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Analysis of Students' Perception of the Concept of a Social e-Learning Platform as a Learning Support: The Study of the History of Communism in Romania

Sergiu-Mihail CRAPCIU
"Lucian Blaga" University of Sibiu, Sibiu, Romania
sergiumihail.crapciu@ulbsibiu.ro

Abstract. *This study aims to explore students' perceptions regarding the applicability of a social e-Learning platform as a documentation support tool for studying the history of communism in Romania. The concept of e-Learning tools proved its true usefulness during the COVID-19 pandemic period, when distance education replaced traditional classroom settings. This shift enabled both pre-university students and young adults in higher education to continue their studies within the controlled environment of their homes. Communism, as a social, political, and economic ideology, profoundly shaped the identity of Romanian society which suggests that understanding the history of this period is a crucial step towards comprehending the world we live in today. The structure of this research is grounded in the principles of the Theory of Planned Behavior, developed by Icek Ajzen. This psychological model establishes a link between beliefs and behavior through three core components—attitude, subjective norms, and perceived behavioral control—that collectively shape an individual's behavioral intentions. The concept of a social documentation platform entails the possibility of engaging with others who share an interest in the same subject in an online environment. Such a virtual society, where both experts in the field and enthusiasts can interact by exchanging knowledge and scientific materials, has the potential to stimulate interest among additional community members. The construction of the variables of the theory of planned behavior has been further refined by formulating four categories of objectives: identification of attitude, identification of the degree of influence of subjective and moral norms, identification of actual behavioral control and identification of behavioral motivation or intention. This research, therefore, seeks to identify the key factors that can drive the adoption and effective use of a social learning tool for studying the history of communism.*

Keywords: e-Learning platform, Theory of Planned Behavior, attitude, subjective norms, moral norms, perceived behavioral control, adoption, social learning tool.

Introduction

The paper addresses a scientific analysis of the students' interest in understanding the communist regime and the consequences of the events that took place during this period through the use of an e-Learning platform that would have the possibility to provide useful tools for both specialists in the field and the general public interested.

This learning platform can offer diverse applications to support these processes, such as publishing structured pathways for exploring study topics or potential future research directions. These resources can be analyzed, utilized, and debated by community members. Additionally, the platform could facilitate the design of tourist routes through significant locations undergoing or having undergone rehabilitation, thereby fostering a dynamic and continuous expansion of collective knowledge. All post-communist societies grapple with significant challenges in reconciling with their historical legacies. As noted by Vladimir Tismăneanu (2008), a functioning democracy cannot be built on a foundation of social amnesia or falsehoods. Recognizing the critical importance of making these topics accessible, the development of an online study platform emerges as a potential solution to address these needs.

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The rapid evolution of technological concepts has rendered it increasingly challenging to stay abreast of advancements, particularly within a consumer-driven society characterized by the continuous influx of new products into the market. The primary objective is to elucidate the behavioral determinants that shape the decision-making processes of young individuals regarding their utilization of such a platform for informational purposes. These factors include the attitude based on the knowledge already possessed, perceived social pressure, available informational resources, the desire for interaction with like-minded individuals and the perceived usefulness of the information. The study aims to determine which of these factors have the greatest impact on decision-making and to explore their interrelationships.

However, the adoption of new products represents a multifaceted and contemporary phenomenon, encompassing not only cognitive processes but also emotional states and behavioral patterns. This interplay provides valuable insights into consumer psychology, revealing how individuals perceive, interact with, and integrate innovations into their daily lives, ultimately shaping their consumption habits and lifestyle choices.

Literature review

The new product concept and its popularization process

We define the adoption of technological innovations as the process through which individuals or groups integrate new products or services into their routines, influenced by cognitive, emotional, and behavioral factors. This phenomenon reflects the ability to navigate the rapid evolution of technology within a consumer-driven environment, where products continuously emerge to meet specific needs, preferences, or aspirations. (G. O`Connor, 2010)

Given the broad scope of this concept, the adoption of technological innovations can encompass not only tangible products and intangible services but also events, individuals, communities, organizations, ideas, or even combinations of these elements. When referring to a new technological innovation, we consider original products, enhancements to existing solutions, modifications to current offerings, and novel systems or platforms developed through dedicated research and development efforts. (Stanton W.J., 1964)

