AN EMPIRICAL INVESTIGATION OF THE COURSE WEBSITE ACCEPTANCE MODEL (CWAM)

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ABSTRACT

There exists a plethora of technologies, including course websites that cater for the realization and expansion of eLearning in terms of its course-content delivery. Nevertheless, the technologies (i.e. course website) alone do not express the successful outcomes due to the implementation alone. Students' behavior and responses toward the technology (i.e. course website) will eventually determine whether the implementation is successful. Therefore, this paper seeks to highlight two important beliefs, i.e. perceived ease of use and perceived usefulness that has been widely applied to understand technology acceptance. More importantly, it remains the sole objective of this paper to validate the instrument of course website acceptance in a public institution of higher learning. Two main steps were involved in the validation of the instrument, which are 1) Exploratory validation of the initial R-type factor analysis and Cronbach Alpha reliability assessment, and 2) Confirmatory validation that includes convergent, discriminant and construct reliability assessment. The three constructs, i.e. course website usefulness, ease of use and usage were found to be just identified models that have sufficient regression weights. An item was dropped from course website usefulness, while three items each were dropped from the course website usefulness and ease of use constructs respectively. The findings suggest that the instrument that is in English might be the cause of these dropped items.