

The Impact of Cultural Factors on Technology Acceptance, Students Point of View

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Abstract - This paper proposes a new technology acceptance model (TAM) to support the development of eLearning system. The focus is thus laid on creating an adaptive eLearning system that factors-in user acceptance based on cultural influences. The TAM proposed in this paper thus includes self-efficacy, system accessibility, subjective norms, perceived ease of use, behaviour intention, and perceived usefulness based on the TAM as proposed by well-known research. An experiment was reported as part of this research that involved one group of students in Oman and one in the UK. This experiment measured the differences in TAM outcomes between students who have grown in Oman and the UK. The challenge members of the Middle Eastern and Gulf Arab communities, is that the internet, ICT and e-learning have arisen and are therefore inevitably associated with western contemporary culture, which is different from Islamic culture.

Keywords: Technology acceptance module, self-efficacy, system accessibility, subjective norms, perceived usefulness

1 Introduction

Culture is a common behaviour that is learned from the society into which one is born—or in which one becomes embedded—and consists of norms, beliefs and customs [1]. Moreover, it reflects the common set of values that characterize a society in the forms of family, education and the system of social organization [2]. Any particular society or community might accept certain values whilst rejecting others owing to the nature of any particular individual or grouping of individuals, on the one hand, and on the other hand owing to the social, intellectual, religious and political background of the wider society/community [2].

Several studies have emerged over the last thirty years to show that cultural background plays a significantly important role in affecting the uptake and use of technology [3], [4]. In the case of ICT, most information systems have been developed within the Western world and thus are culturally biased in terms of those societies, and even in terms of the mainstream cultures within those societies [5]. Because of this western cultural influence ICT may be presented to non-western societies in forms that are not necessarily appropriate for non-western cultures. Collis [6] makes the argument that culture is a crucial factor that influences how humans accept, use and react to the internet.

2 The Technology Acceptance Model (TAM) and E-Learning

The use of modern technology has long influenced increasing numbers of aspects of people's social and work lives. However, the case of ICT is unique, owing to the phenomenal rapidity with which it has spread around the world and is

increasing its presence in the lives of populations on a global scale hitherto unseen. The impacts of this rapidity and extent of pervasiveness have driven much of the research into technology diffusion and acceptance. This in turn has influenced the development of a variety of theoretical frameworks and models that investigate technology acceptance in general and particular, including the works of Davis [7], [8], Davis et al. [9], Hess et al. [10], and Cornell et al.[11].

Davis [7], [8] first formulated the TAM based on the Theory of Reasoned Action (TRA) that had been developed by Fishbein & Ajzen [12] from previous research on the theory of attitude, which led them to the study of attitude and behaviour. Their theory sought to explain behaviour through the observation and analysis of subjects' attitudes, declared intended behaviour and actual behaviour. The separation of behavioural intention from actual behaviour in this theory further enabled them to offer explanations of limiting factors on attitudinal influence and thus to build a model for the prediction of behavioural intentions [13]. The approach adopted by Davis [7], [8] on the basis of TRA theory posits that actual behaviour is associated with the intention(s) underlying a person's behaviour, and he elaborated this into a model for studying and explaining the acceptance of new technology. The TAM has been developed into subsequent versions by Davis and others [9], [14], and [15]. Numerous studies have employed the TAM to investigate specifically the uptake of e-learning, such as those by Park [16] and Arenas-Gaitán et al. [17].

According to Suh & Lee [18], two dominant factors make the TAM ideal for examining the adoption of e-learning systems: users' attitudes to ease of use and perceived usefulness. Lee [19] identified other factors such as perceived adequacy of facilities/resources, internal versus external computing training, internal versus external computing support, and external equipment accessibility. Another factor identified by Suh & Lee [18] is perceived enjoyment, and they showed that perceived enjoyment has an important impact on the intention of using e-learning and on actual e-learning usage. The main purpose of TAM is to predict people's attitudes, behaviours and intentions to new technology as they are formed by external variables as shown in Figure 1.

