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THE REVIEW OF LITERATURE: ACCEPTANCE OF EDUCATIONAL POLICY

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Abstract:

Acceptance is a concept that started in psychology. This concept is widely used to integrate knowledge of other social sciences. Thus, this article attempts to integrate this concept of the principle of acceptance into the policy of acceptance in education. Policy education seemed essential to analyze to prevent uncertain decisions in the future. The process of obtaining a literature review is fundamental to the research. In this article, three approaches are used to generate valuable themes in educational policy acceptance. This study aims to examine the literature review on the acceptance of educational policies using three stages. Stage 1: Simple Systematic Literature Review, Stage 2: Narrative Review, and Stage 3: Evolution Review. The results show that there is still a lack of study on education policy acceptance among researchers. The contribution of this article is to provide valuable themes that can be used as models in the future.

Keywords:

Educational Planning, Educational Management, Educational Policy, Literature Review

Introduction

Education policy covers educational philosophies, government programs, and educational legislation and regulations. Education has many forms and is given by many institutions. Examples include early childhood education, university education, adult education, and job training. Thus, education policy affects education for all ages. Acceptance models began in psychology. Psychologists have studied attitude and behaviour since 1862. Until 1925, scholars researched attitudes and behaviours, leading to new hypotheses (Tamra Pierce, 2014). The

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current acceptance models may have evolved from 19th-century attitude and behaviour research. Thus, attitudes explain human behaviour (Tamra Pierce, 2014; Seong, 2005).

TAM has been widely used in its original form, with additional variables to include non-technological concepts. Perceived ease of use (PEOU) and perceived usefulness (PU) are factors that influence technology acceptance and use in TAM (Davis, 1986; 1989). External variables (e.g. age, gender, user characteristics) influence PU and PEOU (Teo 2010; Vale 2004; Venkatesh 2002). According to earlier research (Davis 1989; Scott 2007; Venkatesh 2003), BI best predicts actual use. TAM investigates why people hold specific beliefs and how they affect behaviour. TAM is frequently used in IT research and is expanding into other sectors. Adding variables creates different TAM models. Thus, the purpose of this study is to review literature using narrative review variables on TAM (Technology Acceptance Model) and PAM (Policy Acceptance Model) on the user acceptability of new policies in Malaysia. TAM was created by Fred Davis in 1986, and Tamra Pierce developed PAM in 2014.

By assimilating psychological principles into the fabric of educational policy, the study underscores the significance of comprehending human behavior and decision-making in shaping effective educational practices. Moreover, the methodological rigor exhibited in the three-stage literature review signifies a nuanced approach to consolidating existing knowledge and identifying lacunae in the discourse on education policy acceptance. Within the educational domain, this study augments scholarly discourse by delineating crucial themes that can underpin the formulation and enactment of educational policies. These themes encompass facets such as stakeholder engagement, strategic communication, cultural nuances, and institutional dynamics, all imperative for engendering acceptance and successful policy implementation. Within the context of educational policy and practice, the integration of models derived from diverse disciplines holds significant promise for addressing complex challenges and fostering innovation. Models serve as conceptual frameworks that synthesize theories, empirical evidence, and practical insights to guide decision-making and action in education. By drawing upon models from psychology, sociology, economics, and other fields, educators, policymakers, and researchers can gain valuable perspectives and tools for understanding and addressing issues related to policy acceptance, curriculum design, pedagogical approaches, and organizational management.

Similarly, in curriculum development and instructional design, models such as the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, constructivist learning theory, and the TPACK (Technological Pedagogical Content Knowledge) framework offer systematic approaches for designing, implementing, and assessing educational programs and learning experiences. These models emphasize the importance of aligning curriculum, instruction, and assessment with learner needs, educational goals, and technological advancements to enhance student engagement, motivation, and achievement. In curriculum development and instructional design, models such as the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, constructivist learning theory, and the TPACK (Technological Pedagogical Content Knowledge) framework offer systematic approaches for designing, implementing, and assessing educational programs and learning experiences (Branch, 2009; Jonassen, 1999; Mishra & Koehler, 2006).

