

2014

A Model of Jordanian Firm's Trainees' Acceptance of A Web-Based Training

Amin A. Shaqrah
Alzaytoonah University of Jordan

Al Hareth Abu Husain
Amman Arab University

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/jitim>



Part of the [Management Information Systems Commons](#)

Recommended Citation

Shaqrah, Amin A. and Husain, Al Hareth Abu (2014) "A Model of Jordanian Firm's Trainees' Acceptance of A Web-Based Training," *Journal of International Technology and Information Management*. Vol. 23 : Iss. 2 , Article 3.

Available at: <https://scholarworks.lib.csusb.edu/jitim/vol23/iss2/3>

This Article is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in *Journal of International Technology and Information Management* by an authorized editor of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

A Model of Jordanian Firm's Trainees' Acceptance of A Web-Based Training

Amin A. Shaqrah
Alzaytoonah University of Jordan
JORDAN

Al Hareth Abu Husain
Amman Arab University
JORDAN

ABSTRACT

This study investigates E-learning technologies such as web based training "WBT" as a one of many products which wide used in all corporate training for delivering educational content to their employees. In order to achieve a better view and validate the study, researcher attempts to give details of how technology acceptance models help Jordanian trainees firms in accepting e-learning technology, and how if applied will result more attention to usage behavior. The empirical examination of study model which developed based on Unified Theory of Acceptance and Use of Technology "UTAUT" which indicates that the Jordanian trainees' firms' usage behavior of WBT is determined directly by performance expectancy; effort expectancy; web-based training infrastructure; trust; culture; and behavioral intention. This model gives trainee a new tool to forecast the success of WBT deployment in training courses. The findings conclude that there are significant relationships between only two variables of UTAUT model for "WBT" effort expectancy and culture".

INTRODUCTION

There is growing in e-learning environment and the relevance of training program content for employee's skills improvement. Theoretical models helping researcher and executives to understand the fundamental factors required for the use of e-learning technology to lead a successful implementation with minimal cost and risks of technology adoption. Amount of technology acceptance models and frameworks proposed for determining the most important factors and most essential for e-learning technologies acceptance which as a result provide an insight to business firms for addressing and removing barriers to use-learning technology. Models that are most cited in literature which assess in creating the proposed model are: 1. Technology Acceptance Model (TAM) (Davis, 1993), 2. TAM2 (Venkatesh & Davis, 2000), 3. The Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003), and 4. Diffusion of Innovation by Rogers (1995). Models such as TAM (technology acceptance Model).

The Unified Theory of Acceptance and Use of Technology (UTAUT), The Theory of Reasoned Action, all attempted to explain and present these reasons. The efficiency and convenience provided by e-learning especially web based training are becoming more desired by business firms to maintain their competitive advantage and even necessary to their survival, the role e-learning become larger and disruptive. E-learning technologies will have the greatest effect on performing teaching duties and learning activities, including student, teacher relationships

(Schaper & Pervan, 2004). In addition the concept of learning and teaching changed significantly due to pervasive influence of computer technology, instead of learners passively participate in the learning process they can currently have greater role in achieving learning goals. Nevertheless educators remain doubter and reserved towards adopting computer technology thus e-learning (Kelly et al., 2005).

Jordanian trainees willing to use web-based training technology due to they don't have enough time to learn or train, dealing with the barriers and addressing the exact factors accepted web-based training technology from meeting their intended goals and contribute positively to the training process is the main concern of this study. To be able to understand the factors effect on web based technology a clear understanding of the WBT technology must be presented before further proceeding such as the concept and characteristics of web based training, and the e-learning ways that could be applied using this technology. Therefore, the goal of this study is to develop and validate a theoretical model of WBT adoption, and the intention to usage behavior, the results of the current study will be helpful to various Jordanian training firms understanding, stimulating, and facilitating the adoption and usage of such technology in learning and training courses.

THEORETICAL BACKGROUND

Web-based training "WBT" could be referred as "any purposeful, considered application of Web technologies to the task of educating a fellow human being." (Liu, 2001). Using the Internet and World Wide Web as a medium through which training material is delivered and some cases practiced can be called as Web-based training, although many benefits can be harnessed from using such method in training such as training at ones pace, and their own time, caution should be taken by the user first to carefully examine the content and be able to verify the authenticity of that content (Nielsen, 1993). Web-based training arise its advantages from technology based training such as; self-paced, highly interactive, increased retention rates, and reduced costs (Jonassen, 1955). Compared to instructor-led training, there is no size constrains on the number of employees that can be trained simultaneously, standardized content, and easily update (Liu, 2001).