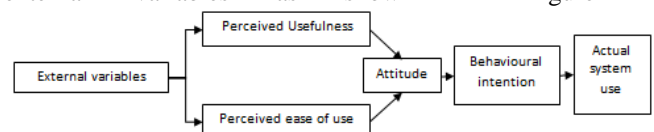


Figure 1: Technology Acceptance Model [TAM] (Davis 1989)

3 Proposed TAM with Cultural Factors

This model comprises the TAM factors identified by Davis [8] together with PU, PEOU, behavioural intentions and attitudes relating to accepting and using new technology. The model also incorporates three main external factors as manifested in (i) social factors, (ii) cultural factors and (iii) political factors, owing to the varied influences exerted by culture on human behaviour. Cultural neutrality has been identified as a blind spot in previous TAMs, because culture has been demonstrated in the literature to exert a major influence on acceptance. Unfortunately, the literature shows that technology is predominantly developed for the young [20]. Often the practice when dealing with nonwestern cultures is to take the existing knowledge regarding technology acceptance in developed western nations and to relate it to other cultures based on cultural beliefs and values [3]. However, as Zieffle & Jakobs [20] affirm, technology users across the globe have different perceptions, styles of thinking, cognitive and cultural values, and assumptions.

Social factors include language, qualifications/skills, and facilitating conditions. The language used in technology plays an important role in a user's attitude towards technology. When technological language is easy and understandable, the use of technology will be easy and flexible, which elicits positive attitudes towards that technology. The converse is also true, as difficult and complicated technological language generates negative attitudes towards technology. Other important social factors include qualifications and the skills required to use technology. Facilitating conditions refer to the technical support available and the adequacy (or otherwise) of equipment and/or software. All these are indicated as important factors by the literature [21], [22]. Three primary continuums drawn from the cultural dimensions theory of Hofstede [23] are used to identify the differences in the cultural factors—individualism/collectivism, uncertainty avoidance, and power distance.

Individualism/Collectivism is the degree to which individuals are integrated within a group and whether individuals are more loyal to themselves and immediate family versus a larger group [24]. Uncertainty Avoidance is defined as the tolerance of a society for uncertainty. High uncertainty-avoidance cultures implement rules and laws to support plans that are followed step-by-step to minimize unknown and ambiguous circumstances while low uncertainty-avoidance cultures have fewer rules and procedures. Power Distance reflects the way people accept and perceive power differences. High power-distance cultures accept autocratic power relationships, the higher the power culture the more power is concentrated in the hands of an elite few [22].

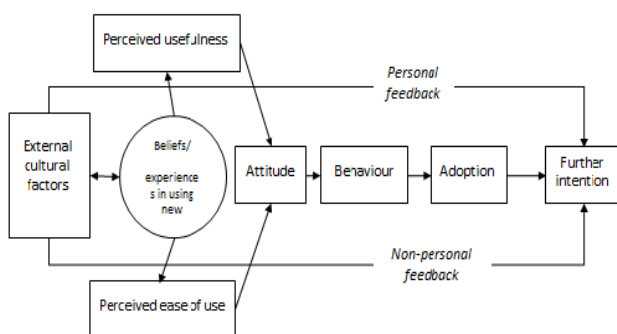


Figure 2: Proposed Technology Acceptance Model (TAM)

The TAM proposed by this paper is shown in Figure 2. In the diagram there are two special flow-lines that designate *personal feedback* and *non-personal feedback*. It might be argued that these are superfluous or redundant in this model. However, it is suggested here that the discussion of the TRA and TAM illustrates the complexities involved in human motivation, especially where *intended* behaviour often gives way to *actual* behaviour, even against a person's better judgement, owing to factors of which the person might not be fully aware. With regard to the discrepancy between intended and actual behaviour, Ajzen [25] first introduced the concept of planned behaviour and subsequently developed it [26], [27] whilst Bandura [28] formulated the concept of *self-efficacy* (referring to an individual's confidence in his/her personal competence) and explored the tensions between this and the individual's *expectation of the outcome* of a course of action [29]. In other words, a person does not always implement his/her planned behaviour, and does not always exercise self-control. In Figure 2 the outlying arrows for *personal* and *non-personal* feedback refer to those influences that might cause an individual to modify intentions and/or behaviour even at the last instant before engaging in a certain course of action or behaviour.

