**中文题目：大学生电子化学习接受程度影响因素调查研究**

**英文题目：A Research on the Factors Affecting E-learning Acceptance of College Students**

**Chapter 2 Research Methodology**

**1.1 Research questions**

The present study intends to address the following 4 questions:

1. What are the differences in e-learning acceptance among students of different grades, majors and academic performance?
2. What are the factors affecting e-learning acceptance? What’s the relevance of these factors with the influence of e-learning acceptance?
3. How to explain the influence mechanism of each factor on the e-learning acceptance?
4. How can organisations take advantage of the factors influencing e-learning acceptance to improve their teaching models?

**1.2 Participants**

The questionnaire are used in this study. 70 participants were investigated, among whom 50 were students of Chongqing University and 20 were students of other schools. Participants were aged between 16 and 24, the majority of whom were current freshmen, sophomores and juniors. About half of the participants were computer science students, while the rest included students from a variety of disciplines, including natural sciences, medicine, social sciences, and humanities. Demographic information is shown in the table below

Table 1 Demographic

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Participants: | 70 |  |  |  |  |
| Grade | freshmen | sophomores | juniors | others |  |
|  | 20(28.57%) | 30(42.86%) | 10(14.29%) | 10(14.29%) |  |
| School | CQU | Non-CQU |  |  |  |
|  | 50(71.43%) | 20(28.57%) |  |  |  |
| Major | Computer sciences | Natural sciences | Social sciences | Medicine | others |
|  | 35(50%) | 10(14.28%) | 10(14.28%) | 10(14.28%) | 5(7.14%) |
| Age | 16-19 | 19-20 | 20-21 | 21-24 |  |
|  | 20(28.57%) | 30(42.86%) | 10(14.29%) | 10(14.29%) |  |

Prior to analyze the final data collected from the questionnaire, an interview is carried out to test the reliability of the questionnaire items.

**2.3 Instruments**

**2.3.1 The source and formation of the scale**

The questionnaire constructed by this research mainly refers to the questionnaire made by Salloum(2019) in his research on the acceptance of students in the United Arab Emirates on their school learning system. He integrated the emphases of relevant previous research questionnaires, which has reference significance for this research. At the same time, the questionnaire of this study has been improved on Salloum in view of the characteristics of students and learning platforms in Chongqing University and other Chinese universities.

The questionnaire is divided into three parts. The first part collects participants' personal information. The second part includes the usage of e-learning system. The third part involves the factors affecting e-learning acceptance.

**2.3.2 Scale scoring standards and principles**

The questionnaire adopts Likert scale. The questions are composed of a set of statements, and each statement has five answers ranging from strongly disagree to strongly agree, with a score of 1 to 5. The total score of each respondent's attitude is the sum of the scores he received for his answers to each question.

The criterion of the scale is that the questionnaire needs to cover multiple aspects, and each question is equally important, with clear meaning, and can measure the subject correctly and accurately. At the same time, it is necessary to eliminate the interference of subjective factors to ensure the stability of the result evaluation. Finally, it is necessary to adjust the scale according to needs in specific research projects to adapt to different purposes and needs of audiences.

**2.3.3 The second and third parts of the questionnaire**

Q1: I access and use the e-learning system in the university without any problems.

Q2: (Actual use) I use the e-learning system frequently.

Q3: (Attitude towards use) I feel positive regarding the utilization of e-learning system.

Q4: (Behavioral intention to use) I will make use of the e-learning system regularly in the forthcoming time.

Q5: (Perceived ease of use) There is clarity and understanding in my interaction with the e-learning system.

Q6: (Perceived usefulness) The e-learning system enhances my learning performance.

Q7: My mobile phones, computers and other learning equipment can meet my e-learning needs

Q8: The ease of operation of electronic platform greatly affects the effect of my e-learning.

Q9: I am good at searching for information on the Internet

Q10: I study in order to really master knowledge

**2.3.4 Reliability and validity of the scale**

A total of 100 questionnaires were distributed among the students. 20 questionnaires were not considered due to the large number of missing values. Subsequently, only 70 available questionnaires were evaluated; Provide 70% response rate, consider the questionnaire is reliable.