

Factors that determine continuous intention to use e-learning systems: an empirical investigation

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Abstract:

Purpose-The purpose of this study is to explore and investigate empirically the relationships between system quality, information quality, service quality, internet self-efficacy, perceived usefulness, intrinsic, user satisfaction, and continuous intention to use e-learning system in Jordan. **Motivations-**The motivations for conducting this study are: this work has never been done in the Jordanian universities, and most if not all the literature is western-based, and there is dearth of studies that combine all these variables together in one research model. In addition, it is an empirical research where important findings emerge and as a result, relevant practical recommendations are provided. **methodology/approach-** This study approaches the above purpose by developing a questionnaire build on intensive literature review and consulting existing valid instruments that appeared in prior studies. The original version of the questionnaire was written in English then translated into Arabic. The questionnaire was circulated to all students who have at least one module supplied through university's e-learning system. **Findings-** The results of data analysis indicate that there is a positive relationship between system quality, information quality, service quality, internet self-efficacy, perceived usefulness, intrinsic, and user satisfaction. Other result also shows the relationships between system quality, information quality, service quality, internet self-efficacy, perceived usefulness, intrinsic, user satisfaction, and continuous intention to use e-learning system. Finally, the results suggest that there is no difference in the evaluation of continuous intention to use elearning systems by research respondents in terms of demographic variables such as, gender, age, and level of education.