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### Exploring Uum Student's Intention towards Participation in Service Learning for Academic Purpose Based on Technology Acceptance Model (Tam)

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#### ABSTRACT

Service learning that features mutually constructed community are based on service that can enhance the understanding of a range of concepts. Service-learning practitioners were formulated the community engagement activities to make our students in powerful and even transformative ways. Thus, Technology Acceptance Model (TAM) is employed to explore on students' perception towards their participation in service learning, and that higher perceived usefulness, along with higher perceived ease of subject, leads to more favorable attitudes toward the service learning and stronger intentions for use in future. The primary goal of this paper is to propose a theoretical framework into how service-learning impacts the development and transition of pathway for the students.

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#### INTRODUCTION

Over the last few years, increasing important effort has been extended to bring service-learning opportunities to the classroom, and extensive research has been conducted, examining impacts of service learning on a wide range of outcomes (Eyler, 2000). In general, service learning programs combine course-related training in relevant disciplines with community service work (Bringle & Hatcher, 1999). Service-learning practitioners operate with the intention of impacting students in powerful and even transformative ways through their engagement with community partners, and they ground programmatic decisions and pedagogical practices on this intention. According to Osborne, Hemmerich, and Hensley (1998), participation in service-learning have positive impact on student social development, including social competency and perceived ability to work with adverse others.

Nowadays, most universities cannot afford to remain shores of affluence, self-importance and horticultural beauty at the edge of island seas of squalor, violence and despair, thus, more emphasizing service has the potential to enrich learning and renew communities, but will also give

"new dignity to the scholarship of service" (Boyer, 1994). In this spirit, service learning has become a natural and integral part of modern business education. Through simultaneous immersion in reflective practice, disciplinary training and community service, students are encouraged and empowered to develop as effective contributors and leaders within communities of all kinds (Hudson, & Hunter, 2014).

The intimate connection of service learning and business school pedagogy requires that instructors consciously consider how service learning can be both an effective educational tool and a means of guiding students toward personal transformation (Wright, Calabrese, & Henry, 2009). Academic programs can also engage students in the community. Professional schools in particular create a variety of experiential learning opportunities for their students (for example, clinicals, internships, co-op programs, field experiences, practical, and student teaching). However, the learning objectives of these activities typically focus only on extending a student's professional skills and do not either explicitly or tacitly, the importance of service within the community and lessons of civic responsibility (Bringle, R.G, & Hatcher, J.A, 1996).

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Furthermore, according to Bringle, R.G, & Hatcher, J.A, (1996), service learning were also been viewed as a credit-bearing educational experience in which students were participate in an organized service activity that meets identified community needs and reflect on the service activity. While doing this learning, students able to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Service Learning is a course-based service experience that produces the best outcomes when meaningful service activities are related to course material through reflection activities. The aim of this study to investigate students' intentions towards participations in service learning based on theoretical framework, Technology Acceptance Model (TAM).

#### **Problem Statements:**

With the increased interest in cognitive outcomes of service-learning (Steinke & Buresh, 2002), a number of studies examined the impact of participation in service-learning projects on students' analytical skills and academic performance. Kendrick (1996) found that students involved in service-learning demonstrated a higher ability to apply course concepts to new real-world situations. In spite of the growing number of research studies in service-learning, there is still insufficient knowledge in both theoretical and empirical, about service-learning's ability to produce more positive attitudes toward subject matter and to motivate use of acquired skills and knowledge in one's future life and career (Eyler, 2000).

Thus, needed to establish a causal relationship between ease and usefulness, this finding has an important practical implication for pedagogy. Teachers may want to consider reducing the difficulty of course material, especially when it comes to general education or supporting courses. This would lead their students to perceive the course as more useful, and to be more likely to use the course material more in the future (Evangelopoulos, N., Sidorova, A., & Rioli, L., 2003).

Several scholars have highlighted the crucial role that faculty play in implementing and sustaining service-learning at colleges and universities (Driscoll, 2000). Because implementation of service-learning involves curricular reform, success of efforts to sustain service-learning largely depends on individual instructors (Bringle, Hatcher, & Games, 1997). In fact, a key measure used to determine the degree of service-learning institutionalization within a college or university is whether a critical number of faculty members choose to integrate service-learning into their courses (Holland, 2006). There has been considerable interest in studying efforts to sustain service-learning programs at colleges and universities.

Furthermore, the development and the enhancement of service learning may not only be successful but will result in closer alignment with planned course learning outcomes. Students also demonstrated a more sophisticated capacity to discuss the appropriate use of goals and feedback as well as how groupthink and social loafing can negatively impact the progress of their service learning efforts. In addition, individual students appear to have gained a more sophisticated ability to detail a range of team processes including the importance of cooperation, communication, cohesion, roles, and development as they moved deeper into the details of completing their respective service obligations, (Hudson & Hunter, 2014).