In the context of examining the mechanisms underlying the dissemination of new technological innovations, the "Bass Model of Diffusion of Innovation" is frequently referenced in scholarly literature. Developed in the 1960s by Frank Bass, this framework has achieved significant recognition in the field of marketing, garnering attention from both academic researchers and industry practitioners. This model aims to characterize the process of adopting new technological innovations within a specific population, establishing itself as one of the most effective systems for understanding the diffusion of innovation. It is complemented by concepts that illustrate the various stages involved in the adoption of a newly introduced product in the market. A key factor driving the interest in the study of innovation diffusion lies in the observation that, despite the potential for clear benefits, the adoption of a novel idea often presents significant challenges. This is due to the considerable gap between existing knowledge and actual utilization, which can hinder the widespread acceptance of innovations.

In the process of product design, the responsible researchers must first identify the core benefits provided by the product and, by extension, the solutions it offers to the problems or needs sought by the consumer. The second phase involves transforming the core benefit into the 'actual product.' This stage requires planners to define the specific characteristics of the product or service, establish its quality standards, select an appropriate brand name, and design suitable packaging, all while considering factors such as product preservation, storage, and handling requirements. The

final phase entails the creation of a 'value-added product,' which builds upon the previous two stages by integrating supplementary features or complementary products, thereby delivering a comprehensive package of solutions to the identified consumer needs. (G. O`Connor, 2010)

When a consumer acquires a specific product, factors such as the availability of warranty services, money-back guarantees in cases of dissatisfaction, usage instructions, supplementary products included, and accessible contact channels for issue resolution collectively constitute a comprehensive package of benefits designed to enhance the customer experience.

The concept of e-learning platforms

In general terms, traditional approaches to innovation are framed within established categories such as product innovation, organizational processes, and marketing strategies, often analyzed through their connection to technological advancements.

E-learning fundamentally depends on a technological infrastructure comprising three critical components: the physical hardware of computer systems, the software comprising programs and algorithms designed to execute specific tasks, and a network architecture to facilitate connectivity. Contemporary e-learning platforms are predominantly web-based, leveraging browser interfaces to operate over TCP/IP networks, such as the Internet or intranet systems, utilizing the HTTP protocol for data transmission. (Y. Kats, 2010)

E-learning platforms provide key functions such as easy access to learning and testing materials, tools for communication and collaboration among community members, and features for course management and evaluation by coordinators. These platforms now host a wide array of communities dedicated to diverse subject areas, accessible to any interested individual, with ongoing development across numerous e-learning environments. According to the research conducted by Dragoș-Daniel Iordache and Monica Barbu, numerous documentation platforms exhibit significant limitations and vulnerabilities, including the absence of essential tools required to effectively facilitate collaborative workflows.

E-learning, like traditional distance education, emphasizes the flexibility of "anytime, anywhere" learning, enabling students to engage in educational activities regardless of their physical distance from instructors. It encompasses a broad range of strategies, methodologies, and systems designed to facilitate remote education through the use of computers or other electronic devices connected to the Internet. This approach supports virtual learning by enabling the exchange of information across various educational or organizational contexts. (E. D. Ysla, 2020)

Methodology

The primary aim of this study is to explore students' perspectives on utilizing an online social platform to analyze the evolution of Romanian society during the communist era.

By examining the importance attributed by potential users to specific key aspects, as reflected through the variables used in the analysis, the study provides insights into both the subject matter and the optimal design of the informational platform. This theory posits that an individual's behavior is shaped by their intention to perform a specific action. This intention, in turn, is influenced by the individual’s attitude toward the behavior, their perception of subjective and moral norms, and their sense of perceived behavioral control. Behavior itself is considered a tangible and observable factor, requiring no additional theoretical elaboration.

The structure of this research is thus based on the application of the principles of the theory of planned behavior (TPB), developed by Icek Ajzen (1991) as a psychological model linking

beliefs to behavior, thus there are three basic components that can together form the behavioral intentions of an individual: attitude, subjective norms and perceived behavioral control. (Figure 1)

