

PREDICTING FACTORS OF USE IN A HEDONIC VOLITIONAL SETTING, BY USING UTAUT2 MODEL

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Abstract

This study is part of a stream of research that has a goal of understanding software utilization choices. Technology adoption is one of the most mature areas in Information Systems (IS) research. As one of the most widely accepted model, the UTAUT model was extended to better explain the acceptance and use of technology in a consumer context and called UTAUT2. Here we examine the relationship between the predictors of use in a hedonic volitional setting (Facebook), by using UTAUT2 and we test the validity and explanatory of this model in students' usage of Facebook as a learning tool.

Key words: Facebook, technology adoption, student, social networks, educational context

1. INTRODUCTION

Rapid development of information and communication technologies has brought changes in various pedagogical and technological applications and processes. Currently, social networks are being adopted rapidly by billions of users. Studies showed that social network tools support educational activities by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible (Selwyn 2009). Using social networks in educational contexts could be considered as a potentially powerful idea simply because students spend a lot of time on these online networking activities. In contrast, students today demand more autonomy, connectivity, interaction and socio-experiential learning opportunities in their learning contexts.

Today's students were born in the digital age and have been interacting with digital technology from an early age. To get closer to those students and engage them with materials offered by the professors, the teaching strategies need to adapt to their lifestyles.

Facebook has been the most researched platform for teaching and learning (Manca & Ranieri 2013). In their review, Manca and Ranieri (2013) discovered 23 empirical studies of using Facebook as a learning environment. Manca and Ranieri (2013) identified five main educational uses of Facebook: 1) Support class discussions and helping students engage in collaborative learning; 2) Developing content; 3) Sharing educational resources; 4) Delivering content to expose students to extra-curricular resources; and 5) To support self-managed learning.

Facebook is the most popular social media technology among university students. It allows users to broadcast messages to large audiences using status updates and wall posts, while also providing features such as chat, for messages the user wishes to keep private. Moreover, Facebook creates an online social space where university students can build and maintain social capital with others.

1.1. Social networking in educational context Definitions

Definitions of social networks in research literature shows that although some studies focused on communication and collaboration, some others focused on structural characteristics of these tools such as the profiles, uploading photographs, comments, writing on walls, and friends' lists. For example, Bartlett-Bragg (2006) defined social networks as a "range of applications that augments group interactions and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment." Similarly, Boyd and Ellison (2007) defined social networks as web-based services allowing individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system

Ease of use, allowing for rapid updating, analyzing and sharing continuously increasing information stemming from our daily life, establishing spontaneous relationships, supporting informal learning practices by means of interaction and communication, and facilitating delivery of education are explained as the reasons why social networks such as Facebook, YouTube, and Flickr are adopted and accepted rapidly although they had originally emerged for sharing photos, personal information, videos, profiles and content (Ajjan & Hartshorne 2008).

1.2. Facebook

The number of Facebook users has continued to increase. According to Facebook company Statistics data (<http://newsroom.fb.com/company-info/>), as of March 31, 2016:

- Worldwide, there are over 1.65 billion monthly active Facebook users (MAUs) which is a 15 percent increase year over year. Approximately 84.2% of our daily active users are outside the US and Canada. This means that, statistically, Facebook is too big to ignore.
- One point zero nine billion people log onto Facebook daily (DAU) for March 2016, which represents a 16% increase year over year. The Implication: A huge and vastly growing number of Facebook users are active and consistent in their visits to the site, making them a promising audience.
- There are 1.51 billion mobile active users (MAU) for March 2016, an increase of 21 percent year-over-year and 989 million mobile daily active users as of March 31, 2016.
- Highest traffic occurs mid-week between 1 to 3 pm. (Source: Bit.ly blog) On another note, a Facebook post at 7pm will result in more clicks on average than posting at 8pm (Source: Forbes).

Facebook is a giant Social Network with very high opportunity to be used as a learning tool for students.

