Investigating Students’ Acceptance and Self-Efficacy of E-Learning at Al-Aqsa University Based On TAM Model

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ABSTRACT

The study aimed at investigating the influence of E-learning Self- Efficacy (ELSE) on the acceptance of e-learning by using the Technology Acceptance Model (TAM). According to the TAM which used as the theoretical basis, both of the Perceived Usefulness (PU) and the Perceived Ease of Use (PEOU) influence directly the end user’s Behavioral Intention (BI) to accept a technology. A survey was used to collect information about the perceptions of Al-Aqsa university students. Collected data was analyzed using the regression equation by SPSS. A structured questionnaire was used to obtain responses from (592) students who took the e-courses of the “instructional technology, research methods, measurement and evaluation.” The most significant results of the study showed that Al-Aqsa university students have high levels of acceptance and Self-Efficacy toward E-Learning representing a rate above 75%. Furthermore, there are positive and significant relationships between dependence and independence variables. However, the study found a significant relationship between finding ELSE, PEOU, PU and BI \( (Y= 1.2 +0.05ELSE+0.06PEOU+0.16PU+e, \ r = 0.65, \ P<0.01) \). Other relationships were found among variables such as ELSE, PEOU and PU \( (Y= 7.5 +0.11ELSE+0.21PEOU+e, \ r = 0.62, \ P<0.01) \), ELSE and PEOU \( (Y= 0.56 +0.24ELSE+e, \ r= 0.64, \ P<0.01) \).

KEYWORDS: Behavioral Intention (BI), E-Learning Self- Efficacy (ELSE), Perceived Usefulness (PU), Self-Efficacy, Technology Acceptance Model (TAM)

INTRODUCTION

E-Learning is an important techniques and strategies, which Integrate between learning theories and ICT (information and communication technology) for improving teaching and learning. In general, E-Learning is the Internet-based learning systems that provides services for searching, downloading, and delivering learning content to their users in order to enhance learning experiences through a lot of knowledge forms such as text, audio, ani-
mation, flash, or video clips (Duan, Hosseini, Ling, & Gay, 2006). E-Learning depends on a lot of activities such as chat rooms, discussion boards, and emails to facilitate interactions that can support learners and teachers (Watkins, 2005). According to Naidu (2006), E-Learning was defined as follows:

‘E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. A number of other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web-based learning. Fundamentally, they all refer to educational processes that utilize information and communications technology to mediate asynchronous as well as synchronous learning and teaching activities. On closer scrutiny, however, it will be clear that these labels refer to slightly different educational processes and as such they cannot be used synonymously with the term e-learning’.

Referring to the above mentioned definition it is clear that the expression of E-Learning is not only means online learning, virtual learning, distributed learning and networked or web-based learning, but also E-Learning incorporates all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers, mobile and other electronic devices.

Many previous studies have shown the effectiveness of E-Learning in education such as Koory (2003), Hemenway (2000), Suanpang, Petocz, and Reid (2004), Mahdi (2012), and Aqel (2012) which suggest to their positive impact in developing the building knowledge skills, using repository in learning, developed thinking, enhancing achievement, and attitude toward E-Learning.

To ensure e-learning effectiveness in education and training, the students must show their liking towards it; hence the E-Learning materials and environments must be designed based on the requirements, skills and efficiency of students.

**Technology Acceptance**

The technology acceptance literature presented a rich collection of models and theories for explaining the adoption of information technology innovations (e.g. Venkatesh, Davis, & Morris, 2007; Venkatesh, Morris, Davis, & Davis, 2003). Such models and theories include Innovation Diffusion Theory (IDT), Social Cognitive Theory, Theory of Reasoned Action (TRA), Theory of Planned Behavior (TPB), Decomposed Theory of Planned Behavior (DTPB), Technology Acceptance Model (TAM), The Unified Theory of Acceptance and Use of Technology (UTAUT). (Kripanont, 2007). The models and theories are explored below:

**Innovations Diffusion Theory (IDT):** Innovations Diffusion Theory (IDT) has been used since the 1950s to describe the innovation-decision process. It has gradually evolved until the best well-known innovation-decision process was introduced by Rogers (Rogers 1962, 1983, 1995; Rogers & Shoemaker 1971). The innovation-decision process is one through which an individual (or other decision-making unit) passes (1) from first knowledge of an innovation, (2) to forming an attitude toward the innovation, (3) to a decision to adopt or reject, (4) to implementation of the new idea, and (5) to confirmation of this decision.

**Social Cognitive Theory (SCT):** The social cognitive theory was published by Bandura (1986). The theoretical perspective of SCT suggests that human functioning should be viewed as the product of a dynamic interplay of personal, behavior, and environmental influences. How people interpret the results of their own behavior informs and alters their environments and the personal factors they possess which, in turn, inform and alter subsequent behavior. This is the foundation of conception of reciprocal determinism by Bandura (1986), which views: (a) personal factors in the form of cognition, affect, and biological events, (b) behavior, and (c) environmental influences.
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