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User Needs Analysis for CONLERT Mobile Application Prototype

Analisis Keperluan Pengguna Terhadap Prototaip Aplikasi Mudah Alih CONLERT

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ABSTRACT

Academic events like seminars, conferences, and workshops play a vital role in facilitating knowledge exchange and fostering connections within the education sector. However, finding accurate and up-to-date information about these events can be challenging due to fragmented and outdated sources. To address this issue, this study explores the development and evaluation of CONLERT, a mobile application aimed at simplifying the discovery and management of academic events. Powered by artificial intelligence, CONLERT offers personalized notifications tailored to user preferences, making it easier and more engaging to stay informed. The study utilized the Unified Theory of Acceptance and Use of Technology (UTAUT) framework to understand user needs, focusing on key factors such as Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions. The feedback from 104 lecturers across public and private universities revealed that Performance Expectancy emerged as the most significant factor influencing the perceived value of the CONLERT application. These findings highlight the importance of ensuring the application delivers clear, tangible benefits to its users. To stay aligned with user expectations, future development of CONLERT application should prioritize refining its design and incorporating innovative features that address the evolving needs of the academic community.

Keywords: Academic events; artificial intelligence; event notifications; mobile application, UTAUT.

ABSTRAK

Acara akademik seperti seminar, persidangan, dan bengkel sangat penting untuk perkongsian ilmu dan jaringan dalam sektor pendidikan. Namun, mendapatkan maklumat yang tepat dan relevan tentang acara ini sering kali menjadi cabaran kerana sumber maklumat yang berselerak dan lapuk. Kajian ini menjalankan analisis keperluan pengguna bagi memperkenalkan dan menilai CONLERT, sebuah aplikasi mudah alih yang direka untuk memudahkan proses mencari dan mengurus acara akademik. Dengan menggunakan kecerdasan buatan, aplikasi ini memberikan notifikasi yang diperibadikan mengikut keutamaan pengguna, meningkatkan kemudahan dan penglibatan. Model Unified Theory of Acceptance and use of technology (UTAUT) digunakan sebagai model asas bagi mengkaji keperluan pengguna terhadap aplikasi ini berdasarkan Konstruk Jangkaan Prestasi, Jangkaan Usaha, Pengaruh Sosial dan Keadaan Kemudahan. Kajian terhadap 104 pensyarah dari universiti awam dan swasta mendapati Konstruk Jangkaan Prestasi merupakan Faktor yang paling mempengaruhi responden dalam menentukan keperluan terhadap aplikasi CONLERT. Pembangunan masa depan perlu memberi tumpuan kepada memperhalusi reka bentuk dan menambah ciri-ciri baharu untuk memenuhi keperluan pengguna yang semakin berkembang.

Kata kunci: Acara akademik; aplikasi mudah alih; kecerdasan buatan; notifikasi acara; UTAUT .

INTRODUCTION

Academic events like seminars, conferences, workshops, and lectures are integral to the education and research landscape. They serve as vital platforms for sharing knowledge, engaging in meaningful discussions, and uncovering groundbreaking research. These events also play a key role in building professional networks and encouraging collaboration among students, researchers, and academics from various fields.

In today's fast-paced, technology-driven world, academic events have expanded beyond physical spaces, with many now adopting virtual formats that connect participants globally. Advances in communication technology have erased geographical barriers, allowing for broader participation and enriching the quality of academic discussions.

Despite these strides, the ever-increasing number of academic events each year has made it more challenging to manage and share event information effectively. A purpose-built mobile application could provide a practical solution to this issue. By collecting, organizing, and sharing accurate, up-to-date details about academic events, such an application would empower users to stay informed and access the

information they need with ease, simplifying what is often a time-consuming process.

Background of the Study

This study explores the development and user needs of a mobile application called CONLERT, an acronym for "Conference Alert." True to its name, the application's primary goal is to provide timely notifications about academic events. However, CONLERT aspires to be much more than just an alert system. It aims to serve as a comprehensive hub for academic activities, offering a centralized and user-friendly platform for accessing information on conferences, seminars, workshops, and other scholarly events. By consolidating this information, CONLERT seeks to eliminate the inefficiencies often faced by academics who currently rely on multiple sources to stay informed.

