

Acceptance of Online Social Networks as Technology-based Education Tools among Higher Institution Students: Structural Equation Modeling Approach

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Abstract

Educational institutions are adopting online social networks (OSNs) to support learning activities in university campuses. However, implementing a new technology requires identifying and assessing the factors that influence users' acceptance of the new technology. Accordingly, this method enables the critical prediction of the success or failure of the new technology. This study aims to identify the factors that influence a student's acceptance of OSNs as a learning tool by developing a research model based on the identified factors and grounded on the technology acceptance model. The proposed model was further validated by employing online survey data collected from 537 students of the University Malaysia Pahang. Thereafter, structural equation modeling was utilized to analyze the collected data. Findings provide significant implications and considerable value for higher education institutions in adopting improved strategies toward implementing OSNs as a learning tool.

Keywords: Online social networks; Technology acceptance model; Emerging technology-based education; Social influence; Perceived enjoyment; Structural Equation Modeling