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Investigating The Influencing Factors On Students' Behavioral Intention To Adopt E-Learning In Private Libyan Universities

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Abstract

The study examined the influence of factors on students' behavioral intentions to adopt e-learning in private Libyan universities. To achieve this, the mediating variable was added, which is actual use. Research gap: Research on the adoption of e-learning in Libyan private universities is limited, with the factors of tangible benefit, ease of use, subjective standards and attitude towards e-learning not being fully explored. Local challenges such as infrastructure issues, cultural attitudes toward online education and faculty readiness and institutional support for students to adopt e-learning have also not been fully explored. The researcher uses the technology acceptance model, the theory of rational action, and the theory of planned behavior to identify the main determinants. The literature was reviewed in light of the study variables. The study relied on descriptive survey research using random sampling technique. The experimental sample for the study consisted of 35 respondents from students at private Libyan universities. A questionnaire was used to collect data. The results showed that the percentage of males was 80% greater than that of females. The result also showed that there is a large difference between students in terms of age, as the highest percentage was between 30-40 years. This is because those who use e-learning the most are bachelor's students and postgraduate students, which greatly affects the efficiency in using e-learning tools. The study aims to enhance services. E-learning is a response to modern organizations that prioritize efficient service delivery. Future research should explore student and faculty experiences, government policies, and external factors such as COVID-19. The study recommended the necessity of using technology in teaching and learning to raise the level of independent learning
among students.

Article Info

Keywords:
E-learning adoption, Behavioural intention, (TAM), (TRA), (TPB), Private Libyan Universities, Subjective Norms , Attitude Towards E-learning , Actual Use, Expected Ease of Use , Expected Benefit

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INTRODUCTION

In recent years, the utilization of e-learning platforms has gained momentum in various educational settings worldwide. With the advancement of technology, e-learning has become an integral part of educational delivery, offering flexibility, accessibility, and innovative learning opportunities (Ly Thi Ngoc Linh, Nguyen Thi Lam, 2021). Private Libyan universities, like many educational institutions globally, are increasingly exploring the integration of e-learning into their educational frameworks to enhance the learning experience and cater to the diverse needs of students (Alsahou et al., 2022).

This research endeavors to investigate the factors influencing students' behavioral intention to adopt e-learning in private Libyan universities. Understanding these factors is crucial as it provides insights into the determinants that shape students' attitudes and intentions towards embracing e-learning platforms. Additionally, this study serves as a foundational step towards conducting experimental research to gauge the extent of technology acceptance among Libyan students concerning e-learning adoption in private universities.

The theoretical frameworks guiding this research include the Technology Acceptance Model (TAM), Theory of Reasoned Action (TRA), and Theory of Planned Behavior (TPB). These frameworks offer comprehensive lenses through which to examine the various factors impacting individuals' intentions to adopt new technologies. While previous research in management technology has identified numerous influential
factors, this study specifically focuses on those that are pertinent to students' adoption of e-learning.
Perceived usefulness, perceived enjoyment, and subjective norms are among the key factors considered in this study. These factors have been extensively explored in experimental studies and are deemed significant in shaping individuals' attitudes and behaviors towards technology adoption (Asra & RKAR. Kariapper, 2023). However, there remains a gap in the literature regarding the application of acceptance models in operational contexts, particularly within the context of private Libyan universities and the broader Arab region.

By addressing this gap, this study aims to contribute valuable insights that can inform private Libyan universities in enhancing their e-learning services. In today's digital era, institutions are increasingly inclined towards providing efficient and accessible services leveraging technology and the internet (Kiely et al., 2020). Understanding the factors that influence students' behavioral intention to adopt e-learning is paramount in this endeavor, as it enables universities to tailor their offerings to better meet the evolving needs of their student population.

In light of the foregoing, this research seeks to delve into the factors influencing students' behavioral intention to adopt e-learning in private Libyan universities, drawing upon established theoretical frameworks and empirical evidence. Through a systematic investigation, this study aims to shed light on the dynamics of e-learning adoption among Libyan students, ultimately facilitating the enhancement of e-learning services in private university settings.