Moreover, models derived from fields such as organizational psychology, behavioral economics, and social network analysis can inform efforts to promote positive behavior

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change, improve decision-making processes, and foster collaboration and innovation within educational settings. By applying insights from these models, educators and policymakers can design interventions, incentives, and support systems that facilitate the adoption of new policies, practices, and technologies, while addressing barriers and challenges that may impede acceptance and implementation.

In summary, the integration of models from diverse disciplines enriches the toolkit available to educators, policymakers, and researchers for addressing complex issues and driving positive change in education. By leveraging insights from these models, stakeholders can enhance their understanding of educational phenomena, identify effective strategies and interventions, and ultimately contribute to the advancement of educational theory, practice, and policy.

Research Methodology

Narrative review methodology reflects an acknowledgment of the complexity and diversity inherent in the topic under investigation. Unlike more traditional systematic approaches like meta-analysis or Systematic Literature Review (SLR), which aim to quantitatively synthesize data from a large number of studies, narrative reviews take a more qualitative approach. They involve synthesizing and critiquing existing literature to develop comprehensive frameworks and perspectives on a particular topic.In the context of this study, employing a narrative review methodology allowed researchers to delve deeply into the nuanced discussions surrounding educational policy acceptance. Rather than simply aggregating statistical data or quantifying results, the narrative review facilitated a more interpretive analysis of the literature.

However, recognizing the limitations of relying solely on narrative review, the study also incorporated three distinct approaches to ensure a more comprehensive understanding of the topic. The Systematic Literature Review (SLR) provided a structured method for identifying and analyzing relevant studies using predefined criteria. This approach helped ensure the rigor and transparency of the literature selection process.Additionally, the Narrative Review allowed researchers to synthesize and critique seminal works and theoretical frameworks related to educational policy acceptance. By examining the broader conceptual landscape, researchers could gain insights into the underlying theoretical underpinnings and emerging trends in the field.

Finally, the Evolution Review provided a historical perspective by tracing the development and evolution of acceptance theory within educational contexts. This approach allowed researchers to identify key milestones, theoretical shifts, and empirical trends over time, providing valuable context for interpreting contemporary issues and debates.

By combining these three approaches within the overarching narrative review framework, the study was able to offer a comprehensive and nuanced analysis of educational policy acceptance, drawing on a diverse range of perspectives and methodologies.

Finding

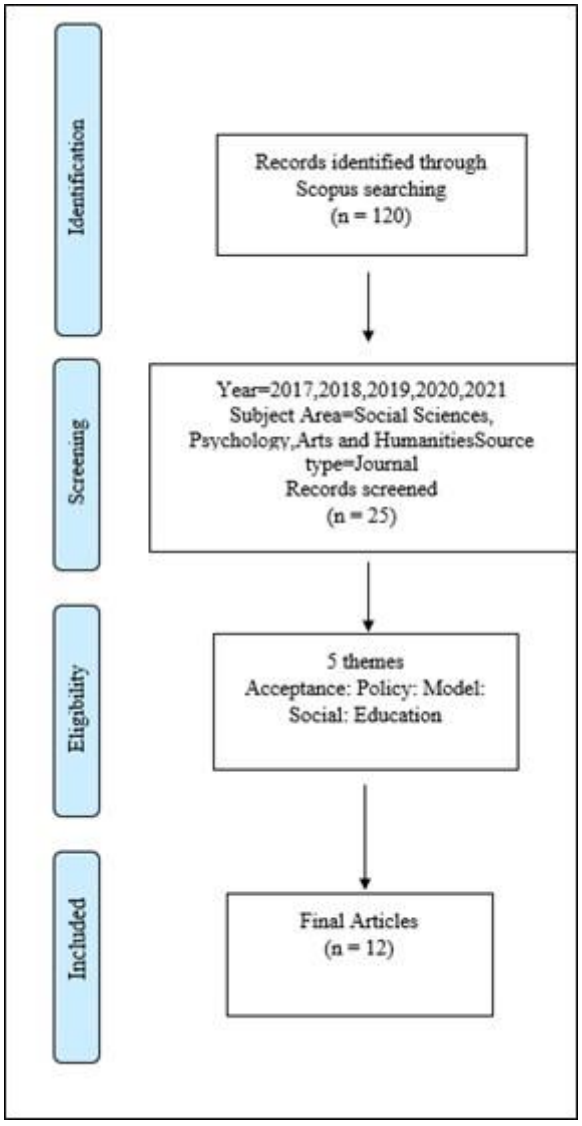
Three approaches are used in the highlights of this research proposal. The Systematic Literature Review (SLR) strategy is used in the first approach, similar to the Systematic Literature Review (SLR). This is due to the use of only Scopus database platform.

