

Breaking Virtual Barriers: Assessing Readiness for VR Integration in Education

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Abstract

Although virtual reality (VR) is emerging as a powerful educational tool, its use in higher education remains rare. The aim of this research is to investigate technology readiness level for both teachers and students and to determine its influence on their intentions to use VR. Students and teachers demonstrated moderate to high readiness for technology use. Technology readiness did not show a direct relationship with intention to use VR, but mediation analysis among these variables proved full mediation through (1) perceived ease of use and attitude, and (2) perceived usefulness and attitude. This study contributes to theory by extending TRAM to VR in a higher education context in Finland. Testing a parallel serial mediation, which has not been explored in TRAM before, demonstrates that the adoption of any technology is conditioned by interrelated cognitive and affective beliefs.

Track: Consumer Behaviour