LITERATURE REVIEW

In recent decades, the landscape of education has undergone a significant transformation due to the widespread adoption of e-learning platforms. (Kane & Dahlvig, 2022)These platforms, leveraging advancements in technology, have become instrumental in delivering educational content across various settings globally. The emergence of e-learning has brought about a paradigm shift in educational delivery, offering unparalleled flexibility, accessibility, and innovative learning opportunities. Private Libyan universities, akin to educational institutions worldwide, have recognized the potential of e-learning in enriching the learning experience and addressing the diverse needs of students. From another point of view, it is clear According to (Aini et al., 2020)that e-learning has other benefits, including the freedom to choose the appropriate time for the student to receive the scientific material, anytime and anywhere only with a connection to the Internet system.

The investigation into the factors influencing students' behavioral intention to adopt e-learning in private Libyan universities is imperative. Understanding these factors holds paramount importance as it provides critical insights into the determinants shaping students' attitudes and intentions towards embracing e- learning platforms. Moreover, this research serves as a foundational step towards conducting experimental studies aimed at gauging the extent of technology acceptance among Libyan students regarding e-learning adoption in private universities.
The theoretical frameworks guiding this research encompass the Technology Acceptance Model (TAM), Theory of Reasoned Action (TRA), and Theory of Planned Behavior (TPB). These frameworks offer comprehensive lenses through which to examine the myriad factors impacting individuals' intentions to adopt new technologies. While prior research in management technology has identified numerous influential factors, this study focuses specifically on those pertinent to students' adoption of e-learning.

Perceived usefulness, perceived enjoyment, and subjective norms emerge as pivotal factors in this study. These factors have undergone extensive scrutiny in experimental studies and are recognized as significant

determinants shaping individuals' attitudes and behaviors toward technology adoption. Despite the wealth of research in this domain, there remains a noticeable gap in the literature concerning the application of acceptance models in operational contexts, particularly within the purview of private Libyan universities and the broader Arab region and this is mentioned by (Abusef & Kumar Tarofder, 2021).

Addressing this gap is crucial, as it can furnish valuable insights that inform private Libyan universities in enhancing their e-learning services. In today's digital era, According to (Krishnan & Din, 2023)institutions are increasingly inclined towards providing efficient and accessible services leveraging technology and the internet. Understanding the factors influencing students' behavioral intention to adopt e- learning assumes paramount importance in this endeavor, as it empowers universities to tailor their offerings to better align with the evolving needs of their student population.

In light of the foregoing, this research aims to delve into the factors influencing students' behavioral intention to adopt e-learning in private Libyan universities, drawing upon established theoretical frameworks and empirical evidence. Through a systematic investigation, this study endeavors to shed light on the dynamics of e-learning adoption among Libyan students, ultimately facilitating the enhancement of e- learning services in private university settings.

The e-learning conceptual design is founded around the incorporation of all the primary features (as depicted in Figure 1.1) inside the e-learning environment. The subsequent analysis will concentrate on those characteristics:

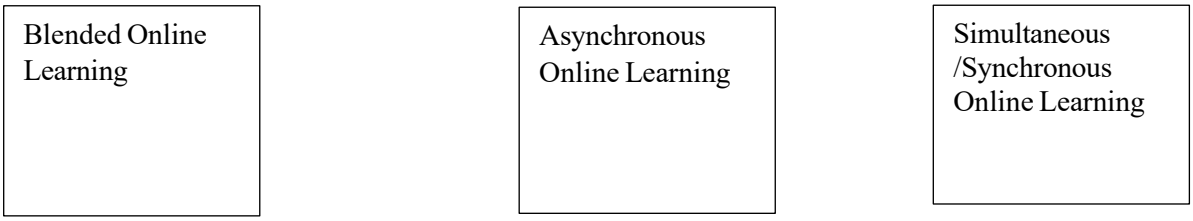

Figure 1: Types of interactive e-learning (Rawashdeh et al., 2021)

Simultaneous/synchronous e-learning

It is when the professor meets with two students at the same time so that they can communicate with text, audio, or video at the same time.

It is an educational approach that utilizes the worldwide network of information, known as the "Internet," to facilitate the connection and exchange of lectures and research subjects between learners and teachers simultaneously. The actual time for teaching the subject through its various tools, namely: Real-Time Chat, Virtual Classroom, Videoconferencing, Interactive White Board, and Chatting Rooms.

Asynchronous E-Learning

It is the exchange of information between the lecturer and the student. The professor can place resources on the educational site along with a teaching plan and assessment, and the student can join the site at any time and follow the teacher's instructions without having a simultaneous connection with the professor, and e-learning is generally done utilizing the two modules.

