ABSTRACT

The purpose of this study is to explain the behavior intention to use e-learning technologies. In order to achieve a better view and validate the study, researcher attempts to give details of how technology acceptance models help Jordanian trainees firms in accepting e-learning technology, and how if applied will result more attention to usage behavior. Based on the data collected through a survey, stepwise multiple regressions were employed to test the research model. The results revealed that model which developed based on Unified Theory of Acceptance and Use of Technology “UTAUT” indicates that the Jordanian trainees’ firms’ behavior intention of e-learning technologies is positive affects by performance expectancy; effort expectancy; web-based training infrastructure; trust; culture; and behavioral intention. Managerial implications are further discussed.

Keywords: E-learning Technology, Jordanian Firm’s Trainees’, Training, UTAUT Model

INTRODUCTION

There is growing believe that e-learning environment and the relevance of training program content improve employee’s skills. It is claimed that the number of people suited for leadership roles will decline sharply over the coming decade. Theoretical models helping scholars and executives to understand the fundamental factors required for the users of e-learning technology, to accept such technology leading successful implementation with minimal cost and risks of failing achieving the projected goals. Number of technology acceptance models and frameworks identified can help in determining the most important factors and most essential for e-learning technologies acceptance which as a result will provide an insight to Jordanian firms and institutional leaders to address and remove barriers to user uptake. Models that are most cited in literature which assess in creating the proposed model are: 1. Technology Acceptance Model (TAM) (Davis, 1993), 2. TAM2 (Venkatesh & Davis, 2000), 3. The Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003), and 4. Diffusion of Innovation by Rogers (1995). Models such as TAM (technology acceptance Model), The Unified Theory of Acceptance and Use of Technology (UTAUT), The Theory of
Reasoned Action, all attempted to explain and present these reasons.

The efficiency and convenience provided by e-learning especially web-based training are becoming more desired by companies and business organizations to maintain their competitive advantage and even necessary to their survival, the role e-learning will play in the educational industry will larger and become more disruptive. The norms of our daily life have transformed substantially as consequence of embedding information and communication technology (ICT) to our daily routines. The adoption, acceptance, and use of ICT are increasingly gaining importance with the progress achieved by information systems and e-learning technologies. E-learning technologies will have the greatest effect on performing teaching duties and learning activities, including student, teacher relationships (Schaper & Pervan, 2004). In addition the concept of learning and teaching changed significantly due to pervasive influence of computer technology, instead of learners passively participate in the learning process they can currently have greater role in achieving learning goals. Nevertheless educators remain doubter and reserved towards adopting computer technology thus e-learning (Kelly et al., 2005). Jordanian trainees willing to use web-based training technology due to accelerated life style as a consequence employees, they do not have enough time to learn or train, the difficulty of measuring value gained from implementing web-based training technology, content quality provided by web-based training technology methods, and availability of infrastructure all contributed negatively to the actual acceptance of web-based training technology. Dealing with the barriers and addressing the exact factors accepted web-based training technology from meeting their intended goals and contribute positively to the training process is the main concern of this study.

**LITERATURE REVIEW**

Web-based training “WBT” could be referred as “any purposeful, considered application of Web technologies to the task of educating a fellow human being.” (Liu, 2001). Using the Internet and World Wide Web as a medium through which training material is delivered and some cases practiced can be called as Web-based training, although many benefits can be harnessed from using such method in training such as training at ones pace, and their own time, caution should be taken by the user first to carefully examine the content and be able to verify the authenticity of that content (Nielsen, 1993). Web-based training arise its advantages from technology based training such as; self-paced, highly interactive, increased retention rates, and reduced costs (Jonassen, 1955) compared to instructor-led training, there is no size constrains on the number of employees that can be trained simultaneously, standardized content, and easily update (liu, 2001). It is believed by many that using technology in education may result in the destruction of the unique relationship between students and their tutors or instructors and teachers, by downgrading the teaching process, it has been argued that fewer than 50% of the students have completed the training course, because it is less attractive than traditional class rooms which has more interaction.

According to many scholars’ opinions some factors such as motivation, learner’s characteristics, and learning tasks are more important than technology involved. Web based training effectiveness and success rely heavily on teachers and their students’ ability to effectively exploit the medium in a verity of situations, the use of proper technology, and interactivity, and timely feedback (Rovai & Barnum, 2003). Being web based training one of the technologies used in delivering educational content to trainees and students that have great potential derived from the characteristics inherited from internet such as flexibility, diversity, easy access…etc., nevertheless existing doubt surrounding the use and effectiveness of such technology in training the coming workforce (Rovai & Barnum, 2003).
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