

**In Press, Pre-Proof Version**  
**Drivers of Agricultural Instructors' Continuation of Using Computerized Learning Management System (CLMS): A Causal Analysis**

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**ABSTRACT**

Drastically concerned about no longer continuation of **instructors** to use the computerized learning management system (CLMS) in the post COVID-19, the ministerial and academic authorities in Iran are inclined to figure out about the determinants of **instructors'** continuation of making use of the CLMS and how to incorporate the CLMS into the face-to-face education. **Therefore, the research aimed to analyze drivers of agricultural instructors' continuation of Using CLMS.** Called **instructors'** learning patterns as a knowledge gap, the present **causal study** surveyed 102 **faculty members** of two universities in Northwest Iran. To establish a theoretical framework, theory of planned behavior (TPB), technology acceptance model (TAM), and the Vermunt's theory of learning model (VTLS) were used, the items of the questionnaire were designed accordingly. The results make known that the model has a good fit with the data set, the perceived usefulness (PU) of the CLMS has an impact on the attitude towards the CLMS and intention to continue using the CLMS (BI). The application-oriented learning pattern (AOLP) affects PBC positively. Other predictor variables that directly impinge upon **instructors'** behavioral intention (BI) to continue applying the CLMS include attitude, PU, AOLP, and perceived student readiness (PSR). The estimated multiple correlation coefficients for the PBC, attitude, and BI were 0.17, 0.51, and 0.46, respectively. **The results of the research can be useful and effective for agricultural higher education decision makers in using and replacing CLMS in specific situations instead of face-to-face education.**

**Keywords:** Behavioral intention, Computerized, Learning management system, Path analysis, Post COVID-19, Sustainability of education.

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## 1. INTRODUCTION

The state of **instructors**' continuance for a long time and without stopping to use electronic learning technologies like Computerized Learning Management System (CLMS) in post COVID-19 pandemic is a crucial research issue in the recent time of higher education. Universities drastically face the dilemma of how to handle effective continuing online education in the post-epidemic and whether online education attracts or discourages more students (Szopiński and Bachnik, 2022). The covid-19 pandemic has affected all aspects of education by widely disrupting the way traditional higher education institutions offer courses. There are short-term, medium-term, and long-term consequences of virtual education in covid-19 pandemic and prospective time for learners, notably their learning and well-being (Mok et al., 2021), psychologically, prevalence of depressive and anxiety symptoms and student sleep disorders, economically, changes in employment status, even for **instructors** with new expectancies owing to the increase in hours, speed, and variety of work (Noori, 2021). Inevitably, challenges in the Covid-19 era were created for learners and teachers, obviously, these professionals have been affected financially, emotionally and motivationally. However, the effective development of e-learning without considering the attitudes of teachers and students towards the use of technology would not be successful and applicable (Seyde Naghavi, 2007).

Intuitively perceived, **instructors** are in trouble with the CLMS due to rigidly communicating with the artificial space without human emotions and previous internalized habits from attending face-to-face teaching courses. Compared to the large body of literature that is inclined to the acceptance of e-learning (Sanayei and Salimian, 2013), perspectives on e-learning (Seyde Naghavi, 2007), the use of distance learning, combined education, offering e-learning through virtual networks (Heidari et al., 2016), and online training, fewer studies have been done on **instructors**' continuation of being stuck with the use of CLMS after covid-19 pandemic. However, many researchers have developed technology acceptance model (TAM) for studying e-learning acceptance (Chang et al., 2017). **The novelty of the study is developing a more comprehensive theoretical model than TAM that accounts for the acceptance of e-learning by instructors in the long run, and has a key role in developing knowledge in this area and filling the knowledge gap.**

## 2. THEORETICAL BACKGROUND

The present study combines theory of planned behavior (TPB), technology acceptance model (TAM), and Vermunt's learning model (VLM) to examine the factors affecting the intention of **faculty members** of Tabriz and Maragheh universities in the continuation of the use of the CLMS in the teaching-learning process as follows.

- To investigate the impact of constructs of the TPB (e.g., attitudes towards the CLMS, subjective norms (SNs), and perceived behavioral control (PBC) on **instructors'** BI to continue using the CLMS;
- To examine the effect of constructs of TAM, which include perceived ease of use (PEOU) and perceived usefulness (PU) on the intention of **instructors** in continuing the use of CLMS;
- To explore the effect of Vermunt's theory of learning model (VTLS) (e.g., semantic-oriented, problematic-oriented, and application-oriented learning pattern (AOLP) on **instructors'** intentions in continuing to use the CLMS;
- To investigate the effect of **instructors'** and students' readiness on **instructors'** intentions to continue the use of the CLMS.

### 2.1. Theory of Planned Behavior (TPB)

According to TPB, behavior is treated as a rational decision accounted for by intention, itself is influenced by a positive or negative assessment of the outcome to a situation, namely, attitude, subjective norm, and PBC (Abadi and Kelboro, 2021).

#### 2.1.1. Attitudes towards the CLMS

Understanding the attitudes and motivations of users, especially instructors, about e-learning and technology-based education can create a good learning environment for education, where planners and administrators struggle with the challenge of effective acceptance and deployment (Seyde Naghavi, 2007; Akbari et al., 2023b).

**H1( $\gamma_1$ ):** Attitude towards the CLMS has a positive effect on the BI of teachers in continuing to use the CLMS.

#### 2.1.2. SNs

The SNs mean the perceived social pressure to perform the behavior, in the case of this study, indicating how much one's trusted and respected persons encourage him/her to use the CLMS.

Evidence suggests that social effects affect perceived benefits, and in turn perceived benefits affect students' willingness and behavioral willingness to use e-learning (Sanayei and Salimian, 2013).

**H2( $\gamma_2$ ):** SNs have a positive effect on intention to continue using the CLMS.

### **2.1.3. PBC**

The PBC is defined as the degree of mastery and control of the individual to participate in virtual training, which includes two groups of individual competencies and abilities and favorable environmental conditions. For example, a challenge for teachers and instructors is to find out to what extent student absenteeism or delays in submitting homework and exams ordered during the course are beyond the control of students for some reason, or whether technical problems are just an excuse; in part, this may be for reasons beyond their control, similar to the latter, as reported by Belarusian students, with technical problems exacerbated by restrictions and internet outages in Belarus by 2020 (Szopiński and Bachnik, 2022).

