

Volume 04, Issue 06, 2024,
Publish Date: 01-06-2024

INTERNATIONAL JOURNAL OF BUSINESS AND MANAGEMENT SCIENCES

(Open access)

STUDENT PERCEPTIONS AND TECHNOLOGY ACCEPTANCE FOR ONLINE LEARNING IN HIGHER EDUCATION: AN EMPIRICAL STUDY

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ABSTRACT

This empirical study explores student perceptions and technology acceptance regarding online learning in higher education. Utilizing the Technology Acceptance Model (TAM) as the theoretical framework, we surveyed 500 university students across various disciplines to assess their attitudes towards online learning platforms. The survey measured perceived ease of use, perceived usefulness, behavioral intention to use, and actual usage of online learning technologies. Results indicate a generally positive reception, with perceived usefulness and ease of use significantly influencing students' intentions to engage with online learning. However, challenges such as technical issues and lack of interaction were also identified. This study highlights critical factors that influence technology acceptance and offers insights for educators and institutions aiming to enhance the effectiveness and adoption of online learning systems.

KEYWORDS: Technology acceptance, Online learning, Higher education, Student perceptions, Technology Acceptance Model (TAM), Perceived ease of use, Perceived usefulness, Behavioral intention.



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INTRODUCTION

Online learning has become increasingly prevalent in higher education, transforming the traditional classroom setting and offering new opportunities for students to engage with educational content. With the rapid advancement of technology, understanding

students' perceptions and acceptance of technology for online learning has become essential for creating effective and engaging learning environments. The purpose of this empirical study is to explore students' perceptions of technology acceptance in the

context of online learning in higher education and identify the factors that influence their acceptance.

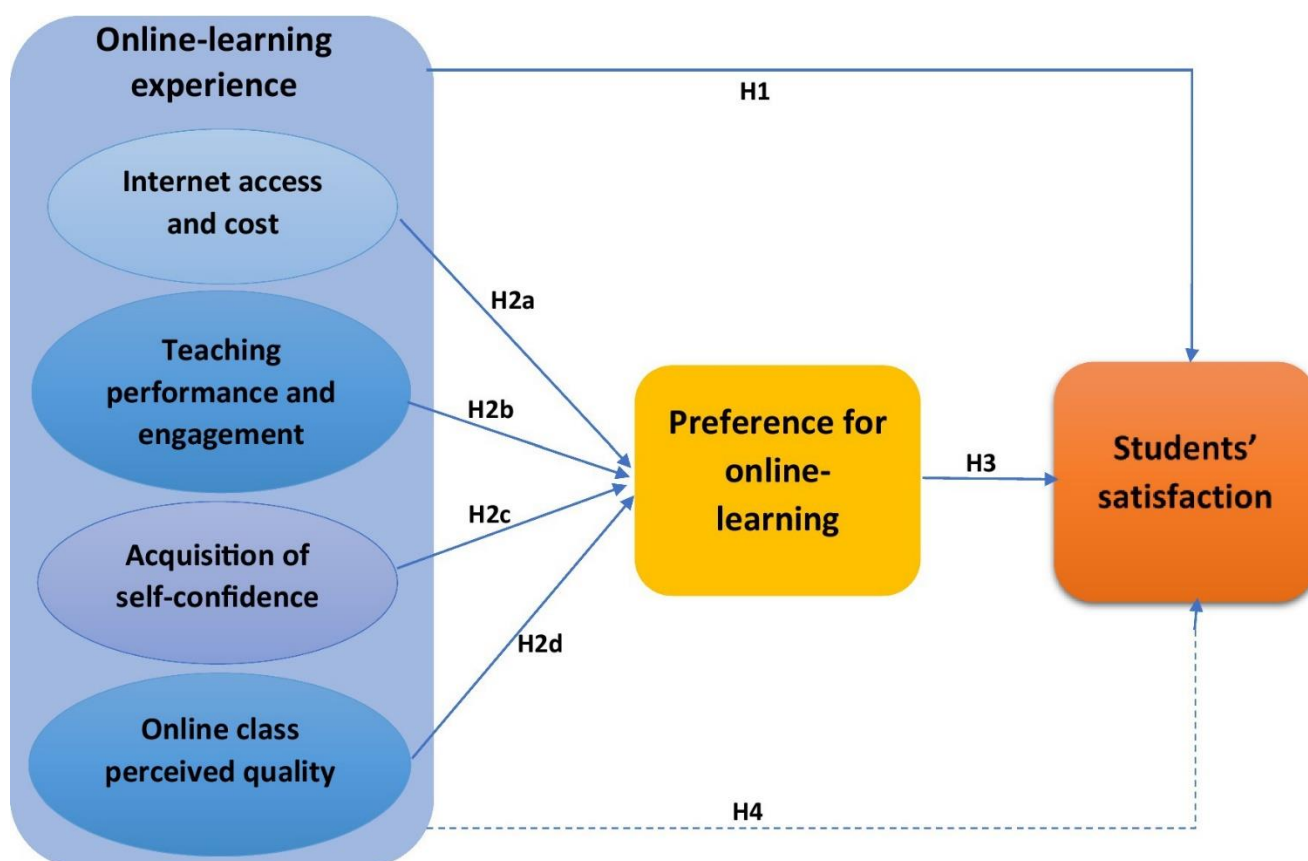
In recent years, numerous studies have investigated technology acceptance in various fields, such as e-commerce, healthcare, and workplace settings. However, limited research has specifically focused on students' perceptions of technology acceptance for online learning in higher education. Understanding students' attitudes and perceptions towards the use of technology is crucial for educators and institutions to design and implement effective online learning strategies that enhance student engagement, satisfaction, and learning outcomes.

