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RESEARCH ARTICLE

User Experience Analysis of an Original Website Designed with Simplicity from the Perspective of Technology Acceptance Model

Sadelikle Tasarlanmış Özgün Bir Web Sitesinin Teknoloji Kabul Modeli Açısından Kullanıcı Deneyimi Analizi

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ABSTRACT

This study aims to analyze the user experience (UX) of a plainly designed website on a comprehensive subject, to determine its effect and efficiency on a target group and to find out if it is a "must" to form a detailed design for such a mission. The analysis is conducted on an original website on school preference for university selection guidance. The website differs from others by bringing in the concept of presenting comparative comments about the schools of students who studied at two different universities, with no additional information. The research is conducted by using the Technology Acceptance Model (TAM), which is based on Information Architecture (IA), for UX analyses. The info processed by relational screening technique was obtained from 256 high school students through the internet by a survey regarding their opinions about the website. Data were analyzed by Structural Equation Modeling (SEM), in the context of five hypotheses. Findings confirmed that the IA factors predicted TAM factors, which showed that such a website holds a positive effect and efficiency for the measured factors. Moreover, a result other than those estimated was also achieved, which was the absence of an effect of one of the TAM factors to another, very probably due to the design's extreme plainness. These results present key messages both to web designers and the academy by showing that using plainness at the limits may possess extra positive outcomes and may reveal unexpected evidence in models.

Keywords: User experience, information architecture, context design, visual design, technology acceptance model

ÖZ

Bu çalışma, sade tasarlanmış bir web sitesinin kullanıcı deneyimini (UX) kapsamlı bir konuda analiz etmeyi, hedef kitle üzerindeki etkisini ve verimliliğini belirlemeyi, böyle bir web sitesi için detaylı bir tasarım oluşturmanın "zorunluluk" olup olmadığını ortaya çıkarmayı amaçlamaktadır. Analiz, üniversite seçim rehberliği için okul tercihi konulu orijinal bir web sitesinde gerçekleştirilir. Web sitesi, iki farklı üniversitede okuyan öğrencilerin okulları hakkında hiçbir ek bilgi olmaksızın karşılaştırmalı yorumlar sunma konseptini getirmesiyle diğerlerinden farklıdır. Araştırma, UX analizleri için Bilgi Mimarisini (IA) temel alan Teknoloji Kabul Modeli (TAM) kullanılarak yürütülmektedir. İlişkisel tarama tekniği ile işlenen bilgiler, internet üzerinden 256 lise öğrencisine site hakkındaki düşüncelerine yönelik bir anket yapılarak elde edilmiştir. Veriler, Yapısal Eşitlik Modellemesi (YEM) ile beş hipotez bağlamında analiz edilmiştir. Bulgular, IA faktörlerinin TAM faktörlerini öngördüğünü doğruladı ve bu, böyle bir web sitesinin ölçülen faktörler için olumlu bir etkiye ve verimliliğe sahip olduğunu gösterdi. Ayrıca tahmin edilenden farklı bir sonuca da ulaşılmıştır, bu da büyük olasılıkla tasarımın aşırı sadeliğinden dolayı TAM faktörlerinden birinin diğerine etkisinin olmaması şeklindedir. Bu sonuçlar, sadeliğin sınırlarda kullanılmasının ekstra olumlu sonuçlar doğurabileceğini ve modellerde beklenmedik kanıtları ortaya çıkarabileceğini göstererek hem web tasarımcılarına hem de akademiye önemli mesajlar sunmaktadır.

Anahtar Kelimeler: Kullanıcı deneyimi, bilgi mimarisi, bağlam tasarımı, görsel tasarım, teknoloji kabul modeli

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1. INTRODUCTION

Information architecture (IA), which has a prominent place in structuring today's huge information load, refers to organizing data according to the minds of potential users and making the complex understandable. When it comes to information architecture in the internet; it is defined as the art and science of shaping information for usability through structural design in websites and mobile applications (Morville & Rosenfeld, 2006).

When developing a product in the context of IA, evaluating the users' physical and emotional reactions to that product is extremely important in optimizing the product. Herein, user experience (UX) is seen as a crucial component and can be defined as the users' perceptions and reactions resulting from the use of a product, system, or service. According to this definition, UX includes users' emotions, preferences, perceptions, physical and psychological reactions, behaviors, and achievements before, during and after the usage. In this context, three factors affecting the user experience are product, user, and use (ISO, 2018). UX enables designers to develop the product correctly by showing how easy and seamless users can perform the operations in the product and feel about it (Norman, 2002).

