A STUDY ON THE FACTORS INFLUENCING THE INTENTION OF BLOG USAGE: A CASE OF UUM POSTGRADUATE STUDENTS

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ABSTRACT

Nowadays, there has been a dramatic proliferation in the number of blogs and several social networks; however, little is published about what factor (s) motivates universities students to participate in blog activities. The remarkable growth and use of a social networking website such as "Facebook", "Hi5", and "Friendster" among UUM international postgraduate students is more challenging for a researcher to investigate the extent to which a new media channel affects people's lives, relationships, and wellbeing, how and why it is used, and who is using it. Based on the Theory of Reasoned Action (TRA), a model was developed relating technology acceptance (TAM) and social influences. a combination of convenience and purposive sampling was used to collect the data from UUM Postgraduate students that used different blogs and Facebook regularly. A survey of 112 of UUM postgraduate students found strong support for the model. One of the major finding of this research illustrated that perceived usefulness, ease of use and social norms were positively related to attitude toward blogging and accounted for a higher variance. On the other hand, perceived enjoyment and attitude toward blogging did not significantly influence UUM postgraduate students' intention to continue to use Facebook as their favorite blogging site.

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TABLE OF CONTENT

CHAPTER ONE:

INTRODUCTION

CHAPTER TWO:

LITERATURE REVIEWS

CHAPTER THREE:

RESEARCH METHODOLOGY &THEORETICAL

FRAMEWORK

CHAPTER FOUR:

FINDINGS & DISCUSSIONS

CHAPTER FIVE:

CONCLUSIONS & RECOMMENDATIONS

LIST OF FIGURES

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

1.0   Introduction

A Blog is known as a web page that has minimal to no external editing, providing online commentary, periodically updated, and presented in reverse chronological order, with hyperlinks to other online sources (www.samizdata.net). Another definition provided by the Oxford English Dictionary Online (OEDO) notes that the noun *blog* signifies a frequently updated web site consisting of personal observations, excerpts from other sources, typically run by a single person, and usually with hyperlinks to other sites; an online journal or diary.

However, on the Internet, a blog is a personal or professional journal that is frequently updated and intended for general public consumption. The essential characteristics of the blog are its journal form, typically a new entry each day, and its informal style. Many blogs include photo, audio, and video information. The concept of 'Blogs' has evolved along similar lines to other forms of human communication in that they are a product of convenience rather than design (Williams, and Jacobs, 2004).

For instance, according to Holloway, (2006), blogging is one of the most recently developed techniques for an ordinary person to promote a message to the world. As it has been easy to use from any Internet connection point, blogging has become firmly established as a web based communications tool (Williams, and Jacobs, 2004); and people who are open to new experiences and those who are highly sensitive are likely to be bloggers (Guadagno, Okdie, and Eno, 2008).

According to technorati website (http://www.technorati.com), there were over 113 million blogs growing at the rate of 175,000 per day with 18 postings per second. Besides, 89% of the companies surveyed in a study by (Blog Flux Directory, 2007) said that they think blogs will become more important in the next five years. This is due to their popularity; blogs are nowadays acknowledged as a new "news media". However, unlike traditional news media, which are dominated by news agencies and professional reporters, blogs are created by millions of ordinary people (Johnson, and Kaye, 2004).

It is believed that blogs or weblogs have existed since 1999 with the launch of the World Wide Web (WWW) either freely or commercially available as "blogging software" (Blood, 2000). On account of the virtual swiftness and ease of publishing this type of software affords, the number of users has grown tremendously since then, and blogs are being used for personal, educational, journalistic, and commercial purposes (Blood, 2000).

Nevertheless, a blog just like any other static website has geography and features numerous specific "territories" that in combination create the uniqueness of the blog. By rewording the above statement, it can be said that blogs do not require sophisticated software or knowledge of computer programming. In other words, everyone can participate with a variety of different easy-to-use, free blog accounts available on the Internet (Blood, 2000).

Another key factor to note on blogs, they offer several security options, such as limiting access for reading and posting and users have total control of who is authorized to view sensitive or confidential information with blogware's unproblematic to use security tools (Blood, 2000).

Technically, many blogs are written by only one author and the visitors to the blog cannot make posts or edit posts, but they can add comments to an existing post. Some blogs are community blogs, where all members of the community can make posts. Blogs also disregard the status of users (all users are equal). Users often use screen names rather than their actual names. Sometimes anonymous posting is allowed (Johnson, and Kaye, 2004).

By referring to blogging and education where online asynchronous communication has taken place either through email or discussion boards, blogs has been used in a number of different roles, which have both extended and in some instances replaced existing online communication tools. This has indicated the usefulness of blogs as communication and/or cognitive tools for specific disciplines, such as language learning, journalism and communication studies, academic research, law, higher education in general, and teachers' professional development.

Besides, blog appears to improve the learning experience and provides an opportunity for learners to shift from surface to deeper levels of learning. Surface learning is characterized by the approach of the learner to complete only the minimum content necessary to meet assessment requirements, whether that is learning only what may be presented in a test or simply attending and completing activities (Johnson, and Kaye, 2004).

On the contrary, deep learning is how learners stand back from an experience, seek out connections between concepts, and contextualize meaning. In general, the blog as a learning journal is a way of documenting learning and collecting information for self-analysis and reflection, it helps students nurture a habit to study from surface to deep (Johnson, and Kaye, 2004).

Recently, researches have proven that blogging has become an increasingly popular technological form of social networking. In such sense, millions of bloggers (those who create blogs) are driven to document their lives, provide commentary and opinions, express deeply felt emotions, articulate ideas through writing, and form and maintain community forums (Nardi, Shiano, Gumbrecht, and Swartz, 2004). However, most of the researches have focused on blogs' adoption and usage instead of the real intention that thrust people to blogging.

A research by Zhang, Lee, Cheung, and Chen (2009) confirmed that bloggers' intentions to change their blog services are strongly associated with three factors: satisfaction, sunk costs, and attractive alternatives. Meanwhile, moderating effects are found in gender, but not in sunk costs. On the other hand, Shen and Chiou (2009) showed that asset specificity and community pressure play mediating roles in the relationship between community identification and attitude toward using blog services, which in turn affects intention to stay with a blogging community. In addition, perceived usefulness can successfully determine the attitude of using a blogging community. However, relatively few consistent findings have emerged from this stream of research. Thus, this research aims at determining which factors influence UUM postgraduate students' intention of blogging in a well know social networking website (Facebook).

1.1   Problem Statement

Today is the era of technology. Blogs has made it easier for people to express their opinions, and blogging on the internet has become a primary and popular way to distribute information. However, users abandon the blogs soon after creating them, as a lot of effort is needed to maintain an energetic blog. Therefore, determining which factors could influence an individual's intent to use blogs has become an important issue to investigate.

Most prior studies on the use of blogs have adopted the concept of a social cognitive theory (SCT), or technological acceptance research that seldom considers the influence of individual characteristics such as personal innovativeness. According to the characteristics of social interaction, blogging behaviors are likely to be influenced by social forces (social factor) and personal motivation (motivational factor); however, these two factors may not be able to capture all of the important factors influencing the use of blogs. Besides the social and motivational factors, blogging is mainly a personal behavior and individual factors may also affect a person's intent to use blogs (Johnson, and Kaye, 2004).

The remarkable growth and use of a social networking website such as "Facebook", "Hi5", and "Friendster" among UUM postgraduate students is more challenging for a researcher to investigate the extent to which a new media channel affects people's lives, relationships, and wellbeing, how and why it is used, and who is using it.

For instance, one of the most popular internet websites among UUM postgraduate students in particular is the social networking website Facebook. About 62.5% of UUM postgraduate students have a profile on Facebook. Thus, the paper seeks to look into the factors influencing UUM postgraduate students' intention of blogging on Facebook.

1.2 Research Questions

From the above research objectives, the research questions are formulated as follow:

o Does the perceived usefulness of a blog by UUM postgraduate students have an impact on their intention of blogging on Facebook?

- o Does the perceived ease of use of blog by UUM postgraduate students have an influence intention of blogging on Facebook?
- o Does the perceived enjoyment of blogging of UUM postgraduate students persuade their intention of blogging on Facebook?
- o Do attitudes toward blogging by UUM postgraduate students win over their intention of blogging on Facebook?
- o Does UUM postgraduate students' social influence plead with their intention of blogging on Facebook?

1.3   Research Objectives

The main purpose of this study is to investigate the factors influencing UUM postgraduate students' intention of blogging on Facebook. More specifically, the objectives of the current research are the following:

- To determine whether the perceived usefulness of a blog influences UUM postgraduate students' intention of blogging on Facebook.
- To investigate the perceived ease of use of blog influences UUM postgraduate students' intention of blogging on Facebook.
- To inquire perceived enjoyment of blogging impacts UUM postgraduate students' intention of blogging on Facebook.
- To identify if the attitudes toward blogging by UUM postgraduate students influences their intention of blogging on Facebook.
- To verify whether UUM postgraduate students' social influence has an impact on their intention of blogging on Facebook.

6

1.4   Scope of the Study

As evidence, blogging on Facebook by UUM postgraduate students is one of the fast growing Internet activities inside the campus. Almost more than half of these students have a profile on Facebook which has been the most popular social networking site in UUM.

With the significance of the topic, it is noteworthy that this study will explore what influences UUM postgraduate students to use Facebook as their preferred social networking website. Therefore, this study will attempt to apply the theory of reasoned action and the technology acceptance model to the understanding of UUM postgraduate students' intention to use facebook blogs.

1.5   Significance of the Research

After completion of this thesis, the results are hoped to extend academically the body of knowledge of theory of reasoned action and the technological acceptance model in understanding blog acceptance and bloggers' usage patterns. Moreover, the study is hoped to expand the knowledge of new media technologies, interpersonal communication, and business.

Practically, this research will provide fruitful information for media practitioners, marketers, and advertisers of Facebook so that they can understand UUM postgraduate students' attitudes and intentions and thus to create personalized messages and effective campaigns for their target groups.

1.6   Summary of the Chapter

The chapter has clarified that blogs have been widely adopted by users for interpersonal ends, as is evident from the most prevalent category of blogs; those with content analogous to a personal diary, or journal, with the additional functionality of two-way communication.

Moreover, it was also illustrated that here is no new technology associated with blogs; rather, they are a reconfiguration of existing web-based tools. In other words, blogs are frequently updated web pages that generally have current and archived text-based posts. Most blogs are interactive, in that they afford visitors the opportunity to post comments.

