

# Investigating the Mobile Learning Readiness Level of Managers in the Digital Transformation Process of Companies: An Empirical Study

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## Abstract

Companies are undergoing a process of change in all organizational processes along with digital transformation processes. Mobile devices are increasingly entering people's daily lives as different smart devices and educational processes in the form of mobile learning. These developments in the field of technology are also effective in companies involved in the digital transformation process. These trends in developed countries are also becoming widespread in developing countries. In this study 109 managers working in a well-known company in the restaurant sector in Turkey to mobile learning processes and the factors affecting their readiness for mobile learning were examined. A partial least squares (PLS) path modelling approach is employed to examine relationships using SmartPLS 3. As a result of the analyses, facilitating conditions and social influence variables were found to have a positive effect on behavioral intention during the acceptance process of managers' mobile learning. In addition, it was found that among the control variables, there was a statistically significant difference only for time spent on the Internet with a smartphone. These results are generally consistent with the findings in the literature. This situation simultaneously draws attention to the future potential of mobile learning in terms of companies in our country in the context of digital transformation. With the implementation of this study in different sectors, the awareness of this issue in our country can be increased.

**Keywords:** Digital Transformation, Mobile Learning, Personal Innovativeness, Behavioral Intention.

## Öz

İşletmeler, dijital dönüşüm süreçleriyle birlikte tüm organizasyonel süreçlerinde bir değişim sürecinden geçmektedir. Mobil cihazlar, giderek artan oranda insanların günlük hayatlarına farklı akıllı cihazlar olarak ve eğitim süreçlerine de mobil öğrenme şeklinde girmektedir. Teknoloji alanındaki bu gelişmeler, dijital dönüşüm sürecinde yer alan işletmelerde de etkili olmaktadır. Gelişmiş ülkelerdeki bu eğilimler, gelişmekte olan ülkelerde de yaygınlaşmaktadır. Bu çalışmada Türkiye'de restoran sektöründe yer alan tanınmış bir işletmede çalışan 109 yöneticinin mobil öğrenme süreçleri ve bu yöneticilerin mobil öğrenmeye hazırbulunuşluklarını etkileyen faktörler incelenmiştir. SmartPLS 3 kullanılarak ilişkileri incelemek için kısmi en küçük kareler (PLS) yöntemi kullanılmıştır. Analizler sonucunda yöneticilerin mobil öğrenme kabulü sürecinde, kolaylaştırıcı şartlar ve sosyal etki değişkenlerinin davranışsal niyet değişkenini pozitif ve anlamlı bir şekilde etkilediği görülmüştür. Ayrıca kontrol değişkenleri arasında sadece internette akıllı telefon ile internette geçirilen süre için istatistiksel olarak anlamlı bir fark olduğu belirlenmiştir. Bu sonuçlar literatürdeki sonuçlarla genel olarak uyumludur. Bu durum aynı zamanda, mobil öğrenmenin dijital dönüşüm çerçevesinde, ülkemizdeki işletmeler açısından gelecekteki potansiyeline dikkat çekmektedir. Bu çalışmanın farklı sektörlerde yapılması ile ülkemizde bu konudaki farkındalık artırılabilir.

**Anahtar Kelimeler:** Dijital Dönüşüm, Mobil Öğrenme, Kişisel Yenilikçilik, Davranışsal Niyet.

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## Introduction

The concept of transformation essentially means the change and renewal of certain processes. The transformation process is a turning point that involves the reflection of the changes in their social and economic environment on the companies (Aytar, 2019). The concept of transformation means not only the development of technology, databases and algorithms, but also the adaptation and support of the human factor in this process. At the same time, the human factor, as the main actor in the transformation process, is an important factor that accelerates the process and ensures its permanence. For this reason, the HR function occupies a leading position in the digital transformation of companies (Deloitte, 2017). The need for talented employees who can successfully leverage new business models and digital transformation demonstrates the importance of human resources for digital transformation (Chickowski, 2019; McGuire, 2020). In addition to companies' efforts to adapt to the transformation, it is important for managers to manage the transformation and combine digital transformation with innovation and creativity (Sağlam, 2021). In addition to commitment to transformation, the main goal for managers managing transformation should be to combine digitalization with creativity and innovation and to try to develop and present the technology of the future in advance. The transformation of information systems in companies refers to the competitive potential of information technologies and information technology-oriented transformation. Starting with the change in information technology, this change is based on organizational structure, relationships, user experience, market, customers, and innovation (Lucas et al., 2013).