A standout feature of CONLERT is its integration of artificial intelligence (AI) to create a personalized user experience. The application's AI capabilities allow it to tailor notifications based on individual users' academic interests and preferences, ensuring the information provided is both relevant and meaningful. This personalized approach not only streamlines information delivery but also enhances the overall user experience by aligning with each user's unique academic goals and priorities.

The study adopts a user-centered approach, focusing on understanding the needs and expectations of potential users. By doing so, it ensures that CONLERT is designed to meet its objectives effectively while providing optimal experience for its users.

Ultimately, this research aims to position CONLERT as a valuable tool for academics. By simplifying event management and keeping users updated on relevant opportunities, CONLERT has the potential to boost academic productivity and encourage greater engagement within the scholarly community.

PROBLEM STATEMENT

Academic events like conferences, seminars, workshops, and symposiums serve as essential venues for sharing knowledge, engaging in scholarly discussions, and fostering professional growth. Nevertheless, a significant challenge encountered by academics is the struggle to access current and pertinent information regarding these events. This concern has been addressed in numerous studies and literature reviews.

Difficulties in accessing information

A study conducted by Jones and Smith (2020) reveals that scholars frequently encounter issues when trying to obtain information regarding academic events, primarily because of the dispersed nature of information sources. Details concerning these events are typically spread across multiple websites, emails, and social media

channels, which complicates the process for academics to monitor and remain informed about the most recent advancements.

Inefficiencies in the dissemination of academic event information

A study by Kumar et al. (2019) revealed that inefficiencies in the dissemination of academic event information also contribute to this issue. They found that a significant portion of information about academic events is shared through traditional channels such as emails and posters, which may not effectively reach all stakeholders. As a result, many academics miss opportunities to attend events relevant to their research fields.

Inadequate utilization of information technology

In a comprehensive literature review conducted by Chen and Li (2021), it was articulated that the inadequate utilization of information technology further exacerbates this concern. Although there are numerous digital platforms available for disseminating information about academic events, their usage remains limited and poorly coordinated. This results in information that is often outdated or incomplete.

To mitigate this concern, there exists an imperative necessity to establish a more effective and cohesive framework for the administration and distribution of information pertaining to scholarly activities. The implementation of mobile applications specifically tailored for this objective has been recognized as a viable remedy. These applications possess the capability to deliver prompt notifications, streamline event registration processes, and amalgamate information from diverse sources into a singular, readily accessible platform.

An empirical study by Zhang et al. (2022) indicated that well-structured mobile applications can notably augment the accessibility and transfer of information relevant to academic events. The researchers identified that applications providing instantaneous notifications and synchronization with personal calendars facilitate academics in strategically organizing and overseeing their schedules with greater efficacy, thereby ensuring that they do not overlook significant events.

Based on prior research, it has been determined that the development of the CONLERT application is essential for the purpose of optimizing and effectively disseminating information pertaining to academic events, thereby facilitating convenience for the scholarly community.

LITERATURE REVIEW

In today's digital age, notification systems are essential for delivering timely and relevant information to users without causing unnecessary interruptions. The success of these systems lies in striking the right balance between delivering pertinent notifications and minimizing disruptions. Research by Heinisch et al.

(2022) highlights how emotions and notification usage influence response times, demonstrating that context-aware notifications enhance engagement while reducing distractions.

Advancements in this field have led to the development of intelligent frameworks that improve notification management. For example, Rizk et al. (2020) introduced a user-aware notification system that organizes alerts based on urgency and user preferences, effectively reducing notification fatigue and enhancing the overall user experience.

Academic Events

Academic events, such as conferences, seminars, and workshops, play a pivotal role in fostering knowledge exchange and professional networking. Hansen and Pedersen (2018) emphasized the importance of these events in promoting collaboration and advancing research initiatives.