**H3 ( $\gamma_3$ ):** PBC has a positive effect on the BI to continue the use of the CLMS.

## **2.2. Technology Acceptance Model (TAM)**

The TAM was first proposed by Davis in 1986 based on the theory of causal action theorized by Ajzan and Fishbin as a framework for explaining technology acceptance (Khorasani et al., 2011). According to this model, the behavior and behavioral intention of technology application are influenced by attitudes, SNs, PBC, the PEOU, and PU. The reason for using this model in this study is that this model predicts the intention to accept e-learning well and shows more predictive power compared to other theories (e.g., TPB) (Ndubisi, 2006).

### **2.2.1. The perceived ease of use (PEOU) of the CLMS**

The PEOU of e-learning programs is a predictor of the BI (Masrom, 2007). Heidari et al. (2016) concluded that perceived PEOU of online social networks directly affects students' willingness to use these networks as a virtual learning network. Khorasani et al. (2011) provide evidence that the mental perception variable of the PEOU of e-learning has a positive effect on the acceptance and use of e-learning among medical students. In general, assuming strong indicators of learners' expectation for using e-learning, attitude becomes the most basic attitude, understanding the PEOU and PU is significant, the attitude towards e-learning is more influenced by the PEOU.

**H4a**( $\gamma_{4a}$ ): The PEOU of CLMS has a positive effect on attitudes towards the CLMS.

**H4b**( $\gamma_{4b}$ ): The PEOU of CLMS has a positive effect on PBC.

**H4c**( $\gamma_{4c}$ ): The PEOU of CLMS has a positive effect on BI to continue using the CLMS.

### **2.2.2. The PU of CLMS**

The PU is one of the determinants of the BI to use technology (Jan and Contreras, 2011). In the field of e-learning programs, there is evidence that PU predicts the behavioral intention of using e-learning programs (Masrom, 2007). In this regard, the comparative advantage of using online education has a direct effect on the willingness to use online education by faculty members (Sarmadi, 2017).

**H5a**( $\gamma_{5a}$ ): The PU of the use of e-learning has a positive effect on attitudes towards the CLMS.

**H5b**( $\gamma_{5b}$ ): The PU of the use of e-learning has a positive effect on BI to continue to use the CLMS.

### **2.3. Vermunt's theory of learning pattern (VTLS)**

Learning patterns are one of the most popular research fields in the field of learners' cognition and learning. These patterns are similar to learning patterns. In this regard, in 1984, David Kolb introduced the theory of experiential learning and Vermunt and their colleagues introduced the theory of learning model. David Kolb believed that individual learning patterns are developed due to genetic factors, life experiences and environmental demands. As each teacher uses his / her own method in using teaching tools in his / her teaching, how to use new technologies in teaching and how to combine them in teaching, depends on the experience and attitude of teachers and can be at different levels and types. Be done differently (Yildirm cited in Shekari et al., 2017).

#### **2.3.1. Semantic-oriented learning pattern (SOLP)**

Teachers learn with a meaning-based learning pattern to teach, and they do so by doing without the specific goals they should pursue, leaving little room for learning. Such **instructors** want to improve their performance and are less interested in creating a reference framework for teaching. They improve their performance by gaining a better understanding of the underlying teaching and learning processes. These people can be divided into two groups of meaning-based learners and independent meaning-based learners (Benes, 2013).

**H6**( $\gamma_6$ ): SOLP has a positive effect on attitudes towards the CLMS.

### 2.3.2. *Problematic-oriented learning pattern (POLP)*

Yew and Goh (2016) provided an overview of the problem-based learning process and studies that examined the effectiveness of problem-based learning. They discussed a number of natural and experimental studies that show that What is the problem-based learning process and how do its various components affect learners' learning? They conclude that comparative studies are the relative effectiveness of problem-based learning in demonstrating its superior effectiveness in maintaining long-term knowledge and in applying knowledge consistently.

**H7( $\gamma_7$ ):** POLP has a positive effect on attitude towards the CLMS.

### 2.3.3. *Application-oriented learning pattern (AOLP)*

The AOLP is based on experimental and activity-based work methods, where the focus is on learners' active participation and learning and is done through the use of active learning education (Cosner et al., 2018). In other words, applied learning focuses on conceptual thinking and thinking about how to use it in practice, while indirect learning refers to learners who do not really know how to learn, which means that they have multiple problems. Will experience in their learning (Cheng et al., 2016).

**H8a( $\gamma_{8a}$ ):** AOLP has a positive effect on attitudes towards the CLMS.

**H8b( $\gamma_{8b}$ ):** AOLP has a positive effect on PBC.

**H8c( $\gamma_{8c}$ ):** AOLP has a positive effect on **instructors'** BI to continue using the CLMS.

## 2.4. *Instructors and students' readiness*

The readiness of **instructors** and students in accepting the use of educational technologies and the use of the CLMS is a crucial theme and contributes to responding to this question whether it is possible for **instructors** to continue using this system in the long run. If they are mentally and physically fit, the adoption of these technologies will be facilitated. **Learning readiness and self-efficacy studies of learners to participate in live online learning during the coronavirus outbreak examined and reported that technology readiness is more effective in determining students live online learning readiness than conventional online / internet self-efficacy (Tang et al., 2021; Akbari et al., 2023a).**

**H9( $\gamma_9$ ):** Professor readiness has a positive effect on **instructors'** BI to continue using the CLMS.

**H10( $\gamma_{10}$ ):** Student readiness has a positive effect on **instructors'** BI to continue using the CLMS.

### *2.5. Barriers and obstacles of using technology in virtual education*

Virtual training has challenges and barriers that can negatively affect the BI of continuing to use these trainings. Part of the barriers to e-learning are related to the physical infrastructure of e-learning, which if these infrastructures are available, can increase the quality and effectiveness of education or, conversely, reduce the quality of education. For example, the research results show that e-learning environment infrastructures such as information quality, service quality and system quality have a direct impact on the PU of e-learning and PEOU, which leads to the formation of desirable behavioral intentions in using e-learning. (Shah et al., 2013).

**H11( $\gamma_{11}$ ):** There is a significant difference between the views of **instructors** of respective two universities about the obstacles and challenges of the CLMS.

