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RECTOR'S MESSAGE

Congratulations Faculty of Business and Management of Universiti Teknologi MARA Cawangan Kedah, Kampus Sungai Petani on the publication of the 6th Volume of FBM Insights!

I am very pleased to know that there are more than 40 authors and more emerging issues are being presented in this latest volume of FBM Insights. This portrays that UiTM Kedah Branch is actively involved in disseminating business related information and knowledge to the public.

I hope this bulletin can provide an opportunity for the Faculty of Business and Management staff to produce more academic materials and develop their skills in academic and creative writing. Furthermore, more initiatives should be launched to support this life-long process.

Again, well done to the Faculty of Business and Management and those who were involved directly and indirectly with the publishing of FBM Insights Vol.6. I wish FBM Insights all the best and continue to grow and move rapidly forward in the future.

Prof. Dr. Roshima Haji Said
Rector
Universiti Teknologi MARA (UiTM)
Cawangan Kedah

السلام عليكم ورحمة الله وبركاته

Assalamualaikum warahmatullahi wabarakatuh

Welcome to the 6th Edition of FBM Insights 2022. This edition boasts 40 articles by the academics of Faculty of Business and Management UiTM Kedah Campus. The topics involved a broad range of business and management knowledge. Congratulations to all authors for your endless support and valuable contribution to the newsletter.

FBM Insights was mooted in 2020 and it came about with the intention to encourage and improve research writing activities among the lecturers of UiTM Kedah's Business and Management Faculty. As the editions progressed, the support from the academics has not faltered. I hope the support continues in editions to come.

I would like to congratulate the editors and the committee for the hard work and perseverance in managing the newsletter. All the best to everyone and thank you again.

Dr. Yanti Aspha Ameira Mustapha
FBM Insights Advisor

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TECHNOLOGY ACCEPTANCE MODEL (TAM) IN EDUCATION

Baderisang Mohamed
Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah
baderi038@uitm.edu.my

Mohd. Sukor Md. Yusoff
Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah
msukor863@uitm.edu.my

Ira Syazwani Mohamad Marzuki
Faculty of Business and Management, Universiti Teknologi MARA
irasyazwani21@gmail.com

ABSTRACT
With the ever-increasing improvement of technology and its integration into the users' non-public and professional lives, the choice concerning the acceptance or rejection of the Technology Acceptance Model (TAM) remains an open question. Significantly, TAM is one of the popular and regular models that is used to learn about social mechanisms of technology adoption, which has changed from time to time. Originating from the psychological theory of reasoned action and the theory of planned behaviour, TAM has developed and emerged as a key model in understanding predictors of human conduct towards potential acceptance or rejection of the technology.

Keywords: Technology, Education, Perceived Usefulness, Perceived Ease of Use

TECHNOLOGY ACCEPTANCE MODEL

To examine the components of human acceptance, the Technology Acceptance Approach, or TAM (Davis, 1989; Davis, 1986), has emerged as the preeminent model. A significant opportunity to enhance job performance is provided by information technology (IT). However, its benefits frequently depend on the consumers' readiness to accept and use the available systems. Several theories have been put forth to study the elements influencing a person's acceptance of a new data system.

Many lookups have added theories to understand how clients make selections in the path of the science features in a range of the lookup context, such as the Theory of Planned Behaviour (TPB) (Hill, Fishbein, & Ajzen, 1977) and the Innovation Diffusion Theory (IDT) (Rogers, 1995), The Technology Acceptance Model (TAM), the FITT framework, and the Unified Theory of Acceptance and Use of Technology (UTAUT) were all developed by Venkatesh, Thong, and Xu in 2016. (Davis, 1989). These ideas have all been applied to a search to determine the user's remarks in the route of the implementation of any new science application.

The Technology Acceptance Model (TAM) is a model for consumers' adoption of data formats or technologies that is based on the Theory of Reasoned Action (TRA) (Lai, 2017). In order to forecast a user's perception of a system, Davis modified the TRA model by removing subjective norms and adding two crucial faith variables—perceived usefulness and perceived ease of use. His contention that humans only use technologies based on two beliefs—the idea that the machine will increase its efficacy (perceived utility) and the amount of work required to use the machine (perceived ease of use)—led to the changes (Dugar, 2018).

Davis (1989) also advised future researchers to include external factors such as the system's goal and interface characteristics, development procedures, coaching and education, and personal engagement; all of which could influence the system's usefulness and ease of use. After discovering that Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) had a direct impact on behaviour intention, Venkatesh and Davis created the last model of TAM in 1996 by removing the 'attitude' mediator (Venkatesh & Davis, 1996). In TAM2, Venkatesh and Davis (2000) also omitted the attitude, due to the vulnerable function as a mediator, resulting in the theory of a direct relationship between the components and intention to use (Yi et al., 2006).

Because the theoretical link is simple and easy to perceive, the TAM model has been widely employed in a variety of applied sciences in a variety of research areas since 1986 (Dugar, 2018; King & He, 2006). TAM has also been widely employed across all models and theories that are related to technology adoption because of its consistency and applicability in understanding usage behaviour across diverse situations.

The Technology Acceptance Model or TAM (Davis et al.,1989; Davis, 1989) has emerged as a predominant model for examining the elements of personal acceptance. Information technology (IT) gives a notable chance to improve job performance, however, its advantages often rely on the users' willingness to receive and use the on-hand systems. Various theories have been introduced to investigate the factors that are affecting an individual's acceptance of a new data system.

TAM IN EDUCATION

In line with 21st-century technological trends, all member nations of the Southeast Asia Ministers of Education Organisation (SEAMEO), including Malaysia, have begun to focus on the benefits of information and communication technology (ICT) in increasing education and learning. Therefore, Malaysian educational institutions have invested much in information and communication technology.

The Ministry of Education (MOE) has stated its goal to use technology to increase classroom-to-classroom communication over the internet to promote cultural awareness and study habits. Public schools, according to the Ministry of Education, are accountable for educating technology-literate citizens who are ready to succeed in an information-based society (Wong et al., 2013).

The acceptability of applied sciences in education and the ability amongst scholar-teachers has been the subject of extensive research in recent decades. The subject of student teachers' behavioural intentions is currently receiving similar attention. Many researchers have stated that the role of the student instructors in adopting computers in classrooms is critical (Chen, 2010; Teo & Schalk, 2009; Teo et al., 2009). The student teachers' attitude toward science has been proven a separate barrier to completing the adoption of the use of technology in instruction (Teo, 2011).

The study of technology acceptability in the context of teaching and learning has become popular. Numerous reviews and meta-analyses centered on particular subjects that are related to technology acceptance in education have been conducted. The Technology Acceptance Model (TAM) is the key model in understanding predictors of human behavior towards potential acceptance or rejection of the technology.

The findings have revealed that TAM, along with its many different versions known as TAM++, is a leading scientific paradigm and is a credible model for facilitating the assessment of diverse technological deployments in the educational context. TAM's core variables, perceived ease of use and perceived usefulness, have been proven to be antecedent factors that have affected the acceptance of learning with technology.

CONCLUSION

Because of its predictive power, the Technology Acceptance Model is still in use today with various extended elements by modern technology adoption experts. Among the key players in any effective integration of technology in teaching and learning is the teacher. Recently, most institutions have introduced technology-empowered learning, or a teaching paradigm, to improve educational quality. Future research may well focus on identifying additional external factors that could further explain the acceptance and usage of various learning technologies.

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