It is believed by many that using technology in education may result in the destruction of the unique relationship between students and their tutors or instructors and teachers, by downgrading the teaching process, it has been argued that fewer than 50% of the students have completed the training course, because it is less attractive than traditional class rooms which has more interaction. According to many scholars' opinions some factors such as motivation, learner's characteristics, and learning tasks are more important than technology involved. Web based training effectiveness and success rely heavily on teachers and their students' ability to effectively exploit the medium in a verity of situations, the use of proper technology, and interactivity, and timely feedback (Rovai & Barnum, 2003). Being web based training one of the technologies used in delivering educational content to trainees and students that have great potential derived from the characteristics inherited from internet such as flexibility, diversity, easy access...etc., nevertheless existing doubt surrounding the use and effectiveness of such technology in training the coming workforce (Rovai & Barnum, 2003).

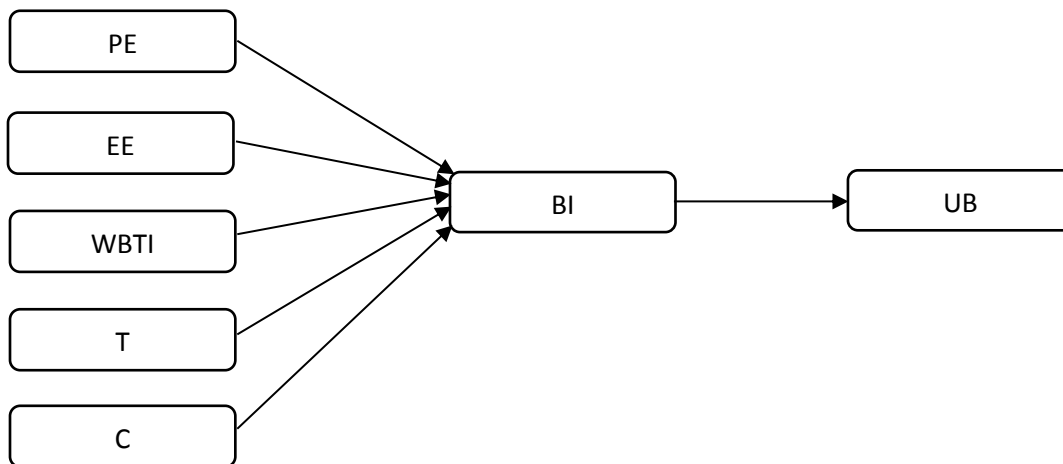
This doubt demonstrated by gap between the expected growth of use and reality of use, put pressure on scholars to understand and analyze determinants lie behind the lack of acceptance of WBT technology as an effective medium, methods to train employees. Web based training systems defined as a type of distance instruction delivered over the internet or company's intranets (Sadara et al., 2009). Sun Microsystems define WBT as the delivering and conducting training sessions through World Wide Web (WWW) using the internet and http protocols and viewed using internet explorer. Some characters of WBT indicates that there is no limit for number of trainees that enroll in training classes, no traveling expenses due to flexibility provided by the internet, updated, standardized content to all trainees. Nevertheless WBT is not all advantages compared to traditional class room training (traditional training), for example traditional class room has 100% completion rates compared to low completion rates in WBT "Completion rate can be extremely low – less than 10% for unsupervised WBT is common".

Usually requires special software, real life circumstances are not represented accurately and difficult to be represented (Sadara et al., 2009). Sadara et al. (2009) identified four broad types for delivering instructions/ training using the web; Web Based Training, Web performance support Systems, Web asynchronous class rooms, and Web synchronous classrooms. Document Information Design Inc. identified four types of WBT; Leader-Led or Facilitated Online Learning, Self-Paced, Web-based Learning, Online Tutorials, and Web-Based Electronic Performance Support Systems (EPSS).

HYPOTHESIZED MODEL

Based on available technology acceptance models that are available on the literature, the proposed model was built depending mainly on the Unified Theory of Acceptance and Use of Technology (UTAUT), the proposed model suggests that there are five main determinants for behavioral intention: performance expectancy, effort expectancy, WBT technologies infrastructure, trust, and culture.

Figure 1: Theoretical model.



“PE: Performance Expectancy; EE: Effort Expectancy; WBTI: Web-Based Training Infrastructure; T: Trust; C: Culture; BI: Behavioral Intention; UB: Usage Behavior”

Hypothesis 1. Performance expectancy has positive affect intention to use web-based training.

