

Factors Affecting Students' Attitude to Adapt E-Learning: A Case from Iran How to Develop Virtual Universities in Iran: Using Technology Acceptance Model

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Abstract : E-learning is becoming increasingly prominent in higher education, with universities increasing provision and more students signing up. This paper examines factors that predict students' attitudes to adapt e-learning at the Khuzestan province Iran. Understanding the nature of these factors may assist these universities in promoting the use of information and communication technology in teaching and learning. The main focus of the paper is on the university students, whose decision supports effective implementation of e-learning. Data was collected through a survey of 300 post graduate students at the University of dezfoul, shooshtar and chamran in Khuzestan. The technology adoption model put forward by Davis is utilized in this study. Two more independent variables are added to the original model, namely, the pressure to act and resources availability. The results show that there are five factors that can be used in modeling students' attitudes to adapt e-learning. These factors are intention toward e-learning, perceived usefulness of e-learning, perceived ease of e-learning use, pressure to use e-learning, and the availability of resources needed to use e-learning.

Keywords : e-learning, intention, ease of use, pressure to use, usefulness

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