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Meanwhile, the second approach used Narrative Review or NR. After SLR and NR are carried out, the third approach, which is Evolution Review or ER, is carried out to obtain the background, history, and trend of a variable being studied. This SLR used the Scopus platform only. Scopus is a database used in robustly highlighting works. It is one of the most significant abstract databases with >22,800 journals from 5000 publishers worldwide.

Figure 1. Filter using Scopus Database



Five themes were founded as Acceptance; Policies; Models; Social; Education are integrated in a table 1 to show their link and synthesize the findings. Acceptance is the highest theme of the other themes (Sobri, Ariffin, and Sharaai 2021; Kim, Shim, and Park 2021; Cho et al. 2021; Wang and Kim 2021; Thorman et al. 2020; Hong, Ye, and Fan 2019; Cheng and Tsou 2018; Rodriguez-Sanchez et al. 2018; Hong and Chang 2018; Aschemann-Witzel et al. 2016; Wu and Wu 2015).

The second theme is Policy. This theme is the result of exploration from (Sobri et al. 2021; Kim et al. 2021; Cho et al. 2021; Wang and Kim 2021; Azimy et al. 2020; Thorman et al. 2020;

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Cheng and Tsou 2018; Rodriguez-Sanchez et al. 2018; Hong and Chang 2018; Aschemann-Witzel et al. 2016; Wu and Wu 2015). Adoption of policies is also considered as a deterrent to educational organizations. When a policy is accepted as positive, things that shouldn't happen can be prevented from the beginning. (Busher, Choudhury, and Thomas 2019)

Models are classified as the third theme. This is the result of a study (Cho et al. 2021; Cheng and Tsou 2018; Hong and Chang 2018). Studies of policy models and effectiveness tend to focus on the concerns of experts rather than stakeholders. There is an educational policy acceptance model that has been built to analyze the integration of competency standards, technical-vocational education, and teaching. This study explores the relationship between progressive teaching values, perceived ease of understanding and application of policies, perceived usefulness to students, and attitudes towards policy implementation. Structural equation modeling was used to obtain quantitative data from 257 participants. The results show that teaching progressive values is associated with perceived ease of policy knowledge and application in the classroom, value to students, and attitudes toward policy implementation. Perceived ease of knowledge and policy application is important in explaining the expectations-values research paradigm. As a result of this study, the policy acceptance model can be used to study various policies related to education and policy formation. (Hong and Chang 2018)

The next theme is social. Acceptance of policies from a social aspect is so important because social forms society. This theme is the result of a study by (Wang and Kim 2021; Thorman, Whitmarsh, and Demski 2020; Aschemann-Witzel, Bech-Larsen, and Capacci 2016).

In the context of the theme of education, policy acceptance is also linked to push and pull factors. An education policy requires a study for teachers to understand how a policy needs to be implemented and incentives need to be created for teachers in relation to that (Hong and Chang 2018).

In the matter of the adoption of education policy, education is identified as a factor of government intervention. This theme is produced from studies (Busher, Choudhury, and Thomas 2019; Hong and Chang 2018; Harring & Jagers 2018; Hong and Chang 2018; Boufoy-Bastick (2015). The government that has a desire will introduce an education policy to be practiced by teachers, so that the government's ambitions are achieved one day. (Harring & Jagers 2018). Bad government policies have adverse effects on the social infrastructure of the country. Education is a public service that is severely affected when a policy has adverse effects and giving results to nation building and prosperity. BoufoyBastick (2015).

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In conclusion, these themes are stated in Table 1. Table 1. Themes Resulting From The SLR.