Digital transformation is becoming an inevitable process for all companies. The capacity and speed of data access of companies in the digital transformation process is increasing, and the functioning of companies is changing. The digital transformation process is essentially similar to the innovation process. Digital transformation refers to the strategic role of new digital technologies,

which is more comprehensive than technology-enabled business transformation (Ismail et al., 2017). The digital transformation process, combined with increased competition, causes companies to review how they do business and all processes. Technologies such as analytics, artificial intelligence, machine learning, business intelligence, cloud computing, and the Internet of Things are effective in differentiating digital transformation in business processes (Ozguner, 2021). The technologies mentioned are agile sourcing for rapid adaptation to customer needs and market usage. For digital transformation, it is discussed along with resources related to digital events and understanding how to conduct business in this way is necessary (Verhoef et al., 2021). Based on digital transformation, new digital technologies are changing competitive scenarios, and this is related to factors that affect the dynamic capabilities of companies to seek, discover, absorb, and apply knowledge about resources and opportunities (Tortora et al., 2021). Digital transformation is a dimension that goes far beyond technological innovations and requires new organizational forms, employee and customer understandings, and new business processes (Sen, 2020). While digital innovations are changing the competitive landscape, companies need to keep pace with this transformational environment. As a result of technological developments and the adaptation of these developments to business processes, the digital transformation process is accelerating. Technological developments are spreading rapidly in all areas of our lives and especially in education (Al-Adwan et al., 2013).

In recent years, studies on digital transformation have increased. The efforts of countries, cities, industries, and people to adapt to digital transformation are similar (Kraus et al., 2022). Digital transformation refers to a process in which work styles, roles, and work differentiate as a result of the adaptation of digital technologies in organizations (Parviainen et al., 2017). Digital transformation is understood as making serious advances and innovations in companies through information, computer, and communication technologies (Vial, 2019). Digital transformation strategies take on a different perspective and

different goals. These strategies start from a business-oriented perspective and focus on product, process, and organizational aspects (Matt et al., 2015).

Today, in the ongoing digital transformation process, it is evident that companies are leveraging evolving information and communication technologies and increasing customer satisfaction. They are more effective and efficient, and most importantly, technological developments are impacting every aspect of life and business. Learning strategies developed in developed countries support the use of educational technologies and mobile devices in particular (Al Adwan et al., 2018). Companies that are trying to adapt to digital transformation are developing new strategies and reflecting innovation in their business processes. These companies are strengthening their competitive areas by using digital technologies such as mobile solutions, social media applications, artificial intelligence applications, smartphones, and the Internet of Things (Sağlam, 2021). Companies must embrace digital trends and must redesign their processes to gain competitive advantage (Sen, 2020). Companies that do well are those that come up with new ideas, keep up with changes in technology, and stand out from their competitors.

In this study, in the context of digital transformation in companies, the readiness level of mobile learning (m-learning) in manager training of a well-known restaurant chain and the factors influencing the behavioral intention are highlighted.

## **Theoretical Background and Conceptual Framework**

### **Mobile Learning**

Among the technological developments, especially with the increase of mobile devices and the support of the internet, the use of m-learning primarily starting from educational institutions, companies and almost everywhere (Shorfuzzaman and Alhusein, 2016). In this digital transformation process starting from higher education, companies

also tend to use mobile devices, especially mobile phones and tablets, which are among the distance education options (Alkiş and Doğançay, 2018; Zhonggen and Xiaozhi, 2019; Galić et al., 2020; Khrais and Alghamdi, 2021). Companies use mobile devices for very different purposes, and in this way, newly developing digital technologies support different applications with different combinations (Klein, 2020). Mobile devices support new company training methods as learning tools (Noor et al., 2021). This issue is not only a process that concerns the budget possibilities, but also closely related to the management approach and perspective on innovation. Mobile technologies make training and development processes in companies more dynamic and accessible. They enable employees to create a natural learning environment in a flexible way. Depending on the development of mobile technologies, continuous access to learning content can be provided (Poór et al., 2020). Employees can receive training by using m-learning interactions without being limited to certain learning environments and time.