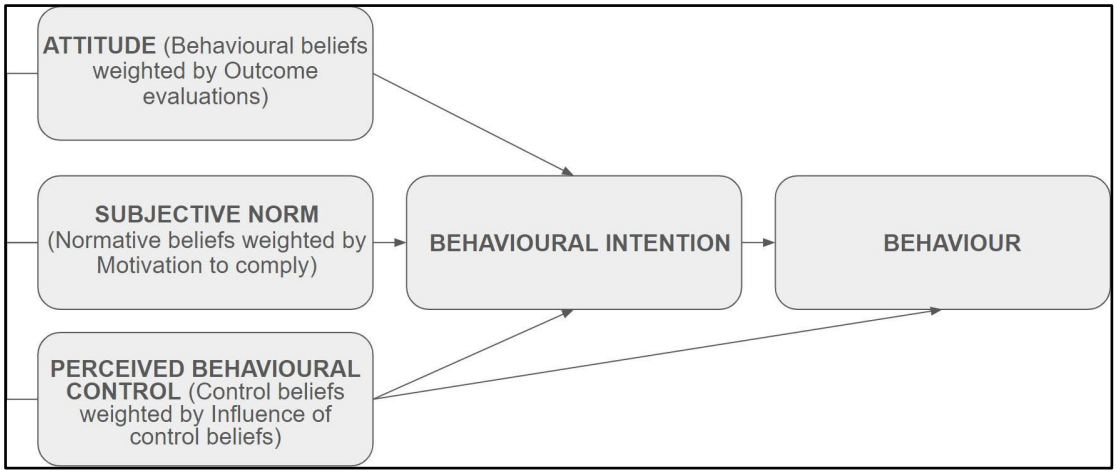

Figure 1. The Theory of Planned Behavior, (Ajzen I. , 1991)

Source: Authors' own research.

The concept of behavioral intention, closely related to attitude, reflects an individual's motivation or decision to engage in a particular behavior. The theory identifies a person's intention as the immediate precursor to action. Attitude towards a behavior is the extent to which a person evaluates the behavior positively or negatively. Subjective and moral norms refer to a person's evaluation of social expectations about whether or not to adopt a behavior, along with personal perceptions of one's own capabilities to act. The importance of actual behavioral control lies in the role of available resources and opportunities, which substantially influence the likelihood that the behavior will be performed.

Applying the variable construct of the Theory of Planned Behavior we divide the questions into four fundamental categories: identifying the students' attitude towards the typology of the information source and implicitly towards the relevance of the topic in question by realizing the degree of awareness of the efficiency of the documentation process; identifying the degree of influence of subjective norms and moral norms in the context of using an e-Learning application for the study of this topic; Identifying the actual behavioral control of the respondents over certain situational factors such as access to documentary sources and respectively to a community of young people with the same desires for knowledge; Identifying the motivation or behavioral intention in the context of using an e-Learning platform in the documentation process. At the same time, the construction of the questions and their assignment to each variable was based on the study developed by Isabel Araújo and Pedro Miguel Faria, members of the Polytechnic Institute of Viana do Castelo, Portugal.

An additional set of objectives to enhance the algorithm underlying this response selection process involves defining a new set of desired information to be acquired: To identify elements that can help to observe the respondent's profile through their willingness to actually use such a platform and to determine certain demographic aspects of the respondent (gender, age).

The survey universe is represented by Romanian students interested in this topic regardless of their level of studies or academic specialization. Thus the sampling unit is illustrated by any individual who fulfills these conditions. The data collection instrument utilized in this research methodology is a structured questionnaire. Drawing upon insights from the reviewed literature, a

25-item survey instrument was designed. The questions were systematically organized to assess four key variables, which were constructed to facilitate the profiling of respondents and to capture students' perspectives regarding their behavioral intentions. The structure of the questionnaire follows a conical configuration, with questions progressing from general to specific. Initially, the questions address broad principles to gauge the respondent's attitude toward the foundational concept of the tool under study. Gradually, the questionnaire transitions to more specific principles, aiming to assess the intention to use the application. The initial items are designed to familiarize respondents with the topic, while subsequent questions become increasingly specific, demanding greater focus. The questionnaire concludes with socio-demographic items to capture participants' background information.

The questionnaire was designed following the tripartite principle, with each section addressing a distinct theme and purpose. The first section comprises six general questions intended to introduce respondents to the research focus. This section explores students' perceptions of the applicability of a social e-Learning platform and the relevance of providing information on topics such as communism. The second section consists of 15 items designed to evaluate the influence of subjective and moral norms on the use of a documentation tool in the form of the platform. It also investigates students' openness to joining a community of peers with shared academic interests and their behavioral intentions regarding the platform's actual usage. The final section includes four questions focused on demographic variables such as gender, age, marital status, and employment status. These items aim to identify potential barriers that may contribute to respondents' apprehension or reluctance.

