

**The Extended UTAUT Acceptance Model of Computer-Based  
Distance Training System Among Public Sector's Employees in  
Jordan**

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the requirements for the degree of Doctor of Philosophy  
Universiti Utara Malaysia**

**By**

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## ABSTRACT

The utilization of advanced network technologies and modern computer applications in distance learning raises the importance of distance learning system in the delivery of learning materials and resources to remote trainees. This innovation offers the organizations and their employees an opportunity to solve the problems associated with traditional training methods. In this respect, the acceptance of computer based distance training system (CBDTS) is considered critical in determining the success of its implementation. However, the number of studies that have been conducted to examine the acceptance of distance training system by employees of public sector organizations in the Kingdom of Jordan is very limited. It is also questionable whether the information system acceptance models that have been previously developed can be used to examine the acceptance of CBDTS by public sector employees in Jordan. Questions are also raised to the idea that perhaps there may be other factors that play important roles in this context. The main objectives of this study therefore are to determine the factors that lead to the acceptance of public sector employees on computer-based distance training system and finally to propose a model of technology acceptance of computer-based distance training system by public sector employees. A total of 600 questionnaires were distributed through a survey to public sector employees in Jordan. The study received about 386 responses, which represents 64.3% returned rate. Structural equation model (SEM) was used with AMOS version 16.0 to analyze the data. The findings indicate that six core determinants, namely, performance expectancy, effort expectancy, system flexibility, system enjoyment, social influence, and facilitating conditions significantly influenced employee intention to use distance training system. Five core determinants; system interactivity, system enjoyment, computer anxiety, computer self efficacy, and facilitating conditions significantly determine effort expectancy while only four of them including system interactivity, system enjoyment, computer anxiety, and effort expectancy significantly determine performance expectancy. Consequently, based on these findings, the final research model known as computer-based distance training acceptance model (CBDTAM) is proposed to explain and predict public sector employee's intention in using computer-based distance training system. A comprehensive understanding of this model will assist decision makers to identify the reasons for the acceptance or resistance of computer based distance training system among public sector employees in the future and finally to support them to enhance the system's acceptance and usage.

## ABSTRAK

Penggunaan jaringan teknologi yang maju dan aplikasi komputer dalam pembelajaran jarak jauh membangkitkan isu peri pentingnya penghantaran bahan-bahan dan sumber dalam sistem pembelajaran jarak jauh kepada pelajar di kawasan terpencil. Inovasi teknologi ini menawarkan organisasi dan para pekerja satu peluang untuk menyelesaikan masalah yang berkait dengan kaedah latihan tradisional. Dalam hal ini, penerimaan sistem latihan jarak jauh, sejenis pembelajaran jarak jauh, dianggap kritikal dalam menentukan kejayaan pelaksanaan teknologi berkenaan. Bagaimanapun, bilangan kajian yang telah dibuat untuk meneliti penerimaan sistem e-pembelajaran secara umumnya dan sistem pembelajaran jarak jauh khasnya oleh pekerja di sektor awam di negara Jordan masih kurang. Oleh itu, model dan teori penerimaan teknologi yang telah dibangunkan dan dikembangkan dalam kajian lalu untuk mengkaji penerimaan sistem latihan jarak jauh berasaskan komputer dalam kalangan pekerja di sektor awam di negara Jordan boleh dipersoal. Persoalan juga ditimbulkan tentang kemungkinan terdapat faktor lain yang turut memainkan peranan dalam konteks ini. Oleh itu, objektif utama kajian ini ialah untuk menentukan faktor yang mempengaruhi penerimaan sistem latihan jarak jauh di kalangan pekerja sektor awam dan seterus mencadangkan model penerimaan teknologi sistem latihan jarak jauh oleh pekerja sektor awam. Soal selidik telah digunakan untuk mengutip data daripada 600 orang pekerja sektor awam di negara Jordan. Tinjauan menghasilkan 386 soal selidik, dengan kadar respons sebanyak 64.3%. *Structural equation model* (SEM) telah digunakan dengan versi AMOS 16.0 untuk menganalisis data. Hasil kajian menunjukkan bahawa enam penentu utama iaitu jangkaan prestasi, jangkaan usaha, keanjalan sistem, kegembiraan menggunakan sistem, pengaruh sistem, dan keadaan yang memudahkan mempengaruhi secara signifikan niat pekerja. Lima penentu utama iaitu interaktiviti sistem, kegembiraan menggunakan sistem, keimbangan terhadap komputer, keberkesanan kendiri dengan komputer, dan keadaan yang memudahkan mempengaruhi secara signifikan jangkaan usaha, manakala hanya empat dari penentu utama tersebut iaitu interaktiviti sistem, kegembiraan menggunakan sistem, keimbangan terhadap komputer, dan jangkaan usaha mempengaruhi secara signifikan jangkaan prestasi. Hasilnya, model akhir yang diubah suai yang dikenali sebagai model penerimaan latihan jarak jauh berasaskan komputer (CBDTAM) telah dicadangkan untuk menjelaskan dan meramal niat pekerja di organisasi sektor awam di negara Jordan. Kefahaman menyeluruh tentang model ini dapat membantu pembuat keputusan untuk mengenal pasti punca penolakan atau penerimaan sistem latihan jarak jauh berasaskan komputer oleh pekerja dan membantu mereka untuk meningkatkan penerimaan dan penggunaan sistem berkenaan.