The chapter also revealed that some important factors affecting the proliferation of blogs are the perceived usefulness, ease of use, perceived enjoyment of blogging, attitudes toward blogging and social influence, as consequences of the wide variety of software applications and hosting sites available to users.

Furthermore, these tools empower anyone with access to a computer and the Internet to create and maintain a blog, as little technical knowledge is required. Finally, it was also pointed out blogging tools afford different levels of privacy, ranging from password protected sites to publicly listed and accessible sites, although the overwhelming majority of users do not restrict access to content.

1.7   Organization of the Thesis

The outlines of the following chapters in this study are as follows. Chapter Two provides a review of the existing literatures which are relevant to the factors influencing UUM postgraduate students' intention of blogging on a social networking website (Facebook).

Moreover, in the chapter of literature review, the theory of reasoned action and the technology acceptance model will be discussed in detailed so that the researcher could have a good stand for argumentation. Nevertheless, hypothesis development is also included in this chapter based on previous relevant literature reviews.

Chapter Three is subject to the research methodology. In this chapter, the sampling method, the theoretical framework, the research design and procedure will be presented. The fourth chapter will encompass the research analysis and findings of the thesis.

In last chapter known as "Conclusion and Recommendations", the results of the study in the prior chapter (four) will be discussed in detailed and explain whether the objectives of the research are attained or not. Furthermore, in the last chapter, limitations of the study and recommendations for future work in the same topic will be provided at last.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter reviews the previous studies related to the factors influencing students' intention of blogging on social networking websites. This chapter is organized into eight sections. Section one discusses the background of the study. Section two discusses that the perceived usefulness of blogs is a factor influencing students' intention of blogging on social networking websites. Section three enlightens how the ease of use of blogs can be characterized as factor influencing students' intention of blogging on social networking websites. Moreover, the fourth section emphasizes that perceived enjoyment of blogging by students is a feature that influences their intention of the use of social networking websites. Furthermore, it is explained in the chapter in section five that attitudes toward blogging is one element that attract students' intention of blogging on social networking websites. Along the flow, social influence is also conferred as an attribute that impulses students' intentions of blogging on social networking websites in section six. The last sections (seven) present some related works on the topic and the (eight) summary of the chapter.

2.1   Blog

The rapid advancement of information and communication technology (ICT) has had a profound impact on people's daily lives. The recent widespread diffusion of Web 2.0 services leads the web applications. For instance, blogs assist students to express their opinions, and blogging on the internet has become a primary way to share out information (Johnson, and Kaye, 2004).

In such sense, blogs are well appropriate to serve as online personal journals for students, particularly since they normally enable uploading and linking of files. Students use a personal blog because it is linked to a course, as an electronic portfolio, showing development over time.

By publishing the blog on the Internet, the student has the possibility of writing for readers beyond classmates, not usually possible in discussion forums. Readers in turn can comment on what they' have read, although blogs can be placed in secured environments as well. Self-publishing encourages ownership and responsibility on the part of students, who may be more thoughtful (in content and structure) if they know they are writing for a real audience. This same degree of personal responsibility is lacking in discussion forums (Johnson, and Kaye, 2004).

There has been ongoing discussion concerning the possible impact the Internet and its communication tools or blogs may be having on social relationships in one sense or another. Although some research focuses on the negative aspects of communication technology (Stoll, 1995), a growing body of literature suggests that computer-mediated communication (CMC) tools facilitate and enhance relationships (Hampton & Wellman, 2000; Kraut, Kiesler, Boneva, Cummings, Helgeson, & Crawford, 2002) and that new Internet users are more likely to pursue these social goals, as opposed to more experienced users (Kraut, Patterson, Lundmark, Kiesler, Mukhopadhyay, & Scherlis, 1998).

2.1.1 Perceived Usefulness

By referring to the motivation theory, Davis. Bagozzi and Warshaw (1992) evoked that an IS (Information System) user's behavior is affected by two types of motivation: extrinsic and intrinsic. In the IS discipline, extrinsic motivation is captured by perceived usefulness, and intrinsic motivation, by perceived enjoyment (Davis, *et al.* 1992),

Perceived usefulness noted (PU) refers to an evaluative belief about the degree to which a person believes that using a blog is advantageous to attaining certain goals. Davis *et al*. (1989) pointed out that perceived usefulness is a major determinant of a user's behavioral intention, and Bhattacherjee (2001) argued that an individual is more likely to pursue continuous usage when such usage is seen to be useful. A user's behavioral intention (BI) is the extent to which the user would like to use the blogs either now or in the future. The relationship between perceived usefulness and behavioral intention were validated in previous studies. For example, Li, Chau and Lou (2005) validated this relationship about the adoption of instant messaging.

2.1.2 Perceived Ease of Use of Blog

Perceived ease-of-use is a basic TAM (Technology Acceptance Model) construct. In general, perceived usefulness reflects an individual's subjective estimation of the job performance enhancement that is likely to result from the use of a new technology. On the other hand, perceived ease-of refers to the degree to which the blog user expects the use of technology to be free of effort (Davis *et al*. 1992). Perceived ease-of-use construct constitute a significant influence on an individual's intention to use a technology or system (Ma and Lui, 2004).

Zeithaml (1988) stated the user based on the effect of the product or service and makes the integrated effect evaluation by the gain profit and paying price to oneself. When the perceived value is higher, then the user intention will be higher has positive association.

2.1.3 Perceived Enjoyment

Perceived enjoyment (PE) is known as to the degree to which a person views the use of blogs as enjoyable. Prior research proposed perceived enjoyment as a determinant of behavioral intention (Davis *et al.* 1992). Perceived enjoyment is an intrinsic motivation that has been found to have

significant impact on a user's acceptance of technology, especially for hedonic systems (Davis *et al.* 1992; Van der Heijden 2004). Moreover, according to Lee (2009), an individual will be intrinsically motivated to adopt a specific application or service when its use is enjoyable.

Many studies have included perceived enjoyment as a predictor of user acceptance and the adoption of a specific application or service (Li *et al.* 2005; Van der Heijden 2004). They all verified that perceived enjoyment significantly influences a user's behavioral intention.

2.1.4 Attitudes toward Blogging

According to the TRA (Theory of Reasoned Action), attitude toward behavior and subjective norms are the determinants of behavioral intention (Ajzen & Fishbein, 1980). As the intention to blog is defined as the extent to which a person will return to using a blog. Several studies have found that social influence is an important determinant of intention to use this new computer system in organizations (Venkatesh Speier and Morris, 2003). Some studies also found that attitude toward using new media significantly influenced intention to blog (Hsu & Lin, 2008), to use instant messaging and to use the Internet and mobile Internet (Kripanont & Tatnall, 2009; Phuangthong & Malisuwan, 2008).

2.1.5 Social Influence

It must be recalled that both TRA and TPB argue that subjective norms are a critical factor in predicting an individual's intention to perform a particular behavior. Subjective norms have also been conceptualized as social influences (Karahanna & Straub 1999) and social norms (Hsu & Lu 2004), which originated from the TRA.

Social influence is an individual self-concept originating from being perceived as a member of a social group (Hogg & Vaughan, 2002). That is to say, this refers to an individual perception on how 'we', related to the internalized sense of belonging to a group, is defined.

Additionally, Tajfel (2000) defined social influence or identity as 'that part of an individual's self-concept which derives from his membership of a social group (or groups), together with the value and emotional significance attached to this'. The author also maintained that social identity is closely related to the sense of community and that a customer belonging to the same group category or having a strong sense of community will have a high level of motive to share opinions in web-based boards.

Social influence appears as a group prototype describing and regulating belief, attitude, feeling and act to optimize the equilibrium between trying to minimize the difference within a group and trying to maximize the difference between groups. Also social identity will affect acts by adjusting roles of group norms (Terry & Hogg, 1996). According to the social identity theory, an individual would try to maintain and heighten reputation of a group where he belongs and will be motivated by potential needs for self-esteem (Tajfel, 1978). Thus, an individual with a strong sense of identity with a specific group will put efforts to improve the status of the group to a higher level than any other groups (Riketta, 2002).

A conducted study by Dholakia, Bagozzi, and Pearo, (2004) also revealed that social identity can increase contribution and potentials for participation of members within a virtual community. Many researchers produced results that organizational commitment has positive effects on diverse acts such as achievement, participation, maintenance of belonging within an organization, intent to purchase sponsored products, and so forth in association with emotional

organizational commitment related to social identity (Zhang *et al*., 2005). Sujin Yang *et al* (2007) presented results from a study that in a transformed TAM, social identity has positive effects on students' attitudes to purchase products licensed by their universities online.

On the other hand, Lee *et al*. (2006), by comparing self-identity as one of social factors with subjective norms, revealed that there is a difference of influence on acts to accept technology by a group that voluntarily introduced the technology from that by a group that was forced to introduce the technology. Further, they presented that studies into social identity are necessary.

2.2   Related Works

Technology Acceptance Model (TAM) proposed by Davis (1986) is based on the Theory of Reasoned Action (TRA) explaining that a man's concrete act is directly determined by intent to conduct a behavior and that the intent of a behavior is determined by attitudes and subject norms (Davis, 1989). Davis presented 'perceived usefulness' and 'perceived ease of use' as important factors in acceptance of information and technology and maintained that an attitude formed through two factors affect a real act with the intent of act as a parameter (Davis, 1986).

Years later, many researchers verified that perceived usefulness and perceived ease of use maintain a conceptual validity that is important to use of new information and technology and that two concepts are closely related. Also there have been various studies extending explanation or applicability of TAM by adding new variables to perceived usefulness and perceived ease of use (Davis *et al*., 1992; Venkatesh and Davis, 2000; Hsu and Lu, 2004).

According to Davis (1986), 'perceived usefulness' refers to the "degree to which an individual believes that using a particular system would enhance his or her job performance" and in this study, 'perceived usefulness' can be defined as the 'degree to which an individual believes that

using a blog would enhance his or her job performance'. As aforementioned theoretical background revealed that perceived usefulness influenced acceptance of technology of users based on many previous studies, unlike the existing one-directional homepages, use of blogs characteristics of new technologies such as RSS, trackback, etc. is expected to be influenced by perceived usefulness (Davis, 1986).

The TRA and TAM have been widely used to explain people's intention to adopt and use the new media, such as the Internet, instant messaging, and the mobile phone (Davis, 1989; Hsu & Lin, 2008). The main premise of theory of reasoned action is that a person's behavioral intention is the determinant of his/her behaviors (Ajzen & Fishbein,). The greater a person's intention, the greater the likelihood a person will perform the behaviors (Ajzen & Madden, 1986).