In this extent, context and visual design come forward. Usability, which is the level of ease of use of a product or system in IA, and content, which is the information itself, are the essential elements of the architecture. In addition, aesthetics has a strong effect on the entire structure and is an important side element in this context. Content design and usability, together with the visual design that forms aesthetics, affect user satisfaction in websites and mobile applications.

In websites, the content is the main element that distinguishes the site from its competitors and attracts the user. The content should have a rich and understandable structure that meets the needs of the target group and is suitable for user characteristics, such as age and gender. Content on websites is also shown as the number one factor for search engine optimization (Sparktoro, 2019). While the success of websites is mainly determined by their content, acceptance of good content by users is only possible with good visuals. Usability in websites and mobile applications is also mainly based on visual design. The usability of a product is determined by the visual control features of that product and their functionality (Telek, 2013). In addition, aesthetics based on visual design also affect user interest and satisfaction, as well as content and ease of use. Tranctinsky *et al*., (2000) and Norman (2002) emphasize that aesthetic elements can have such strong effects that they can make learning and using the application easier. Aesthetic elements sometimes even surpass functionality, and some even pave the way to become cult brands.

Simplicity, which has separately important places in content design and visual design, is another key factor behind a favored design (Nielsen, 1999), meaning that users on the web are able to get what they came for. Simplicity brings in clearness for context, ease of use for visual design, and a pleasant and attractive interface for aesthetics (Karvonen, 2000).

In this scope of design variables, the purpose of the study is investigating the user experience for an original website designed with absolute simplicity and revealing the efficiency of the design factors in such a design. It is obvious that the information to be obtained with UX on a website based on a simple design will make a good contribution to the literature.

For this study, the newly developed website "O Okul", a Turkish website meaning "That School" in English, is set as the subject material. The site, unlike other preference guidance sites, has been planned with a concept that gives guidance by comparing schools with the comments of students who have studied at those schools. In addition to this different point of view of the site, the principle of simplicity has been acted on throughout the editing and construction of the site. The website is presented to students who will enter the nationwide qualifying exam, which is the condition for enrollment to all universities in the country.

The model of the research is based on the Technology Acceptance Model (TAM), which is an effective model to reveal the factors that affect the adoption of the developments in today's technology. While the main factors of the model, perceived usefulness and perceived ease of use, are affected by external variables, they can affect users' intention to use and ultimately form the actual usage output. Data were analyzed by Structural Equation Modeling (SEM), the statistical technique to test and evaluate multivariate causal relationships of observed and latent variables. The study model covers 5 hypotheses regarding the interaction between five factors.

Within this scope, the research questions of the study are written as follows:

Does the content design and visual design at the website have an impact on users' perceptions of the ease of use and usefulness of the site?

If the designs in question influence user perceptions, do these perceptions have a positive effect on each other and on usage intention?

To find answers to these questions, the website is presented to a target group together with a survey on the context design and visual design of the site and the internal factors of the TAM. The analysis on the obtained data set of the UX, is implemented by the Analysis of Moment Structures (AMOS) through the software Statistical Package for the Social Sciences (SPSS).

2. RESEARCH BACKGROUND

2.1 The Original Website

The product put forth during the design process should serve a specific purpose, be functional because of conscious thought, and have at least one unique feature which is extraordinary in the sense that it has not been made before or is different from similar ones in functionality or aesthetics (Önlü, 2004). Design is a process that includes problem solving, creativity and aesthetics. It is the organization of a whole consisting of ideas, materials, and forms to serve a certain purpose (Whitely, 1993; Brooks Jr., 2010).

In this context, besides the school choice guidance websites on the Internet, the "O Okul" website in the study is a design that approaches the display of the schools from a different perspective and in a very simple way. The editing and construction of the site are made for functionality in a logical and theoretical integrity. While the schools are introduced separately with various sub-plugins on the existing sites, the schools are introduced by comparing them in "O Okul". Other websites involve comparison based on enrollment scores of the schools, which are most accurately available on the test center's website. Each pair of schools discussed in "O Okul" however, is compared by a student who studied at both schools. Here, while on one hand the fact that the most accurate comments about a school can be obtained from the experiences of the students from that school, on the other hand this factor is combined with the comparison method that will prevent students from being biased in their comments for their own school.