## TABLE OF CONTENTS

ITEMS	PAGES
PERMISSION TO USE	i
ABSTRACT	ii
ABSTRAK	iii
TABLE OF CONTENTS	iv
APPENDICES	x
LIST OF FIGURES	xi
LIST OF TABLES	xii
PUBLICATIONS ASSOCIATED WITH THIS THESIS	xiv
GLOSSARY OF TERMS	xv
LIST OF ABBREVIATIONS	xix
ACKNOWLEDGEMENTS	xxii

### CHPTER ONE: INTRODUCTION

1.0 Background	1
1.1 Problem Statement	5
1.2 Research Questions	11
1.3 Research Objectives	12
1.4 Scope of Study	12
1.5 Research Significant	13
1.6 Research Framework	16
1.7 Theoretical Framework	20

## **CHPTER TWO: LITERATURE REVIEW**

2.0 Introduction	24
2.1 Historical of Distance Learning	26
2.2 Distance Learning's Definition	29
2.3 Advantages and Disadvantage of Distance Learning	30
2.4 Distance Learning's Technologies and Methods	32
2.4.1 Materials Design Technologies and Methods	32
2.4.2 Transmissions Technologies and Methods	33
2.4.3 Interaction Technologies and Methods	34
2.5 Distance Learning Generations	36
2.6 Distance Learning Modes	38
2.6.1 Asynchronous Distance Learning	39
2.6.2 Synchronous Distance Learning	40
2.6.3 The Characteristics of Asynchronous Distance Learning	41
2.6.4 The Characteristics of Synchronous Distance Learning	42
2.6.5 The Characteristics of Traditional Learning	42
2.6.6 Advantages of Asynchronous Distance Learning compared with Synchronous Distance Learning	43
2.7 Trends and Issues in the Distance Learning	48
2.8 Distance Learning in the Public and Private Sectors' Organizations	50
2.9 Distance Learning Barriers	53
2.10 E-learning in Jordan	53

2.11 Information System Acceptance Models and Theories	57
2.11.1 Technology Acceptance Model (TAM)	58
2.11.2 Extension of the TAM (TAM2)	60
2.11.3 Diffusion of Innovation Theory	61
2.11.4 Theory of Reasoned Action	64
2.11.5 Theory of Planned Behavior	66
2.11.6 Combined TAM and TPB	68
2.11.7 The Motivational Model	69
2.11.8 Model of PC Utilization	71
2.11.9 The Social Cognitive Theory	72
2.11.10 Unified Theory Acceptance and Use Technology	74
2.12 Studies on E-learning System Acceptance	80
2.12.1 Summary	85
2.13 Conclusion	87

### **CHAPTER THREE: CONCEPTUAL MODEL FORMULATION AND RESEARCH METHODOLOGY**

3.0 Introduction	90
3.1 Research Model and Research Dimensions	90
3.1.1 Research Model	90
3.1.2 Conceptualization of Factors	95
3.1.2.1 Behavioral Intention	96
3.1.2.2 Performance Expectancy (PE)	98
3.1.2.3 Effort Expectancy (EE)	99