**Fig.1** manifests the hypothetical model of the study.

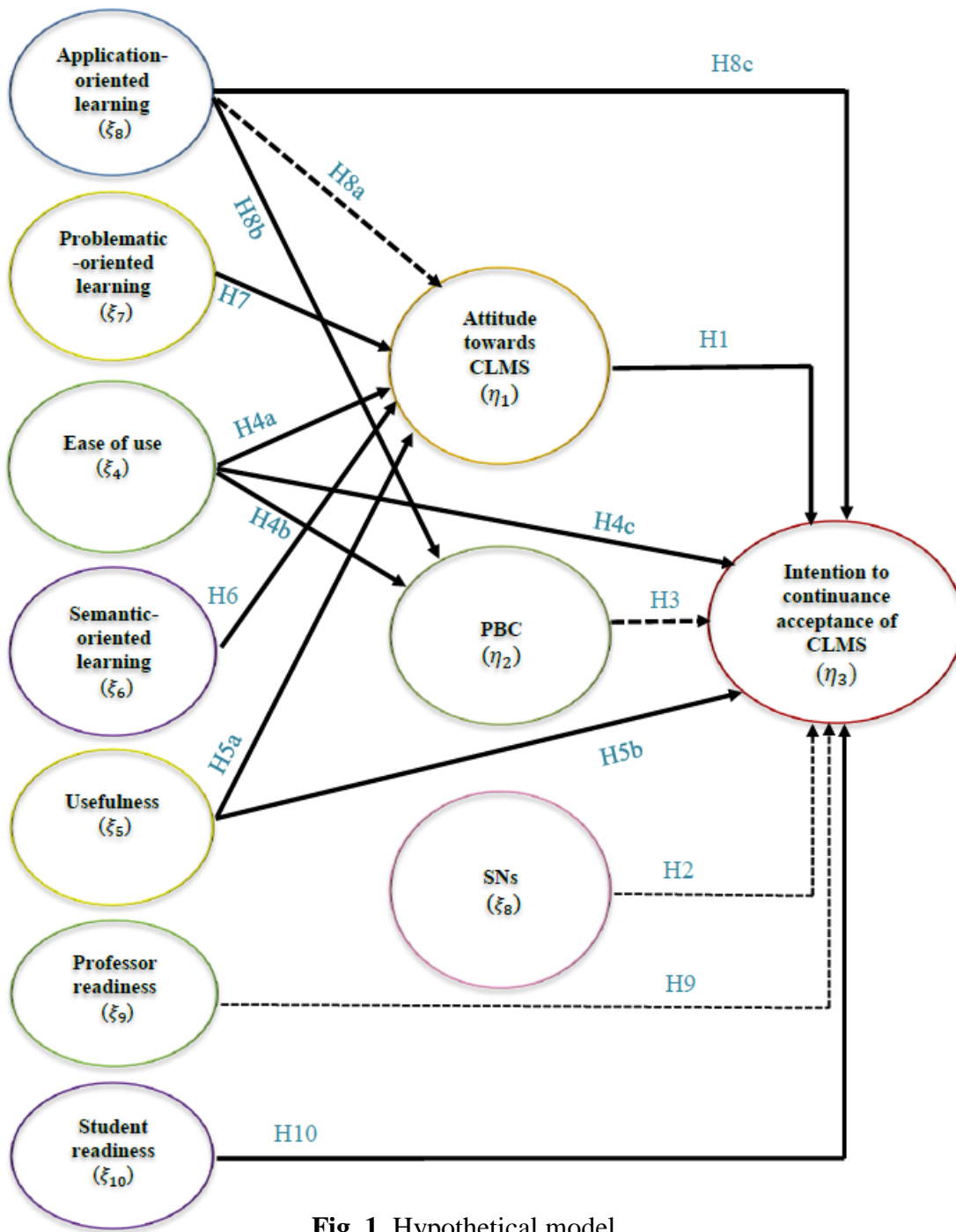


Fig. 1. Hypothetical model.

### 3. MATERIALS AND METHODS

#### 3.1. Study site

Based on the correlational research design, this study comprised a cross-sectional analysis of survey data from a population-based sample of **instructors** from two universities of Tabriz and



Maragheh. The rationale behind choosing these two sites was related to the nature of the research objectives of this study and its assumption was that the **instructors** in these two universities, the former as a leading university and the latter as a developing university, would be different from each other in terms of conceptual indicators, including BI to continue using the CLMS and perceived challenges.

### 3.2. Sampling and sampling

The study population was all agricultural faculty members at University of Tabriz ( $N_{\text{Tabriz}}= 124$ ) as leading university and University of Maragheh ( $(N_{\text{Maragheh}}= 43)$ , as developing ( $N_{\text{Total}}=165$ ). The random sampling method was simple. The sample size ( $n =115$ ) was estimated based on Krejcie and Morgan's table (Krejcie & Morgan, 1970). Finally, 102 questionnaires were returned completely (the return rate was 88.7%, which is promising).

Table 1 shows the distribution of respondents in Tabriz and Maragheh universities. The sampling strategy was proportional stratified sampling which according to the number of faculty members in each specialized field (classes) were selected and surveyed.

**Table 1.** Frequency and percentage of respondents surveyed and number of questionnaires received.

	Questionnaire frequency	Percent
University of Tabriz	70	68.6
University of Maragheh	32	31.4
Sum	102	100

**Note:** The University of Tabriz is recognized as a leading university, situated in the top rank of Universities in Iran, while the University of Maragheh is a developing university.

### 3.3. Validity and reliability of questionnaire

The data collection tool in this study was a questionnaire that included attitude-perceptual and numerical questions. Attitude questions were multiple choice. In order to confirm the validity of the questionnaire, the questionnaire was given to the **instructors** of the Department of Agricultural Extension and Education of Sari University of Agricultural Sciences and Natural Resources and Zabol University. The logical number of questions of the whole questionnaire, the partiality of the questions (and not generality), the one-sidedness of the questions and also the confirmation of the logical number of questions of each index and concept, the questionnaire was modified.

### 3.4. Statistical and software analysis methods

In this study, quantitative data analysis was performed using AMOS<sub>22</sub> software. The statistical methods and models used to analyze the quantitative data included mean, median, standard deviation, and frequency percentage, Pearson correlation test, linear regression and path analysis.

## 4. RESULTS

### 4.1. Descriptive Statistics

#### 4.1.1. Demographic and occupational characteristics

What stood out from the descriptive statistics of the respondents, as shown in [Table 2](#), is that there are 97 male faculty members, which constitute 95.1% of the study sample, and 5 female faculty members (4.91%) participated in the study sample. The average age of the respondents is 46.73 (standard deviation of 9.24), which indicates that the case sample is adult. Respondents are employed in a variety of agricultural disciplines. According to the statistics, most of the respondents were from plant disciplines and plant genetics, water engineering, soil science and engineering, to breeding and plant biotechnology and animal sciences. The average service history of the respondents is 15.61 with a standard deviation of 8.98. In addition, most respondents have an associate's academic rank (42 people, 4.2%). In terms of type of employment, the highest frequency of the category is related to faculty members who have definite formal employment (71 people, 70.3%).