Since simplicity is based on both the contextual and visual design of the site (Karvonen, 2000; Maeda, 2006), this factor has been prioritized throughout the site setup. Except for the "About" section where the site ID is shared, there are only comparisons on the site. Comparisons are demonstrated on the main page in a box loop called "Carousel", which stops at certain time intervals. The carousel boxes contain only school logos and names, showing which schools are being compared, together with comment headings. When the boxes are clicked, the page with the relevant comment opens. Under the carousel, all comments are listed in pairs. Apart from the comment pages on the site, there is only one separate section for the option to search by school names. While configuring the site, the basic element in the page layout was again simplicity. The simple setup of the site is given as a flowchart in Figure 1 omitting the return to the home page link.

Figure 1. The setup of the website

2.2. Technology Acceptance Model (TAM)

IA is a design-based interdisciplinary and applied field for accessing and using today's information load (Resmini & Rosati, 2011). In this field, one of the most effective models developed on the factors affecting adoption of the rapid and major developments in technology is the Technology Acceptance Model (TAM). This model is aimed at understanding user behaviors

related to the presented product. The basis of TAM, formed by Fred Davis in 1986, constitutes the three variables "perceived usefulness" and "perceived ease of use", with the "attitude toward using" influenced by them. This foundation forms the structure of "user motivation". While external variables affect "perceived usefulness" and "perceived ease of use", "attitude toward using" directly determines "actual system use" output. The model is shown in Figure 2 with these variables (Davis, 1986).

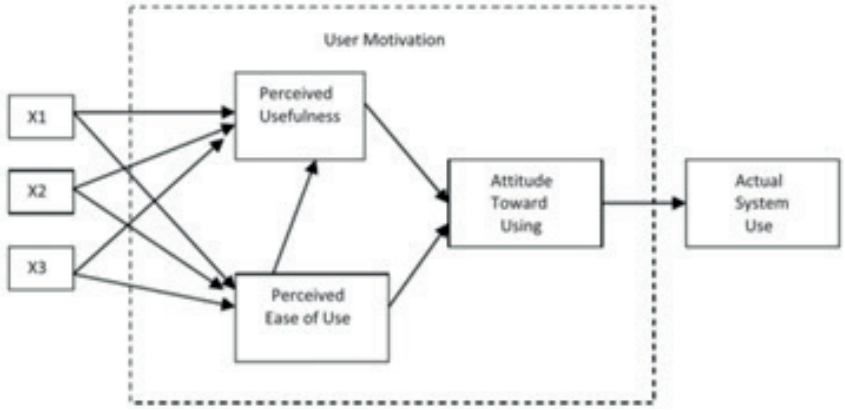

Figure 2. The main structure of Technology Acceptance Model

Numerous studies on the model have shown that it is superior to other models and makes meaningful predictions for both experienced and inexperienced users (Taylor & Todd, 1995). TAM has been subject to many studies since its emergence and has developed over time. The first model explained 40% of the intention to use (Davis, 1989). In 2000 TAM 2 was formed which increased the variance to 37%-52% by adding the factors that affect "perceived usefulness" to the model (Vankatesh & Davis, 2000). In 2008, by adding the factors that affect "perceived ease of use" to the model, TAM 3 was formed, which increased the variance to 40%-53% (Vankatesh & Davis, 2000). TAM is still being used effectively in assessing an existing or newly developed product, as well as in research to develop new models.

2.3 Research Hypotheses

There are five factors and five hypotheses in the research model. Three of the factors come from the original model as internal variables, while the other two influence these factors externally as independent variables. The factors are defined and the hypotheses are formulated as follows:

Contextual Design: The setting of the information in a product to meet the user's needs and present it in the best viable way (IDF, 2021).

Visual Design: Establishing the aesthetic appeal and usability of a product with appropriate elements, typography, space, layout, and colors (IDF, 2020).

Perceived Usefulness: The degree to which a person believes that using a particular system will improve work performance (Davis, 1986).

Perceived Ease of Use: The degree to which a person believes that using a particular system will not require physical and mental effort (Davis, 1986).

Attitude towards Using: The degree to which a person considers doing or not doing a certain future behavior (Warshaw & Davis, 1985).

