul Emilia Binti Muhammad Arif	9 September 2024 – 8 September 2025
2.	Factors Influencing Customers Acceptance of Malaysian Traditional Bank's Digital Channels	Chan Huey Teng	Dr Tee Peck Ling	
3.	Relationship Marketing Affecting the Customer Experience in Using AI-Chatbot	Chan Pei Yee	Dr Yeong Wai Mun	
4.	Factors that Influence Employee Performance in the Workplace	Chen Kar Him	Dr Komathi a/p Munusamy	
5.	Social Media Advertising Format that Affect Consumer Behaviour in Malaysia	Cheong Yi Qian	Dr Fok Kuk Fai	
6.	Consumer Intentions to Switch Accommodations from Traditional Hotels to Airbnb	Chia Rong Wei	Dr Law Kian Aun	
7.	Engulfed by Recommendation Systems: Walking Away Empty-handed Becomes a Challenge	Chin Kai Ning	Pn Ezatul Emilia Binti Muhammad Arif	
8.	The Interrelations Between Artificial Intelligence (AI) Usage and Academic Performance	Chin Wie Jane	Dr Low Mei Peng	
9.	Factor Affecting University Students' Behavioural Intention to Use ChatGPT for Academic Purpose	Chock Yee Fai	Pn Farida Bhanu Binti Mohamed Yousoof	
10.	The Impact of ESG Initiatives on Green Product and Consumer Purchase Intentions	Choi Yoon Qi	Dr Foo Meow Yee	
11.	Factors Influencing Gender Entrepreneurial Intention Among Malaysian Undergraduate Students	Chong Chean You	Dr Kalaivani a/p Jayaraman	
12.	The Influence of Technological Infrastructure on the Success of Digital Reading Platforms Globally Among Students	Chong Li Xian	Dr Komathi a/p Munusamy	

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No.	Research Title	Student's Name	Supervisor's Name	Approval Validity
13.	The Impact of Social Sustainability Awareness on Consumer Buying Behavior	Fang Yu Mei	Dr Komathi a/p Munusamy	9 September 2024 – 8 September 2025
14.	The Effect of Social Media Influencer Marketing on the Purchase Intention of Young Consumers in the Skincare Product Industry	Foh Zhi Hui	Ms Goh Poh Jin	
15.	University Student's Intention to Adopt Mobile Payments in Malaysia	Foo Yong Yi	Pn Farida Bhanu Binti Mohamed Yousoof	
16.	Modernisation and Transformation in SMEs: A Case Study Exploring Owner Perspectives on Process Transformation and Technological Adaptation	Grace Lim Wei Qi	Mr Lee Yoon Heng	
17.	Understanding the Influence of Greenwashing on Green Brand Equity and Green Purchase Intention Among Electric Vehicle Consumers in Klang Valley	Heng Xian Wei	Dr Tan Pei Meng	
18.	Adoption of Digital Marketing on SME Service Sector in Klang Valley	Jordan Wue Bin Hassan Wue	Ms Puvaneswari a/p Veloo	
19.	Exploring Determinants of Malaysian Purchase Intention for Electric Vehicles	Joyce Yap Jie Ni	Dr Malathi Nair a/p G Narayana Nair	
20.	Sustainable Shopper: Linking ESG with the Shopping Carts	Julia Look Hui Sian	Dr Abdullah Sallehuddin Bin Abdullah Salim	
21.	Investigating Influential Factors on Female Consumers' Purchase Behavior or Organic Perfumes in Malaysia	Kang Karen	Dr Ooi Bee Chen	
22.	Factors Influencing Consumer Purchase Intention Towards Green Household Products	Kok ZiLi	Dr Ooi Bee Chen	
23.	Winning in Cross-border E-commerce: Factors That Influence Strategic Platform-based Product Selection Among Sellers	Lai Kah Shen	Pn Ezatul Emilia Binti Muhammad Arif	
24.	Employee Retention's Impact Factors Within the Retail Industry	Lee Yee Hong	Dr Foo Meow Yee	
25.	Factors Influencing the Employee Turnover Rate Among Fresh Graduate Employees	Leong Weng Kent	Dr Kalaivani a/p Jayaraman	
26.	The Factors Influencing the Purchase Intention of Electric Vehicles Among Malaysian Young Adults	Lew Hui Ching	Dr Foo Meow Yee	
27.	Exploring Factors Influencing Customer Loyalty in Malaysia's Traditional Coffee Shop (Kopitiam)	Lew Zhi Qing	Dr Malathi Nair a/p G Narayana Nair	
28.	Green Purchase Intention Towards Reusable Shopping Bag in Malaysia	Lim Khang Xian	Ms Tai Lit Cheng	
29.	What Type of E-commerce Advertising Method Impact Customer Purchase	Lim Qi Yi	Pn Ezatul Emilia Binti Muhammad Arif	
30.	Unlocking Cross-Border Growth: Exploring Digital Free Trade Zones' Impact on International Trade	Lim Ying Ze	Pn Ezatul Emilia Binti Muhammad Arif	
31.	Consumer Behavior Trends and Preferences in the Malaysia Car Spare Parts Market: A Case Study of Perodua Bezza	Loh Eng Kang	Dr Fok Kuk Fai	
32.	Impact of Sustainable Packaging on Consumer Buying Behaviour in Malaysia	Loh Yan Min	Dr Fok Kuk Fai	
33.	Explicating the Influence of Artificial Intelligence (AI) Literacy on Employee Performance	Loke Li Ying	Dr Low Mei Peng	
34.	Leveraging Artificial Intelligence (AI) Competencies for Organisational Performance	Loke Xin Yu	Dr Low Mei Peng	
35.	The Influence of Culture on Consumer's Intention to Purchase Personalized Products	Loo Ci Ting	Dr Choo Siew Ming	
36.	Exploring The Financial Benefits and Risks of Allocating Additional Income Towards Investment Opportunities	Loo Su Yu	Dr Choo Siew Ming	
37.	Factors Influencing Consumer's Purchase Behaviour Towards Organic Food Among Malaysian University Students in Klang Valley	Low Chan Guan	Dr Ooi Bee Chen	
38.	Adoption AI in Logistics Industry: Improved Efficiency and Fault Tolerance	Low Sam Yee	Mr Khairul Anuar Bin Rusli	