3.1.2.4 System Flexibility	99
3.1.2.5 System Enjoyment	100
3.1.2.6 System Interactivity	101
3.1.2.7 Social Influence	102
3.1.2.8 Facilitating Conditions	103
3.1.2.9 Computer Self-efficacy	104
3.1.2.10 Computer Anxiety	105
3.1.11 Moderator Keys	106
3.2 Research Hypotheses	107
3.2.1 Technology Factor Hypotheses	107
3.2.2 Implementation Environment Factor Hypotheses	109
3.2.3 Individual Factor Hypotheses	109
3.3 Purpose of Research	113
3.3.1 Exploratory research	113
3.3.2 Descriptive Research	114
3.3.3 Explanatory research	114
3.4 Research Approach	115
3.5 Research Strategy	116
3.6. Sampling technique	118
3.7 Population and Sample of Research	119
3.8 Data Collection	120
3.9 Instrument Development	121
3.9.1 Scale Developments Steps	122
3.9.2 Validity Test	127

3.9.2.1 Content Validity	127
3.9.2.2 Construct Validity	128
3.9.3 Reliability Test	128
3.9.3.1 Pilot-Test	128
3.10 Final Instrument	132
3.11 Survey Administration	134
3.12 Conclusion	134

## **CHAPTER FOUR DATA ANALYSIS AND RESULTS**

4.0 Introduction	136
4.1 Data Analysis Method	136
4.2 Data Analysis Strategy	137
4.3 Respondents Profile	138
4.4 Data Management	140
4.4.1 Missing Data analysis	141
4.4.2 Outliers	141
4.4.3 Normality Assessment	142
4.5 Validity and Reliability	143
4.5.1 Reliability Analysis	144
4.5.2 Validity Analysis	146
4.5.2.1 Convergent validity	147
4.5.2.2 Discriminant validity	147
4.6 Measure of Fit	150
4.7 Computer Based Distance Learning System Acceptance Mode	154

4.8 Hypotheses Discussion	157
4.8.1 System Factor Hypotheses	157
4.8.2 System Factor Hypotheses	159
4.8.3 System Factor Hypotheses	159
4.9 Multiple Group Analysis	161
4.9.1 Gender	161
4.9.2 Age	164
4.9.3 Experience	165
4.10 Conclusion	168

## **CHAPTER FIVE: IMPLICATIONS AND CONCLUSION**

5.0 Introduction	172
5.1 Research Questions Answers	172
5.2 Research Implications	177
5.2.1 Theoretical Implications	177
5.2.1.1 Key Determinants	179
5.2.2 Methodological implications	181
5.2.3 Practical Implication	182
5.3 Limitation of the Study	184
5.4 Suggestions for Further Research	186
5.5 Summary	190
<b>References</b>	194

## APPENDICES

### Appendix A

Research Questionnaire	212
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### Appendix B

The Studies Which Examined the Acceptance of E-learning System	219
--	-----

### Appendix C

Information Technology Acceptance Models and Theories	227
---	-----

### Appendix D

Cronbch's Alpha Values for all Factors in the Pilot Test	241
--	-----

### Appendix E

Missing Data	249
--------------	-----

### Appendix F

Normality Test	251
----------------	-----

### Appendix G

Discriminant Validity Test	254
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### Appendix H

Loading and Errors	258
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### Appendix L:

Mahalanobis Test	264
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## **LIST OF FIGURES**

1.0 Structure of the Thesis	23
2.1 Problems of Traditional Training	44
2.2 participation	45
2.3 Structure of E-learning and D-learning	49
2.4 Technology Acceptance Model (TAM)	59
2.5 Theory of Reasoned Action	64
2.6 Theory of Planned Behavior	67
2.7 UTAUT	76
3.1 Relationship between System Factor and BI	93
3.2 Relationships between Implementation Environment Factor and BI	93
3.3 Relationships between Individual Factor and BI	94
3.4 Basic Concept Underlying User Acceptance Models	97
3.5 Proposed Research Model	113
4.1 Exogenous Correlations	150
4.2 Computer Based Distance Learning Acceptance Model	156
4.3 Revised Model	168

