

A Proposed Framework for Determining Metaverse Adoption in Higher Learning Institutions

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Abstract

Metaverse refers to a virtual world that allows users to interact with digital objects, environments, and other users through immersive experiences. It is a collective space that expands the possibilities of synchronous communication, providing a more interactive and engaging environment for users. This study proposes a framework for determining the adoption of metaverse technology in Higher Learning Institutions (HLIs). The proposed framework is developed based on an investigative literature review and empirical data collected through a questionnaire of students and faculty members in HLIs. The primary research data was collected through soft copies consisting of 211 questionnaires. Next, through the SPSS, testing the reliability using cronbach's alpha, simple, multiple linear regression and many analytical and statistical tests were implemented to test the factors of the research combined model. The findings of this research offer fresh insight due to most of the factors in the constructed framework that have an effect on determining the adoption of metaverse technology in HLIs. The proposed framework can serve as a guide to help decision-makers in HLIs evaluate the potential benefits and challenges of adopting

metaverse technology and develop strategies for determining intention to use and implementation.

The study contributes to the literature on metaverse technology adoption in the learning sector. It provides insights into the factors that can facilitate or hinder the adoption of metaverse technology in HLIs.

Keywords: Acceptance testing, Adopting technology, eLearning, Metaverse.