Referring to the core component of the questionnaire, it includes in its structure scales to measure the factors underlying the decision to use the platform, built on the literature (Table 3), with a minimum number of items for each construct of seven. The scale proposed and used is a Likert scale with seven steps from "strongly disagree" to "strongly agree". Thus, the response categories were assigned a value ranging from "1" for the threshold "strongly disagree" to "7" for "strongly agree" in order to facilitate efficient coding of the data, followed by statistical analysis and interpretation.

Table 1. Determined variables and attribute categories (Ajzen I. 1991)

Variable (items)	Attribute categories
Attitude to the concept	Social e-Learning platforms are a sustainable source of documentation and learning.
	The e-Learning platform concept helps to improve the quality of the information collected by a particular person.
	Knowing the history of communism is useful.
	Documenting the history of communism in Romania constitutes a rational behavior.
	The e-Learning platform concept has applicability among students.
	A social e-Learning platform facilitates interaction between multiple university learning environments.

Subjective norms	Most people believe that every Romanian citizen should be familiar with the history of communism in Romania.
	The majority of my peers would likely utilize a social e-Learning platform for this purpose.
	Most students would use a social e-Learning platform for personal study.
Moral norms	I think I need more information related to the history of communism in Romania.
	I am interested in using a social e-Learning platform for documentation.
Behavioral management	Engaging with young individuals who share an interest in the same topic proves to be an effective approach.
	I am confident in my ability to identify reliable sources of information.
	Adapting to the interface of a social e-Learning platform is expected to be straightforward.
	The community within a social e-Learning platform can feel intimidating.
	The e-Learning platform concept has no applicability in Romania.
Respondent's profile	I would utilize the social e-Learning platform to search for scientifically validated materials.
	I would use the e-Learning social platform to interact with other people.
	I would use the social e-Learning platform if it were user-friendly.
	I intend to engage with teenagers who share similar academic interests.

Source: Authors' own research.

In the context of the typology of the variables determined, the scales used, the research hypotheses and the theoretical concepts regarding the appropriate statistical mechanisms, the following statistical analysis were selected: tables with relative frequencies, mean parameters, graphs (column charts, structure circle), checking the association of the means of the variables, Anova statistical test for comparing means, multiple linear regression, principal component analysis, Varimax method. IBM SPSS Statistics 25 was used for the actual data analysis.

Aligned with the objectives of understanding the correlation between the established variables, the applied statistical methods served various purposes. The analysis based on mean scores facilitated the initial identification of dimensions where the e-Learning platform demonstrates either positive or negative performance. The statistical analysis of score differences across all demographic attributes, complemented by the application of the ANOVA test, enabled the identification of statistically significant coefficients, illustrating actual differences between groups at a more detailed level. This approach allowed for accurate data interpretation and the formulation of a generalized hypothesis, inviting further research. The analysis of the impact of

perception on the intention to use the social e-Learning platform employed the multiple linear regression method, which identified the key variables to focus on and provided insights into respondents' behavior. The purpose of ultimately applying the Varimax method after performing the multiple linear regression is to enhance the interpretability of the factors or components derived from the regression analysis. This technique rotates the axes of the extracted components so that each factor is highly correlated with a subset of variables and minimally correlated with others.

Results and discussions

The primary survey was conducted with a sample of 214 respondents, of which 207 responses were validated. The questionnaire was distributed to students across multiple faculties at "Babeș-Bolyai" University of Cluj-Napoca and "Lucian Blaga" University of Sibiu. Based on the overall objective of the study, the following secondary objectives were defined: a) to develop a socio-demographic profile of the participants, b) to assess the perceptions of young people in university environments regarding the research topic and, by extension, the digital documentation application, c) to examine the influence of subjective and moral norms, as well as the actual behavioral control influenced by situational factors of the social environment, as illustrated by an e-Learning platform, and d) to determine the extent of the platform's use by constructing the respondent profile variable. The subsequent sections will present the main findings of the research, following the objectives, and will provide a series of recommendations that could support future studies.

The studied sample revealed a majority of female respondents (56.52%), with the predominant age groups being 18-23 years (39.13%) and 22-25 years (32.85%). Regarding marital status, 87.44% of the respondents were unmarried. In terms of socio-professional category, the sample predominantly consisted of students who were not employed either part-time or full-time.

