**IMPLEMENTATION OF E-TRAINING IN DEVELOPING COUNTRY: EMPIRICAL EVIDENCE FROM JORDAN**

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**ABSTRACT**

This paper is to emphasize the factors that aid e-training adoption in the developing country like Jordan. This paper is based on past review literature databases. The literature recognised the role of computer self-efficacy, availability of resources and perceived support in e-training adoption. This paper using the technology acceptance model (TAM) for modelling framework and explained the importance of these variables in e-training adoption in developing country context. The author found that the combined role of computer self-efficacy, technological infrastructure, Internet facilities and technical support is critical for e-training adoption in developing countries, particularly in Jordan.

Thus, the authors proposed the combination of these variables which would encourage future research on the use of TAM in technology adoption. Research limitations/implications – This paper gives an elaboration of the role of computer self-efficacy, perceived cost, availability of resources and perceived support with TAM as base of the framework. This provides researchers the opportunity to test the proposed framework empirically and further suggest other variables that can aid e-training adoption in the context of developing country.

Practical implications – The result of this paper can serve as a guide to managers and policymakers to have a better understanding of the requirements for e-training adoption, especially in developing countries. This will go a long way towards designing good policies that could maximise e-training results.

**Keywords**: TAM, E-training, Jordan

**1. INTRODUCTION**

Globally, intellectual workforce is seen as the key for organisations to achieve their goals and objectives. This has made many organisations to invest their resources extensively in ensuring that these work forces are properly trained. Training has evolved over the years with the advent of technology. To have workforce that are abreast with the technological age, there is a need to train technologically as well. With the speedy development of information and communications technology, electronic training has gained popularity in the organisational settings. Remaining to the growing interest in the electronic training adoption practices in recent times, in both developed and developing countries, e-training has transformed into revolutionary way of learning in most organisations (Ramayah *et al.*, 2012). This can be credited to its access flexibility, cost effectiveness and timely content. E-training has played significant roles as a means of skill training and knowledge acquisition by the employees in organisations of developed countries (Lorenzetti, 2005). Developing countries are also trying to follow the e-training trend. However, in spite of these benefits, the adoption of e-training has constituted a challenge in developing countries like Jordan due to factors such as the nature of people, resources, environment and the ease of use of technology (Heeks, 2003).

For instance, it has been stated that some employees usually go to training for the sake of the monetary benefits and not for the actual learning (Dada, 2006). Several studies have been conducted on technology adoption in developed countries. However, their findings may not be applicable to developing countries like Jordan because national culture is likely to have a great influence on the use of technology (Rouibah, 2008). Most studies have explored different motivating factors for institution’s adoption of electronic learning. In previous studies, students or individual employees were mostly the main focus. It is known that employees do not have the authority for major changes in an organization, as decisions on major changes in any organisation are usually for top management.

Therefore, the decisions about such changes are usually in the hands of the top management. Previous studies have not looked at electronic training from the perspective of management. Therefore, the present paper departs from the earlier studies in Jordan by focussing on management level in any organizations in Jordan. In institution manpower requires constant training to carry out their functions. To be current with the rest of the world in issues, particularly training issues, the adoptions of electronic training will be appropriate in the organizations of Jordan. This paper has tried to encourage technology adoption and use by establishing programmes, this raises some concern, as it has been argued that it is easy for large organisations to adopt technology (Ongori, 2009). It is important to note that e-training is not a new thing in Jordan. However, research on the factors influencing the adoption of e-training in most of the organization in Jordan is still scarce. Therefore, this study considers it appropriate and important to examine these factors.

Understanding the adoption and use of e-training by employees in organisations has been linked to some influencing factors. For example, factors such as availability of resources, perceived cost, computer self-efficacy and perceived support have been identified to have an influence on electronic training adoption in organisations (Rym *et al.*, 2013). These factors are also considered in the present paper due to inconsistencies in results. In particular, the dimension of availability of resources (technological infrastructure and Internet facilities) is extended to include power supply. It has been stated that for a successful adoption of e-training programme, organisation should ensure the availability of the necessary resources (Psycharis, 2005).

Furthermore, the variable of perceived support is included in this paper but with the dimension of organisational support, technical support and government support. The present study departs from previous studies (which employed the construct individually) by examining the combination of the three dimensions collectively. This is important because the three dimensions are very relevant to the study in Jordan where the culture, environment and mindset of the people are that in which any new development introduced is looked at with suspicion. Even when potential users believe that a given application is useful, they may at the same time believe that the system is too hard to use. The performance benefits of usage are outweighed by the effort of using the application, in which case, usage is theorised to be influenced by Perceived Ease of Use (PEU) (Agarwal and Prasad, 1999).

The study of e-training in the organizations of Jordan is very important, as it will serve as another good example in the field of e-training study. To the best of our knowledge, no known study has examined the factors influencing the adoption of e-training for employees in the organizations of Jordan. Moreover, in the area of online training that is designed to help employees carry out their task efficiently, not much research work exist (Hardman and Robertson, 2012). Therefore, the present research filled this gap by explaining the role perceived cost, computer self-efficacy, technological infrastructure, Internet facilities, power supply, organisational support, technical support and government support play in influencing the adoption of e-training in the organizations of Jordan, using the Technology Acceptance Model (TAM) as a base.