The shift to virtual academic events, accelerated by the COVID-19 pandemic, has brought new challenges and opportunities. Barreto et al. (2024) examined communication strategies for policymakers during crises, underscoring the value of timely, accurate information. These lessons are equally relevant for ensuring the success of virtual academic events, where clear and efficient communication is key.

The Significance of Academic Events for Academics

For academics, participating in these events is critical for professional growth. Academic gatherings provide opportunities to present research, receive constructive feedback, and form meaningful connections with peers. Shao et al. (2024) explored the impact of peer relationships on academic performance, finding that collaborations fostered during such events significantly enhance academic success.

Moreover, academic events facilitate public engagement and the development of critical thinking skills. They offer a platform for academics to refine their communication abilities, contribute to societal discourse, and play an active role in informed debates.

Mobile Applications for Academic Event Alerts

The proliferation of mobile technology has given rise to dedicated applications designed to enhance academic event experiences. Platforms like EventMobi and Whova provide features such as customizable schedules, instant notifications, and networking tools, making it easier for participants to access information and connect with others.

Similarly, tools like Google Scholar Alerts assist academics in staying updated on new research, citations, and emerging trends in their fields. These applications act

as virtual assistants, ensuring users remain informed about the latest advancements relevant to their work.

AI in Notification Systems

Artificial intelligence has revolutionized notification systems by improving personalization and relevance. Machine learning algorithms analyze user preferences and behaviors to deliver notifications at optimal times, significantly enhancing user engagement and satisfaction. For instance, AI can predict the most suitable times to send alerts based on a user's activity patterns.

AI systems also dynamically adapt to user behavior, continuously refining the relevance of notifications. This adaptability prevents users from being overwhelmed by irrelevant alerts, resulting in a more seamless and enjoyable experience.

Developing Mobile Applications for Academic Event Alerts with AI Notification Systems

Integrating AI-driven notification systems into mobile applications for academic events takes user engagement to the next level. By leveraging AI, these applications can analyze individual preferences and deliver timely, personalized updates that align with users' interests. This not only makes the experience more engaging but also ensures that users can efficiently manage their participation in academic events.

Creating such applications requires a user-centered design approach, incorporating feedback from potential users to ensure the tool meets their needs. Additionally, addressing data privacy and ethical concerns is essential to building trust and maintaining compliance with regulations. An AI-enabled platform like CONLERT has the potential to revolutionize how academics interact with event information, enhancing professional development and facilitating deeper engagement with relevant opportunities.

METHODOLOGY

Research Design

Quantitative research relies on numerical data to understand phenomena, test hypotheses, and make predictions. This method involves collecting data through surveys, experiments, or statistical analysis, focusing on objective measurements that yield numerical results for statistical evaluation. The approach emphasizes measuring and exploring relationships or correlations among variables. To present the collected data effectively, tools such as statistics, tables, graphs, and charts are commonly used (Evergreen, 2017). Given these characteristics, the quantitative research method is well-suited to the current study.

Population and Study Subjects
A population is defined as a group of individuals sharing similar characteristics. In this research, the population consists of lecturers from both public and private higher education institutions (IPTA and IPTS). Specifically, the study focuses on lecturers from Universiti Sains Islam Malaysia (USIM), representing IPTA, and Universiti Islam Selangor (UIS), representing IPTS.

Study Sample
The study sample includes a total of 100 respondents, with 50 lecturers from USIM (public institution) and 50 lecturers from UIS (private institution).

Sampling Procedure and Method
The study employs a random sampling approach, ensuring that the selected sample represents the entire population of lecturers at the two institutions (Chua, 2014). This method is appropriate as the study subjects share the characteristics of the research population.

Research Instrument
A questionnaire was chosen as the primary data collection tool for this study. Questionnaires are widely used to gather demographic information and investigate behaviors, attitudes, beliefs, or motivations related to a research issue (Bulmer, 2004). The design of this questionnaire was informed by previous studies utilizing the UTAUT model, which explores user needs and acceptance of mobile applications for educational purposes.

