



Applying the UTAUT to Explain Factors Affecting English Learning Intention Via Netflix (English Subtitle) Among Thai people

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ABSTRACT

This study investigates the relationship between factors of UTAUT, users' satisfaction and English learning intention via Netflix (English Subtitle) among Thai people. The online questionnaires of 389 Netflix (English Subtitle) users were employed for the quantitative study through convenience sampling. The collected data were analysed using the SPSS Version 27 and PLS-SEM program. The results show that factors of UTAUT include performance expectancy, effort expectancy, social influence and facilitating conditions. Users' satisfaction is the mediator between performance expectancy, effort expectancy, facilitating conditions and English learning intention via Netflix (English Subtitle). Moreover, facilitating conditions are the highest influencing factor of users' satisfaction, followed by effort expectancy and performance expectancy, respectively. The English programme directors and marketers should consider UTAUT model adoption in the English educational management because it is related to users' satisfaction and the outcome of English learning intention via Netflix (English Subtitle). The recommendation is to expand more sampling in other countries because learning English could increase happiness and effectiveness for students and all generations via Netflix.

Keywords: *UTAUT, performance expectancy, effort expectancy, social influence, facilitating conditions, learning intention, users' satisfaction*

1. INTRODUCTION

1.1. Background of the Research

English communication adoption as the working language of Asia and the ASEAN region, combined with increased mobility of people and information, is attempting to put new and significant strains on language and culture education in English and other languages in the region (Kirkpatrick, 2012; Lian & Sussex, 2018). Moreover, it is causing an enormous expansion in the use of English among speakers for whom English is not the first language,

and this expansion includes communication in English between people from different cultural backgrounds. The increased use of English highlights several current issues. English proficiency varies significantly across Asia (Lian & Sussex, 2018). Thus, learning languages, especially English communication skills, is critical in twenty-first-century learning (Limna et al., 2021; Yulfi & Aalayina, 2021). Netflix is one of many platforms for learning English. Netflix has 183 million subscribers in over 190 countries that broadcast its members' documentaries, series, and movies via the internet (Arat & Simse, 2020; Türkmen, 2020). The appearance of numerous series and movies on Netflix has proven to be a powerful motivator for students to use the digital tool for language learning (Alm, 2021). Netflix subscribers can use the platform to learn strategies that can help them develop different language skills, such as listening skills, based on their interests. They can also select other series or movies to practice vocabulary, expressions, speaking rhythms, and different ways to communicate in the target language. Netflix's language features can help language learners of all levels (Alm, 2019; Cifuentes et al., 2020). The unified theory of acceptance and use of technology (UTAUT) is an individual acceptance model that aims to integrate disparate concepts and research on personal acceptance of information technology into a unified theoretical model (Tan, 2013). The UTAUT advanced individual acceptance research by integrating four key dimensions (performance expectancy, effort expectancy, social influence, and facilitating conditions) to account for dynamic impacts, including gender, age, voluntariness, and experience (Birch & Irvine, 2009; Khechine et al., 2014; Tan, 2013). Therefore, the UTAUT model is critical as it could be used to investigate the intention to learn English through Netflix (English Subtitle).

1.2. Problem Statement

The interconnection of technology and education has become critical in the twenty-first century (Limna et al., 2021; Van et al., 2021). Besides, technology aids in the expansion of education, and modern technology enables people to achieve many outstanding achievements in future learning, particularly in English learning (Van et al., 2021). Streaming platforms, including Netflix, take teenagers' preferences to learn English into consideration (Richter & Weissenbäck, 2021). The UTAUT is a definitive model synthesising existing knowledge and providing a foundation for future research in various contexts (Khechine et al., 2014). Several studies have validated the UTAUT model in education sectors. The UTAUT model was applied to analyse students' information and communication technology (ICT) adoption (Attuquayefio & Addo, 2014) study student behavioural intentions to use desktop video conferencing in a distance course (Lakhal et al., 2013). Also, explain mobile learning adoption in higher education (Thomas et al., 2013), and investigate teachers' and students' intentions to use e-learning technology (Lin et al., 2013). Still, few studies have shown a relationship between performance expectancy, effort expectancy, social influence, facilitating conditions, user satisfaction and English learning intention via Netflix (English Subtitle). Therefore, this study explores the relationship between factors of UTAUT, user satisfaction and English learning intention via Netflix (English Subtitle) among Thai people. It may be beneficial for educational leaders, English teachers, and English tutors to devise an appropriate strategy to respond to the needs and expectations of students wishing to learn English through Netflix (English Subtitle) and beyond.

1.3. Research Objective

This study investigates the relationship between factors of UTAUT, users' satisfaction and English learning intention via Netflix (English Subtitle) among Thai people.

1.4. Research Question

Is there a relationship between performance expectancy, effort expectancy, social influence, facilitating conditions, user satisfaction and English learning intention via Netflix (English Subtitle) among Thai people, and how?