In line with the aforementioned discussions, the objective of this paper is to examine the relationship between perceived cost, computer self-efficacy, technological infrastructure, Internet facilities, power supply, organisation support, technical support, government support and e-training adoption. Furthermore, to see the mediating effect of TAM constructs of Perceived Usefulness (PU) and Perceived Ease of Use (PEU), this paper explains the relationship between the above-stated variables and e-training adoption.

Therefore, the research questions for this paper are as follows:

* ***RQ1*.** What is the relationship between perceived cost, computer self-efficacy, technological infrastructure, Internet facilities, power supply, organisation support, technical support, government support and e-training adoption?
* ***RQ2*.** Does PEU mediate the relationship between, computer self-efficacy, technological infrastructure, Internet facilities, power supply, organisation support, technical support, government support and e-training adoption?
* ***RQ3*.** Does PU mediate the relationship between PEU and e-training adoption?

**2. TECHNOLOGY ACCEPTANCE MODEL**

TAM, which was developed by Davis (1989), is a model that derived is origin from the theory of reason action. TAM’s purpose is to investigate what would make an individual accept or reject the use of technology. PEU and PU are the two main variables in TAM. They are used to predict an individual’s intention in the use of technology. Over the years, TAM has been used to conduct several studies in the quest to predict the acceptance of technology (Abbad *et al.*, 2009). This has made TAM to be accepted as the most compelling model to examine the acceptance of technology (Fonchamnyo,

2013). TAM is argued to be preferred in situations that are considered compulsory (Gazinoory and Afshari-Mofrad, 2011). TAM’s parsimonious nature has made it to be accepted and used in several studies conducted on technology acceptance. Furthermore, the model has been proven to be successful in predicting individual’s behaviour, especially in technology acceptance (Purnomo and Lee, 2013).

Findings of many studies have concurred with TAM’s argument on technology adoption. Studies have argued that TAM can be broadening in various ways in its applicability (Liu *et al.*, 2009; Park, 2009; Venkatesh and Davis, 2000). This has resulted in the TAM instruments being extensively used in research to study issues that has to do with user acceptance of technology (Jebakumar and Govindaraju, 2009).

Since the development and validation of the original TAM by Davis (1989), many studies have replicated it. This has made studies to suggest that TAM can be applicable in various ways (Igbaria *et al.*, 1997; Venkatesh and Davis, 2000; Ong *et al.*, 2004). Some studies have opined that TAM can be extended in the quest to further investigate user’s behaviour. This has led to TAM being extended by some studies (Chau and Hu, 2001; Lee, 2006). These studies using the concept of TAM have confirmed that the perception of the user on ease of use and usefulness of technology are necessary determinants in the adoption of technology (Hashim, 2008; Purnomo and Lee, 2013). Therefore, to improve on TAM’s predictive power, the addition of external variables has been suggested (Fonchamnyo, 2013).

Purnomo and Lee (2013) reported that many studies have extended TAM to examine the intervening effect of external variables on constructs of PU and PEU of technology. Furthermore, it has been suggested that TAM can be extended to include variables such as organisational support and computer background (Chau and Hu, 2001). These variables (organisational support and computer background) were argued to have an immense effect on user’s intention to use technology. Gazinoory and Afshari-Mofrad (2011) used extended TAM to examine content, expert, technical support, computer self-efficacy, reliability and cultural variables in Iran.

Fonchamnyo (2013) extended TAM to include the variables of perceived cost. Other studies (Purnomo and Lee, 2013; Gazinoory and Afshari-Mofrad, 2011; Lee, 2006) have extended TAM to include computer self-efficacy. Similarly, Yiong *et al.* (2008) extended TAM to include the variable of infrastructure as technology and system. Jebakumar and Govindaraju (2009) carried out a research using TAM. Availability of Internet facilities was among the variables of their study. Furthermore, Lee *et al.* (2013) extended TAM to include the variable of organisation support. Abbad *et al.* (2009) included technical support as part of their extension of TAM. In another development, government support was included as an extension of TAM by Chong *et al.* (2010). These studies showed how an individual’s decision process is affected by external variables. These studies have been carried out mostly in developed countries.

On the other hand, Brown (2002) modified TAM for developing countries. Brown’s model was tested in South Africa with external variables such as ease of findings, ease of understanding, self-efficacy and computer anxiety. The role of these variables to web-based technology acceptance was examined through PEU. Brown (2002) argued that for a developing country, usage may not be influenced by PU. This increases the influencing effect of PEU on PU as well as on usage (Anandarajan *et al.*, 2002).