Explaining the reasons for social networks' rapid diffusion, adoption and acceptance by individuals is fundamentally important to determine the factors influencing users' adoption of social networks in educational context.

Facebook, being one of the most popular and commonly used social networks is chosen in this study as the social network site to determine the factors influencing its users' adoption processes in an educational context.

The remainder of the paper proceeds as follows. In the next section, we provide the theoretical background literature review. We then propose our research model and hypothesis and describe the research methodology. Finally, we present the data analysis, results and discussion sections.

2. THEORETICAL BACKGROUND

Given the widespread diffusion of Facebook among the student population, many scholars outline the benefits of using it also for teaching and learning (Greenhow 2011). According to Greenhow (2011) SNS might be re-envisioned as support for student learning outcomes at least from two perspectives: first, they can provide peer/alumni support to manage the ups and downs of high school or college life, or help with school-related tasks; second, SNS can stimulate social and civic benefits, online and offline.

Anderson (2009) has analyzed the social networking in how it serves the functions of socializing, sharing and sojourning in e-learning contexts. The traditional limitations of e-learning programs that mainly focused on content with limited interactions may be overcome by encouraging learners to share personal and professional interests and aspirations usually excluded from e-learning settings. This function of relational amplifier has also been stressed by Duffy (2011) in relation to tertiary education. According to this author, SNS offer a set of affordances for the creation of collaborative activities that occur online, mostly because many students are already using them for socialization and communication purposes and they would be willing to use these sites in learning as well; moreover, SNS are free of charge and come without the restrictions usually found in many institutional LMS.

Selwyn (2009) highlighted the strong resistance of students to universities and lectures making formal use of SNS, thus suggesting that these practices would be better continued volitional. From a different perspective, in another study (Bosch 2009) students listed a number of benefits related to their use of Facebook, ranging from identifying and finding learning material, helping friends to answer questions about academic logistics, to connecting with others about holiday projects and sharing lecture and study notes. This positive attitude is confirmed by other surveys the results of which showed that, in opposition to the claim that students do not use Facebook to support the learning agenda of the classroom, there are many in-depth examples of students who are using it for educational purposes. Facebook can have a significant impact on student's performance, because it can help students settle into university life, leading them to a higher level of self-esteem, social acceptance and adaptation to university culture, which can improve their learning outcomes.

Students are much more likely than lecturers to use Facebook to support classroom work, whereas faculty members seem more likely to use email, the traditional technology. In a similar vein Ismail (2010) found that students are likely to use an SNS if their friends do the same and that the technological support provided by the institution affects their intention more than their personal use does. Mazman & Usluel (2010) determined that the factors influencing Facebook users' adoption processes in an educational context rely on a positive relationship with usefulness, ease of use, social influence, facilitating conditions and community identity, and that among these variables the usefulness dimension is the most important determinant in Facebook adoption.

Recently, many authors have conducted studies in order to analyze the use of social networks for educational and learning purposes (Mazman & Usluel 2010). A number of previous studies show that students generally consider Facebook to be helpful in fast adapting to student life (Greenhow 2011; Selwyn 2009). Dedication of students to learning process represents the fulfillment of their daily activities such as going to the lectures and performing tasks. Universities have a good opportunity to use Facebook and test its efficiency and sustainability as a teaching tool and allow students to improve learning and not only having fun.

3. RESEARCH MODEL AND HYPOTHESIS

There are different theories and models developed to explain the acceptance, adoption, diffusion, and usage of technological innovations as technology adoption is one the most mature are in Information Systems(IS). These models are grouped in two types: 1) Technology adoption models in *firm* level like DOI (Rogers 1995) and the TOE framework (Tornatzky & Fleischer 1990), etc. and 2) Technology adoption models in *individual* level like TRA, TAM, TAM2, TPB, UTATUT, etc. The users of Facebook in our study are students, so the adoption model to use should be one of individual level model. The individual adoption of technology is explained by many models, from different perspectives. Facebook is a hedonic system, so the appropriate models will be the ones adapted to this kind of system.