Most popular technology acceptance models in the literature found a significant empirical evidence that perceived usefulness, Job-fit relative advantage outcome expectations. Performance expectancy have a direct effect (influence) on the intention to use or accept new technology (Davis, 1989; Moore & Benbasat, 1991; Compeau & Higgins, 1995a; Venkatesh et al., 2003). In technology acceptance model (TAM) Davis concludes that perceived usefulness is a strong connection with user acceptance, thus should be never disregarded by researchers, managers and those in position to design and implement successful systems, technology use (Davis, 1989). Performance expectancy construct within the eight models examined in the unified theory of acceptance and use of technology was found to be significant at all points of measurement and the strongest predictor of intention, in both voluntary and mandatory settings (Venkatesh et al., 2003).

The effect of performance expectancy was moderated by gender and age, as it was observed to be more significant for younger men (Venkatesh et al., 2003). Perceived usefulness in the TAM and Combined TAM and TPB (C-TAM-TPB) as; “the degree to which a person believes that using a particular system would enhance his or her job performance” (Davis, 1989). Model of PC Utilization (MPCU) perceive performance usefulness through Job-fit and long-term Consequences Job-fit as “the extent to which an individual believes that using [a technology] can enhance the performance of his or her job” (Thompson et al., 1991). Long-term consequences “outcomes that have a pay-off in the future” (Thompson et al., 1991). Performance expectancy in Innovation Diffusion Theory (IDT) two concepts reflect the definition: 1. Relative advantage “the degree to which an innovation is perceived as being better than its precursor”, 2. Results demonstrability “the tangibility of the results of using the innovation, including their observability and communicability” (Moore & Benbasat, 1991).

Outcome expectations-Performance in the Social Cognitive Theory (SCT) is “the performance-related consequences” of the behavior, specifically performance expectations deal with job related outcomes (Compeau & Higgins, 1995b). Performance expectancy in Unified Theory of Acceptance and Use of Technology (UTAUT) is defined as “the degree to which an individual believes that using the system will help him or her to attain gains in job performance” (Venkatesh et al., 2003). Performance expectancy is believes affected by individuals about a system or technology ability to assess in the enhancement of their performance and production of better results from its pioneer.

Hypothesis 2. Effort expectancy has positive affect intention to use web-based training.

Effort expectancy (UTAUT), or perceived ease of use (TAM) (IDT) (TPB), complexity (MPCU), Self-efficacy (SCT) and other constructs related to effort expectancy support the notion is a determinant of individual intention to use and accept technology in question. According to Venkatesh and Morris (2000) effort expectancy will be stronger for women and older workers, at early stages of introducing the technology, becoming insignificant over extended time intervals, and sustained use, nevertheless remain an imperative determinant of intent for accepting and

using web-based technology. Perceived Ease of Use according to TAM Model is defined as “the degree to which a person believes that using a particular system would be free of effort” (Davis, 1989). On the other hand control Theory of Planned Behavior (TPB) defines perceived behavioral “the perceived ease or difficulty of performing the behavior” (Ajzen, 1991).

Complexity “the degree to which an innovation is perceived as relatively difficult to understand and use” (Thompson et al., 1991). Ease of Use according to Innovation Diffusion Theory (IDT) is “the degree to which an innovation is perceived as being difficult to use” (Moore & Benbasat, 1991). Social Cognitive Theory (SCT) defines Self-efficacy, Judgment of one’s ability to use a technology (i.e. computer) to accomplish a particular job or task. Effort expectancy is defined as the degree of ease associated with the use of the system according to Unified Theory of Acceptance and Use of Technology (UTAUT). All these concepts of perceived ease of use, behavioral, and complexity, pools in the models second determinant, effort expectancy which is defined as; perception of an individual concerning the difficulty and easiness to use and understanding a system or technology according to each person’s capabilities and skills.

Hypothesis 3. Web-based training infrastructure has positive affect intention to use WBT.

Infrastructure on which WBT technology will be built, accepted, and used is considered the facilitating conditions in Model of PC Utilization (MPCU), in other words the objective factors in the environment that make an act easy to accomplish. It is the same for Unified Theory of Acceptance and Use of Technology (UTAUT) where facilitating conditions are defined as the degree to which an individual believes that an organizational and technical infrastructure exists to support use of the system. The infrastructure of WBT technology could be defined as the tools, staff, and the resources made available by the organization as a foundation on which WBT technologies will based and built upon.

