



Measuring Students Perception of Online Learning in the Context of Technology Acceptance Model in a Reputed Private University of West Bengal

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Abstract

The goal of this research is to assess several aspects of students' perceptions of online learning and to determine how these determinants might help define students' behavioral intention to use online learning mode. The investigation took place at a private university in West Bengal. The theoretical framework based on the Technology Acceptance Model (TAM) (Davis et al., 1989) was adapted for this study. We collected primary data from 100 individuals, 75 of whom were undergraduate BBA students and 25 of whom were postgraduate MBA students. The data collection was based on a structured questionnaire. We found that perceived usefulness (PU), perceived ease of use (PEOU), attitudes toward online usage (ATU), and the social impact of students' referent group (SI) were all significant predictors of students' behavioral intention (BI) to participate in online education. Additionally, we examined the correlations between various factors, such as the relationship between students' referent group's social influence and their perceived ease of use or perceived usefulness, as well as the relationship between students' perceived ease of use and online usage of their attitudes toward online learning in order to predict their behavioral intention to use online learning.

Keywords: Online Learning, TAM Model, PEOU, PU, SI.

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