**Table 2.** Weighted distributions of demographic and professional feature of respondents (n=102).

Variable*	Value	Mean	SD	Frequency	Percent
Gender	Male			97	95.1
	Female			5	4.91
Age		46.73	9.24		
University/ Specialty	University of Tabriz	Water engineering		9	8.82
		Agricultural Economics		4	3.92
		Horticultural sciences		4	3.92
		Soil Science and Engineering		8	7.84
		Plant ecophysiology		6	5.88
		Breeding and plant biotechnology		8	7.84
		Animal Science		8	7.84
		Food Science and Technology		6	5.88
		Green space engineering		4	3.92
		Plant protection		4	3.92
		Extension and Rural development		5	4.90

		Biosystem engineering	mechanical	4	3.92
		Plant production and genetics		12	11.76
		Horticultural sciences		7	6.86
	University of Maragheh	Soil Engineering Sciences		4	3.92
		Plant protection		5	4.90
		Biosystem engineering	mechanical	4	3.92
	Lecturer			1	0.98
Academic rank	Assistant Professor			28	27.45
	Associate Professor			42	41.17
	Professor			31	30.40
Type of employment	Contractual			1	0.98
	**Above-contractual			4	3.92
	Formal - Experimental			26	25.49
	Definitive official			71	69.61

\* For features with the numerical measure (or scale), mean and standard deviation have been reported; while, frequency and percent for variables with categorical or nominal scale.

\*\* is an academic recruitment ranking in the employment system of Universities in Iran.

Table 3 displays indices and indicators used to measure dependent and independent variables.

**Table 3.** Indicator and latent variables.

	Mean±SD	Cronbach's Alpha
<b>Attitudes towards the CLMS</b>	3.16±0.82	0.82
Teaching through the CLMS is a pleasant experience for me.		
Teaching through the CLMS is one of my advantages over <b>instructors</b> at neighboring universities.		
Using the CLMS for teaching is a wise idea.		
Teaching practical and laboratory units through a CLMS simulator is a logical task		
<b>SNs</b>	2.89±0.92	0.76
Most of the people who are important to me (group leader, educational assistant, group colleagues, etc.) agree to use the CLMS for teaching.		
Most people who are important to me (department head, vice chancellor, teammates, etc.) think that using a CLMS is useful for university courses.		
I think my students will approve the use of the CLMS for future teaching courses.		
<b>PBC</b>	4.03±0.68	0.91
I have enough knowledge to work with the CLMS (knowledge about the operation of different parts of the system).		
I have sufficient skills to work with the CLMS (the ability to work with parts of the system without the need for operator assistance).		
I have enough time to work with the CLMS.		
I have enough confidence to work with the CLMS.		
<b>SOLP</b>	3.96±0.50	0.79
I inquire, study and analyze why some students do not learn my class content.		
I think about how different subjects relate to each other.		
I try to understand why some teaching methods are more effective than others.		
I try to understand and search for how students learn.		
<b>POLP</b>	2.46±0.79	0.84
I just want to learn things that I can immediately use in my teaching.		
I do not know how to teach my lessons in a different way than I used to.		
I feel dissatisfied with my teaching because it is not problem-oriented (society's problems).		
I see university courses as separate entities.		
<b>AOLP</b>	4.09±0.62	0.93

I want to apply new ideas of teaching methods in my teaching. I learn more from my own practical experiences. I want to get some tips on how to improve my classroom teaching. I want to know which teaching methods are effective.		
<b>BI</b>	3.81±0.79	0.87
In the future, I plan to teach through the CLMS, in addition to teaching in-class. I plan to develop and update the content of the courses in the CLMS in the next 6 months. I intend to participate in <b>instructors'</b> orientation classes to develop and update the content of courses in the CLMS. My attempt is to establish a good interaction with the CLMS.		
<b>PEOU</b>	3.26±0.96	0.79
The CLMS is easy to use. Students have easy access to course materials with the CLMS. The CLMS works easily.		
<b>PU</b>	3.11±0.98	0.76
Using CLMS improves our ability to learn. The e CLMS allows me to do my teaching faster. The CLMS allows me to teach more efficiently.		
<b>Professor readiness</b>	2.80±0.85	0.88
<b>Instructors</b> are in favor of using the CLMS in their teaching. <b>Instructors</b> consider the CLMS as a useful teaching tool in teaching. <b>Instructors</b> have sufficient technical skills to use the CLMS.		
<b>Student readiness</b>	2.78±0.91	0.84
Students are in favor of using a CLMS for their teaching. Students consider the CLMS as a useful educational tool in teaching. Students have sufficient technical skills to use the CLMS.		

## 4.2. Inferential statistics

### 4.2.1. Data assessment for the path analysis: Correlation analysis, Multiple collinearity, and singularity effect

In this section, the results of correlation analysis will be discussed and the correlation coefficients and their significance level will be reported. According to this table, BI has a significant correlation with the variables like attitude ( $\rho_{Atti} = 0.57; p < 0.01$ ), SNs ( $\rho_{SNs} = 0.42; p < 0.01$ ), PBC ( $\rho_{PBC} = 0.21; p < 0.05$ ), PEOU ( $\rho_{PEOU} = 0.25; p < 0.01$ ), PU ( $\rho_{PU} = 0.60; p < 0.01$ ), AOLP ( $\rho_{AOLS} = 0.31; p < 0.01$ ), professor readiness ( $\rho_{PR} < 0.29; p < 0.01$ ), and student readiness ( $\rho_{SR} = 0.23, p < 0.05$ ). The effect size of each coefficient was also calculated. Therefore, a correlation coefficient of 0.10 can explain one percent of the variance in the dependent variable, indicating a small effect size. Furthermore, a correlation of 0.30 could explain 9% of the changes in the dependent variable (mean effect size) and a correlation of 0.50 could explain 25% of the variance in this variable (Field, 2013). According to the results of correlation analysis, the variables have a small to medium impact size. By running the linear regression, indicate the absence of multi-collinearity effect (see Table 4).

**Table 4.** The results of correlation analysis

	VIF <sup>(a)</sup>	INT	ATT	SNs	PBC	PEOU	USEFUL	SOLP	POLP	AOLP	PR	SR
INT		1										
ATT	2.521	0.575**	1									
SNs	2.517	0.427**	0.630**	1								
PBC	1.313	0.215*	0.341**	0.266**	1							
PEOU	1.767	0.256**	0.416**	0.509**	0.376**	1						
USEFUL	2.384	0.597**	0.710**	0.583**	0.323**	0.434**	1					
SOLP	1.371	0.192	0.223*	0.359**	0.227*	0.203*	0.254**	1				
POLP	1.261	0.095	0.070	-0.010	0.009	-0.073	0.124	-0.242*	1			
AOLP	1.262	0.312**	0.207*	0.182	0.280**	0.126	0.187	0.244*	0.232*	1		
Professor Readiness	2.236	0.294**	0.579**	0.577**	0.278**	0.493**	0.572**	0.224*	0.010	0.083	1	
Student Readiness	2.838	0.235*	0.556**	0.679**	0.247*	0.594**	0.540**	0.215*	-0.104	0.060	0.688**	1

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ . SOLP: Semantic-oriented Learning pattern, POLP: Problematic-oriented Learning pattern, AOLP: Application-oriented Learning pattern.

