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# Teacher Acceptance of Web-Based E-learning Technology

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ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME

# TEACHER ACCEPTANCE OF WEB-BASED E-LEARNING TECHNOLOGY

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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Indiana University of Pennsylvania  
School of Graduate Studies and Research  
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We hereby approve the dissertation of

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Title: Teacher Acceptance of Web-Based E-learning Technology

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As the use of technology and innovation continues to boom, educators have been slow to accept and use new technologies in their classrooms. National and state technology initiatives support the use of technology in teaching practice. Teachers, however, are not using technology as much as expected. Teacher surveys' indicate that educators and their students are not using available technologies as much as initially expected (Clausen, Vilberg, Murry, Meidl, & Sochman, 2011; "Teachers' use of educational technology in public school: 2009," 2010;). The purpose of this study is to examine and describe the extent of teacher acceptance and use of e-learning technology during instructional time and to determine the reasons for teachers to accept or reject e-learning technology in their classrooms.

In this study, a mixed method design was used to uncover how often and to what extent teachers are using web-based e-learning technology and the causes of acceptance. The Unified Theory of Acceptance and Use of Technology (UTAUT) was used as the theoretical background to provide structure to the survey and semi-structured interviews. This study extends the current literature on UTAUT by bringing it to teachers currently employed in the United States.

The findings in this study show that teachers are using a wide array of technology to support student learning when they feel it is appropriate. Web-based applications such as Google Apps were teachers' top choice of web-based e-learning along with school-sponsored LMSs such as Moodle and Blackboard. The most influential factor in determining acceptance and use was performance expectancy. Both in the interview and survey teachers indicated that performance

expectancy in the form of student learning was a critical component of their use and acceptance. Other factors such as effort expectancy and facilitating conditions were found to play a role in acceptance.

Teachers in this study saw the use of web-based e-learning as a tool to support teaching and learning that must be imbedded with quality instructional strategies. This research offers practical suggestions to policy makers and administrators looking to web-based e-learning as a part of their school offerings.