Hypothesis 4. Trust has positive affect intention to use web-based training.

In considering trust as determinant of behavioral intention the output quality and demonstrability of measurements of TAM2 Models were considers as major components of trust or enhancing trust. Social Cognitive Theory (SCT) was also used were two factors considered in reaching the meaning of trust in the proposed model anxiety and affect. Anxiety evoking “anxious or emotional reactions when it comes to performing a behavior (e.g. using a computer)”, Affect “An individual likes for a particular behavior (e.g. computer use)”. Positive anxiety and affect increasing ones believe of the reliability and worthiness of that technology as a result of quality output can be called as trust.

Hypothesis 5. Culture has positive affect intention to use web-based training.

Most definitions depict culture to be a shared set of common characteristics of group of individuals. These characteristics from anthropological point of view may include; patterned ways of thinking, values, feelings, and reactions towards issues and things (Srite, 2000). In our case technology, that are acquired by those individuals and transmitted between them through their artifacts, symbols, and other ways of communications. Four dimensions of culture can be

identified according to Hofstede et al., (2002): 1. Individualism/collectivism represents the interest prevalence of group over individual and vice versa 2. Power distance represents that the idea of power is distributed unjustly, is accepted and expected by those powerless individuals of an organization within a country 3. Uncertainty avoidance describes the degree in which individuals feel unease and intimidate by unfamiliar new situations and 4. Masculinity/Femininity; represents gender roles, when it is distinct and clear represents (masculinity), and when they overlap represents (femininity). Related technology models such as Combined TAM and TPB (C-TAM-TPB) ,Theory of Planned Behavior (TPB) ,Technology Acceptance Model (TAM) ,Theory of Reasoned Action (TRA) view culture as a subjective norm “the person’s perception that most people who are important to him think he should or should not perform the behavior in question” (Fishbein & Ajzen, 1975).

Social factors; in Model of PC Utilization (MPCU), which can be defined as “the individual’s internalization of the reference group’s subjective culture, and specific interpersonal agreements that the individual has made with others, in specific social situations” (Thompson et al., 1991). Innovation Diffusion Theory (IDT) view culture through image “the degree to which use of an innovation is perceived to enhance one’s image or status in one’s social system. Visibility “The degree to which one can see others using the system in the organization”. Compatibility “the degree to which an innovation is perceived as being consistent with the existing values, needs, and past experiences of potential adopters” (Moore & Benbasat, 1991). Beliefs arising from social pressure are termed normative beliefs (Ajzen, 1991). Subjective norm is the influence of a person’s normative beliefs that others approve or disapprove a particular behavior. People’s intentions to perform a particular action are a function of subjective norm, or their perception that important others think they ought to do so.

In the present context, subjective norm is the influence from consumers’ normative belief that the behavior is accepted, encouraged, and promoted by their circle of influence. In other words, consumers may believe that their family, friends, and peers would favor certain online behaviors, and this belief tends to influence their intentions and behavior (Allen and Seaman, 2006). Unified Theory of Acceptance and Use of Technology (UTAUT) Social influence is defined as the degree to which an individual perceives that important others believe he or she should use the new system. Culture the proposed model does not deviate in meaning from the ones proposed in previous models. It is the effect of perception of others towards ones behavior to use particular technology, and the agreement of that individual with that believe.

Hypothesis 6. Behavioral Intention towards accepting and using WBT technology has a significant effect on the behavioral use of WBT technology users.

SAMPLE AND DATA COLLECTION PROCEDURES

The population of the study is the entire group of people, events, or things of interest that the study needs to investigate, (Sekaran, 2003). The population of this study is the Trainees’ firms sector in Jordan, which is made up of 200 Trainees’ firms. Researcher choose the trainees and web-based training technology users in Jordanian trainees firms due to the relationship between the subjects and the variables is best realized and clear at this researched sector. This study uses a non-probability purposive technique. It enables the researcher to select a number of Trainees’

firms that are leading in the Jordanian industry. The researcher choose this sector depending on the importance of its contribution in Jordanian economy, which is suitable for the study objectives. The sampling method used was judgment sampling which is type of the purposive sampling. This sampling method is considered as a non-probability sampling. It also occurs when a researcher selects specific organization as a unit of analysis according to some criteria such as the size, reputation and the degree of holding management training programm. The purposive sample of this research includes, choosing 30% of the Trainees' firms which make up 60 Trainees' firms.

