



USAGE INTENTIONS THROUGH S COMMERCE METRICS: A STUDY OF YOUNG ASPIRANTS IN EDTECH SECTOR

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Abstract: The incorporation of Social Commerce (S-commerce) into the domain of Educational Technology (EdTech) has precipitated substantial changes in the manner in which learners, educators, and students engage with digital educational platforms. By leveraging the social and collaborative aspects of learning, S-commerce in EdTech enhances the educational experience through the use of user-generated content, peer recommendations, and social engagement. Furthermore, this paradigm shift carries significant ramifications for the intention to use the product. It is crucial to analyse utilization intention in the context of S-commerce in EdTech to comprehend how social and collaborative dynamics influence the adoption and efficacy of educational technology. This publication provides valuable perspectives on the dynamic nature of digital education and its influence on the goals of both instructors and students. Usage Adoption and Usage Purchase Intention both appear to influence usage intention, according to the findings of the present study. However, the hypothesis that usage information influences usage intention is refuted. The results may have been affected by constraints in our data acquisition methodologies or the particular measures employed for Information Factors. Upon integrating the aforementioned data, it becomes evident that although informational factors may not have a direct impact on usage intention, user-centric factors that contribute to the adoption of usage and factors associated with price and products/services significantly influence the overall user intentions in e-commerce. The implications of these disclosures for platform designers and practitioners are substantial. Ensuring competitive pricing and high-quality products/services, prioritizing user-friendly design, and accentuating platform usability are critical strategies for enhancing user engagement and, consequently, increasing students' overall intention to utilize S commerce platforms.

Keywords: s-commerce, usage intention, usage information, EdTech.

1. Introduction:

The advent of the technological revolution presents significant prospects for the education sector. (Report by Business Insider India, 2021). The rapid advancement of technology in the domains of communication, image processing, and data processing has been accompanied by cost reductions and increased reliability. (Zhang and Curley, 2018). The implications are significant in the realm of education. The progression of technology has transitioned from a collection of solutions lacking a particular issue to an ever-expanding variety of clearly defined and unique opportunities for educational objectives. (Qin, 2017). Presently, there is an increasing anticipation of a technological revolution within the domain of education; however, its complete realization has not yet occurred. (Cohen and Mou, 2017). The integration of technology into education is crucial for fostering the development of sophisticated cognitive capacities, enhancing the capacity for critical analysis,

facilitating the cooperative resolution of challenges, and providing individuals with the essential proficiencies required to thrive in the international marketplace and engage actively in democratic communities. (Zhang and Curley, 2018). The present period is commonly referred to as the digital age, and it is characterized by the profound impact that information technology has had on numerous sectors, including commerce, services, education, and employment. (Cohen and Mou, 2017). The adoption of IT-driven digital interventions in higher education has eliminated the obstacle of limited access and enabled convenient retrieval of knowledge from any geographical location. The current advancements in higher education concerning achieving the desired gross enrollment ratio of 30 by 2030 have led to a precarious situation characterized by insufficient provision of qualified faculty and critical infrastructure support. In the past, video lectures were initially recorded on video cassettes and later converted to CD-ROMs to enable widespread dissemination. However, because of advancements in technology, these methods have transformed into e-learning resources and YouTube videos. By integrating adaptive technology into digital content, the implementation of digital learning technology has been found to increase student engagement in courses, provide unrestricted access to learning materials, and produce observable improvements in student achievement. Recent years have witnessed a proliferation of digital learning platforms, which educators and pupils alike have adopted extensively. As a consequence of the decrease in the calibres of classroom instruction brought about by a shortage of both qualified and available instructors, pupils are compelled to utilize diverse e-learning platforms to locate high-quality learning materials.

Social commerce, alternatively referred to as s-commerce, is an offshoot of electronic commerce that leverages Web 2.0 technologies and social networking sites (Busalim, 2016; Hajli et al., 2017). S-commerce, as defined by Busalim (2016) and Lin et al. (2018), is the practice of leveraging online technology to enable digital interactions and networking among individuals.

The utilization of social media platforms and discussion forums enables individuals to discover and acquire products and services that are endorsed by social media influencers (SMIs) (Tao et al., 2020; Chin, 2021). With the rise of Web 2.0, social media usage has experienced significant growth. According to studies conducted by messengerpeople.com, WhatsApp holds the majority stake among messaging apps, with 81.2% of users preferring it for messaging. Telegram follows with 56.9% of users, while Facebook Messenger has 49.3% user preference. These platforms are not limited to messaging alone, as they are increasingly utilized for educational purposes through the creation of WhatsApp, Telegram, Facebook, LinkedIn, and other social media groups. This paper aims to identify the factors that influence their usage intention in these 5 social commerce platforms.