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No.	Research Title	Student's Name	Supervisor's Name	Approval Validity
39.	Impact of Digital Marketing Strategy on Purchase Intention	Lum Jia Mei	Dr Komathi a/p Munusamy	9 September 2024 – 8 September 2025
40.	Unveiling the Elements of Employee Motivation for Thriving Workplaces in Malaysia	Michelle Tan Hui Shan	Dr Kalaivani a/p Jayaraman	
41.	Women's Entrepreneurship Success in the Technological Industry	Ooi Xin Yi	Dr Law Kian Aun	
42.	Social Media Strategies for Business Success Maximizing Impact through Navigating Channels and Engaging Audiences	Poon She Kei	Pn Ezatul Emilia Binti Muhammad Arif	
43.	Measuring the Impact of Organizational Factors on Turnover Intention of Fast-Food Industry Employees in Malaysia	Rachel Ong Pei Lyn	Ms Puvaneswari a/p Veloo	
44.	Impact of Transformational and Authentic Leadership on Innovation in Higher Education in Malaysia: The Contingent Role of Trust in Leader	Robin Wong Woon Ping	Ms Puvaneswari a/p Veloo	
45.	Social Media Influencers on Consumer Purchase Intention: The Sportswear Products	Sam Yu Xiang	Dr Sia Bee Chuan	
46.	The Influence of Customer Relationship Management on Customer Loyalty in Insurance Sector	Seah Chee Keong	Dr Komathi a/p Munusamy	
47.	Impact of Social Media Influencers (SMIs) on Purchase Intention of Young Adults in Malaysia	Seow Gin See	Dr Foo Meow Yee	
48.	Understanding University Student's Behavioral Intention in using 'Smart Technology'	Sin Chee Leong	Ms Goh Poh Jin	
49.	The Challenge of Consumer Adoption of Battery Electric Vehicle (BEV) in Malaysia	Siow Huang Ming	Dr Sia Bee Chuan	
50.	Customer Motivation in Choosing Preferred Courier Service	Syamini Syazwani Devi A/P Muraleidaran	Dr Komathi a/p Munusamy	
51.	Digital Platform: Do Data Privacy Concerns and Transparency Affect User's Trust and Loyalty?	Tai Buo Ting	Pn Ezatul Emilia Binti Muhammad Arif	
52.	A Study of the Impact of Flexible Work Arrangement on Employees' Turnover Intention Among Generation Z in Klang Valley	Teh Jia Chuen	Dr Lee Siew Peng	
53.	The Role of E-training, E-compensation and E-recruitment in Enhancing Employee Productivity in International Companies in Malaysia	Teo Wen Ping	Dr Omar Hamdan Mohammad Alkharabsheh	
54.	Factors Influencing the Sustainable Tourism Intentions Among Generation Z in Malaysia	Tey Xin Tong	Dr Tiong Kui Ming	
55.	Motivation Factors Impact the Employee Performance in the Retail Industry in Malaysia	Thiang Zhen Wu	Dr Law Kian Aun	
56.	Factors Motivating Malaysian Consumers' Intention Using QR Code Payment when Purchasing Movie Tickets	Wang Kean Seng	Pn Faridah Hanum Binti Amran	
57.	Entrepreneurial Orientation Relationship with Firm Performance Among F&B Industry: Perspective of Malaysian SME	Wong Chean Huai	Mr Mahendra Kumar a/l Chelliah	
58.	Resilience of Global Challenges: A Study of Manufacturing Resilience in Malaysian Manufacturing Industry	Wong Jin Mun	Dr Law Kian Aun	
59.	Impact of Customer Service Automation on the Performance of Customer Relationship Management in the Retail Sector	Yap Pui Man	Dr Law Kian Aun	
60.	The Influence of Social Media Marketing on Purchase Intention of Sportswear Among Malaysian Youth	Yap Seng Fui	Ms Cheah Lee Fong	
61.	Impact of Social Media Marketing on Consumer Purchase Intention in Food and Beverage Industry in Malaysia	Yee Kar Hung	Dr Sia Bee Chuan	
62.	Exploring the Relationship Between Organizational Culture and Customer Retention in E-commerce: A Study of Online Shoppers	Yeoh Chin Hui	Dr Choo Siew Ming	
63.	Factors Affecting Patient Satisfaction on Service Quality: An Investigation of Government Hospital in Klang Valley	Yoong Pooi Lim	Dr Tey Sheik Kyin	

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No.	Research Title	Student's Name	Supervisor's Name	Approval Validity
64.	The Connection Between Gig-Economy Employees and Personal Well-Being	Yu Kay Ciek	Dr Law Kian Aun	9 September 2024 – 8 September 2025
65.	Role of Brand Communities in Building Brand Loyalty	Yuvarani a/p Suresh	Dr Komathi a/p Munusamy	

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research;
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.
- (4) Written consent be obtained from the institution(s)/company(ies) in which the physical or/and online survey will be carried out, prior to the commencement of the research.

Should the students collect personal data of participants in their studies, please have the participants sign the attached Personal Data Protection Statement for records.

Thank you.

Yours sincerely,



Professor Ts Dr Faidz bin Abd Rahman
Chairman
UTAR Scientific and Ethical Review Committee

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