The most used theories of technology acceptance model in individual level are those of the so called TAM family: Theory of Reasoned Action (TRA) (Fishbein & Ajzen 1975; Ajzen & Fishbein 1977), Motivational Model (MM) (Davis et al. 1992), Theory of Planned Behaviour (TPB) (Ajzen 1991; Ajzen 1985), Decomposed Theory of Planned behaviour (Taylor & Todd 1995), Technology Acceptance Model (TAM) (Davis et al. 1989; Davis 1989), Technology Acceptance Model 2 (TAM2) (Venkatesh & Davis 2000), Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al. 2003), Technology Acceptance Model 3 (TAM3) (Venkatesh & Bala 2008), Unified Theory of Acceptance and Use of Technology (UTAUT2) (Venkatesh et al. 2012).

We focus our research on the UTATUT and UTAUT2 model because they tried to unify the knowledge of most of the existing models of individual level.

3.1. Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al. 2003)

Venkatesh et al. (2003) attempted to review and compare the existing user acceptance models with an ultimate goal to develop a unified theory of technology acceptance by integrating every determinants of user acceptance that was evaluated as important by their longitudinal study. This new model conceptualized and tested was named *Unified Theory of Acceptance and Use of Technology (UTAUT)*.

The eight original models and theories of individual acceptance that were integrated by (Venkatesh et al. 2003) include the TRA, TAM, MM, TPB, C-TAM-TPB, MPCU, Innovation Diffusion Theory (IDT), and Social Cognitive Theory (SCT). Summary of this models and their constructs are listed below.

Models and Theories	Constructs Used
Theory of Reasoned Action (TRA) by (Fishbein & Ajzen 1975) derives from psychology to measure behavioural intention and performance.	Attitude Subjective norm
Technology Acceptance Model (TAM) by (Davis 1989; Davis et al. 1989) develops new scale with two specific variables to determine user acceptance of technology.	Perceived Usefulness Perceived Ease of Use
Technology Acceptance Model 2 (TAM2) by (Venkatesh & Davis 2000) is adapted from TAM and includes more variables.	Subjective Norm Experience Voluntariness*Image Job Relevance Output Quality Result Demonstrability
Motivational Model (MM) also derives from psychology to explain behavior. (Davis et al. 1992) applies this model to the technology adoption and use.	Extrinsic Motivation Intrinsic Motivation
Theory of Planned Behavior (TPB) by (Ajzen 1985; Ajzen 1991) extends TRA by including one more variable to determine intention and behavior.	Attitude Subjective norm Perceived Behavioral Control
Combined TAM and TPB (C-TAM-TPB) by (Taylor & Todd 1995)	Perceived Usefulness Perceived Ease of Use Attitude Subjective norm Perceived Behavioral Control
Model of PC Utilization (MPCU) by (Thompson et al. 1991) is adjusted from the theory of attitudes and behavior by Triandis (1980) to predict PC usage behavior.	Social Factors Affect Perceived Consequences (Complexity, Job-Fit, Long-Term Consequences of Use) Facilitating Conditions Habits

Innovation Diffusion Theory (IDT) by Rogers (1962) is adapted to information systems innovations by (Moore & Benbasat 1991). Five attributes from Rogers' model and two additional constructs are identified.	Relative Advantage Compatibility Complexity Observability Trialability Image Voluntariness of Use
Social Cognitive Theory (SCT) by Bandura (1986) is applied to information systems by (Compeau & Higgins 1995a; Compeau & Higgins 1995b) to determine the usage.	Encouragement by Others Others' Use Support Self-Efficacy Performance Outcome Expectations Personal Outcome Expectations Affect Anxiety
Unified Theory of Acceptance and Use of Technology Model (UTAUT) by (Venkatesh et al. 2003) integrates above theories and models to measure user intention and usage on technology	Performance Expectancy Effort Expectancy Attitude toward Using Technology Social Influence Facilitating Conditions Self-Efficacy Anxiety

Table 1: IS Acceptance models used by UTAUT

Source: (Venkatesh et al. 2003)

In this longitudinal field study was measured the reliability and validity of each construct from every model. The newly developed model and its constructs are presented in figure 1.

