

## Appendix A

Measurement Items	Sources
<b>Perceived usefulness</b>	
Using MOOCs would improve my academic performance. Using MOOCs would enhance my effectiveness in learning. I would find learning in MOOC useful for me. Using MOOCs would enable me to accomplish tasks more effectively. (e.g., learning at the time I want to learn)	Lewis et al. (2003) and Li et al. (2012)
<b>Course Quality</b>	
The content of the course materials provided by the MOOCs is complete The content of the course materials provided by the MOOCs is easy to comprehend The course materials provided by the MOOCs learning site are well represented with text and graphics The content of the course materials provided by the MOOCs is relevant to the topic	Ming Yang et al. (2017) Chiu et al. (2007)
<b>Service Quality</b>	
MOOCs platform provides prompt responses to my request MOOCs platform provides right solution to my request The service provided in MOOCs platform attends to individual's personalized needs The service provided in MOOCs platform is reliable	Ming Yang et al. (2017) Chiu et al. (2007)
<b>System Quality</b>	
The user interface of the MOOCs platform is well designed The MOOCs platform can quickly load all the text and graphics It is easy to navigate the MOOCs platform The MOOCs platform functions well all the time	Ming Yang et al. (2017) Chiu et al. (2007)
<b>Confirmation</b>	
My experience with using the MOOCs was better than I expected The service level provided by the MOOCs was better than I expected. Most of my expectations from using the MOOCs were confirmed	G. Da_ghan, B. Akkoyunlu (2016)
<b>Satisfaction</b>	
I am satisfied with the performance of the MOOCs I am pleased with the experience of using MOOCs service My decision to use the MOOCs service was a wise one	Spreng et al. (1996); Bathacharjee (2001)
<b>Retention Intention</b>	
I intend to use MOOC in the future continuously I intend to utilize MOOCs for various purposes such as self-development as well as earning credit hours. If MOOCs becomes diverse in the future, I intent to use it frequently even after graduation.	Young et al. (2018) Bhattacharjee (2001) and Zhang et al. (2012)
<b>External Regulation</b>	
I participate in the MOOCs discussion because that is the class rule I study this course because I don't want my friends/peer to yell at me I study this course because that's what I'm supposed to do	Ryan & Connell (1989); Park et al. (2005)
<b>Introjected Regulation</b>	
I try to enroll in MOOCs because I will feel bad about myself if I don't I do courses in MOOCs because I want people around me to think I am smart. I use MOOCs for learning because I will feel ashamed of myself if I do not.	Ryan & Connell (1989); Park et al. (2005)
<b>Identified Regulation</b>	
It is important for me to use MOOCs to learn I study on MOOCs because it is meaningful. I value the benefits of using MOOCs. I study on MOOCs because of skill development	Ryan & Connell (1989); Park et al. (2005)
<b>Integrated Regulation</b>	
I enjoy studying on MOOCs. I find learning in MOOCs a pleasurable activity I participate in the MOOCs discussion because I enjoy it. I do my tasks because I enjoy studying in MOOCs	Ryan &Connell (1989); Park et al. (2005)
<b>Perceived Fear</b>	

Covid19 represent situation of maximum danger, potentially unlimited struggle and sacrifices I prefer online learning to avoid the existent threat. I will stay home and will continue study using online learning platforms. I prefer online learning in this emergency.	Murphy MPA (2020); Preiser et at. (2020)
<b>Intention to Recommend</b>	
I will recommend others by social networking sites to learn from MOOCs, if I have a good experience. I will always recommend to my others by social networking sites (i.e., Facebook, Weibo and WeChat) to enroll in MOOCs, if it is accessible to them.	Caroline Lancelot & Oliveira (2013)

## Appendix B

### Demographic profile of Sample characteristics

Items	Type	Numbers	Percentage
<b>Gender</b>	Male	127	43.2
	Female	167	56.8
<b>Age</b>	<30	3	1.1
	30-45	73	92.8
	>45	18	6.1
<b>Education</b>	Bachelor	10	3.4
	Master	254	86
	Doctoral & Post doc	30	10
<b>Use time</b>	6 months	81	27
	1 year	169	57
	More than 1 year	44	12

## Appendix C

### Variance Inflation Factor (VIF)

	PU	RI	SAT
<b>CQ</b>	2.191		
<b>CON</b>		2.546	2.446
<b>ER</b>			2.573
<b>IR</b>			3.164
<b>IdentR</b>			3.120
<b>InteR</b>			2.388
<b>OP</b>	1.339	1.477	
<b>PU</b>		2.612	3.867
<b>RI</b>			
<b>RPU</b>		1.989	2.193
<b>SQ</b>	1.904		
<b>SAT</b>		2.661	
<b>SrQ</b>	1.591		