Factors Contributing to E-Learning Success: A Case Study in The Hashemite University

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ABSTRACT

This paper is concerned with the improvement of teaching and learning process through the adoption of Information and Communication Technology (ICT) and e-learning in Jordanian higher education institutions particularly in The Hashemite University (HU). The main challenge of the study is to provide such an understanding of how ICT and e-learning would be accepted through applying the Diffusion of Innovation (DOI) theory. Factors influencing user acceptance and adoption of ICT in Jordan on student motivations for the acceptance of technologies necessary for the delivery of e-learning activities are handled in this paper. The findings show the significant relationship between student’s perception of technology characteristics and their attitude towards using the technology in the educational system.

Keywords: e-Learning, Higher Education, Information and Communication Technologies (ICTs), Information Systems, Survey

INTRODUCTION

The explosive growth of information communication technology has made it a popular platform for providing electronic services to business and education (Stafford et al., 2012). Technology education is becoming vastly more popular among developing nations which seek economic improvement, and, as a result, technology education is becoming internationalized at an increasing rate as firms recognize the need to prepare IT professionals for the global environment. Many universities are investing in E-learning systems. A variety of these universities are driven by an enormous increase in the global demand for higher education, which facilitates the learning activities.

It is important to investigate the role of applying ICT in developing countries who have the least technologically-enabled economies in the world. Regrettably, little research has been made to examine ICT diffusion process in emerging economies, particularly those of the Middle East (Stafford et al., 2012; Khasawneh and Stafford, 2008). This is a dilemma because half of the world lives in developing and emerging economies.
Although Middle East countries are considered to have the least technologically-enabled economies in the world (Straub et al., 2001), opportunities for research and practice abound as the developing nations in the Middle East begin to explore technology and telecommunications connectivity as an economic lever for national prosperity (Al-Jaghoooub and Westrup, 2003; Stafford et al., 2012).

Recently, Middle East nations have started ICT within higher education institutions to provide E-learning to improve the structure and scope of education in universities (Khasawneh, 2008). It is widely accepted that advances in technology and new developments in educational science provides opportunities to create well-designed, student-centered and facilitated e-learning environments. (Chawla and Joshi, 2012).

However, the adoption process of E-learning and the Internet confronts several obstacles in developing countries, with transitional economies. Part of these challenges regards the telecommunications industry in developing nations, which is not always privatized and market responsive as well as the lack of resources in emerging economies for the development of world-class platforms.

Nevertheless, Oliver (2005) pointed out many projects such as the UK e-University, NYU online, Scottish Knowledge, which all developed e-learning applications, that failed to realize their aims and goals, leading many to question the quality and effectiveness of this form of education. Therefore, it is important to identify the factors influencing user acceptance and adoption of information and communication technologies in these economies, so that user groups can be identified and better served (Khasawneh, 2008; Negash, 2007).

This study hopes to play a part in the development of future by providing research guidance on student motivations for the acceptance of ancillary technologies necessary for the delivery of E-learning processes and to examine success factors for technology-supported technology education with an eye toward determining likely success factors for implementations in Jordan.

**ICT IN JORDAN**

Jordan is considered to have a transitional economy (Khasawneh, 2008) and exceptional among the developing nations of the Middle East because Jordan has fewer mineral resources compared to other developing nations in the region (Straub et al., 2001; Khasawneh, 2010; Khasawneh, 2008; Negash, 2010). However, it is also known that Jordan has one of the best educated, trained, and academically qualified populations in the arab world, but nearly one-third of its populations are students (Khasawneh and Stafford, 2008; Al-Jaghoooub and Westrup, 2003).

In the direction of improving economic productivity and standards of living. The Kingdom of Jordan, lately engaged in a concentrated internet diffusion initiative under the leadership of the King (Stafford et al., 2006). The King of Jordan expressed it clearly; “We have followed a path that will allow the technological revolution to harness our available talent into productive sectors that can fuel and sustain economic growth.” HM. King Abdullah II.

Developing nations in similar circumstance have successfully leveraged ICT for national competitive advantages. The process is being deployed in the Kingdom towards similar ends under the leadership of His Majesty King Abdullah II. Notwithstanding the influence of the Royal Family, in such circumstances technology is likely to be relatively more prized as a national asset than in resource rich nations in the region.

For example, Stafford et al. (2006) found in a comparison of Turkish and Jordanian Internet users that, despite theoretical expectations that Turkish internet users would be far more interested, self-assured, and appreciative of ICT, Jordanian internet users are actually more highly motivated and interested in ICT use toward economic ends than their Turkish counterparts. This is perhaps indicative of the
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