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Teachers' Acceptance toward Blended Learning

Pradit Songsangyos, & Supanut Kankaew**

Rajamangala University of Technology Suvarnabhumi

Abstract: Rajamangala University of Technology Suvarnabhumi (RMUTSB) is located in the central region of Thailand. Due to blended courses have the average achievement higher than teaching and learning in the classroom only or online learning alone. If RMUTSB decided to launch blended learning courses, the study in the traditional classroom and online learning through social media. It should be accepted by teachers before implement the blended learning courses. The research instrument was the questionnaire. The questionnaire consists of both open-ended and closed-ended questions. Participants in this study were teachers who teach such courses in the faculty of business administration and information technology, RMUTSB, for the first semester of academic year 2015. A simple random sample is obtained based on the mentioned faculty as a pilot. The teachers' acceptance toward the blended learning courses in overall is at a very high satisfaction. From open-ended questions, teachers conclude as follows. Teachers should be motivation to understand the benefits of blended learning. The teachers should have knowledge and expertise in production or usage of teaching and learning media. For further study, the acceptance of learners in using blended learning will be explored. The factors which support blended learning should be monitored. Other approaches such as a flipped classroom will also be taken into consideration.

Keywords: *teachers' acceptance; blended learning; teaching and learning*

Introduction

Rajamangala University of Technology Suvarnabhumi (RMUTSB) is located in the central region of Thailand. There are four campuses in 3 provinces. If RMUTSB decided to launch blended learning courses, the study in the traditional classroom and online learning through social media, Facebook. The faculty of business administration and information technology, RMUTSB then conducted a survey of the acceptance of teachers toward blended learning firstly. The participants for this study were the instructors of a faculty of business administration and information technology, RMUTSB, as a pilot. The initial state of this study is to investigate the acceptance of teachers in using blended

learning. If they agree with the idea or the concept of blended learning is accepted, the next step is an extent to all faculties in the University.

The aim of this survey research is to finding the level of teachers' acceptance toward the blended learning.

Literature Review

Bruner, Vygotsky, and Piaget discusses the philosophy of human learning is done through the interaction between them. The students who pass the online feel isolated, without social interaction. Besides, lack of direction, as well as technical skills, may eventually affect to drop off students' motivation. Working in a collaborative blended learning will increase achievement and skill of students, as group work in a real life. Blended courses have the average achievement higher than teaching in the classroom only or online learning alone Parra (2013, p.289-292).

E-learning has become a standard in many organisations to train its workforce and build an information network that encourages collaborative knowledge sharing. As a result of technological and global factors, the complexity of delivering successful e-learning courses and products is an increasing challenge for subject matter experts and instructional designers. Online training courses have become blended learning environments, include synchronous and asynchronous delivery modes, multiple media forms, and localised and globalised audiences of it afford to meet the demands and flexibility. Successful blended learning is more than just mixing of an online and live instructional modes; it also includes a combination of multiple media types and technologies and communication modes. E-learners have become multimodal learners, with the ability to adapt to multiple media forms, environment types, and tools. Blended learning presents many challenges for subject matter experts and designers of instructional content. Subject matter experts must consult with instructional designers and consider the different media platforms, environments, and formats that optimise the best pairing of content with delivery mode and media type. Content experts and designers must collaborate on methods of effectively adapting course content to account for perceived richness, user experience, and task complexity. Teachers must also invest additional time in planning and be accounting for user preferences and communication practices in online training Baehr (2012, p.175-184).

Teachers reported that they have used different dynamics of technology regarding a particular delivery system including interactive audio-video, and even computer video conferencing, email, live chat, etc. in e-learning teaching. The use of different technologies could result in the removal of time and place constraints so learning could happen asynchronously or synchronously. Teachers said this equipment allow them in providing face-to-face class teaching environment online, and in providing more supplementary course materials to improve learning outcomes for learners, and more opportunities to improve the quality of interactions. Teacher personal motivation to adopt e-learning teaching such as the flexibility of teaching and learning in time and place for them and the learners, easy to manage course materials and learner academic records, the potential to reuse course materials, and improved opportunities for learners interaction. These benefits are thought to improve the teaching efficiency, and quality of teacher and teacher also face challenges that undermine their motivation. The time and effort are needed to prepare e-learning lessons, the challenge of instructional design with new

media, and the demands of online interaction can reduce the motivation of teachers to use technology in e-learning. While the teachers consider e-learning can improve the wider knowledge and skills, they are motivated to teach in e-learning Wang (2009, p.580-585). The study of Bachtier, et al (2014, p.131-135) is aimed at, first, to propose a model and test acceptable model to identify the learners' intention to use e-learning system and identify the use of e-learning as a supplementary in a conventional learning context. The Technology Acceptance Model (TAM) has proposed including system functionality, system interactivity, usability, self-efficacy, the internet and computer experience, socio-environment factor, perceived ease of use, perceived usefulness, use of supplementary learning, use for distance learning as the factors influencing the use of the system. The TAM is developed based on hypotheses and related factors. The study found that TAM can be used to examine the acceptance of blended learning. The primary factor of the construct to explain the causal relation in TAM model is perceived of usefulness followed by perceived ease of use and use of supplementary learning.

Methodology

Proposed of the Study

The study is a survey research. The proposed of the study is conducted as finding the level of teachers' acceptance toward the blended learning courses using technology acceptance model.

