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An Empirical Study On Technology Acceptance Of E-Learning Among B.A/M.A English Pursuing Students.

HoziaAntonette
Student(B.A ENGLISH - 2nd year)
Bharadhidasan Government College For Women
Pondicherry
Magdalene Nalada Delphin
Student(B.A ENGLISH - 2nd year)
Bharadhidasan Government College For Women
Pondicherry

ABSTRACT

This study investigates the B.A/M.An English pursuing students technology adoption towards E-Education. In addition to the variables perceived usefulness and perceived ease of use derived from TAM, the study included and tested factors like perceived social influence and perceived innovativeness.The study results suggest that literarians attitude toward electronic learning is significantly impacted by perceived social influence and perceived usefulness. An extended TAM model framework was proposed and empirically verified using the data collected from the survey. This is one of the few studies to examine the technology adoption of electronic learning among students pursuing B.A/M.A English by using the extended Technology Acceptance Model framework with additional constructs.

Key Words: English, E-LEARNING, TAM, Technology Acceptance.

INTRODUCTION :

Nearly all regions of culture are covered by technology. In education, it is possible to note at least two developments: first, worldwide education schemes incorporate digital skills into curricula and appraisals. Secondly, teachers and educators should include technology as an instrument to enable them to learn or as a way of formative evaluation. The specified goal of education is to assist learners digitally learn and to deal with the complexities and dynamics of cultures today. However, this growth requires that technology be integrated into teaching

and learning environments significantly.(Siddiq, Hatlevik, Olsen, Throndsen, & Scherer, 2016) [1]

The majority of more significant education organisations have embraced education technologies and e-learning systems. Also, in face-to-face courses, new e-learning methods such as leadership or communication networks are increasingly required. E-learning is not so simple in science and technology classes such as engineering, which include laboratory practitioners as well as theoretical presentations, and in which practical drills and laboratory practice are essential to the teaching of learners. In this field it is vital to provide virtual work to learners, simulators and interactive instruments. (Potkonjak et al., 2016). [2]

Comprehensive literature focused on technology acceptance by learners, which struggled with the variables linked to this incorporation. The study landscape has however dominated one design–the Model of Technology Acceptance. The TAM includes several factors which explicitly or partially explain cognitive plans and the use of technology, expanded by internal factors such as auto efficacy, subjective standards, and enabling technology circumstances. The TAM has achieved significant prominence in its ability to justify variances in the purpose and use of robotics, in particular by its transferability to multiple situations and specimens, and its ease of design within functional problem modelling frameworks. The TAM is also a reliable tool for describing student implementation of technology in addition to other designs. (Marangunić&Granić, 2015) [3]

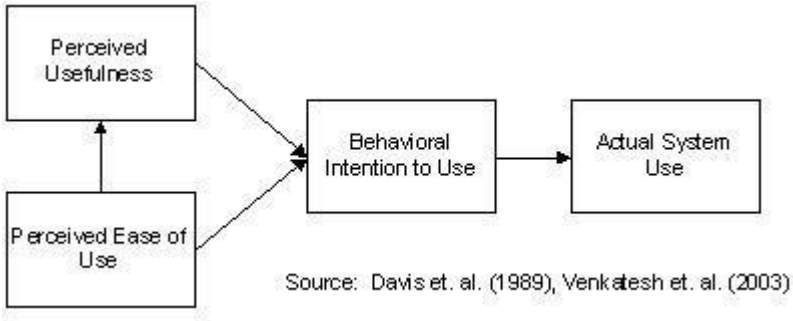

Figure 1

Literature Review :

Students ' cognitive desire to use e-learning devices using mediating factors of the presumed convenience of use and relative usefulness has been significantly affected by the

interpersonal impact, internal impact and teacher performance. The only predictor that significantly impacted the cognitive intentions of UK learners was, however, teacher performance. (Abbas, T. 2016) [4]

This exploratory research is intended to incorporate principles and foundations for the implementation of technology into the digital education framework and present a novel conceptual model. Empirical findings show that social influence, cost importance, and achievement expectancy have influenced the model of e-education. (Mehta, A., Morris, N. P., Swinnerton, B., & Homer, M. 2019) [5]

Results show that the presumed utility has a significant impact on the use of electronic education. Ease of use and subjective standards are considered to have only negative impacts. Both private innovation and desktop anxiety have an immediate impact only on presumed usability. The impact is that educational program directors should not only focus on basic scheme layout but also expressly solve the distinctions between personal consumers of e-education. (Van Raaij, E. M., &Schepers, J. J. 2008) [6]

The results show that cloud-based e-learning implementation is affected by the expectation of success, personal impact, hedonic motive, and custom. Interestingly, while innovation is not essential to use desire, it has a comparatively fresh beneficial impact on the use of E-learning. (Nguyen, T. D., Nguyen, T. M., Pham, Q. T., &Misra, S. 2014, June) [7]

The statistical findings demonstrated that perceived satisfaction, perceived usefulness and collaborative teaching settings affect self-regulation experienced in e-learning settings. Furthermore, interactive learning settings, perceived automaticity and perceived fulfilment can influence overall utility. (Liaw, S. S., & Huang, H. M. 2013) [8]