2. Literature review:

Authors and year	Main Constructs	Model	Results
(Hossain & Kim, 2020)	Outcome quality, Interaction quality, Environmental quality, satisfaction, usage intention, Perceived Trust, Social capital, S commerce Intention	Service quality model, Brady and Cronin's (2001) model	The results indicate that environment and outcome quality significantly impact satisfaction, while interaction and outcome quality positively influence SNS usage intention. Satisfaction is a strong predictor of usage intention. Social capital and perceived trust are influential factors for S-commerce intention, with usage intention having the greatest impact.
(Alonso-Dos-Santos et al., 2020)	Perceived value E-wom Trust Usability Usage intention	Use technology acceptance models	The results of the fuzzy-set QCA show that not all of the variables are necessary for influencing F-commerce usage intentions, with the variables of usability, perceived value, and trust being the most crucial for obtaining accurate and useful results. In contrast, the results of the SEM analysis have demonstrated the importance of trust, perceived value, and eWOM in influencing usage intentions.
(Erdoğan & Tatar, 2015)	Social commerce stimuli Brand Engagement Brand Trust Purchase Intention	S-O-R Model	The study's findings are thought to help brand managers and social commerce managers create the best marketing stimuli for social commerce success. The study's findings are also anticipated to contribute to the growing body of knowledge on social commerce, online brand engagement, relationship marketing, and online purchase intention.
(Xue et al., 2020)	Personalization, responsiveness, entertainment, mutuality, perceived control, perceived usefulness, perceived risk, psychological distance, social commerce engagement, Susceptibility to informative influence	S-O-R Model	Live interactions positively impact perceived usefulness and negatively affect perceived risk and psychological distance, promoting social commerce engagement. SII moderates the effect of live interactions on social commerce engagement, with mutuality and perceived control showing stronger effects for users with higher SII. Personalization, responsiveness, and entertainment have similar effects regardless of users' SII.
(Zhou, 2019)	Social Informational Support Emotional Support Service Quality- System Quality Information Quality Service Quality	S-O-R Model	The findings show that both social support and service quality (stimulus) affect users' sense of community (organism), which in turn affects users' intention to share and participate (response). The findings imply that service providers must evolve. the user's sense of community in order to facilitate his or her intention to use social commerce
(Hung et al., 2018)	Social Factors- Benefits Commitment Reputation Social Interaction Trust Attitude Subjective Norms	TPB Model	The results indicate that social exchange factors (perceived benefits and commitment) have a significant impact on small business vendors' attitudes towards social commerce. The findings confirm the validity of TPB, namely that attitude and perceived behavioural control have a significant impact on continuous usage intention in relation to social commerce.

	Perceived Behavioural Control Continuous Usage Intention in Social Commerce		
(Ying et al., 2021)	Website Quality Perceived Ease of Use Perceived Usefulness E WOM Trust Online Purchase Intention	TAM Model	The results show that website quality, trust, and electronic Word Of Mouth (eWOM) all have a positive impact on online purchase intentions. Furthermore, perceived ease of use and perceived usefulness moderate the relationship between website quality and online purchase intention in a significant and positive way.
(Wang & Shin, 2022)	Personalised Learning Situational Learning Perceived usefulness Perceived Ease of use Social Need Technical Maturity Perceived privacy Risk Social Influence	TAM Model PPM Model	The study discovered that the willingness to use the metaverse education platform is significantly positively influenced by personalised learning, situational teaching, perceived usefulness, perceived ease of use, social needs, and social influence.
(Chimborazo et al., 2021)	Perceived Usefulness Perceived Ease of use Social Influence Facilitating Conditions Hedonic Motivations	TAM Model UTAUT2 Model	Social influence, facilitating conditions, and hedonic motivation are significant predictors of intention to use mobile commerce whereas perceived usefulness and perceived ease of use are not.
(C. M. Chang et al., 2022)	Performance Expectancy Effort Expectancy Social Influence Facilitating Conditions Hedonic Motivations Price Value Habit	UTAUT2	According to this study, the UTAUT2 model's performance expectancy, facilitating conditions, hedonic motivation, price value, and habit have significant positive effects on students' intention to use social networking sites. Furthermore, intention, facilitating conditions, and habit have a significant positive impact on the use of social networking sites by students
(Noori et al., 2022)	Perceived Usefulness of E-WOM Perceived Ease of Use of E-WOM Perceived Enjoyment of E-WOM	Commitment-trust theory	This study's findings show that trust and commitment significantly mediate the relationship between perceived utility of e-WOM and continuous intention and perceived enjoyment of eWOM and continuous intention.
(Alismaiel et al., 2022)	Using Social Media for collaborating learning Using social media for engagement Perceived Usefulness Perceived Ease of use Perceived Enjoyment Attitude to use social media Behavioural Intention to use social media Student's Academic Performance	TAM Model	The results showed that using social media for collaborative learning and student engagement has a direct positive impact on perceived usefulness, ease of use, and enjoyment; perceived usefulness, ease of use, and enjoyment has a direct positive impact on attitude to use social media; and the relationship between the TAM characteristics "usefulness, ease of use, and pleasure" and behaviour intention to use social media is mediated by attitude to use social media. During the COVID-19 Pandemic, students' attitudes and behaviour intentions on social media have a direct positive impact on their academic performance.

3. Theoretical Foundation

This research paper presents a research model that explores the domain of S-commerce by incorporating the Technology Acceptance Model (TAM) as a theoretical framework. By integrating the TAM model into the study, the researchers aim to identify the factors that influence usage intention of students in S-commerce platforms. According to TAM, people's liking or rejection of Information Technology is determined by two main variables: Perceived Usefulness (PU) which refers to the degree to which consumers believe that using S-commerce platforms will enhance their effectiveness and efficiency and Perceived Ease of Use (PEOU) that examines the extent to which consumers perceive the ease of using S-commerce platforms. These variables govern people's intentions to use a specific system, which, in turn, affects their adoption behaviour (Dhingra & Mudgal, 2019). PU and PEOU are crucial factors that influence users' attitudes towards technology and computer usage, thereby shaping their intentions to use and embrace the technology (Dhingra & Mudgal, 2019). Hence, this research model leverages the TAM model to provide a robust framework for exploring and delving into the factors that shape consumers' intentions to engage in S-commerce activities.

3.1. Usage information

Users believe that using new and fresh information will improve their performance if it is useful. When deciding whether to adopt the information and whether to purchase the product, the usefulness of the information is regarded as a critical deterrent. (Sussman & Siegal, 2003) Information and opinions about various ed-tech platforms can be expressed on the various S-commerce platforms and it is regarded as valuable resources for young aspirants looking for information about various educators available on different websites to help them make better purchasing decisions. Such s-commerce platforms allow aspirants to research information and opinions about educator quality and subscriptions. Every individual will have their own opinion about whether this information and opinion will be useful to them and whether it will influence their purchasing decision. All information and opinions cannot be considered while making purchase decisions. This will also affect their usage intention Aspirants should only accept information from credible sources or media and seek information which is relevant to their course and about the accessibility of several platforms. Consequently, we propose the following hypothesis.

