



The Influence Of Education And Public Awareness On The Use Of Digital-Based Public Services

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Abstract : The rapid advancement of digital technology has transformed how public services are delivered and accessed. This research examines the relationship between education levels and public awareness concerning adopting digital-based public services. In the digital transformation era, understanding the factors that influence the adoption of digital public services is crucial for improving the effectiveness of e-government implementation. This study surveyed 500 respondents from various demographic groups across multiple regions through a quantitative approach, utilizing stratified random sampling to ensure representation. The research employed a structured questionnaire and analyzed the data using multiple regression analysis and Structural Equation Modeling (SEM). The findings reveal a significant positive correlation ($r = 0.76$, $p < 0.001$) between educational background and digital service adoption rates. Additionally, public awareness emerged as a crucial mediating factor, explaining 45% of the variance in digital service utilization patterns. The study also identified key barriers to adoption, including digital literacy gaps and accessibility challenges, particularly among lower education groups. These findings provide valuable insights for policymakers and public service administrators in developing targeted strategies to enhance digital service adoption. The research contributes to the growing body of literature on e-government implementation and digital transformation in public services, while offering practical recommendations for improving public service delivery in the digital age.

Keywords: Digital Public Services, Public Awareness, E-government Adoption, Public Service Innovation, Digital Transformation

1. INTRODUCTION

Digital transformation in public services has become an inevitable global trend. Governments worldwide are making substantial investments in developing digital infrastructure to enhance the efficiency and accessibility of public services. However, the successful implementation of digital public services depends not only on technological availability but also on society's readiness and capability to adopt these services.

The acceleration of digital transformation, particularly in the aftermath of the global COVID-19 pandemic, has highlighted the critical importance of digital public services in maintaining governmental operations and public service delivery. According to the United Nations E-Government Survey 2022, over 80% of countries have implemented some form of digital public services, representing a significant increase from previous years. This rapid digitalization has created both opportunities and challenges in public service delivery, particularly concerning citizen adoption and utilization of these digital platforms. The integration of digital technologies into public services presents unique challenges in different socio-economic contexts. While developed nations often struggle with issues of digital privacy and service sophistication, developing countries face more fundamental challenges related to digital literacy and infrastructure accessibility. These disparities highlight the need for a

comprehensive understanding of the factors that influence digital service adoption, particularly the roles of education and public awareness in bridging the digital divide.

Education emerges as a critical factor in the successful adoption of digital public services. Previous studies have indicated that higher levels of education correlate strongly with increased digital literacy and technology acceptance. However, the precise mechanisms through which education influences digital service adoption remain understudied, particularly in the context of public service delivery. This research gap becomes increasingly significant as governments worldwide continue to digitalize their services at an unprecedented rate.

Public awareness, another crucial element in digital service adoption, plays a multifaceted role in shaping citizens' interactions with digital government services. The level of public awareness about available digital services, their benefits, and usage methods significantly impacts adoption rates. Understanding the interplay between public awareness and educational background becomes essential for developing effective strategies to promote digital service utilization.

Given these contexts, this study addresses three fundamental research questions: How does educational level influence the adoption and use of digital public services?, To what extent does public awareness play a role in increasing the use of digital-based public services?, What is the relationship between educational level and public awareness in the context of digital service adoption?

This research contributes to both theoretical understanding and practical implementation of digital public services in several ways. Theoretically, it extends existing knowledge about technology adoption in the public sector by examining the specific roles of education and public awareness. Practically, the findings will assist policymakers and public administrators in developing more effective strategies for digital service implementation and adoption.

The results of this study will be particularly valuable for:

Government agencies planning or implementing digital transformation initiatives

Educational institutions developing digital literacy programs

Policy makers working on digital inclusion strategies

Public service administrators seeking to improve service delivery

Researchers studying e-government and digital transformation

By examining these aspects comprehensively, this research aims to bridge the gap between technological capability and social readiness in the context of digital public services, ultimately contributing to more effective and inclusive digital transformation in the public sector.

2. LITERATURE REVIEW

E-Government and Digital Public Services Concepts

Digital public services represent the modernization of government services through information and communication technology. This concept encompasses various service aspects, from basic administration to more complex services such as online taxation and digital licensing systems. The evolution of e-government has transformed traditional public service delivery into a more efficient, transparent, and accessible system.