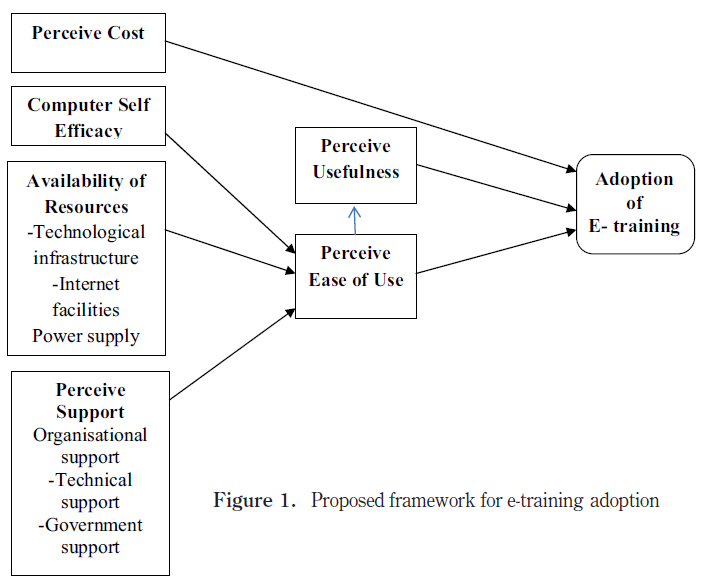
Sabrina (2007) argued that there is a need to test TAM in different cultural setting. Author opined that individual’s behaviour may be different between developed and developing countries. Jebakumar and Govindaraju (2009) argued that all the variables of TAM are not correlated, which indicates that TAM varies from culture to culture. Therefore, the testing of behavioural models in different cultural setting is important (Sabrina, 2007). The significance of testing theories was stressed by Hubbard *et al.* (1998). The authors suggested that researchers should not relent on the testing of theories with the hinge sight of understanding factors that can be the success or failure of such theory.

Furthermore, Hunter (2001) agreed with this assertion when he argued that replication of model is also necessary by stating that external validation of theory can be achieved when models are replicated in different countries and populations. Replication was also buttressed with the argument that through replications theories can be tested and interpreted (Kerlinger and Lee, 2000). This can be in situations that are either similar or otherwise. Hubbard *et al.* (1998) had strengthened this point earlier when they argued that in the process of research, the application of the rule of replication is very important.

Hubbard *et al.* (1998) crown this all when they hailed the principles of replication as the hallmark of science. Anandarajan *et al.* (2002) pointed out that there is no universally accepted language, definitions or underpinned theories that can stand as a base for management theory which can be applied worldwide. Therefore, with reference to Figure 1, this paper is using PEU and PU in TAM to explain the role of perceived cost, computer self-efficacy, technological infrastructure, Internet facilities, power supply, organisational support, technical support and government support in e-training adoption in the organizations of Jordan.

**3. METHODOLOGY**

This paper highlights the important factors that contribute and influence e-training adoption in the organizations of Jordan. To highlight these variables, the researchers have gone through different databases (research papers, conceptual papers, abstracts, newspapers, magazines and books). Furthermore, different reports published in recent years and about 300 papers were reviewed to develop this paper concept. However, all those studies that were not related to e-training adoption were excluded.



This is because this present paper is focussed on e-training adoption in developing countries. This paper is developed based on a review of past literature and, therefore, a review of the literature on e-training in Jordan.

**4. E-TRAINING**

Electronic learning/training is the term that is used when learning/training involves using technology to educate, be it face-to-face, distance-mediated learning or pure online (Kanuka, 2006). E-training has been defined as the process of delivering skills and knowledge with the use of technology that is being mediated by Internet from an instructor to employee (Mohsin and Sulaiman, 2013). It has also been referred to as the use of technology and other educational material to train (Colin, 2003).

Furthermore, e-training has also been said to be training experience that is technologically mediated and carried out to economically improve performance in workplace to achieve personal or organisational goals (Loh *et al.*, 2013). This paper considers e-training an educational system that is web-based and enables trainees’ use of network of computers and information technology in training (Hsbollah and Idris, 2009). Since Programmed Logic for Automatic Teaching Operations (PLATO) was developed in the 1960s, more interactions can be done online today (McKay and Vilela, 2011). E-learning and E-training has grown since PLATO. Globally, online learning environment has become a part of organisations (Athey, 2012). The traditional way of learning is nearly phased out with the advancement in information and communications technologies which have made learning and training more flexible. Owing to the proven ineffectiveness of conventional training (Bonk and Wisher, 2002), organisations now prefer using e-training (Loh *et al.*, 2013). Although e-training has not reached some countries, there is large increase in organisations and individuals using the system (McKay and Vilela, 2011).

In the Middle East, some countries have started using technology to educate and train. However, Middle East is still in the infancy stage of e-learning and training. There are issues faced in the adoption of e-training in Middle East. It was identified that lack of proper training are among the constraints of electronic learning. To successfully implement e-training system in Jordan, there is a need for proper awareness, proper computer literacy and e-training content, adequate connectivity and bandwidth (Phiri *et al.*, 2014). E-learning may not be the solution to all education-related problems in Jordan, but giving the programme consideration is been done by policymakers, as there is a strong willingness on part of stakeholders to try electronic learning and training in the in developing countries Jordan (Oyerinde, 2014).

Jordan is aware of the impact e-learning and e-training has globally. However, Jordan is behind in the adoption and usage of technologies as seen by the low level in the diffusion of e-learning and e-training. Jordan the financial resources and people with the capability to design and deliver e-training programmes successfully, but the country is still having inadequate financial policies, low level in technological development and engineering. Jordan has not fully complied with the recommendations of United Nations Education, Scientific and Cultural Organisation of allocating to educational process. However, an attention has been given to e-learning and e-training recently, even though is it not a new trend.

