

Antecedents of Students' Behavioural Intention to Use Animation and Storytelling in Jordanian Universities

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Abstract

The aim of this study is to investigate the antecedents of students' behavioural intention to use animation and storytelling in Jordanian universities. The study adapts Extended Unified Theory of Acceptance and Use of Technology (UTAUT2) model to examine the antecedents of animation and storytelling use.

The proposed theoretical model was tested in the Jordanian universities. A Total of 535 respondents completed the research questionnaire. The data was analyzed and the hypotheses were tested by using the proper Statistical Analysis PLS path modeling SmartPLS (Version 3.2.7) and (SPSS 24) programs.

The results of the study confirmed that the hedonic motivation, performance expectancy, effort expectancy and social influence were significant and had strong effect of the students' behavioural intention to use animation and storytelling and they accounted up to (43.6) % of variance in the students' behavioural intention. Hedonic motivation had the strongest and largest effects in explaining students' behavioural intention. This is followed by performance expectancy, then effort expectancy, lastly social influence. The study provides future research recommendations that have implications on management and theory respectively.

Keywords: Animation, Storytelling, Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Hedonic Motivation, UTAUT2.