(a) Variance Inflation Factor (VIF) is useful when it is intended to make sure that there is no high correlation between independent variables, plausible value for the VIF should be less than 10. Tolerance index is the reverse of the VIF (Tolerance =  $\frac{1}{VIF}$ ), with the acceptable measure higher than 0.20.

#### 4.2.2. Goodness-of-fit criteria

A key point in performing path analysis is to ensure that the model fits the criteria. In fact, appropriate values for these criteria indicate that the conceptual model fits well with the survey data and that the model fits well. As the values of the fit criteria showed, the measurement model shows the fit of the model well. The values of fitting criteria are as follows: Chi-square index ( $\chi^2(21) = 32.030$  (21),  $p = 0.06$ ), Chi-square ratio to degree of freedom ( $\chi^2 / df = 1.525$ ), Relative fit index (RFI( $\rho_1$ ) = 0.78), normative fit index (NFI( $\Delta_1$ ) = 0.93), comparative fit index (CFI = 0.97), incremental fit index (IFI( $\Delta_2$ ) = 0.97), Tucker-Lewis index (TLI( $\rho_2$ ) = 0.91), and the root mean square error of estimation is less than 0.08, p-close 0.22 (RMSEA = 0.07, p-close = 0.22).

#### 4.2.3. Path analysis (PA)

Table 5 shows the results of hypothesis-testing, which has been under-explored by the path analysis. As shown in this table, the PU of the CLMS plays a notable role in shaping the attitude towards the CLMS ( $\beta_{PU \rightarrow Atti} = 0.64$ , S.E = 0.06,  $p = 0.001$ , CI=95%). The high regression coefficient indicates the strength of the relationship and the effect of the PU variable on the attitude. The PU is the mental expectation of a user of a technology that the use of that particular technology will improve his performance. The PU includes respondents' perception of improving the ability to learn through the CLMS, increase the speed of teaching using the CLMS, and make teaching efficient. The PEOU is also another predictor variable that directly and significantly affects the PBC of instructors ( $\beta_{PEOU \rightarrow PBC} = 0.35$ , S.E = 0.06,  $p = 0.001$ ). The regression coefficient of this variable is also significant and shows a significant effect. As argued by Eftekhari Sinjani et al.

(2021), the PEOU indicates how much one expects the technology to be effortless and easy to use, the evidence indicates that the PU of a technology is affected by its PEOU because the easier it is for a person to use a technology, the more useful that technology is to the individual. In addition, the AOLP affects PBC ( $\beta_{AOLS \rightarrow PBC} = 0.23$ , S.E = 0.09,  $p < 0.01$ ). Other predictor variables that directly affect **instructors'** BI to continue using the CLMS are attitude ( $\beta_{Att \rightarrow BI} = 0.33$ , S.E = 0.10,  $p = 0.001$ ), PU ( $\beta_{PU \rightarrow BI} = 0.42$ , S.E = 0.09,  $p = 0.001$ ), AOLP ( $\beta_{AOLS \rightarrow BI} = 0.17$ , S.E = 0.09,  $p < 0.05$ ), and student readiness ( $\beta_{SR \rightarrow BI} = -0.24$ , S.E = 0.10,  $p < 0.05$ ). The coefficient of determination ( $R^2$ ) was used to assess the variance estimated by the conceptual model, showing such a value is 0.017 for PBC 0.17 ( $R^2_{PBC} = 0.17$ ), attitude 0.51 ( $R^2_{Att} = 0.17$ ), and BI 0.46 ( $R^2_{BI} = 0.46$ ). Overall, the tested model explained 46.8% of the variance in the BI.

**Table 5.** Estimates for effects of exogenous variables on endogenous variables.

			Estimate ( $\beta$ )	S.E.	C.R (S $\Delta$ ).	P	Confirmed Hypothesis
<b>AOLP</b>	→	ATT	0.07	0.09	0.97	0.33 <sup>(ns)</sup>	—
<b>POL</b>	→	ATT	-0.01	0.08	-0.18	0.85 <sup>(ns)</sup>	—
<b>SOL</b>	→	ATT	0.01	0.12	0.18	0.85 <sup>(ns)</sup>	—
<b>PEOU</b>	→	ATT	0.12	0.06	1.62	0.10 <sup>(ns)</sup>	—
<b>PU</b>	→	ATT	0.64	0.06	8.11	0.001	<b>H5a</b>
<b>PEOU</b>	→	PBC	0.35	0.06	3.87	0.001	<b>H4b</b>
<b>AOLP</b>	→	PBC	0.23	0.09	2.64	0.008	<b>H8b</b>
<b>ATT</b>	→	INT	0.33	0.10	3.17	0.001	<b>H1</b>
<b>SNs</b>	→	INT	0.14	0.09	1.37	0.17 <sup>(ns)</sup>	—
<b>PBC</b>	→	INT	-0.05	0.09	-0.67	0.50 <sup>(ns)</sup>	—
<b>PU</b>	→	INT	0.42	0.09	3.60	0.001	<b>H5b</b>
<b>AOLP</b>	→	INT	0.17	0.09	2.25	0.02	<b>H8c</b>
<b>PEOU</b>	→	INT	0.04	0.08	0.45	0.64 <sup>(ns)</sup>	—
<b>Professor Readiness</b>	→	INT	-0.07	0.09	-0.73	0.46 <sup>(ns)</sup>	—
<b>Student Readiness</b>	→	INT	-0.24	0.10	-2.05	0.04	<b>H10</b>

( $\chi^2(21) = 32.030$  (21),  $p = 0.06$ ); RFI ( $\rho1$ ) = 0.78, NFI ( $\Delta1$ ) = 0.93, comparative fit index (CFI = 0.97), IFI ( $\Delta2$ ) = 0.97, TLI ( $\rho2$ ) = 0.91, RMSEA = 0.07, Pclose = 0.22.

$R^2_{PBC} = 0.17$ ,

$R^2_{Attitude} = 0.17$

$R^2_{BI} = 0.46$

**Note:** Confirmed hypotheses are in bold.

(ns): non-significant

#### 4.2.4. Tested model

Fig. 2 and 3 manifests the empirical model of the study.