2. LITERATURE REVIEW

2.1 English Version Netflix

Streaming services such as Netflix have contributed to the global development of English as a second and foreign language (Cifuentes et al., 2020). Netflix, which has millions of viewers and has grown in popularity in recent years, is a global platform with multicultural films and translations. Netflix appeals to both young and adult audiences, and the content of its TV series, movies, documentaries, and various programs provides unique options for children (Türkmen, 2020). As content is available in multiple languages, Netflix provides subtitles and captions in those languages (Firth, 2019). Therefore, Netflix and the subtitle features may aid their subscribers in learning languages, including English (Alm, 2021; Dizon & Gayed, 2021). Furthermore, Dizon and Thanyawatpokin (2021) investigated the effect of video streaming and the use of dual subtitles through a Chrome extension called Language Learning with Netflix on Level2 incidental vocabulary learning and listening comprehension. The use of dual subtitles positively impacted subscribers' vocabulary learning and listening comprehension (Dizon & Thanyawatpokin, 2021). Thus, Netflix is an effective platform for English learning (Alm, 2021; Dizon & Gayed, 2021; Dizon & Thanyawatpokin, 2021). This study investigates the relationships between English learning intention via Netflix (English Subtitle), user satisfaction, and the UTAUT factors (performance expectancy, effort expectancy, social influence, and facilitating conditions).

2.2. The Unified Theory of Acceptance and Use of Technology (UTAUT)

The unified theory of acceptance and use of technology (UTAUT) is an individual acceptance model derived from eight models and concepts: the theory of reasoned action (TRA), the technology acceptance model (TAM), the motivational model (MM), the theory of planned behaviour (TPB), combined TAM and TPB (C-TAM-TPB), model of personal computing utilisation (MPCU), innovation diffusion theory (IDT), and social cognitive theory (SCT) (Khechine et al., 2014; Tan, 2013). The UTAUT is a critical model to study an individual's behavioural intention (Thongsri et al., 2018; Wei et al., 2021). The idea of creating UTAUT was to combine disparate theories and research on individual acceptance of information technology into a unified theoretical model. Eight distinct models of the determinants of information technology intention and usage were compared, and conceptual and empirical similarities between these models were used to develop UTAUT (Tan, 2013; Venkatesh et al., 2003). The UTAUT is a definitive model that synthesises what is known and serves as a foundation for future research in various sectors such as business and entrepreneurship sectors (Handoko, 2020; Rozmi et al., 2019) healthcare sectors (Bawack et al., 2018; Shiferaw et al., 2021), agriculture sectors (Han et al., 2021; Kang et al., 2020). Also, education sectors (Khechine et al., 2014; Tan, 2013). In this study, the UTAUT is used to explain Thai people's intentions to learn English via Netflix, an English subtitled version.

2.2.1. Performance Expectancy (PE)

Performance expectancy is one of the significant determinants of the UTAUT framework (Nillos, 2016). Performance expectancy refers to the degree to which using technology will provide customers with benefits when performing specific activities (Venkatesh et al., 2003). As it is robust, powerful, and parsimonious, performance expectancy is similar to the perceived usefulness variable within TAM, which has become the most commonly used instrument for predicting technology usage (Palau-Saumell et al., 2019; Venkatesh & Davis, 2000; Venkatesh

et al., 2003). Moreover, performance expectancy refers to learners' perceptions of how technology improves their learning performance and provides relative advantages, similar to perceived usefulness in TAM (Wan et al., 2020; Williams et al., 2021). Therefore, performance expectancy is considered in this study. It represents learners' perceptions of how Netflix (English Subtitle) improves their English learning performances.

2.2.2. Effort Expectancy (EE)

Many previous studies discussed effort expectancy to investigate the customers' intention to use (Khatimah & Halim, 2014). Effort expectancy has been introduced into the UTAUT model, and it is a critical predictor of technology acceptance as it is related to the user's expectation of ease (Chao, 2019; Khatimah & Halim, 2014; Rahi et al., 2019). Effort expectancy, one of the significant determinants of the UTAUT framework, was defined as the degree of ease associated with using the system, which is similar to perceived ease of use in TAM model, complexity in MPCU model, and ease of use in IDT model (Attuquayefio & Addo, 2014; Nillos, 2016). In short, effort expectancy is the extent of convenience perceived for using the system (Ghalandari, 2012). When many people use technology, it exemplifies that it is easy to use. As a result, the perception of people who use information technology (IT) innovations will naturally require ease of use (Purwanto & Loisa, 2020). As a result, social influence is considered in this study. It represents individuals' beliefs or attitudes regarding the ease of use of Netflix (English Subtitle).

2.2.3. Social Influence (SI)

Social influence is one of the major determinants of the UTAUT framework (Nillos, 2016). It has been referred to by a variety of names, including social factors, subjective norms, and among others. Social influence is defined as a change in behaviour caused by one person on another, whether intentionally or unintentionally, and it can occur in any situation. Social influence has long been recognized as a significant factor in consumer behaviour, and no one on this planet is completely immune to the influence of others on their purchasing decisions. A person's perception of the need to behave in a certain way to meet social pressure is the reason for this, and people alter their beliefs or actions in order to meet the demands of a social group (Mei & Aun, 2019; Phetnoi, et al., 2021). Social influence is the process by which individuals develop their true feelings and behaviours as a result of interactions with others who are perceived to be similar, desirable, or knowledgeable (Yip Hing & Nyen Vui, 2021). Therefore, social influence is considered in this study. It is caused by a person's perception of the need to behave in a certain way in order to comply with social pressure, and people change their beliefs or actions in order to comply with the demands of a social group.