The survey focuses on four key variables and is divided into three main sections. In alignment with Chua's (2014) recommendation that a questionnaire should not exceed 30 items, this study's instrument includes 26 items across all variables.

Validity of the Questionnaire
Ensuring the validity of the questionnaire is crucial to maintain its accuracy and avoid potential flaws (Rosseni & Aidah, 2009). Content validity was employed to confirm that the items accurately represent the intended constructs (Noraini, 2010). To achieve this, the researcher sought feedback from three information technology experts who reviewed the questionnaire's content before its use in the study.

The researcher met with these experts to explain the study’s objectives, research subjects, constructs, and materials. To aid in their evaluation, an assessment form was included alongside the questionnaire. The experts were tasked with reviewing the constructs, elements, language quality, and sentence structure. Their feedback was instrumental in refining the questionnaire to better align with the study’s goals.

The experts recommended several improvements, such as rephrasing ambiguous questions and simplifying the language for better clarity. All suggestions were

incorporated to ensure the questionnaire met the study's requirements and objectives. The final instrument reflects these refinements, ensuring its suitability for the research.

FINDINGS AND DISCUSSIONS

Respondent Background

Understanding the background information of respondents is crucial for this study. The aspects considered include gender, age, higher education institution category, years of service, ICT skill levels, and ownership of technological devices. Additionally, questions regarding how respondents obtain information about academic events were included. Tables 1 to 10 summarize the analysis results of respondents' background.

Gender

Table 1 below shows gender distribution and percentages. A total of 84.6% of respondents were female, while the remaining 15.4% were male

Table 1: Gender Frequency and Percentage Distribution

Gender	Frequency	Percentage (%)
Male	16	15.4
Female	88	84.6

The high percentage of women in this study may reflect their tendency to be more interested in applications like Conlert, which provide reminder services related to conference events. A previous study by Moss et al. (2008) found that women tend to use applications that assist in time management and life planning, as they often take on multitasking roles. Furthermore, research by Li et al. (2019) indicated that women are more inclined to seek simple and practical technological solutions in daily life.

Age

Table 2 below displays the age class distribution of respondents involved. The majority (55.8%) were aged 41 years and above, followed by 28.8% aged 36 to 40 years, 13.5% aged 31 to 35 years, and 1.9% aged 25 to 30 years.

Table 2: Age Frequency and Percentage Distribution

Age Group (years)	Frequency	Percentage (%)
25-30	2	1.9
31-35	14	13.5
36-40	30	28.8
41+	58	55.8

Most respondents in the age group of 41 years and above reflect that senior professionals are more interested in or likely to use the Conlert application. A

previous study by Davis et al. (1989) found that older professionals tend to prefer technology that is relevant and enhances their productivity, particularly in the context of event management such as conferences. Additionally, research by Venkatesh et al. (2003) indicated that individuals over the age of 40 value technology that is easy to use and provides practical benefits.

Higher Education Institution Category

Table 3 summarizes the institution category distribution of respondents. About 55.8% were from private institutions, while 44.2% were from public institutions.

Table 3: Higher Education Institution Category Distribution

Institution Type	Frequency	Percentage (%)
Public	46	44.2
Private	58	55.8

Years of Service

Table 4 summarizes the respondents' years of service. A total of 70.2% had more than 11 years of experience, 18.3% had between 6 to 10 years, and 11.5% had less than 5 years of experience.

Table 4: Years of Service Frequency and Percentage Distribution

Years of Service	Frequency	Percentage (%)
<5	12	11.5
6-10	19	18.3
11+	73	70.2

ICT Skill Levels

Table 5 summarizes the ICT skill levels of respondents. A majority (52.9%) were skilled, followed by 43.3% moderately skilled, and 3.8% very skilled.

Table 5: ICT Skill Levels Frequency and Percentage Distribution

Skill Level	Frequency	Percentage (%)
Moderately skilled	45	43.3
Skilled	55	52.9
Very skilled	4	3.8

Most respondents at the skilled level (52.9%) indicate that most are already familiar with technology, including ICT-based applications. This is a crucial factor in ensuring the acceptance of applications like Conlert. A study by Venkatesh et al. (2003) found that technological proficiency is closely related to user acceptance of new technology, as skilled individuals are more confident in trying and using complex technologies.