H1: The contextual design of the website has a positive effect on perceived usefulness.

H2: The visual design of the site has a positive effect on perceived ease of use.

H3: Perceived ease of use for the website has a positive effect on perceived usefulness.

H4: Perceived usefulness for the website has a positive effect on the intention to use.

H5: Perceived ease of use for the website has a positive effect on the intention to use.

3. METHOD

3.1. The Research Model

This research, which aims to determine the effectiveness of a constructed website by applying it to a sample target audience, bears a relational design model. In this type of research, it is aimed to determine the existence and degree of a common change between two or more variables (Karasar, 2000). The study was approved by the Institute of Science of Mimar Sinan Fine Arts University and Istanbul Governorship Provincial Directorate of National Education; informed consent of the participants were obtained.

The original model developed by Davis (1986) was directly taken as the model of the research. The dependent internal variables in this model are perceived usefulness, perceived ease of use, and intention to use, where contextual and visual design are reflected as independent external variables. In this context, the hypotheses set on the model are defined relationally in Figure 3.

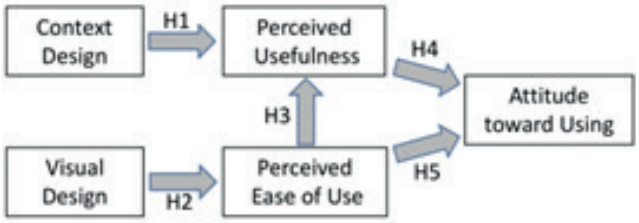

Figure 3. Model of the research

3.2. Population and Sample

The population of the research is students from public schools with high base points, and the sample is students from two well-known high schools within them; BAAL and SSAL, in Istanbul. The sample was determined by convenient sampling, where it is chosen from easily accessible and applicable places due to limitations in terms of time, money, and labor (Büyüköztürk, 2018). The two schools were selected for the ease of the application process as both schools had teachers who had been our classmates and had worked with us previously.

3.3. Data Collection Tools

The questionnaire consisted of 16 items for the basic components of TAM and 8 items for the IA factors affecting them. The 5-point scale lines up as; totally agree (4), partly agree (3), not sure (2), partly disagree (1), and totally disagree (0).

3.3.1 The Questionnaire

In the study, a 5-point Likert type questionnaire was prepared with 24 items, in which the questions obtained from the literature based on the "Technology Acceptance Model" were used. The visual form of the questionnaire and the limit on the number of items used were set by using the information obtained from the studies (Canca & Altun, 2011; Canca, 2011).

Items Related to IA

Content design:

- In my opinion, the content on the website is up-to-date and accurate.
- In my opinion, the content on the website is suitable for user needs.
- In my opinion, the content on the website is practical and useful.
- In my opinion, the content on the website is reliable.

Visual design:

- In my opinion, the website has been structured for easy use.
- In my opinion, the website is very good in terms of speed.
- In my opinion, the website is clearly designed for the organization of information.
- In my opinion, the website has a nice and high-quality look.

Items Related to TAM

Perceived usefulness:

- Using this website can enable me to make a quicker decision on my school choice.
- Using this website can enable me to make a better decision in choosing a school.
- Using this website would increase my productivity.
- Using this website would positively affect my effectiveness in my school choice.
- Using this website would make it easier for me to make a choice.
- Using this website would be helpful in making a school selection.

Perceived ease of use:

- Regarding this website, learning to use it is easy for me.
- Regarding this website, I can get what I want with the commands I give while using it.
- Regarding this website, I can use it comfortably.
- Regarding this website, I found it clear and understandable.
- Regarding this website, I can use it skillfully in a short time.
- Regarding this website, using it will be easy.

Attitude toward using:

- I would use this website in the coming months.
- I do not think I would want to use this website.
- I would recommend this website to my friends whom I want to help.
- I think that this website will be used by students because it will be liked.

3.3.2. Data Collection Process

For data collection, firstly, the questionnaire was transferred to an internet platform. Selection of the platform was made by uploading the questionnaire to three of the most preferred sites worldwide, and Survey Planet was chosen as the most suitable one for the study. We obtained ethics approval from the Provincial Directorate of National Education before inviting individuals to fill out the survey.

Personal information of users except for the school and class information was not collected due to the General Data Protection Regulation (GDPR) in EU law on personal data protection. Data from those who marked the same options in all the items or made a constant repetition or gave similar answers to the 21st and 22nd items, which have opposite statements, were excluded from the research.