2.2.4. Facilitating Conditions (FC)

Facilitating conditions, one of the significant determinants of the UTAUT framework, is similar to perceived behavioural control in the TPB model, DTPB model, and C-TAM-TPB model, facilitating conditions in the MPCU model, and compatibility in IDT model (Attuquayefio & Addo, 2014; Nillos, 2016). Facilitating conditions were defined as an individual's belief in the existence of an organisational and technical infrastructure to support technology use. The simpler and easier it is for people to access technology, the more proficient they are at using it, resulting in a higher adoption rate of technology users (Venkatesh et al., 2003; Yu, 2012). Similarly, when individuals receive more facilitating conditions to use technology, they use them more frequently (Tan, 2013). Therefore, facilitating conditions are considered in this study. When individuals receive more facilitating conditions, such as resources and knowledge, to use Netflix (English Subtitle), they will use them more frequently.

2.3 Users' Satisfaction (US)

Satisfaction was defined as the difference between expectations and perceptions of quality attributes and outcomes; dissatisfaction results from this discrepancy between expectations and perceptions. When the services provided by the organisation meet or exceed the customers' expectations, they are satisfied. Consequently, customer satisfaction or users' satisfaction will be related to expectations and outcomes of an individual's assessment, which will lead to organisational success (D'Cunha & Suresh, 2015; Chana et al., 2021). Therefore, users' satisfaction refers to an individual user's emotion of pleasure or disappointment that results from comparing a healthcare product or service's perceived outcome to expectation (Siripipatthanakul & Sixl-Daniell, 2021). The quality of e-services, like Netflix, has a direct and indirect impact on customer satisfaction. Customer satisfaction can occur when customers receive high-quality service. Thus, to achieve customer satisfaction, a company must provide the highest quality products or services (Izogo & Ogba, 2015; Kurniati et al., 2021). This study investigates the relationship between users' satisfaction, four significant determinants of UTAUT, and English learning intention via Netflix (English Subtitle).

2.4. English Learning Intention (LI)

Behavioural intention was defined as a measure of how hard people are willing to try and how much effort they intend to put into a specific behaviour. Behavioural intention reflects individuals' willingness and motivation to perform the behaviour, and it confirms the existence of a relationship between an individual's intention and actual behaviour (Sun & Gao, 2020; Venkatesh & Davis, 2000). Likewise, behavioural intention refers to a decision or action that an individual intends to take, regardless of whether or not they wish to acquire a specific product (Yip Hing & Nyen Vui, 2021). Many factors influence an individual's intention such as positive word of mouth (Sosanuy et al., 2021), attitude (Jandawapee et al., 2022), and perceived enjoyment (Nuanchaona et al., 2021). It is desirable to spread a positive word about a product or service provider and encourage others to use their service and the intention to reuse. Therefore, English learning intention in this study refers to the willingness to learn English via Netflix (English Subtitle) in the future.

2.5. Research Hypotheses Development

2.5.1. The Relationship Between Performance Expectancy and Users' Satisfaction

Loureiro et al. (2018) investigated the outcomes of performance expectancy for fashion brand websites, as well as the role of trust as a mediator in the relationship between customer satisfaction and word-of-mouth. There was a correlation between performance expectations and customer satisfaction. Abd Aziz et al. (2021) investigated the effects of multiple dimensions of technostress on student satisfaction and performance expectancy. There was a link between student satisfaction and techno-complexity performance expectation. Pappas et al. (2014) confirmed that performance expectancy had a positive effect on the satisfaction of highly experienced online shoppers. Ling et al. (2015) also confirmed that performance expectancy was significantly positive on users' satisfaction towards online banking. Therefore, there is a relationship between performance expectancy and users' satisfaction.

H1: Performance expectancy has a significant impact on users' satisfaction.

2.5.2. The Relationship Between Effort Expectancy and Users' Satisfaction

Alshare and Lane (2011) examined factors influencing student-perceived learning outcomes and satisfaction in enterprise resource planning (ERP) courses using the UTAUT model. There was a relationship between effort expectancy and student satisfaction. To influence student attitudes and thus their perceived learning outcomes and satisfaction, instructors should

emphasise the importance of learning about ERP systems and provide clear directions so that students have meaningful interactions with ERP systems. Moreover, Maillet et al. (2014) used the UTAUT model to investigate the acceptance and actual use of an electronic patient record, as well as nurses' satisfaction. There was a relationship between effort expectations and nurse satisfaction. Pappas et al. (2014) also confirmed that effort expectancy had a positive effect on satisfaction of low-experienced online shoppers. Therefore, there is a relationship between effort expectancy and users' satisfaction.