Mobile Device Ownership Among Respondents

Table 6 summarizes the distribution of mobile device ownership among respondents. A total of 42.1% owned mobile phones, 40.8% owned laptops, and 17.2% owned tablets.

Table 6: Ownership of Mobile Devices

Device Type	Frequency	Percentage (%)
Mobile phone	98	42.1
Laptop	95	40.8
Tablet	40	17.2

The high ownership of mobile phones (42.1%) reflects the crucial role these devices play in respondents' daily lives. Mobile phones often serve as the primary tool for communication and productivity applications. A study by Deloitte (2020) found that smartphone usage is increasing due to the convenience they offer in accessing online applications and services. In the context of the Conlert application, this finding highlights the primary need to ensure the application is optimized for mobile phones, as most users will access it through these devices.

Methods for Accessing Current Academic Event Information

Section B of the survey focused on understanding how respondents access information about current academic events. Four specific questions were asked, and the analysis results are as follows:

Academic Events Supporting Career Development

Table 7 shows the types of academic events respondents consider beneficial for their career development. Workshops were chosen by 19.0%, followed by training (18.2%), conferences and seminars (17.6% each), academic talks (16.2%), and innovation competitions (11.6%).

Table 7: Academic Events Needed to Support Career Development

Academic Event	Frequency	Percentage (%)	Mean	Standard Deviation
Conference	88	17.6%	.85	0.363
Seminar	88	17.6%	.85	0.363
Workshop	95	19.0%	.91	0.283
Academic Talk	81	16.2%	.78	0.417
Training	91	18.2%	.88	0.332
Innovation Competition	58	11.6%	.57	0.498

Methods for Obtaining Academic Event Information

Table 8 shows that email was the most preferred method (26.9%), followed by websites (25.7%), social media (25.1%), and applications (16.6%). SMS was chosen by 5.3%, and 0.3% marked "not applicable".

Table 8: Methods for Accessing Academic Event Information

Method	Frequency	Percentage (%)	Mean	Standard Deviation
Website	87	25.7%	.84	0.372
Application	56	16.6%	.54	0.501
Email	91	26.9%	.88	0.332
SMS	18	5.3%	.17	0.380
Social media	85	25.1%	.82	0.388
Not Applicable	1	0.3%	.01	0.098

Workshops and training received high percentages (19.0% and 18.2%, respectively) due to their practical nature and focus on skill development. Workshops facilitate engagement with field experts and skill development. Kolb's (1984) research indicates that experiential learning methods, including workshops, are superior for improving job-specific competencies.

Frequency of Receiving Notifications about Academic Events

Table 9 shows that 40.5% of respondents received weekly notifications, 29.8% received daily notifications, 20.6% received monthly notifications, 7.6% received notifications every few months, and 1.5% did not receive notifications.

Table 9: Frequency of Receiving Notifications About Academic Events

Frequency	Frequency (Count)	Percentage (%)	Mean	Standard Deviation
Daily	39	29.8%	.38	0.486
Weekly	53	40.5%	.51	0.502
Monthly	27	20.6%	.88	0.441
Every Few Months	10	7.6%	.17	0.296
Not Applicable	2	1.5%	.82	0.138

Most respondents who receive weekly notifications indicate a need for consistent but not overly frequent information. This is likely because weekly notifications provide sufficient time to plan participation in academic events without overwhelming them with daily updates. A study by Szpunar et al. (2013) found that moderate information frequency, such as weekly updates, is preferred as it avoids causing information fatigue.

Interest in Using a One-Stop Mobile Application

Table 10 shows that 94.2% of respondents were interested in using a one-stop mobile application for accessing information and notifications about academic events, while 5.8% were not interested.

Table 10: Interest in Using a One-Stop Mobile Application

Response	Frequency	Percentage (%)
No	6	5.8
Yes	98	94.2

The participants expressed a preference for a consolidated academic application. Venkatesh and associates (2003) discovered that individuals exhibit a preference for technology that addresses problems with simplicity and efficacy. In this case, the Conlert application has the potential to be a solution to the challenge of scattered and unorganized academic information.