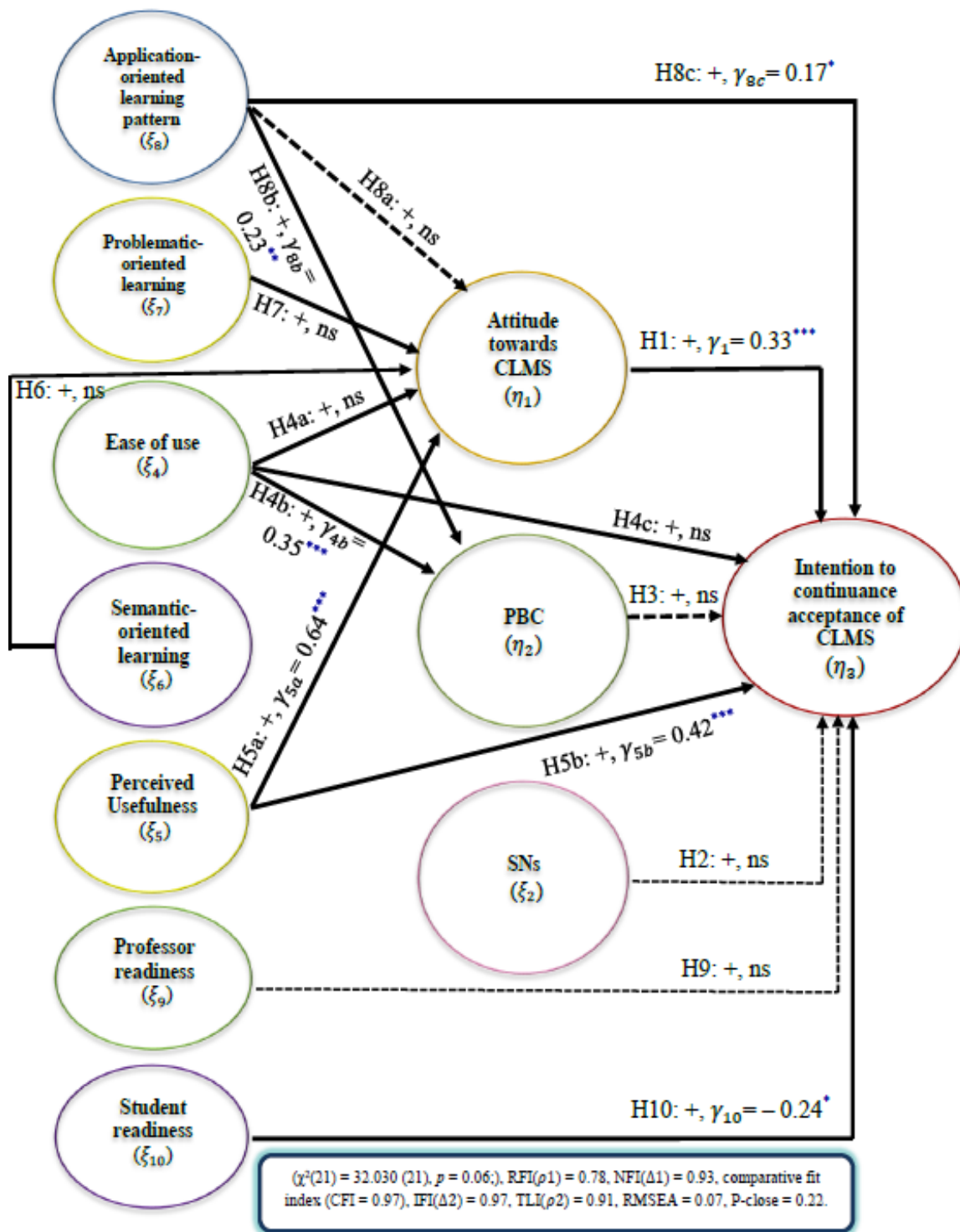


Fig. 2. Tested model.

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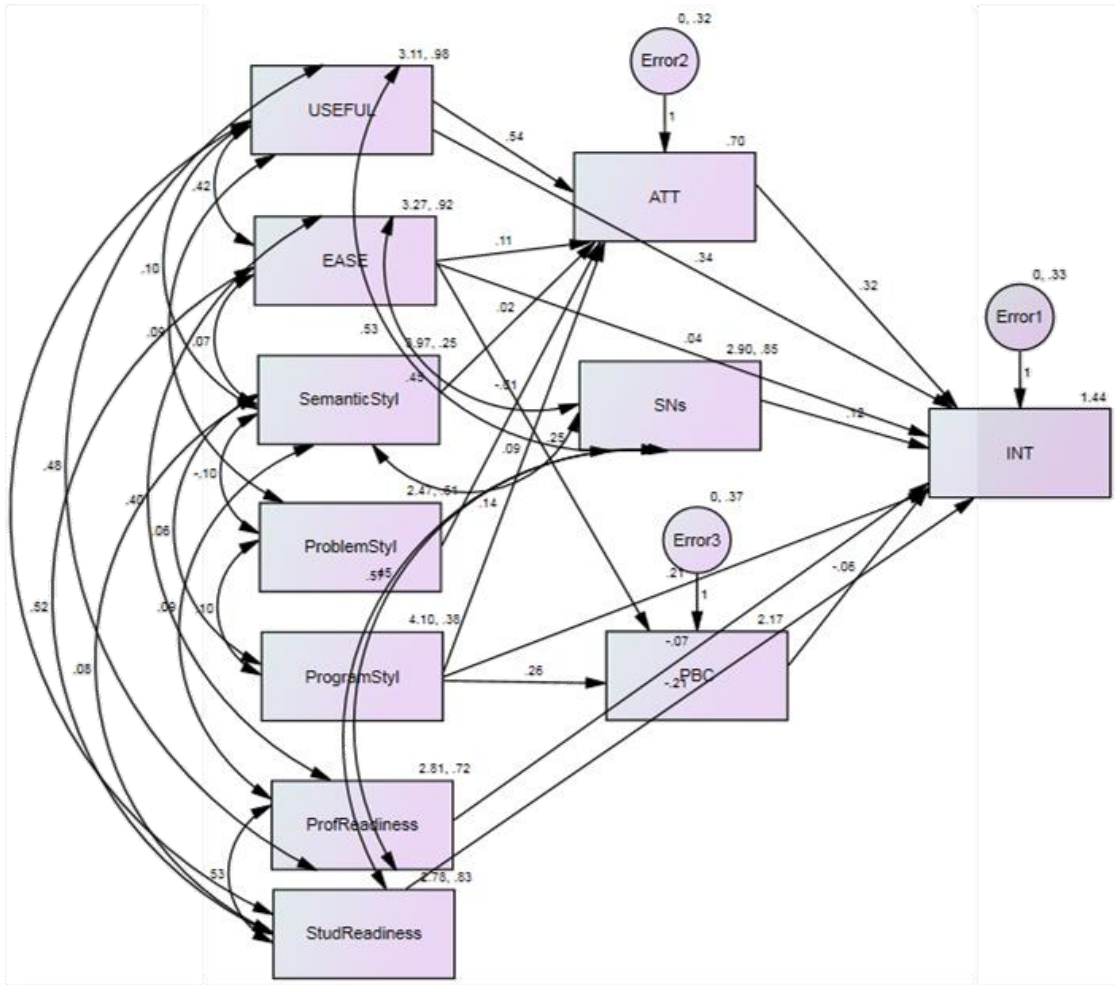