H1. Usage Information leads to Usage Intention

3.1.1. Perceived accessibility

S-commerce platforms have emerged as an important communication channel for disseminating and absorbing various floating information. Users can access information through various s-commerce sites, as these platforms have evolved into necessary tools for information sharing. Accessibility is a critical factor that can make or break a digital business's success. It has four principles as stated perceptible, operable, understandable robust (Acosta-Vargas et al., 2022). If these principles are present it will be really easy for students to use the S-commerce platforms. Hence it will increase the intentions of students towards S-commerce platforms. When young aspirants encounter a website or platform that is always available and any problems that may affect its accessibility are avoided, the customer will effectively accomplish his or her objectives on the website and will be satisfied (Busalim et al., 2021).

3.1.2. Perceived credibility

Credibility refers to the degree to which the receiver of the information considers it to be believable (M., n.d.). Credibility is based on trustworthiness, and it reflects the ethical characteristics of information providers ensuring that this person provides accurate information (Sussman & Siegal, 2003). Trustworthiness plays a very important role in the S-commerce platforms as in the online environment, people have nearly unlimited freedom to publish and express their feelings about certain products or services without revealing their identity. Users must therefore assess the credibility of the various opinions expressed to accept or reject the information presented. Hence, it is a crucial factor in influencing the usage intention of the students. (Hanafiah et al., 2022), (Anubha & Shome, 2021) (Tran & Corner, 2016)

3.1.3. Information relevance

Relevancy of information refers to the extent to which information is useful to a specific person or for completing a specific goal. Social media information is highly contextual. Information that is relevant to one

person may be irrelevant to another (Agarwal & Yiliyasi, 2010). Because most Internet users are time-conscious, information quality and relevance are critical. Internet users rarely read web pages in detail, preferring to scan the pages for the information they require (Madu & Madu, 2002). Users expect to find the information they seek quickly and easily (Fui et al., n.d.). Therefore, it is crucial that the online community only provides the most relevant information. (Dunk, 2004), suggested that relevance is an important factor in decision-making. Researchers like (Ali et al., 2018), (Nguyen et al., 2023) (Gharaibeh & Gharaibeh, 2020) suggested that information quality has a significant influence on usage intention. Hence, it is crucial to prioritise information quality in S-commerce platforms and make sure that the most important messages are posted. Users will value and find value in these messages more as their relevance increases. It is anticipated that this elevated perception of the information's usefulness will increase user satisfaction and increase their desire to use the platform.

3.2. Usage Adoption

According to the Technology Acceptance Model (TAM), the adoption of Information Technology (IT) is shaped by two key perceptions: perceived usefulness (PU) and perceived ease of use (PEOU). While studies have consistently demonstrated that perceived usefulness significantly impacts the intended adoption of IT, the evidence supporting a similar influence from perceived ease of use has been largely inconclusive. (Gefen & Straub, 2000) This paper investigated the Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) as integral components of Usage Adoption, influencing users' intentions within the realm of S-commerce. If the S-commerce platform provides more ease and usefulness to the students, the usage intention of these platforms will increase and vice-versa. Users are more inclined to adopt when perceiving the system as easy to navigate (PEOU) and finding it useful for their digital interactions (PU) (Ahmad et al., n.d.; 'Zhu et al., 2022), This underscores the practical significance of designing user-friendly interfaces and ensuring platform functionality aligns with user needs. For practitioners, prioritizing both ease of use and perceived usefulness is crucial in enhancing Usage Adoption and subsequently influencing users' overall intentions in S-commerce. Accordingly, we posit the following hypothesis.

H2. Usage Adoption leads to Usage Intention

3.2.1. Perceived Ease of Use

PEOU, or Perceived Ease of Use, refers to the level at which an individual perceives an innovation to be easy to understand, learn, and use. According to Davis (1989), "ease" can be defined as freedom from difficulty or great effort. Xiang et al. (2022) found in their study that Perceived Ease of Use has a positive correlation with consumers' attitudes towards a social commerce site, their intent to transact, and their intention to return in the context of social commerce. It positively affects students' continuous usage intention. (Huang, 2021) However, some studies have suggested a significantly negative effect of Perceived Ease of Use on consumer intention (Hur et al., 2017).

3.2.2. Perceived Usefulness

Perceived Usefulness (PU) refers to an individual's belief that their job performance would improve by using a specific system. It plays a crucial role in determining the adoption of new technology. Previous studies emphasize that users perceive technology as useful when they believe that its utilization will enhance their performance (Dhingra & Mudgal, 2019b). This aligns with the definition of "useful," which means "capable of being used advantageously" (Davis, 1989). Hu et al. (2022) define perceived usefulness as a significant driver of users' intention to continue using technology in various contexts, such as commerce, mobile commerce, and social networking sites (SNS). Social commerce is now considered an essential platform utilized to improve consumer efficiency, whether in the fashion or ed-tech sector. Several studies indicate that perceived usefulness significantly influences the intention to use technology (Hur et al., 2017) and affects students' continuous usage intention (Huang, 2021).

3.3. Usage Purchase Intention

Consumers' inclination to purchase a product or service is referred to as "purchase intention". Purchase intention is one aspect of consumer behaviour that results from selecting, deciding on, and using a product and creates an urge to select and even purchase goods and services. (Prihananto et al., 2021) Edtech sectors are utilising the S-commerce platform to inspire young aspirants to purchase products online. The willingness of aspirants to buy goods and services online can be defined as online purchase intention. (Kumar et al., 2023).

Educators pass on a large amount of information to aspirants via S-commerce platforms such as WhatsApp, Facebook, Telegram, LinkedIn, and YouTube. The easy availability and accessibility of information from relevant sources compelled aspirants to internalise the information and accept information from external sources and made them realise that these platforms could help them improve their performance. Successful usage adoption instils in aspirants a desire to purchase the product in the form of subscriptions from educators. Purchase intention will influence their behavioural intention, which, in turn, affects their actual behaviour. If a person has a positive attitude toward purchasing a product, it is likely to result in a higher intention to purchase, which can subsequently lead to an increased intention to use the product. When aspirants intend to purchase products and services from educators, they generally consider various factors. This paper will consider price, product and service quality to motivate aspirants to purchase products from multiple online platforms. In light of our observations, we conjecture the following hypothesis.