Through it, Learners acquire courses or classes based on a structured study regimen, wherein they choose the most suitable times and locations based on their own circumstances. This is facilitated through the utilization of various e-learning methods and resources, including electronic mail, the World Wide Web, mailing lists, discussion groups, file exchanges, and CDs.

Blended E- Learning

It is a blended learning environment, which combines face-to-face instruction with online learning tools (Agyemang, 2022).

Blended synchronous learning refers to a teaching and learning approach that combines both synchronous (real-time) and asynchronous (self-paced) learning activities. This approach can be used in both face-to-face and online learning environments. Blended synchronous learning has been gaining popularity in recent years due to its ability to offer flexibility to learners, while still providing real-time interaction and collaboration opportunities (an minh ngoc pham, 2023)

Influences on the adoption of e-learning Numerous countries, including the United States, Europe, and Australasia, have conducted extensive research on the various factors that influence the acceptance and implementation

of E-learning. However, there is a scarcity of research that comprehensively examines the various elements that have impacted individuals' behavioral intentions to adopt or utilize E-learning in developing nations, such as Libya.

1. Expected Benefit

According to (Davis, 1993) expected usefulness is defined as "the extent to which a person believes that using the system will enhance his or her job performance". According to the Technology Acceptance Model (TAM), the perception of utility is also influenced by the perception of ease of use. This is because, holding all other factors constant, the greater the ease of use of a system, the higher its potential usefulness.

2. Expected Ease of Use

According to (Davis, 1989) and (Abusef & Kumar Tarofder, 2021) Perceived ease of use (EOU) refers to an individual's perception of the level of effortlessness and lack of problems associated with utilizing a certain system. In essence, ease of use entails the absence of complexity and difficulties. (Abusef & Kumar Tarofder, 2021)concluded that the "TAM model can be accustomed to predict IT usage but that ease of use is not a strong predictor of intent". However, The study demonstrated that usefulness was a reliable predictor of purpose, while simplicity of use was linked to usefulness. The Technology Acceptance Model (TAM) has undergone extensive investigation and has been empirically validated in diverse sectors .

(Abusef & Kumar Tarofder, 2021), It has been established that a fundamental principle of the Technology Acceptance Model (TAM) posits a direct relationship between the perceived usefulness and perceived ease of use of technologies, and their acceptance and utilization within the work environment.

3. Attitude Towards E-learning

This variable refers to the overall attitude that students have towards technology. In the context of e-learning in private higher education in Libya, students with positive attitudes towards technology may be more likely to embrace e-learning and engage with it more frequently. TAM proposes that these factors Expected Benefit and Expected Ease of Use have a direct impact on the user's attitude towards the technology, which in turn influences their intention to use it. In other words, if a user perceives a technology as useful and easy to use, they are more likely to have a positive attitude towards it and intend to use it by (Viswanat h Venkatesh, 2000).A model (TAM) was proposed for this study that contains several factors,TAM has been used to study the adoption of a wide range of technologies, from simple consumer products to complex enterprise software systems. It has also been used to explore the factors that influence technology adoption in different contexts, such as healthcare, education, and e-commerce.

4. Subjective Norms

Subjective norms (SN) are the second primary factor in the theory of planned behavior, representing the beliefs held by certain persons regarding the approval or disapproval of a particular conduct(Ajzen & Fishbein, 1975). persons who hold the belief that they are driven to conform to societal expectations in order to engage in a particular conduct are, in fact, vulnerable to social pressure. Conversely, persons who are motivated to conform and disapprove by refraining from engaging in this action will exhibit subjective norms. Therefore, subjective norms can be described as the symbolic expression of normative beliefs and motivation (Abusef & Kumar Tarofder, 2021).

5. Behavioral Intents

The behavioral intents(BI) to utilize a system are influenced by both an individual's attitude towards its usage and their perception of its utility. BI subsequently ascertains the real-world utilization (AU) of the system. Various studies have consistently demonstrated a strong correlation between perceived usefulness (PU) and perceived ease of use (PEU) with the acceptance of information technology (IT) in diverse information systems. ((Abusef & Kumar Tarofder, 2021)(Abusef & Kumar Tarofder, 2021)(Abusef & Kumar Tarofder, 2021);(Rahmawati, 2019); (Abusef & Kumar Tarofder, 2021)(Abusef & Kumar Tarofder, 2021)).