This research thus critically recognizes that the success of using information technology in an e-learning environment will not only have to take cognizance of the individual's level of familiarity with technology, but also take into account that various other factors will have an effect on the learner's experience, perceptions, performance and (ultimately) acceptance of the e-learning process. The focus is thus laid on creating an adaptive e-learning system that factors-in user acceptance based on cultural influences. This is important since cultural influences affect each individual's responses, as well as the level of analysis. As Srite & Karahanna [24] state, cultural values such as "masculinity/femininity, individualism/collectivism, power distance, and uncertainty avoidance are incorporated into an extended model of technology acceptance as moderators". Lau & Woods [30] have identified that the characteristics of a learning object influence "perceived usefulness and perceived ease of use of learning objects, therefore, individual differences appear to have no influence upon intention to use learning objects". The TAM to be applied to e-learning as proposed in this paper thus includes self-efficacy, system accessibility, subjective norms, perceived ease of use, behaviour intention, and perceived usefulness based on the TAM as proposed by Park [16]. Such a model expresses the realization that these factors determine the attitude, behaviour, adoption and further intention of the user to technology, where further intention is affected by personal feedback of the user from external factors.

4 Experimental design

Using the TAM described, the author carried out a survey to evaluate the effect of cultural factors on technology acceptance in an e-learning environment. Two groups of students were surveyed (one each in Oman and the UK).

4.1 Student survey

Target groups of students from Oman and UK were introduced to an e-learning model that took account of cultural factors. Suitable schools in the UK and Oman were selected on criteria that ensured general mutual

comparability. Owing to various constraints at the time of the survey, a sample size of 40 participants (20 male and 20 female) was set for each country, as giving sufficient scope for data analysis and statistical analysis. The total of 80 participants presented a workable sample-size for capturing and analyzing data with a reasonable chance of representativeness. The two countries represent different cultures—western culture in a developed country (UK) and Middle Eastern/Gulf Arab culture in a rapidly developing country (Oman). It is evident from studies that educational practices—both teaching *and* learning processes—are tied to culture and tradition [31]. To members of the Middle Eastern and Gulf Arab communities, the challenge has been that the internet, ICT and therefore e-learning have arisen and are therefore inevitably associated with western contemporary culture, which is different from Islamic culture. In this regard it might be well to remember the dimension of ‘uncertainty avoidance’ owing to the Arab cultural feature of aversion to the unknown.

The questionnaire consisted of 20 questions and four student-profile questions. The questionnaire sought to elicit responses by offering a five-point Likert scale for each item: 1 (Strongly Disagree); 2 (Disagree); 3 (Neutral); 4 (Agree); and 5 (Strongly Agree) to measure the various e-learning technology acceptance variables. The questionnaire was divided into five sections. The first section had questions that provided a list of responses for the students to tick. These questions represented the demographic data (covering gender, age, cultural background, language, and experience with the internet). The second section measured social factors (the variables of language, qualifications, skills, and facilitating conditions). Section Three dealt with cultural factors that measured the variables of individualism/collectivism, uncertainty avoidance, and power distance. Section Four evaluated political factors, measured by the variables of use of social networks and social media. Finally, Section Five measured Technology Acceptance Model constructs, identified by the variables of perceived usefulness and perceived ease of use.

5 Results

5.1 Omani students—general

The questionnaire sample was selected from students in the tenth grade in different schools, and consisted of 20 males and 20 females (Table 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	20	50.0	50.0	50.0
Female	20	50.0	50.0	100.0
Total	40	100.0	100.0	

Table 1: Omani students' sample (in percentages)

The results showed that the average responses ranged between 4.3–2.8 of 5 (as shown in Table 2).

