

An investigation into the factors that influence students' acceptance and usage of Web-based learning environment (WBLE): Pedagogical Implications

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The purpose of this study is to develop a better understanding of the important factors influencing the successful utilisation of a web-based learning environment (WBLE) by students. Based on Davis's (1989) technology acceptance model (TAM) as a theoretical framework, this study investigates university students' acceptance (in terms of usage) of WBLE as tools in complementing and supplementing the face-to-face learning. The study employed both quantitative (online questionnaire and computer logs) and qualitative (interview) research methods to examine different dimensions of WBLE task usage and their relationship with the students' perceptions variables. Data were collected from a group of computer science students (n=149) from a private university in Malaysia.

Findings from the quantitative data analysis revealed that students' perceived usefulness demonstrated a more consistent influence compared to perceived ease of use in determining the usage of defined WBLE tasks. Analysis of the qualitative data revealed that students placed more emphasis on accessing course content than on "communication and collaboration" and the "self-evaluation and assessment" tasks of WBLE. Low level written English proficiency, preference for face-to-face learning, influence of socio-cultural factors and indifferent attitudes were the main reasons for the lack of participation in communication and collaboration using the discussion forum in a WBLE.

Keywords: Technology Acceptance Model; Students' perception and acceptance of WBLE