Acceptance	*Policy*	*Model*	*Social*	*Education*
(Sobri, Ariffin, and Sharaai 2021)	*(Sobri et al. 2021)*	*(Cho et al. 2021)*	*(Wang and Kim 2021)*	*(Busher, Choudhury, and Thomas 2019)*
(Kim, Shim, and Park 2021)	*(Kim et al. 2021)*	*(Cheng and Tsou 2018)*	*(Thorman, Whitmarsh, and Demski 2020)*	*(Hong and Chang 2018)*
(Cho et al. 2021)	*(Cho et al. 2021)*	*(Hong and Chang 2018)*	*(Aschemann-Witzel, Bech-Larsen, and Capacci 2016)*	*(Harring & Jagers 2018)*
(Wang and Kim 2021)	*(Wang and Kim 2021)*			*(Hong and Chang 2018)*
(Thorman et al. 2020)	*(Azimy et al. 2020)*			*Boufoy-Bastick (2015)*
(Hong, Ye, and Fan 2019)	*(Thorman et al. 2020)*			
(Cheng and Tsou 2018)	*(Cheng and Tsou 2018)*			
(Rodriguez-Sanchez et al. 2018)	*(Rodriguez-Sanchez et al. 2018)*			
(Hong and Chang 2018)	*(Hong and Chang 2018)*			
(Aschemann-Witzel et al. 2016).	*(Aschemann-Witzel et al. 2016)*			
(Wu and Wu 2015)	*(Wu and Wu 2015)*			

Table 1. Themes Resulting From The SLR

(NR) The model is based on the Technology Acceptance Model (TAM). Research on technology adoption has been done in many sectors. Technology for software engineering using computers and Internet banking are among the technologies and applications tested for acceptance (Rocker, 2010).

Previous models such as TRA; TPB; TAM and UTAUT were analyzed to obtain the justification of the educational policy acceptance model. These models have factors that influence them. After examining all these models, there is an appropriateness to use the TAM model as the basis for this research proposal. In conclusion, the acceptance models that have been created to explain the acceptance or rejection of new ideas and technologies can be modified for the acceptance of educational policies. This is stated as Table 2.

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Table 2. Acceptance models

Acceptance Models	Influencing Factors	Summary	Suitability for educational policy acceptance
Theory of Reasoned Action (TRA), Fishbein and Ajzen, 1975	Belief and Evaluations, Normative beliefs, Attitude, Subjective Norm	Behavior intention based purely on a person's attitude	Intended in prediction of activities involving a choice among alternatives, not in a mandatory context
Theory of Planned behavior (TPB), Ajzen, 1991	Behavioral attitude, subjective norms, perceived behavioral control, Behavioral Intention	Measures an individual's physical action	Based on cognitive processing and behavior change and not cognitive acceptance
Technology Acceptance Model (TAM), Davis 1986	(perceived) Usefulness, (perceived) Ease of Use, Attitude Towards Use	Disjunction between Benefit and Effort as basic criteria for Acceptance Decision	No consideration for nontechnology applications
Unified Theory of Acceptance and Use of Technology (UTAUT), Venkatesh, 2003	Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions	Gender, Age, Experience, and voluntariness of use moderate impact of four key constraints; Adoption and diffusion of IS/IT	Model contains too many variables and becomes difficult to analyze

Evolution Review (ER) Acceptance Policy: The concept of acceptance started in psychology. Around 1862, psychologists began to develop ideas related to the effects of attitudes on human behavior. Then, through 1925, researchers continued to investigate this relationship, resulting in many new theories, including acceptance (Price, 2010).

This acceptance is primarily linked to the approval of technology. Using that foundation, this research proposal modifies this concept into policy adoption. Moreover, the original theory claimed that "attitudes can explain human actions", which originated from psychological research in the early 19th century. Therefore, the Acceptance of Education Policy is derived from the original theories that focus on attitudes and behavior, and this foundation is proposed to be a model of acceptance that fits the current educational environment. Policy is seen as a course or technique of action chosen to guide and determine present and future decisions" (Tableman, 2005).