In analyzing the variables based on the mean scores, we first identified the dimensions in which the described e-Learning platform demonstrates positive performance and those that exhibit lower values. The component related to attitude towards the concept, which reflects the perception that the platform serves as a sustainable resource for documentation and learning, contributing to the enhancement of the quality of information collected by students, recorded the highest value with a score of 5.8671. Conversely, the variable with the lowest score was subjective norms, scoring 5.1771 highlighting the respondent's perception of social pressure and the influence of those around them, which, in this context, can be represented by peers or fellow students. The data established by averaging the scores are highlighted in Table 2.

Table 2. Determined variables based on mean scores

Variables	Mean
Attitude	5.8671
Subjective Norms	5.1771
Moral Norms	5.4034
Behavioral management	5.3469
Respondent's profile	5.5519

Source: Authors' own research.

The results obtained based on the calculation of the differences determined on the basis of the means of the scores according to demographic characteristics led to the application of Anova tests which allowed the identification of significant differences in scores between variables. In this way we can more effectively interpret disparities that arose along the way, which is the target point underlying the concluded results.

The coefficient of statistical significance related to gender typologies highlighted in table three, emphasizes the idea that at the level of behavioral control variables, the coefficient of statistical significance is positioned below the threshold of 0.05, thus there are significant differences in score. This tells us that females find adapting to such an online environment slightly more intimidating. A digital environment that involves virtual interaction with other people, as well as learning processes that can be used as a similar ratio to the subject of the documentary platform presented in this research is video games, where according to the study by Tilo Hartmann and Christoph Klimmt (2006), female individuals are much less engaged than males, preferring games without competitive elements.

Table 3. Anova test - coefficient of statistical significance for gender typologies

Variables	Sig score
Attitude	0.993
Subjective Norms	0.012
Moral Norms	0.106
Behavioral management	0.002
Respondent's profile	0.005

Source: Authors' own research.

In relation to the identification of significant differences for the three age categories determined, the table four of statistical significance registers a value below the threshold of 0.05 of the behavioral control component (0.027). Thus we can say that this group of research participants do not consider joining a virtual community intimidating and at the same time consider themselves more capable in obtaining the desired information on a particular topic of interest. A possible explanation for this data is that this segment represents the group with the highest proportion of employees. People aged between 26 and 28 years old represent 28.02% of the analyzed sample, and 81.03% (47 respondents) of them are employed (part-time or full-time).

Table 4. Anova test - coefficient of statistical significance by age groups

Variables	Sig score
Attitude	0.418
Subjective Norms	0.461
Moral Norms	0.310
Behavioral management	0.027
Respondent's profile	0.212

Source: Authors' own research.

From the perspective of socio-professional status, table five reveals significant differences in the statistical significance coefficient for three variables: attitude, subjective norms, and respondent profile. The parameters for attitude and subjective norms exhibit a declining trend,

which can be attributed to the notion that employed individuals perceive knowledge about communism and the use of a documentation platform for this purpose as less relevant or applicable. Social pressure appears to align their responses with personal perceptions. Employed students, constrained by limited free time, also show low platform engagement, reflected in reduced involvement from their social circles. The most notable findings pertain to the respondent profile, where employed individuals are markedly less likely to use the platform, supporting the hypothesis that young adults aged 26–28, particularly those employed, engage less than other sample groups.

Table 5. Anova test - coefficient of statistical significance by socio-professional categories

Variables	Sig score
Attitude	0.047
Subjective Norms	0.032
Moral Norms	0.103
Behavioral management	0.233
Respondent's profile	0.001

Source: Authors' own research.

In the analysis of data regarding marital status provided in table six, the statistical significance coefficient does not reveal substantial differentiation among the respondent categories. Given the distribution ratio of respondents within these categories, the results cannot be deemed statistically significant; however, certain observations made earlier can still be validated. One such observation is that married individuals with children provided the lowest scores for the profile variable related to usage frequency. This likely reflects the demands of parenting, which limit their free time compared to other groups, such as unmarried students.

Table 6. Anova test - coefficient of statistical significance by categories of marital status

Variables	Sig score
Attitude	0.507
Subjective Norms	0.582
Moral Norms	0.827
Behavioral management	0.106
Respondent's profile	0.136

Source: Authors' own research.