M-learning, which is included in mobile technologies, is an innovative education approach that is mostly known in the education sector but is actually applied in many fields (Hamidi and Chavoshi, 2018). M-learning has started to become widespread in businesses as well as educational institutions, with affordable smartphones and high-speed internet access (Pillai and Sivathanu, 2018). M-learning applications have started to attract more attention and demand in recent years, and thus m-learning applications have started to take place in modern education systems (Al-Rahmi et al., 2022). When it comes to m-learning, in a narrow sense, it is understood that learning is in the form of m-learning with the use of mobile devices and the learning process continues without traveling or in a classroom environment. This shows how important m-learning will be in providing continuing education in the future and that it is the most effective option in the training and development process of employees. In general, it is claimed that electronic learning will be more important in the future (Purcarea et al.,

2018). Since many employees use mobile technologies for their work, their adaptation to m-learning will make a serious contribution to their careers (Velayanda and Wanninayake, 2020, p.790).

Companies have recently started to increasingly use internet technology and related mobile technologies, artificial intelligence, big data and similar technological transformation areas. As a result of the increase in the number of users of these and similar digital technologies, the interaction between the users increases and a real-time database such as the characteristics, physical locations and social relations of the users emerges (Garcia-Arroyo and Osca, 2021). Organisation and use of big data, effective and efficient execution of critical business processes, and timely strategic decisions are gaining importance in companies that are in the process of transformation.

In m-learning, learning is independent of time and place, and the use of portable devices in education provides flexibility to the education process. In order for m-learning to be used effectively and efficiently, it should be adapted by users and at the same time, users should be ready for m-learning. Factors that affect users' readiness for m-learning can be personal factors, systemic factors, as well as factors related to interaction and quality (Almasri, 2014). For this, first of all, information should be given about what m-learning is, what benefits it brings and the advantages it will provide to users. Here, it is necessary to ensure that all employees have access to information on the m-learning process.

There are limited studies on the use of m-learning in companies (Batalla-Busquets and Martínez-Argüelles, 2014; Shapiro, 2017; Velayanda and Wanninayake, 2020; Khrais and Alghamdi, 2021). The acceptance of mobile technology, for example the mobile phone, by the users is effective in being ready for the use of m-learning and choosing this learning method. Previous studies have revealed that learners' readiness for technology is an important factor in the formation of a m-learning environment (Mahat et al., 2012). When it comes to readiness for m-learning, it is meant the acceptance and conviction of individuals regarding the execution of formal

and informal learning activities with mobile technologies, and a mixture of personalities and beliefs that can change as a result of knowledge and experience is effective in this decision-making process. Therefore, higher readiness level in m-learning means higher acceptance of m-learning systems (Yeh, 2021).

A new learning environment and paradigm is emerging by using mobile communication tools. The concept of m-learning is defined in different ways in the literature. In m-learning; technology, learners and the learning process are dynamic. M-learning is essentially related to distance learning, and as a result of mobile devices being mobile, the learning process cannot be limited to a certain time and place (Yeh et al., 2021). With the presentation of m-learning as a technological innovation, this innovation is being extended to different areas. M-learning will bring the ideal learning advantages where both learners and instructors share educational content via portable devices (Mussa, 2020). In this context, companies want to take advantage of many innovations such as m-learning. Applications used in m-learning include micro courses, m-learning modules, mobile videos, mobile games and mobile books (Pillai and Sivathanu, 2018).

## Research Model and Hypothesis Development

As a result of the literature research, the variables that make up the research model were briefly explained, and then the relationship between these variables was summarized and the hypotheses of the study were put forward.

### Personal Innovativeness

One of the important factors in the acceptance of technological innovations by the user is the personal innovativeness dimension. Agarwal and Prasad (1998), who first introduced the concept of personal innovativeness, discussed the concept in the context of information technology adaptation, as "measurement of individual desire that is effective in testing information technologies". Innovative individuals are expected to prefer m-learning and mobile-based assessments.