3.3.3. Data Analysis Process

The descriptive and content analysis methods were used in data analysis. While in descriptive analysis the data set is evaluated in cause-effect relationships with previously formed themes, in content analysis the relations between the conceptualized data are determined (Karasar, 2000). The data set was analyzed with the software SPSS-AMOS.

Before the analysis, the adequacy of the sample size was checked. For SEM analyses, there are two approaches for the minimum number of participants: one considering only the number of participants, the other considering the ratio according to the number of items. These can be very briefly summarized as: 100, 150 and 200 responses in direct participant number, and at least 5 or 10 responses for each item in proportional participant number (O'Reilly, 2020). Considering these numbers, we note that 256 students who participated in the study and shared reliable information were above the required number.

3.4. Statistical Bases

Before leading to the testing of the hypotheses, statistical bases were checked by assessing the central distribution, reliability tests, and confirmatory factor analysis. After this overview, the structural equation of the model was setup and activated.

3.4.1. Central Distribution

In the study where responses ranged between 0 and 4, the mean and standard deviation values are presented in Table 1.

Table 1
Central distribution values of the questionnaire responses

Factors	Item heading	Mean	Standard deviation
Contextual design	Up-to-date and accurate	2.996	0.874
	Suitable for user needs	3.055	0.944
	Practical and useful	3.164	0.914
	Reliable	3.004	0.874
Visual design	Structured for easy use	3.219	0.982
	Fast	3.047	0.989
	Clear design	3.027	1.000
	Nice and quality look	2.730	1.145
Perceived usefulness	Enabling quicker decision	2.695	1.029
	Enabling better decision	2.902	1.026
	Increasing productivity	2.758	1.079
	Increasing effectiveness	2.922	1.007
	Easy in making a choice	2.879	1.028
	Helping in deciding	3.039	0.993
Perceived ease of use	Easy to learn to use	3.395	0.952
	Responds well to commands	3.203	0.928
	Easy interaction	3.230	0.906
	Clear and understandable	3.227	0.922
	Quick mastering in usage	3.324	0.877
	Easy usage	3.402	0.862
Attitude to use	Will use in the future	2.672	1.089
	Will not use in the future	1.242	1.076
	Will recommended	2.840	1.049
	Will be liked by others	2.977	0.998

It is observed that the views on the external variables are gathered around the "partly agree" option, which is expressed as three on the 0-4 scale. Distribution of the views on internal variables show that the means gather slightly below the "partly agree" value for "perceived usefulness", and slightly above the "partly agree" value for "perceived ease of use". For the output factor, "attitude towards using", opinions are gathered slightly below the value for "partly agree".

3.4.2. Reliability Analysis

After these findings, the model consisting of 24 items of five factors was tested for reliability (see Table 2.).

Table 2
Factor estimates and convergent validity results of the model.

Factors	Item no	Unstandardized estimates	Standardized estimates	Explained variance	Cronbach's Alpha	Composite reliability	Average variance extracted
Contextual design	1	1.256	0.736	0.542	0.815	0.727	0.401
	2	1.387	0.753	0.568			
	3	1.473	0.826	0.683			
	4	1.000	0.586	0.344			
Visual design	5	1.100	0.718	0.516	0.720	0.677	0.352
	6	0.799	0.518	0.268			
	7	1.166	0.748	0.559			
	8	1.000	0.560	0.313			
Perceived usefulness	9	1.000	0.797	0.635	0.935	0.906	0.618
	10	1.032	0.825	0.681			
	11	1.055	0.801	0.642			
	12	1.100	0.896	0.803			
	13	1.035	0.826	0.682			
Perceived ease of use	14	0.999	0.825	0.680	0.892	0.874	0.537
	15	1.040	0.776	0.602			
	16	0.892	0.683	0.467			
	17	0.996	0.781	0.609			
	18	1.028	0.792	0.627			
	19	0.836	0.677	0.459			
Attitude to use	20	1.000	0.824	0.678	0.885	0.773	0.440
	21	1.000	0.791	0.625			
	22	-0.994	-0.796	0.633			
	23	0.932	0.765	0.585			
	24	0.975	0.841	0.708			

All standardized estimates in the model were above 0.5 (Table 2) and Cronbach's Alpha values of all factors were found to be high within the scope of the reliability (Bademci, 2006) of the application.