6. Actual Use

is a term commonly used, is the tangible utilization, actual use refers to how student engage with e-learning after use it, including its functionality, performance, and overall satisfaction. The concept of actual use is important for assessing the effectiveness, value, and impact of various entities in practical settings by (Al-Bakri, 2022). according to the Technology Acceptance Model (TAM), represented in the perceived benefit factor, followed by the behavioral tendencies factor, then the actual use of e-learning factor, and finally the perceived ease of use factor(Al-Ghanim & Al-Turki, 2022).

The primary objective of this study is to enhance users' knowledge and behavior towards the use of e-learning systems. According to the study, motivation and perception play a significant role in shaping users' intentions to adopt e-learning.

Similarly, Regarding the perception of user's, variables like perceived usefulness and perceived ease of use were extracted from the technology acceptance model.

7. Framework and Hypotheses Development

The present study is based on three theories: the technological acceptance model (I, II), the theory of planned behavior, and the theory of reasoned action. The study's concept is based on the Technology Acceptance Model (TAM) proposed by Davis (1989b). The Technology Acceptance Model (TAM), proposed by Davis (1986), provides a comprehensive analysis of the components that influence computer acceptance and investigates how external influences impact internal intentions, attitudes, and beliefs. The Technology Acceptance Model (TAM) encompasses various external characteristics, including perceived ease of use, perceived utility, using attitude, behavioral using intention, and system coverage. The first and foremost indicator of the acceptance of technology is the system usage Typically explores the elements that influence the acceptance of computers and analyses how external influences impact interior intentions, attitudes, and beliefs. Several aspects fall under the Technology Acceptance Model (TAM), including exterior characteristics such as perceived ease of use, perceived utility, using attitude, behavioral using intention, and system coverage. According to (Teo, 2010) the primary determinant of technology acceptability is the level of system usage. Perceived ease of use and perceived utility are the main internal beliefs that influence technology acceptance behavior. There is a positive correlation between these two factors and the acceptance of the technology (Davis, 1989). Hence, In the e-learning domain, the researcher posited a positive correlation between the acceptance of technology and the perceived usefulness, as well as the acceptance of technology and the perceived simplicity of use. The independent variables in the theoretical framework are perceived utility, perceived ease of use, subjective norms, and attitude towards e-learning. The mediating role of actual use is observed within this paradigm, while the dependent variable is the intention to adopt e-learning.