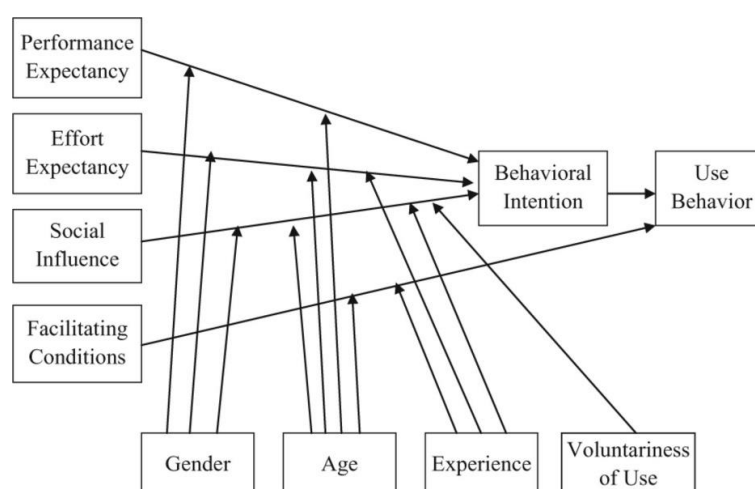


Figure 1: Unified Theory of Acceptance and Use of Technology (UTAUT)

Source: (Venkatesh et al. 2003)

3.2. Unified Theory of Acceptance and Use of Technology II (UTAUT2) (Venkatesh et al. 2012)

The unified theory of acceptance and use of technology II (UTAUT2) is an extended model of UTAUT in the consumer context. UTAUT2 incorporates three constructs identified from previous research in the consumer area into UTAUT: Hedonic Motivation, Price Value, and Habit. Individual differences age, gender, and experience moderate the effects of these constructs on behavioural intention and technology use. Results from a two-stage online survey, with technology use data collected four months after the first survey, of 1,512 mobile Internet consumers supported this model. Compared to UTAUT, the extensions proposed in UTAUT2 produced a substantial improvement in the variance explained in behavioural intention (56 percent to 74 percent) and technology use (40 percent to 52 percent). (Venkatesh et al. 2012)

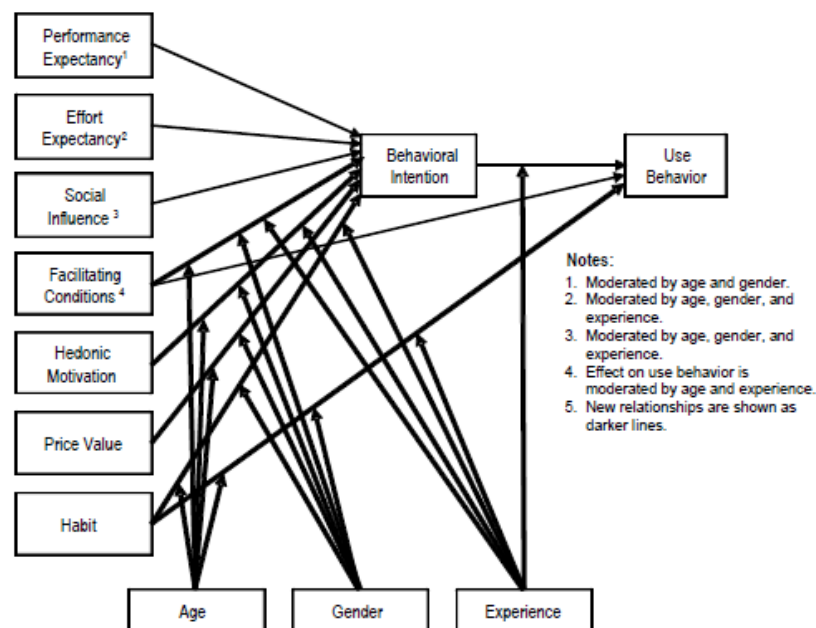


Figure 2: Unified Theory of Acceptance and Use of Technology II (UTAUT2)