To address the research objectives, the researcher used survey questionnaire for collecting data, and measuring the variables. The data was collected by means of a self-administrated questionnaire, which was distributed to staff at all managerial levels in a number of selected Jordanian Trainees' firms. The five-Likert scale will be employed in order to obtain the required data. Each variables reflects number from the scale, and each number represents a pre-determined meaning. Average of 5 copies of the questionnaire were sent to each Trainees' firms. The total size of the research sample was 300 participants, all managerial levels with 60 selected Trainees' firms. 215 questionnaires were returned with three-month period and subsequently checked for quality of completion and comprehensiveness. 15 copies were excluded from the study due to missing data. The remaining 200 questionnaires were used in the statistical analysis. The respondent rate was (66.6%) and acceptable for the research purposes. This percentage can be considered reasonable when we take into account the fact that the survey response was voluntary and some respondents mentioned as. At the processing and analyzing stage, the researcher carried out the coding of the questionnaires.

The five-Likert scale will be employed in order to obtain the required data. Each attribute reflects number from the scale, and each number represents a pre-determined meaning. Our questionnaire was divided into four parts; the first part was designated to collect demographic data, the second part of was donated to study independent variables of our model proposed which compose the determinants believed to affect intention of users' those variables are, performance expectancy which the researcher used questions (PE1-PE5), effort expectancy which the researcher used questions (EE1-EE4), web-based training infrastructure which the researcher used questions (WBTI1-WPTI5), trust which the researcher used questions (TRST1-TRST4), and culture which the researcher used questions (CLTR1-CLTR5), the third part was donated for the data collection about the user's intention for accepting and using web-based training technology which the researcher used questions (BI1-BI4) which represents the intermediate variable in the proposed model. The final and last fourth part is designated to collect data about the behavioral use of web-based training technology which was measured by the questions (UB1-UB5). Research questionnaire variables were collected through different literature regarding Unified Theory of Acceptance and Use of Technology model. Table 1. Illustrated the references used for the build of this research variable.

Table 1: Factors affecting web-based training technology.

Variable	Statement	References
Performance Expectancy	1. Using the Web-based training technology enhances my effectiveness in training	Davis (1989); Davis et al. (1992); Compeau & Higgins (1995); Venkatesh et al. (2003); Sadera (2009).
	2. Using the Web-based training technology gives me greater control over my training activity	Thompson et al., (1991).
	3. Using web-based training technology allow me to master job skills better	Thompson et al., (1991).
	4. Using web-based training in my training saves time	Thompson et al., (1991).
	5. Using the Web-based training technology gives me greater control over my training activity	Thompson et al., (1991).
Effort Expectancy	1. It is easy to learn how to operate and do Web-based training technology.	Davis (1989).
	2. Using internet explorer to train is easy, (without any constraint of time or place).	Allen and Seaman (2006); Davi (1989); Venkatish & Davis (2000); Davis (1989); McInnerney and Roberts (2004).
	3. I find it easy for me to become skilful in using the web-based training technology	Davis (1989); McInnerney and Roberts (2004); Sadera (2009).
	4. I feel comfortable viewing training material when using web-based training technology	Davis (1989); Davis et al. (1989); Venkatish & Davis (2000); Davis (1989); Pedersen (2001).
Web-based training infrastructure	1. The resources necessary (e.g. new computer hardware and software, communication network etc.) are available for me to use the web-based training effectively.	Thompson et al., (1991).
	2. A qualified person (or group) is available for assistance with the web-based training difficulties.	Hill (2002).

	3. Guidance is available to me to use the web-based training effectively.	Srite (2002).
	4. I can access the web-based training very quickly.	Hill (2002).
	5. Web-based training software, hardware updated continuously.	Srite (2002).
Trust	1. There are procedures and policies in my organization govern the web-based training .	Schaper & Pervan (2004).
	2. I believe that web-based training technology provides me with accurate feedback about my progression in the training course.	Schaper & Pervan (2004).
	3. Training courses provided through web-based training technology are high quality courses.	Schaper & Pervan (2004).
	4. I believe that web-based training technology produces quality trainees	Schaper & Pervan (2004).
Culture	1. I believe that my relatives think that I should use a web- based training. The opinion of my relatives are important to me.	
	2. I use Web-based training because of the influence of co-workers and senior manager.	Ajzen (1991); Thompson et al., (1991); Moore and Benbasat (1991); Davis (2000); Venkatesh (2003); Srite (2000).
	3. Web-based Training encourages individuals to exchanges experiences and information through virtual teams and other mechanisms.	Moore and Benbasat (1991); Davis (2000).
	4. Web-based training allow trainees to receive automated help no personal help form the trainer is required.	Moore and Benbasat (1991); Davis (2000).
	5. Training using web-based training technology improves my business	Ajzen (1991); Thompson et al., (1991); Moore and Benbasat (1991); Davis (2000); Venkatesh (2003);

