TECHNOLOGY ACCEPTANCE AND MOBILE LEARNING SYSTEMS: A CONCEPTUAL MODEL

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ABSTRACT

The degree of Technology acceptance is measured in many research articles and is now gaining momentum due to the Global pandemic. Technology is the only alternative solution to get the job done. The world was already moving towards a technological oriented environment, but with the advent of covid-19 the pace of this transformation has increased. There are numerous studies on different Technology acceptance models, some of the models for design for a movie will learn systems and later modified for mobile learning systems. Under this study we will try to review the literature in the field of Technology acceptance and mobile learning systems and tries to add some more dimensions to the existing model by developing a conceptual model which can be further tested in the context of Indian schools. The need for this kind of study arises because most of the models were framed for desktop and does not include the Peculiar characteristics of mobile learning systems, therefore this study tries to add some more constructs which are irrelevant for mobile only systems and try to put a new project working model through which technology acceptance can be understood.

KEYWORDS: *Technology Acceptance, M Learning Systems, Covid 19, Global Lockdown*

INTRODUCTION

All the Nations require continuous growth and development in the competencies of their employees. For the fulfilment of this go Technologies and products are invented and are modernized. This posed a new challenge that now employees have to be developed field of knowledge and skills to keep themselves abreast with the changes. For the development of employees they need to have access to the tools that are flexible, quick and convenient means of transferring knowledge (Wang and Hsu, 2008).

In the field of m learning knowledge transfer is closely associated with mobile applications which are beneficial to learner's development (Chen and Hsiang, 2007). The purpose of these systemsis to provide students solutions that would help learners in searching retrieving creating and managing knowledge (Shu- Shang et al., 2010). M learning provides platform for convert INR implicit and basic knowledge to explicit knowledge facilitating a Cooperative environment between employers and employees during the knowledge sharing process (Amayah 2013).

RELATED RESEARCHES

Many researchers including Fishbone and Janzen (1975) and Davis 1989 have proposed models for technology acceptance the popular approaches are Technology acceptance model, theory of planned behaviour, innovation diffusion theory, motivation model, combined model of Technology acceptance and theory of planned behaviour social cognitive theory Technology acceptance model 2 unified theory of acceptance and use of Technology and Technology acceptance model 3. These acceptance models have laid the foundation on the basis of Technology acceptance research field.

There are many studies cross validated and examine the acceptance model in different contexts. It is also believed the constructs can be different for different target groups such a student's implies and academicians. (King and He J 2006; Sedana and Vejaya 2010; Park et al., 2012) Cultural differences also play an important role in the field of Technology accepted research there are many researches concentrating on how cultural differences impact the adoption of services (Gallivan and Srite, 2005). The differences are highly significant for Asian and European mobile learners.

This indicates that the acceptance and level of adoption of mobile learning devices is not same everywhere and a specific research should be designed to investigate the important constructs which can be added to the classical models with reference to the change and text and target group used in the research. In order to you will this research GAP this study tries to review the literature starting from classical Technology acceptance model The UTAUT model which has been extended by new elements and try to add some new constructs to the UTAUT model and develop the modified utaut2 model to understand the Dynamics of important research constructs and their impact on acceptance of Technology among students.

CONCEPTUAL RESEARCH MODEL

In order to assess the hypothesized relationship, a conceptual research model was developed. Constructs of developed UTAUT viz. PE, EE, SI, FC, HM, PR, HA, PI, ER, LR were adopted from Geurts *et al.*(2005) and are treated as independent variables. Behavioural intention (BI) to use M-technology was treated as dependent variable.

A research model may have both independent and dependent variables. Endogenous constructs have antecedents specified within the model, whereas the causes of exogenous constructs are outside the model and not of interest (Anderson & Gerbing, 1991). The model specification of the study may be given as:

BI = f { PE, EE, SI, FC, HM, PR, HA, PI, ER, LR }

And

BI = f {AG,GE}

Where

- PE= Performance expectancy (Exogenous/Independent variable).

- EE= Effort Expectancy (Exogenous/Independent variable)..

- SI= Social influences (Exogenous/Independent variable)..

- FC= Facilitating conditions (Exogenous/Independent variable).

- HM= Hedonic motivation (Exogenous/Independent variable).).

- PR= relative Price (Exogenous/Independent variable).

- HA= Habits (Exogenous/Independent variable).

- PI= Personal innovativeness (Exogenous/Independent variable).

- ER= Educators readiness (Exogenous/Independent variable).

- LR= Learners readiness (Exogenous/Independent variable).

- BI= Intention to use mobile technology (Endogenous/Dependent variable).

- AG= AGE (Moderating variable)

- GE= Gender (Moderating variable)
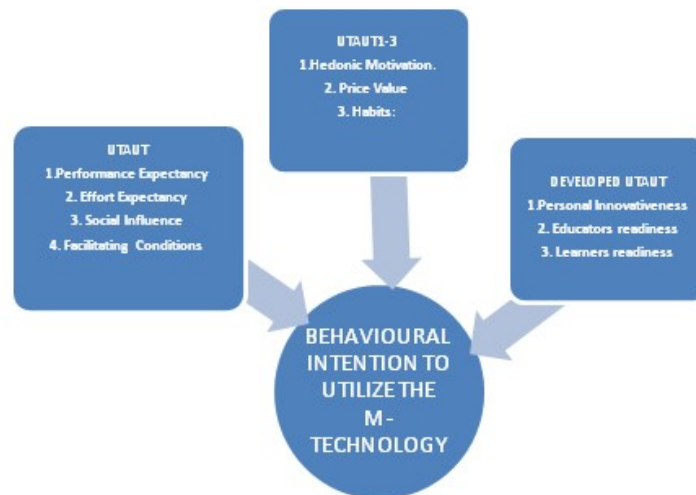
Figure 1: Proposed Research Model.

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