#### **Research Objectives:**

Generally, the objectives of this study is to examine the application of TAMs on students participations in service learning at Malaysian University. Specifically,

1. To investigate the relationship between TAMs and service learning.
2. To determine the students participations in service learning based on TAMs.
3. To examine the interrelationship between the factors of students participations in service learning based on TAMs.
4. To investigate which of the factors of students participation involve in the between of the service learning and TAMs.

#### **Literature Review:**

##### **Service Learning:**

Service learning has been defined as "an experiential education approach that is premised on 'reciprocal learning'" (Sigmon, 1979, as cited in Furco, 1996, p. 9), incorporating an experiential education model developed by Kolb (1984), that mirrors the model of Ignatian pedagogy (Tellis, 2011). Both pedagogies presume deep learning occurs through a four-step process incorporating concrete experience, reflection upon that experience, active experimentation, and abstract conceptualization or evaluation (Kolb, 1984; Tellis, 2011). In the other word, service learning also draws upon the philosophies expressed by Brazilian philosopher Paulo Friere (1970), when it actively includes members of the communities where the learning projects are taking place in the concurrent creation of the knowledge that is gained.

In general, service learning programs combine course-related training in relevant disciplines with community service work (Bringle & Hatcher, 1999). Given that service learning courses should also be designed to provide content information that students must subsequently demonstrate mastery of, within course service learning assignments should give participants the opportunity to both take lessons from the classroom into the world of practice and provide

a forum where their individual interpretation and understanding of course material can be challenged, adapted and improved (Bringle & Hatcher, 1999, 2002; Eby, 1998; Tellis, 2011).

Today, in service-learning literature, sustainability has become nearly synonymous with institutionalization (Billig, 2002). Most discussions focus on the degree to which different forms of community engagement, including service-learning, are valued by universities and how they are integrated into institutions (Butin, 2006; Cuban & Anderson, 2007; Kramer, 2000). More deeply, in the service-learning are views as the adoption of an instructional innovation. Drawing on the more general literature on innovations in higher education, it may also be defined as any change in teaching practice that, “although it may have been tried before in other settings, is new to the individual or group directly involved in the innovation process” (Lane, 2001, ).

#### **Benefits of service learning:**

The benefits of participations in service learning are summarized by Fullerton, Reitenauer and Kerrigan (2015) as follow:

1. Students being present and patient.
2. Have short and long-term impact on perspectives, skills, and actions.
3. Enhanced skills for communication.
4. Deeper understanding of and appreciation for human diversity.
5. Nonjudgmental acceptance that human variation is typical/the norm.
6. Growth in maturity, confidence, and gratitude, leading to desire to serve.

#### **Technology Acceptance Model (TAM):**

A number of theoretical models explain behavioral intentions as well as future behavior, e.g., the Theory of Reasoned Action (TRA) (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975), the Theory of Planned Behavior (TPB) (Ajzen, 1985), and the Technology Acceptance Model (TAM) (Davis, 1989; Davis, Bagozzi, & Warshaw, 1989). As the starting

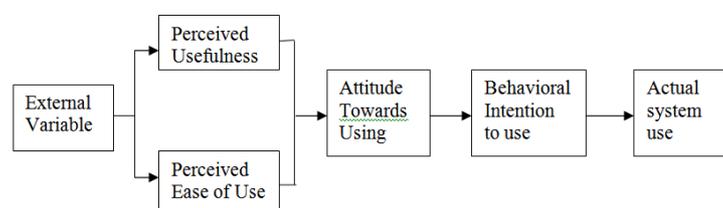
point in our underpinning theory, this study attempts to use the TAM, which was developed to explain individual acceptance of information technology.

According to Evangelopoulos, Sidorova and Riolli (2003), the TAM suggests that individuals' beliefs about the usefulness of an information system and the ease of use of this information system affect the attitudes toward the information system, with perceived ease of use of an information system positively affecting the perceived usefulness of the information system. Further, the model suggests that attitudes toward an information system influence individuals' intentions for future use of the system; in addition, beliefs about the usefulness of an information system have a direct effect on the intention to use the information system.

Finally, intentions to use an information system fully mediate the effect of other variables on the actual use of the system. A number of empirical studies provide support for the TAM (Davis *et al.*, 1989; Taylor & Todd, 1995).

