Examining Factors Influencing MOOC-Loyalty Based on Expectation-Confirmation Model

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Abstract

Initial stage of learning via MOOC environment is related to MOOC receptiveness. However, this receptiveness does not guarantee the MOOC learners to continue to choose other credit-bearing MOOC modules in the University. The objective of this research is to explore factors influencing MOOC- Loyalty of the learners taking credit-bearning MOOCs at Taylor's University based on learners' anxiety and openness to new approach, i.e, receptiveness which is grounded on Expectancy-Confirmation Model- Information Technology (ECM-IT). A total 366 Taylor's University students responded to the online survey from the period of August 2021 to July 2022 for a total of 2 semesters. The online questionnaire included constructs such as Computer anxiety, Internet anxiety, TIMES (Taylor's Moodle) anxiety and MOOC Anxiety. It also includes MOOC-satisfaction, MOOC-Receptiveness, MOOC-Acceptance Confirmation and MOOC-Loyalty. Reliability test was performed and reported that the Cronbach's alphas for students' MOOC-receptiveness, MOOC-satisfaction, MOOC-Acceptance Confirmation and MOOC-Loyalty were 0.838, 0.874, 0.899, 0.833 respectively while Cronbach alpha for Computer Anxiety, Internet Anxiety, TIMES Anxiety and MOOC Anxiety were 0.872, 0.899, 0.947 and 0.960 respectively. Pearson correlation analysis was performed to obtain the correlation coefficient between pair of variables among all the variables. The results identified that Computer Anxiety, Internet Anxiety, TIMES Anxiety have impact on MOOC Anxiety. Moreover, MOOC Anxiety have a significant impact on MOOC Receptiveness, MOOC-Satisfaction and MOOC-Loyalty. The research findings provided positive impact to lecturers who plan to convert from traditional teaching pedagogy to MOOC mode as Malaysian students have higher degree of MOOC-loyalty and they were in favor of continuing to take up the credit bearing MOOC throughout their study at Taylor's University or after graduating. Besides, it also alarmed the university administrator to provide the best infra-structure for the MOOC platform and broadband speed to reduce the level of TIMES Anxiety and MOOC Anxiety meanwhile raise the MOOC-satisfaction which would enhance the MOOC-loyalty.

Keywords

Massive Open Online Course (MOOC), MOOC-satisfaction, MOOC-loyalty, MOOC receptiveness and Anxiety, HyFlex Learning.