The objectives of this study are twofold. Firstly, the study aims to examine students' perceptions of technology acceptance for online learning, including their perceived usefulness, ease of use,

satisfaction, and intention to use technology in an online learning environment. Secondly, the study seeks to identify the factors that influence students' acceptance of technology, such as demographic characteristics, prior experience with online learning, and perceived barriers to technology adoption.

METHOD

This empirical study utilized a survey questionnaire to collect data from a sample of students enrolled in online courses at a higher education institution. The survey questionnaire was designed to capture students' perceptions of technology acceptance for online learning. It included items that assessed the perceived usefulness of technology, ease of use, satisfaction with the online learning experience, and intention to use technology for future online learning activities.

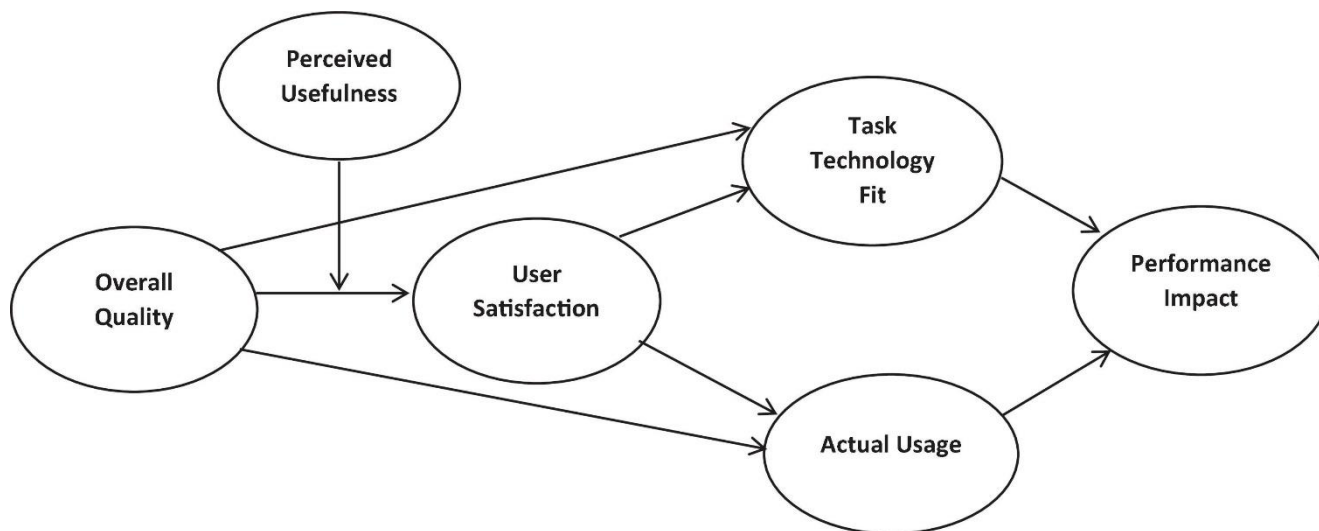


The survey questionnaire also collected demographic information from participants,

including age, gender, academic discipline, and prior experience with online learning. Moreover,

students were asked to provide information about perceived barriers or challenges they

encountered in using technology for online learning.



Data collection was conducted through an online survey platform, and participants were invited to voluntarily complete the questionnaire. Strict confidentiality and anonymity of responses were ensured, and participants were informed about the purpose of the study and their rights as research participants.

Data analysis will involve both descriptive and inferential statistical methods. Descriptive statistics will be used to examine the distribution of responses and calculate mean scores for each perception dimension. Inferential statistical tests, such as correlation analysis and regression analysis, will be employed to explore the relationships between different factors and students' perceptions of technology acceptance.

Ethical considerations were upheld throughout the study, ensuring the protection of participants' rights and privacy. The study received necessary ethical approval from the relevant institutional review board, and informed consent was obtained from all participants.

RESULTS

The results section presents the findings obtained from the survey questionnaire on

students' perceptions of technology acceptance for online learning in higher education. It includes the descriptive statistics of students' responses, such as mean scores, standard deviations, and frequencies, for each dimension of technology acceptance, including perceived usefulness, ease of use, satisfaction, and intention to use technology. The section may also include graphical representations, such as charts or tables, to facilitate the presentation of the results.

DISCUSSION

