Exploring preservice teachers' perspectives toward online learning: an intervention of technology acceptance model

Abstract

E-learning impacted positively on both teachers and students in term of the tenacity to learning and training, and their perceived attitudes toward e-learning environment. The purpose of this paper is to examine behavior of pre-service teachers toward the use of e-learning in a social science subject via technology acceptance model. The dimensions explored were perceived usefulness (PU), perceived ease of use (EU) and their influences on satisfaction (SN) and intention to use (IN) an online modern LMS named Course Networking (thecn.com). Data were elicited via survey approach and analyzed quantitatively to support the investigation. The study involved 69 pre-service teachers pursuing Bachelor of Education program in a public university in Sabah, East Malaysia. The results revealed that there was moderate level of acceptance in the observed PU (mean = 3.82), EU (mean = 3.52), SN (mean = 3.35), and IN (mean = 3.82). A further examination on the relationships showed that PU influenced the intention to use online courses strongly ($r = 0.63$), and on the other hand, EU also had strong influence on SN ($r = 0.68$). As predicted, the mean score for PU (3.82) was higher than EU (3.52). The study implicated that the design, pedagogical and navigational aspects of a course are important to obtain good SN and IN scores from the users.