	relationships with others.	Srite (2000).
Behavioral Intention	1. I intend to buy web-based training technology software in the near future	Ajzen (1991); Thompson et al., (1991); Moore and Benbasat (1991); Davis (2000); Venkatesh (2003); Srite (2000).
	2. I intend to use the web-based training technology more for preparing training materials.	Ajzen (1991); Thompson et al., (1991); Moore and Benbasat (1991); Davis (2000); Venkatesh (2003); Srite (2000).
	3. I have interest to learn more about web-based training technology in order to use it if possible.	Ajzen (1991); Thompson et al., (1991); Moore and Benbasat (1991); Davis (2000); Venkatesh (2003); Srite (2000).
	4. I intend to use the web-based training technology more for enhancing my training experience.	Ajzen (1991); Thompson et al., (1991); Moore and Benbasat (1991); Davis (2000); Venkatesh (2003).
Usage Behavioral	1. I use web-based training technology in training.	Ajzen (1991); Thompson et al., (1991); Davis (2000); Venkatesh (2003); Srite (2000).
	2. I enjoy using web-based training technology.	Ajzen (1991); Thompson et al., (1991); Moore and Benbasat (1991); Davis (2000); Venkatesh (2003); Srite (2000).
	3. Using web-based training technology motivates me to make full use of web-based activities in my work.	Ajzen (1991); Thompson et al., (1991); Davis (2000); Venkatesh (2003); Srite (2000).
	4. Web-based training is well-suited with my work style.	Ajzen (1991); Venkatesh (2003); Srite (2000).
	5. I use the web-based training for preparing training materials.	Ajzen (1991); Srite (2000).

All answers that were calculated regarding demographic variables “gender, age, education level, experience, job title, specialization” variables and internet use and experience “internet use in completing job tasks, internet experience, place of internet use” variables, training “last time trained, number of training courses a trainee attended” variables and put into descriptive tables that show their frequency and percentage for each variable. The backgrounds of respondents of web-based training technology users were studied in terms of gender where 72% of the respondents were male and 28% are female. 65.7% of the respondents’ age were from 20 to 30 years old, 26.3% of the respondents were from 31 to 40 years, 5.7% of the respondents were 41

to 50 years and 2.3% of the respondents were over than 50 years old. The experience of the respondents that had less than one year of experience were 28%, 26.3% of the respondents were had from 2 to 3 years' experience, 16.6% of the respondents were had from 4 to 6 years of experience, and from 7 to 10 years of experience of the experience were 12% and only 17.1% of the respondents had over 10 years of experience.

The educational level results of the respondents show that 68.6% of the respondents had a BA degree, while 9.7% had graduate degree, 21.7% of the respondents had had others qualifications. 10.3% of the respondents held a clerical position (e.g. secretary, assistant, bookkeeper ...etc.) 12% of the respondents had managerial position (consultants, financial managers, project manager ...etc.) the majority of respondents were professionals such as accountants, engineers, and representatives with 36% of respondents, with 28% of the respondents were academics who fill teaching, training ... etc., positions came in second position, 13.7% of respondents fill a service worker position these positions included computer, network technicians and other low rate positions.

Accordance to their internet usage, experience and where they mostly access as follows; first for the internet use in completing their job tasks, 29.1% of the respondents use internet less than 25% of work time, and 22.9% of the respondents use internet between 25% - 50% of work time, 24% of the respondents use internet between 50% - 75% of work time, 24% of the respondents use internet more than 75% of work time. Secondly as for respondents internet use experience, the percentages were as follows, 12.6% of the respondents had less than one year experience, where the majority of respondents had from 1 to 5 years internet use experience with 41.1% of the respondents, 30.9% of the respondents had from 6 to 10 years of experience in using the internet making them second in order, 15.4% of respondents had more than 10 years' experience in using the internet. Thirdly as for the place respondents' access internet, 29.7% of respondents access the internet from work place only such as the office, 22.3% of respondents' access internet from home only, and 41.1% of respondents access the internet from both work place and home, where 6.9% of respondents access the internet from other places such as; internet café', training center ...etc.

The backgrounds of respondents of web-based training technology users were studied in terms of specialization where 77.1% of the respondents' specialization was related to computer science and 22.9% of the respondents' specialization was not related to computer science.