Numerous studies have focused on the dimension of personal innovativeness in the context of accepting information technology, and especially the effect of personal innovativeness on behavioral intention has been investigated. By giving some examples from a large number of studies, the tendency of the literature on this subject will be revealed. Both the cause and effect and the moderator effect of personal innovativeness in the technology acceptance process are emphasized (Mahat et al., 2012). Personal innovativeness is widely assumed to have a positive relationship with behavioral intention (Agarwal and Prasad, 1998; Thatcher and Perrewé, 2002; Boyle and Ruppel, 2006; Abu-Al-Aish and Love, 2013), but some studies have found no such relationship (e.g., Lu et al., 2005). In a study, it was revealed that personal innovativeness positively affects the behavioral intention of doctors (Mun et al., 2006). In another study, it was concluded that personal innovativeness, as an external factor, positively affects behavioral intention (Kuo and Yen, 2009). Recent studies also confirm the existence of this relationship (Cao et al., 2019; Simarmata and Hia, 2020). Accordingly, the hypothesis is put forward as follows:

*H1: There is a positive relationship between the personal innovativeness in the m-learning acceptance process of managers and their behavioral intention to use m-learning.*

### **Self-management of learning**

Self- management of learning, which is one of the important factors in the acceptance and adoption of technological innovations, means both adapting to e-learning systems and managing the learning process internally (Balkaya and Akkucuk, 2021). We can express the concept of self-management of learning as “the level at which individuals believe they can adapt themselves” (Um, 2021). Success of the learning process is possible with self-management of learning abilities (Lowenthal, 2010). In the distance education and resource-based flexible learning literature, it is stated that individuals' self-management of learning levels positively affect the user's behavioral intention to

accept technological innovations (Wang et al., 2009). Similar relationships have emerged as a result of numerous studies. Accordingly, the self-management of learning variable positively affects users' behavioral intention to use and reuse by influencing key m-learning factors (Abar and Loken, 2010; Moos, 2010; Zou and Zhang, 2013; Al-Adwan et al., 2018). Accordingly, the hypothesis is put forward as follows:

*H2: There is a positive relationship between the self-management of learning in the m-learning acceptance process of managers and their behavioral intention to use m-learning.*

### **Perceived enjoyment**

The perceived enjoyment variable is a component of the Unified Technology Acceptance and Use Model (UTAUT), and in this model, performance expectation, social impact, effort expectancy, and facilitating conditions are among the determining factors affecting technology use intention (Venkatesh, 2022). Perceived enjoyment refers to the pleasure a user gets from using technology, regardless of performance aspects (Davis et al., 1992). It is stated that individuals who use technology with perceived enjoyment are happy in comfort and pleasure (Bassiouni et al., 2019). It is thought that the perceived enjoyment factor plays an important role in the acceptance of technology by the user. As a result of many studies, it has been observed that perceived enjoyment positively affects behavioral intention (Chao, 2019; Alamri, 2021; To and Trinh, 2021). Accordingly, the hypothesis is put forward as follows:

*H3: There is a positive relationship between the perceived enjoyment in the m-learning acceptance process of managers and their behavioral intention to use m-learning.*

### **Facilitating Conditions**

The facilitating conditions variable, which is among the components of UTAUT, can be briefly defined as “the belief that individuals have the organisational and technical infrastructure necessary for the use of the system (technology)”

(Venkatesh et al., 2003). Since the practical limits of the understanding of adaptation to technology have been reached, the most important criterion here is deliberate or deliberate behavior, and facilitating conditions are among the external factors.

Previous studies have not sufficiently focused on the relationship between facilitating conditions and behavioral intention (Burton-Jones and Straub 2006). However, besides looking at the subject only in terms of intent, various factors that are effective in the use of the system should be included in the analysis and thus the subject should be looked at more deeply (Venkatesh et al., 2008). Perceived behavioral control variable is used to understand technology adaptation of individuals. This variable, which means the control of any behavior, is also affected by facilitating conditions as well as self-efficacy (Püschel et al., 2010). Facilitating conditions refer to the existence of supportive resources in the process of displaying a particular behavior (Ho et al., 2020). Numerous studies show that facilitating conditions have the power to explain a certain part of behavioral intention (Venkatesh et al., 2003; Park et al., 2012; Abu-Al-Aish and Love, 2013; Fitrianie et al., 2021). Accordingly, the hypothesis is put forward as follows:

*H4: There is a positive relationship between the facilitating conditions in the m-learning acceptance process of managers and their behavioral intention to use m-learning.*

