ABSTRACT

The aim of this paper is to understand the factors affecting the adoption intention of eLearning as a means of learning amongst individuals (specifically learners and teachers). eLearning is a scalable, efficient, cost effective and fast form of learning but its acceptance levels are still low. The study endeavors to come forward with factors and outcomes, which when analyzed, will help examine the reasons for the low acceptance rate of the eLearning education model in India. The paper will help all the stakeholders in the field of eLearning to develop a fair understanding of low acceptance of eLearning.

Keywords: eLearning, India, TAM Model

INTRODUCTION

With evolution of information technologies like virtual classes and digital libraries, there has been the creation of a new teaching and learning environment which is flexible and independent of time and space. Thousands of online courses are available that not only provide online instructional material but online discussions and collaborative eLearning experience as well. eLearning can be thought of as a learning experience delivered with the help of Information and Communication Technologies (ICTs) that makes information or knowledge available to learners without any limitation of time or space (Mintzer and Leipzig, 2006).

When researching the adoption intention of new technologies and models based out of them amongst individuals, Technology Acceptance Model is a widely accepted technology model. It is an established fact that factors such as user’s perceived ease of use and perceived usefulness are crucial in such researches (Bagozzi, Davis, Warshaw, 1989).

Over the years, the TAM model has found widespread support, appreciation and inclusion in such major studies and researches (Chuttur, 2009).
In the following sections, existing literature and TAM’s factors are discussed. A research design based on TAM has been used to predict user’s acceptance behavior. Finally, the outcomes are analyzed and presented.

REVIEW OF LITERATURE

A proper review of existing literature is essential and of high importance to have a proper bird’s eye view of the views and studies of the academics and researchers of the present times. eLearning or Blended Learning can be perceived as the amalgamation of all the existent modes and means of web-based technology to accomplish an educational objective and consequently attaining enhancement in the knowledge levels (Sun, Tsai, Finger, Chen and Yeh, 2008).

Learning provides “intellectual growth that leads to scientific reasoning, abstract thought, and formal operations” (Zhang, Zhao and Tan, 2008).

Major advantages of eLearning include control over the content offering and pace of learning, ease of distribution, ease in updating material, standardized course material, lifelong learning, interactive session, cost effectiveness and accountability (Wentling, Waight, Gallaher, Fleur, Wang and Kanfer, 2005).

eLearning is emerging as the paradigm of modern education by becoming an essential part of teaching and learning process and implementation of systems across borders of time and space (Lee and Pituch, 2004).

With the shift from product based economy to knowledge based economy, the organizations are looking for knowledge workers who can be trained on an anytime, anywhere basis (Ong, Lai and Wang, 2004).

Learner Satisfaction (or Acceptance) is a vital factor that has a far and wide mention in all studies based on eLearning (Liaw, 2008). The benefits of eLearning will not be maximized unless the learners are ready to accept and use the system (Lee and Pituch, 2006). Additionally, a peek into what leads to learner dissatisfaction and dropout from online courses and a thereby mild adoption intention rate is also essential (Chang, Chen and Huang 2011).

The quality and reliability of the eLearning system is an important factor for increasing the acceptance of eLearning (Yiong, Sam and Wah, 2008). It is also essential that the system should be developed in such a way that it has minimal technical problems and is able to support different platforms and application.

This paper aims to look for the possible factors for the low adoption intention of eLearning services in India. Though there is wide literature in general, there is almost no existing literature that focuses on the eLearning adoption intention in India. Using the TAM Model as the research model, this paper will try and identify the major factors and their correlation for the low acceptance rate of eLearning in India.

RESEARCH METHODOLOGY

The purpose of the study is to understand and investigate into the factors affecting the adoption of eLearning in India.

The impact of various factors was studied using an exploratory-descriptive approach. An Online Questionnaire was designed for the same based on the demographic and TAM model factors (Figure 1).

The objectives for the paper have been defined as follows (1) O1: To determine the effect of Perceived Usefulness on Attitude Towards the eLearning services in India. (2) O2: To determine
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