Furthermore, employment into some organisations and admission processes into educational institutions are now mostly done using technology. Studies have investigated technology acceptance widely so as to have clear knowledge of factors that would support new technology usage and adoption (Loh *et al.*, 2013). Furthermore, to have successful adoption and effective implementation of e-training programme, it is important to know the factors that could encourage the adoption. Therefore, this paper explains factors that could influence e-training adoption in the organizations of Jordan

***4.1 PEU and PU***

PEU here is used to discover the ease learners can use technology to train. The premise in TAM is that both PEU and PU have a strong impact on the behaviour of individuals with regards to the use of technology. PEU is said to be the level of confidence a user has that using a certain system would be easy. Therefore, users would accept a system that is easy to use. On the other hand, PU is the level of belief an individual has that his performance would be enhanced with the use of a certain system (Davis, 1989). If reward is linked with improved performance with the use of a system, then individuals will perceive that system to be useful. (Davis, 1989). E-training would be perceived by employees to be useful if it is easy to use and could lead to reward. In technology adoption and usage, the relationship between PEU and PU has been explained by several studies (Venkatesh and Bala, 2008; Lee *et al.*, 2013). PEU has been reported in several studies to have an effect in the usage of technology (Cheng, 2011). On the other hand, it has been argued that PU might not affect the usage of technology (Brown *et al.*, 2006). However, studies have also reported the influential role of PEU in technology usage but on the condition that the technology is found to be useful and attractive by the user (Purnomo and Lee, 2013).

Studies have reported the direct and indirect effect of PU in technology acceptance (Abbad *et al.*, 2009; Park, 2009). The mediating effect of the construct in the relationship between PEU and technology usage has also been argued (Liu *et al.*, 2009). However, it has been shown that PEU might not have a strong influence in technology acceptance (Chong *et al.*, 2010). Furthermore, the relationship between PU and PEU has been reported not to have an effect on technology acceptance (Rose and Fogarty, 2006). This shows the dependency of PEU and PU on the independent variables under examination as well as the study being carried out. Therefore, this paper proposes that:

***P1*. PU intervenes the relationship between PEU and e-training adoption.**

***4.2 Perceived cost***

Cost is a very crucial issue when considering technology adoption. Perceived cost could be referred to as expenses that an organisation incurs in the process of technology adoption (Lubega and Mugarura, 2008). It has been argued that cost influences the quality of electronic training programmes that an organisation provides (Folorunso *et al.*, 2006). In broader terms, cost includes the quality of infrastructure, types and quality of e-training services that is provided to employees. Perceived costs are the resources required for e-training adoption, which include cost of hardware resources, the cost of ensuring continuity of the programme, cost of employing and retaining experts in information technology and cost of software (Folorunso *et al.*, 2006). Studies have argued that perceived cost is usually considered to be a barrier to technology usage and acquisition (Machogu and Okiko, 2012).

The cost of technology usage could be direct or indirect. The explanation is that direct cost is as significant as the indirect cost. Cost can arise from the new way of operation which includes organisational cost spent in planning, organising and putting of the new system into practice (Machogu and Okiko, 2012). Furthermore, Machogu andOkiko (2012) stated that perceived cost involves the cost of technology acquisition as well as savings that will be derived from technology usage by both organisations and employees. The attractions of returns on investments will make organisations to invest in new technology adoption (Hall and Khan, 2002). Therefore, if e-training is perceived to be beneficial, it is very likely that organisations will adopt it. Apart from quantifiable cost of technology adoption, there are also ranges of relative cost. For instance, employees have to forfeit their daily and travelling allowance for the benefit of being with their family. These relative costs are likely to influence employees in the adoption of technology (Wu and Wang, 2005).

Furthermore, the competitiveness of technological products has gradually resulted in the cost of technologies declining over time, making technology adoptions to be easier (Middleton, 2011). This is, however, not the case for developing countries like Jordan (Adika, 2003). The adoption of e-training in the organizations of Jordan is a capital-intensive project that requires a lot of consideration. There are costs that will be recurring, while others will be competing for capital due to insufficient fund that ministries have to use for their daily operations. According to Folorunso *et al.* (2006), the major factors working against electronic learning in the Nigerian setting have to do with cost. Therefore, this paper proposes that:

***P2*. Perceived cost has relationship with e-training adoption.**

***4.3 Computer self-efficacy***

Self-efficacy is an individual belief on their ability in using technology to perform certain work as well as being able to deal with any issue that may arise in the course of technology usage. Self-efficacy is defined as the perceived belief of being able to carry out action that is required to handle a particular situation (Bandura, 1982). Self-efficacy theory developed by Bandura determines the factor of behaviour with the view that behaviour is linked to self-efficacy and outcome belief. In the setting of learning and teaching, the concept of self-efficacy has been observed to be an important element

(Compeau and Higgins, 1995), and when used, it leads to improved learning outcome (Hasan and Ali, 2004; Yi and Im, 2004).

Therefore, computer self-efficacy is about the confidence an individual has and the comfort they feel in relation to using technology. This goes a long way in the perception of the usefulness and ease of use of new technology (Thompson, 2010). Computer self-efficacy can then be defined as the level in which an individual believes they are able to carry out a certain job by using the computer (Compeau and Higgins, 1995). Cheng (2011) defined the term as an individual assessment of their ability to complete a certain task by applying their computer knowledge.

