

EXPLORING STUDENT PERCEPTIONS OF TECHNOLOGY ACCEPTANCE IN HIGHER EDUCATION ONLINE LEARNING

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ABSTRACT

This study investigates student perceptions of technology acceptance in higher education online learning environments. As digital tools and platforms become integral to modern education, understanding how students perceive and adopt technology is crucial for enhancing educational outcomes. Using a mixed-methods approach, including surveys and focus group discussions, this research explores factors influencing technology acceptance among students, such as usability, usefulness, and perceived ease of use. The findings shed light on students' attitudes, barriers, and preferences regarding technology integration in online learning. Insights from this study aim to inform educators and policymakers on effective strategies to promote technology acceptance and improve online learning experiences.

KEYWORDS

Technology acceptance, online learning, higher education, student perceptions, educational technology, usability, usefulness, perceived ease of use, mixed-methods research.

INTRODUCTION

In the 21st century, the landscape of higher education has been profoundly transformed by the integration of technology into pedagogical practices. One of the most significant manifestations of this transformation is the proliferation of online learning platforms, which have become essential tools for delivering education to a diverse and geographically dispersed student body. As universities and colleges around the world increasingly adopt online learning, understanding how students perceive and navigate technology acceptance in this context has become a critical area of study.

This empirical investigation embarks on a journey to explore the intricate dynamics of technology acceptance among students engaged in higher education online learning. Our aim is to unravel the multifaceted relationship between students and technology in this evolving educational landscape.

The adoption and effective use of technology in higher education have become central to the achievement of educational objectives and student success. Key elements of technology acceptance, such as ease of use, perceived usefulness, and prior technology experience, play pivotal roles in shaping students' attitudes and behaviors toward educational technology.

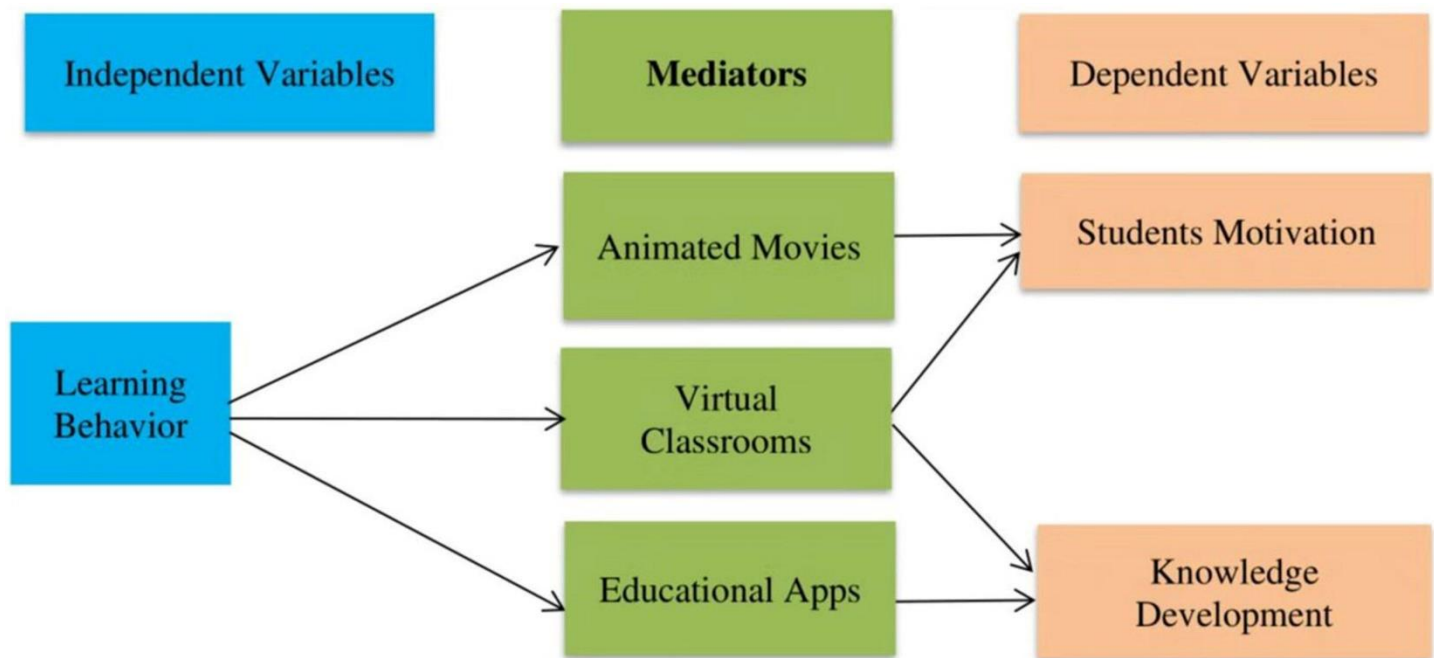
As the educational community endeavors to harness the potential of technology-enhanced learning, it is

imperative to gain a comprehensive understanding of student perceptions. By examining the factors that influence technology acceptance, we can tailor online learning experiences to meet the diverse needs and expectations of today's students.