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.677	2.875	4.300	1.425	1.496	.159	20

Table 2: Phase 3 Omani students' sample: Summary Item Means

Factors	Means	Percentages
Social	3.7	25%
Cultural	3.5	24%
Political	3.6	25%
TAM constructs	3.8	26%

Table 3: Omani students' ranking of the four main factors

The students' responses reflected a high rate of acceptance of e-learning technology as seen in the items mean of 3.67, when all items contained in the questionnaire ranged between 1 (Strongly Disagree) and 5 (Strongly Agree).

5.2 UK students—general

The research sample consists of students from Shorefields Technology College in Liverpool. The sample of 40 students comprised 22 males and 18 females registered for the academic year 2011/2012 as shown in Table 4.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	22	55.0	55.0	55.0
Female	18	45.0	45.0	100.0
Total	40	100.0	100.0	

Table 4: Phase 3 UK students' sample (in percentages)

Questionnaires returns showed that the average responses ranged between 4.0–4.6 of 5 as shown in Table 5.

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.345	4.025	4.560	.525	1.130	.030	20

Table 5: Phase 3 UK students' sample: Summary Item Means

Factors	Means	Percentages
Social	4.3	26%
Cultural	3.8	23%
Political	4.1	25%
TAM constructs	4.3	26%

Table 6: UK students' ranking of the four main factors

The students' responses reflected a high rate of acceptance of e-learning technology as seen in the much higher items mean of 4.34, when all items contained in the questionnaire ranged between 1 (Strongly Disagree) and 5 (Strongly Agree).

5.3 Social factors

The comparison between the responses of Omani and UK students reveals a substantial discrepancy in only one aspect, that of language. Most of the relevant geography e-learning sites are presented in the English language. Others exist in a range of European and non-European languages but few are in Arabic. All Omani school-goers are taught English as a second language, but achieving consistently good results is a slow process [32]. As Omani students are normally exposed to learn English before any other language (such as Spanish, French, Chinese), the difficulties Omani students face are in the area of non-Arabic language content. This explains the particular discrepancy in the comparative lists of means of

social factors (see Table 7). In all other aspects Omani students are seen to be close to their UK counterparts.

Means of social factors		
Factors	Cultures	
	Oman	UK
Language	3.1	4.2
Qualification/Skills	4.1	4.5
Facilitating Conditions	4.0	4.4

Table 7: Students' Responses: Means of social factors across two cultures (Oman & UK)

Omani students: Social factors came in *second* place in the ranking of the four main components of technology acceptance. As stated above, for Omani students the major problem resides in issues surrounding the language in which a particular e-learning website is presented. However, it is noteworthy that this problem has been highlighted by the *voluntary* responses of the Omani students themselves, when they could have allocated reasons for difficulties to other causes, to those outside their own competence or responsibility. It is encouraging to see that these students are prepared to be honest about their difficulties in using languages other than Arabic to search and surf e-learning websites—as is made clear in the responses to items numbers 1 and 11 (having means of 3.3 and 2.9 respectively).

In addition the qualification/skills are the important aspects of the e-learning environment where students need basic skills in using technology gained by studying the information technology (IT), as is clear from items 2 and 12. Facilitating conditions constitute another important factor as indicated in items 3 and 13, pointing to the importance of providing to schools greater numbers of computers and regular maintenance services to facilitate students' performance in the e-learning environment. Table 8 gives details.

Means of social factors		
Factors	Means	Mean of means
Language	3.1	3.7
Qualification/Skills	4.1	
Facilitating Conditions	4.0	

Table 8: Means of social factors according to Omani students' responses

UK students: Social factors came in *first* place in the ranking of the four main components of technology acceptance. As social factors comprise *language* skills and competences besides background qualification/skills and facilitating conditions, UK students possess an advantage that exists because of historical reasons. The vast majority of relevant websites are in English, and even though the teaching of modern languages has been in serious decline across the UK, students in the UK still have better opportunities for exposure to other languages (in the classroom and in real life) than do students in Oman. UK students have few or no problems when using and searching other-language e-learning websites, as is clear from response items numbers 1 and 11 (with means of 4.4 and 4.1).