Research Instrument

The research instrument was the questionnaire, which was divided into 2 parts, Teachers' demographic data and Teachers' acceptance toward the blended learning environment. The questionnaire consists of both closed-ended, Likert scales, and open-ended questions, for exploration of the respondent ideas. The scales were classified into five levels, which are summarized the score in the form of interval scales as follows:

Excellent	5	points
Very good	4	points
Good	3	points
Fair	2	points
Poor	1	points

Then we calculated the average of the score and compute the significant level of user satisfaction. The calculations for significant levels of user satisfaction were shown as follows:

$$\begin{aligned} \text{(a) Range} &= \text{Maximum point} - \text{Minimum point} \quad (1) \\ &= 5-1 \\ &= 4 \end{aligned}$$

$$\begin{aligned} \text{(b) Class interval} &= \text{Range /number of intervals} \quad (2) \\ &= 4 / 5 \\ &= 0.8 \end{aligned}$$

The average points as follows:

4.21 – 5.00 mean the users have an excellent level of satisfaction with the system.

3.41 – 4.20 mean the users have a very good level of satisfaction with the system.

2.61 – 3.40 mean the users have a good level of satisfaction with the system.

1.81 – 2.60 mean the users have a fair level of satisfaction with the system.

1.00 – 1.80 mean the users have a poor level of satisfaction with the system.

Population and Samples

The population in this study were teachers who teach at RMUTSB in the academic year 2015. A simple random sample is obtained from the faculty of business administration and information technology.

Procedures

After creation of the questionnaire to finding the level of teachers' acceptance toward the blended learning courses. Next reliability test was done with revised questionnaire, then distributed to the sample groups. The data were collected from teachers in the faculty of business administration and information technology; 32 correspondents return the questionnaires. Collected data then analysed using statistical software. The statistical techniques include arithmetic means and standard deviation.

Results and Discussion

There were 32 correspondents who return the questionnaires. The results were summarized has shown in Table 1 below.

Table 1. Teachers' acceptance toward the blended learning courses

Descriptions	\bar{X}	S.D.	Level of satisfaction
1. Perceive Ease of Use	4.28	0.67	Excellent
1.1 Discussion by posting with a reference sources, is easy for collaborative learning.	3.92	0.74	Very good
1.2 Use of social media to connect with friends is simple and fast.	4.61	0.58	Excellent
1.3 The communication between the learner and the teacher using social media is simple and easy.	4.45	0.69	Excellent
2. Perceive Usefulness	4.08	0.73	Very good
2.1 Learning by social media provides interaction, not only between the learners, but also between learner(s) and the teacher.	4.03	0.82	Very good
2.2 Social media has time and date stamp. When feeding a new post, it will alert the user(s) immediately.	4.33	0.57	Excellent
2.3 Collaborative Learning through social media enable access to knowledge from various sources.	4.33	0.63	Excellent
2.4 Learning through social media can support multimedia in a various formats including text, picture, video and animation.	4.25	0.71	Excellent
2.5 Learning and collaborating activities through social media can support learning in the classroom.	4.11	0.80	Very good
3. Behavior Intention	4.11	0.70	Very good
3.1 Teachers have a positive attitude towards the adoption of teaching and learning by using social media with various courses.	4.20	0.67	Very good
3.2 Implementation of combined of teaching and learning by using social media in the classroom will improve student achievement.	3.98	0.72	Very good
3.3 Social media should be used in combined with	4.16	0.70	Very good

teaching and learning in the classroom for various subjects /courses.			
<i>Overall</i>	<i>4.16</i>	<i>0.70</i>	<i>Very good</i>

The level of satisfaction of the teachers' acceptance toward the blended learning courses in overall is very good ($\bar{X} = 4.16$, S.D. = 0.70). The perceived ease of use is at the excellent ($\bar{X} = 4.28$, S.D. = 0.67), the largest score is "Use of social media to connect with friends is simple and fast" at the excellent ($\bar{X} = 4.61$, S.D. = 0.58), and the smallest score is "Discussion by posting with a reference sources, is easy for collaborative learning" at a very good ($\bar{X} = 3.92$, S.D. = 0.74). The perceived usefulness is at a very good ($\bar{X} = 4.08$, S.D. = 0.73), the largest score is "Social media has time and date stamp. When feeding a new post, it will alert the user(s) immediately" at a very good ($\bar{X} = 4.33$, S.D. = 0.57), and the smallest score is "Learning by social media provides interaction, not only between the learners, but also between learner(s) and the teacher." at a very good ($\bar{X} = 4.03$, S.D. = 0.82). In addition, the behavior Intention is at a very good ($\bar{X} = 4.11$, S.D. = 0.70), the largest score is "Teachers have a positive attitude towards the adoption of teaching and learning by using social media with various courses" at the very good ($\bar{X} = 4.20$, S.D. = 0.67), and the smallest score is "Implementation of combined of teaching and learning by using social media in the classroom will improve student achievement" at a very good ($\bar{X} = 3.98$, S.D. = 0.72).

From open-ended questions and interviews, teachers and experts conclude as follows. The teachers should have knowledge and expertise in production or usage of teaching and learning media. In addition, differentiation in learning outcomes, context, and environment of teaching and learning should be concerned.

Conclusion

Due to blended courses have the average achievement higher than teaching and learning in the classroom only or online learning alone. It should be accepted by teachers before implement the blended learning courses. The questionnaire consists of both closed-ended, and open-ended questions.

The teachers' acceptance toward the blended learning courses in overall is at a very good, including 1) the perceived ease of use, at the excellent 2) the perceived usefulness, at a very good; and 3) the behavior Intention, at a very good. From open-ended questions the respondents conclude as follows. The teachers should have knowledge and expertise in production or usage of teaching and learning media. In addition, differentiation in learning outcomes, context, and environment of teaching and learning should be concerned.

For further study, the acceptance of learners in using blended learning will be explored. Usage of teaching and learning resources, and media in various format, with the different context, and environment of teaching and learning should be concerned.

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