According to the TRA, people's decisions to perform or not to perform a particular behavior depend upon two factors: attitude toward the behavior and subjective norm. Attitude toward the behavior is defined as a person's positive or negative evaluation of performing the behavior. Subjective norm is defined as a person's perception of significant others' opinions concerning whether they should or should not perform a behavior (Davis, 1986).

Davis (1989) introduced the technology acceptance model (TAM), an adaptation of the TRA, to explain the determinants of the acceptance of the new technologies. The author explained that perceived usefulness and perceived ease of use were two important variables in understanding intention to use a new system. Perceived usefulness refers to the degree to which using the new technology will increase users' performance. Perceived ease of use refers to the degree to which users expect the use of the new technology to be easy (Davis, 1989). Davis explained that

perceived usefulness, ease of use, and attitude toward using the new media are the determinants of behavioral intention.

Based on the TRA and TAM, it can be proposed that perceived usefulness, perceived ease of use, perceived enjoyment, and social influence would affect attitude toward blog use. In this study, perceived usefulness refers to the degree to which using a blog can enhance users' work and learning performance. Perceived ease of use refers to the degree to which a person feels that operating a blog is easy. Perceived enjoyment is defined as the extent to which blogging is enjoyable. Social influence is defined as the extent to which a person believes their significant others' opinions to participate in blogging. Attitude toward blog use refers to a person's positive or negative evaluation of participating in a blog.

The empirical evidence shows that perceived usefulness and ease of use influence people's attitude toward using the new technology and blogs (Hsu & Lin, 2008). Several studies also included perceived enjoyment as a determinant of attitude toward using the new technology and behavioral intention.

Past research found that enjoyment influenced people's attitude toward using the new computer system and instant messaging. Even though the TRA and TAM did not include social influence as a determinant of attitude toward using a computer system, and the TAM also did not include social influence as a determinant of behavioral intention, the evidence shows that social influence such as friends and loved ones play a crucial role in encouraging users to participate in an online social community website. They usually send an online invitation letter and/or discuss blogging activities offline (Ellison, Steinfield. and Lampe 2007; Madden & Fox, 2006; Walther Heide, Kim, Westerman and Tong, 2008).

Hence, it is assumed that social influence may affect attitude toward blog use and intention to blog. Du and Wagner (2006) argued that weblog success mainly depends on the content value that a weblog has to provide to its users and/or readers. Posting volume would be a key determinant of content value. Moreover, businesses (blog service providers) hope that bloggers will not only provide useful information to the virtual community, but will also prove to be a potential for future profit.

According to the Long Tail Theory (Anderson, 2006), continuous sharing of less-popular blogs may collectively attract more readers or make more profit than the popular blogs do. In other words, both continuous sharing of less-popular blogs and popular blogs are necessary. Therefore, continued usage decisions or user usage intent becomes an important issue. Currently, existing studies tend to focus only on the adoption of blogging technology. There is little research investigating individual motives behind continued usage. It is premature to recognize an IT adoption as a success until the continuing usage of the IT can be confirmed.

Few years ago, researchers have attempted to develop and empirically test models to understand the reason why people want to share information/knowledge (Wasko and Faraj, 2005; Bock, Zmud and Kim, 2005; Kankanhalli, Tan and Wei, 2005). Through social cognitive theory, user intentions to share information and knowledge can be determined by several factors such as user expectations, social factors (subjective norms), and belief.

In addition, knowledge self-efficacy has been shown to significantly influence the degree of sharing information/knowledge (Kankanhalli *et al.,* 2005), however, there is little literature discussing the determinants of knowledge self-efficacy. Thus, in order to enhance understanding

of the intention to share information/knowledge, the researcher also attempts to examine the antecedents of knowledge self-efficacy in the study.

2.2.1 TAM (Technology Acceptance Model)

Since decade ago, one of the most important models for understanding adoption of information technology and even used nowadays in most researches is the Technology Acceptance Model (TAM). The model was first proposed by Davis (1989) in 1989 and includes two key factors, perceived usefulness and perceived ease of use that are proposed to influence acceptance of a technology.

In an earlier model, Davis, Bagozzi, and Warshaw (1989) have suggested some external variables as a key influencing variable, but later Venkatesh and Morris (2000) on the other hand suggested that external variables are mediated by TAM; however this variation has not been included in the so-called earlier model. The original Technology Acceptance Model is illustrated in the figure below (Venkatesh and Morris, 2000).
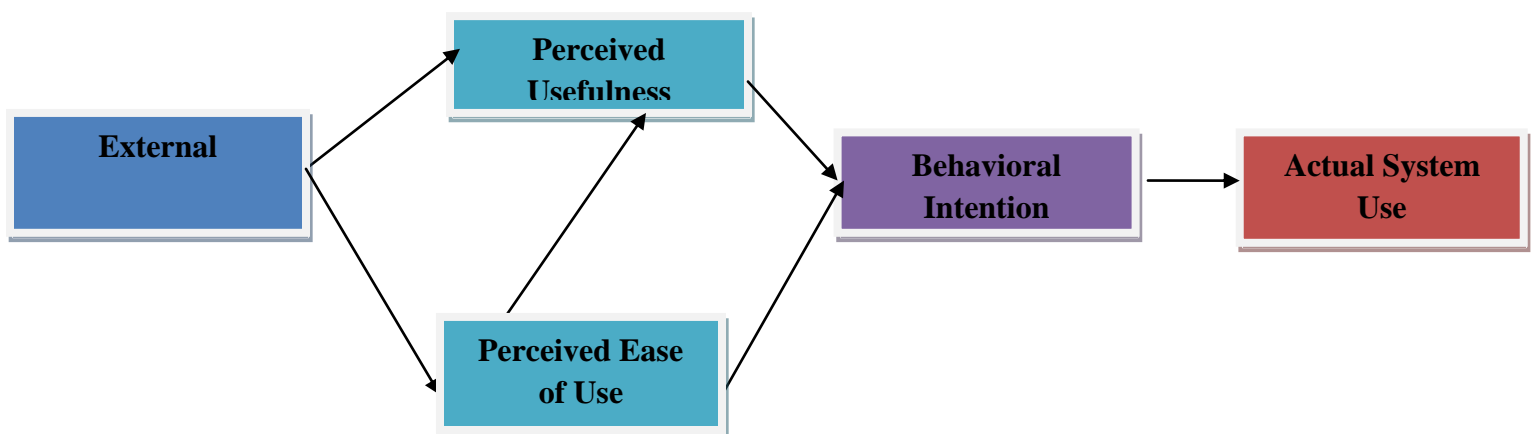
Figure 2.1 Original Technology Acceptance Model by Venkatesh and Morris (2000)

For instance, he TAM model has been used in evaluation of the acceptance of a range of different technologies. In other words, Kleignen *et al,* (2004) for example have used a modified TAM to evaluate the factors contributing to the adoption of mobile services in relation to wireless finance. The factors: perceived cost, system quality and social influence were added to the original TAM model. Therefore, they have determined that the effect of perceived usefulness had a stronger positive effect on usage intentions for younger consumers than older consumers. Additionally, the model indicated a significant impact of attitude and social influence on the intention to use wireless services.

Furthermore, in regards to the recent works related to TAM model, Lai *et al.* (2010) integrated the Diffusion Model (DM) with TAM to evaluate their capacity in the context of internet banking acceptance. Their research outcomes indicated that the proposed integrated model is significantly better in explaining the variance in internet banking acceptance than either the Diffusion Model or the TAM alone.

Bhattacherjee and Harris (2009) on the contrary proposed a predictive model of individual IT adaptation by integrating factors from the technology acceptance model and Adaptive Structuration Theory (AST). The model was validated using data collected from a study of *My Yahoo* web portal usage.

Adaptation usefulness was the largest predictor of IT adaptation, followed by IT adaptability and ease of adaptation. The determination of adaptation was enhanced IT usage and the effect of IT adaptation on usage was moderated by users' extent of work adaptation (Bhattacherjee and Harris, 2009).

2.2.2 TRA Theory (Theory of Reasoned Action)

The factors from a common model of the Theory of Reasoned Action (TRA) developed by Ajzen and Fishbein (1980) were selected in order to explore the influences on text messaging behavior. The model uses three factors: attitude, subjective norm, and intention. TRA has continued to be an important model for measuring user behavior (Brewer *et al* (1999), Lee *et al* (2007), Pak, (2000), Song and Kim (2006), Wooley and Eining (2009), and Wu, J., and Liu, D. (2007)). The model is drawn below:
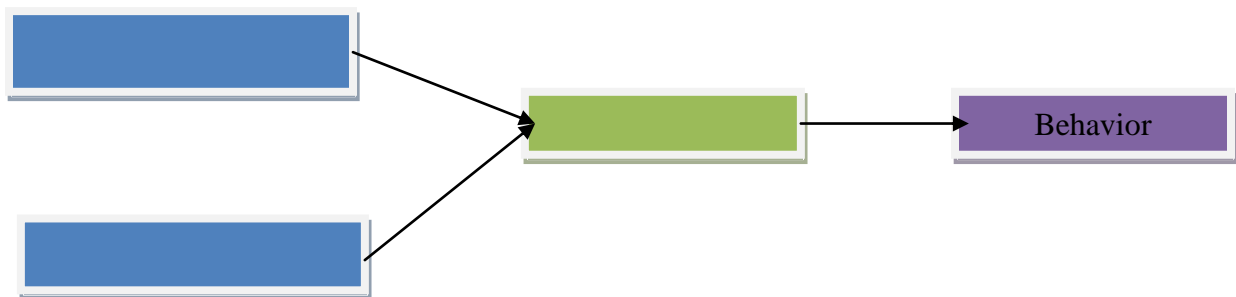
Figure 2.2 Theory of Reasoned Action (TRA) Model by Ajzen and Fishbein (1980)

Intention to use is a common behavioral factor (Bahmanziari, Pearson, & Crosby, 2003; Lu, Yu, & Liu, 2005). Actual behavior generally follows intention in a variety of models. The definitions of the models factors are as follow:

- Attitude is how we feel about the behavior and is generally measured as a favorable or unfavorable mind-set.
- Subjective norm is defined as how the behavior is viewed by our social circle or those who influence our decisions.
- Intention is defined as the propensity or intention to engage in the behavior.
- Behavior is the actual behavior itself.

