ABSTRACT

Several universities are implementing the growing technology ICTs to suit its growing capacity. The use of ICTs to facilitate teaching and learning is making tremendous impact. Yet limited research has been done to verify the process of how university lecturers and students adopt and use ICTs facilities to aid teaching and learning, the purpose of this research is to build up a model that would enable understanding, at the individual user and cooperate levels, of the technology acceptance decision making process. Such an understanding would enable the development of technologies that would be most likely to be accepted and provide guidance for the introduction and dissemination of information about such products. One of the most critical uncertainties associated with a new technology is whether the target market will accept the technology. This knowledge should eventually reduce ambiguity from the corporate point of view when considering new technologies for product development programs such as planning, effective and efficient usage, pricing, distribution and promotion. A sample of 840 university students drawn from four universities from south-south geopolitical region of southern Nigeria took part in the research with additional 105 sample for refining and testing of the new model. The structural equation modeling (SEM), use case, and machine learning algorithms was used to explain the adoption process. ICTs system which were included in the general structural model perceived usefulness (impact), ease of use, pleasure/arousal of use of those facilities, was developed based on the Technology Acceptance Model (TAM). The outcome after implementations of the hybrid model, the "Technology Affective Acceptance Model" (TAAM) proved TAM to be a good theoretical tool to understand user’s acceptance and inhibitors of ICTs facilities for teaching and learning. Perceived pleasure/Arousal was a major important construct, while the most important was perceived ease of use in explicating the major process in the model.