When rules, principles, and theories are imposed on organizations, they become policies (Trochim, 2009). Politics, ethics, or programmatic policies can be used to address policy issues and problems (Tableman, 2005). A combination of political pressure and support is needed for successful policy implementation (McLaughlin, 1987). Politicians often make choices based on the "will of the majority" (Tableman, 2005) and the wishes of their party.

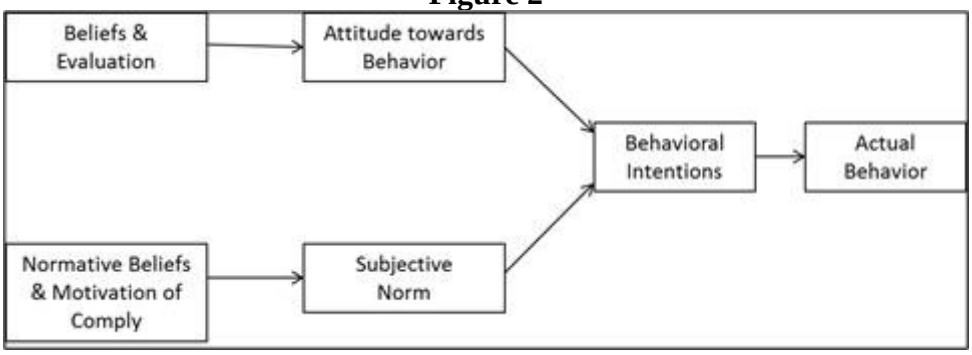
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From another aspect, policy implementation has two main themes, namely "top-down and bottom-up" (Matland, 1995). Top-down theorists describe policy makers as "Top-Down" who "focus on factors that can be influenced centrally." In addition, "Bottoms-up" argues that policy is formed locally, focusing on the target population and service providers (Matland, 1995). This point is argued against the paradigm "policy control should be done by those responsible to the electorate through elected representatives." Second, this paradigm overcomes local autonomy (Matland, 1995). Pressure and support were found to be effective drivers of policy implementation.

Pressure alone may be sufficient when policy reform does not require more resources, but it cannot affect the necessary changes in attitudes, beliefs, and common practices (McLaughlin, 1987). To implement policy change properly, both must be balanced. Many scholars and studies use the phrase 'technology acceptance'. Acceptance is not defined in the literature. Davis defines TAM as "users' decisions about how and when to use technology" (Davis, 1989). Early use acceptance is the first important step towards learning (Martinez-Torres et al., 2008). As mentioned earlier, many models have been created to explain technology adoption. An analysis of the evolution of the acceptance model follows. Theory of Reasoned Action Theory of Reasoned Action or Theory of Reasoned Action (TRA) was proposed by Fishbein & Ajzen in 1975. The whole theory is illustrated as figure 2. Theory of Reasoned Action (TRA)

