Exploring Adult Learners’ Preferences toward Online Learning Environments: The Role of Internet Self-efficacy and Attitudes

Yeh I-Jan¹, Chia-Pin Kao², Chin-Hua Huang¹ and Chang-Kuo-Wei⁴

¹Shih Hsin University, Taipei, Taiwan; ²Southern Taiwan University of Science and Technology, Tainan, Taiwan; ³Hungkuang University, Taichung, Taiwan; ⁴Shih Hsin University, Taipei, Taiwan

KEYWORDS Educators, Curriculum, Environment, Internet, Distance Learning

ABSTRACT One of the most challenging tasks faced by educators utilizing web technology today is improving the level of student satisfaction with the curriculum and learning environment. Therefore surveying adult learners’ learning preferences linked to learning environments is very essential. This study explores the role of internet self-efficacy and attitudes toward online learning in adult learners’ preferences toward online learning environments. The sample included 178 public employees enrolled in an in-service master program at the Department of Public Policy and Management of a university in northern Taiwan. The three instruments employed to assess learners’ Internet self-efficacy (ISS), attitudes toward online learning (AOL), and preferences toward online learning environments (POL) all revealed high reliability. The results indicated that public employees’ internet self-efficacy and attitudes toward online learning were important predictors of their preferences toward online learning environments, and suggestions about the format and content of online courses are strongly recommended.