The application of linear regression analysis (Table 7) highlighted the influence of perception on the intention to use the e-Learning platform as a documentation tool for studying communism. To identify the primary strengths and weaknesses affecting this intention, it was

observed that the categories associated with the variable attitude and those linked to the behavioral control component recorded the lowest scores. Meanwhile, the factors related to subjective norms and moral norms emerged as the most significant weaknesses in shaping the intention to utilize the platform. These findings support the platform's role as a sustainable documentation resource that improves information quality, facilitates student use, and fosters interaction in diverse academic settings. They also underscore the need for a user-friendly interface to address barriers such as language dominance, inappropriate language use, and limited adoption of widely spoken languages. Furthermore, the findings highlight subjective and moral norms as significant weaknesses for the first time, indicating that social pressure, limited knowledge, and uncertainty about the effectiveness of a social e-learning platform can act as barriers to its efficient utilization.

Table 7. Multiple linear regression method - the impact of perception on platform usability

	BETA	Sig score
Attitude	0.159	0.033
Subjective Norms	0.294	0
Moral Norms	0.289	0
Behavioral management	0.143	0.019
R Square = 0.427		

Source: Authors' own research.

Principal component analysis, utilizing the Varimax method, enabled the identification of attribute categories that were excluded from the theoretical constructs due to their complementary relationship with these constructs (Table 8). After excluding the two associated factors, the four elements from the perception analysis regarding the documentation platform for studying the proposed topic account for 41.3% of the variation in students' usage intentions. (Table 9)

Table 8. The Varimax method - Analysis of main components

	1	2	3	4	5
Social e-Learning platforms are a sustainable source of documentation and learning.	0.827	-	-	-	-
The e-Learning platform concept helps to improve the quality of the information collected by a particular person.	0.736	-	-	-	-
The e-Learning platform concept has applicability among students.	0.702	-	-	-	-
A social e-Learning platform facilitates interaction between multiple university learning environments.	0.612	-	-	-	-
Most students would use a social e-Learning platform for personal study.	0.611	-	-	-	-

	1	2	3	4	5
I would use the social e-Learning platform if it were user-friendly.	**0.533**	-	-	-	-
Adapting to the interface of a social e-Learning platform is expected to be straightforward.	**0.515**	-	-	-	-
I would use the e-Learning social platform to interact with other people.	-	0.745	-	-	-
I intend to engage with teenagers who share similar academic interests.	-	0.666	-	-	-
I intend to engage with teenagers who share similar academic interests.	-	0.666	-	-	-
I would utilize the social e-Learning platform to search for scientifically validated materials.	-	0.606	-	-	-
Engaging with young individuals who share an interest in the same topic proves to be an effective approach.	-	0.593	-	-	-
Knowing the history of communism is useful.	-	-	0.833	-	-
Documenting the history of communism in Romania constitutes a rational behavior.	-	-	0.821	-	-
I think I need more information related to the history of communism in Romania.	-	-	0.625	-	-
Most people believe that every Romanian citizen should be familiar with the history of communism in Romania.	-	-	0.615	-	-
The e-Learning platform concept has no applicability in Romania.	-	-	-	0.780	-
The community within a social e-Learning platform can feel intimidating.	-	-	-	0.777	-
The majority of my peers would likely utilize a social e-Learning platform for this purpose.	-	-	-	-0.566	-
I am confident in my ability to identify reliable sources of information.	-	-	-	-	0.745

Source: Authors' own research.

In conclusion, this stage of the analysis identifies behavioral control as the primary strength with the most significant impact on the intention to use the platform. Respondents appear to overlook the intimidating nature and question the real applicability of the platform, emphasizing instead the importance of connecting with others interested in the same topic as an effective approach for documentation. Conversely, subjective and moral norms emerge as the key deficiencies, highlighting areas that require further attention for improving the platform's effectiveness.

Table 9. Multiple linear regression method - applied to the identified main components

	BETA	Sig score
Attitude	0.106	0.148
Subjective Norms	0.331	0
Moral Norms	0.318	0
Behavioral management	0.105	0.079
R Square = 0.413		

Source: Authors' own research.