H2: Effort expectancy has a significant impact on users' satisfaction.

2.5.3. The Relationship Between Facilitating Conditions and Users' Satisfaction

Al-Shammari and AlShowaikh (2021) investigated user satisfaction with a customer relationship management (CRM) system in a telecommunication company in the Kingdom of Bahrain. The facilitating conditions included critical support from the company's supervisors as well as training to empower them to use the technology-based CRM system effectively. Thus, there was a significant relationship between facilitating conditions and user satisfaction with the CRM system. Furthermore, Maillet et al. (2014) used the UTAUT model to investigate the acceptance and actual use of electronic patient records, as well as nurses' satisfaction, in Canada. Facilitating conditions had a significant positive effect on nurses' satisfaction. Salimon et al. (2016) also confirmed that the facilitating condition was positively related to e-satisfaction among Nigerian e-banking users. Therefore, there is a relationship between facilitating conditions and users' satisfaction.

H3: Facilitating conditions has a significant impact on users' satisfaction.

2.5.4. The Relationship Between Social Influence and Learning English Intention

Wang and Lin (2011) investigated the relationships between social influence, blog platform qualities, and usage intention in order to better understand the impact of social influence on bloggers' usage intentions. Bloggers' usage intentions were significantly impacted by social influence. Vitória et al. (2009) investigated the effects of social influence on adolescent smoking intentions. It was confirmed that social influence was related to adolescent smoking intentions. Furthermore, Wang (2014) investigated the impact of consumer characteristics and social influence factors on green purchasing intentions in Taiwan. Social influence had a significant impact on green purchasing intentions. Besides, Chang et al. (2014) confirmed that social influence had a significant impact on continuance intention to play online games. Butcher et al. (2002) also confirmed that social influence had a significant impact on individuals' intentions to repurchase. Therefore, there is a relationship between social influence and English learning intention via Netflix (English Subtitle).

H4: Social influence has a significant impact on learning English intention via Netflix (English Subtitle).

2.5.5. The Relationship Between Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, English Learning Intention, and Users' Satisfaction

Abbasi et al. (2021) investigated the factors influencing tourists' intention to return. Satisfaction was a critical factor that significantly influenced visitors' intention to return. Limna and Siripipatthanakul (2021) also confirmed that student satisfaction had a significant influence on an individual's decision to enrol in an online degree program. Moreover, Chao (2019) used the UTAUT model to investigate the determinants of university students' behavioural intentions toward using mobile learning on an individual level. Satisfaction was a key factor that

significantly influenced university students' behavioural intentions toward using mobile learning. Also, performance expectancy, effort expectancy, and trust had positive associations with behavioural intention (Chao, 2019). Therefore, there is a relationship between performance expectancy, effort expectancy, social influence, facilitating conditions, learning English intention via Netflix (English Subtitle), and users' satisfaction.

H5: Users' satisfaction has a significant impact on English learning intention via Netflix (English Subtitle).

H6: Users' satisfaction is a significant mediator between performance expectancy, effort expectancy, social influence, facilitating conditions, and English learning intention via Netflix (English Subtitle).