H3. Purchase Intention leads to Usage Intention

3.3.1. Price Consideration

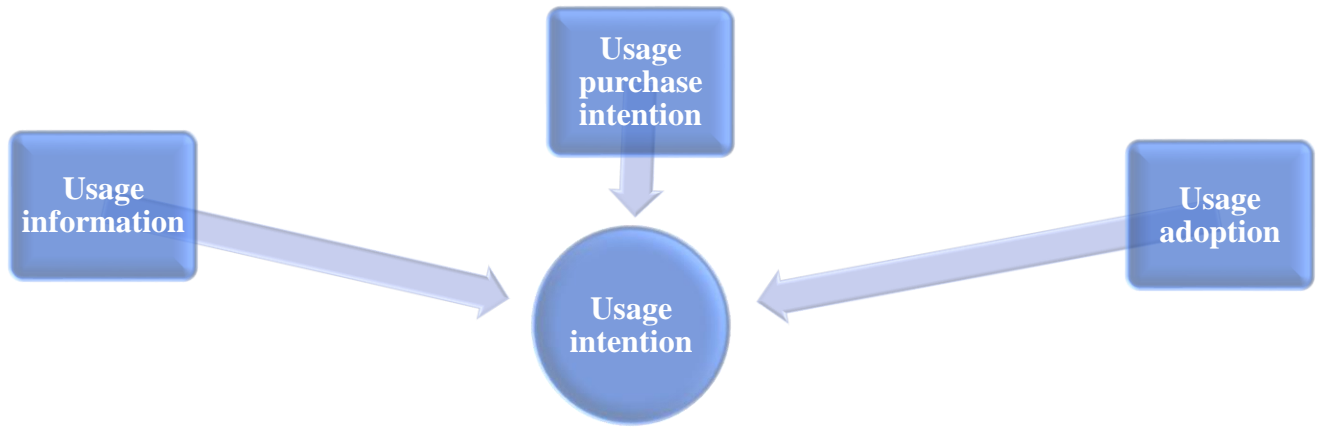
Price is the compensation the consumer pays in exchange for using the product and services. It is the amount spent on each purchase transaction or the amount given up or sacrificed to obtain a product (Tian et al., 2022). It is an essential variable in marketing because it influences consumers' purchasing decisions. (Satriawan, 2020) Consumer perceptions typically emerge after comparing the price of a product to the price of competing products or after comparing the price to the benefits obtained, particularly among students. (Muljani & Koesworo, n.d.) S-commerce provides students with a platform to compare the prices offered by various ed-tech platforms to assist them in purchasing a product. As a result, it plays a vital role in determining product and service purchase intentions. Similar to the findings of (Purnama, n.d.) that price has a significant and positive influence on purchase intention (Muljani & Koesworo, n.d.) (Albari, n.d.) (Chang & Wildt, 1994) (Tian et al., 2022) have also established a positive relationship between price and purchase intention in their study and made price an important factor in making a product purchase.

3.3.2. Perceived Product and Service Quality

Product and service quality is defined as consumer perception or judgement of the product's overall components, both tangibles and intangibles and its overall excellence or superiority (performance). (Somphol, n.d.) Perceived product and service quality has a very crucial role in marketing as it helps consumers to understand the product and services and accordingly helps them to influence the usage intention of the students in S-commerce platforms. (Christian et al., 2022) (Hu et al., 2009) argued that service quality influences the usage intention. (Chen et al., 2021) (Krisdina et al., 2022) in their study argued that service quality and product content quality do not influence usage intention. Product and service quality is the result of a comparison between the expectations of the customer and his or her real-life experiences.

3.4. Usage Intention

Usage intention describes a person's willingness or propensity to use a specific good, service, or piece of technology. It displays the individual's expressed or anticipated readiness to adopt and use the offered item for particular tasks or purposes. (Zuo et al., 2018) Usage intention, as used in the context of S-commerce platforms, refers to the degree to which users—in this case, students—express their intention or desire to use the platform for a variety of activities, such as making purchases, using educational resources, interacting socially, or taking advantage of any other functionalities that may be of interest. This research aims to investigate the determinants of usage intention among students in S-commerce platforms.



4. Data Analysis and Results.

4.1. Confirmatory Factor Analysis (Reflective Measurement Model Assessments).

We Examined the indicator loadings in the first step in evaluating a reflective measurement model. Loadings greater than 0.708 are accepted since they indicate that the construct explains more than half of the variance in the indicator, confirming acceptable item reliability (Hair et al., 2019). As shown in Figure I, the factor loading of each item is more than 0.708, these items were considered. Therefore, the indicator reliability was achieved.