The theoretical foundation of e-government is rooted in New Public Management (NPM) principles, which emphasize efficiency, effectiveness, and citizen-centric service delivery. Scholars like Moon and Norris (2015) argue that e-government implementation goes beyond mere digitization, representing a fundamental shift in how governments interact with citizens. This transformation involves restructuring internal processes, improving service delivery mechanisms, and enhancing citizen engagement through digital platforms.

Recent studies have identified several key dimensions of successful e-government implementation. West (2023) categorizes these dimensions into technical infrastructure, organizational readiness, and user acceptance. The technical infrastructure includes digital platforms, security systems, and integration capabilities. Organizational readiness encompasses institutional frameworks, policy support, and administrative capacity. User acceptance involves citizen preparedness, digital literacy, and trust in electronic systems.

The implementation of digital public services has shown varying degrees of success across different contexts. Research by Zhang and Chen (2021) demonstrates that countries with well-developed digital infrastructure and high internet penetration rates generally show higher adoption rates of digital public services. However, they also note that technological capability alone does not guarantee successful implementation.

The Role of Education in Technology Adoption

Previous research indicates that educational level has a positive correlation with the ability to adopt new technologies. Factors such as digital literacy, analytical capabilities, and technological understanding are generally higher in individuals with higher education levels. This relationship has been extensively studied in the context of digital service adoption.

Educational background influences technology adoption through multiple pathways. Anderson and Smith (2022) identify three primary mechanisms:

1. **Cognitive Development:** Higher education enhances problem-solving abilities and abstract thinking, facilitating a better understanding of technological systems

2. **Digital Literacy:** Formal education often includes exposure to various technologies, building fundamental digital skills
3. **Information Processing:** Advanced education develops critical thinking skills necessary for evaluating and adopting new technological solutions

Empirical studies have consistently shown strong correlations between educational attainment and technology adoption. Research by Johnson et al. (2024) found that individuals with tertiary education are 2.5 times more likely to adopt new digital services compared to those with only primary education. This relationship remains significant even when controlling for other socioeconomic factors.

The impact of education on technology adoption also extends to organizational settings. Studies by Thompson and Lee (2023) demonstrate that organizations with higher proportions of well-educated employees show faster rates of digital transformation and more successful implementation of new technologies.

Public Awareness and Technology

Public awareness encompasses understanding the existence, benefits, and methods of using digital services. This awareness level is influenced by various factors such as socialization, media exposure, and personal experience. The relationship between public awareness and technology adoption has become increasingly important in the digital age.

Recent research has identified several key components of public awareness in the context of digital services:

1. **Knowledge Awareness:** Understanding what digital services are available
2. **Benefit Awareness:** Recognizing the advantages and potential value of digital services
3. **Process Awareness:** Understanding how to access and use digital services
4. **Security Awareness:** Knowledge about safety and privacy aspects of digital services

Studies by Wilson and Garcia (2023) demonstrate that public awareness campaigns can significantly impact digital service adoption rates. Their research shows that targeted awareness programs can increase adoption rates by up to 40% within six months of implementation. However, the effectiveness of these campaigns varies based on demographic factors and existing technology exposure.

The role of media in shaping public awareness has been extensively studied. Research by Park et al. (2022) indicates that exposure to different types of media has varying effects on technology awareness and adoption:

1. **Traditional Media:** Effective for creating basic awareness about digital services
2. **Social Media:** More effective for detailed information sharing and peer learning

3. Interactive Platforms: Most effective for developing practical understanding and skills

Public awareness is also influenced by social networks and community factors. Studies by Brown and Taylor (2024) show that community leaders and early adopters play crucial roles in spreading awareness and encouraging technology adoption within their social circles. This "network effect" is particularly strong in close-knit communities and professional networks.

3. RESEARCH METHODOLOGY

This study employs a quantitative research approach with a cross-sectional survey design to examine the relationship between educational levels, public awareness, and digital public service adoption. The cross-sectional design was chosen because it allows for data collection at a single point in time, providing a snapshot of current attitudes, behaviours, and relationships between variables. This approach is particularly suitable for examining the correlation between educational background and digital service adoption patterns while controlling for various demographic factors.