2.6. Conceptual Framework

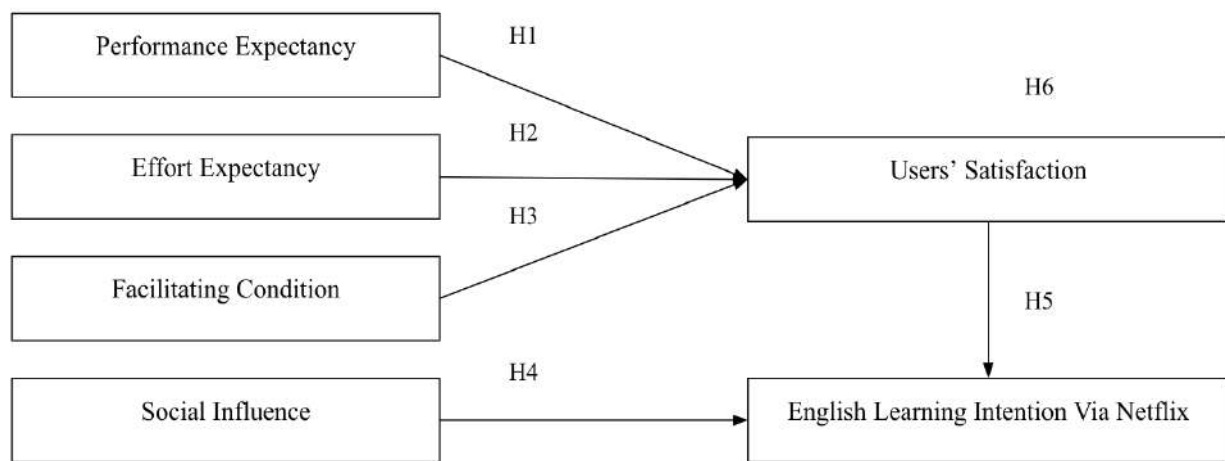


Figure 1. Conceptual Framework

3. RESEARCH METHODOLOGY

3.1. Research Method

This study used closed-end questionnaires (Likert's Rating Scale) to collect data. The questionnaire items were developed by the researchers based on previous research. In the reliability of the measurements, the alpha coefficients of Cronbach are needed to overcome all constructs 0.70 (Limna et al., 2022). The main variables were all measured using a five-point Likert Scale, with the following classifications: strongly agree with a value of 5, agree with a value of 4, neutral with a value of 3, disagree with a value of 2, and strongly disagree with a value of 1. The demographics of the respondents were derived from the study conducted by Jandawapee et al. (2022) and Kaewnaknaew et al. (2022). The questionnaire items in performance expectancy, effort expectancy, social influence, facilitating conditions, and English learning intention constructs were based on Tan (2013). The questionnaire items in users' satisfaction constructs were based on Arat & Simse (2020). Finally, the questionnaire was proved for content and criterion validity by five experts (three Ph.D. faculties in business and two Ph.D. faculties in education).

3.2. Population and Sample

The study's target population is unknown. A typical survey has a 95% confidence level (Limna et al., 2022). According to collect data, a minimum of 385 cases at $p=0.5$ must be collected using stratified random sampling with a sample error of 5% and a precision level of 95%. The total number of participants in the study was three hundred and eighty-nine (389).

3.3. Data Collection

The researchers collected the data using self-administered questionnaires and employed convenience sampling to collect data from five regions of Thailand (Northern, Eastern, North Eastern, Central and Southern-Western). The population was over 18 years old. Before distributing online questionnaires, the researchers explained the study's objective to the respondents and solicited their participation. Data were collected between January 16th, 2022 and February 14th, 2022, via the self-administered online survey.

3.4. Data Analysis

The collected data were analysed using the SPSS programme Version 27 and the Partial Least Squares Structural Equation Model: PLS-SEM, ADANCO 2.3. Descriptive statistics were used to examine the demographic characteristics of the respondents (frequency and percentage). Each variable's results and questionnaire items were analysed using mean analysis and standard deviation. Cronbach's Alpha reliability coefficient was used to assess the consistency and reliability of the data. Factor loadings were calculated for testing the validity of the instrument. The reliability of the data set was determined using Cronbach's Alpha. The hypotheses were tested using PLS-SEM, ADANCO 2.3 (inferential statistic).

4. RESULTS

Table 1. Demographic Characteristics of the Respondents (n=389)

Demographics		Frequency	Percentage
Gender	Male	193	49.6%
	Female	196	50.4%
Region	Northern	54	13.9%
	Eastern	79	20.3%
	North Eastern	37	9.5%
	Central	145	37.3%
	Southern-Western	74	19.0%
Age	18 - 25 years old	271	69.8%
	26 - 30 years old	55	14.1%
	31 - 35 years old	27	6.9%
	36 - 40 years old	18	4.6%
	41 - 45 years old	10	2.6%
	46 - 50 years old	6	1.5%
	51 years old or over	2	0.5%
Status	Single	360	92.6%
	Married	29	7.4%
Education	Associated Degree	22	5.7%

	Bachelor's Degree	287	73.8%
	Master's Degree	67	17.2%
	Doctorate Degree	13	3.3%
Occupation	Student	265	68.1%
	Civil Servant	19	4.9%
	Private Company Employee	62	15.9%
	Personal Business	37	9.5%
	Househusband or Housewife	1	0.3%
	Unemployed	5	1.3%
Monthly Income	Less than 10,000 THB	168	43.2%
	10,001 - 20,000 THB	113	29.0%
	20,001 - 30,000 THB	27	6.9%
	30,001 - 40,000 THB	16	4.1%
	40,0001 - 50,000 THB	15	3.9%
	More than 50,000 THB	50	12.9%
	Total	389	100%

Three hundred and eighty-nine (389) participants completed online questionnaires. The findings revealed that most respondents were female (50.4%), single (92.6%), aged between 18 and 25 years old (69.8%), from the Central part of Thailand (37.3%), and earned a monthly income less than 10,000 baht (43.2%). Moreover, most respondents were students (68.1%) with an education level of bachelor's degree (73.8%). Therefore, the demographic profile was represented as the study's sample.

4.1. PLS-SEM Results

Table 2. Item Loadings, Cronbach's Alpha and Average Variance Extracted (n=389)

Items	Factor Loadings	Cronbach's Alpha	AVE
Performance Expectancy (PE)		0.8866	0.7460
PE1. Using the Netflix English Subtitle Version improves my English skills. (Mean=4.79, SD.=0.27)	0.8692		
PE2. Using the Netflix English Subtitle Version enhances my English learning motivation. (Mean=4.71, SD.=0.41)	0.8514		
PE3. Using the Netflix English Subtitle Version increases my English proficiency performance. (Mean=4.72, SD.=0.38)	0.8774		
PE4. Using the Netflix English Subtitle Version is helpful in my English study and daily life. (Mean=4.74, SD.=0.32)	0.8566		
Effort Expectancy (EE)		0.9062	0.7811
EE1. Using the Netflix English Subtitle Version is easy for me to use. (Mean=4.45, SD.=0.77)	0.8779		
EE2. The Netflix English Subtitle Version makes it easy for me to become English skilful. (Mean=4.54, SD.=0.53)	0.9098		
EE3. I would become proficient at English after using the Netflix English Subtitle Version. (Mean=4.46, SD.=0.73)	0.9042		
EE4. Netflix English Subtitle Version is clear and understandable. (Mean=4.62, SD.=0.45)	0.8461		