TRA was selected in the study of the intention of blogging because it has shown successful application to general consumer information technologies (Hansen, Jensen, and Solgaard (2004) and organizational knowledge sharing (Kwon, & Zmud, (1987). In addition, Hsu and Lin (2008) found one important TAM construct, perceived usefulness, did not directly affect behavioral intention; while the two TRA constructs, attitude and subjective norms did.

Hsu and Lin (2008) developed a model based on TRA involving technology acceptance, knowledge sharing and social influences. Their results found that ease of use and enjoyment, and knowledge sharing were positively related to attitude toward blogging. They also determined that, social factors and attitude toward blogging significantly influenced a blog participant's intention to continue to use blogs.

Jiang (2009) did an exploratory study on consumer adoption of mobile internet servers using TRA and components of the theory of innovation adoption. He found that "beliefs and quality perceptions play a significant role in influencing intentions to adopt mobile internet." He determined that computer skills, knowledge of mobile internet and career mobility are all positively related to adoption.

Dinev, Hu, and Yayla (2008) used TRA and structural equation modeling to understand on-line advertiser behavior. They found that beliefs about on-line pay-per-click advertising shape the attitudes and subjective norms that lead advertisers to advertise on-line. Their studied confirmed that attitudes and subjective norms significantly influence intention to advertise on-line using the pay-per-click model.

2.2.3 Factors Impacting Individuals' Intention of Blogging

In a research conducted by Wang *et al,* (1997), they proposed a model which assumes that social, motivational and individual factors are those that impact individuals' intention. In addition, in their research, they added that subjective norms, blog self-efficacy and personal innovativeness in the domain of information technology influence the motivational factors.

2.2.3.1 Subjective Norms

Fishbein and Ajzen (1975) signifies subjective norms (SN) in their theory of reasoned action (TRA) as being an individual's view of the perceived importance of what other people think about his/her performing or not performing a specific behavior.

Conversely, in the TPB (Theory of Planned Behavior), subjective norms are known as the perceived social pressure to perform or not to perform a particular behavior" (Ajzen 1991). Thus, both TRA and TPB emphasize that subjective norms are a critical factor in predicting an individual's intention to perform a particular behavior. Additionally, subjective norms have also been conceptualized as social influences (Karahanna & Straub 1999) and social norms (Hsu & Lu 2004), which originated from the TRA.

Furthermore, many studies have explored the influence of subjective norms across various behaviors and situations, such as online service acceptance (Hsu & Chiu 2004), instant messaging (Lu and Hsiao, 2009), blogging (Hsu & Lin 2008; Lu & Hsiao 2009), e-learning acceptance (Chiu & Wang 2008; van Raaij & Schepers 2008), mobile services (Lu *et al*. 2008), online games (Hsu & Lu 2004; Lee 2009) and many more.

The relationship between subjective norms and behavioral intention has been verified by prior studies (Karahanna & Straub 1999; Lee 2009; Lu & Hsiao 2009; Lu *et al.* 2009). Furthermore, empirical studies have also found that subjective norms positively influence an individual's perceptions towards IT applications (Lu *et al.* 2005; van Raaij & Schepers 2008).

2.2.3.2 Motivational Factors

According to the IS motivation theory (Davis *et al.* 1992), an IS user's behavior is affected by two kinds of motivation: extrinsic and intrinsic. In the IS discipline, extrinsic motivation is captured by perceived usefulness, and intrinsic motivation, by perceived enjoyment (Davis *et al.* 1992).

Perceived usefulness refers to an evaluative belief about the degree to which a person believes that using a blog is advantageous to attaining certain goals. Davis *et al.* (1989) pointed out that perceived usefulness is a major determinant of a user's behavioral intention, and Bhattacherjee (2001) on the other hand argued that an individual is more likely to pursue continuous usage when such usage is seen to be useful.

The relationship between perceived usefulness and behavioral intention were found in the validation of many previous studies. For example, Li *et al.* (2005) validated this relationship in regards to the adoption of instant messaging. However, perceived enjoyment refers to the degree to which a person views the use of blogs as enjoyable.

Prior research proposed perceived enjoyment as a determinant of behavioral intention (Davis *et al.* 1992). Perceived enjoyment is an intrinsic motivation that has been found to have significant impact on a user's acceptance of technology, especially for hedonic systems (Davis *et al.* 1992;

Van der Heijden 2004). Many past researches have adopted perceived enjoyment as a predictor of user acceptance and the adoption of a specific application or service (Li *et al*. 2005; Van der Heijden 2004). All these studies have acknowledged that perceived enjoyment significantly influences a user's behavioral intention.

2.2.3.3   Blog Self-efficacy

The terminology self-efficacy is derived from the social cognitive theory (SCT) proposed by Bandura (1977), which is known as an individual's perception of his own capability to perform a given behavior. With the speedy advance in information technology, the persuasion of self-efficacy has been investigated in different contexts, for example, understanding people's attitude and behavior in the use of IT applications and services.

Nevertheless, Compeau and Higgins (1995) have evoked that computer self-efficacy (CSE) is the self-assessment of an individual's ability to use computers to accomplish a task. Marakas Yi, and Johnson (1998) further distinguished general computer self-efficacy from task-specific computer self-efficacy. Agarwal, Sambamurthy and Stair (2000) also drew a distinction between general computer self-efficacy and software specific self-efficacy.

Studies have demonstrated that software-specific self-efficacy measures are more reliable and accurate than are general measures (Agarwal *et al.* 2000; Marakas *et al.* 1998). In the extension of such concept, Eastin and LaRose (2000) proposed internet self-efficacy while Hsu and Chiu (2004) posited web-specific self-efficacy to observe their effects on an individual's acceptance of online applications and services.

Other studies have investigated the influence of self-efficacy about IT applications and services on the internet (Chiu & Wang 2008; Hsu & Chiu 2004; Lewis *et al.* 2003; Shang *et al.* 2008). Therefore, the interlinking between an individual's self-efficacy and his/her intention towards one particular application has been supported by prior studies (Chiu & Wang 2008; Hsu & Chiu 2004), together with the correlation between the individual's perceived beliefs and his/her self-efficacy (Chiu & Wang 2008; Lewis *et al*. 2003).

2.2.3.4   Personal Innovativeness in IT (PIIT)

The innovation diffusion theory proposed by Rogers (1962) presented that people respond differently in their approaches to a new idea, practice, or object due to their individual differences. Prior consumer research illustrated that individuals can be differentiated by the constant characteristics of personal innovativeness (Midgley & Dowling 1978). Re-conceptualizing personal innovativeness, Goldsmith and Hofacker (1991) argued that the measure of this should be domain specific rather than global in nature.

In the context of information technology applications, Agarwal and Prasad (1998) pointed out that PIIT played an important role in understanding the diffusion of new information technology and the individual's intention to use it. Additionally, the substantial role of personal innovativeness in new technological applications has been studied in various contexts, such as world-wide-web information services (Agarwal & Prasad 1998; Lewis *et al.* 2003), online shopping (Bigné-Alcañiz *et al.* 2008; O'Cass &d Fenech 2003), wireless mobile services (Lu *et al.* 2008), e-learning (van Raaij & Schepers 2008), and online travel shopping (Lee *et al*. 2007).

Nevertheless, multiple researches have explored the relationship between personal innovativeness and technology acceptance and suggest that individuals with higher levels of innovativeness might develop more positive perceptions of usefulness, ease of use and compatibility, which in turn increases an individual's intention to use the technology.

Prior studies demonstrated that personal innovativeness has significant impact on perceived beliefs (Lewis *et al.* 2003; Lu, Yu and Wang (2008); Walczuch, Lemmink, and Streukens (2007)). Furthermore, the collective findings of innovation diffusion and IS research indicated that personal innovativeness has a significant relationship to an individual's behavioral intention (Agarwal & Prasad 1998; Bigné-Alcañiz *et al.* 2008; Lu *et al.* 2008).

2.2.4   Reasons for Blogging

There are many reasons why internet users intend to blogging. One of the reasons is that many early Internet users were toying with the idea of publishing in one form or another. At the beginning of the digital era of Internet use, there were already millions of people who had learned HTML (a standard programming language of the Internet) in order to develop their own websites and publish their own personalized web pages. Another key point is that many Web-surfers also enjoy sharing public information, interesting links, or specific computer techniques. Therefore, Internet users initially created web pages. Now blogs provide another platform to express opinions and share personal thoughts that can be easily accessed (Lu *et al.* 2008)

Many users agree that blogs provide an efficient way not only to save links and jot down notes, but also to share information that had been gathered after extensive browsing or surfing. Brad Graham, the creator of a blog known as Bradlands, gave this as one of his reasons for blogging as follows:

"Surfing the Internet was fun, learning new things and discovering new resources was cool, and sharing the wealth with the blog readers was a joy." (Graham, 2005)

Although e-mail has become well-accepted, it has also in many ways has become overwhelming. Blogs provide a means to minimize forwarded e-mail from and to friends, co-workers, and family members. If one does not want to forward a lot of e-mail to a number of different people or to receive a large number of forwarded e-mails from friends, blogs provide a fast and efficient way to leave messages or links for more information that everyone interested could access. Anyone who has ever found herself or himself on an e-mail forwarding list understands that some well-meaning people love sharing what they find on the Internet, even though other people may not be interested at all or may even get annoyed that they cannot remove themselves from the forwarder's mailing list (Lu *et al.* 2003)

Fortunately, blogs provide a healthy outlet for those who do like to share funny and interesting things that they may have found on the Internet. Nonetheless, blogs seem to create a sense of community that otherwise is absent while exploring the World Wide Web. Surfing the Internet is largely a solitary experience. Therefore, some users subscribe to things like email lists, online communities, and user-groups. In this way, users can feel connected to communities to which they can contribute on a regular basis, for example, by posting new threads to discussion forums (Lu *et al.* 2009).

Blogs provide a place for individuals to contribute experiences, knowledge, and information. Blog readers correspond to suggest links and give details of shared experiences. This gives rise to an online community that shares thoughts and individual experiences through the medium of discussion. Barriers are broken down and strangers become friends (Lu *et al.* 2008).

2.2.5   Perceived Credibility, Loneliness, and Self-disclosure on Blogs

2.2.5.1   Media Credibility

According to Cecilie (1986), media Credibility is generally defined as the worthiness of being believed, and it is often measured as a multidimensional construct consisting of believability, accuracy, trustworthiness, bias, and completeness.