The research design incorporates both explanatory and descriptive elements. The explanatory component focuses on establishing causal relationships between education levels, public awareness, and digital service adoption, while the descriptive element captures current patterns of digital service usage across different demographic groups. This dual approach ensures a comprehensive understanding of both the 'what' and 'why' of digital service adoption patterns.

The target population consists of public service users in urban and suburban areas who have potential access to digital government services. This population encompasses individuals from various socioeconomic backgrounds, educational levels, and age groups, ensuring a comprehensive representation of potential digital service users.

A stratified random sampling method is employed to ensure proportional representation across different demographic segments. The stratification variables include:

1. Educational level (Primary, Secondary, Tertiary, Post-graduate)
2. Age groups (18-30, 31-45, 46-65)
3. Geographic location (Urban, Suburban, Rural)
4. Income levels (Low, Middle, High)

The study includes 500 respondents, determined using power analysis with the following parameters:

1. Confidence level: 95%
2. Margin of error: $\pm 4.4\%$

3. Expected effect size: 0.3 (medium)
4. Power: 0.8

The inclusion criteria for participants are:

1. Age range: 18-65 years
2. Active internet access
3. Residence in the study area for at least one year
4. Basic literacy in local or English language

Data Collection Methods

Survey Implementation

The data collection process employs a mixed-mode approach combining online and offline survey methods:

Online Surveys

Web-based questionnaire using Google Forms

Mobile-optimized survey platform

Email invitations with follow-up reminders

Response tracking and validation systems

Offline Surveys

Paper-based questionnaires for less digitally accessible areas

Face-to-face administration when necessary

Field enumerator training and quality control

Data entry verification protocols

Structured Interviews

Complementary structured interviews are conducted with a subset of 50 respondents to gather deeper insights:

Duration: 30-45 minutes per interview

Standard interview protocol

Audio recording with participant consent

Professional transcription services

Digital Service Usage Observation

Observational data collection includes:

Structured observation sessions (15-20 minutes)

Task completion monitoring

User interaction recording

Error and difficulty documentation

Data Analysis Framework

The data analysis framework for this research follows a comprehensive three-stage approach, encompassing preliminary analysis, advanced statistical procedures, and quality assurance measures.

Preliminary Analysis

The initial stage of data analysis begins with thorough data cleaning and preparation procedures. This process involves systematic analysis of missing values to identify patterns and implement appropriate handling methods, whether through imputation or case deletion. Outlier detection is conducted using both univariate and multivariate methods, including z-scores and Mahalanobis distance calculations, to ensure data integrity. Normality testing employs multiple approaches, including visual inspection of histograms, Q-Q plots, and formal statistical tests such as Shapiro-Wilk and Kolmogorov-Smirnov tests. When necessary, data transformation techniques are applied to address violations of normality and improve the data's statistical properties.

Following data cleaning, descriptive statistical analysis is performed to understand the basic features of the dataset. This includes generating frequency distributions to examine the pattern of responses across different variables, calculating measures of central tendency (mean, median, and mode) to identify typical values, and computing dispersion measures (standard deviation, variance, and range) to understand data spread. Cross-tabulations are created to explore relationships between categorical variables and identify potential patterns or associations in the data.

Advanced Statistical Analysis

The advanced analysis phase employs several sophisticated statistical techniques. Correlation analysis begins with calculating Pearson correlation coefficients to measure the strength and direction of relationships between variables. Significance testing is conducted to determine the statistical reliability of these correlations, with correlation matrices generated to visualize the network of relationships among variables. Variable relationship mapping provides a comprehensive overview of how different factors interact within the research framework.

Multiple regression analysis extends the investigation by implementing hierarchical regression models to understand the relative contribution of different predictors. This includes testing for moderator effects to identify factors that influence the strength of relationships between variables. Careful attention is paid to verifying statistical assumptions, including linearity, homoscedasticity, and multicollinearity. Model fit assessment uses multiple

indicators, including R-squared values, adjusted R-squared, and F-statistics, to evaluate the explanatory power of the models.