## LIST OF TABLES

1.1 Four Stages of the Research Approach	17
2.1 Comparison of Learning Modes	43
2.2 UTAUT Constructs From Other Combination Models	79
3.1 Previous Studies Which Investigated the Proposed Model Constructs	106
3.2 Hypotheses' Resources	110
3.3 Relevant Situation for Different Research Strategies	117
3.4 Studies of The Research Model's Constructs	123
3.5 Measures' Resources	124
3.6 Cronbach's Alpha Test for Performance Expectancy	130
3.7 Cronbach's Alpha Test for Effort Expectancy	131
3.8 Summary of Comparison Reliability Values of All Constructs	132
4.1 Respondents Profile Summary	139
4.2 Summary of Composite Reliability	145
4.3 Exogenous Correlations	148
4.4 Fit Measures	152
4.5 Chronologies to Goodness of Exogenous, Endogenous and Integrated Mode	153
4.6 New Paths	155
4.7 Square Multiple Correlation	157
4.8 Hypotheses Testing Results	160
4.9 Regression Weight and Significant Different Between Paths Across Men and Women Groups	163
4.10 Regression Weight and Significant Different Between Paths Across Older and Younger Groups	164

4.11 Regression Weight and Significant Different Between Baths Across  
Expert and Inexpert Groups

166

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## GLOSSARY OF TERMS

**Acceptance of Information Technology:** The demonstrable willingness within a user group to employ information technology for the tasks it is designed to support.

**Affect:** A persons' negative or positive feeling associated with using a particular system.

**Anxiety:** A persons' emotional reaction he/she uses a particular technology.

**Asynchronous Distance Learning:** A distance learning method in which the learners are geographically separated from the instructor and is based on the learners' access to the learning materials at any time from any place.

**Attitude:** A person's feeling (negative or positive) towards using particular technology.

**Behavioral Controls:** How a person perceives that he/she is able to perform a particular behavior.

**Compatibility:** The degree to which a user perceives that he/she has knowledge and resources to use an innovation.

**Complexity:** The degree of ease associated with an innovation's use.

**Computer-Based Distance Training System:** The use of computer and network to convey the training materials and provide resources to the remote employees.

**Construct Validity:** The degree to which measured items (measured variables) represent their intended constructs (latent variables).

**Content Validity:** The correspondence between the instrument items and the concept. Content validity is also known as face validity.

**Diffusion of Innovation:** A process used to convey an innovation among members of a social system via particular channels over specific time periods.

**Distance Education:** The process in which education occurs when the students are physically separated from the instructors.

**Distance Learning System:** The delivery system that is used to deliver instructions and provides resources to the remote students.

**Distance Training:** The training method that is developed by companies to train or retrain employees to overcome the obstacle of a fast-paced work environment, and it takes place when the trainers and trainees are geographically separated.

**Effort Expectancy:** A person's perception that a particular system will be easy to use.

**E-learning:** The use of electronic devices in learning.

**Extrinsic Motivation:** The degree to which a user perceives that using particular information technology will enable him/her to achieve better outcomes.

**Facilitating Conditions:** The environmental infrastructure that makes the accomplishment of the activity easier.

**Image:** The degree to which a user perceives that using a technology will enhance his/her image or status in the social system.

**Information System Architecture:** A structural design of system components, relationships between such components, principles, and directives.

**Innovation:** An idea, practice, or object that is perceived as new by an individual or other unit of adoption.

**Intrinsic Motivation:** Means that the person likes to execute a behavior because he/she does not have other motivation other than executing the activity him/herself.

**Job Fit:** The degree to which a person believes that utilizing a technology will enhance his/her work performance.

**Long Term Consequences:** The degree to which a person believes that he/she would get outcomes by using a particular system in the future.

**Observability:** The degree to which the results of the experience are clear to other social members.

**Outcome Expectations-Personal:** Outcomes of using a particular information technology.

**Outcomes Expectation-Performance:** The expectation of the technology used on the job.

**Perceived Ease of Use:** The degree of complexity of using the technology.

**Perceived Usefulness:** The degree to which the user believes that using the system will improve his/her work outcome.

**Performance Expectancy:** A person's beliefs that using a particular system will enhance his/her work performance.

**Relative Advantage:** The degree to which an individual perceives that an innovation will improve his/her work performance or learning.