Source: (Venkatesh, Chan, et al. 2012)

3.3. Research Model

From our review of existing model, we believe that UTAUT2 model, with some small adjustment, is an appropriate one to explain Facebook adoption as e learning tool among students in university. This model is adapted for consumer context and it adds constructs for the hedonic systems, and Facebook is a hedonic one. The model includes 9 variables. The Intention to Continue Using is explained by 7 variables; Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Hedonic Motivation, Habits and Price Value. Use Behavior is explained by 3 variables; Intention to Continue Using, Facilitating Conditions and Habits. The Gender moderates effect of all variables.

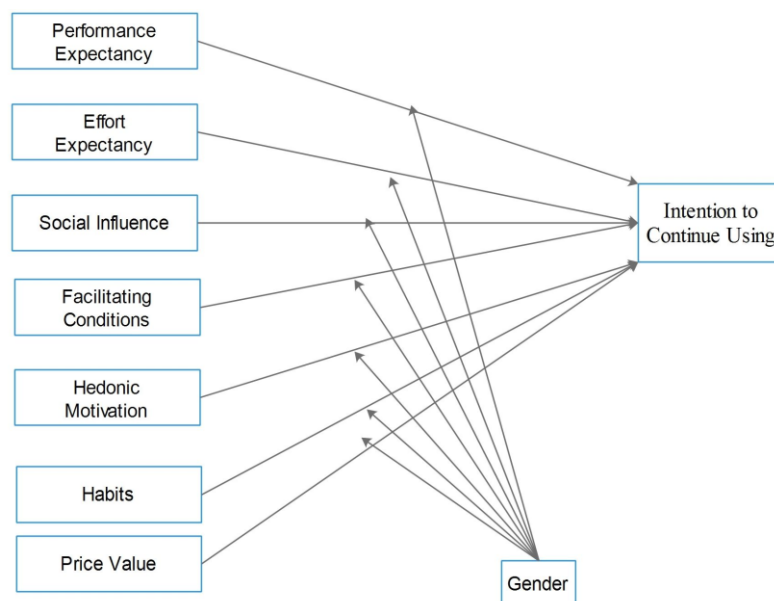


Figure 3: Facebook as a learning tool Adoption Model

In systems use in general and especially in website we can divide usage in two stages: “initial usage” and “continued usage”. It is observed that in most cases after “initial usage” of Web sites, many users revert to other ways for acquiring information and services, if they are not happy with their experience. Therefore, engaging and retaining students in using Facebook as a learning tool for “continued usage” is more important and challenging for professors and universities. We will analyze the data from the students who already uses Facebook for learning purposes, so in this study, we focus on the factors influencing Intention to Continue Using Facebook rather than the intention to use (which relates primarily to initial usage).

Our Research model is presented in Figure 3. The constructs and their definitions used in this research model are:

1. *Performance expectancy*: the degree to which an individual believes that using a particular system would improve his or her job performance (Venkatesh et al. 2003);
2. *Effort expectancy*: the degree of simplicity associated with the use of a particular system (Venkatesh et al. 2003);
3. *Social influence*: the degree to which an individual perceives that others believe he or she should use a particular system (Venkatesh et al. 2003);
4. *Facilitating conditions*: the degree to which an individual believes that an organizational and technical infrastructure exists to support the use of a particular system (Venkatesh et al. 2003);
5. *Hedonic Motivation* is defined as the fun or pleasure derived from using a technology (Venkatesh et al. 2012);
6. *Habit* as the degree to which consumers tend to perform the usage of technologies or the usage of technology products behaviors automatically because of learning (Venkatesh et al. 2012);
7. *Price Value* as consumers’ cognitive tradeoff between the perceived benefits of the applications and the monetary cost for using them (Venkatesh et al. 2012);
8. *Intention to Continue Use* which measures the intention to continue using system by a user (TEO et al. 2008)
9. *Use Behavior* which measures the perceived actual use of particular system by a user (Urbach et al. 2010).