Research has shown that internet as a whole should be judged as a credible source of news and information that more users have turn to news sites sponsored by traditional media (Thomas, and Barbara, 2004). The question remains on the level of credibility should place in certain online communication media such as e-mail, instant messenger and blogs. Critics suggested that the Web should be judged as a credible source of information since anyone could post information on the blog, and these sites created by individuals spouting their views often appeared as credible as those hosted by reliable sources (Davis, 1997).

However, according to the 2003 Pew Research Center for the People and the Press Internet Survey, only 4 percent of online Americans refer to blogs for information and opinions that they believe such sites lacked editorial oversight and did not have the professional and social pressures to provide accurate and unbiased information.

Johnson and Kaye (2004) found that people relied on the internet for news and information were more likely to judge blog as credible and because they provide more depth and more thoughtful analysis than is available in other media. Cristol (2003) states that users may find blogs more credible since they are independent rather than controlled by corporate interests, bloggers may discuss issues traditional media shy away from because they might hurt corporations. However, a

leading blogger, Sean-Paul Kelley of the Agonist was accused of stealing information from a subscription intelligence service and posting it to his own blog. It remains an argument against that the information of blogs are provided by bloggers are not personal at all.

On the other hand, research also stated that a blog is "a disclosure of the blogger's biases" that they do not undergo editing to avoid misinformation. However Balkin (2004) pointed out that the blogosphere has some built-in correction mechanisms for ideological bias, as bloggers who write about political subject cannot avoid addressing arguments made by people with different point of views.

2.2.5.2   Loneliness

For instance, loneliness can be defined as a chronic, distressful mental state whereby an individual feels estranged from or rejected by peers and is starved for the emotional intimacy found in relationships and mutual activity.

Peplau and Perlman (1982) stated that feelings of loneliness involve the feelings of isolation, feelings of disconnectedness, and feelings of not belonging. These feelings in turn are thought to reflect the discrepancy between one's desired and one's actual relationships.

Loneliness, however, has been found to be associated with "more time spent alone, fewer date, fewer close friends, and less time spent with close friends. Peplau and Perlman (1982) stated that lonely people usually have negative self-evaluation to them and often indicate that they are in social deficit. In addition, social perceptions of lonely people are generally unfavorable. They are often hesitated to communicate with others and disclose their feeling in FTF communications (Jones, *et al,* 1981).

With the explosive growth of CMC use and the variety available, there is a clear potential for relationship initiation and formation (Scharlott & Christ, 1995). Blogs provide a unique opportunity for a non-face-to-face communication mode. Stritzke, Nguyen, and Durkin (2004) stated that it may be more conducive for some individuals, particularly shy people, to interact in an online environment as opposed to traditional FTF interactions.

Stritzke, Nguyen and Durkin (2004) has also found that the absence of verbal and non-verbal cues (e.g., eye contact, facial expressions, and pauses in speech) in an online environment might provide "safeness" for shy individuals where in turn make them less shy. This potential safeness can also be attributed to the individual's ability to control the breadth and depth of self-disclosure. McKenna, Green, and Gleason (2002), Scharlott and Christ (1995) also found support for CMC helping some individuals to overcome communication barriers, such as shyness and appearance inhibitions.

Chung, (2003) also reported that CMC users who have greater loneliness are likely to have more specialized ways of communicating in CMC situations. Therefore lonely people who are hesitant to express their feeling and point of view may have an alternative way by writing personal blog, which in turn may provide a less threatening medium to lonely people that they may prefer non-face-to-face communication mode for self disclosure.

2.2.5.3   Self-Disclosure

Self-disclosure is conceptualized as "any message about the self that a person communicates to others, including thoughts, feelings, and experiences. It is a way to show others who we are and what our needs are (Derlega, 1984). Past researches also show that loneliness may motivate

people to disclose themselves more in computer mediated communication. However, Leung (2002) reported that loneliness and self-disclosure cannot be simply related in a unidirectional causal way. Instead, they are more likely to influence each other or are part of the same package that tends to co-occur with no particular causal relation.

Past researches showed that since anyone could express their thought on blogs, which were lacked editorial oversight; bloggers do not have the professional and social pressures to provide accurate and unbiased information (Howard and Martha, (2002)). Therefore blogging would promote a high degree of self-disclosure that blogs provide a safe channel for people to expose their ideas or personal experiences without the fear of being criticized.

Recent researches in CMC also suggested that CMC and general Internet-based behavior can be characterized as containing high levels of self-disclosure. Wallace (1999) claims that the tendency to disclose more to a computer is an important ingredient of what seems to be happening on the internet. In order words, internet users usually have higher level of self-disclosure during CMC-based relationships than FTF relationships. Besides, most CMC, such as text based blog, allows individuals to construct messages after serious consideration therefore enabling them to express their "true" self (Bargh & McKenna, 2004). CMC would also discourage awareness of others and encourage anti-normative, aggressive, uninhibited behavior through a corresponding reduction in self-focus.

Therefore, blog may be a safe communication channel for lonely people for disclosing their own feeling. However, Leung (2002) suggested that although the characteristic of low social presence in CMC led the communication seems to be more impersonal and then lower the social risk of being embarrassed and disappointed, lonely people who are unwilling to disclose themselves and

receive little personal information from others would find themselves less satisfying the relationship and then prone to loneliness.

2.3   Summary of the Chapter

The chapter has covered most of literature reviews that interpret the factors influencing students' intention of blogging on social networking websites. Few theories (TAM, TRA) were anticipated to illustrate the relationship between the variables involved in the study and their impact on intention of blogging on social networking websites.

CHAPTER THREE

RESEARCH METHODOLOGY &THEORETICAL

FRAMEWORK

3.0 Introduction

This chapter discusses the approaches carried out in gathering information for the analysis. Data were gathered from secondary sources (journal articles, books and websites) to be analyzed. This study is significant in terms of extending theoretical understanding on factors of social motivation that influence blog usage by identifying factors directly influencing intent to use blogs and adjustment effects of social influence.

3.1   Sampling Method and Procedure

This study employed a cross-sectional design to collect data from UUM postgraduate students because college or university student samples have been used in several studies relating to the study of new technologies, such as Internet use (Bonebrake, 2002; Charney & Greenberg, 2002; LaRose, Lin, & Eastin, 2003; Pornsakulvanich, 2008; Pornsakulvanich, Haridakis, & Rubin, 2008). These studies suggest that college/university students are appropriate samples for the study of blog usage because they have Internet experience and access to the Internet on campus and elsewhere.

In other words, in this study, a combination of convenience and purposive sampling were used to collect the data from UUM postgraduate students that used different blogs and Facebook regularly.

A sample of 160 UUM postgraduate students will be selected for the study. These students are from two different colleges (COB and COLGIS). This study chooses Facebook (http://www.facebook.com), a well-known and used blog website by UUM students, which provides an easy way for general internet users to publish materials on any chosen topic that they wish to share, or discuss with others.

Blogging is a popular application of Web 2.0; the contents provided by their users are varied, including professional knowledge, new concepts, personal interests and hobbies, and so on. Before the survey, the students from the two communities (www.facebook.com/pages/COB-UUM, and www.facebook.com/pages/COLGIS-UUM) will be provided with an online brief introduction on interaction on Facebook. The basic activities include answering an uploaded questionnaire by the researcher to those who have an account of Facebook and are members of the two communities (facebook.com/pages/COB-UUM, and facebook.com/pages/COLGIS-UUM)).

To ensure content validity, the items used to measure constructs in the proposed model were adapted mainly from prior research, and slightly modified to suit the blogging environment. The measures for behavioral intention to use blogs, perceived usefulness and perceived enjoyment were based on existing research in Technology Acceptance Model (TAM) literature and blog-related studies; whereas attitudes toward blogging and social influence will be measured through Theory of Reasoned Action (TRA) because attitude toward behavior and subjective norms are the determinants of behavioral intention.

3.2 Theoretical Framework

The theoretical framework is a modified model combining the Technology Acceptance Model (TAM) proposed by Davis (1986) which is based on the Theory of Reasoned Action (TRA) explaining that a man's concrete act is directly determined by intent to conduct a behavior and that the intent of a behavior is determined by attitudes and subject norms (Davis, 1989).
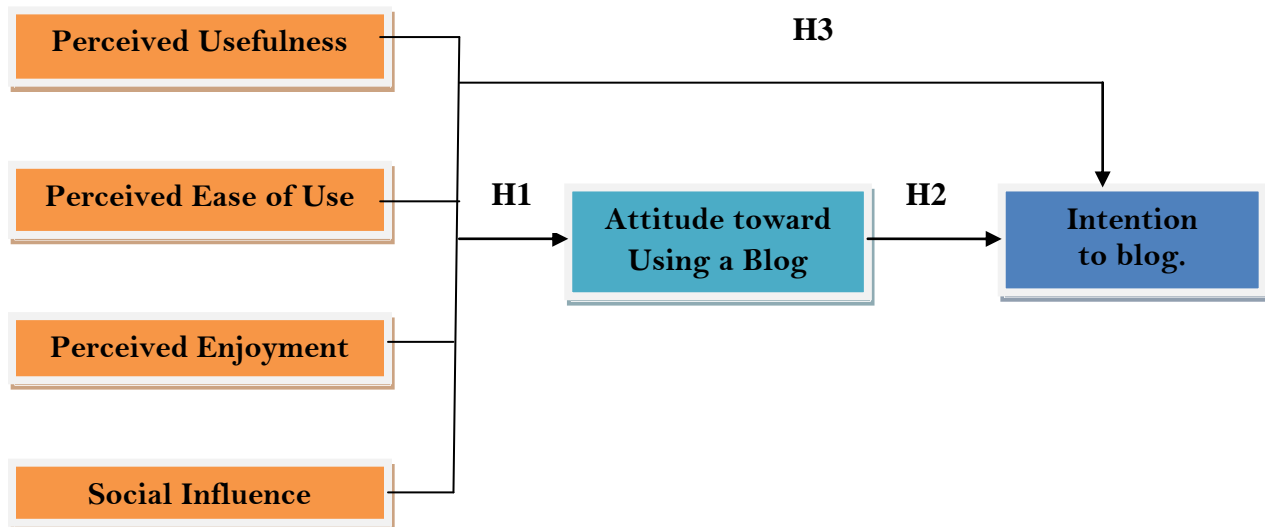
Figure 3.1: Conceptual Framework

3.3 Hypotheses Development

From the above theoretical framework and the previous literature reviews on the theories (TAM and TRA), the hypotheses developed for this study are the follow:

H1: Perceived usefulness, perceived ease of use, perceived enjoyment, and social influence positively predict attitude toward using a blog.