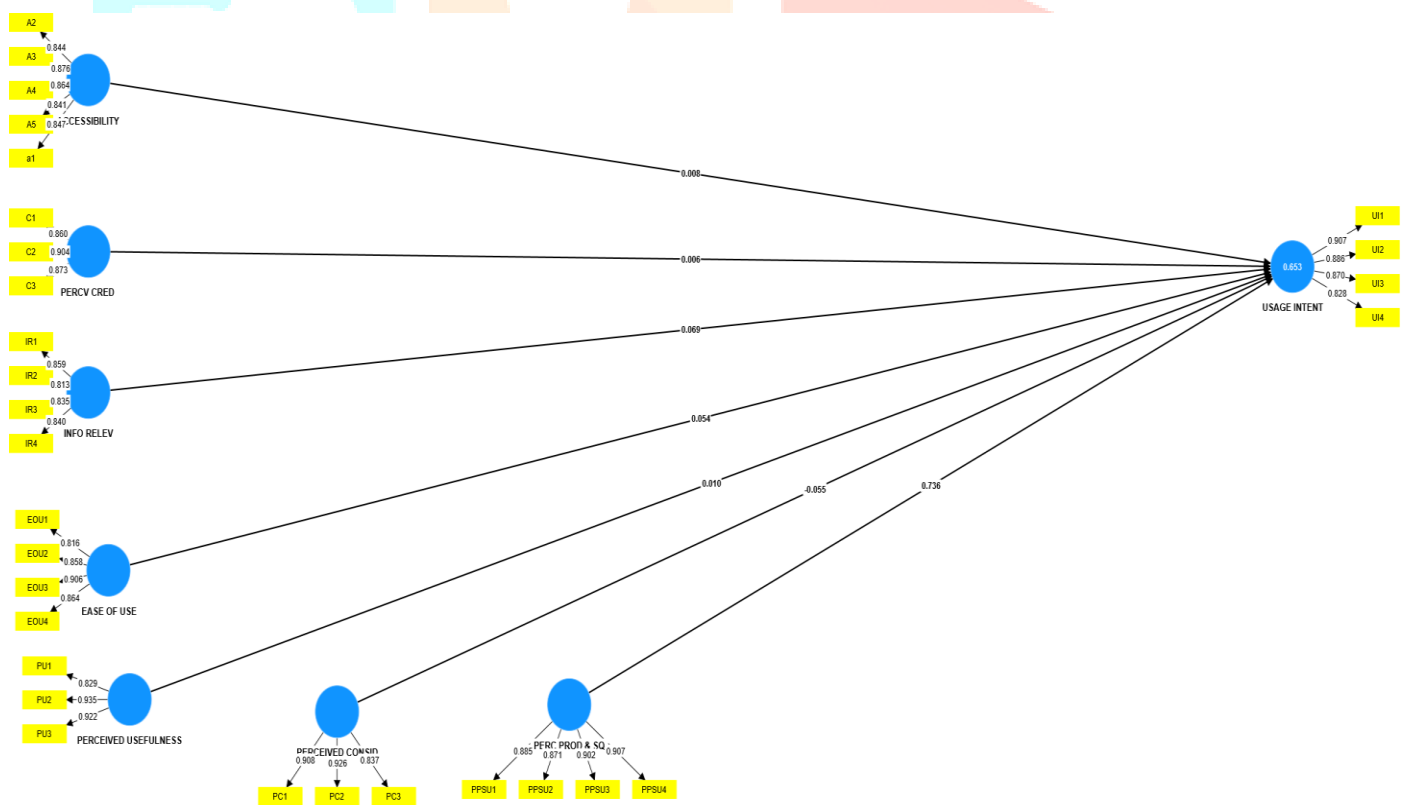


Figure I: Factor (Outer) Loadings of each Construct

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
ACCESSIBILITY	0.908	0.91	0.931	0.73
EASE OF USE	0.884	0.889	0.92	0.742
INFO RELEV	0.858	0.865	0.903	0.701
PERC PROD & SQ	0.914	0.92	0.939	0.795
PERCEIVED CONSID	0.871	0.89	0.92	0.794
PERCEIVED USEFULNESS	0.877	0.886	0.925	0.804
PERCV CRED	0.853	0.858	0.911	0.773
USAGE INTENT	0.896	0.904	0.928	0.763

Table I. Reliability and Validity Test Results

We then investigated the internal consistency reliability by using Jöreskog's method (1971), known as Composite Reliability. The values 0.70 and 0.90 range from "satisfactory to good" in research. Cronbach's alpha is another measure of internal consistency reliability that uses the same criteria as composite reliability but yields lower values (Hair et al., 2019). Table I reflects that all the constructs have composite reliability values of more than 0.70 and hence reliability has been established. The third step is to evaluate each construct measure's convergent validity. The average variance extracted (AVE) for all items on each construct is the metric used to assess convergent validity. The AVE must be at least 0.50 to be considered acceptable. A construct with an AVE of 0.50 or higher explains 50% or more of the variation of the items that make up the construct (Hair et al., 2019). Convergent Validity has been established as evident from Table I since all the values are more than 0.50.

In the fourth step, the study investigated the discriminant validity with HTMT, which is a new criterion for establishing discriminant validity: the ratio of correlations between two constructs. When constructs are more theoretically distinct, a conservative threshold value, such as 0.85, is recommended (Henseler et al., 2015). It is to be noted that if the upper bound of the HTMT 95 per cent confidence interval is less than 0.85 (Hair et al., 2019), then discriminant validity is established. However, as can be seen from Table II, all the HTMT values are less than the required value of 0.85 except for these ratio of correlations between constructs of 0.89 (ease of use & accessibility); 0.866 (perceived product & service quality and ease of use); 0.867 (perceived usefulness & ease of use); 0.852 (perceived credibility & information relevance); & 0.878 (usage intent & perceived product and service quality), but according to the liberal approach (Gold et al., 2001), it is lesser than 0.90, and hence it can be said that all the constructs are discriminant from each other. Therefore, after conducting the confirmatory factor analysis, the results of each criteria indicated that the measurement model is fit for conducting structural equation model assessments.

	ACCES SIBILIT Y	EASE OF USE	INFO RELEV V	PERC PROD & SQ	PERCEIV ED CONSID	PERCEIVED USEFULNE SS	PERC V CRED	USAGE INTEN T
ACCESSIBI LITY								
EASE OF USE	0.89							
INFO RELEV	0.749	0.729						
PERC PROD & SQ	0.741	0.866	0.759					
PERCEIVED CONSID	0.567	0.641	0.651	0.764				
PERCEIVED USEFULNE SS	0.692	0.867	0.746	0.753	0.663			
PERCV CRED	0.796	0.681	0.852	0.693	0.677	0.674		
USAGE INTENT	0.639	0.735	0.662	0.878	0.592	0.637	0.589	

Table II: Discriminant Validity Test Result (HTMT)

4.2. Structural Model Assessments

The Repeated Indicator Approach was then done by converting the given reflective constructs (Accessibility, Ease of Use, Information Relevance, Perceived Productivity and Service Quality, Perceived Consideration, Perceived Usefulness & Perceived credibility) into formative constructs (Usage Information, Usage Adoption, & Usage Purchase Intent) for the second order construct assessments.

