Acceptance of Internet-based Learning Medium: The Role of Extrinsic and Intrinsic Motivation

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What is FabWeb?

FaB stands for Faculty of Business (actually, FB stands for Faculty of Business, but FaB is much easier to pronounce!!). FaB also stands for FABULOUS, and that is what this web site will be!

"FaBWeb" is created as an Internet learning portal, it consists of:
- Lecture notes
- Chat-room facilities
- Streaming videos of lecture and more...

Students can download lecture notes, as well as the video recordings of past classes at any time and any place. Student can also discuss with their classmates and instructors using the online chat room.

http://fabweb.cityu.edu.hk/

What do young people do online?

- 72% of college students say most of their online communication is with friends
- 69% of college students say they are more likely to use the phone than the Internet to communicate socially
- 42% college students say they use the Internet primarily to communicate socially
- Only 10% of college students use the Internet primarily for entertainment

Source: Pew Internet & American Life (2002)

Abstract

This study is one of the very few attempts investigating students' acceptance of the Internet-based learning medium (ILM). By integrating a motivational perspective to the technology acceptance model, the research model captures both extrinsic (perceived usefulness and ease of use) and intrinsic (perceived enjoyment) motivators in explaining students' intention to use the new learning medium. Data collected from 544 undergraduate students are examined through the LISREL VIII framework. The results show that both perceived usefulness and perceived enjoyment significantly and directly impact student's intention to use ILM. Surprisingly, perceive ease of use does not posit a significant impact on student attitude or intention towards ILM usage. Implications of this study are noteworthy for both researchers and practitioners.

Research Objective:

To investigate student acceptance of Internet-based learning medium (ILM)

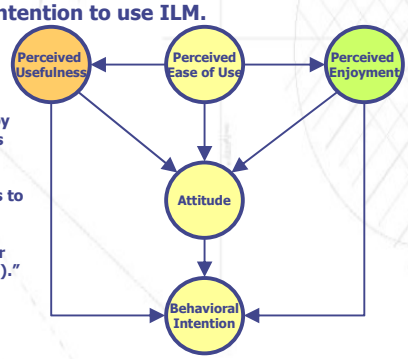
Research Model:

This model integrates the motivational perspective into the original Technology Acceptance Model (TAM), and includes an intrinsic motivator (perceived enjoyment) as a salient determinant of student intention to use ILM.

Extrinsic Motivator

From an extrinsic motivational perspective, behavior is driven by its perceived values and benefits derived.

Perceived usefulness (PU) refers to "the degree to which a person believes that using a particular system would enhance his or her performance (Davis, 1989 p.320)."



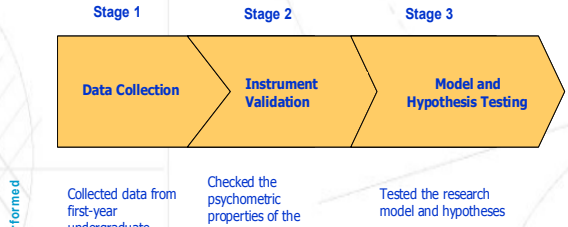
Intrinsic Motivator

From an intrinsic motivational perspective, behavior is evoked from the feeling of pleasure, joy, and fun.

Perceived enjoyment is defined as "the extent to which the activity of using the computer is perceived to be enjoyable in its own right, apart from any performance consequences that may be anticipated (Davis et al. , 1992 p.1113) ".

Research Design:

Students were requested to complete a questionnaire that covered all the measures of the constructs in the research model.



A total of 544 usable questionnaires were collected. Among the respondents, 347 were female and 197 were male. A majority of the respondents (88 percent) owned a computer and had access to the Internet at home. Structural Equation Modeling approach (LISREL) was used to examine the research model and hypotheses.

Results:

The fit statistics of the research model provides a good fit to the data. Though χ^2 is found significant, all other statistics are within the range suggestive of a good model fit. All paths are statistically significant, except the path from ease of use to attitude.

Model Fit
Chi-squares: 36466 (p=0.00)
AGFI=0.89, RMSEA = 0.071
R-squares: 35%

Hypothesis	Support
H1: PU-> BI	Yes
H2: EOU-> PU	Yes
H3: EOU-> A	No
H4: PU-> A	Yes
H5: A-> BI	Yes
H6: ENJOY-> A	Yes
H7: ENJOY-> BI	Yes
H8: EOU-> ENJOY	Yes

Research Implications:

Theoretical Contributions: This study is one of the very few attempts to investigate student acceptance of Internet-based learning medium using an extended TAM. In so doing, this research has broadened the boundaries of TAM and adds to the emerging IT adoption literature examining the influence of intrinsic motivational drivers. In response to the call for a holistic model explaining IT adoption and usage, we have adopted a motivational perspective to explain student acceptance of ILM.

Practical Contributions: The findings of this study, therefore, provide practitioners (instructors, course designer, academic institutions) important guidelines on the design and implementation of the Internet-based learning innovations. Perceived usefulness and perceived enjoyment are found to be key drivers for the adoption and usage of ILM. Instructors or academic institutions should try to make learning through ILM useful and fun. Here, we offer some guidelines for the design of ILM:

Varying the types of content: Rich multimedia capability
Creating fun: Games, quizzes, and other creative approaches
Providing immediate feedback and encouraging interaction: Online chat rooms and discussion boards