Qualification/skills and facilitating conditions have high response-averages, indicating that the UK students agree with the importance of providing students with basic IT skills and/or IT study-courses to build their capacity in using and makes searches of e-learning websites. Furthermore, they believe that as long as the learning environment remains

equipped at a suitable level for e-learning, this will help and support them in their learning. Details are shown in Table 9.

Means of social factors		
Factors	Means	Mean of means
Language	4.2	4.3
Qualification/Skills	4.5	
Facilitating Conditions	4.4	

Table 9: Means of social factors according to UK students' responses

5.4 Cultural factors

Comparison between Omani and UK students in cultural factors reveals discrepancies in all aspects, whilst consistency in Omani responses is paralleled by a noticeable internal dichotomy within the UK responses. Uncertainty avoidance and power distance are stronger amongst Omani students. However, the individualizing effect of working on a computer (which introduces an isolating tendency effect amongst students) is offset in the case of Omani students by their stronger culture of cooperation; so that in many cases uncertainty avoidance and power distance can be mitigated, as Omani students will tend to seek help from their colleagues much sooner than their UK counterparts would consider doing so. Table 10 shows the comparative details.

Means of cultural factors		
Factors	Cultures	
	Oman	UK
Individualism/Collectivism	3.7	3.2
Uncertainty Avoidance	3.4	4.2
Power Distance	3.5	4.2

Table 10: Students' Responses: Means of cultural factors across two cultures (Oman & UK)

Omani students: Cultural factors (individualism *versus* collectivism, uncertainty avoidance and power distance) came in *fourth* place in the Omani students' ranking of the four main components of technology acceptance. Omani students tend to cooperate and work as a team, in virtue of their strong background of living in a community in which the collective spirit of cooperation and interaction is still strongly alive, even in urban areas. This is shown by high level of agreement in response to the item "Using e-learning rather than traditional instruction creates an isolation atmosphere between me and my friends". They prefer to ask colleagues, friends and technicians when they encounter problems when browsing or learning from e-learning websites, as indicated in the means to response items 4 and 14. While Omani students experience anxiety in tackling unknown and unpopular learning websites—perhaps owing to a lacking of browsing skills or through aversion to the unknown—the mean of 3.4 is indicative that they still seek to challenge themselves in the e-learning context. As for power distance, in spite of the response mean of 3.4 for the proposition that using e-learning should be not limited to certain groups (such as managers and highly qualified individuals), item number 6 clearly shows the trend of respondents to share experiences with their friends when they learn new topics from e-learning websites (a mean of 3.7). In fact these means indicate the problems that Omani students face in relation to this factor, showing their need for guidance and help to gain more confidence in using technology applications by providing more training and to

counteract the notion that using technology should be limited to certain groups such as qualified individuals. Table 11 shows details.

Means of cultural factors		
Factors	Means	Mean of means
Individualism/Collectivism	3.7	3.5
Uncertainty Avoidance	3.4	
Power Distance	3.5	

Table 11: The means of cultural factors according to Omani students' responses

UK students: The same cultural factors came in *third* place in the UK students' ranking of the four main components of technology acceptance. Unlike Omani students, UK students show a high degree of reticence. The UK students did not think that the e-learning process creates isolation between them and their friends, as is clear in their low response mean in item number 4 (a mean of 3.1). However, their response regarding readiness to ask a colleague or friend in case of problems when browsing e-learning websites (item number 14) reflects an individualistic attitude regarding technical competence (and thus a reluctance to turn immediately for help in circumstances of difficulty). Thus when technology is available it tends to foment isolationist attitudes. Additionally, their replies illustrate a lower level of uncertainty avoidance—in response to statements “I prefer to surf the unknown and unpopular learning websites” and “I like to search for and explore new e-learning websites” (items means 4.1 and 4.4 respectively). Results also reflected weaker power distance effects in responses to “I prefer to share my experience with students and colleagues when learning new topics from e-learning websites” and “Using e-learning should not be limited to certain groups such as highly qualified individuals” (items means 4.3 and 4.1 respectively). However these results support Hofstede's observations [3] regarding the lower ambient levels of uncertainty avoidance and power distance in western cultures. Table 12 shows details.