ANALYSIS AND RESULTS

Researchers used stepwise multiple regressions as a way of computing regression stages, in the first stage one the independent best correlated with the dependent is included in the equation, in the second stage the remaining independents with the highest partial correlation with dependent is entered. Doing so testing independent variables affect "performance expectancy, effort expectancy, web-based infrastructure, trust, and cultural values" combined on the behavioral intention of the user to accept and therefore use web-based training technology. In the first stage independent variables "performance expectancy, effort expectancy, web-based infrastructure, trust, and cultural values" were introduced and its value assessed. The largest increase occurs when the culture variables are introduced as presented in table 2 is able to explain 25.1% of the

variance that might affect the behavioural intention of accepting and using web-based training technology, when excluding all other variables the increase of culture perception by one unit will increase intention to accept and use WBT technology by 50.1%, nevertheless switching the block sequence would cause the introduction of the effort expectancy to raise the R^2 value to 0.299 even more than the culture do here. Enabling the model to explain 29.9% variance that would affect the behavioural intention of accepting and Using web-based training technology this means that if increase in cultural variables increases by one unit will result in the increase in behavioural intention of accepting and Using web-based training technology by 25.1%, and the increase effort expectancy variables will result in the increase in behavioural intention of accepting and using web-based training technology by 29.9%, second set of effort expectancy variables will only increase the 'explained' part of the dependent variable's variance by a component that is unique to that set.

Table 2: Regression analysis.

Model	R^2	F	Beta	T	Sig.
Culture	0.251	57.908	0.401	5.721	0.000
Effort expectancy	0.299	11.745	0.240	3.427	0.001

The results of analysing the user's behavioural intention to accept and use WBT technology on the behavioural use of WBT technology are as follows (Table 3).

Table 3: Regression analysis BI towards BU.

Model	R^2	F	Beta	T	Sig.
Behavioural intention	0.347	93.382	0.592	9.663	.000

Improvement of the behavioural use of web-based training technology by 59.2% for each unit increased in user's behavioural intention to web-based training technology. This means that there is a positive relationship between user's behavioural intention to web-based training technology and behavioural use of web-based training technology. This relation is highly significant with probability value equal 0.000; and the change user's behavioural intention explains 34.7% of behavioural use of web-based training technology. The results of our study as it will be explained later, indicates that effort expectancy, and cultural issues positively affect behavioural intention of users to accept and use WBT technology. Those outcomes come consistent with previous studies of TAM, TAM2, UTAUT, TRA, Planned behaviour theory, which did include effort expectancy and/or social factors as determinants of intention.

Easiness and convenience provided by WBT technology makes a difference to a population that its majority were professionals who do not have time to master new tool in order to achieve their goal of continuous training, and progression and therefore the least the effort the technology requires in order to use it the more potential for it be accepted. On the other hand cultural issue of individualism vs. collectiveness, had more concentration than social factors, of peer acceptance nevertheless, the model have asserted that when trainees, see support form significant others, through approval and participation in WBT technology the more the trainees behavioural

intention towards using and accepting WBT technology increase. Performance expectancy, trust, WBT infrastructure had indirect significant in affecting relationship with users' behavioural intention to accept and use WBT technology. This low significance could be a result of that perceived benefits from using WBT technology of saving time, enhancing overall effecting and having more control, and amazingly also mastering job skills are not the drivers for users to consider and then use WBT technology, despite of their agreement that they believe that WBT training can provide them.

Nevertheless conventional, and other types of training provide them too, and does not base the for enhancement of their intention this explanation also apply to the remaining factors of infrastructure, which is sufficient for WBT technology and other training types, and the sophistication of the infrastructure has little to do with their behavioural intention, trust perception also deemed insignificant as the quality, demonstrability of outcome, ...etc. are not proven by tests but by ability of the trained personal to complete job tasks successfully, and even when he/she is unable to do so other factors can be blamed for doing so, in addition to their training so significance of such determinants was low.

DISCUSSION AND IMPLICATIONS

This study has examined group of factors such as - performance expectancy, effort expectancy, web-based training infrastructure, trust, culture- which are thought to be significant in affecting Jordanian training firms' trainees' perception and attitude towards accepting and using web-based training technology. To understand the critical determinants that have direct effect on the actual behavioral use of web-based training technology a UTAUT model is developed based on theory and empirical findings. The findings of current research found that effort expectancy and culture of UTAUT model had direct relationship with use of WBT, this finding is consistent with McInnerney and Roberts (2004), Hill (2002), and Kripanont (2006).