3.4. Hypothesis

The hypothesis of our study, following also the UTAUT2 original model with some adaptation are as follows:

- H1. The Performance Expectancy (PE) in the use of Facebook as a learning tool during the learning process positively affects the students' Intention to Continue Using (ICU) of Facebook
- H2. The Effort Expectancy (EE) in the use of Facebook as a learning tool during the learning process positively affects the students' Intention to Continue Using (ICU) of Facebook.
- H3. The Social Influence (SI) in the use of Facebook as a learning tool during the learning process positively affects the students' Intention to Continue Using (ICU) of Facebook.
- H4. The Facilitating Conditions (FC) in the use of Facebook as a learning tool during the learning process positively affects the students' Intention to Continue Using (ICU) of Facebook.
- H5. The Hedonic Motivation (HM) in the use of Facebook as a learning tool during the learning process positively affects the students' Intention to Continue Using (ICU) of Facebook.
- H6. The Habits (HT) in the use of Facebook as a learning tool during the learning process positively affects the students' Intention to Continue Using (ICU) of Facebook.
- H7. The Price Value (PV) of Facebook does not affect the students' Intention to Continue Using (ICU) of Facebook.
- H8: The effects of PE, EE, SI, FC, HI, HT and PV to ICU is moderated by Gender.

4. METHODOLOGY

Theoretical constructs were measured using validated items from prior research. Performance expectancy, Effort expectancy, Hedonic motivation, Social Influence, Facilitating Conditions and Habit were measured using items adapted from Venkatesh et al. (2003; 2012). Measurements for Intention to Continue Using of Facebook as a social media platform were measured using items adapted from (TEO et al. 2008) and Use Behavior were measured using items adapted from (Urbach et al. 2010). Table 2 provides a detailed summary of the twenty-seven items measured through a seven-point Likert scale. This seven-point scale anchored from 1 (strongly disagree) to 7 (strongly agree).

A questionnaire was created in English and this was administered in Albanian for students. Only data from students who have used Facebook was used for testing our model. The other data was used for the descriptive statistics. The English questionnaire was translated into Albanian by a professor of Information Technology and researchers independently. After analyzing the differences in translation, the final version of the questionnaire was agreed on.

Data were collected through questionnaires distributed to random classes of students who were having class in 12-13 Maj 2016 in European University of Tirana in Albania. Note that students had a free choice to participate in our study or not. Out of 155 questionnaires returned from the students, 130 of them were usable ones. We discarded 25 questionnaires because they had some missing data. In table 2 we present the demographic characteristics of the respondents. From 130 valid questionnaires, surprisingly 27 (20.8 %) of students didn't use Facebook. Those who don't have Facebook account said the main reason for that is not to lose time, and other 19% of said the main reason was because they just don't like Facebook. Females were 69.2 % of respondents. Around 90.7% of respondents were students of up to 21 years old and 63.8% where of age 20 or 21 years old. The users of Facebook have been using Facebook for more than 3 years in 81.6% of them.

Item	Characteristics	Frequency	%
Gender	Female	90	69.2
	Male	40	30.8
	Total	130	100
Age	<20	35	26.9
	20-21	83	63.8
	22-23	6	4.6
	>24	6	4.6
Has Facebook account	YES	103	79.2
	NO	27	20.8
	Total	130	100
Years using Facebook	1-3	19	18.4
	4-6	42	40.8
	>6	42	40.8
	Total	103	100

Table 2: Demographic data of respondents

5. DATA ANALYSIS AND RESULTS

We used the SPSS software to perform all statistical analyses. In table 3 we list the results of ANOVA analysis of questionnaires' data.

H1. The result: The Performance Expectancy in the use of Facebook as a learning tool during the learning process affects the students' Intention to Continue Use Facebook as a learning tool because $p = 0.000 < \alpha = 0.05$. For more, as the coefficient is $0.463 > 0$, that means that the Performance Expectancy affects positively to the students' Intention to Continue Use of Facebook.