Means of cultural factors		
Factors	Means	Mean of means
Individualism/Collectivism	3.2	3.8
Uncertainty Avoidance	4.2	
Power Distance	4.2	

Table 12: The means of cultural factors according to UK students' responses

5.5 Political factors

Comparison between Omani and UK students in political factors shows internal consistency in each set of responses. Young people in the west have been developing a sub-culture within each western society such that they have become differentiated at rapidly decreasing intervals—the so-called ‘Generation X’ (from roughly the middle to the end of the 20th century) and Generation Y (beginning by overlap near the end of the 20th century or beginning at the opening of the 21st century)—and these generations have become increasingly differentiated in their own characteristics. Thus, young people in the UK (as in other western societies) have had various means of proximate and distance interacting through social facilities that have been available for a long time. Consequently, a constantly developing cultural tradition about social interaction and networking has grown up amongst youth that is passed down the generations.

Owing to historical background, the young generations in Oman have yet to develop a similar sub-culture within the larger society, and this is reflected in the ways in which they tend to use social networks and media, and in the patterns of use and purpose that characterize their habits.

Means of Political Factors		
Factors	Cultures	
	Oman	UK
Social Networks	3.9	4.3
Social Media	3.3	4.0

Table 13: Students' Responses: Means of political factors across two cultures (Oman & UK)

Omani students: Political factors (the use of social networks and social media) came in *third* place in the Omani students' ranking of the four main components of technology acceptance. For social networks, items numbers 7 and 17 had responses with means of 4.1 and 3.7 respectively, indicating that *social networks* such Facebook, Twitter, as well as various other forums and blog-sites using enhanced technology play a major role in providing and updating students with the latest news of political and other issues. In contrast, the mean of 3.3 for *social media* indicated the low incidence of using mobiles to follow political and other events. However political factors are now playing an increasingly important role in technology acceptance, but only to a certain extent because the government has yet to encourage greater freedom of discussion on various topics such as domestic political issues. This creates a certain amount of reluctance in the take-up of new technology, and it will take time before such a take-up can be stimulated further.

Means of Political Factors		
Factors	Means	Mean of means
Social Networks	3.9	3.6
Social Media	3.3	

Table 14: The means of political factors according to Omani students' responses

UK students: Political factors (the use of social networks and social media) came in *second* place in the UK students' ranking of the four main components of technology acceptance. Items numbers 7 and 17 had high means (4.4 and 4.3 respectively), indicating that the respondents believe in the important roles that *social networks* play in exchanging, providing and updating information on political and other issues. As for *social media*, items numbers 8 and 18 had the same response mean of 4.0 and this confirmed that UK respondents used internet via mobiles and YouTube to follow up political events and other issues. This usage reflects somewhat the tolerance of UK culture with regard to the discussion of political issues. Details are shown in Table 15.

Means of Political Factors		
Factors	Means	Mean of means
Social Networks	4.3	4.1
Social Media	4.0	

Table 15: The means of political factors according to UK students' responses

5.6 TAM constructs

Perceived usefulness and perceived ease of usefulness were ranked in first place by both sets of respondents, although in the case of the Omani students, the majority in favour was not as high as in the case of the UK students.

Means of TAM construct factors		
Factors	Cultures	
	Oman	UK
Perceived Usefulness	3.7	4.3
Perceived Ease of Use	3.9	4.4

Table 16: Students' Responses: Means of TAM construct factors across two cultures (Oman & UK)

Omani students: *Technology Acceptance Model constructs* (perceived usefulness and perceived ease of use) came in *first* place in the Omani students' ranking of the four main components of technology acceptance. This response reflected acceptance of these two factors as providing to them many advantages, such as savings in time and effort, providing them with useful learning materials, and making it easy to find information from e-learning websites. However, the majority of the Omani student who accepted these constructs was not as great as that in the case of their UK counterparts. Details are given in Table 17.