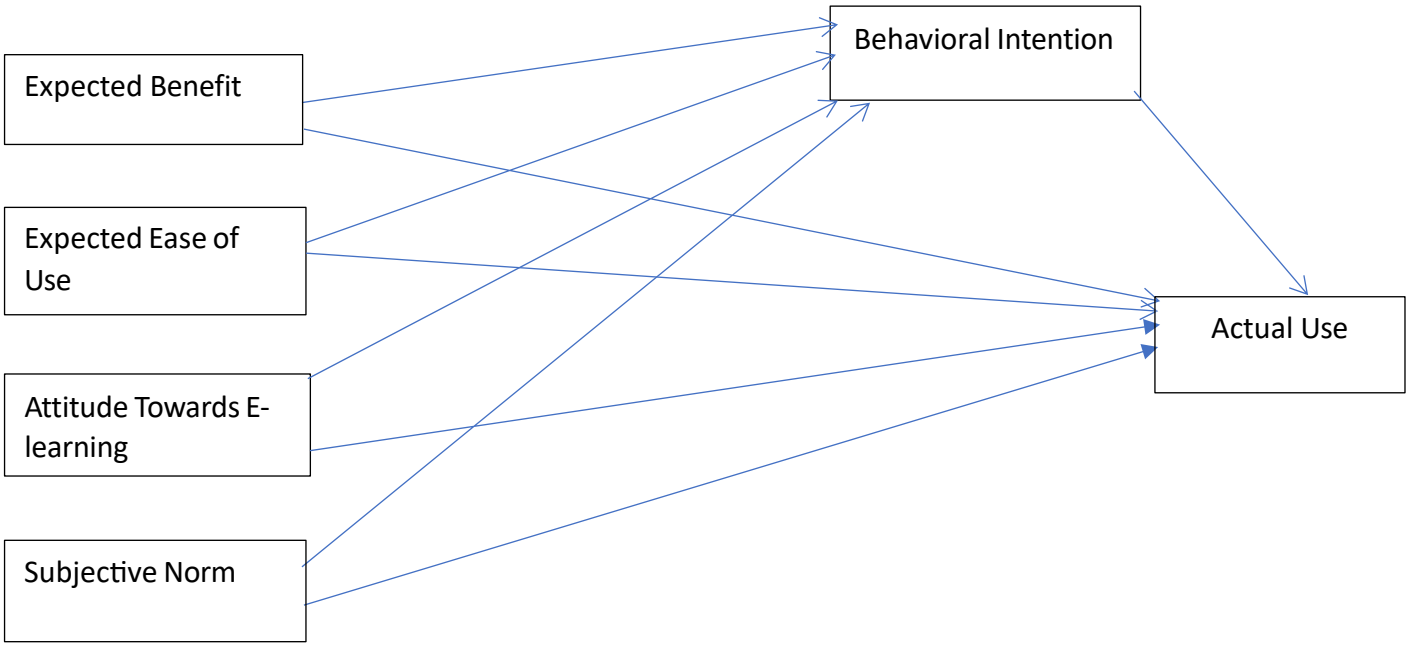

Figure 2: Theoretical framework the research hypothesis was built keeping in mind the paths originated in the theoretical framework.

Data Collection and Instrument Development

This study aims to identify the factors influencing the acceptance of educational technology. Online structured survey questionnaire was used in collecting the data from the students. A total of 35 questionnaires were distributed among the selected students from private universities in Libya. As a result, 35 questionnaires were returned with a response rate of 100 percent. The study relied on descriptive survey research using random sampling technique. The questionnaire consists of two sections. Section A gathers information about demographic data.

Section B attempts to obtain respondents' views on their feelings toward educational technology as well as soliciting their acceptance of technology. The five-point Likert Scale is used to get responses to the questionnaire. For that reason, the study applied SPSS.

The items for the questionnaire were adapted and adopted from the previous literature. As a result, there are six constructs established as a framework for this study and were operationally defined in Table 1. The questionnaire consisted of six questions, namely,

Expected Benefit (EB), Expected Ease of Use (EEOU), Attitude Towards E-learing (ATE), Subjective Norm (SN), Behavioural Intention (BI) , Actual Use(AU)as well as demographic information in Section A. The scale measurement was based on a five-point Likert scale ranging from 1 (strongly disagree – SD) to 5 (strongly agree – SA). The items in the measurement instrument were as follows: EB (ten items), EEOU (ten items), ATE (ten items), SN (ten items), BI (ten items), AU (ten items).

Table 1. Operational Definition

Variable	Description	References
Expected Benefit-TAM	The extent to which an individual has the belief that utilizing the system will facilitate the achievement of improvements in performance.	(Brown et al., 2015)
Expected Ease of Use-TAM	The level of user-friendliness attributed to the system or the degree of ease and effort necessary to utilize the technology.	(Fichman, 2004)
Attitude Towards E-learing	The value of e-learning varies among individuals, with some enthusiastically embracing it and others skepticism or pragmatism, necessitating understanding and adaptability for diverse learners.	(Aburagaga et al., 2020)
Subjective Norm-TAM/TPB	The extent to which an individual appreciates the significance of utilizing the new method is believed by others..	(Abusef & Kumar Tarofder, 2021)
Behavioral Intention	The concept of behavioral intention has conventionally been characterized as an individual's subjective likelihood of engaging in a particular behavior. The anticipated users' inclination to execute plans and make judgments pertaining to the utilization of technology.	(Abusef & Kumar Tarofder, 2021)
Actual Use	the practical, real-world application or utilization of something, providing valuable insights into its functionality, effectiveness, and impact. It plays a crucial role across various domains, technology and research.	(Aburagaga et al., 2020)

Methodology Research Approach

This study is classified as quantitative research, as it seeks to utilize this methodology to ascertain the magnitude of the elements influencing students' intention to embrace E-learning, with a specific focus on the mediating variable of Behavioral Intention. According to (Abusef & Kumar Tarofder, 2021), Quantitative research has consistently focused on describing the epistemological technique in order to ascertain the truth. Quantitative techniques are commonly characterized by their flexibility in handling data, facilitating comparisons, and doing statistical analysis to ensure reliability.