3.4.3. Confirmatory Factor Analysis

Confirmatory Factor Analysis is used in scale development and validity analyses or to confirm a predetermined structure (Yaşlıoğlu, 2017). To examine the suitability of the data set in the study for the analysis, firstly correlations between the factors were checked (Table 3).

Table 3
Connection between the factors ($p < 0.001$)

Factors	CD	VD	PU	PEU	ATU
CD		0.561	0.705	0.563	0.592
VD	0.561		0.573	0.739	0.471
PU	0.705	0.573		0.520	0.687
PEU	0.563	0.739	0.520		0.499
ATU	0.592	0.471	0.687	0.499	

While there is a significant ($p < 0.001$) relation between all factors, the correlations between VD-PEU, CD-PU, and PU-ATU factors were found to be high, which respectively correspond to the hypotheses H2, H1, and H4.

4. FINDINGS

4.1. Data of the First Model

Numerical data on structural relations were obtained by setting up the factors according to the original TAM in AMOS with the SEM. Considering that the sample size is larger than 250 and the number of variables is between 12 and 30, the fit values of the first model according to the reference values for the ideal fit (Byrne, 2011) are given in Table 4.

Table 4
Fit values of the first model

Goodness of fit statistic	Reference values	Fit values of the first model
CMIN/DF	< 5	2.948
GFI	> 0.90	0.819
CFI	> 0.92	0.887
NFI	> 0.90	0.839
TLI	> 0.90	0.873
RMSEA	< 0.07	0.087

4.2. Data of the Renewed Model

The changes that AMOS indicates can be understood by looking at the central distribution values and item contents. While no two-way relation was established between any of the items in the external variables, similarity between the linked item pairs appears to be the reason for this change. These changes had a positive effect on factor relations and fit values in general (Table 5). The renewed model is presented in Figure 4.

Table 5
Fit values of the renewed model

Goodness of fit statistic	Reference values	Fit values of the renewed model
CMIN/DF	< 5	1.829
GFI	> 0.90	0.875
CFI	> 0.92	0.953
NFI	> 0.90	0.902
TLI	> 0.90	0.946
RMSEA	< 0.07	0.049

Except for the GFI value in the second model, all values show that the model has reached the level required for an ideal fit. After the arrangements suggested by the AMOS program were made, data of the latest model was obtained, and was proceeded to testing of the hypotheses.

4.3. Confirmatory Factor Analysis

At the end of the SEM analysis, relations between the variables and the regression estimates in the model are presented in Table 6.

Table 6
Predictive findings on the hypotheses

Hypotheses	Regression loads	Standard loads	t values	p values	Result of the hypothesis
H1: CD > PU	1.347	0.183	7.377	0.000	Verified
H2: VD > PEU	1.018	0.119	8.528	0.000	Verified
H3: PEU > PU	-	-	-	0.850	Falsified
H4: PU > ATU	0.831	0.076	10.926	0.000	Verified
H5: PEU >ATU	0.238	0.064	3.706	0.000	Verified

While all hypotheses are presented in Table 6, only the rejection of H3 draws attention. Regarding this finding, additional tests were conducted on the model (Sen, 2019). Firstly, the correlational arrow between CD and PU has been removed from the additions indicated by AMOS. Separately, two predictive arrows have been added from CD to PEU and from VD to PU. Again, apart from these trials, each of the item pairs with correlational arrows was selected and removed according to the load change. In each case, while the fit values weakened, there was no significant change for H3. As a result, it is seen that all the tested hypotheses are supported except the one related to the effect of perceived ease of usee on perceived usefulness.

5. DISCUSSION AND CONCLUSION

The first hypothesis of the study (H1) is on the effect of contextual design of the website on perceived usefulness. Findings confirm that contextual design positively affects perceived usefulness, as expected. It is an expected situation that the content of a site that is consulted about choosing a school will affect the perceived benefit in this regard, as would be expected in almost every subject. The fact that the contextual design of the site predicts perceived usefulness in a positive way also shows that it is organized in accordance with the purpose.

The second hypothesis (H2) of the study is on the effect of the visual design of the website on perceived ease of use. Findings confirm that visual design positively affects perceived ease of use, as expected. It is expected that the visual design of a site to be used for school preference will affect the perceived ease of use in this regard, as would be expected in almost every subject. The fact that visual design predicts perceived usefulness in a positive way also shows that the visual design on the site is organized in accordance with the purpose.