Structural Equation Modeling (SEM) represents the most sophisticated level of analysis, beginning with measurement model validation to ensure construct reliability and validity. Path analysis examines direct and indirect relationships between variables, while model fit indices (including CFI, TLI, RMSEA, and SRMR) assess how well the theoretical model fits the observed data. The analysis of direct and indirect effects provides insights into mediating relationships and complex causal pathways within the model.

Quality Assurance Measures

The quality assurance framework encompasses three key dimensions: reliability testing, validity assessment, and error management. Reliability testing begins with Cronbach's alpha calculations to assess the internal consistency of measurement scales. Inter-rater reliability assessment ensures consistency across different observers or raters, while test-retest reliability evaluation using pilot data confirms the temporal stability of measurements.

Validity assessment procedures include thorough content validity verification through expert review panels, construct validity examination using exploratory and confirmatory factor analysis, and testing of convergent and discriminant validity to ensure appropriate measurement of theoretical constructs. These procedures help establish both the theoretical and empirical soundness of the research instruments and findings.

Error management procedures incorporate systematic calculation of standard errors to quantify the precision of statistical estimates, computation of confidence intervals to establish ranges for population parameters, and implementation of bias detection and correction methods to address any systematic deviations in the data or analysis. These procedures ensure the robustness and reliability of the research findings.

All statistical analyses are conducted using modern statistical software packages, including SPSS for basic analyses, AMOS for structural equation modeling, and R for specialized procedures. This comprehensive analytical framework ensures rigorous examination of the research questions while maintaining high standards of statistical validity and reliability.

Data Processing Tools

The analysis will utilize:

SPSS 28.0 for descriptive and basic inferential statistics

AMOS 26.0 for structural equation modeling

R Studio for advanced statistical analyses

Excel for data organization and preliminary analysis

This comprehensive methodological framework ensures robust data collection and analysis, enabling reliable insights into the relationships between education, public awareness, and digital service adoption

4. RESULTS AND DISCUSSION

Results and Analysis

Demographic Profile of Respondents

The study included 500 respondents with diverse demographic characteristics. In terms of educational background, 15% of respondents held postgraduate degrees, 35% had completed undergraduate studies, 30% had secondary education, and 20% had primary education. Age distribution showed 40% of respondents in the 18-30 age group, 35% in the 31-45 range, and 25% in the 46-65 category. Regarding digital service experience, 45% reported high usage frequency (daily), 30% moderate usage (weekly), and 25% low usage (monthly or less).

Gender distribution was relatively balanced, with 52% female and 48% male respondents. Geographic distribution included 60% urban residents, 25% suburban residents, and 15% rural residents. Income levels varied, with 30% in high-income brackets, 45% in middle-income categories, and 25% in lower-income groups.

Impact of Educational Level

Correlation Analysis

Statistical analysis revealed a strong positive correlation ($r = 0.78$, $p < 0.001$) between educational level and digital service adoption. The correlation strength varied across different types of digital services:

Administrative services: $r = 0.82$

Financial services: $r = 0.75$

Information services: $r = 0.71$

Usage Pattern Analysis

Different educational backgrounds showed distinct usage patterns:

Postgraduate Level:

Highest adoption rate (85%)

Most frequent use of complex services

Strong preference for mobile applications

High engagement with interactive features

Undergraduate Level:

- High adoption rate (75%)
- Regular use of diverse services
- Balance between mobile and desktop platforms
- Moderate to high feature utilization

Secondary Education:

- Moderate adoption rate (60%)
- Focus on basic services
- Preference for simplified interfaces
- Limited use of advanced features

Primary Education:

- Lower adoption rate (40%)
- Mainly basic information services
- Need for significant assistance
- Limited platform engagement

Discussion

Integration of Educational Level and Digital Service Adoption

The strong positive correlation ($r = 0.78$, $p < 0.001$) between educational level and digital service adoption reveals several important insights into the dynamics of e-government implementation. This finding aligns with previous research by Thompson and Lee (2023), who identified education as a crucial determinant of technology adoption. However, our study extends this understanding by demonstrating varying correlation strengths across different types of digital services (administrative: $r = 0.82$; financial: $r = 0.75$; information: $r = 0.71$).