### **Social Influence**

The social influence variable was also introduced by UTAUT model. Accordingly, the concept of social influence can be explained as “the process of being influenced by the thought that other people tend to use this system at the point of using a new system” (Venkatesh et al., 2003). Studies have revealed that social influence is a factor that positively affects users' perceptions, especially in terms of the usefulness of the system (Venkatesh et al., 2003; Wang, et al., 2009; Park et al., 2012; Sung et al., 2015; Briz-Ponce et al. al., 2016). Accordingly, the hypothesis is put forward as follows:

*H5: There is a positive relationship between the social influence and the behavioral intention in the m-learning acceptance process of managers.*

### **Behavioral Intention**

Behavioral intention is based on Ajzen and Fishbein's (1969) reasoned action theory and provides a link between attitude and behavior in the decision-making process. Behavioral intention is a factor that greatly influences the occurrence of a behavior. In this study, the author considered behavioral intention as a factor that determines the adaptation and use of m-learning by managers. Behavioral intention, in short, is the tendency to do a behavior and accept a technology, and in this context, behavioral intention in technology use is understood as the interest and desire of individuals to display certain behaviors (Hubert et al., 2018). Behavioral intention, which is associated with different variables in the technology adaptation process in many different studies, has turned into an important concept (Basuki et al., 2022). In this study, it is focused on which factors affect the behavioral intention to use technology. The concept of behavioral intention of information technologies is explained as “the degree of difficulty people experience in using new technology and how much effort is spent to maintain this behavior” (Ajzen, 1991). In the studies, perceived usefulness, perceived ease of use, perceived pleasure and personal innovativeness factors are emphasized among the factors that affect the behavioral intention of users in the technology acceptance process of m-learning (Wu et al., 2020).

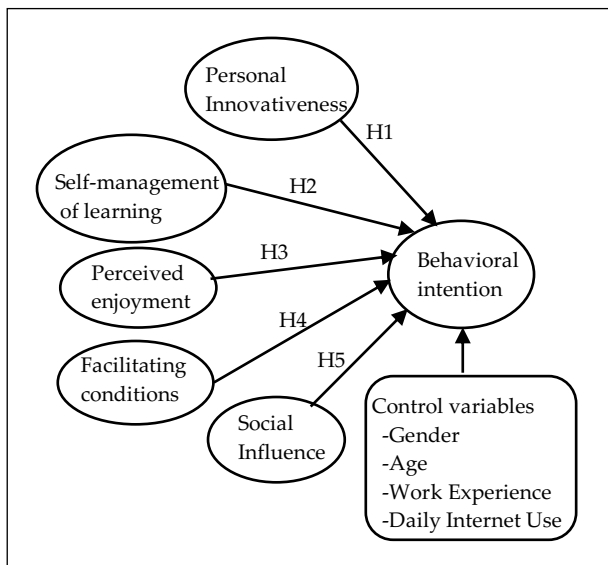


Figure 1. Conceptual model

In this study, the existence and direction of the relationship between personal innovativeness, self-management of learning, perceived enjoyment, facilitating conditions, social influence variables, and behavioral intention are tested. Figure 1 depicts the overall research model.

**Methods**

The research question, which constitutes the starting point of this study, is to reveal the factors that affect the m-learning readiness process and the behavioral intention of the participants. In this study, the acceptance of m-learning processes by 109 managers working in a well-known company in the restaurant sector in Turkey and the factors affecting their readiness for m-learning are emphasized.

**Data collection and sampling**

The data were collected from the managers of a well-known restaurant chain with many branches in Turkey. 200 of the questionnaires distributed and 120 were completed and 109 were returned as usable. The scales used in the study were taken

from the studies by Agarwal and Prasad (1998) and Lu et al. (2005).

**Descriptive statistics**

Table 1 presents the descriptive statistics.

**Data availability** Dataset and survey questions are available upon request.

Table 1. Descriptive statistics

	N	%	N	%	N	%		
<b>Gender</b>			<b>Work Experience</b>		<b>Daily Use of Internet</b>			
Female	44	40.4	1-3 years	33	30.3	Less than 1 h	22	20.2
Male	65	59.6	4-6 years	32	29.4	1-2 h	43	39.4
Total	109	100	7-10 years	23	21.1	2-3 h	26	23.9
			11 and more	21	19.3	3-4 h	10	9.2
			Total	109	100	4-5 h	2	1.8
<b>Age</b>						5-6 h	3	2.8
18-25	27	24.8				6-7 h	3	2.8
26-30	32	29.4				More than 7 h	0	0
31-35	20	18.3				Total	109	100
36-40	15	13.8						
41 and older	15	13.8						
Total	109	100						