Facilitating Conditions (FC)		0.8923	0.7572
FC1. I have the internet and devices necessary to use Netflix English Subtitle Version. (Mean=4.77, SD.=0.30)	0.8012		
FC2. I have the basic English knowledge helping me learn Netflix English Subtitle Version. (Mean=4.61, SD.=0.53)	0.9076		
FC3. Using Netflix English Subtitle Version fits well with the way I like to learn. (Mean=4.62, SD.=0.51)	0.9013		
FC4. If I have problems using Netflix English Subtitle Version, I can solve them quickly. (Mean=4.55, SD.=0.60)	0.8665		
Social Influence (SI)		0.9045	0.7788
SI1. People who are important to me think that I should learn English by using Netflix's English Subtitle Version. (Mean=4.45, SD.=0.85)	0.9038		
SI2. People who affect my learning behaviour think that I should use Netflix English Subtitle Version. (Mean=4.48, SD.=0.75)	0.8995		
SI3. My peers and my family think that I should use Netflix English Subtitle Version. (Mean=4.40, SD.=0.92)	0.9120		
SI4. Using Netflix English Subtitle Version is fashionable. (Mean=4.60, SD.=0.61)	0.8109		
User's Satisfaction (US)		0.9145	0.7960
US1. I am satisfied that using Netflix's English Subtitle Version could improve my English proficiency. (Mean=4.62, SD.=0.55)	0.9230		
US2. Netflix English Subtitle Version is better than I expected. (Mean=4.63, SD.=0.50)	0.8884		
US3. Using Netflix English Subtitle Version is a good decision to learn English. (Mean=4.62, SD.=0.47)	0.8825		
US4. I enjoy spending more time using Netflix English Subtitle Version. (Mean=4.69, SD.=0.42)	0.8741		
English Learning Intention (LI)		0.8848	0.8130
LI1. I intend to continue using Netflix English Subtitle Version in my English learning (reading & listening). (Mean=4.64, SD.=0.50)	0.9263		
LI2. I would use Netflix English Subtitle Version to improve my English. (Mean=4.70, SD.=0.40)	0.8948		
LI3. I plan to use Netflix's English Subtitle Version every month. (Mean=4.49, SD.=0.80)	0.8833		

Table 3. R-Squared (n=389)

Construct	Coefficient of Determination (R²)	Adjusted R²
Users' Satisfaction	0.8059	0.8044
English Learning Intention Via Netflix	0.8090	0.8081

Table 4. Effect Overview (n=389)

Effect	Beta	Indirect Effect	Total Effect	Cohen's f^2
Performance Expectancy → Users' Satisfaction	0.1324		0.1324	0.0415
Performance Expectancy → Learning Intention		0.1032	0.1032	
Effort Expectancy → Users' Satisfaction	0.2470		0.2470	0.0795
Effort Expectancy → Learning Intention		0.1924	0.1924	
Facilitating Conditions → Users' Satisfaction	0.5778		0.5778	0.4690
Facilitating Conditions → Learning Intention		0.4503	0.4503	
Social Influence → Learning Intention	0.1566		0.1566	0.0606
User Satisfaction → Learning Intention	0.7792		0.7792	1.5009

Table 5. Total Effects Inference (n=389)

Effect	Original Coefficient	Standard Bootstrap Results				Percentile Bootstrap Quantiles			
		Mean Value	Standard Error	T-Value	P-Value (2-Sided)	P-Value (1-Sided)	0.5%	2.5%	97.5%
PE → US	0.1324	0.1319	0.0562	2.3547	0.0187	0.0094	-0.0038	0.0251	0.2483
PE → LI	0.1032	0.1031	0.0454	2.2729	0.0232	0.0116	-0.0029	0.0194	0.1953
EE → US	0.2470	0.2476	0.0624	3.9568	0.0001	0.0000	0.0801	0.1329	0.3799
EE → LI	0.1924	0.1926	0.0490	3.9281	0.0001	0.0000	0.0601	0.1049	0.2944
FC → US	0.5778	0.5768	0.0591	9.7779	0.0000	0.0000	0.4078	0.4463	0.6840
FC → LI	0.4503	0.4493	0.0546	8.2462	0.0000	0.0000	0.3148	0.3405	0.5524
SI → LI	0.1566	0.1571	0.0541	2.8934	0.0039	0.0019	0.0280	0.0579	0.2703
US → LI	0.7792	0.7788	0.0486	16.0266	0.000	0.000	0.6488	0.6734	0.8720