H2: Attitude toward blog use and social influence positively predict intention to blog.

H3: Perceived usefulness, perceived ease of use, perceived enjoyment, attitude toward blog use, and social influence contribute to intention to blog.

3.4 Data Collection

To test the hypotheses, both an online field survey and printed out questionnaires were used. The questionnaire was placed on the websites. To increase the response rate of blog participants, the researcher printed out the questionnaires and distributed to UUM Postgraduate students.

At any time during the one and half month when the study was conducted, participants did respond to the online questionnaire by entering the URL provided on the message, which also outlined the aim of the study. However, the online survey yielded only 32 usable responses. For this reason, the study adopted printed out questionnaires as to increase the response rate.

3.5 Variable Measurements

The questionnaires were developed from material discussed and tested previously; the list of items is displayed in the Appendix sections. The items were slightly modified to suit the context of blogs. The scale items for perceived ease of use, perceived usefulness, attitude, and behavioral intention to blog were from Davis (1989), Lai and Li (2005), and Shih (2004). Perceived enjoyment was measured by items adapted from Venkatesh, Speier and Morris (2003).

Additionally, the items to measure knowledge sharing motivations including expected reciprocal benefits, reputation, expected relationships, trust and altruism were modified from (Bock *et. al* (2005), Gefen (2000) and Venkatesh, Speier and Morris (2003). However, in this study the researcher only used the variables "Expected Reciprocal Benefits (EB)", and "Expected Relationships" (ER).

Furthermore, to develop a scale for measuring social factors such as social norms and community identification, the researcher adopted materials from Bock *et al.* (2005), with modifications to fit the setting of a blog. Each item was measured on a five-point Likert scale, ranging from ''strongly disagree (1)'' to ''strongly agree (5)''.

Before conducting the main survey, the researcher performed a pretest and a pilot to validate the instrument. The pre-test included ten (three Indonesians, two Libyans, two Iraqi, two Uzbek, and one Yemeni) UUM postgraduate students who were experienced blog and had their own blogs, and often read and commented on others' blogs. Respondents were asked to comment on list items that corresponded to the constructs, including scales wording, instrument length, and questionnaire format. Finally, to reduce possible ambiguity, a pilot test was performed.

3.6 Factor Analysis and Internal Consistence Reliability

In order to reduce the total number of dimensions and variables for ease of analysis, this research adopted a principal component factor analysis, extracting the various factors through orthogonal rotation so as to confirm the factor dimension for each of the statements (questions). The method adopted in this study largely followed the suggestions of Kaiser (1960) and other studies which have suggested that: (i) the Eigen value of the selected factors should be greater than 1; and (ii) the absolute values of the factor loadings should be greater than 0.40. Cronbach's alpha was used in this study to measure the internal consistence reliability, using the Test-Retest means to examine the retest reliability.

3.7 Summary

In this chapter, the methods adopted for data collection, sampling procedure, and variable measurement were brought to light. Additionally, the theoretical framework and the questionnaire were presented. Hypotheses were also developed and will be tested. Findings on the different types of analyses (descriptive analysis, correlation analyses, and regression analysis) using SPSS version 16 are subjects to the next chapter.

CHAPTER FOUR

FINDINGS & DISCUSSIONS

4.0 Introduction

This chapter emphasizes the results of the whole report. The analyses illustrated in the prior chapter were measured and their findings were discussed the findings encompass descriptive analyses, correlations analyses, reliability coefficient and regression analyses. All these analyses were measured through the usability of the Statistical Package for the Social Sciences (SPSS, v16) software. The descriptive analyses were conducted to the first section of the questionnaire known as demographics. The reliability coefficient was measured in order to see how reliable all the items included in the questionnaire are. Moreover, the correlation analysis was undertaken for the sake of determining the inter-relation amongst variables. Finally, regression analyses were carried out in the essence of testing the hypotheses developed in the previous chapter (Research Methodology &Theoretical Framework). A total of 160 questionnaires were targeted for the study; only 112 were returned. That means the response rate from this study is 70% assumed to be reasonable. All discussions on the findings were underlined in the below sections.

4.1 Descriptive Analyses

4.1.1 Respondents' Profiles

The profiles of the respondents are measured in terms of "gender", age, "education level", their "place of blogging" the sources of their "internet connectivity", their experience in blogging, and their "daily" and "weekly" times in blogging". All the findings of these descriptive statistics are illustrated in the below tables.

Table 4.1 Descriptive Statistics of Demographics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	112	1.00	2.00	1.1339	.34211
Age	112	1.00	4.00	1.9732	.77645
Education	112	1.00	4.00	2.8750	.85028
Place	112	1.00	4.00	1.9911	.62234
Connectivity	112	1.00	5.00	3.5089	1.64397
Experience	112	1.00	5.00	3.3125	1.38870
Time	112	1.00	5.00	3.4732	1.31492
Weekly	112	1.00	4.00	2.2232	1.07979
Valid N (listwise)	112				

The above table indicated that there were 112 respondents involved in the study. From the table it can be noted that all items have for highest maximum "5" and minimum "1". The means and stand deviations are respectively between 1.10 to 3.50; and 0.3 to 1.65. The below tables in the sections demonstrated all frequency of the eight items included in the respondents' profiles.

Table 4.2: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	97	86.6	86.6	86.6
	Female	15	13.4	13.4	100.0
	Total	112	100.0	100.0	

The above table explains that males were the most who participated in the study compared to the females. In other words, there were 97 males (88.6%) compared to only 15 females who formed a percentage of 13.4%.

Table 4.3: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 25	29	25.9	25.9	25.9
	26-31	63	56.2	56.2	82.1
	32-37	14	12.5	12.5	94.6
	Over 37	6	5.4	5.4	100.0
	Total	112	100.0	100.0	

In reference to age from the above table (4.3), most of the respondents were young. That is to say more than 80% of the participants are in between less than 25 and 32 years. Additionally, there are 14 students whose ages are between 32 and 37 years old. These participants formed a percentage of 12.5%. Finally, there are only 6 students whose ages are over 37 years old and they compose 5.4%.

Table 4.4: Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	10	8.9	8.9	8.9
	College	18	16.1	16.1	25.0
	Bachelor Degree	60	53.6	53.6	78.6
	Graduate Degree	24	21.4	21.4	100.0
	Total	112	100.0	100.0	

The item "education" included in the demographics explains from table 4.4 that three quarters of the respondents owned a degree (Bachelor Degree and Graduate Degree). The remaining 25% completed either high school (8.9%) or college (16.1%). Thus, it can be concluded the respondents are well educated and definitely they are well aware of what they are filling in.

Table 4.5: Place

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Home	18	16.1	16.1	16.1
	Campus	81	72.3	72.3	88.4
	Company	9	8.0	8.0	96.4
	Others	4	3.6	3.6	100.0
	Total	112	100.0	100.0	

Even though most of UUM postgraduate students are residing in and off-campus, they blog in different localities. A higher percentage (72.3%) from table 4.5 was demonstrated by those who blog in campus, 16.1% blog at home (students who stayed in Seseran Hostels, Changlun, Jitra, Alor Setar and even Penang and Kuala Lumpur). The remaining 15 participants (who formed 11.6%) respectively nine (8.0%) of them performed blogging in their companies and four (3.6%) others in other localities.

Table 4.6: Connectivity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ADSL	22	19.6	19.6	19.6
	Dial- up	13	11.6	11.6	31.2
	Cable Modem	20	17.9	17.9	49.1
	Others	57	50.9	50.9	100.0
	Total	112	100.0	100.0	

The descriptive statistics of table 4.6 on internet connectivity are confusing. More than half of the sample (50.9%) mentioned that they blog via other sources of internet connectivity than those mentioned in the list. Perhaps they are using lease lines or broad bands. Moreover, twenty two respondents (19.6%) are blogging through ADSL, twenty (17.9%) through cable modem and the remaining 13 respondents confirmed that they blog by using dial-up internet connectivity.

Table 4.7: Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 3 months	13	11.6	11.6	11.6
	3 –6 months	24	21.4	21.4	33.0
	6 months–1 year	22	19.6	19.6	52.7
	1–2 years	21	18.8	18.8	71.4
	Over 2 years	32	28.6	28.6	100.0
	Total	112	100.0	100.0	

The results on the experience of blogging is commented that thirty two respondents (28.6%) have been blogging over two years. Additionally, twenty four participants have experienced blogging for a period of between three to six months. Moreover, 22 respondents (16.6%) attested that they have been blogging for a period of between six months and a year. Along the list, there are also 21 respondents (18.8%) who have declared that they have been experiencing blogging since one or two years and only the remaining thirteen (11.6%) are less experienced in blogging (under three months of experience).

Table 4.8: Time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Each time	9	8.0	8.0	8.0
	Under 1 h	38	33.9	33.9	42.0
	1–3 h	9	8.0	8.0	50.0
	Over 3 h	56	50.0	50.0	100.0
	Total	112	100.0	100.0	

The table 4.8 illustrated the time of blogging each time by the respondents. As it can be seen, half of the population (50%) blog each time over three hours. Contrarily to those, a third of theme (38 respondents) only blog less than an hour each time they are surfing. Finally, the

remaining 18 respondents (16%); nine (8%) from each respectively were blogging each time and between 1 to 3 hours of their time.

Table 4.9: Weekly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 10 h	37	33.0	33.0	33.0
	11–20 h	41	36.6	36.6	69.6
	Over 21 h	34	30.4	30.4	100.0
	Total	112	100.0	100.0	

The last table (4.9) in demographics is about the weekly number of times in blogging. As indicated, there were 41 respondents (36.6%) who claimed that they blog weekly for a period of 11 to 20 hours. Additionally, 33% out of 112 said that the blog weekly for a period of less than 10 hours. Furthermore, 34 respondents confirmed that they blog over 21 hours within a week.