H2. The result: The effort Expectancy in the use of Facebook as a learning tool during the learning process affects the students' Intention to Continue Use of Facebook as a learning tool because $p = 0.002 < \alpha = 0.05$. For more, as the coefficient is $0.225 > 0$, that means that the effort Expectancy affects positively to the students' Intention to Continue Use of Facebook as a learning tool.

H3. The result: The social influence in the use of Facebook as a learning tool during the learning process affects the students' Intention to Continue Use of Facebook as a learning tool because $p = 0.000 < \alpha = 0.05$. For more, as the coefficient is $0.390 > 0$, that means that the social influence affects positively to the students' Intention to Continue Use Facebook as a learning tool.

Hypothesis	P (α)	R squared	Adjusted R squared	Coefficient
H1	.000	.204	.196	.463
H2	.002	.094	.085	.225
H3	.000	.183	.175	.390
H4	.195	.017	.007	.124
H5	.000	.124	.115	.320
H6	.000	.131	.122	.362
H7	.123	.023	.014	.125

Table 3: ANOVA data results of hypothesis testing

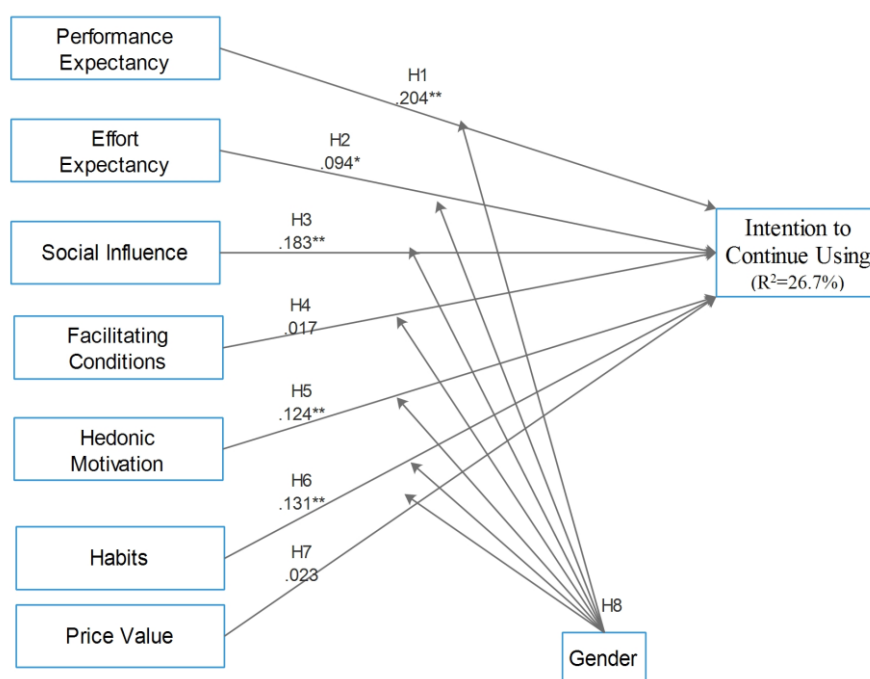


Figure 4: Results of testing the model

H4. The result: The facilitating conditions in the use of Facebook as a learning tool during the learning process not affects the students' Intention to Continue Use of Facebook as a learning tool because $p = 0.129 > \alpha = 0.05$.

H5. The result: The hedonic motivation in the use of Facebook as a learning tool during the learning process affects the students' Intention to Continue Use of Facebook as a learning tool because $p = 0.000 < \alpha = 0.05$. For more, as the coefficient is $0.320 > 0$, that means that the Hedonic motivation affects positively to the students' Intention to Continue Use of Facebook as a learning tool.

H6. The result: The habits in the use of Facebook as a learning tool during the learning process affects the students' Intention to Continue Use of Facebook because $p = 0.000 < \alpha = 0.05$. For more, as the coefficient is $0.362 > 0$, that means that the habits affect positively to the students' Intention to Continue Use of Facebook.