According to TAM, behavioural intention (BI) defines the actual use of a given IS system and therefore determines technology acceptance. Attitude towards use (A) and perceived usefulness (U) jointly influence BI (A). BI is also indirectly affected by perceived ease of use (E). A is directly affected by both U and E, while U is directly influenced by E. Further, TAM theorizes that perceived usefulness and perceived ease of use are affected by external variables. Thus, U and E mediate the effect of external variables on user's attitude and behavioural intention, and therefore the actual system use (Alharbi & Drew, 2014).

TAM has proven to be a useful theoretical model in helping to understand and explain use behavior in the information system implementation. However, PEOU and PU are the key beliefs leading to user acceptance of information technology (Liu & Han, 2010). It has been tested in many empirical researches and the tools used with the model have proven to be of quality and to yield statistically reliable results (Chau & Hu; 2002).



**Diagram 1:** Framework of TAM.

Thus, according to the research objective and consistent with the related literature, the research model, as shown in Diagram 2, consists of the TAM core constructs and the key moderators. The following section discusses the development of

relevant hypotheses. As previously discussed, TAM proposed the following relationship. The model adopts TAM's and belief on intention and the behavior relationship.

### Proposed Hypothesis:

*H1: Perceived ease of use will have direct positive effect on the perceived usefulness for students participation in service learning.*

Previous studies have empirically indicated that perceived ease of use has direct influence on intention to use, and perceived ease of use influences intention to use through perceived usefulness. Liu & Han (2010) employed TAM to probe into student participation in service learning, and it was discovered that perceived usefulness has significant impact on intention to use.

*H2 & H3 : Perceived usefulness and perceived ease of use will have positive effect on favorable attitudes towards service learning.* service-learning on perceived usefulness suggests that students participating in service-learning projects will have more positive attitudes toward the course and will be more likely to apply course material in their future lives (Evangelopoulos, N., Sidorova, A., & Riolli, L., 2003). Further, the model suggests that attitudes toward an information system influence individuals' intentions for future use of the system; in addition, beliefs about the usefulness of an information system have a direct effect on the intention to use the information system. Finally, intentions to use an information system fully mediate the effect of other variables on the actual use of the system. A number of empirical studies provide support for the TAM (Davis *et al.*, 1989; Taylor & Todd, 1995).

*H4 : Favorable attitude towards service learning will have the positive effect on intention to participation in service learning.*

Individual needs to overcome knowledge barrier in order to be able to successfully apply skills and techniques taught in universities, such as with

information technology .In other words, in order to use skills or techniques, or to apply theoretical knowledge, one first needs to invest time and effort in learning skills and techniques, and acquiring knowledge. Considering these important similarities, students' attitudes toward a course and the learning in the course and their intentions to use acquired skills and knowledge are likely to be influenced by similar factors that affect individual attitudes toward, and intentions to use, information technology. (Attwell, 1992).

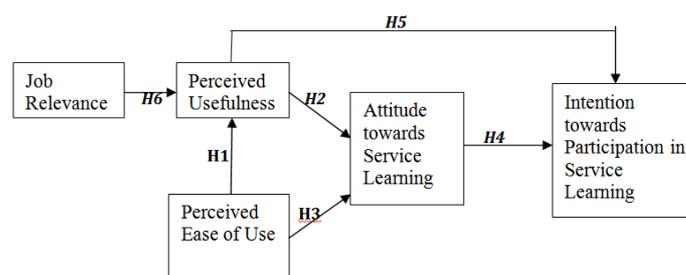
*H5 : Perceived usefulness towards service learning have positive effect on intention to participation in Service learning in the future.*

Student perceived usefulness of service learning has positive impact on their intention to apply service learning (Liu & Han, 2010). Furthermore, according to Alharbi and Drew (2014) there is a significant positive relationship between the perceived usefulness and behavioral intention to use an information system. Surprisingly, the relationship between perceived usefulness and behavioral intention to use does indicate a strong correlation.

*H6 : Participation in Service Learning ( job relevance) will have positive effect on the perceived usefulness.*

Kiera and Polson (1985) mentioned that users can enhance their work efficiency if they are clear about their job-related knowledge. It can be inferred that job relevance has direct influence on perceived usefulness. If users have more knowledge about the functions and services of a service learning, they can easily enjoy the benefits of service learning and increase their perception and knowledge of the usefulness of the service learning.

### Conclusion:



**Diagram 2:** Hypothesized Structural Model.

The diagram 2, show the extension of TAMs attachment. In this diagram, its clearly describe proposed relationship between the TAM towards service learning. Thus, the proposed diagram in this study will give better understanding on participation on service learning by using Technology Acceptance Model (TAM). The developed diagram, can be tested empirically to support the hypothesized relationship in the future investigation.

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