

Understanding Factors Affecting Smart Classroom Adoption: An Empirical Investigation in Saudi Arabia Higher Education

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ABSTRACT

This study sheds light on the role of technological factors (i.e., perceived usefulness, perceived enjoyment, and compatibility) and knowledge sharing between teachers and students in predicting smart classroom adoption in the context of higher education in Saudi Arabia. The authors selected a sample of 285 instructors from six universities in Saudi Arabia. Structural equation modelling was utilised to analyse the data and test the suggested hypotheses. The results indicated that technological factors (i.e., perceived usefulness, perceived enjoyment, and compatibility) have a significant influence on intention to adopt smart classroom. Furthermore, knowledge sharing plays a significant role in predicting smart classroom adoption. The results offer meaningful implications for practice and theory.

KEYWORDS

Knowledge Sharing, Saudi Arabia, Smart Classroom Adaptation, Technological Factors

1. INTRODUCTION

In the course of recent years, advanced education establishments applied different developments to incorporate better utilization of innovation, to diminish costs, encourage the quest for training arrangements, and to help dynamic. One of these advancements is smart classroom that has been pondered to incorporate innovation to give highest training administrations to the understudies (Porter et al., 2016). Scientists have focused harder on the smart classroom as one of these learning inventive techniques (for example Salloum et al., 2018; Qasem et al., 2019). Smart classroom is an actual study hall that fuses cutting edge innovation in schooling to improve the educators' capacity to encourage understudies' learning and the understudies' abilities to participate in formal instructive educating and learning encounters over the prospects of ordinary study halls (Gasevic et al., 2019). The utilization and appropriation of smart classroom has a significant job in diminishing the expense and improving the training execution (Porter and Graham, 2016; Tariq et al., 2017).

Educators have shown a developing revenue in utilizing school sites to give understudies an innovation rich climate that can help encourage learning, just as improve connections with

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students (Mokhtar et al., 2016). Surviving exploration has investigated instructors' mentalities toward innovation in the homeroom, grounded in the information that educators will plan and execute innovation rehearses that mirror their convictions about instructing and learning (Klein, et al., 2019). Nonetheless, mechanical developments should be acknowledged by instructors before they can be embraced and coordinated into instructive contributions (Odeh, Garcia-Perez, and Warwick, 2017). Teachers should initially see how these advancements can be utilized adequately to help different learning modalities (Hannache-Heurteloup and Moustaghfir, 2020). As people embrace versatile advancements that change their everyday exercises and even their ways of life, it is unavoidable that portable innovations will be received in the instructive climate by educators. Appropriately, it is basic that we comprehend educators' insights about creative advancements, like tablets, that can be utilized to connect with the shrewd school site innovation. Educators assume a vital part in receiving advances for homeroom use, (Fearnley and Amora, 2020), we subsequently look to comprehend the components that drive their aims to embrace tablet advances in this investigation.

The worldwide innovation transformation has showed in traveling from work area figuring to inescapable utilization of portable innovation. This innovation offered openings for conveying new and fascinating strategies for realizing whether inside or outside the homeroom. The examination upheld the viability of versatile innovation. Moreover, the writing showed that m-learning has offered extensive advantages by building and supporting the inventive, cooperative, intuitive capacities and limits inside the learning conditions. A few creators have alluded to the versatile learning ability to improve the collective learning (Matsebula and Mnkandla, 2016). Besides, some significant advantages of portable learning are permitting information and data assortment, improving and constructing information and offering the essential help by incorporating work exercises and understudies' encounters in learning (Dolawattha, Pramadasa, and Jayaweera, 2019).

The achievement of new innovation acknowledgment is exceptionally reliable on the people's eagerness in embracing to a specific innovation. Truth be told, scientists have given a significant consideration to the advanced education IT improvements (for example Bianchi and Sousa, 2016; Karia, and Soliman, 2017; Yeap, Ramayah, and Soto-Acosta, 2016). Notwithstanding, little consideration has been given to seeing how advanced education establishments can effectively embrace savvy study hall developments (Hamidi and Chavoshi, 2018). Past examinations centre primarily around inspecting the hierarchical impacts of internet learning and thus its worth (Kizilcec et al., 2017) or the snags of e-learning in advanced education (for example Sarraf et al., 2017). Along these lines, embracing a hypothesis cantered way to deal with inspect the urgent part of outer pressing factors (institutional powers) in supporting smart classroom selection (Qashou, 2020).

In light of the above conversation, the current examination embraces a particular way to deal with give a total model to researching the impact of innovative variables and teacher-student relationship on intention to adopt smart classroom in Saudi Arabia context. In the event that it demonstrates fruitful, the current examination can contribute the accompanying to the advanced education writing: (1) a strong system that can give a far reaching comprehension of the impact of technological factors on smart classroom usage; and (2) explore the impact of knowledge sharing between teachers and students on the adoption of smart classroom. The discoveries of this examination give a significant knowledge into the drivers of the adoption of smart classroom with regards to advanced education. The discoveries of this investigation have suggestions for advanced education organizations and IT organizations. The current investigation is introduced in five areas as follows. Presentation, hypothetical foundation, creating theories and proposed model. The methods is introduced in section three, trailed by the analysis of the data and the outcomes examined. At last, the study contributions and further explores are introduced.

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