H7. The result: The price value of Facebook not affects the students' Intention to Continue Use Facebook because $p = 0.123 > \alpha = 0.05$.

	Male		Female	
	P (α)	Correlation	P (α)	Correlation
H8.1 – PE to ICU	.000	.477**	.021	.399*
H8.2 – EE to ICU	.004	.337**	.077	.312
H8.3 –SI to ICU	.001	.405**	.002	.528**
H8.4 – FC to ICU	.215	.150	.389	.155
H8.5 – HM to ICU	.000	.441**	.287	.191
H8.6 –HT to ICU	.001	.402**	.081	.309
H8.7 – PV to ICU	.186	.160	.390	.155

Table 4: Results of H8 Testing

On Table4 are displayed the results of testing Hypotheses 8 (H8). From the table above, the correlation coefficient between the Intention to Continue Use and The Performance Expectancy is significant for women and men but that coefficient is greater for women than for men.

The correlation coefficient between the Intention to Continue Use and the Effort Expectancy is significant for women and insignificant for men but that coefficient for women is moderate (0.337)

The correlation coefficient between the Intention to Continue Use and The social influence is significant for women and men but that coefficient is greater for men than for women

The correlation coefficient between the Intention to Continue Use and The facilitating conditions is insignificant for women and men.

The correlation coefficient between the Intention to Continue Use and The hedonic motivation is significant for women and insignificant for men but that coefficient for women is moderate (0.441)

The correlation coefficient between the Intention to Continue Use and The habits is significant for women and insignificant for men but that coefficient for women is moderate (0.402)

From the table above, the correlation coefficient between the Intention to Continue Use and The price value is insignificant for women and men.

	P (α)	R squared	Adjusted R squared
Performance expectancy	.000	.303	.267

Table 5: Results testing of our model prediction of ICU

Our Research model predict 26.7 % of all variance of Intention to Continue Use of Facebook as a learning tool.

6. DISCUSSION

This study suggests factors that could explain the students' Intention to Continue Use of Facebook as a learning tool, by adapting the UTATUT. Facebook offers great opportunities to be used as a tool for learning by the university students. Facebook is a tool they already are familiar with, so they don't need to spend more time to learn it how to use also as a learning tool.

Facilitating Conditions are not important in determining the ICU. The reason for that might be that they know very well Facebook now, so they don't need support in using it. According to the data collected 81.6% of students that have Facebook account have been using Facebook for more than 3 years, so they are quite experienced in using it.

After analyzing data from students that already have a Facebook account we proved the majority of our hypotheses (H1, H2, H3, H5, H6, H7, H8.1, H8.2, H8.3, H8.5, H8.6) but failed to prove the H4, H8.4 and H8.7.

The total variance on ICU explained by our model is only 26,7%. This low explanation of ICU might be mostly because Facebook platform is not build for learning in university. As the most successful Social platform, is been used by students for many different other reason. Instead, we asked students to list the main reason they use Facebook and only 1 of them (1 out of 103 students) mentioned that he uses it for learning at school. That means that students have other focus when using Facebook and not as a learning tool.

The most important factors that influence ICU for students is the Performance Expectancy (.204**), Social Influence (.183**), Hedonic Motivation (.124**) and Habits (.131**).

7. CONCLUSIONS

This work contributes to the literature on applying UTAUT2 model to different context and different systems. We tried to model the students Intention to Continue Use Facebook as a learning tool in the university. Even though most of our hypothesis were proved true, the general prediction of ICU of Facebook as a learning tool is not very high. This low variance explanation is probably due to the fact that Facebook is not used primarily as a learning tool by students. They use it for so many different reasons, but it results that using it as a learning tool is not a priority for them. Future studies can examine the influence of other constructs on students' Intention to Continue use Facebook as a learning tool. The incorporation of these factors can improve the prediction capacity of the model.

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