Means of (TAM) constructs factors		
Factors	Means	Mean of means
Perceived Usefulness	3.7	3.8
Perceived Ease of Use	3.9	

Table 17: The means of TAM constructs factors according to Omani students' responses

UK students: *Technology Acceptance Model constructs* (perceived usefulness and perceived ease of use) also came in *first* place in the UK students' ranking of the four main components of technology acceptance. The UK students reported these two factors as being very important in using e-learning websites. Thus, they agreed that the use of e-learning websites helps to save time and effort, helps to find information easily and provides useful learning materials. Table 18 gives details.

Means of (TAM) constructs factors		
Factors	Means	Mean of means
Perceived Usefulness	4.3	4.3
Perceived Ease of Use	4.4	

Table 18: The means of TAM construct factors according to UK students' responses

6 Discussion

The detailed comparisons between the responses provided by the students from Oman and the UK indicate patterns that are generally what would be expected, given the historical background to the two countries and their educational systems. Within social factors, Omani students showed a particular disadvantage as regards ability to perform in English and other non-Arabic languages. English has become in many ways the *world language* for technology, and the Omani education system is acting to address this issue. Omani students are also seen as being at a disadvantage in two out of three cultural factors (uncertainty avoidance and

power distance), but they are at a comparative advantage in the area of cooperation/collaboration owing to their cultural background. In political factors they are lagging behind UK students especially in their use of social media—the mobile media, especially—although as their society develops these differences are expected to decrease considerably. Given the responses regarding these three classes of factors (social, cultural, political) it should not be surprising that the majority of Omani students who accept the TAM construct factors is smaller than that among UK students. A lot of what is taken for granted by UK students is still new to students in Oman, although they are adapting rapidly to innovation. However, what might have been surprising would have been a majority of Omani students who did *not* view TAM construct factors favourably.

7 Conclusion

This study sought to develop an adaptive learning environment which is appropriate to the requirements of e-learning and the positive results that have been achieved are all reflected in the learning outcomes and the survey responses. The study was conducted through three experimental procedures, which obtained results that reflected positive attitudes among students towards using e-learning applications in terms of effectiveness and efficiency, and also gave different indications about the role of cultural factors in influencing the acceptance of e-learning.

The proposed TAM has four main factors to measure students' trend to use e-learning technologies and websites. Responses' mean of Omani students illustrated the place of cultural/social factors as TAM constructs, Social, Political and Cultural factors respectively. TAM constructs like usefulness and ease of use are represented the importance factors because the respondents used new experience and the interface and facilities of website are important to understand and used the technology components, therefore, this factor came at the first rank. Social factors came in second place in terms of the respondents' awareness that the facilitating conditions and qualification/skills are important factors to develop the effective learning environment where it seen to facilitating conditions as the recognition of the existence environment elements such as knowledge, time, financial resources, equipment, and access to hardware/software and these consider to be the initial requirements for any learning environment. In other side language is presented the problem with respondents as they found difficulties to search and surf in e-learning websites using other language. Political factors came in third place in terms of social media and social networks and their role to provide and update students for latest news of political issues. Cultural factors came in last place as students reflected a collective community and they have an anxiety from unknown and unpopular learning websites because they do not have enough skills to browse in internet or because they do not like to explore new e-learning websites. In addition, they have another problem regarding to their believe of using technology should be limited in certain groups such as qualified individuals and this illustrated their needs to be more confidence in using technology applications and to solve this problem they should provide them with more training to get necessary skills and abilities. UK students' responses mean in terms of the four main factors are ranked as TAM constructs/ Social, Cultural and Political factors respectively. UK and Omani students agree on the

importance of TAM constructs factors which consist of ease of use and usefulness in terms of using e-learning websites. In contrast, unlike Omani students, UK students have not faced any problem with language when they search in English because it is their mother tongue. Unlike Omani students, UK students represented the individual community in using technology because of the availability of technologies networks, speed and services contrast to Oman culture. Results as well showed the less uncertainty avoidance and power distance within UK culture which support Hofstede's study [3] that approved the less effect of uncertainty avoidance and power distance in western cultures. Political factors presented the last place which means social media and social networks have played main role in exchanging, providing and updating the political issues according to UK respondents and this is reflected the tolerance of UK culture with respect to political issues following and discussing unlike Omani culture.

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