Because the constructs were converted into formative constructs, CFA was performed again to deem the model fit for structural equation modelling at the second order. For this, only the formative constructs were used for performing confirmatory factor analysis. Therefore, the measurement model assessment for the second order was then performed, which satisfied the requirements of formative constructs, i.e., convergent validity, indicator collinearity & statistical significance, and relevance of the indicator weight.

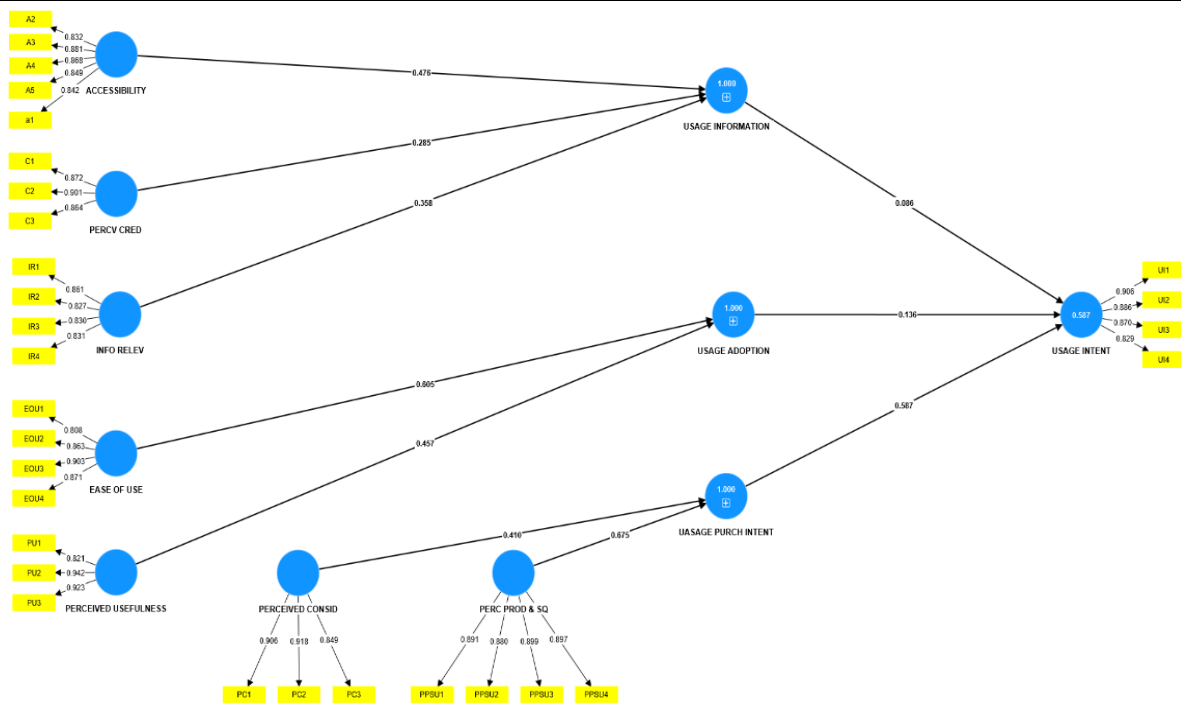


Fig II: Repeated Indicator Approach

For establishing convergent validity, redundancy analysis has to be performed in which a formative construct acts as an exogenous variable for predicting the same construct by a single global item, such as in this case, a single global item, ‘Usage Intent_global’ with the single indicator, ‘Perceived Consideration 2’ with the factor loading of 0.926 (Figure I) is taken for capturing the essence of the formative constructs (Cheah et al., 2018). The correlation (p_{11}) between the formative construct with the single-time global construct, measuring the same concept, should be equal to or greater than 0.70 to establish convergent validity (Hair et al., 2017). Since p_{11} is 0.768 (Figure III), therefore convergent validity has been established for this formative construct at the second order (Aguirre-Urreta & Rönkkö, 2018).