Mathieson (1991); Venkatesh and Davis (2000) studied the causal relationship between computer self-efficacy and PEU. They suggested that computer self-efficacy has a relationship with PEU. Their argument is that users have a positive belief in the ease of use of technology when their level of computer self-efficacy is high. Furthermore, some studies (Agarwal *et al.*, 2000; Chau and Hu, 2001; Tan, 2008) have also shown computer self-efficacy’s effect on e-learning adoption. Lee (2006) in his study of the factors that influence the adoption of e-learning system has computer self-efficacy as one of the study’s construct. He showed that mandatory usage of electronic learning system is necessary in technology adoption. Furthermore, he also observed that computer self-efficacy has a significant influence on PEU.

However, in a recent study conducted by Purnomo and Lee (2013), computer self-efficacy was observed not to affect either PEU or PU. It was observed that this was due to the diversity of sample selected and study settings. Some of the respondents for the study were observed to be good in computer and Internet usage. In the organizations of Jordan, computer literacy is an issue. As it has been shown that there are contradicting effects of computer self-efficacy on PEU, this paper proposes that:

***P3*. Computer self-efficacy has a relationship with PEU in e-training adoption.**

***4.4 Technological infrastructure***

Information technological infrastructure could be referred to as the technological backbone of communications, data, computers and basic systems (Earl, 1989). He viewed infrastructure as framework which guides organisations in satisfying their needs. (McKay and Brockway 1989) gave their definition of technological infrastructure as the enabling foundation in which organisation depend on in the sharing of information technology. Technological infrastructure has also been looked at as part of technological architecture (Nchunge *et al.*, 2013). Furthermore, Duncan (1995) defined information communication technological infrastructure as that part of technological resources that makes it possible for innovations as well as continuous improvement in technological systems. Bhattacherjee and Hikmet (2008) referred to it as the shared technological system which is required for the implementation of information and technology in organisations. This paper considers technological infrastructure as the physical technological resources that will aid e-training process to take place.

The operations of organisations have been greatly influenced by the developments in technological infrastructure. This can be seen in the strengthening of the world economy which has been transformed into information- and knowledge-based economies (Nchunge *et al.*, 2013). This has made many organisations particularly in the developed countries to use technology to stay in operation. It has been shown that technological infrastructure is an important organisational capability that should be considered an effective source of value (Bharadwaj, 2000).

To have successful e-training in an organisation, there is a need for appropriate technological medium and channels to allow for sharing of information and communications (Selim, 2005; Folorunso *et al.*, 2006). It is necessary to ensure that the infrastructures are reliable, up to date and of good quality. Reliable technological infrastructure will encourage employees to learn and willing to accept e-training (Yiong *et al.*, 2008).

Technological infrastructure has been observed to have relations with technology adoption, acceptance and usage (Bhattacherjee and Hikmet, 2008; Folorunso *et al.*, 2006; Maughan, 2005; Ozgen, 2012; Yiong *et al.*, 2008). However, Thompson (2010) reported a contradicting result in his study of factors that determines technology usage. The results suggested that there was no statistical proof that infrastructure support might have influence on technology usage. Therefore, this paper proposes that:

***P4*. Technological infrastructure has a relationship with PEU in e-training adoption.**

***4.5 Internet facilities***

Researchers (Keeney, 1999; LaRose *et al.*, 1998) have argued that instruction done over the Internet is significant in learning as well as in training. Forsyth (2001) defined Internet in its simplest form as “an electronic mail system and library access facility”. Martin (2003) gave his definition of Internet as a set of systems that enables two or more computers to send and receive information from one another. For this study, Internet facility refers to the availability of open standard network connectivity to aid the adoption of e-training. Availability of Internet facilities as a factor in e-training adoption is a necessity. The availability of Internet facilities will provide greater convenience, thereby enhancing the acceptance of e-training adoption. Passmore (2000) included Internet as one of the resources that aid web-based course delivery. Martins and Kellermanns (2004) argued that in technology acceptance, Internet facility is a critical factor. In electronic training, effective communication between trainers and trainees is done mostly via the Internet. Furthermore, it has been argued that less stress and dissatisfaction on access and connectivity could enhance the acceptance of electronic training as well as its success (Hara and Kling, 2000). The availability of Internet facilities helps in facilitating smooth information exchange (Webster and Hackly, 1997).

It has also been argued that Internet facilities allow learners to receive innovations from trainers in learning that will help in stimulating and enhancing learning (Brown, 2002). Manipulations, creativity and initiatives from both learners and trainers are very much supported with the presence of Internet facilities. Furthermore, Saade and Bahli (2005) argued that for electronic learning to be beneficial Internet facilities should be available and the learning environment should not be perceived to be complex. This perceived complexity may be distracting and discouraging to learners in accepting electronic training.