The third hypothesis (H3) of the study is on the effect of perceived ease of use on perceived usefulness. The findings do not show that perceived ease of use has an effect on perceived usefulness, contrary to what is reported in the literature. The fact that perceived ease of use does not have a significant effect on perceived usefulness is explainable with respect to the interaction between them for such a website. TAM is a model developed for a wide variety of products in the field of technology. Therefore, of course, it is expected that ease of use will directly affect usefulness when certain products are used for certain benefits. Technological products such as smart home appliances, autonomous vehicles and facial recognition systems are examples of this. However, it cannot be said that ease of use has a direct effect on the usefulness for the designed website within the scope of its concept. Moreover, simplicity in its design is likely to keep this relation at a minimum level. The absence of interaction between these factors also shows that perceived usefulness and perceived ease of use can be considered quite independently of each other in view of the external factors of contextual and visual design.

According to TAM, individuals tend to use a new product to the extent of their perceptions of its ease of use and the benefits it will provide, while PEU has an impact on PU (Silva & Diaz, 2007). These two main factors remain the most influential variables in the model, although many new factors have been tested in studies (Avcı Yücel & Gülbahar, 2013). However, it is seen that many studies refer to TAM due to the simplicity of the model without considering the nature of the relations between factors [33]. Considering the intention to play digital games; finding them difficult or easy, and seeing them as a waste of time or mental gymnastics, is a good example of the use of TAM in such studies (Charness & Boot, 2016). Likewise, the two factors in this study may not have a predictive effect on one another. Another reason for the finding about H3 in practice may be the fact that the PEU remains at an extremely high level, as the product is found so easily by the user group. Naturally, one fact that minimizes the effect of PEU on PU can be the simplicity of the design. The rejection of H3 also does not change the fact that PEU and PU are the main variables in the model.

The fourth hypothesis (H4) of the study is on the effect of perceived usefulness on intention to use. Findings confirm that perceived usefulness positively affects intention to use, as stated in the literature. Intrinsically, the perceived usefulness of a website on school choice may have a direct effect on the intention to use, and so it is expected that it can predict this output factor.

The fifth hypothesis (H5) of the study is on the effect of perceived ease of use on intention to use. Findings confirm that perceived ease of use positively affects intention to use, as stated in the literature. For a website on school preference, a direct effect of perceived ease of use on intention to use is not expected, but it may still predict it indirectly.

In the results, it is seen that the information architecture factors within the scope of the research have a positive effect on the adoption of the sample website. This shows that the contextual and visual designs are formed at a good level according to the criteria within the scope of the research, considering the target group.

Considering the findings based on factors, it can be said that the success in contextual and visual design is at similar levels. Unlike this similarity between external factors, it is seen that there is a difference in favor of ease of use within the measured scope between the levels of perceived usefulness and perceived ease of use.

Considering the findings based on items, additional comments can be made about the overall design and certain points. The first is about the lack of names of graduates on the website. This was for the purpose of obtaining sincere shares from the authors on the website. Despite this lack, as can be seen in the findings of item #4, users assumed that the comments were reliable. Similarly, there was no info about the graduation year of the authors. Despite this fact, as can be seen in the findings of item #1, users assumed that the comments on the website were up to date. This shows that the test group considered the information on the website reliable despite these two shortcomings.

This study analyses the UX of an extremely plainly designed website on a special comprehensive subject and reveals that it is not a "must" to form a detailed design for such a mission for the website designers. Furthermore, findings confirmed that an extremely plain and well-designed website has a positive effect for the attitude towards using the website. Moreover, for literature, the study presents that, probably due to the extreme plainness of the design, the effect of perceived ease of use on perceived usefulness disappears. These results are pleasing, as showing positive facts of plain design on a particular topic, and these types of designs embody data that have not been explored yet.

To raise the original website design to even better levels, enhancements and follow-up new measurements should also be made according to open-ended comments from users. In addition, since perceived usefulness, perceived ease of use, and intention to use, which are the main variables of TAM, were discussed in the study; the actual use, which is directly affected by the intention to use, has not been measured. This factor, which requires more different and detailed tools for measurement, can be measured by allocating more time and resources in development processes.

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