

EXPLORING SYSTEM QUALITY AND CONTENT QUALITY IN E-LEARNING ACCEPTANCE : A PROPOSED CONCEPTUAL FRAMEWORK

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ABSTRACT

There is a need to identify factors that contribute to the continued acceptance of e-learning. Underutilized e-learning system will contribute to waste. This study aims to introduce conceptual framework in explaining user's continuance intention. The proposed conceptual framework will provide useful insights for further research direction.

Keywords : Conceptual framework, system quality, content quality, e-learning, continuance intention

1 INTRODUCTION

E-learning is based on the advancement in information technology. The need of systematic and fun learning has encourage the information technology developer to create such technology in order to enhanced students learning experiences. Malaysian e-learning experience has just started back in early millenium. e-learning users will enjoys a lot of benefit including it's mobility and convenience, interactiveness, collaborative, environmental-friendly, fun and engaging flexibility, accessibility and it's ability to extends learning opportunities to wider range of people in society (Milošević, Živković, Manasijević, & Nikolić, 2015). E-learning is not only used in schools and higher learning institutions, but also in the workplace (Yoo, Han, & Huang, 2012). Studies of (Cidral, Oliveira, Di Felice, & Aparicio, 2017) addressed the impact of e-learning in the new millennium. Various theories have been put forward in clarifying the factors that contribute to the acceptance of e-learning. Among the commonly used theories are TAM, TRA, TPB, Motivational Model, Expectation Confirmation Model and others. E-learning research also comes in many forms. Among them are research in the form of processes and research in the form of user acceptance. Among the important dimensions of e-learning acceptance study are. System quality is an important concept in the acceptance of e-learning applications. A study made by Mohammadi (2015) has proven that the quality aspect is very important in shaping a good perception of e-learning. This finding is also supported by a study that demonstrates that

the quality aspect is an important aspect of designing an e-government system. If e-learning systems ignore quality aspects, e-learning applications may not be accepted by users.

2 LITERATURE REVIEW

2.1 Malaysian e-learning experience

In the Malaysian context, the use of e-learning is very useful as notes and tutorials are available from the internet and learning activities can be performed flexibly. (Najib, Raudhiah, Bakar, & Othman, 2017). On the other hand, cost savings can be made due to less lecturers needed as well as lesser number of classrooms needed.

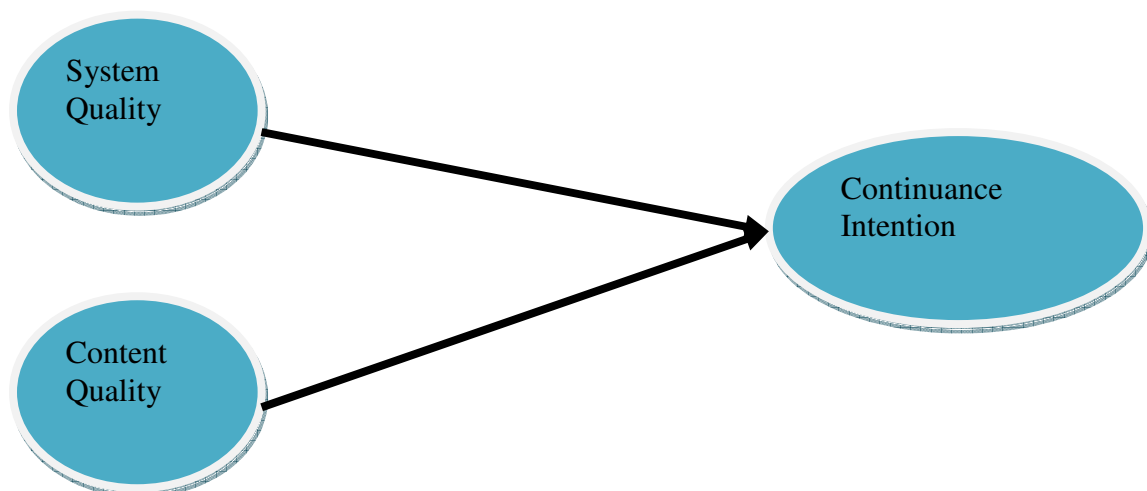
2.2 System quality

The e-learning system quality needs to be improved to promote better e-learning experience. Among the features of a good e-learning quality system are in terms of it's performance, function, use and so on. Quality systems should also be able to facilitate daily tasks..

2.3 Content quality

According to Ozkan & Koseler (2009) content quality in e-learning depends on how well the learning environment is designed and managed. Users will appreciate the content that is well-organized, presented very well, interactive, clearly written, reasonable length and so on.

2.4 Proposed conceptual framework





3 METHODOLOGY

This study aims to developed the conceptual framework by exploring extensive literature review on technology acceptance. There are several articles were reviewed and finally we explore several past literature on the e-learning acceptance. There are theories of IT acceptance, models of technology acceptance and popular frameworks developed by researchers for organizational adoption with factors considered to influence IT adoption. Eventually, several relevant theories were then extracted. (Hameed, Counsell, & Swift, 2012)

4 DISCUSSION AND CONCLUSION

In this study, we proposed a simple model for explaining continuance intention to use e-learning. The model consisted two prominent latent variable namely system quality and content quality. The model will hopefully being able to explain the e-learning adoption at confirmation stage. The model considered that e-learning adoption could be only succeed if the e-learning was accepted both initial and continuance level. Both of these constructs were chosen as a model based on their ability to explain e-learning acceptance. Previous studies by Hong, Tai, Hwang, Kuo, & Chen, (2017) and Uppal, Ali, & Gulliver, (2017) have proven that aspects of system quality and content quality are very important in the acceptance of e-learning. If these two aspects are not considered, there is no guarantee that the e-learning system will be accepted. Eventually it becomes a waste. Future studies should take into account other factors that may contribute to the acceptance of e-learning in the Malaysian context. Factors such as language mastery or English proficiency need to be taken into account especially when engaging with older people who comes from rural areas. Older users will avoid using an e-learning system that uses English as an intermediary language.



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