In recent times, almost every learning activity can be conducted via the Internet. Adika (2003) explained that when people have access to Internet, it will make them use technology more. Studies have shown the usefulness and ease that the availability of Internet facilities has on electronic learning (Jebakumar and Govindaraju, 2009; Martins and Kellermanns, 2004). Therefore, this paper proposes that:

***P5*. Internet facilities have a relationship with PEU in e-training.**

***4.6 Power supply***

Notwithstanding the significance of power supply to technology, there appears to be scare literature on the effect of power supply on technology adoption. Power is said to be *the generation of electrical energy from power plant system which connects electric networks from the plant to consumer’s appliances* (Hamburg and Valdma, 2011). It is an obvious reality that having access to power supply in any economy is a benefit worth having. Nowadays, power supply is required in all part of human living, for survival and development. The way of life and the level of a country’s industrialisation can be measured by her power supply and its utilisation. Power supply is so essential for economic advancement of countries, such that an economy can halt without it. Consequently, power supply that is generally accessible, moderate and dependable is required in any economy for significant development.

Unlike developed countries that do not have the issue of inadequate power supply in technology adoption, studies and reports have indicated that insufficient supply of power is regarded as one of the hindrances in using technology to train in developing nations (Clayton, 2014). Several studies agreed to this (Folorunso *et al.*, 2006). This goes to show that when power supply is stable and accessible, technology would be easy to adopt and vice versa. Therefore this paper proposes that:

***P6*. Power supply has a relationship with PEU in e-training adoption.**

***4.7 Organisational support***

Organisational support refers to endorsement, encouragement of employees and positive attitude of the organisation in the provision of training information, system development and operations (Anandarajan *et al.*, 2002). Organisational support theory (OST), advanced by Eisenberger *et al.* (1986), has the premise that organisations give their employees assurance and emotional support by considering the concept and reward principle of social exchange. According to this theory, employees work for and are dedicated to organisations based on that organisation’s concern for them. On this premise, Likert (1967) argued that a mutual support relationship based on the need for self-fulfilment should be formed by members and leaders in an organisation. He further argued that followers will respond positively to leader’s decision when they perceived that they are valued, cared for and supported and vice versa.

The implication of OST is that employee’s expectations of the organisations’ concern are improved. This will make employees oblige to help in the achievements of set objectives. OST also offers to enhance the emotional commitment of employees to the organisation as well as reducing turnover and strengthening the cohesion of the organisation (Wu, 2009). Therefore, effective use of technology could be affected by organisational support (Anandarajan *et al.*, 2002). In their studies, Anandarajan *et al.* (2002) suggested that a lack of organisational support is a critical barrier to technology usage. They argue that organisational support and technology usage are associated. It has also been stressed that for electronic learning to be successfully implemented in organisations, there is certainly the need for organisational support (Selim, 2005). This support is to be inclusive of e-training platforms, good policies, incentives, making available information and technical assistance.

In many organisations, e-training has become one of the issues given high priority. This is to make training and development of employees easy without having to relocate them out of the work environments. Many organisations changed from the traditional training method to e-training for the economic factor, as the latter is considered cheaper (Strother, 2002). Even though many organisations are adopting the use of information and communications technology to train employees, some organisations have still not supported the e-training platform. This is evident in the non-expansion of significant resources to support electronic training (Sawang *et al.*, 2013). This leads to problems for users that are new to the system of electronic training (Sawang *et al.*, 2013). However, studies (Anakwe *et al.*, 2000) have greatly highlighted the issues of organisational support in technology adoption literature. With sufficient support, employees are bound to be comfortable with using information and communications technology to train. It has been argued that because electronic learning is often introduced at a very fast pace, employees require extensive support and guide on how the system is to be used. Sawang *et al.* (2013) further stressed this point that the lack of organisational support can affect employee’s usage of electronic system negatively.

It is welcoming for employees when organisation shows supporting attitude, concern, acceptance and consideration for their needs (Anandarajan *et al.*, 2002). Organisational support helps to enhance favourable attitudes from employees. This would also help in changing employee’s perception towards technology usage, usefulness as well as ease of use (Davis *et al.*, 1989). Employee’s trust will be enhanced, enabling them to integrate technology usage into practice when there is organisational support (Lee *et al.*, 2013). Although (Aggorowati *et al.* 2012) showed no relationship between organisational support and PEU, (Fishbein and Ajzen 1975) documented the possible relationship between system usage and organisational support. Likewise, Lee *et al.* (2013) also showed that there could be relationship between organisational support and PEU. Furthermore, (Anakwe *et al.* 2000) and (Kim *et al.* 2006) suggested that organisational support could be associated with PU and PEU. Therefore, organisational support could increase employee’s trust of the organisation. This trust is likely to make employees believe that the organisation would provide all that is required for technology adoption. When this happens, employees are likely to believe that using technology to learn would be easy. This might encourage them to try new technology. Given these arguments, this paper proposes that:

***P7*. Organisational support has a relationship with PEU in e-training adoption.**

*4.8 Technical support*

Technical support has been defined as a computer company provision of services to assist customers that are experiencing difficulty in using that particular product. Technical support in this study refers to the availability of personnel that are experts in information technology to assist in e-training adoption. These include answering questions and solving problems that may emerge during usage. These experts are expected to also provide instructions and support to users before and during the usage of information technology system. Furthermore, technical support is seen as a facilitating factor in the acceptance and adoption of technology (Rym *et al.*, 2013). Ngai *et al.* (2007) in their study of adoption of web course tools extended TAM with technical support as an external factor. (Williams 2002) argued that one of the factors that can help in the acceptance of a new technology is technical support. This is because facilitating factors such as technical support give users the sense of safety in technology usage (Venkatesh, 1999).