Demographics, subset, and method of selection: The target group for this research consists of individual students who have been utilizing electronic technology, specifically E-learning, inside the university setting. The research employs a random sampling technique. The random sampling technique is employed in a specific context. Deliberate random sampling is employed to pick individuals or events that offer crucial information that cannot be acquired through alternative options (Taherdoost et al., 2016). The criteria employed in this study are based on subjective assessment of demographic characteristics and the study's aims. The criteria utilized for sample selection in this study include:

A. The university students in private Libyan universities.
B. The university students who have been using e-learning for the last 2 years still intend to use e-learning.
C. student aged at least 20 years.

The research aims to analyze factors influencing e-learning use in Private Higher Education in Libya, including usefulness, ease of use, attitude, subjective norm, and use behavior. The study will use geographically established

questionnaires and surveying academic staff and students at Al-Salam International University and the Libyan International University of Medical Sciences.

Findings from the Pilot Study

The pilot study used models like the Technology Acceptance Model (TAM), Theory of Reasoned Action (TRA), and Theory of Planned Behavior (TPB) to predict individuals' acceptance and use of technology. However, these models have limitations, focusing on individual attitudes and ignoring social and contextual factors. Demographic information, such as age, gender, and education, was used to interpret the findings. The experimental sample consisted of 35 respondents. This research was conducted to gain a more comprehensive understanding of educational technology acceptance among students. Table 2 presents the demographic profile of respondents. As shown in Table 2, most of the respondents were female at 20 percent while 80 percent were male. As for educational background, all sample members were at the diploma (14.3%), bachelor's(25.7%), master's(25.7%), Ph.D (25.7%) ,and Other (8.6%). The majority of the study participants were from the age group less than 20 years (6.8%), the age group 20-30 years (14.3%), the age group 30-40 years (40%), the age group 40-50 years (37.1%), and the age group 50 years and over. (0%). Regarding the duration of Internet use, the group of students was less than two years (7.5%), the group was 2-5 years (2.9%), the group was 6-9 years (14.3%), and the group was more than 9 years (77.1%). A possible explanation for this can be explained by the association of Internet access with location. In conclusion, the data is very useful for the researcher to gain insight into the opinions of the participants Characteristics that may provide a basis for investigation.

Table 2. Demographic Profile

Variable	Item	Frequency	Percentage
Gender	Female	7	20
	Male	28	80
Age	less than 20 years	3	8.6
	20-30 years	5	14.3
	30-40 years	14	40
	40-50 years	13	37.1
	50 years and over	0	0
Education Level Type of University	diploma	5	14.3
	Bachelor's	9	25.7
	Master's	9	25.7
	Ph.D	9	25.7
	Other	3	8.6
duration of Internet use	less than two years	2	5.7
	2-5 years	1	2.9
	6-9 years	5	14.3
	more than 9 years	27	77.1

Analysis and Final Remarks To summarize

E-learning is one of many social distancing initiatives, which have been welcomed around the globe despite the well-established social closeness, association with distancing, and unconventional "distance" formation.Although the educational system has been solid throughout history ,and is constantly functioning in defiance of wars, epidemics, economic difficulties, and geographical burdens. What appears now supports this distance education e-learning, as e-learning explores devious ways to ensure its continuity during the Coronavirus pandemic.

Education does not usually tolerate interruption or cancellation, and it is tolerated in the search for alternatives. The alternative considered now is e-learning, which is the focus of current research. This research hopes to make different contributions in the field of technology to society, by examining the extent of its impact and assistance to the quality of e-learning.

This research has established a basis for future empirical investigations by presenting a conceptual framework aimed at ensuring students' willingness to adopt e-learning in private universities in Libya. The framework incorporates the role of actual usage as a mediator variable to examine students' intention behavior towards the adoption of e-learning. The relationship framework, offering a novel and distinctive theoretical foundation and structure, can be employed to ascertain the factors (perceived usefulness, perceived ease of use, subjective norms, and Attitude toward e-learning) that can enhance the efficacy of the transition to e-learning in delivering services to students. Therefore, in order to attain

complete acceptability of the implementation of e-learning and its applications, it is imperative to enhance the degree of these factors among students. This would represent a significant advancement for university services, encompassing both administrative and academic aspects.

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