**PLS-SEM analysis**

This study employs structural equation modelling (SEM) with SmartPLS 3 to analyse the data (Ringle et al., 2015). The following reasons make SEM an appropriate approach for this study. First, SEM fits well to analyse complex models (Henseler et al., 2009; Hair et al., 2011). Besides, this study has an exploratory approach for theory development, that makes SEM an appropriate method (Henseler, 2012). Secondly, PLS-SEM has the advantage of imposing a minimal requirement on sample size for sufficient statistical power to be achieved (Hair vd., 2011). Our study has a relatively small yet sufficient sample size (n = 109), which makes PLS-SEM a robust analysis technique for our research (Reinartz vd., 2009).

SEM is a widely used approach in research in different disciplines. The fields in which SEM has been successfully applied include MIS, marketing, international management, behavioral sciences,

strategic management, etc. areas draw attention (Ali, et al., 2018, p.515; Kwong and Wong, 2013). SmartPLS is an appropriate approach, especially for small samples that do not have a normal distribution. The sample in this study also seems to fit this definition. In this study, SmartPLS was used in the analysis of the research model established in order to answer the research question.

### Construct validity and reliability

Internal reliability was assessed by using Cronbach's alpha and composite reliability (CR). The Cronbach's alpha values of each construct were above 0.7, ranging from 0.810 to 0.937, which suggests a high level of internal reliability (Fornell and Larcker, 1981; Nunnally, 1978). Additionally, the CR scores were all above 0.8, ranging from 0.879 to 0.959, which suggests that the composite measurement items have sufficient reliability (Hair et al., 2017; Nunnally and Bernstein, 1994). The validity of the measurement model was assessed based on convergent and discriminant validities. All constructs showed AVE values greater than the 0.5 thresholds, ranging from 0.646 to 0.887, confirming convergent validity (Fornell and Larcker, 1981). Table 2 below presents the results for each construct.

Table 2. Construct validity and reliability

Construct validity and reliability	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Behavioral Intention	0.937	0.959	0.887
Perceived Enjoyment	0.861	0.916	0.784
Social Influence	0.898	0.929	0.765
Self-management of learning	0.921	0.944	0.809
Personal Innovativeness	0.810	0.883	0.715
Facilitating Conditions	0.818	0.879	0.646

The discriminant validity was assessed with Fornell-Larcker and Heterotrait-monotrait (HTMT) criteria. The Fornell-Larcker criterion compares the square root of AVE of each latent variable with the cross-loadings. A square root of AVE higher than the cross-loading value confirms the discriminant validity of the constructs (Fornell and Larcker, 1981; Hair et al., 2010). The results presented in Table 3, confirm the discriminant

validity in our constructs (Fornell and Larcker, 1981).

Table 3. Fornell-Larcker criterion

	BI	PE	SI	SML	PI	FC
Behavioral Intention (BI)	0.942					
Perceived Enjoyment (PE)	0.496	0.885				
Social Influence (SI)	0.762	0.672	0.875			
Self-management of Learning (SML)	0.543	0.709	0.652	0.899		
Personal Innovativeness (PI)	0.313	0.380	0.465	0.261	0.846	
Facilitating Conditions (FC)	0.733	0.560	0.772	0.603	0.328	0.804

### Results

#### Structural model results

The reliable and valid measurement model estimations allowed us to proceed with the assessment of the structural model. The predictive power of the model was evaluated with R<sup>2</sup> scores. The R<sup>2</sup> value of network commitment is 0.657, which is a high level (Cohen, 1988; Ringle et al., 2012).

To test the three hypotheses in our model statistically, we used a bootstrapping technique, which allowed us to assess the significance of path coefficients (Henseler et al., 2009). PLS-SEM applies a non-parametric form of bootstrapping through which standard errors and *t*-statistics are obtained to assess the significance statistics of the hypothetical relationships (Hair et al., 2011). We used a resampling bootstrapping (5000 resamples) of 109 observations.