Figure 2

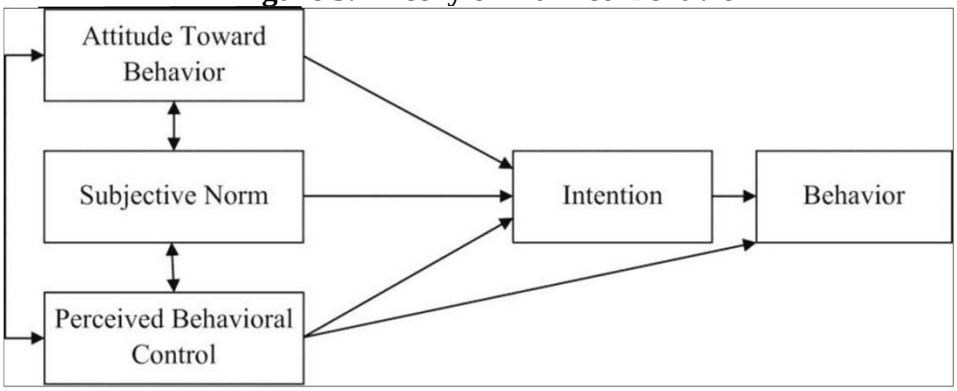


In TRA, scholars claim that a person's previous goals and beliefs can predict their current behavior (Subjective norms and a person's attitude towards an activity are used to determine behavioral intentions. Behavioral Intention is a person's likelihood of doing an activity. Subjective norms are described as "individual impressions of whether individuals related to the individual think the activity should be performed." (Fishbein & Ajzen, 1975). TRA can be expressed as the following equation: BI = (AB) W1 + (SN) W2 where: • BI = behavioral intention • (AB) = one's attitude toward performing the behavior • W = importance weights • SN = one's subjective norm related to performing the behavior (Davis, 1986). TRA suggests that intention is a key determinant of acceptance. Theory of Planned Behavior (TPB) Figure 6 shows three types of beliefs in the Theory of Planned Behavior (Ajzen, 1991). In Ajzen's Theory of Planned Behaviour, he claims that "all ideas about behavior can be deduced to obtain the disposition of the whole behavior" (Ajzen, 1991). The TPB developed from the theory of reasoned action by introducing the concept of perceived behavioral control. Perceived control over behavior is generally a useful indicator of behavioral goals, according to Ajzen. These objectives, along with perceived behavioral control, can explain many behaviors (Ajzen, 1991).

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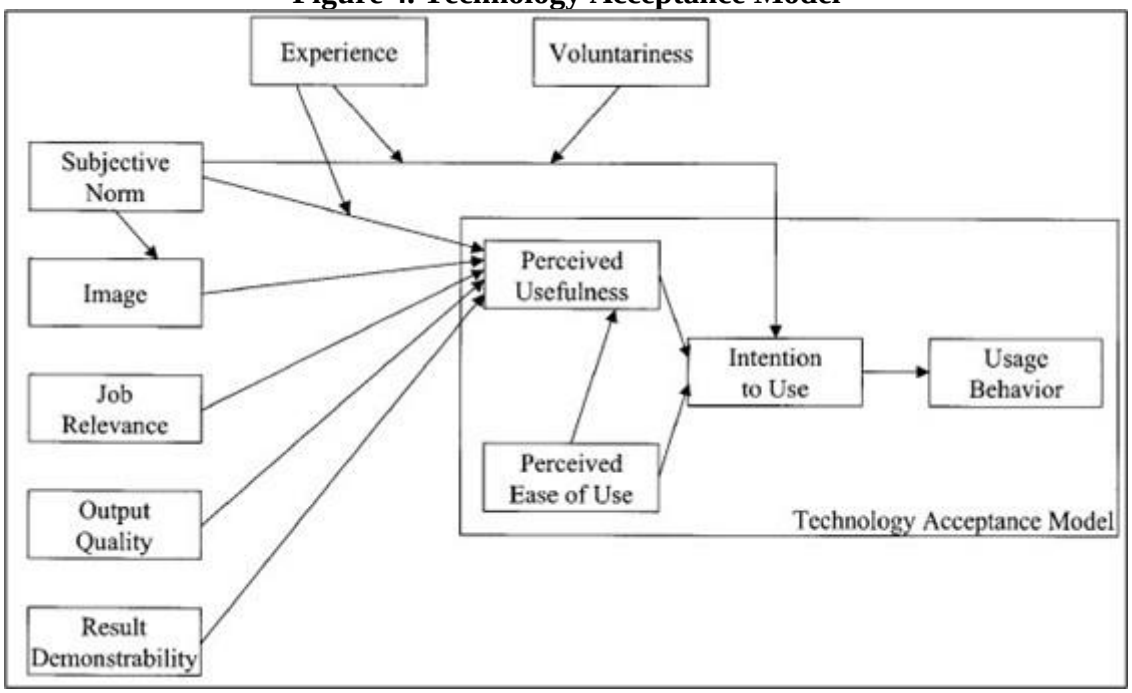
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Figure 3. Theory of Planned Behavior



Technology acceptance or Technology Acceptance Model (TAM) TAM was proposed by Venkatesh and Davis (2000) The study concluded that social influence mechanisms and cognitive instrumental processes influence user authorization. This TAM model is expressed as Figure 4.

