

Chapter 10

Predicting Students' Intention to Use Learning Technologies via the Mediation of Their Perceived Benefits

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ABSTRACT

Quality education is what the world needs for better and improved lives and livelihood. But now, in the times of COVID-19, educational institutions are struggling to attract and retain students. In view of this, the present research investigates the mediating effect of students' perceived benefits (SPB) to technology-enhanced learning (TEL) in the link between various TEL factors (i.e., informational quality [IQ], compatibility [CM], resource availability [RA], self-efficacy [SE], subjective norms [SN], subject interest [SI], and institutional branding [IB]) and their intention to use TEL among Chhattisgarh's private and government institutes' students enrolled in the different non-technical courses. Purposive sampling technique with 'criterion variable' is incorporated. A total of 745 questionnaires were sent to collect data, and 600 of those responses were assessed to be of sufficient quality for analysis. The results revealed that SPB is partially mediated in the link between all the TEL factors and students' intention to use TEL.

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INTRODUCTION

The sudden changes in the education sector because of Covid-19, the technology-based learning came into play to ensure education for all in these tough times. As a rising new trend in learning and an essential approach for promoting and enhancing education, technology-based learning has emerged as significant influencer in all the nations in the world (Chu *et al.*, 2011). Increased internet usage and its speed have also helped to improve collaboration between education and information technology (Tzeng *et al.*, 2007). According to Alavi and Leidner (2011), technology-based learning offers a virtual learning environment in which the learner interacts with peers and instructors using educational equipment via information and communication technology (ICT). Unlike the conventional environment, the virtual environment makes use of electronic communication technology as a tool to assist and enhance the process of learning.

Due to COVID-19, the use of learning technologies has risen exponentially in higher education institutions all over the world (Al-Samarraie *et al.*, 2018). Zhang *et al.* (2004) identified several advantages of using technology-based learning, including a learner-centered and self-paced approach, flexibility in time and space, low cost, potential availability to global learners, unlimited access to knowledge, and the ability to reuse and share information and materials. The research also identified some drawbacks, including the increased frustration, anxiety, and confusion, the inability to provide immediate feedback in virtual learning, the increase in preparation time for instructors, and the fact that not all students are comfortable in the virtual learning environment. In addition, the high rate of student dropout from technology-based learning courses makes it difficult for lecturers to implement new learning tools (Burgess, 2017). Lack of technical support to students are some of the issues that Al-Azawei *et al.* (2016) identify as obstacles to the adoption of learning technologies. Students' intention to adopt technology-enhanced learning is highly dependent on factors such as his or her previous experience with it, ability to use it, computer anxiety, and educational background (Holt and Brockett, 2012), and it varies significantly across countries and cultures (Haverila and Barkhi, 2009). There have been many researchers conducted to examine the use of learning technology in the context of academic institutions (Cigdem and Ozturk, 2016).

However, to achieve the 'quality education for all' milestone effectively by 2030 in time where learning technologies are being imposed to students, it becomes highly imperative for the educational institutions and concerned authorities to cope-up with the current environment by understanding the students' needs and wants by examining their adoption intention to learning technologies. In view of this, the present research investigates the mediating effect of SPB in the relationship between various factors (i.e., IQ, CM, RA, SE, SN, SI, and IB) and their intention to use TEL.

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