Exploring the Acceptance of Mobile Technology Application for Enhancing Teaching and Learning at the College of Business Education in Tanzania

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Description

Advancements in mobile technologies have brought forth substantial opportunities for enhancing teaching and learning environments in higher education. Based on the technology infrastructure available and teachers’ mobile technology use, this study applies the technology acceptance model (TAM) to investigate the teachers’ usage and acceptance of the student academic register information system (SARIS) application in Tanzania for enhancing their teaching. In this work, the TAM instrument is used in the form of an administered questionnaire to survey the views and perceptions of 50 teachers from the College of Business Education (CBE). The empirical results from the TAM instrument show the positive perceived ease of use (PEOU), perceived usefulness (PU) and attitude towards the use of SARIS (ATSU). The usage behavior (UB) of the CBE teachers of SARIS application confirms its acceptability. However, some of the teachers indicated discontent towards SARIS for not being involved in the requirements design.

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