Students' Willingness to Accept Virtual Lecturing Systems: An Empirical Study by extending the UTAUT Model

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Abstract

The explosion of the World Wide Web and the electronic trend of university teaching have transformed the learning style to become more learner-centred, which has popularized the digital delivery of mediated lectures as an alternative or an adjunct to traditional lectures. Despite its potential and popularity, virtual lectures have not been adopted yet in Jordanian universities. This research aimed to fill this gap by studying the factors that influence students' willingness to accept virtual lectures in one Jordanian University. A quantitative approach was followed, by obtaining 216 survey responses and statistically applying the UTAUT model with some modifications. Results revealed that performance expectancy, effort expectancy, social influences, and self-efficacy could significantly influence students' attitudes towards virtual lectures. Additionally, Facilitating conditions and attitudes towards virtual lectures were found with significant influence on students' intention to take virtual lectures. Research implications and future work were specified afterwards.