The numerous factors undertakes role in creating, designing, and implementing web-based training technology embody the difficulty to formulate decision towards accepting and using web-based training technology, in particular when the value of such technology, and the potentiality still unclear, and not totally comprehended by the users in Jordanian training firms. This study should help such trainees firms to better comprehend the critical determinants that form the base of trainees as an implementers to accept and use WBT technology in Jordanian context.

REFERENCES

- Ajzen, I. (1991). The Theory of Planned Behavior. *Organization, Behavior and Human decision Processes*, 50(2), 179-211.
- Allen, I., & Seaman, J. (2006). *Making the grade: Online education in the United States*. Needham, MA: Sloan Consortium.
- Compeau, D., & Higgins, C. (1995) a. Application of social cognitive theory to training for computer skills. *Information Systems Research*, 6(2), 118-143.

- Compeau, D., & Higgins, C. (1995) b. Computer self-efficacy: development of a measure and initial test, *MIS Quarterly*, 19, (2) 189-211.
- Davis, F. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly*, 13(3), 318-339.
- Davis, F., Bagozzi, R., & Warshaw, P. (1992). Extrinsic and Intrinsic Motivation to Use Computers in the Workplace. *Journal of Applied Social Psychology*, 22(5), 1111-1132.
- Davis, F. (1993). User Acceptance of Information Technology: System Characteristics, User Perceptions and Behavioral Impacts. *International Journal of Man-Machine Studies*, 38(1), 475-487.
- Hill, J. (2002). Strategies and techniques for community building in Web-based learning environments. *Journal of Computing in Higher Education*, 14(1), 67-86.
- Hofstede, G., Pedersen, P., & Hofstede, G. (2002). *Exploring Culture: Exercises, stories, and synthetic cultures*. Yarmouth: Intercultural Press.
- Jonassen, D. (1995). Supporting Communities of Learners with Technology: A vision for Integrating Technology with Learning in Schools. *Education Technology*, 35(4), 60-63.
- Liu, M. (2001). A Systematic Web-Course Development Process: User-Centered Requirements. *Educational Technology*, 41(6), 15 - 22.
- McInnerney, J., & Roberts, T. (2004). Online learning: Social interaction and the creation of a sense of community. *Educational Technology & Society*, 7(3), 73-81.
- Moore, G., & Benbasat, I. (1991). Development of an Instrument to Measure the Perceptions of Adopting an Information Technology Innovation. *Information Systems Research*, 2(3), 192-222.
- Nielsen, J. (1993). *Usability Engineering*. Academic Press.
- Rogers, E. (1995). *Diffusion of Innovations*. New York: Free Press.
- Rovai, A., & Barnum, K. (2003). On-line course effectiveness: An analysis of student interactions and perceptions of learning. *Journal of Distance Education*, 18(1), 57-73.
- Sadera, A., Robertson, J. Song, L. & Midon, M. (2009). The Role of Community in Online Learning Success, *Journal of Online Learning and Teaching*, 5(2).
- Schaper, L., & Pervan, G. (2004). *A Model of Information and Communication Technology Acceptance and Utilisation by Occupational Therapists, Decision Support in an Uncertain and Complex World: The IFIP TC8/WG8.3 International Conference*, 734-744.

- Sekaran U. (2003). *Research methods business, a skill building approach*, 4^{ed}, Southern Illinois University at Carbondale, John Wiley, and sons, Inc.
- Srite, M. (2000). *The Influence of National Culture on the Acceptance and Use of Information Technologies: An Empirical Study*. Doctoral Dissertation. The Florida State University.
- Thompson, R., Higgins, C., & Howell, J. (1991). Personal computing: toward a conceptual model of utilization, *MIS Quarterly*, 15(1), 124-143.
- Venkatesh, V., & Davis F. (2000). A Theoretical Extension of the Technology Acceptance Model: Four Longitudinal Field Studies. *Management Science*, 46(2), 186-204.
- Venkatesh, V., & Morris, M. (2000). Why Don't Men Ever Stop to Ask for Directions? Gender, Social Influence, and their Role in Technology Acceptance and Usage Behavior. *MIS Quarterly*, 24(1), 115-140.
- Venkatesh, V., Morris, M., Davis, G., & Davis, F. (2003). User Acceptance of Information Technology: Toward a Unified View. *MIS Quarterly*, 24(1), 425-478.

This Page Intentionally Left Blank