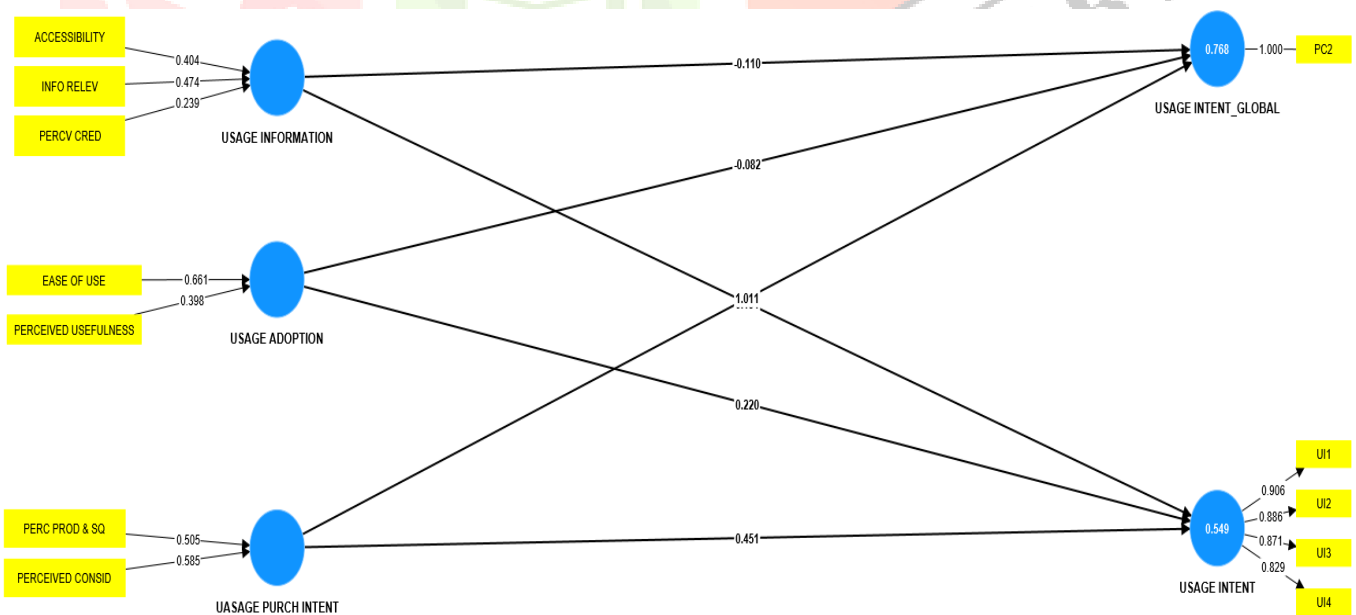


Figure III: Redundancy Analysis

The VIF (Variation Inflation Factor) outer values, as shown in Table III, are all below the threshold value of 3.33, which explains there is no multicollinearity among the formative indicators and that they are independent of each other (Hair et al. 2017). After establishing convergent validity and confirming no existence of the

multicollinearity issue, bootstrapping with 10,000 subsamples was done to test the significance and relevance of the weight of the formative indicators. Table III, also shows that all the indicator weights are significant, except for the indicator, 'perceived credibility' for the construct of 'usage information'. Even though the weight is not statistically significant, its outer loading is above the acceptable level of 0.50 (0.868) and its path coefficient is significant (p-value: 0), indicating that the indicator's absolute importance is significant in the measurement of the construct (Hair et al., 2017). Therefore, the indicator, 'perceived credibility' was retained. Thus, establishing the significance and relevance of all the indicators which demonstrates their relative importance in the construction and assessment of higher-order reflective-formative constructs.

	Original sample (O)	VIF Outer (<3.33)	T statistics ((O/STDEV))	P values
ACCESSIBILITY -> USAGE INFORMATION	0.404	2.182	3.627	0
EASE OF USE -> USAGE ADOPTION	0.661	2.449	6.697	0
INFO RELEV -> USAGE INFORMATION	0.474	2.372	3.893	0
PERC PROD & SQ -> UASAGE PURCH INTENT	0.505	1.872	10.976	0
PERCEIVED CONSID -> UASAGE PURCH INTENT	0.585	1.872	12.85	0
PERCEIVED USEFULNESS -> USAGE ADOPTION	0.398	2.449	3.78	0
PERCV CRED -> USAGE INFORMATION	0.239		1.616	0.106
PERCV CRED -> USAGE INFORMATION [OUTER-LOADING]	0.868	2.608	18.383	0

Table III: Formative Model Assessment Findings

After establishing the reliability and validity of the measurement model, we analyzed the structural model to verify the hypothesized relationships (Hair et al., 2019). VIF (Variance Inflation Factor) inner values were calculated to ensure that there is no multicollinearity present amongst the constructs of the inner model and results from Table IV, show that the values of the predictor constructs were less than 3 (Hair et al., 2019), except for 'Usage Adoption' but it is still under the more liberal but acceptable level of 3 to 5. Then to evaluate the results of the structural model, we calculated the significance of the path coefficient and coefficient of determination (R^2).

For Hypothesis testing, bootstrapping of 10,000 subsamples was done to assess the significance of the path coefficients and evaluate their confidence intervals to avoid any error in the estimation of a nonparametric distribution. The results from the hypothesis testing as shown in Table IV show that all the hypotheses have been accepted except for the H3: Usage Information positively impacts Usage Intent, which has been rejected.

Hypothesis	VIF inner (<5)	β	2.5%	97.5%	Results
H1: Usage Purchase Intention positively impacts Usage Intent.	2.576	0.451	0.261	0.613	ACCEPTED
H2: Usage Adoption positively impacts Usage Intent	3.12	0.22	0.047	0.391	ACCEPTED
H3: Usage Information positively impacts usage Intent.	2.954	0.131	-0.045	0.309	REJECTED

Table IV: Assessment of Structural Model

Endogenous Variables	Latent	R^2	Q^2	Effect Size ^a	SRMR (<0.08)
Usage Intent		0.549	0.532	Large	0.06
f^2 value					
Exogenous Variables	Latent	Endogenous Variables		Effect Size ^a	
		Usage Intent			
Usage Purchase Intention		0.175		Moderate	
Usage Adoption		0.035		Weak	
Usage Information		0.013		Weak	

Table V: R^2 , f^2 , Q^2 Values

EFFECT SIZE^a : Weak: $0.02 \leq f^2 < 0.15$; Moderate: $0.15 \leq f^2 < 0.35$; Strong: $f^2 \geq 0.35$;

EFFECT SIZE^a : Small: $0.02 \leq Q^2 < 0.15$; Medium: $0.15 \leq Q^2 < 0.35$; Strong: $Q^2 \geq 0.35$

Table V reflects on the values of R^2 , f^2 , Q^2 . The coefficient of determination (R^2) was determined for each endogenous latent variable which explains the variance in the model. The value of R^2 for Usage Intent is 0.549, which can be interpreted as 54.9% variance of usage intent is determined by independent variables like Usage Purchase Intention, Usage Adoption & Usage Information. The model also explains that the f^2 effect size of only Usage Purchase intention is moderate in explaining Usage Intent (0.175) whereas that of Usage Adoption is weak (0.035) while the Usage Information is the weakest (0.013) in explaining the same. Also, Q^2 demonstrates cross-validated predictive relevance obtained after the blindfolding process. Since, the value (0.532) is greater than 0, it explains that the predictive power of all the exogenous constructs is large for the endogenous construct (Usage Intent).

