Chapter 8
Elevating Technological Adoption: The Role of Perceived Benefits in Enhancing Learning Experiences in Higher Education

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ABSTRACT

Quality education and global competencies among students are the main focus of the education sector in the economy. The research aims to find out the effect of the intention to adopt technology on the satisfaction level of students and the impact of perceived benefits on the satisfaction level of students. Also, whether perceived benefits influence the relation between the satisfaction of students and their technological adoption intention. Reliability analysis and validity analysis were performed to check the internal consistency of data. Confirmatory Factor Analysis and Structural Equation Modeling have been used to analyze the relationship among the constructs. The results highlight a direct and positive relation between students' intention to adopt technology and their satisfaction levels, indicating the importance

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of addressing students' perceived benefits in enhancing satisfaction. This research will help universities and higher education institutes who want to know what factors or benefits students seek while intending to use technology in their learning.

INTRODUCTION

The incorporation of technology into various facets of life has become more commonplace than unusual in the modern era of digitalization. This is especially true in the realm of education, where the use of technology has transformed traditional approaches to teaching and learning. (Zaidi, 2021). The use and use of technology for educational purposes has grown in popularity among college students. The elements that affect students' willingness to use technology and their pleasure with it, however, are intricate and varied. This study attempts to explore these variables with a particular emphasis on the mediating role of perceived advantages. The advantages or gains that students perceive they will get from using a certain technology are known as perceived benefits. (Afridi & Chaudhry, 2019). These advantages could include better learning outcomes and enhanced productivity. The study will explore questions such as: What drives students to adopt technology in their learning? How satisfied are they with the technology they use? How do perceived benefits influence their satisfaction level? (VanDerSchaaf, 2021). By investigating these questions, the study hopes to provide insights that could help educators and policymakers enhance technology implementation in university education.

The research will be grounded in established theoretical frameworks such as the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT). These models have been widely used to study technology adoption in various contexts. According to TAM, perceived usefulness and ease of use are the primary determinants of a person's intention to use a technology. On the other hand, UTAUT suggests that factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions play a significant role in influencing a person's intention to use technology.

In this study, these models will be used to examine the factors influencing university students' intention to adopt technology and their satisfaction with these tools. The study will also investigate the role of perceived benefits as a mediating factor in this relationship. By doing so, the research aims to provide a comprehensive understanding of the dynamics of technology adoption among university students. (Lazar, Panisoara, & Panisoara, 2020). The study will employ quantitative surveys to collect data from university students. The quantitative data will be analyzed using statistical methods to identify patterns and relationships among the variables. By understanding the factors that influence students' intention to adopt technology

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