Adoption of e-learning technology in China's higher education: insights from teachers' perspectives

PROFOUND CHANGES

The higher education system has been subject to great change in the post-COVID-19 era globally. Developments in science and technology, especially in the field of information, communication and technology (ICT) have a massive influence on the higher education system.

ONLINE LEARNING

Technology in education has garnered importance and research on e-learning has become necessary to explore this new cutting edge of education. This study examines the factors affecting the adoption of e-learning within the higher education system of China.

INSTRUMENT

The study applied the structured survey approach to collect data from 280 faculty members of various public institutions to assess how these factors impact the integration of e-learning technologies in China.

PUBLIC INSTITUTIONS

Public institute teachers are considered as they have high financial distress, anxiety and depression compared to private teachers leading to a lack of online facilities, compatibility issues and self-efficacy.

FINDINGS

The study findings revealed that a lack of ICT infrastructure and technical support, combined with a lack of e-learning knowledge among educators, are significant barriers to the effective implementation of e-learning in the higher education system of China.

MORE RESULTS

Social influence, perceived usefulness and ease of use also play crucial roles in shaping intent towards e-learning adoption.

CONCLUSION

This study provides insights for policymakers and educational administrators seeking to enhance e-learning environments and overcome the challenges faced in the higher education sector in China.