4.1.2 Measurement Model

Table 4.10: Descriptive Statistics of the Model

	N	Mean	Std. Deviation
Perceived Usefulness	112	4.0982	1.02192
Perceive Ease of Use	112	4.3393	.67855
Perceived Enjoyment	112	4.0804	.96924
Social Norms	112	4.2768	.78511
Attitudes	112	4.2054	.93132
Intention to blog	112	4.1786	.74995
Community Identification	112	4.2768	.78511
Expected Relationships	112	4.3393	.67855
Expected Reciprocal Benefit	112	4.0982	1.02192
Valid N (listwise)	112		

The measurement model was tested using CFA. According to the authors Segar and Grover (1993), they suggested that the measurement model should be evaluated first and then re-specified as necessary to generate the 'best fit' model. In other words, the initial assessment of the model indicated that some items should be removed. After re-specifying the instruments, 29 items were retained as shown in the questionnaire in the prior chapter. Item reliability ranged from 0.72 to 0.88, which exceeded the acceptable value of 0.50 recommended by Hair *et al.* (1992).

Table 4.11: Reliability Test

Variables	Number of Items	Total of items	α Crobach Value
Perceived Usefulness	4	4	0.88
Perceive Ease of Use	3	3	0.76
Perceived Enjoyment	3	3	0.81
Social Norms	2	2	0.74
Attitudes	3	3	0.84
Intention to blog	2	2	0.70
Community Identification	4	4	0.74
Expected Relationships	5	5	0.71
Expected Reciprocal Benefit	3	3	0.83

The above table (4.11) discussed the reliability of instrument in order to determine which item is more consistent than the others. The values of the reliability coefficient (Alpha Cronbach) of the study include all independent variables (IVs) and dependent variable which is the central concept of the study. Nevertheless, as it was stated earlier, the reliability coefficients of all variables in the study exceeded the acceptable value of 0.50 recommended by Hair, Anderson, Tatham and Black (1992).

4.2 Correlation Analyses

Table 4.12: Correlations

		Perceived Usefulness	Perceive Ease of Use	Perceived Enjoyment	Social Norms	Attitudes	Intention to blog
Perceived Usefulness	Pearson Correlation	1.000	.126	.190	.281**	.212*	.247**
	Sig. (1-tailed)		.032	.017	.001	.021	.004
	N	112.000	112	112	112	112	112
Perceive Ease of Use	Pearson Correlation	.126	1.000	.140	.159	.274**	.520
	Sig. (1-tailed)	.032		.036	.069	.001	.037
	N	112	112.000	112	112	112	112
Perceived Enjoyment	Pearson Correlation	.190	.140	1.000	.124	.241	.510
	Sig. (1-tailed)	.017	.036		.046	.092	.041
	N	112	112	112.000	112	112	112
Social Norms	Pearson Correlation	.281**	.159	.124	1.000	.075	.406**
	Sig. (1-tailed)	.001	.069	.046		.481	.000
	N	112	112	112	112.000	112	112
Attitudes	Pearson Correlation	.212*	.274**	.241	.075	1.000	.182*
	Sig. (1-tailed)	.021	.001	.092	.481		.037
	N	112	112	112	112	112.000	112
Intention to blog	Pearson Correlation	.247**	.520	.510	.406**	.182*	1.000
	Sig. (1-tailed)	.004	.037	.041	.000	.037	
	N	112	112	112	112	112	112.000

**. Correlation is significant at the 0.01 level (1-tailed).

*. Correlation is significant at the 0.05 level (1-tailed).

The significance of linear bi-variate was measured by adopting the Pearson correlation (which values vary from 0-1) between the IVs (perceived usefulness, perceived ease of use, perceived enjoyment, and social influence) the MV (attitudes) and the DV (intention to blog). The relationship amongst the variables is determined by their coefficients.

The correlation results in the above table (4.12) indicated that perceived usefulness (0.247) and social norms have a significant correlation with the user's intention to blog at 0.01 significance level. Attitudes (0.182) have a significant correlation with intention to blog at 0.05 significance level. In addition, perceive ease of use (0.520) and perceived enjoyment (0.510) have a positive correlation with intention to blog at 0.05 significant level. From the results, we can conclude that the data do not require multi-collinearity analyses because the bivariate correlations between the IVs is less than 80 and above

A commonly given rule of thumb is that VIFs of 10 or higher (or equivalently, tolerances of .10 or less) may be reason for concern. This is, however, just a rule of thumb; Allison says he gets concerned when the VIF is over 2.5 and the tolerance is under.

4.3 Regression Analyses

From the below tables (4.13-4.16) the first hypothesis posed that perceived usefulness, perceived ease of use, perceived enjoyment, and social influence positively predicted attitude toward using a blog. A multiple regression analysis indicated that four predictors, perceived usefulness, perceived ease of use, perceived enjoyment, and social influence, accounted for 47.1% of the variance in attitude toward blog use, $R = .523$, $= .485$, adjusted $= .471$, F(4, 107) = 3.142, $p < .001$. The first hypothesis was partially supported. The findings revealed that the strongest predictor was perceived ease of use ($= .450$, $p < .001$), followed by perceived usefulness ($= .363$, $p < .001$), then social norms ($= .282$, $p < .001$) and perceived enjoyment ($= .167$, $p < .05$). The four factors positively predicted attitude toward blog use (Table 4.16). Therefore, it can be concluded from the outcomes that those that enjoyed using a blog do blogging due to its ease and they perceived that using a blog was useful for their learning and

working, and used it because of the influence of significant others feel positive toward using a blog.

Table 4.13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.523[a]	.485	.471	.89762

a. Predictors: (Constant), Social Norms, Perceive Ease of Use, Perceived Enjoyment , Perceived Usefulness

Table 4.14: ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.064	4	2.516	3.142	.000[a]
	Residual	86.212	107	.806		
	Total	96.277	111			

a. Predictors: (Constant), Social Norms, Perceive Ease of Use, Perceived Enjoyment , Perceived Usefulness

b. Dependent Variable: Attitudes

Table 4.15: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.677	1.010		3.641	.000
	Perceived Usefulness	.363	.088	.297	1.843	.001
	Perceive Ease of Use	.450	.127	.415	2.762	.000
	Perceived Enjoyment	.167	.089	.123	.571	.144
	Social Norms	.282	.115	.269	.713	.007

a. Dependent Variable: Attitudes

In testing the second hypothesis, this latter posed the idea that attitude toward blog use and social influence would positively predict intention to blog. A multiple regression analysis indicated that attitude toward blog use and social influence accounted for 51.4% of the variance in intention to blog, $R = .646$, $= .549$, adjusted $= .514$, $F (2, 109) = 13.509$, $p < .001$. Thus, the second

hypothesis was supported. The results indicated that social norms (= .589, $p < .001$) was the strongest predictor of intention to blog, followed by attitude (= .148, $p < .01$). Both attitude and social norms positively predicted intention to blog (Table 4.20). The findings revealed that people's social pressure and attitude affected their intention to use a blog. Those who felt positive toward using a blog and used it because of their family's and friends' encouragement tended to use a blog more often in the future.

Table 4.16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646[a]	.549	.514	.67748

a. Predictors: (Constant), Attitudes, Social Norms

Table 4.17: ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.400	2	6.200	13.509	.000[a]
	Residual	50.028	109	.459		
	Total	62.429	111			

a. Predictors: (Constant), Attitudes, Social Norms

b. Dependent Variable: Intention to blog

Table 4.18: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.463	.460		14.036	.000
	Social Norms	.589	.082	.547	4.745	.000
	Attitudes	.148	.069	.121	2.144	.034

a. Dependent Variable: Intention to blog

The final hypothesis testing (hypothesis 3) endorses a final regression analysis used to test the contribution of perceived usefulness, perceived ease of use, perceived enjoyment, attitude toward blog use, and social influence (or norms) in predicting intention to blog. The variables contribution explained that all variables entered (table 4.21) accounted for 49.8% of the variance in intention to blog, $R = .646$, $= .527$, adjusted $= .498$, $F (5, 106) = 5.877$, $p < .001$.

Ease of using a blog ($= 35.2$, $p < .001$), social influence ($= .217$, $p < .05$) and perceived usefulness ($= .179$, $p < .05$) were the three strongest predictors and positively predicted intention to blog (see Table 3).

Table 4.19: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.646[a]	.527	.498	.67905

a. Predictors: (Constant), Perceived Enjoyment , Perceive Ease of Use, Social Norms, Attitudes, Perceived Usefulness

Table 4.20: ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.551	5	2.710	5.877	.000[a]
	Residual	48.878	106	.461		
	Total	62.429	111			

a. Predictors: (Constant), Perceived Enjoyment , Perceive Ease of Use, Social Norms, Attitudes, Perceivede Usefulness

b. Dependent Variable: Intention to blog

Table 4.21: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.863	.810		7.240	.000
	Social Norms	.217	.087	.187	4.261	.003
	Attitudes	.051	.073	.031	1.994	.491
	Perceived Usefulness	.179	.068	.148	1.171	.039
	Perceive Ease of Use	.352	.099	.274	.828	.000
	Perceived Enjoyment	.042	.068	.054	-.616	.539

a. Dependent Variable: Intention to blog

4.4 Summary of the Chapter

This chapter has presented the descriptive statistics, the reliability coefficient, the correlation analysis as well as the regression. In summary, in order to achieve the objectives of the study, the three hypotheses in this study were supported. Overall, the results indicated that all predictors, including perceived usefulness, perceived ease of use, perceived enjoyment, attitude toward blog use, and social norms, contributed to intention to blog.

In particular, the findings revealed that the more people perceived that using a blog is useful, the more likely that they would feel positive toward using it. In addition, significant others' encouragement affected people's attitude toward blogging. The more support that was received in blog use from family and friends, the more likely people would feel positive toward participating in a blog. Furthermore, the results showed that people's intention to blog or not to blog was affected by their perception on the usefulness of the blog, its ease of using it and social influence. The next chapter is subject to the conclusions of the whole report and explained whether the objectives stated in the first chapter are attained or not.

CHAPTER FIVE

CONCLUSIONS & RECOMMENDATIONS

5.0 Introduction

This chapter will review back all the findings found from this study by giving a full view based on the research objectives. There is much more work to do in understanding the real factors that have significant influence on the intent to use a blog by UUM students from the College Of Business (COB). Few limitations encountered by the researcher when writing this study are also emphasized. Finally the last section of the whole report is subjected to some recommendations for future work.

5.1 Conclusions

To report on the conclusions of this study, the researcher undertook the steps of providing conclusions based on the objectives stated on the first chapter. This is due to the fact to easily understand which objective is attained and which one is not.

5.1.1 Objective One

- *To determine whether the perceived usefulness of a blog influences UUM postgraduate students' intention of blogging on Facebook.*

The findings on the previous chapter (chapter four) assist in extending the TRA and the TAM in understanding the factors influencing blog acceptance and intention to use it. The TRA suggests that people intend to behave according to their attitude toward the behavior and toward subjective norms (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975).

