

The Role of Self-Efficacy, Attitudes, Social Norms and Institutional Support in the Use of Modern Teaching Approaches and ICT in Higher Education

E. Kranjec, K. Breznik, L. Klasinc, J. Kolbl, M. Puhek, N. Špur, S. Frumen
 University of Maribor, Slovenia

Introduction



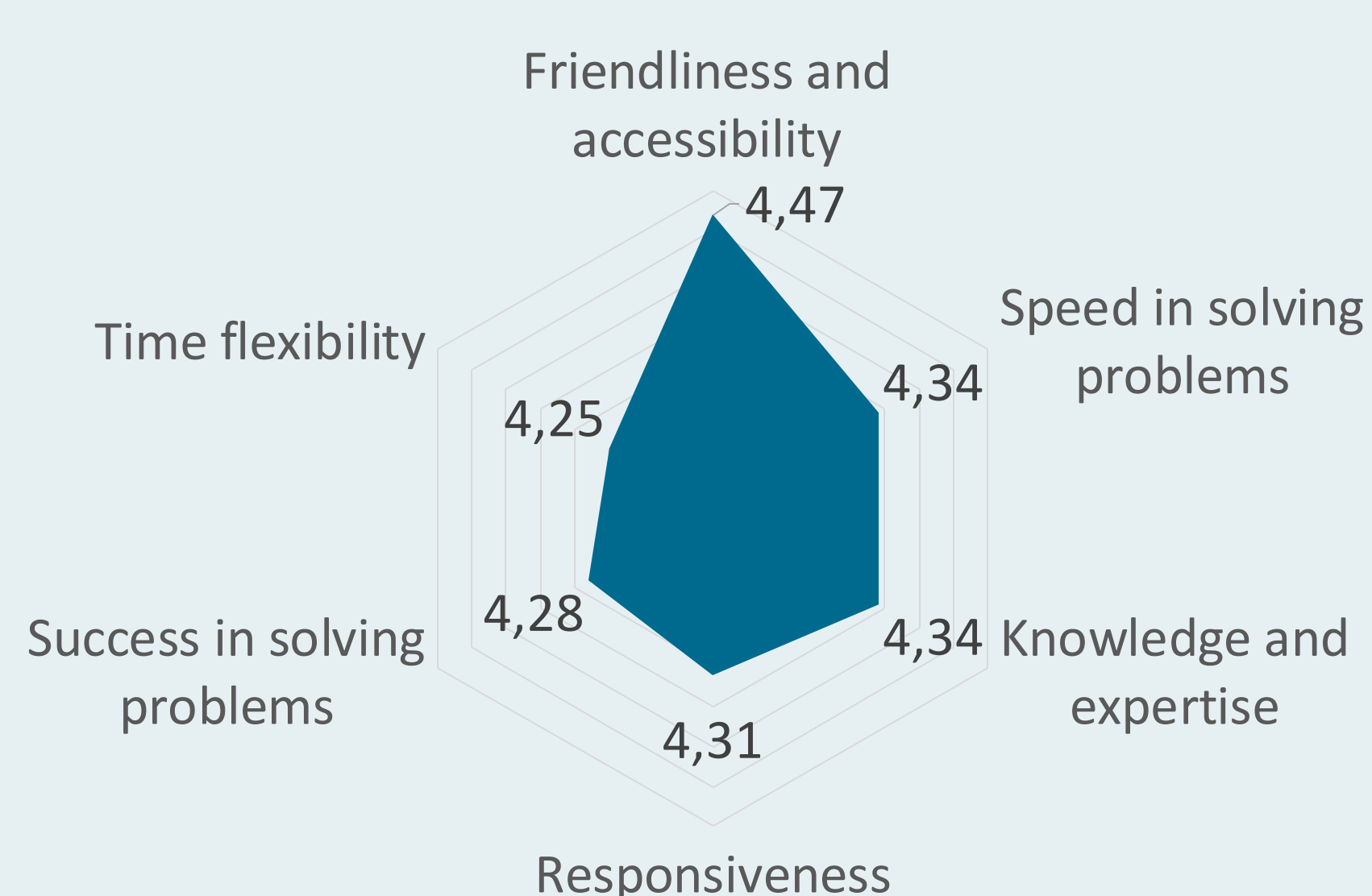
University teachers' readiness for the use of modern teaching approaches (MTAs) and ICT is largely determined both by internal (e.g. attitudes, subjective norms and behavioural intention towards the ICT-supported MTAs, perceived self-efficacy, and knowledge) and external factors (e.g. learning environment, professional support, and institutional policies). Following the importance of professional support, the Centre for Teaching Support of the University of Maribor Slovenia (CTSUM) was established to educate higher education (HE) teachers on MTAs and develop their ICT competences. The aim of the present study is to examine the university teachers' satisfaction with the services of the CTSUM and the relationship between university teachers' attitudes towards using MTAs and ICT given the level of professional support they received.

Methodology



The data were collected through online questionnaire lasting for two months in the beginning of 2020. The first part of the questionnaire included items on university teachers' satisfaction with the CTSUM and was completed by 107 participants. A second part dealt with attitudes, subjective norms and behavioral intentions towards the use of MTAs and ICT, which were completed by a smaller sub-sample of university teachers (n = 75).

Results



Results show **high satisfaction** with the **CTSUM's services** and professionalism of its employees.



Regarding TPB as a model for understanding the implementation of MTAs, a positive correlation was found between **attitudes and subjective norms** and between **perceived behavioural control and behavioural intention**.

TPB – MTAs and self-efficacy	A	SN	PBC	BI	SE	M	SD
Attitudes (A)	-					3.75	0.63
Subjective norms (SN)	.362**	-				3.15	0.91
Perceived behavioural control (PBC)	-.077	-.111	-			2.73	1.01
Behavioural intention (BI)	.112	.196	.356**	-		4.07	0.72
Self-efficacy (SE)	-.164	-.041	-.110	.112	-	31.78	10.25

Note. *p < .05, **p < .01, ***p < .001.

All three components of the TAM model are statistically significantly and positively correlated with the **behavioural intention to use ICT**.

TAM - ICT	PU	PEU	A	BI	M	SD
Perceived usefulness (PU)	-				3.93	0.73
Perceived ease of use (PEU)	.337**	-			3.65	0.86
Attitudes (A)	.678**	.487**	-		3.94	0.69
Behavioural intention (BI)	.700**	.338**	.782**	-	3.76	1.02

Note. *p < .05, **p < .01, ***p < .001.

Conclusion



- University teachers prefer to cooperate with the CTSUM through individual consultations and tailor-made group workshops.
- The positive correlation between subjective norms and the application of MTA is confirmed.
- University teachers most often use blended, problem-based, and project-based learning.
- Perceived usefulness, perceived ease, and attitudes towards ICT are significantly higher among younger university teachers than among older ones.
- A more frequent use of MTAs and ICT can be influenced by a change in attitude towards their complexity.

References



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Centre for Teaching Support UM

 didakt.um.si

 didakt@um.si