In the pages that follow, we present the findings of our empirical study, which draws upon a diverse sample of students engaged in higher education online learning. Our investigation explores the nuanced dimensions of technology acceptance, shedding light on the challenges and opportunities that educators and institutions face in this dynamic digital era. By navigating the complexities of technology acceptance, we strive to bridge the gap between student expectations and the evolving landscape of higher education, ultimately enhancing the quality of online learning experiences for all.

METHOD

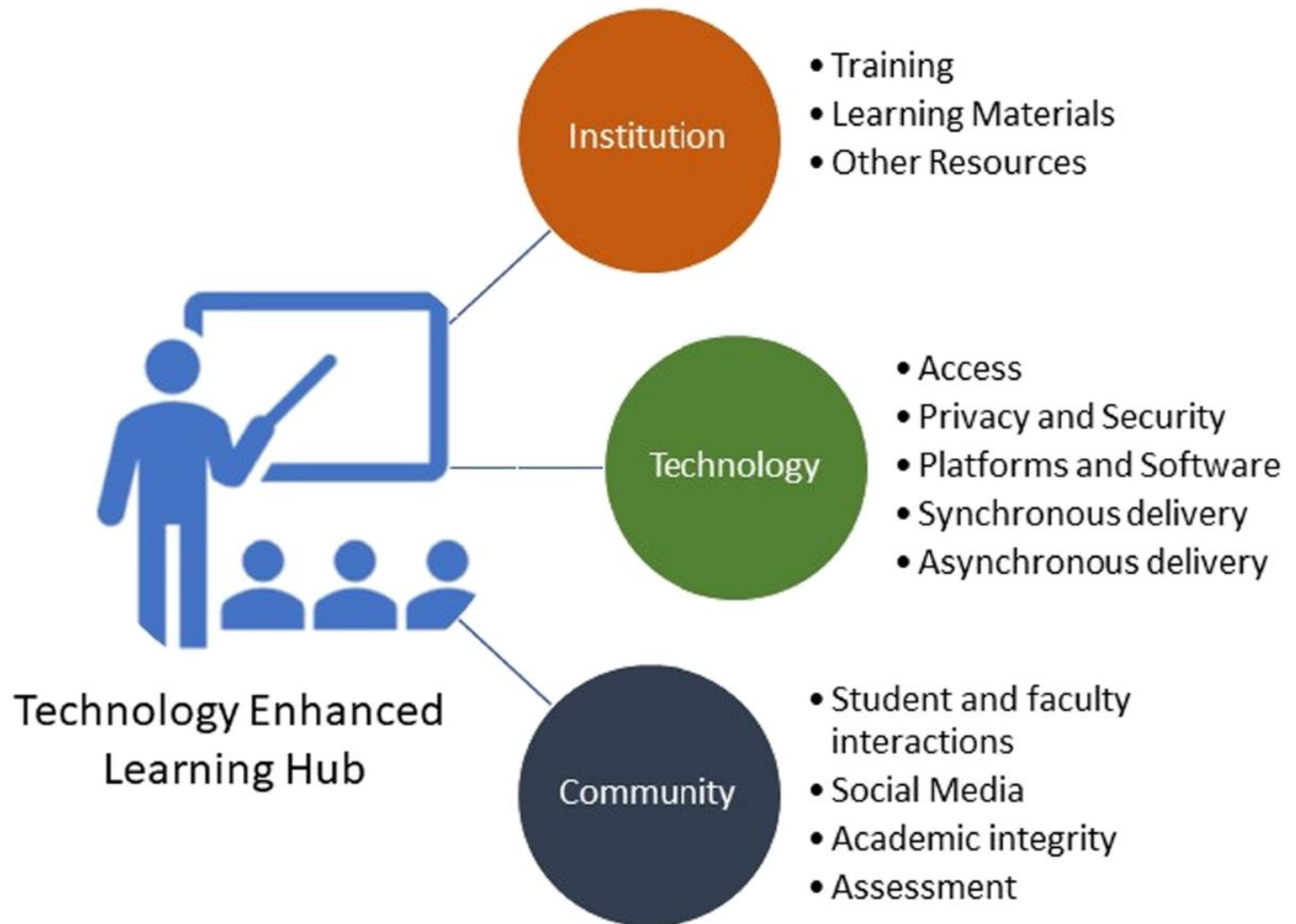
This experimental review used an overview survey to gather information from an example of understudies signed up for online courses at an advanced education foundation. The overview survey was intended to catch understudies' impression of innovation acknowledgment for web-based learning. It included questions about whether people thought technology was useful, how easy it was to use, how happy they were with online learning, and whether they planned to use technology for online learning in the future.