Figure 4. Technology Acceptance Model

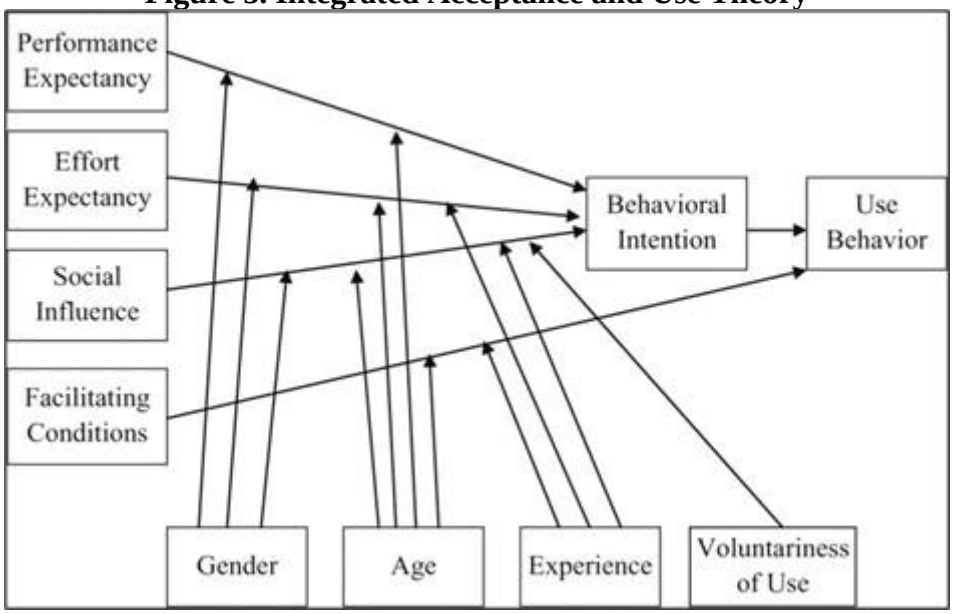


Unified Theory of Acceptance and Use (UTAUT) Venkatesh developed UTAUT (Unified Theory of Acceptance and Use) in 2003. These models are: TRA, TAM, Motivation Model (TM), TPB (TM + TPB), PC Use (PC), IDT, and Social Cognitive Theory (SCT) (Venkatesh et. al., 2003). The UTAUT model describes the behavioral intention to use the system and subsequent system use behavior. This is expressed as Figure 5.

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Figure 5. Integrated Acceptance and Use Theory



Performance expectations, effort expectations, social influence, and facilitating factors were found to be direct drivers of usage intention and behavior (Venkatesh et. al., 2003). As a result, the researchers found that "the effect of the four main variables on usage intention and behavior was due to gender" (p. (Venkatesh et. al., 2003). Further research showed that UTAUT was responsible for 70% of the variance of usage intention (Venkatesh et. al., 2003).In conclusion, this concept of acceptance has a long transformation from psychology, changing to technology and to policy.

Conclusion

As a conclusion from this study shows that there is a need to examine the entire literature in a narrative and synthesis. By using these three approaches, a theme that fits this can be further developed into a suitable model. It is hoped that this study will contribute to the academic world and provide good information to policymakers. This study suggests that by employing narrative review and synthesis techniques alongside a systematic literature review, researchers can uncover themes and patterns that may not be immediately apparent through traditional methods.

By utilizing these three approaches—Simple Systematic Literature Review, Narrative Review, and Evolution Review—researchers can gain a more holistic understanding of the subject matter. This comprehensive analysis allows for the identification of common themes, emerging trends, and historical developments within the field. These themes can then be further developed into suitable models or frameworks that capture the complexities of educational policy acceptance.

The conclusion also underscores the potential impact of such research endeavors. By contributing to the academic discourse and providing valuable insights to policymakers, studies like this one have the capacity to inform decision-making processes, shape policy development, and ultimately improve educational practices. Through rigorous analysis and synthesis of

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existing knowledge, researchers can offer nuanced perspectives and practical recommendations that address the multifaceted challenges faced in education.

Overall, the conclusion highlights the significance of thorough literature examination and synthesis in advancing understanding and informing action in educational policy and practice. It emphasizes the transformative potential of research efforts that bridge disciplinary boundaries, engage with diverse perspectives, and offer actionable insights for stakeholders in the academic and policymaking realms.

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