

Understanding the Intention to Continue with Synchronous Remote Education in Administration: An Approach Based on Student Perceptions

Autoria

Vanessa Itacaramby Pardim - vanessa.itacaramby@usp.br

Departamento de Ciências Gerenciais / UNINOVE - Universidade Nove de Julho

Prog de Pós-Grad em Admin/Faculdade de Economia, Admin e Contab – PGA/FEA / USP - Universidade de São Paulo

Adriana Backx Noronha Viana - backx@usp.br

Prog de Pós-Grad em Admin/Faculdade de Economia, Admin e Contab – PGA/FEA / USP - Universidade de São Paulo

Resumo

The implementation of synchronous remote education in face-to-face administration teaching during the pandemic necessitated an analysis of students' varied perceptions of this phenomenon, identifying key factors necessary and important to influence the intention to continue using this format. To this end, two methodologies were used: Necessary Condition Analysis (NCA) and Artificial Neural Networks (ANN). In the data collection process, 436 valid questionnaires were obtained. The NCA results revealed that all predictors are necessary to achieve 40% Continuance Intention Using remote education when Perceived Usefulness (PU) is not $< 8.3\%$, Perceived Ease of Use (PEU) $< 25.0\%$, Perceived Enjoyment (PE) $< 25.0\%$ and Perceived Learning (PL) $< 8.3\%$. The largest effect size was PEU ($d(CE-FDH)=0.255$, considered medium, indicating that the factor is the most necessary for the success of remote education. ANN, in turn, revealed that PE obtained 100% normalized relative importance and is the most influential factor in predicting the behavioral intention of Administration students to continue using remote education, followed by PEU with 67.5%, PU with 39.4%, and PL with 31.3%. In short, the proposed model proved to be consistent.