Fig. 3. Model in the interface of AMOS24.

4.2.5. Obstacle analysis

The comparison of respondents' views on obstacles of the use of the CLMS has been displayed in Table 6 regarding the frequency and percentage of the CLMS barriers. The most frequencies on the scale of "strongly agree" are with the items, such as "student fraud," "lack of training facilities and equipment for teaching practical and laboratory units," and "slow internet speeds".



**Table 6.** Frequency and percentage of problems and obstacles of virtual education.

	Likert's five-point scale*				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Lack of a determined place for the CLMS in the university	5 (4.9%)	30 (29.4%)	15 (14.7%)	39 (38.2%)	13 (13.7%)
Lack of in-service training on how to use the CLMS	2 (2%)	26 (26.3%)	18 (18.2%)	42 (42.4%)	11 (11.1%)
Lack of an academic monitoring and evaluation unit to get <b>instructors'</b> feedback on the challenges of the CLMS	1 (1%)	10 (9.8%)	18 (17.6%)	52 (51%)	21 (20.6%)
Lack of familiarity of <b>instructors</b> with the way of teaching in cyberspace (reading booklets and books, inflexible lectures, slides with inappropriate perspective, etc.)	1 (1%)	24 (23.8%)	25 (24.8%)	42 (41.6%)	9 (8.9%)
Lack of pre-study and <b>instructors'</b> readiness for the CLMS	2 (2%)	27 (27.3%)	29 (29.3%)	32 (32.3%)	9 (9.1%)
Lack of pre-study and students' readiness for the CLMS	2 (2%)	13 (12.7%)	12 (11.8%)	53 (52%)	22 (21.6%)
Satisfaction of <b>instructors</b> with old course contents and low desire to develop and update course content	3 (2.9%)	23 (22.5%)	32 (31.4%)	36 (35.3%)	8 (7.8%)
<b>Instructors</b> do not have access to the required hardware (e.g., laptop, webcam and microphone)	7 (6.9%)	24 (24.5%)	16 (15.7%)	36 (35.3%)	18 (17.6%)
Low internet speed	1 (1%)	3 (2.9%)	5 (4.9%)	38 (37.3%)	55 (53.9%)
Low student access to the internet and its infrastructure	1 (1%)	5 (4.9%)	7 (6.9%)	46 (45.1%)	43 (42.2%)
High cost of internet shopping for students	2 (2%)	5 (5%)	11 (10.9%)	43 (42.6%)	40 (39.6%)
Lack of educational facilities and equipment for teaching practical and laboratory units	0 (0%)	2 (2%)	1 (1%)	42 (41.2%)	57 (55.9%)
Lack of two-way and live interaction between <b>instructors</b> and students while teaching (live or online teaching)	0 (0%)	11 (10.8%)	6 (5.9%)	43 (42.2%)	42 (41.2%)
Cheating by students	0 (0%)	2 (2%)	5 (4.9%)	32 (31.4%)	63 (61.8%)

\* Likert's five-point scale includes "strongly disagree" (1) to "strongly agree" (5).

63

## 64 5. DISCUSSION

65 The findings obtained from this study provided hints that show that original associations in the  
66 TPB or TAM might not be a suitable standalone foundation for predicting the BI. The PU of the  
67 CLMS has a positive and significant effect on the BI to continue using the CLMS. As seen in the  
68 earlier section, the path coefficient of 0.64 for the association of the PU with the BI is considerable.  
69 The **instructors** who participated in this study showed that they understand the PU of the CLMS  
70 and this variable affects their BI to continue making use of the CLMS. Hence, they consider this  
71 technology has the potential to make adjustments to students' learning and substantially make their  
72 teaching performance efficient.

73 This is significant given the special circumstances of universities and higher education institutions  
74 during the Corona restrictions, as it is not possible to provide face-to-face education with the  
75 closure of universities. Therefore, **instructors** consider the CLMS as an efficient tool in meeting  
76 their teaching and learning goals, which is very useful, at least in the specific conditions of covid-  
77 19. The PU includes respondents' perception of improving the ability to learn through the CLMS,  
78 increase the speed of teaching using the CLMS, and make teaching efficient. This finding is  
79 consistent with the findings of studies (Masrom, 2007; Jan and Contreras, 2011; Khorasani et al.,  
80 2011; Heidari et al., 2016). For example, the results of the study showed that the PU of learning is  
81 positively correlated with the BI. Also, Heidari et al. (2016) and Khorasani et al. (2012) provided  
82 evidence that the mental perception of the PU of e-learning and e-learning as an effective factor on  
83 the acceptance and use of e-learning has a positive effect on the acceptance and use of e-learning  
84 among students.

85 Contrary to the previous documents that have provided evidence on the linkage of the PU and  
86 PEOU with the BI to use e-learning programs and technologies (Masrom, 2007; Khorasani et al.,  
87 2011; Heidari et al., 2016), this study identified two variables as the significant predictors of  
88 attitude towards the CLMS and PBC.

## 89 90 **6. MANAGEMENT IMPLICATIONS**

91 The findings showed that PU has a positive and significant effect on the PBC and BI of **instructors**  
92 in the continuation of the use of CLMS. Therefore, the educational administrators of Tabriz and  
93 Maragheh universities are suggested to describe and explain the PU of using the CLMS by holding  
94 explanatory workshops and to provide the necessary information to the faculty members. In fact,  
95 informing and familiarizing with the desirability of learning through the CLMS for faculty  
96 members should be transparent and understandable to better understand its desirability, benefits  
97 and advantages.

