Journal of Soft Computing and Decision Support Systems

Investigating a Theoretical Framework for E-book Technology Acceptance

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Abstract

Nowadays, the schools pay attention to use the technology, which is still in growing. Electronic book or e-book technology becomes as an important tool in learning to help the school children in their learning. Although a few schools have adopted the e-book technology in Malaysia, consequently this research purpose is to provide more investigation to the literature review of e-book technology acceptance in Malaysian schools. This study introduces a new integration of Child Computer Interaction (CCI) and Technology Acceptance Model (TAM) to address the acceptance of e-book technology by school children at schools in Malaysia. This study discusses and explains the key idea of by what method to formulate a theoretical framework of technology acceptance. In the theoretical framework, the main constructs that are expected to influence Behaviour Intention (BI) use of e-book at Malaysian schools will be proposed and discussed. Therefore, it is hoped that this study has presented some insights and directions for future research to demonstrate the relationship existing in our new proposed research theoretical framework where the schools by paying attention may take an action in order to achieve a better e-book technology acceptance decision-making.

Keywords: E-book technology, Child computer interaction, CCI, Technology acceptance model, TAM, School children, Behaviour intention, BI

1. Introduction

The electronic book or e-book term is defined as digital texts whose basic structure simulates traditional books, however, they are displayed on an electronic display (Felvégi and Matthew, 2012). The e-book is a gorgeous invention, which allows users the freedom to read almost everything, almost everywhere, at almost any time.

Cavanaugh and Cavanaugh and Cavanaugh (2002) characterized the e-book by software and hardware: software has texts, pictures, and other information while hardware, called as a reader, is a special computer style device or program that displays the digital book on a screen.

The e-books can be stored in the storage media. As mentioned in a study by Lester et al. (2007), usually the storage media, such as CD-ROMs, Floppy Disks, and Hard Disks are used to store the e-books as PDF format. Besides storage media, the users can read e-books directly from websites or download them into several devices like PCs, Laptop and smart phones because of the advantage of high-speed internet as a result of which they are adding features to e-book technology using everywhere and every time.

An attempt to make education free for all and to eliminate illiteracy, e-books technology are penetrating developed and developing countries. According to Noor *et al.* (2012) study in Terengganu state, in 2009, e-books within laptops were distributed to school children. It was totally 25,000 students.

The e-books were distributed to Terengganu state primary schools, which was the first state in Malaysia and whole of South East Asia. The digital textbooks have been developed by The Institute of Language and Literature. The government of Terengganu insisted in achieving its goal to update the learning process by using technology in all schools in the state.

The e-books technology usage at schools is relatively new in Malaysia. Since the state government has invested ultimately to this move from paper to technology, it is strongly felt that an investigation should be conducted on the effects of e-books technology to primary schools.

2. The Objective of the Study

Malaysia is of particular interest in the field of educational technology implementation because Malaysia