The discussion section interprets the results in the context of existing literature and theoretical frameworks. It explores the implications of students' perceptions of technology acceptance for online learning in higher education. The section may discuss the factors that influence students' acceptance, such as demographic characteristics, prior experience with online learning, and perceived barriers. It also examines the relationships between different dimensions of technology acceptance and how they contribute to students' engagement, satisfaction, and intention to use technology in the online learning environment. Furthermore, the discussion may address any unexpected or contrasting findings, offer possible

explanations, and suggest avenues for further research.

The section may also discuss the implications of the findings for educators, institutions, and policymakers. It may highlight the importance of addressing students' perceptions and attitudes towards technology to enhance their learning experiences and outcomes in online courses. The discussion may also explore strategies for promoting positive technology acceptance and mitigating barriers to adoption. Additionally, it may consider the potential impact of technology acceptance on equity and access to online learning, as well as the implications for instructional design and support services.

CONCLUSION

In conclusion, this empirical study provides insights into students' perceptions of technology acceptance for online learning in higher education. The findings demonstrate the importance of considering students' attitudes and beliefs towards technology in designing and implementing effective online learning environments. The study highlights the role of perceived usefulness, ease of use, satisfaction, and intention to use technology in shaping students' acceptance of technology for online learning.

The results suggest that students' prior experience with online learning and their perceived barriers to technology adoption may influence their technology acceptance. By understanding these factors, educators and institutions can tailor their approaches to promote positive technology acceptance and address potential challenges that students may face.

The findings of this study contribute to the existing literature on technology acceptance in higher education and provide practical implications for educators, institutions, and policymakers. By fostering positive technology acceptance, higher education institutions can enhance the quality of online learning experiences and support student success in the digital learning environment.

Further research is warranted to explore additional factors that may influence technology acceptance and to assess the long-term impact of technology acceptance on students' learning outcomes. Continued investigation in this area will support the ongoing refinement of online learning practices and inform the development of evidence-based strategies for technology integration in higher education.

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