Furthermore, it has also been suggested that the availability of technical support is very necessary in the technology adoption (Ngai *et al.*, 2007). To them, technical support being a facilitating factor may be a determinant of PEU. Studies have also observed that in system usage, PU and PEU might be influenced by technical support (Gazinoory and Afshari-Mofrad, 2011; Ndubisi and Jantan, 2003). They argued that technical assistance is one of the factors that could help instil positive attitude towards technology acceptance in learning.

Furthermore, a lack of technical support has been suggested to be one of the barriers to electronic learning adoption (Muilenburg and Berge, 2005). The influence of technical support on technology acceptance has varied over the years. Over the course of time, researchers have studied the variable of technical support as either a sub-construct of other variable (Bhattacherjee and Hikmet, 2008; Yiong *et al.*, 2008) or as a construct on its own (Abbad *et al.*, 2009; Gazinoory and Afshari-Mofrad, 2011). Although technical support in the study conducted by Bhattacherjee and Hikmet (2008) was a sub-construct of organisational support, it was explicitly shown to reflect the assistance and support needed for technology acceptance. In whatever form technical support is studied, it is important to note the crucial role that this factor plays in technology adoption.

Therefore, to prevent technology barrier, decision-makers should provide learners with necessary technical support (Kidd, 2010). This is to say that the level of technical support that is provided to employees by specialised staff is important in technology adoption. It is attributed to the fact that technology usage and satisfaction would be promoted when the level of technical support is high (Bhethecherjee and Hikmet, 2005; Thompson, 2010). The reverse effect is what would happen when there is low level of technical support. When this negative effect happens, it shows a lack of commitment from the organisation. Meanwhile, it has been documented that the availability of technical support has a positive effect on electronic learning (Alhomod and Shafi, 2013; Masie, 2001; Selim, 2005). When technical support is available, employees would not be sceptical about the organisation adopting e-training. It is a belief that would make usage easy for them.

Therefore, this paper proposes that:

***P8*. Technical support has a relationship with PEU in e-training adoption.**

***4.9 Government support***

One of the strong influencing factors to be considered in technology adoption is the support of government (Jaruwachirathanakul and Fink, 2005; Tornatzky and Klein, 1982). Government support refers to the regulations, financial backing and encouragement that are received from government in relation to technology adoption and implementation. This support can be in the form of investment in infrastructure (Chong and Ooi, 2008; Chong *et al.*, 2010). In countries like Japan, Malaysia and Singapore, technology adoption rate is high due to government investment in technology (Chong *et al.*, 2010). This has given support to the argument that government support has an influence on technology adoption. When an economy is centrally driven and planned by the government, there is a need for them to play the crucial role of encouraging the citizenry in technology adoption (Chong *et al.*, 2010). This can be achieved by making good policies, providing necessary finance, investment in

technology and providing needed infrastructure to ease smooth implementation (Hoang, 2003; Chong *et al.*, 2010).

When the necessary requirement is available, technology adoption is more feasible (Goh, 1995). The Organisation for Economic Co-operation and Development has argued that government support to technology adoption increases returns from investments in research and development, thereby enhancing industrial strength (Macharia, and Nyakwende, 2009). The civil service being the backbone of the public sector in Nigeria, with government investment in the appropriate infrastructure, it will go a long way towards contributing to the economic growth of the country. This gives strength to the argument that government support is an important factor in technology adoption, especially in developing countries (Chong *et al.*, 2010; Daniel and Jonathan, 2013). These studies have shown the significance of having government backing when considering technology adoption. Thus, government support has a strong influence on technology acceptance and usage (Chong *et al.*, 2010). As stated earlier, Internet facilities, technological infrastructure and power supply are facilities that are necessary for smooth adoption and usage of e-training. These facilities require serious attention in Jordan. However, with government support, these issues can be resolved to make e-training adoption easy.

***P9*. Government support has a relationship with PEU in e-training adoption.**

**5. Discussion and future research direction**

After an extensive review of the literature, this paper framework was developed as shown in Figure 1. The framework is based on (Davis’s (1989) TAM, following Brown’s (2002) modification of the model for developing countries. Brown’s model was tested in developing country with external variables such as ease of findings, ease of understanding, self-efficacy and computer anxiety. The role of these variables to web-based technology acceptance was examined through PEU. Brown (2002) argued that for a developing country, usage might not be influenced by PU. This increases the influencing effect of PEU on PU as well as on usage (Anandarajan *et al.*, 2002). The model that is proposed in this paper concentrates on the factors that could influence e-training adoption in the Jordan context.

This paper highlights the role of perceived cost, computer self-efficacy, availability of resources and perceived support on e-training adoption. The suggested framework is for effective adoption of e-training in developing countries, particularly in the organizations of Jordan. It has been argued that TAM varies from culture to culture (Jebakumar and Govindaraju, 2009). Culture has been observed to influence individual behaviour. Therefore, replication and applicability testing of behavioural models in different cultural setting and population is necessary for more empirical validation (Kerlinger and Lee, 2000). Therefore, TAM should be tested and replicated in different cultural settings (Sabrina, 2007).