The final stage of the study evaluates respondents' level of involvement through an optional open-ended question on the importance of accessing scientifically verified information about communism. Participants were allowed to complete the questionnaire without answering this question (Figure 2). Across the entire sample, 58.94% of students provided responses, with 48.79% of those being positive. These results indicate a satisfactory level of engagement. Among the significant respondent category (students aged 18 to 25), 64.43% answered the question before completing the form, and of those responses, 82.29% were positive. This highlights a notably higher level of involvement and positive perception within this demographic group.

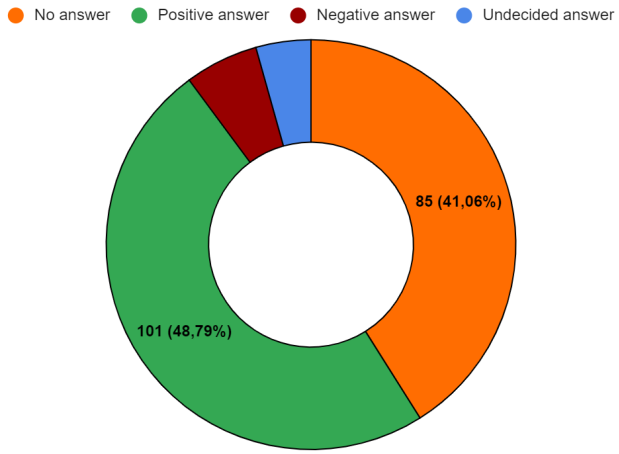

Figure 2. The importance of access to scientifically confirmed information about communism

Source:Authors' own research.

Conclusion

In conclusion, the sample group that achieved the most satisfactory results regarding the objectives of an e-Learning platform as a documentation tool for studying a topic such as communism in Romania—and the group with the highest usage rate of the tool—is represented by students aged 18–25. For this demographic, socio-professional or social status barriers are less pronounced compared to students over the age of 26, enabling greater engagement and utilization of the platform.

Regarding the structure of the objectives outlined in this project, given that the subjective norms variable consistently yields the most unsatisfactory results, both across the entire sample and within the 18–25 age group, a key recommendation is to mitigate social pressure. One effective approach to addressing this barrier is the implementation of appropriate rules and policies that support anonymized registration. This measure can help prevent potential negative behaviors, including illegal actions or hate speech, thereby fostering a safer and more inclusive environment for users. To reduce social pressure, a more detailed exploration through various future research directions can be proposed. A different approach involves conducting studies focused on analyzing and understanding this social pressure among individuals within the identified category of interest. These initial studies could be complemented by research aimed at identifying practical measures to address such social pressures. These measures could include promoting the use of these tools, especially by educators who find the concept useful and relevant to their field of activity. The statistical analyses conducted in this study lay the foundation for a broader analytical strategy on a more extensive sample. In addition to the behavioral analysis variables used, factors such as prior experience and technological comfort can also be included.

Within the context of behavioral control—identified as the second variable with a significant negative impact on the intention to use among the 18–25 age group—the reported issue lies in the perceived intimidation of adapting to a new online platform interface and integrating into a virtual community. To address this, a recommended approach is to sectionalize the platform's content, by implementing a minimalist design to avoid cluttering pages with excessive information. It should provide intuitive navigation through clearly organized menus and include an introductory tutorial offering a quick usage guide or a virtual tour of the application. Additionally, it should feature a personalized dashboard that displays user progress, favorite courses, and notifications. The platform should also incorporate concise, engaging, and easily accessible content to enhance the user experience. This would allow users who prefer not to engage with a virtual community the option to access a dedicated portal containing only scientifically verified documentation. This segmentation could reduce intimidation and make the platform more accessible to a broader range of users.

The category of recommendations serves as a foundation for future research directions. A primary suggestion is to explore additional variables and factors that may influence the intention to use the social e-Learning platform. This study focused on the perceptions of students, particularly those aged 18–25, as the primary demographic for platform use. Future research could expand this scope by including samples from pre-university educational institutions, allowing for a broader understanding of how different age groups and educational stages engage with such platforms.

Regarding the types of limitations encountered during this research, the absence of direct interaction with respondents can be taken into consideration. Although questionnaire-based data collection is an effective and widely recommended approach, the lack of face-to-face engagement may lead to the omission of nuanced information or even a degree of withholding of genuinely honest responses. To mitigate this issue, a live dialogue was facilitated with potential respondents through real-time communication. Additionally, the questionnaire was made more accessible by integrating it into a QR code, which was distributed to students in both physical and digital formats.

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