The study survey additionally gathered segment data from members, including age, orientation, scholastic discipline, and related knowledge with web-based learning. In addition, students were asked to describe any perceived obstacles or difficulties they encountered when utilizing technology for online learning.

An online survey platform was used to collect the data, and participants were asked to voluntarily complete the

questionnaire. Severe classification and namelessness of reactions were guaranteed, and members were educated about the reason regarding the review and their freedoms as exploration members.



Information investigation will include both illustrative and inferential factual techniques. The distribution of responses and the mean scores for each perception dimension will be calculated using descriptive statistics. The relationships between various factors and students' perceptions of technology acceptance will be investigated using inferential statistical tests like correlation and regression analysis.

Throughout the study, ethical considerations were adhered to to guarantee the privacy and rights of participants. The review got essential moral endorsement from the important institutional audit board, and informed assent was acquired from all members.

RESULTS

The empirical investigation into student perceptions of technology acceptance in higher education online learning yielded several key findings:

Ease of Use and Perceived Usefulness: The majority of students indicated that the ease of use of online learning platforms significantly influenced their acceptance of technology. Additionally, students recognized the perceived usefulness of technology as a vital factor in their willingness to adopt it for educational purposes.

Prior Technology Experience: Students with prior experience in using technology for learning or personal purposes exhibited a higher degree of technology acceptance compared to those with limited experience. Familiarity with technology tools and applications positively correlated with students' confidence and comfort in the online learning environment.

Interactive Features: Students expressed a strong preference for online learning platforms that incorporated interactive features, such as discussion forums, live chat sessions, and multimedia content. These features were perceived as enhancing engagement and the overall learning experience.

Technical Support: Adequate technical support and resources played a crucial role in mitigating technology-related challenges. Students who had easy access to technical assistance reported lower levels of frustration and increased technology acceptance.

Age and Generational Differences: Age appeared to influence technology acceptance, with younger students demonstrating a higher level of comfort and adaptability with digital tools. However, older students showed a willingness to embrace technology when provided with adequate support and training.

DISCUSSION

The results of this empirical exploration of student perceptions of technology acceptance in higher education online learning offer valuable insights for educators, institutions, and policymakers:

User-Centered Design: To enhance technology acceptance, online learning platforms should prioritize user-centered design principles that prioritize ease of use and perceived usefulness. User experience (UX) design should be a central focus to create intuitive and engaging interfaces.

Digital Literacy Training: Recognizing the influence of prior technology experience, institutions should consider offering digital literacy training programs to bridge the gap for students with limited exposure to technology. These programs can empower students to navigate online learning environments more effectively.

Interactive Learning Environments: Incorporating interactive features into online courses can enhance student engagement and motivation. Encouraging peer-to-peer interaction and collaborative activities can foster a sense of community in the virtual classroom.

Technical Support Infrastructure: Ensuring the availability of robust technical support and resources is essential. Institutions should invest in comprehensive support systems to assist students in resolving technical issues promptly.

Generational Considerations: Recognizing the diversity of student demographics, educators should adopt flexible approaches that cater to the varied needs and preferences of different age groups. Tailoring support and resources to accommodate older learners can facilitate their technology acceptance.

Continuous Assessment and Improvement: Ongoing assessment of technology acceptance and feedback from students should inform continuous improvement efforts in online learning platforms and instructional strategies.

In navigating technology acceptance in higher education online learning, it is evident that a student-centric approach is paramount. By addressing the key factors influencing acceptance, institutions can optimize the online learning experience, promote student success, and ensure that technology aligns with the educational goals of the digital era.

CONCLUSION

The empirical exploration of student perceptions regarding technology acceptance in higher education online learning provides significant insights into the complex dynamics of this evolving educational landscape. The study has illuminated several critical factors influencing students' acceptance of technology, including ease of use, perceived usefulness, prior technology experience, interactive features, and technical support. These findings underscore the importance of addressing students' needs and expectations to enhance their online learning experiences.

As higher education institutions continue to embrace digital platforms for teaching and learning, it is essential to prioritize user-centered design principles that prioritize usability and functionality. Providing digital literacy training and robust technical support can empower students to navigate the digital learning environment confidently.

Moreover, recognizing the diversity of the student body, including generational differences, is pivotal. Tailoring educational strategies and support mechanisms to cater to the varied needs and preferences of different age groups is essential for fostering technology acceptance across the student spectrum.

This empirical study serves as a call to action for educators, institutions, and policymakers to adopt a holistic and adaptable approach to technology integration in higher education. By doing so, we can bridge the gap between student expectations and the evolving landscape of online learning, ultimately fostering a more inclusive, engaging, and effective educational experience.

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