Effectiveness of the Proposed 'ConLert' Mobile Application

Respondents were asked to evaluate the effectiveness of the 'ConLert' mobile application based on four constructs from the Unified Theory of Acceptance and Use of Technology (UTAUT): Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions. The findings and discussion are as follows:

Performance Expectancy

This section assessed respondents' perceptions of how 'ConLert' could enhance their academic careers. Table 11 summarizes the mean scores for four related questions. The highest mean was 4.38, and the lowest was 4.04.

Table 11: Performance Expectancy Analysis

Performance Expectancy Factor	Mean	Standard Deviation
'ConLert' is useful for obtaining academic information	4.32	.714
'ConLert' saves time in finding academic event information	4.38	.687
'ConLert' makes academic information search more engaging	4.33	.717
'ConLert' improves career performance	4.04	.869

The analysis highlights the potential of the ConLert application in addressing user needs for academic event management by enhancing access to information, saving time, and providing engaging search experience, ultimately supporting professional development. Most respondents (46.2% strongly agreed, 39.4% agreed) acknowledged the application's usefulness in simplifying access to academic information, aligning with Davis et al. (1989), who emphasized the importance of perceived usefulness in technology acceptance.

Time efficiency was the most valued benefit, with a mean score of 4.38, reflecting the priority users place on efficiency, consistent with Venkatesh et al. (2003). Additionally, the application's engaging design was positively received, suggesting its potential for widespread adoption (Kaplan & Haenlein, 2019). While career performance improvement received the lowest mean score (4.04), a significant proportion of respondents (35.6% strongly agreed, 35.6% agreed) recognized its

potential for professional growth, supporting Rogers' (2003) view that productivity benefits are crucial for technology dissemination. Further research should measure the actual impact of the application on career performance and explore factors influencing less favorable perceptions to enhance its effectiveness.

Effort Expectancy

This section evaluated the level of effort required to use 'ConLert.' Table 12 summarizes the mean scores for four questions. The highest mean was 4.29, and the lowest was 4.09.

Table 12: Effort Expectancy Analysis

Effort Expectancy Factor	Mean	Standard Deviation
'ConLert' makes it easy to obtain academic information	4.29	.678
'ConLert' increases involvement in academic events	4.09	.837
'ConLert' enhances skills in finding academic information	4.12	.780
'ConLert' requires minimal effort to obtain information	4.20	.702

The analysis of effort expectancy highlights that the ConLert application is perceived as user-friendly, requiring minimal effort, and capable of enhancing users' skills in accessing academic information, making it suitable for individuals with varying levels of technological proficiency. Most respondents (41.3% strongly agreed, 46.2% agreed) found the application effective in simplifying academic information retrieval, consistent with Davis et al. (1989), who emphasized the importance of perceived ease of use in technology adoption.

Additionally, the application was seen as enhancing academic event participation (37.5% strongly agreed, 35.6% agreed), aligning with Venkatesh et al. (2003), who noted that ease of use fosters greater user engagement. Respondents also acknowledged that the application improved their academic information-seeking skills (44.2% agreed, 34.6% strongly agreed), reflecting Kolb's (1984) findings that experiential learning through technology enhances user proficiency. Furthermore, 47.1% agreed and 36.5% strongly agreed that the application required minimal effort to use, underscoring the importance of maintaining a simplified user interface to attract broader adoption, as suggested by Nielsen (1994). Future studies could evaluate the effectiveness of the application’s features in reducing user effort and boosting academic engagement over time, as well as explore factors contributing to variations in effort expectancy among different respondent groups.

Social Influence

This section evaluated the social factors influencing the use of 'ConLert.' Table 13 summarizes the mean scores for four related questions. The highest mean was 4.01, and the lowest was 3.62.

