Globalization in conjunction with information explosion has triggered a new global economic drive spearheaded by technology, fueled by information and driven by knowledge.

The benefits of all evolved technologies are reaped only if they are adopted. This could be sustained only when they nurture the knowledge system of individuals, firms, industries or nations who adopt. To appreciate the benefits of technology, it is important to understand the adoption process and the adopters. To understand the adoption process, one needs to be aware of the factors affecting the adoption process. To understand the adopters, it is essential to be aware of the attitude and intention of adopters. The present study made use of two theories namely; Davis’ Technology Acceptance Model (1989) – to understand the attitude and intention of adopters; the other proposed by Moore and Benbasat (1991) – to understand the factors affecting adoption process.

The author extended the Moore and Benbasat model and Technology Acceptance Model (TAM) by developing a model with nine constructs and fifteen hypotheses. The instrument has seven demographic questions and thirty-seven Likert-type items. The study was conceptualized in
a way that perceived adoption characteristics influenced intentions directly and through attitude.

The study explored the potential factors that might influence the adoption of e-learning technology through seven characteristics namely: perceived relative advantage, perceived compatibility, perceived ease of use, perceived results demonstrability, perceived visibility, perceived image, and perceived self-efficacy. The seven factors were analyzed for their relationship with attitude and intention to use e-learning.

The study was conducted targeting the B-school students doing their Masters degree in Business Administration (M.B.A) from deemed universities of Tamil Nadu who have used e-learning for at least one of their courses during their M.B.A. Using a structured questionnaire consisting of pretested constructs the primary data from the target respondents were collected. A total of 1046 usable responses from students were used to validate the proposed research model.

A two step structural equation model using AMOS 20 was used to test the hypotheses. First, the test of the measurement model included the estimation of internal consistency (composite reliability), the convergent and discriminant validity of the instrument items. The second stage comprised of the assessment of the structural model. From the results the following inferences were made: image, ease of use, visibility, relative advantage and
self-efficacy positively influenced attitude and accounted for 36 per cent of the variance in attitude. Image, visibility, compatibility, results demonstrability and ease of use positively influenced intention and accounted for 73 per cent of the variance in intention. Also, it was observed that attitude had a strong positive relationship with intention. This is in line with Technology Acceptance model (1989). The most important antecedent to e-learning adoption was image. The results provided a broader understanding of the dynamics leading to the acceptance and intention to use e-learning by students in deemed universities.