

1. Paper Title and Authors

Title:

Adoption of E-Learning Systems in Higher Education: Factors Influencing Student Acceptance

Authors:

L. Benjamin & M. A. Chacha (2021)

2. Summary of the Introduction

The introduction explains how e-learning has become an essential method for delivering education in universities, especially after the COVID-19 pandemic. Many higher-learning institutions have invested in online learning platforms to support flexible and remote education.

However, despite the rapid growth of e-learning technologies, student adoption remains uneven. Some students embrace the systems, while others struggle due to limited digital skills, poor internet access, or low perceived usefulness. The introduction emphasizes that understanding the factors that influence student acceptance is crucial for improving e-learning effectiveness.

3. Summary of the Problem Statement

The problem identified in the paper is that universities continue to invest in e-learning systems without understanding the key factors that influence whether students will actually use them.

Although several studies have explored technology acceptance in education, most focus on Western or Asian countries. There is limited evidence from African higher-learning institutions, where challenges such as unstable internet connectivity, limited digital literacy, and low awareness may affect adoption.

Therefore, there is a need to examine these factors in the context of developing countries.

4. Objectives of the Paper

The study was guided by the following objectives:

- i. To identify the major factors influencing student acceptance of e-learning systems in higher education.
- ii. To examine the relationship between perceived usefulness and students' intention to use e-learning.
- iii. To analyse the effect of technological readiness on e-learning adoption.
- iv. To provide recommendations for improving e-learning adoption in universities

5. Research Gap Identified in the Paper

The paper highlights several gaps:

a) Contextual Gap

Most existing studies were conducted in Europe and Asia.

Very few studies focus on African universities, where infrastructure challenges differ significantly.

b) Empirical Gap

Previous research mainly examined teachers' perspectives.
There are limited studies focusing specifically on students' acceptance factors.

c) Methodological Gap

Many earlier studies relied solely on quantitative data, which fails to capture students' real experiences.
This paper uses a mixed-methods approach (surveys + interviews) to provide deeper insights.

d) Time Gap

Several studies were conducted before the COVID-19 pandemic, which changed digital learning needs.
Updated research is necessary to reflect the new learning environment.