98 The PEOU is another variable that affects PBC, this finding can be a basis for increasing faculty  
99 members' understanding of the ability to work with the CLMS. In this regard, it is suggested that  
100 by holding orientation workshops, different parts of the system that are most used in teaching  
101 activities, can be taught to faculty members.

102 The research findings showed that the applied learning-based model is the only dominant and  
103 influential model on the BI of faculty members. It is suggested that the nature of this learning model  
104 be considered in educational planning and policy-making. Content and curriculum should be

105 planned according to the nature of this template. According to this model, classroom teaching is  
106 done with the participation of students and teaching-learning models are taken out of traditional  
107 forms and become dynamic and participatory. In this regard, the existence of expert person or  
108 people and specialized facilities and space for holding online classes is the main need of teachers  
109 and learners. Also, Szopiński and Bachnik (2022) argue that not only should the focus be on the  
110 context in which online courses are conducted and how programs are designed exclusively for the  
111 online space, but also on the characteristics of learners. Apply. They suggest that learners' data and  
112 profiles are as important as their specific learning preferences. Therefore, according to the design  
113 of curricula and their adaptation to the AOLP, the evaluation criteria of teaching and classroom  
114 education will change and will be formed from non-objective criteria to objective criteria based on  
115 students' actual learning. Therefore, evaluations will be done formatively and throughout the  
116 semester. In terms of how to present the course content, this learning model will emphasize the  
117 centrality of students' handicrafts and science. Therefore, it is necessary for instructors and students  
118 to participate together in interactive and participatory activities in the teaching and learning  
119 process. This is significant given the practical nature of many agricultural disciplines. Therefore,  
120 university administrators are advised to exclude the field of agriculture from holding theoretical  
121 classes and to encourage instructors and students to hold classes in farms, gardens and greenhouses.  
122 How to evaluate can be based on the definition of agricultural production projects. While the  
123 teacher and students work together and learn from the project process, the quality of the product  
124 produced can be a yardstick for evaluating teaching. Therefore, the CLMS can be used as a  
125 complementary tool for face-to-face classes. However, before any action, it is necessary to examine  
126 the relationship between student preparation and instructors' intellectual intelligence for a more  
127 comprehensive understanding.

128 Attitude towards the CLMS also showed a positive and significant effect on the BI of teachers in  
129 the continuity of the CLMS. This finding shows that the more favorable the instructors have about  
130 the system, the more they intend to behave in using the CLMS. To this end, it is necessary to have  
131 a full-time expert on board members to manage the problems and challenges of working with the  
132 system for them. This can be in the form of the presence of an expert in the instructors' room or in  
133 a special room for online classes. These areas will create a positive attitude in faculty members.  
134 The research findings showed that the less students are ready to use and learn from the CLMS, the  
135 more the teachers' BI to continue using the CLMS. This finding is a promising point for the

136 expansion of virtual learning through the CLMS. Therefore, the support and assistance of  
137 **instructors** by the technology management of Tabriz and Maragheh universities has an important  
138 role in continuing the use of the CLMS in classroom teaching.

139  
140 **7. CONCLUSION**

141 Inspired by the survey data, this study was intended to understand **instructors'** BI to continue using  
142 the CLMS and to identify the best drivers that play a mediating or direct-in-nature role in the  
143 associations between exogenous and endogenous variables. **The research produced results in the**  
144 **form of a model that can be used to conceptualize CLMS in academic centers. In this research,**  
145 **with a logical approach and the use of TPB, TAM and VTLS, the proposed model was examined**  
146 **and presented; But it is possible to use ethical approaches and other theories in the future for other**  
147 **research.** Also, for future research, it is suggested that more components of the education system  
148 and curriculum (curriculum content, curriculum, schedule, subject matter, teaching method) be  
149 examined and evaluated in the covid-19 admissions process. **The study examined only agricultural**  
150 **instructors. In addition, they surveyed were in one department and these results could not be**  
151 **generalized to other instructors and teachers in other departments. Also, this research was done in**  
152 **the form of quantitative research. Of course, this issue can be done with different mixed or**  
153 **qualitative methods at different population levels and compare the results. The results of this**  
154 **research can be useful and effective for higher education decision makers in using and replacing**  
155 **CLMS in specific situations instead of face-to-face education.**

156  
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159 the data and completing the necessary information for this research.

160  
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228 **تداوم استفاده از سامانه مدیریت یادگیری رایانه‌ای (CLMS) توسط آموزشگران کشاورزی: یک تحلیل علی**

229 **چکیده**

230 مسئولان و تصمیم‌سازان دولتی و دانشگاهی در ایران به شدت نگران عدم ادامه استفاده آموزشگران از سامانه مدیریت

231 یادگیری رایانه‌ای (CLMS) در دوران پسا کرونا ( کووید -19) هستند تا عوامل تعیین‌کننده تداوم استفاده آموزشگران از

232 CLMS و نحوه ادغام آن در آموزش حضوری را دریابند. بنابراین، این تحقیق با هدف تحلیل پیش‌ران‌های ادامه استفاده از

233 CLMS توسط آموزشگران کشاورزی انجام شد. پژوهش علی حاضر در پی این شکاف دانشی الگوهای یادگیری آموزشگران

234 ، 102 نفر از اعضای هیأت علمی دو دانشگاه در شمال غرب ایران را مورد بررسی قرار داد. برای ایجاد چارچوب نظری،

235 از نظریه رفتار برنامه‌ریزی شده (TBP)، مدل پذیرش فناوری (TAM) و نظریه یادگیری ورمونت (VTLS) استفاده و گویه

236 های پرسشنامه بر این اساس طراحی شدند. نتایج نشان داد که مدل ارائه شده، تناسب خوبی با مجموعه داده دارد. سودمندی

237 درک‌شده CLMS (PU) بر نگرش نسبت به CLMS و نیت ادامه استفاده از CLMS (BI) تأثیر دارد. الگوی یادگیری

238 کاربردی‌گرا (AOLP) بر PBC تأثیر مثبت می‌گذارد. سایر متغیرهای پیش‌بینی‌کننده که مستقیماً بر نیت رفتاری مربیان (BI)

239 برای ادامه استفاده از CLMS تأثیر می‌گذارند، عبارتند از نگرش، PU، AOLP، و آمادگی درک‌شده دانش‌آموز (PSR). ضریب

240 همبستگی چندگانه برآورد شده برای PBC، نگرش و BI به ترتیب 0/17، 0/51 و 0/46 بود. نتایج این پژوهش می‌تواند برای

241 تصمیم‌گیرندگان آموزش عالی کشاورزی در استفاده و جایگزینی CLMS در شرایط خاص به جای آموزش حضوری مفید و

242 مؤثر باشد.