**Reliability:** The extent to which an instrument is without prejudice (bias) and provides consistent measurement across time and variety items.

**Self-Efficacy:** A person's ability to use the technology to perform particular work.

**Social Factors:** A user's perception of other people whether or not he/she has to perform a behavior.

**Social Influence:** A user's perception of other people whether or not he/she has to perform a behavior.

**Subjective Norm:** The degree to which the user believes the importance of opinion of other people as to whether or not he/she uses a technology.

**Synchronous Distance Learning:** A distance learning method in which the learners are geographically separated from the instructor and is based on the learning process that takes place in real time.

**System Flexibility:** The degree to which users perceive that they can use the distance learning system from any place at any time.

**Traditional Training** (face to face training): A training process that takes place when the trainees and trainer are at the same time in the same place.

**Triability:** The opportunity of trying a particular system by users before they use it.

**Validity:** The degree to which the items accurately measure what they are intended to measure.

**Voluntariness of Use:** The degree to which an individual believes that using a particular technology will be free.

## LIST OF ABBREVIATIONS

<b>AGFI</b>	Adjusted goodness-of-fit index
<b>ANX</b>	Computer anxiety
<b>ASTD</b>	American Society for Training and Development
<b>AVE</b>	Average variance extracted
<b>B-learning</b>	Blended learning
<b>BI</b>	Behavioral intention
<b>CA</b>	Cronbach's alpha
<b>CBDTS</b>	Computer-based distance training system
<b>CFA</b>	Confirmatory factor analysis
<b>CFI</b>	Comparative Fit Index
<b>CMIN</b>	Minimum sample discrepancy function
<b>cr</b>	Critical ratio
<b>CR</b>	Composite reliability
<b>CHEA</b>	Council for High Education Accreditation
<b>CSE</b>	Computer self-efficacy
<b>C-TAM-TPB</b>	Combined TAM and TPB
<b>df</b>	Degrees of freedom
<b>D-learning</b>	Distance learning
<b>DOI</b>	Diffusion of innovation theory
<b>EE</b>	Effort expectancy

<b>FC</b>	Facilitating conditions
<b>GFI</b>	Group of fit measures
<b>ICDL</b>	International computer driving license
<b>ICT</b>	Information and communication technology
<b>ITG</b>	Information technology group
<b>MM</b>	Motivational model
<b>MPCU</b>	Model of PC utilization
<b>NFI</b>	Normed fit index
<b>PE</b>	Performance expectancy
<b>PEOU</b>	Ease of use
<b>PU</b>	Perceived usefulness
<b>RAMSEA</b>	Root square error of approximation
<b>SCT</b>	Social cognitive theory
<b>SE</b>	System enjoyment
<b>SEM</b>	Structural equation model
<b>SF</b>	System flexibility
<b>SI</b>	Social influence
<b>SIN</b>	System interactivity
<b>TAM</b>	Technology acceptance model
<b>TLI</b>	Tucker-Lewis coefficient
<b>TPB</b>	Theory of planned behavior
<b>TRA</b>	Theory of reasoned action

**UTAUT**

Unified theory of acceptance and usage technology

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Background**

The development of Information Technology (IT) has urged employees in organizations all over the world to upgrade their knowledge and skills. One way of doing this is by attending various kinds of training including traditional training or workshop. Behling et al. (2007) defined traditional training (i.e. face-to-face training) as the training process that takes place when the trainees and the trainer are present at the same time in the same place. Even though traditional training provides several benefits such as places a trainee in a stimulating and challenging group environment, and creating and facilitating business networking between one trainee and colleagues who come from different working background (Training Directory, 2007), not every employee has an opportunity to attend it. There are many obstacles for employees to attend traditional training for example employees have family duties, the timing of the training coincide with working time, and irregular work. Despite these obstacles, organizations spend a lot of money to train and retrain their employees through the traditional training method. According to Ruttenbur et al. (2000), organizations over the world have spent about 62.5 billion dollars to train their employees through traditional

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