Adoption of electronic training in public sector has been linked to influencing factors such as availability of resource, perceived cost, computer self-efficacy and perceived support (Abbad *et al.*, 2009; Rym *et al.*, 2013; Eke, 2011). These factors have been studied separately and also in different combination.

This paper proposes the combination of factors of perceived cost, computer self-efficacy, technological infrastructure, Internet facilities, power supply, organisational support, technical support and government support. This departs from the combined factors of previous studies. It also differs in the sense that these factors have not been tested in the Jordan context.

The proposed model indicates a direct relationship between perceived cost and e-training adoption. The variable of perceived cost is included in this paper due to the fact that e-training adoption involves cost-related issues. For instance, computers are required for e-training to occur. Therefore, it is important to consider the cost implication of providing technological infrastructure as well as the personnel that will aid successful e-training adoption. The quality of electronic training programme has been argued to be influenced by cost (Folorunso *et al.*, 2006).

As discussed earlier that e-training involved the use of computer, this paper included the variable of computer self-efficacy. This is because there is a need:

* for employees to be computer literate before they can be involved in e-training process;
* to assess computer literacy level of employees in the Nigerian civil service as discussed earlier;
* to re-examine the variable due to the inconsistency results found in the previous studies on the relationship between the variable and PEU (Purnomo and Lee, 2013).

Furthermore, availability of resources is chosen as one of the independent variables in this paper, due to the fact that for e-training to be adopted in the organizations of Jordan, there is a need to have technological infrastructure, Internet facilities and power supply. As mentioned previously, these are the dimensions of availability of resources. It has been argued that organisation should ensure the availability of the necessary resources for successful adoption of technological programmes (Psycharis, 2005). The organizations of Jordan are ridden with obsolete technological infrastructure, Internet and power supply are inadequate. These are facilities that are of great necessity to e-training adoption. Therefore, there is a need to assess the effect these variables have on e-training adoption in the organizations of Jordan.

Perceive support is also included as a variable in this study due to the fact that adopting e-training is a major project and as such would require all the necessary support. The variable of organisational support, technical support and government support are included as dimensions of perceive support. Everything involving technology requires the support of experts for smooth and continuous operation.

This paper suggests linking the e-training adoption to influencing factors of computer self-efficacy, technological infrastructure, Internet facilities, power supply, organisational support, technical support and government support. The link is made through the TAM construct of PEU, whereas perceived cost is proposed as having a direct relationship to e-training adoption. Paper suggests that future researchers should test empirically the relationships of these factors to e-training through both constructs of PEU and PU in different settings. This is to further confirm the premise of TAM. Researcher should also highlight other factors which can influence e-training adoption in developing country context and test this model to strengthen the e-training literature.

**6. Implications**

This paper highlights the factors Implementation of E-Training in Developing Country particularly in Jordan. It also serves to provide more understanding regarding e-training in the workplace, what needs to be done to improve the situation and further improve human resource development in the organizations of Jordan. The adoption of e-training plays an important role in increasing awareness of the use technology in the workplace, increasing learning culture, integrating e-training in work activities and understanding in depth the potentialities of communication and information tools.

Moreover, this paper has an effect on organisations in developing countries that e-training is been considered as an alternative to the conventional training of the classroom. This paper shows that with e-training, organisational performance could be much better, making the civil service move forward to another way of engaging as well as delivering knowledge to building a skilful workforce. Furthermore, with the adoption of e-training, facilities such as power supply, Internet and computers can be put in place that can improve the outlook of the civil service, removing it from the category of organisation that is ridden with obsolete infrastructure and conservatism. With e-training adoption, the cost that is usually associated with traditional training can be reduced and invested in other aspects of the organisation. E-training adoption benefits can motivate decision-makers to seek support of higher authority in the provision of finance and infrastructure to the organisation. This can help to improve the workforce, leading to more contribution in the country’s growth, thereby making policymakers in the civil service to understand the use and need for e-training in the sector.

The theoretical implication of this study rests on examining the role the constructs of the study play in e-training adoption in the organizations of Jordan. This study proposes the combination of variables with TAM as a base for e-training adoption in the organizations of Jordan, which departs from past studies. This is done empirically to support TAM for developing countries. This study model was developed based on Brown’s (2002) TAM for developing countries. It was also developed based on the peculiar nature of the organizations of Jordan of being conservative in their operations. The combination of the constructs of perceived cost, computer self-efficacy, technological infrastructure, internet facilities, power supply, organisational support, technical support and government support has not been tested in the Jordan context.

Furthermore, this paper adds to the body of knowledge on e-training adoption that already exists. This was done by generating the literature on the study variables. This study also helps in testing the ability of TAM in technology adoption in developing countries, particularly in the organizations of Jordan. In addition, this study serves as a point of reference for future researchers in the area of e-training. This paper has contributed to TAM literature by using the combination of the aforementioned factors.

Another significance of this paper is that it could assist managers and policymakers to get better knowledge about the e-training adoption, proposed factors influencing e-training adoption, PEU and PU. This would go a long way towards helping them in designing policies that would maximise e-training results. In view of the importance of technology in any economy, this paper recommends that

Policy-makers should formulate policies that would gear the expenditure of federal government of Jordan towards ensuring adequate support, provision of infrastructure and power supply. If this is done, it would be capable of promoting technology adoption in the country to the extent of enhancing the nation’s economic well-being.

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