

The Study on Undergraduate's Readiness to Adapt E-Learning Technology in Sri Lanka

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E-learning is a modern method of education delivered via digital types of data that improves the learner's understanding, abilities, or other performance. It is considered one of the critical alternatives for present knowledge based on society. Yet little researches have been done to verify the process of how undergraduates adapt and use E-Learning. The primary purpose of this study is to identify the extent of an undergraduate's readiness to adapt E-learning technology in Sri Lanka. The adaptation and the extent were discussed according to the Technology Acceptance Model (TAM). A self-administrated questionnaire with five points Likert scale used as a research instrument to gather information from 180 respondents. The researcher has used both SPSS statistics 21 and SmartPLS3 software packages to analyze the data. Further, in analysis researcher has been used the reliability analysis, descriptive analysis, correlation analysis and partial least square method. The study revealed that nearly all the respondents almost affect with the Perceived Ease of Use and the Perceived Usefulness to adapt E-learning technology. However, the respondents are moderately affected with the Behavioral Intention to adapt E-learning technology. According to the objective of the research, there is a significant positive association between all dimensions which are, Perceived Ease of Use, Perceived Usefulness and Behavioral Intention with E-learning adaptation intention. It can be clearly stated that the above-mentioned variables and the E-learning adaptation were directly proportional. Among the three dimensions of E-Learning adaptation, the Perceived Usefulness has the highest correlation coefficient. And there was a substantial impact of Perceived Ease of Use on Perceived Usefulness while Perceived Ease of Use had the least impact towards the Behavioral Intention. The study creates a number of recommendations for the undergraduates, universities and the learning institutions.

Keywords: E-Learning, Perceived ease of use, Perceived usefulness, Behavioral intention, E-learning adaptation intention