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

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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.

Data Collection
Stage 1: Collected data from first-year undergraduate students

Instrument Validation
Stage 2: Checked the psychometric properties of the measures: reliability

Model and Hypothesis Testing
Stage 3: Tested the research model and hypotheses

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.

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

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