The path coefficient for hypothesis 1, "There is a positive relationship between the personal innovativeness in the m-learning acceptance process of managers and their behavioral intention to use m-learning", is -0.068 (*t* = 0.872, *p* = 0.384). Therefore, hypothesis 1 is rejected. The path coefficient for hypothesis 2, "There is a positive relationship between the self-management of learning in the m-learning acceptance process of managers and their behavioral intention to use m-learning", is 0.065 (*t* = 0.574, *p* = 0.566). Therefore, hypothesis 2 is also rejected. The path coefficient for hypothesis 3, "There is a positive relationship between the perceived enjoyment in the m-learning acceptance process of managers and their behavioral intention to use m-learning", is -0.081 (*t* = 0.738, *p* = 0.461). Therefore, hypothesis 3 is also rejected. The path coefficient for hypothesis 4,



“There is a positive relationship between the facilitating conditions in the m-learning acceptance process of managers and their behavioral intention to use m-learning”, is 0.351 ( $t = 3.012, p = 0.003$ ). Therefore, hypothesis 4 is accepted. The path coefficient for hypothesis 5, “There is a positive relationship between the social influence and the behavioral intention in the m-learning acceptance process of managers”, is 0.521 ( $t = 3.995, p = 0.000$ ). Therefore, hypothesis 5 is also accepted. Among the control variables, it was found to be statistically significant only for the time spent on the Internet with a smartphone. There was no significant effect of age and gender related control variables. The results are presented in the Table 4 below.

**Table 4. Assessment of the structural model and the control variables**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (I/O/STDEV) (STDEV)	T Statistics	P Values	
H1: PI -> Behavioral intention	-0.068	-0.052	0.078	0.871	0.384	NS
H2: SML -> Behavioral intention	0.065	0.070	0.114	0.574	0.566	NS
H3: PE -> Behavioral intention	-0.081	-0.069	0.110	0.738	0.461	NS
H4: FC -> Behavioral intention	0.351	0.352	0.116	3.012	0.003	**
H5: SI -> Behavioral intention	0.521	0.506	0.130	3.995	0.000	***
Gender -> Behavioral intention	-0.004	-0.003	0.067	0.060	0.952	NS
Age -> Behavioral intention	0.018	0.010	0.075	0.234	0.815	NS
Work Experience -> Behavioral intention	0.067	0.070	0.068	0.984	0.325	NS
Daily Internet Usage -> Behavioral intention	0.154	0.146	0.077	1.984	0.047	**

Note: \*\*\*,  $p < 0.001$ ; \*\*,  $p < 0.01$ ; \*,  $p < 0.05$ . N.S. Not Significant

## Conclusion

As a result of developments and innovations in technology, it is seen that companies are progressing in the process of digital transformation. With digital transformation, companies have developed their organizational structures and processes to keep up with the digital age. Nowadays, companies need to develop more agile structures and strategies to keep up with technological and digital transformation.

M-learning is expected to become more and more important nowadays, as mobile devices become widespread. M-learning innovations, which started in educational institutions, are also successfully applied in companies. M-learning is a

learning medium that removes time and space limits for companies, supports effective and productivity, and seems suitable for the lifestyle of new generations. Advantages such as effective sharing of learning resources, rich learning experience and continuity of learning process show that m-learning will increasingly continue in companies.

In this study, the hypotheses created by using the literature were tested in the sample of managers. Among the many variables in the literature, the research model was created by selecting the factors affecting behavioral intention, especially within the framework of m-learning readiness of managers. The hypotheses were rejected because there was no positive and significant relationship between personal innovativeness, self-management of learning and perceived enjoyment and behavioral intention among these variables. On the other hand, it was seen that facilitating conditions and social influence variables positively and significantly affect behavioral intention in the m-learning acceptance process of managers. In addition, among the control variables, it was found to be statistically significant only for the time spent on the Internet with a smartphone. These results are in general agreement with the results in the literature.

M-learning has great potential to transform the learning process. Many mobile devices such as mobile phones, smart phones, tablets are used as educational technology tools apart from entertainment and communication purposes. This study shows that managers accept m-learning tools as an innovative learning approach. The factors affecting the adoption process of m-learning can be addressed within the framework of different technology acceptance models. Not only the TAM1, TAM2 or UTAUT, but also the dimensions of other developed TAM models can be emphasized.

As a result of this study being conducted in different sectors and making comparative analyzes, awareness on this issue can be increased. It is noteworthy that both the increasing academic interest in the subject and the adoption of

innovative approaches by companies at this level. This situation also draws attention to the future potential of m-learning for companies in our country within the framework of digital transformation.

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