The distinct usage patterns observed across educational levels present both challenges and opportunities for digital service implementation. The high adoption rate (85%) among postgraduate degree holders suggests that advanced education not only enhances digital literacy but also builds confidence in exploring complex digital solutions. This finding supports the cognitive development theory proposed by Anderson and Smith (2022), which emphasizes the role of education in developing technological self-efficacy.

However, the lower adoption rates among those with primary education (40%) highlight a significant digital divide that requires attention. This disparity goes beyond mere access issues, encompassing broader concerns about digital literacy and technological

confidence. The identification of basic digital literacy as a primary barrier (75%) among this group suggests the need for targeted interventions and simplified service designs.

Public Awareness and Its Cascading Effects

The analysis of public awareness levels reveals a nuanced relationship between knowledge dissemination and service adoption. The finding that higher awareness led to a 65% increase in usage demonstrates the crucial role of public education and communication strategies. This relationship appears to be cyclical, where increased awareness leads to higher adoption rates, which in turn generates more awareness through user experience and word-of-mouth.

The effectiveness variation across different awareness programs (traditional media: 45%; social media: 65%; direct communication: 70%) provides valuable insights for future communication strategies. The superior performance of direct communication aligns with the diffusion of innovation theory, suggesting that personal interaction remains crucial even in digital transformation initiatives.

Synergistic Relationship Between Education and Awareness

The path analysis results (Education \rightarrow Adoption: $\beta = 0.45$; Awareness \rightarrow Adoption: $\beta = 0.38$; Education \rightarrow Awareness: $\beta = 0.42$) reveal a complex interplay between education and awareness in driving digital service adoption. The significant indirect effect ($\beta = 0.16$) of education through awareness suggests that educational background not only directly influences adoption but also enhances the effectiveness of awareness programs.

This finding has important implications for policy development and implementation strategies:

Integrated Approach Necessity

The strong interaction between education and awareness suggests that isolated interventions may be less effective than integrated approaches. Programs that combine educational elements with awareness campaigns might yield better results than those focusing on either aspect alone.

Customized Implementation Strategies

The varying adoption patterns across educational levels indicate the need for customized implementation strategies. While higher-educated users might benefit from advanced features and comprehensive functionality, those with lower educational levels require simplified interfaces and robust support systems.

Barrier Mitigation Framework

The identification of specific barriers across educational levels provides a framework for targeted intervention. Technical barriers predominantly affecting those with primary

education (75%) suggest the need for basic digital literacy programs, while security concerns among higher-educated users (25%) indicate the importance of advanced security features and transparency.

This comprehensive discussion demonstrates the complex interplay between education, awareness, and digital service adoption, providing valuable insights for both theory development and practical implementation.

5. CONCLUSIONS

This research has revealed several significant findings regarding the influence of education and public awareness on digital public service adoption:

1. Educational Impact

A strong positive correlation ($r = 0.78$, $p < 0.001$) exists between educational levels and digital service adoption, demonstrating that education serves as a fundamental driver of digital transformation success. This relationship varies across service types, with administrative services showing the strongest correlation ($r = 0.82$).

2. Usage patterns significantly differ across educational levels:

Postgraduate holders demonstrate the highest adoption rate (85%)

Undergraduate users show strong engagement (75%)

Secondary education users maintain moderate adoption (60%)

Primary education users experience limited engagement (40%)

Technical barriers vary by educational level, with basic digital literacy being the primary challenge (75%) for those with lower education levels, while security concerns (25%) predominate among higher-educated users.

3. Public Awareness Influence

Awareness levels directly impact adoption rates, with higher awareness leading to a 65% increase in digital service usage.

Communication effectiveness varies by channel:

Direct communication shows highest effectiveness (70%)

Social media demonstrates strong impact (65%)

Traditional media shows moderate effectiveness (45%)

The study reveals a strong mediating effect of public awareness between education and digital service adoption ($\beta = 0.16$).

The success of digital public services ultimately depends on the ability to bridge the digital divide through education and awareness while providing accessible and user-friendly

services for all citizens. Future developments in this field should focus on creating more inclusive and adaptive systems that can accommodate users across all educational levels while maintaining service efficiency and effectiveness.

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