However, the explanation of which variables influence attitude toward behavior is limited. In order to expand theoretically the TRA and by referring to our hypotheses in the chapter of research methodology, the researcher sought to further explore the predictors of attitude toward behavior.

The outcomes revealed that perceived usefulness was positively a significant predictor of attitude toward blogging. In other words, UUM postgraduate students are intended to use Facebook blogs due to the perceived usefulness of the social network. Thus, the first objective of the research is attained. Furthermore, such finding was familiar with the study of Davis who presented that perceived usefulness and perceived ease of use are important factors in acceptance of information and technology and maintained that an attitude formed through two factors affect a real act with the intent of act as a parameter (F.D. Davis, 1986).

5.1.2 Objective Two

- *To investigate the perceived ease of use of blog influences UUM postgraduate students' intention of blogging on Facebook.*

By reviewing what was found in the regression analysis that included the perceived ease of use of blog by UUM postgraduate students; it can be noted that the functional values of blogging (i.e., usefulness) seem to be a very important in blog users' attitudes toward blogging.

That is to say, perceived ease of use also did predict attitude toward blogging. One possible explanation is that UUM postgraduate students are familiar with the functions of blogs or social networking websites such as Facebook. Thus, how easy or difficult it was to use blogs (especially Facebook) in the study has impacted the way in which those UUM postgraduate students think about using the website.

Indeed, an easy-to-use interface could influence a user's preference while difficulties can create to user resistance. This reinforces the general beliefs that blog-hosting service providers should continue to develop tools that require minimum effort to learn and use.

Nevertheless, the variable "perceived ease of use" is a predictor of attitude toward blogging. Thus, UUM postgraduate students are intended to use Facebook blogs due to the perceived usefulness of the social network. Thus, the second objective of the study is achieved.

5.1.3 Objective Three

- *To inquire perceived enjoyment of blogging impacts UUM postgraduate students' intention of blogging on Facebook.*

From the finding gotten in the "findings and discussion" chapter, the variable "enjoyment" was the weakest predictor of attitude toward blog use compared to the four others. This does not signify that intention to blog or not to blog is characterized by perceived social values (meaning enjoyment through interaction and significant others' opinions). Therefore, UUM postgraduate students tend to blog to socialize with others. The implication for UUM postgraduate students as user of the blog (bloggers) is to design and make blogs as easy even though if there is enjoyable tools to build and maintain active online networking.

Thus, the researcher has not accomplished this objective. In other words, perceived enjoyment of blogging has no significant influence on UUM postgraduate students' intention of blogging on Facebook.

5.1.4   Objective Four

- *To identify if the attitudes toward blogging by UUM postgraduate students influences their intention of blogging on Facebook.*

From the results, attitude toward blogging was not a significant predictor of intention to blog. Adding on to the two theories, perceived enjoyment did not predict UUM postgraduate students' intention to blog. Additionally, another weaker predictor of intention to blog in this study was attitude toward blog use.

This study showed that people actively participated in a blog not to increase welfare of others; participating in blogs was expected to produce direct rewards. People participating in blogs were not motivated intrinsically to contribute knowledge to others because they do not enjoy helping each others. Knowledge sharing in the context of task-oriented organization, however, stressed the importance of external rewards such as a reciprocal benefit and anticipated reciprocal relationships. Accordingly, the researcher has not accomplished this objective from which of attitude toward blogging has no significant influence on UUM postgraduate students' intention of blogging on Facebook.

5.1.5   Objective Five

- *To verify whether UUM postgraduate students' social influence has an impact on their intention of blogging on Facebook*

Finally, from a social influence perspective, a plausible finding from the study in the previous chapter was that UUM postgraduate students were willing to blog on Facebook because of their community identification. Additionally, social norm has a significant influence on a user's intention to blog. This finding is similar from the theories such as TRA and TPB. In summary,

the social viewpoints showed that blog participants gain a sense of belonging. However, the objective stating that "UUM postgraduate students' social influence has an impact on their intention of blogging on Facebook" was achieved.

In general, this study showed that perceived usefulness, perceived ease of use, and social norms toward blogging significantly predicted intention for blogging. Several studies have found self-expression, sharing experiences, and life documenting as the top reasons for blogging (Huang *et al.,* 2007; Technorati, 2008). The findings in this research (UUM postgraduate students) may not be able to be generalized to other groups of bloggers. This current research drew it sample from only UUM postgraduate students under the College of Business (COB) and COLGIS (College Of Law, Government And International Studies) that were well-equipped with Internet access (whether they are staying in Maybank hostel or the other hostels), computer skills, and experience in online interaction. Ease of blog use, usefulness, and peer influence may serve as significant predictors of blogging among other bloggers that have less access, skills, and experiences, such as older adults and those in other universities. Future research may expand the findings with other samples (including both local and international postgraduate students in UUM).

5.2 Limitations of the Study

In every research, upon completion of the whole report, there are always limitations. The study bears a few limits as follows:

First, in terms of methods of data collection, online questionnaire survey is pointed out that it has a problem of self-selection biases as well as a lower response. To resolve this issue, few questionnaires were printed out and distributed to both COB and COLGIS students.

Second, the time length for completing such study is very insufficient. The whole semester is only composed of three months. Therefore, to complete the whole report within three months is very intricate.

Third, this study identified influence on intent to use of blog users by excluding motives at the individual level and focusing on social motives. However, the research should be interpreted and accepted with caution since the survey data had certain inherent limitations. First and foremost, a bias existed because the offline sample was self selected and the subjects were blog users in Malaysia as culture and lifestyle may differ among countries.

Lastly, with a goal to better understand the blog participants' behaviors, we did not differentiate participation roles (bloggers, blog readers, or comment providers) since many blog participants play all roles.

5.3 Recommendations for Further Research

The findings underscored the importance of enjoyment. Bloggers should strive to increase students' intrinsic motivations such as enjoyment, fun, curiosity, and exploration. For example, the home page of a blog should contain interesting, fresh, fun, and enjoyable information. At the same time, blog-hosting services should continue to develop tools that make creation of innovative contents possible.

Additionally, most students from the sample recognize blogs as easy publishing tools. The results also verified that ease of use is an important and influential factor in determining users' attitude toward using blog. Therefore, blog-hosting service providers should continue to improve user friendliness, making the tools easy to use and accessible.

Moreover, any future studies shall consider direct offline data collection methods along with e-mail questionnaires or visiting a blog and leaving a message in a visitor's board rather than internet questionnaire surveys toward unspecified people. However, as more motives other than these have a high probability to have an important influence on blog usage as social motivation, the future studies shall add these factors and verify them. However, as blog usage is necessarily influenced both by social motives and individual motives, any future studies will need to add individual motives such as playfulness.

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Appendix

UNIVERSITI UTARA MALAYSIA

COLLEGE OF BUSINESS

A study of:

The Factors Influencing the Intention of Blog Usage: A Case of UUM Postgraduate Students

Dear respondent,

I am Abdelmeneim Taher, nationality of Libya, a final year student of Master of Science Management. You have been chosen to participate in this study which is about investigating the factors influencing the intention of blog usage: a case of uum postgraduate students. All the responses and views are going to be very important to the objectives of the study. Information provided will be treated as private and confidential and used for study purpose only. Thank you for your valuable time, cooperation and attention.

Questionnaire

A. Demographics

Gender

Male [ ]   Female [ ]

Age

Under 25 [ ]   26–31 [ ]   32- 37 [ ]   Over 37 [ ]

Education

High school [ ]   College [ ]   Bachelor's degree [ ]   Graduate degree [ ]

Place of blogging

Home[ ]   Campus [ ]   Company [ ]   Others **[ ]**

Internet Connectivity

ADSL [ ]   Dial-Up [ ]   Cable Modem [ ]
LAN   [ ]   Others   [ ]

Experience in blogging

Under 3 months [ ]   3 months–6 months [ ]   6 months–1 year [ ]

1 year–2 years [ ]   Over 2 years [ ]

Time in blogging

Each time [ ]   Under 1 h [ ]   1–3 h [ ]   Over 3 h [ ]

Time in blogging per week

Under 10 h [ ]   11–20 h [ ]   Over 21 h [ ]

B. List of Items by Construct

Note: Scale numbers refer to the degree of agreeing on each item in the columns coded 1 = Strongly Disagree; 5 = Strongly Agree

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
	1	**2**	**3**	**4**	**5**
Perceived Usefulness (PU)					
Using blog enables me to accomplish my work/learning/life more quickly.					
Using blog would improve my work/learning/life performance.					
Using blog would enhance my work/learning/life effectiveness.					
Using blog can increase my productivity when performing my work/learning/life.					
Perceived Ease of Use (PE)					
Blogging tool is easy to use.					
Learning to operate a blog is easy.					
Overall, I believe blog is easy to use					
Perceived enjoyment (PJ)					
While participating in blogs, I experienced pleasure.					
The process of participating in blogs is enjoyable.					
I have fun using blog.					
Social norm (SN)					
People who are important to me think that I should participate in blogs.					
People who influence my behavior encourage me to participate in blogs.					
Attitudes (AT)					
I like participating in blogs.					
I feel good about participating in blogs.					
Overall, my attitude towards blogging is favorable.					
Intention to use (IN)					
It is worth participating in a blog.					
I will frequently return to the blogs that I participate in the future.					

C. List of other Items Related to Intention to Blog

Note: Scale numbers refer to the degree of agreeing on each item in the columns coded 1 = Strongly Disagree; 5 = Strongly Agree

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
	1	**2**	**3**	**4**	**5**
Community Identification (CI)					
Participating in blogs would enhance my chance to meet members who have common interests.					
Members on blogs keep close ties with each other, which is a communication channel to share social lives and information.					
Members in my blog have a strong feeling of 'one group'.					
I am so proud of being a member of blog.					
Expected Relationships (ER)					
Sharing my knowledge on blogs would strengthen the tie between other bloggers and me.					
Sharing my knowledge on blogs would create new relationships with new friends on blogs.					
My knowledge sharing would expand the scope of my association with other users in blogs.					
My knowledge sharing would draw smooth cooperation from outstanding users in the future.					
My knowledge sharing would create strong relationships with					
Expected Reciprocal Benefit (EB)					
I find that writing and commenting on blogs can be mutually helpful.					
I find my participation in blogs can be advantageous to me and other bloggers.					
I think that participating in blog can improve reciprocal benefit.					