The findings show that the critical variables influencing learners ' satisfaction include student computer anxiety, instructor behaviour towards e-learning, e-learning flexibility, e-learning qualities, perceived usefulness, easy use and diversity in assessments. The findings demonstrate organisations how their application of e-learning can be improved and enhanced. (Sun, P. C., Tsai, R. J., Finger, G., Chen, Y. Y., & Yeh, D. 2008).[9]

Research shows that the learning climate and social interaction have meaningful connections with one another and between perceived ease of use and perceived utility. Perceived ease of use and perceived utility also linked to satisfaction with learning. Moreover, learning satisfaction was linked to behavioural aims of using E-LEARNING. (Olson, E. D., & Brown, E. 2018).[10]

The results of this research showed that the perceived usefulness and ease of use are essential factors for the original adoption of the e-learning recommender scheme. The findings also showed that the quality of services, a new internal structure, has a significant effect on the perceived ease of use of the recommended scheme. (Alharbi, H., & Sandhu, K. 2018).[11]

Based on the following literature review the following hypothesis is constructed for empirically evaluating,

H1: Perceived usefulness influences e-learning behavioural intention favourably.

H2: Perceived ease of use impacts e-learning behavioural intention positively.

H3: Perceived social influence has a positive influence on e-learning behavioural intention

H4: Perceived innovativeness impacts e-learning behavioural intention in a positive way.

Behavioural intention:

BI is a principle-based on a theory of intended action that defines a subjective likelihood that an individual will participate in specific behaviour, as defined by a marketer or by a consumer's intention,forinstance,tosubscribeandusee-servicesAjzen(1991)inthefuture.Italsoisknown as a measurement of the strength of the intention of a consumer to purchase andbuy.

Research Method:

Quantitative methods of studies are being used. Data was gathered through social media platforms, and convenient sampling methods are used. There were 205 valid data from the participants and data analysis were conducted. The participants are from B.A/M.A English departments within the age group of 21.
The questionnaire of the respondents is the primary tool for data collection. For data and statistical analysis, Smart PLS 3.0 was employed.

Results

Consistency and Reliability

The composite reliability is above a preferred 0.5 value, according to Table 1. This demonstrates that the model is internally compatible. The Cronbach alpha is used to check those variable indices are convergent. All variables reliability (> 0.60) and Pvc>.5 can be viewed as reliable from Table 1.

Table 1: Cronbach's alpha, composite reliability (Pc) and AVE values (Pvc)

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
E-Learning Behavioral Intention	0.956	0.956	0.965	0.82
EASE OF USE	0.922	0.924	0.951	0.865
INNOVATIVENESS	0.915	0.916	0.94	0.798
SOCIAL INFLUENCE	0.776	0.779	0.899	0.817
USEFULNESS	0.885	0.892	0.929	0.813

Structural Equation Modeling (SEM)

The findings of SEM showed that Perceived Social Influence, Perceived Usefulness, Perceived Ease Of Use, and Perceived Innovativeness was found to be positively and significantly influencing E-LEARNING. SEM results indicated that the model is compatible with data research SRMR value was 0.049 (< 0.08).

Table 2: Structural Equation Modeling (SEM) Results

	E-Learning Behavioral Intention
E-Learning Behavioral Intention	
EASE OF USE	0.189
INNOVATIVENESS	0.208
SOCIAL INFLUENCE	0.363
USEFULNESS	0.178

Table 3: Bootstrapping Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
EASE OF USE -> E-Learning Behavioral Intention	0.189	0.189	0.079	2.383	0.018
INNOVATIVENESS -> E-Learning Behavioral Intention	0.208	0.205	0.061	3.391	0.001
SOCIAL INFLUENCE -> E-Learning Behavioral Intention	0.363	0.366	0.075	4.83	0
USEFULNESS -> E-Learning Behavioral Intention	0.178	0.18	0.069	2.597	0.01

The output of significance levels can be retrieved from the boot-strapping option. Table 3 illustrates the results of testing hypotheses; at.05 significant level, all t values above 1.96 are essential. The H1, H2, H3 and H 4 hypotheses have all been supported. The findings showed that Perceived Social Influence and Perceived Innovativeness are topmost predictors of E-LEARNING Behavioural intention positively and significative (p<0.05) (Table 4).

Conclusion

The study confirms that Perceived Social Influence, Perceived Usefulness, Perceived Ease Of Use, and Perceived Innovativeness were found to be the significant antecedents of E-LEARNING behavioural intention. Perceived Social Influence and Perceived Innovativeness are the uppermost two critical predictors of intention to access tourism through mobile apps. The results indicated that only the people surrounding us influence us most to use e-learning services. The results also indicated that innovation by using e-learning services is one of the critical determinates too, which other studies failed to prove. This gives e-learning service providing firms to concentrate on social influence and innovativeness qualities for better usage of their services. Technology adoption model and PLS-SEM analysis are new in English e-learning context which makes this study academically more unique.

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