5. Discussions and Findings:

The integration of Social Commerce (S-commerce) within the realm of Educational Technology (EdTech) has brought about significant transformations in the way students, educators, and learners interact with digital educational platforms. S-commerce within EdTech leverages the social and collaborative aspects of learning, utilizing peer recommendations, user-generated content, and social engagement to enhance the educational experience. This paradigm shift also has substantial implications for usage intention. Examining usage intention within the context of S-commerce in EdTech is pivotal for understanding how the collaborative and social dynamics shape educational technology adoption and effectiveness. It offers insights into the evolving landscape of digital education and its impact on the intentions of learners and educators. The results in the present study suggest that Usage Adoption leads to Usage Intention, Usage Purchase Intention leads to usage intention whereas the hypothesis usage information leads to usage intention is rejected. Limitations in our data collection methods or the specific measures used for Information Factors could have impacted the results. Integrating these data, it becomes obvious that, while informational Factors may not directly affect usage intention, user-centric factors contributing to usage adoption and considerations related to price and products/services play crucial roles in determining total user intents in S-commerce. These revelations have important ramifications for platform designers and practitioners. Prioritizing user-friendly design, emphasizing the usability of the platform, guaranteeing competitive pricing and high-quality products/services are crucial tactics to improve user engagement, which ultimately increases students overall ' intention to use S commerce platforms.

6. Conclusion & Managerial implications:

The results of this study are equally significant for professionals and managers in the field of s-commerce. The proposed model in this study has successfully illustrated the contextualization of the parameters that drive customer engagement with s-commerce websites. This guides s-commerce managers on how to create an optimal online environment for customers, ensuring their engagement with the website and reducing the likelihood of them switching to rival websites. The study model simplifies this process by emphasizing critical elements, such as social contact and social support, that managers and policymakers should consider when choosing to include customers in their online content, products, and services. Hence, the findings of this study reveal several practical implications. Customers now have social expectations when it comes to s-commerce websites. They not only want to purchase possibilities but also seek a social experience. Research has shown that customers are increasingly inclined to make online purchases and are affected by others in their decision-making process. Hence, social support and social interaction are vital components of every s-commerce website.

To foster collaboration among customers, s-commerce management should strive to create a more conducive environment. For instance, s-commerce websites ought to offer functionalities that facilitate the construction of online forums, the sharing of product and service information, and social recommendations. These features will enable customers to offer mutual social support. In addition, community platforms and live chat services in s-commerce will facilitate customers in accessing support from fellow customers and assist new customers in acquiring information regarding items and services. Furthermore, customers exhibit a willingness to participate in s-commerce websites if they can exchange their experiences and ideas with fellow members of the online community. Hence, s-commerce enterprises must develop a customer-centric environment that offers convenient communication channels for customers to establish and enhance relationships with other customers. Instead of actively promoting product information to clients, s-commerce managers should facilitate customer interactions to get knowledge about the desired products or services. This will incentivize customers to participate in activities such as composing reviews and assisting fellow customers by providing product recommendations. Furthermore, the findings indicated that technological aspects, including product

and service quality, ease of use, interactivity, and system quality, can greatly improve customer engagement behaviour (CEB). Therefore, s-commerce managers must incorporate interactive technologies on s-commerce websites and facilitate meaningful conversations among customers. Utilizing interactive technologies such as forums, blogs, or content-sharing services will facilitate communication among customers. This will facilitate instantaneous communication among clients and alleviate the limitations imposed by the website. In addition, s-commerce websites of superior quality will facilitate seamless communication and information sharing among clients and their acquaintances. Therefore, s-commerce managers should prioritize improving the information, service, and system qualities of the s-commerce platform. This can be achieved by ensuring the provision of precise and up-to-date information about products and services, maintaining constant accessibility of websites, and offering user-friendly interfaces that facilitate smooth navigation and streamline the purchasing process for customers. Furthermore, s-commerce platforms must offer a prompt and succinct customer feedback mechanism that caters to the specific requirements of clients. This would enhance the level of service quality given by the websites. Furthermore, the findings indicated that motivational elements, including hedonic motivation, and utilitarian motivation such as perceived ease of use, perceived usefulness, information relevance, accessibility, and perceived credibility, have a significant impact on consumer electronic behaviour (CEB). This provides additional proof that people not only desire to purchase things and services from websites but can also derive value from interacting with these websites. The results produced through the utilization of TAM in this study provide insight into the primary factors that motivate client involvement on s-commerce websites.

Ultimately, users assess the worth of interacting with an s-commerce website with the apparent advantages. Hence, to sustain the competitive edge of their websites, s-commerce management needs to allocate greater resources towards enhancing the user's perceived value. This will effectively retain customer engagement and deter them from transitioning to alternative s-commerce platforms. Currently, most conventional e-commerce websites primarily depend on customer happiness for the formulation of client engagement strategies.

7. Limitations and Future Work:

The empirical evidence that we have examined provides support for the notion that the usage intentions of users of social platforms can be determined by considering the correlation between usage information and online adoption with ease of accessibility. Existing literature on social commerce platforms is limited in its examination of how consumer decision-making processes are influenced by their immediate gratifications, perceptual attitudes, and behavioural intentions when purchasing products and services online.

By examining the relationship between online consumer purchase intention, social commerce adoption behaviour, and consumer engagement; trust in addition to risk factors influencing online purchasing decisions considering source credibility characteristics, our study fills this void and advances prior research. The present article has certain limitations. However, our findings suggest that further research is warranted in the following areas: psychological determinants of consumer engagement in social media, the decision mechanisms underlying price evaluation, the various types of perceived risk encountered, and online repurchasing behavior and intention on social commerce platforms. Further guidance is required to ascertain whether the implementation of mobile payment services can impact the impetuous purchasing and decision-making of s-commerce platform users, particularly when online product reviews are a factor.

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