PE = Performance Expectancy, EE = Effort Expectancy, SI = Social Influence, FC = Facilitating Conditions, US = Users' Satisfaction, LI = English Learning Intention via Netflix

Performance expectancy can predict users' satisfaction at $\beta=0.132$, $p<0.05$ (two tails at 0.0187 and one tail at 0.0094). Effort expectancy can predict users' satisfaction at $\beta=0.247$, $p<0.001$ (two tails at 0.0001 and one tail at 0.0000). Facilitating conditions can predict users' satisfaction at $\beta=0.578$, $p<0.001$ (two tails at 0.0000 and one tail at 0.0000). Social influence can predict learning intention via Netflix (English subtitle) at $\beta=0.157$, $p<0.05$ (two tails at 0.0039 and one tail at 0.0019). Users' satisfaction can predict learning intention via Netflix (English subtitle) at $\beta=0.779$, $p<0.001$ (two tails at 0.0000 and one tail at 0.0000). Overall, users' satisfaction is a significant mediator between the UTAUT factors and English learning intention via Netflix (English Subtitle) by about 80.9% ($R^2=0.809$).

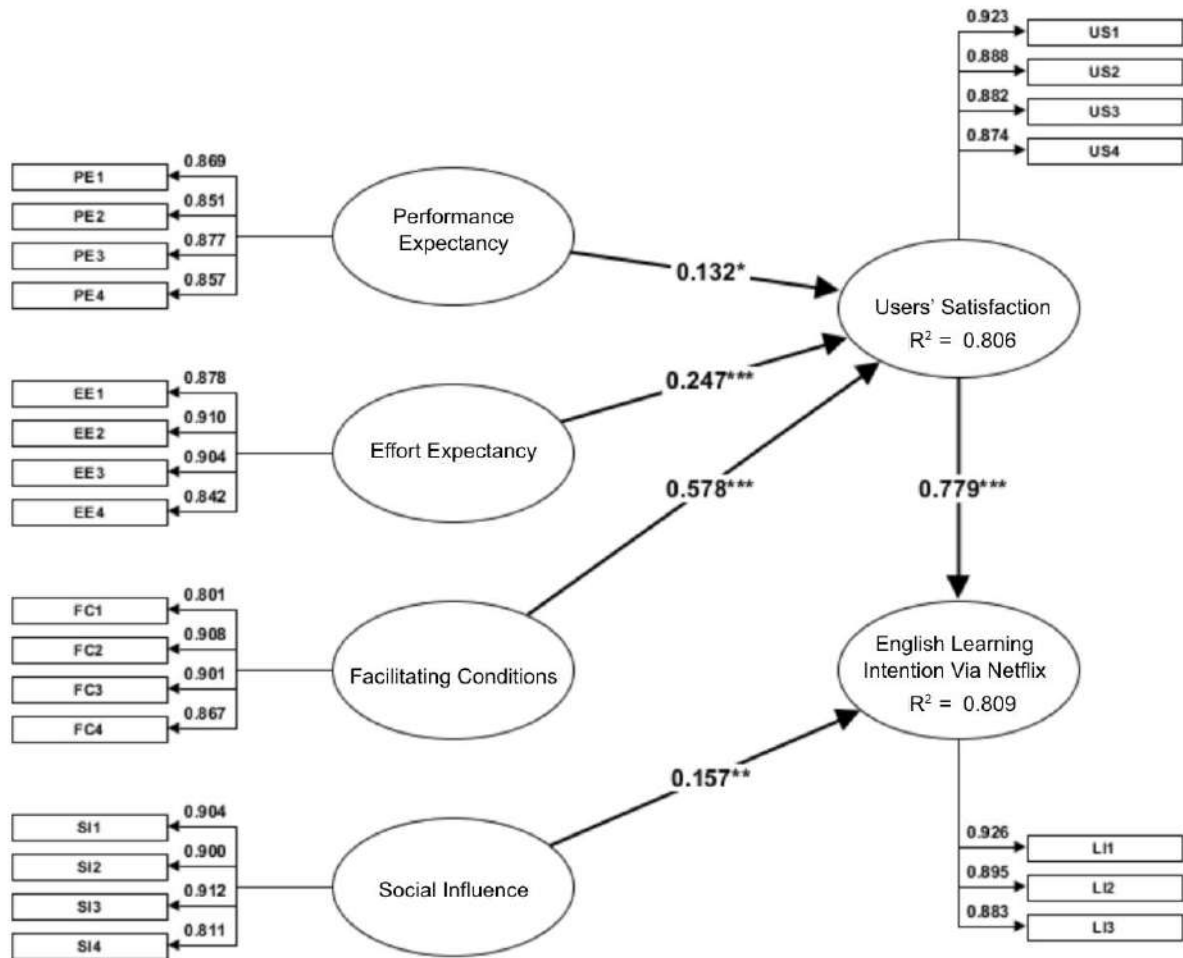


Figure 2. PLS-Structural Equation Model of the Study

4.2. Assumptions

Table 6. Summary of Hypothesis Testing

Hypotheses	Results	Actions
H1: Performance Expectancy → Users' Satisfaction	$\beta=0.132$ at $p<0.05$	Accepted
H2: Effort Expectancy → Users' Satisfaction	$\beta=0.247$ at $p<0.001$	Accepted
H3: Facilitating Conditions → Users' Satisfaction	$\beta=0.578$ at $p<0.001$	Accepted
H4: Social Influence → English Learning Intention via Netflix	$\beta=0.157$ at $p<0.05$	Accepted
H5: Users' Satisfaction → English Learning Intention via Netflix	$\beta=0.779$ at $p<0.001$	Accepted