Table 13: Social Influence Analysis

Social Influence Factor	Mean	Standard Deviation
Colleagues believe I should use 'ConLert'	3.78	.955
Influential individuals encourage me to use 'ConLert'	3.62	.928
Work environment supports using 'ConLert'	4.00	.859
'ConLert' enhances professional reputation	4.01	.782

The analysis of social influence highlights the critical role of support from colleagues, influential individuals, and organizations in the acceptance of the ConLert application. Respondents believe that the application could enhance their professional reputation, making it particularly attractive to academics. A significant proportion (39.4% agreed, 24.0% strongly agreed) indicated that their colleagues' opinions supported the use of ConLert, emphasizing the importance of workplace community influence, as supported by Venkatesh and Davis (2000), who noted that social influence from peers boosts users' intention to adopt new technology.

Similarly, 37.5% of respondents agreed and moderately agreed that encouragement from influential individuals affected their decision to use the application, aligning with Rogers' (2003) findings that trusted opinions drive technology acceptance. Organizational support also played a crucial role, with 40.4% agreeing and 31.7% strongly agreeing that their work environment encouraged the use of ConLert, consistent with Karahanna et al. (1999), who found that supportive work environments accelerate the adoption of innovative technology. Moreover, the perception that ConLert enhances professional reputation recorded the highest mean score (4.01), with 45.2% agreeing and 28.8% strongly agreeing, affirming Gefen and Straub's (2000) assertion that technologies improving professional image are widely accepted. Future research could explore the broader impact of social influences, such as those from social media or professional networks, on technology adoption, as suggested by Venkatesh and Davis (2000).

Facilitating Conditions

This section examined respondents' perceptions of the organizational and technical infrastructure available to support the use of 'ConLert.' Table 14 summarizes the mean scores for four related questions. The highest mean was 4.32, and the lowest was 4.01.

Table 14: Facilitating Conditions Analysis

Facilitating Condition Factor	Mean	Standard Deviation
Sufficient resources (internet, smartphone, etc.) to use 'ConLert'	4.32	.804
Basic knowledge of mobile apps to use 'ConLert'	4.01	.950
Organizational support for using 'ConLert'	4.11	.762
Adequate technical support for using 'ConLert'	4.03	.908

The analysis of facilitating conditions highlights the strong technical readiness among users, including access to mobile devices and basic technological knowledge, but underscores the need for improved organizational and technical support to ensure seamless use of the ConLert application. A majority (49.0% strongly agreed, 36.5% agreed) indicated that they have sufficient technological infrastructure, such as internet and smartphones, aligning with Deloitte (2020), which emphasized that mobile device and internet access are foundational factors for digital technology adoption.

Additionally, 43.3% agreed and 33.7% strongly agreed that they possess basic mobile application literacy, although 5.8% disagreed, suggesting the need for additional training or guidance for certain users, consistent with Rogers' (2003) findings on the importance of technological literacy in innovation diffusion. Organizational support also emerged as a key enabler, with 44.2% agreeing and 33.7% strongly agreeing that their organizations support the use of ConLert, reinforcing Karahanna et al.'s (1999) assertion that organizational backing bolsters user confidence in adopting new technology. Similarly, 44.2% agreed and 32.7% strongly agreed that adequate technical support was available, though 2.9% strongly disagreed, highlighting the importance of prioritizing technical support to address potential barriers, as noted by Venkatesh and Bala (2008). Future research could explore differences in facilitating conditions across demographic groups, such as age or technological literacy levels, to identify users requiring additional support.

CONCLUSION

The findings from this research highlight that the ConLert application has been positively received by potential users, particularly for its ability to simplify access to and management of academic events information. The high level of interest among respondents in a one-stop mobile application underscores ConLert's potential as an essential tool for organizing academic event notifications and information. This positions the app as a practical and much-needed solution for the academic community. With thoughtful improvements to its design and the inclusion of additional features like smart notifications and responsive technical support, ConLert could effectively address the evolving needs of users in today's increasingly complex digital environment. Moreover, this research provides a solid foundation for extending the application's use beyond academia into sectors such as education, research, and professional development, making it a versatile and valuable tool for a wide range of users.

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