H6: Users' satisfaction is a significant mediator between the UTAUT factors, and English learning intention via Netflix (English Subtitle).

$R^2=0.806$
at $p<0.001$

Accepted

Overall, explanation power equals 80.9% ($R^2=0.809$).

5. DISCUSSION AND CONCLUSION

5.1. Discussion of the Research Finding

The study's PLS-SEM model confirmed the proposed conceptual framework. The findings indicate users' satisfaction is the significant mediator between performance expectancy, effort expectancy, facilitating conditions and English learning intention via Netflix (English Subtitle). Furthermore, social influence can predict English learning intention via Netflix (English subtitle). The findings supported the previous research of Abd Aziz et al. (2021), Ling et al. (2015), and Loureiro et al. (2018) that there is a positive relationship between performance expectancy and individuals' satisfaction. Thus, performance expectancy has a significant impact on Netflix users' satisfaction. The findings supported the previous research of Alshare & Lane (2011), Maillet et al. (2014), and Pappas et al. (2014) that effort expectancy and individuals' satisfaction have a positive relationship. Therefore, effort expectancy has a significant impact on Netflix users' satisfaction. The findings supported the previous research of Al-Shammari & AlShowaikh (2021), Maillet et al. (2014), and Salimon et al. (2016) that there is a relationship between facilitating conditions and individuals' satisfaction. Thus, facilitating conditions has a significant impact on Netflix users' satisfaction. The findings supported the previous research of Butcher et al. (2002), Vitória et al. (2009), Wang & Lin (2011), and Wang (2014) that there is a relationship between social influence and behavioural intention. Thus, social influence has a significant impact on learning English intention via Netflix (English Subtitle). The findings supported the previous research of Abbasi et al. (2021) and Limna & Siripipatthanakul (2021) that there is a positive relationship between behavioural intention and satisfaction. Therefore, Netflix users' satisfaction has a significant impact on English learning intention via Netflix (English Subtitle). Finally, the findings supported the previous research of Chao (2019) that there is a relationship between the UTAUT factors, behavioural intention, and satisfaction. Therefore, Netflix users' satisfaction is a significant mediator between the UTAUT factors and English learning intention via Netflix (English Subtitle).

5.2. Conclusions

The findings indicate that users' satisfaction is the significant mediator between performance expectancy, effort expectancy, facilitating conditions and English learning intention via Netflix (English Subtitle). Facilitating conditions are the highest influencing factor of users' satisfaction, followed by effort expectancy and performance expectancy, respectively. Besides, social influence can predict English learning intention via Netflix (English subtitle). It is recommended to consider the UTAUT model adoption in English educational management because it is related to users' satisfaction and the outcome of English learning intention via Netflix (English Subtitle). English program directors and marketers should consider facilitating conditions such as providing customer service to assist viewers when needed and ensuring Netflix applications for English learning are compatible with the technologies that the majority of people use to increase individuals' intention to learn English through Netflix (English Subtitle). Furthermore, effort expectancy can be improved by developing Netflix's English subtitle features that are easy for users to use. Also, English program directors and marketers should consider performance expectancy by, for example, increasing users' perceptions of how Netflix's English subtitle improves their English skills. Furthermore, family, friends, teachers,

and social media influencers may help establish social influence that increases intentions to learn English via Netflix (English Subtitle). As a result, English program directors and marketers can devise a strategy to meet the needs and expectations of individuals or students to learn English via Netflix (English Subtitle).

5.3. Research Implication

The study's findings may assist English programme directors and marketers to develop and implement a strategy to meet the needs and expectations of individuals or students to learn English via Netflix (English Subtitle). Furthermore, this study added to the existing literature on the relationship between the UTAUT model (performance expectancy, effort expectancy, social influence, and facilitating conditions), users' satisfaction, and English learning intention via Netflix (English Subtitle). This study's findings may aid academics in broadening their research by incorporating more potential elements. The measurements could be used to guide future research on performance expectancy, effort expectancy, social influence, facilitating conditions, users' satisfaction, and indicators of an intention to learn English via Netflix (English Subtitle).

5.4. Limitations and Recommendations

This study is a self-administered questionnaire. Qualitative research, such as interviews, observations, and focus groups, could provide more insight into future research. Furthermore, the study's participants were representatives from Thailand. Therefore, the recommendation is to expand more sampling in other countries because learning English could increase happiness and effectiveness for students and all generations via Netflix.

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